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## CONTENT

<b>Akatova Olha, &amp; Kharchenko Victoria.</b> Adolescent Nihilism as a Factor of Social Maladaptation.....	9
<b>Antiukhova Nataliia, &amp; Simko Alla.</b> Author’s Empirical Research of Creative and “Pathological” Types of Thinking.....	31
<b>Buherko Jaroslava.</b> Psychological Features of Beliefs and Convictions in the Structure of the Psychospiritual World of Future Specialists in Social and Humanities Profile.....	54
<b>Honcharuk Nataliia.</b> Scientific and Methodological Approaches to Researching the Problem of Self-harm in Psychological Theory and Practice .....	78
<b>Hudyma Oleksandr, &amp; Ivashkevych Eduard.</b> Psychological Resourcefulness of the Individual as a Category of Ecological Psychology .....	101
<b>Hulias Inesa, &amp; Onufriieva Liana.</b> Perfectionism in Contemporary Life: Psychological Mechanisms and Practical Implications .....	121
<b>Ivashkevych Ernest.</b> Correlation between Translator’s Conscientiousness and Students’ Translation Activity in the Process of Solving Creative Tasks .....	144
<b>Khupavtseva Nataliia, Simko Ruslan, &amp; Kulchytska Anna.</b> The Development of Soft Skills in Future Specialists through Facilitated Interaction .....	166
<b>Koval Hennadiy.</b> Historical and Psychological Retrospective of the Genesis of “Social Connection” Concept and its Research Prospect.....	188
<b>Kostruba Nataliia.</b> Anger as a Marker of Emotional Maladaptation Among Civilians in Wartime: An Empirical Study.....	209
<b>Kurytsia Denys, &amp; Yatsiuryk Alla.</b> Ethnocultural Psychology and Management and Business Psychology as New Areas of Research of Individual Creativity .....	224
<b>Mykhalchuk Nataliia, &amp; Koval Iryna.</b> Psychological Foundations of Organization of Project Activities at Foreign Language Classes in the Modern System of Higher Education of Ukraine: from the History of Psychological Paradigm to the Practice of Foreign Language Communication .....	244
<b>Zaviazkina Nataliia, &amp; Parkhomenko Daryna.</b> Social Media Scrolling as a Maladaptive Strategy for Coping with Boredom.....	266

## ЗМІСТ

<b>Акатова Ольга, Харченко Вікторія.</b> Підлітковий нігілізм як чинник соціальної дезадаптації ( <i>англ. мовою</i> ) .....	9
<b>Антохова Наталія, Сімко Алла.</b> Авторське емпіричне дослідження креативного та «патологічного» типів мислення ( <i>англ. мовою</i> ) .....	31
<b>Бугерко Ярослава.</b> Психологічні особливості вірувань і переконань у структурі психодуховного світу особистості майбутніх фахівців соціогуманітарного профілю ( <i>англ. мовою</i> ) .....	54
<b>Гончарук Наталія.</b> Науково-методологічні підходи до дослідження проблеми селфхарму у психологічній теорії та практиці ( <i>англ. мовою</i> ) .....	78
<b>Гудима Олександр, Івашкевич Едуард.</b> Психологічна ресурсність особистості як категорія екологічної психології ( <i>англ. мовою</i> ) .....	101
<b>Гуляк Інеса, Онуфрієва Ліана.</b> Перфекціонізм у сучасному житті: психологічні механізми та практичні імплікації ( <i>англ. мовою</i> ) .....	121
<b>Івашкевич Ернест.</b> Кореляція між свідомістю перекладача та перекладацькою активністю студентів у процесі розв'язання ними творчих завдань ( <i>англ. мовою</i> ) .....	144
<b>Хупавцева Наталія, Сімко Руслан, Кульчицька Анна.</b> Набуття майбутніми фахівцями soft skills в умовах організації фасилітативної взаємодії ( <i>англ. мовою</i> ) .....	166
<b>Коваль Геннадій.</b> Історико-психологічна ретроспектива генези концепту «соціальний зв'язок» та перспектива його дослідження ( <i>англ. мовою</i> ) .....	188
<b>Коструба Наталія.</b> Гнів як маркер емоційної дезадаптації цивільного населення в умовах війни : емпіричне дослідження ( <i>англ. мовою</i> ) .....	209
<b>Куриця Денис, Яцюрик Алла.</b> Етнокультурна психологія та психологія управління й бізнесу як нові напрямки дослідження творчості особистості ( <i>англ. мовою</i> ) .....	224
<b>Михальчук Наталія, Коваль Ірина.</b> Психологічні засади організації проєктної діяльності в сучасному закладі вищої освіти України у процесі оволодіння іноземною мовою: від історії психологічної думки до практики іншомовної комунікації ( <i>англ. мовою</i> ) .....	244
<b>Завязкіна Наталія, Пархоменко Дарина.</b> Скролінг соціальних мереж як дезадаптивна стратегія подолання нудьги ( <i>англ. мовою</i> ) .....	266

## Adolescent Nihilism as a Factor of Social Maladaptation

### Підлітковий нігілізм як чинник соціальної дезадаптації

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### **ABSTRACT**

**The aim of the research.** *The study aims to examine the relationship between adolescent nihilism and psychological well-being.*

**Methods of the Research.** *The research applied theoretical (analysis, generalization, systematization) and empirical methods. A cross-sectional design involved 31 adolescents aged 12-18 years. Psychodiagnostic tools included the WHO-5 Well-Being Index and two author-developed questionnaires assessing nihilistic manifestations in the educational environment and attitudes toward life, rules, and the future. Descriptive statistics and Pearson correlation were used for data analysis.*

**Research Results.** *Theoretical analysis highlighted nihilism as a complex psychosocial phenomenon emerging during adolescence. Empirical findings showed that most adolescents exhibit moderate psychological well-being, with emotional instability manifested in mood fluctuations, energy levels, and interest in daily activities. A significant correlation was found between psychological well-being and adolescent nihilism in the educational context ( $r = 0.505$ ;  $p < 0.01$ ), indicating that lower psychological well-being may enhance adolescent nihilism, including negative attitudes toward social norms, learning, and future expectations.*

**Conclusions.** *Adolescent nihilism reflects the interaction between emotional state, value orientations, and the social environment. Enhancing psychological well-being can serve as a preventive factor against destructive nihilistic attitudes. These findings provide a foundation for developing targeted psycho-educational and corrective programs.*

**Key words:** *adolescent nihilism, psychological well-being, adolescence, emotional state, social norms, value orientations.*

### **Introduction**

The phenomenon of nihilism has a long history and originates in antiquity. Throughout different historical periods, it has transformed and acquired new forms of manifestation. Initially, nihilism developed as a philosophical concept; over time, it has also been examined in a psychological context. Modern nihilism gained particular prominence during the Enlightenment,

when scientific knowledge gradually began to replace religious dogmas. In situations where traditional values lose stability and truth ceases to be perceived as self-evident, nihilism intensifies. The term "nihilism" comes from the Latin nihil and means "nothing," and in general refers to the rejection of existing norms, authorities, rules, and values in society. Its roots can be traced to skeptical philosophical schools of antiquity, though as a structured phenomenon, it emerges much later in modern Europe (Cunningham, 2002).

In postmodern culture, described in Baudrillard's work *Symbolic Exchange and Death*, reality is often substituted with something false, and truth becomes merely a reflection of a particular idea rather than reality as a whole. In such a context, an internal protest emerges: "If everything is relative, then nothing matters" (Baudrillard, 2004). Thus, nihilism gradually moves from philosophical reflection into psychological analysis, where it is considered a response to the loss of meaning and a crisis of values in the contemporary world.

In modern society, the problem of nihilism is particularly relevant in the context of adolescent psychological development. The study of adolescent nihilism has become particularly acute amid the prolonged military conflict in Ukraine. According to the large-scale study "Impact of the Russian Invasion on Mental Health of Adolescents in Ukraine", published in the *Journal of the American Academy of Child & Adolescent Psychiatry* (Osokina et al., 2023), Ukrainian adolescents are facing unprecedented levels of cumulative trauma and daily stressors associated with the disruption of social ties, diminished well-being, and future uncertainty.

Rapid social transformations, information overload, and social instability create conditions in which adolescents face difficulties in forming their own system of values and life orientations. The constant flow of information often undermines a sense of stability, which may lead to feelings of sadness, depression, reduced emotional state, and the formation of skeptical or

nihilistic attitudes toward social norms. Consequently, adolescent nihilism is not a random phenomenon but a consistent psychosocial reaction to identity crises, information overload, and social challenges.

A crucial aspect of understanding adolescent nihilism is the concept of emotional complexity. As it is highlighted by N. Bailen and colleagues (Bailen et al., 2019) in their study “Understanding emotion in adolescents: A review of emotional frequency, intensity, instability, and clarity”, published in the journal *Emotion*, the adolescent emotional sphere is characterized by high variability and complexity of experiences, which often leads to passivity and abrupt mood swings. The authors argue that a deficit in emotional regulation strategies during this period can trigger defensive reactions. In this context, nihilistic attitudes can be viewed as an attempt by the individual to simplify the excessive cognitive and emotional pressure arising from social instability and an identity crisis.

In the literature, various aspects of adolescent nihilism have been examined by multiple researchers. Erikson considered adolescence as a stage of identity crisis, accompanied by doubt and the search for life meaning. Subsequent studies were conducted by representatives of existential psychology and philosophy, including V. Frankl and J. Baudrillard. Modern neuropsychological studies refine Erikson’s perspectives, indicating that nihilistic attitudes may be linked to the uneven development of the prefrontal cortex and the amygdala. Specifically, Spear in the article “Adolescent neurodevelopment”, notes that adolescent impulsivity and emotional reactivity provide a foundation for the radical rejection of authority as a means of reducing cognitive dissonance (Spear, 2013). Furthermore, Denissen and colleagues, in their longitudinal personality development research “Self-regulation underlies temperament and personality: An integrative developmental framework”, demonstrate that personality traits during this period are highly plastic. Nihilism often emerges as a temporary stage of re-evaluating the “Big Five”

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traits, particularly conscientiousness and agreeableness (Denissen et al., 2013).

In Ukrainian psychology, the development of adolescent personality, crisis processes, and deviant manifestations were studied by I. Bekh, M. Savchyn, R. Pavelkiv, and others. In psychological research, nihilism is often associated with concepts like "character neurosis", "skepticism", and "negativism". Erikson emphasized that adolescence is a period of identity crisis, when youth actively search for meaning and test life values, whereas existential psychologists such as V. Frankl and J. Baudrillard considered nihilism a reaction to the loss of meaning and crisis of values in the modern world. Analyzing the transformation of nihilistic attitudes in the digital age requires accounting for the factor of an adolescent's constant immersion in the online environment. In a foundational review by C. Odgers and M. Jensen, published in the *Journal of Child Psychology and Psychiatry*, it is demonstrated that the digital environment not only provides new opportunities for socialization but also acts as a potent source of specific stress (Odgers, & Jensen, 2020).

The authors emphasize the mechanism of "social comparison", which takes on hypertrophied forms in digital spaces. The constant broadcasting of others' success and the perceived inadequacy of one's own life compared to these virtual standards provoke a sense of futility regarding one's efforts. In a psychological context, this transforms into a classic nihilistic worldview, where the rejection of social norms and values serves as a defense mechanism against feelings of inferiority. Thus, modern adolescent nihilism is significantly fueled by information overload and the fragmentation of digital experience, which complicates the formation of a cohesive identity and a stable system of life meanings (Odgers, & Jensen, 2020).

Adolescence itself is a critical developmental stage. Erikson, in *Childhood and Society*, defined it as a phase of identity exploration, with the main conflict being the opposition between "identity" and "role confusion." If society does not provide clear

meanings and inner experiences don't have outlet, the formation of nihilistic attitudes may act as a defense mechanism. Instead of the complex question "Who am I?" a simpler assertion arises: "Nothing has meaning – so it does not matter who I am or who I should be" (Erikson, 1995). Therefore, adolescent nihilism can be seen as a complex psychological mechanism combining emotional reactivity, identity crisis, and the search for internal autonomy.

Modern studies of Ukrainian researchers including "Impact of the Russian Invasion on Mental Health of Adolescents in Ukraine" (Osokina et al., 2023), "Psychological factors of social maladaptation in adolescents" (Hrys et al., 2016), "Factors of socio-psychological maladaptation in individuals with deviant behavior" (Kikbaiev, 2025), and "Social deprivation as a risk factor for mental maladaptation among the younger generation of Ukrainians" (Rusina et al., 2023) confirm that adolescence is not merely a biological or social stage. Rather, it is a complex process characterized by the collision between an internal striving for autonomy and external societal expectations.

In this context, nihilism is considered a form of psychological defense that allows temporarily "pausing" existing values to enable the construction of new ones. Developmental psychologists note that rule rejection is not pathological; in a healthy context, it is a temporary phenomenon inherent in the crisis of adolescent development and may positively reflect conscious choice through critical thinking (Frankl, 2016; Savchyn, 2020).

Thus, adolescent nihilism is neither random nor a fashionable trend. It is a reaction to the cultural and contemporary context of the era: acceleration of reality, fragmentation of meanings, information overload, destruction of traditional structures, and negative emotional states. Where stability is absent, a void emerges, and if it is not filled with new meanings, it is occupied by nihilism. Within this study, adolescent nihilism is considered not as an isolated worldview but as a set of attitudes and experiences related to emotional state, well-being, and the search for life meaning.

**The aim of the study** is to investigate the relationship between manifestations of adolescent nihilism and the psychological well-being of adolescents.

**The problems of the study are as follows:**

1. To analyze theoretical approaches to the study of nihilism and its manifestations during adolescence.
2. To determine the level of psychological well-being of adolescents.
3. To study manifestations of adolescent nihilism in the educational environment using author-developed questionnaires.
4. To analyze the relationship between adolescents' emotional state and their attitudes toward social norms, learning, and future prospects.

**Methods of the research**

The study employed a cross-sectional design with a one-time psychodiagnostic assessment. The sample included 31 adolescents aged 12–18 years, participants of a Telegram channel. Online surveys via Google Forms ensured voluntary participation, anonymity, and psychological comfort.

Tools for assessing psychological well-being and manifestations of nihilism included:

- WHO-5 – Well-Being Index (developed by the World Health Organization), comprising 5 positively formulated statements scored on a 6-point scale.
- Author-developed Questionnaire 1 “Manifestations of Adolescent Nihilism in the Educational Environment”, 14 statements scored on a 10-point scale.
- Author-developed Questionnaire 2 “Attitudes toward Life, Rules, and the Future”, 7 statements scored on a 10-point scale.

Statistical analysis included descriptive statistics and Pearson correlation analysis. Reliability of the questionnaires was confirmed with high internal consistency (Cronbach's  $\alpha = 0.848$  for Questionnaire 1;  $\alpha = 0.747$  for Questionnaire 2).

## Results and their discussion

The study of adolescents' well-being as a potential factor in the formation and manifestation of nihilistic tendencies was conducted in January 2026. The sample consisted of 31 adolescents aged between 12 and 18 years, including 16 girls and 15 boys. All respondents were Ukrainian-speaking, as the survey was conducted in the Ukrainian language. The survey was administered remotely using the online tool Google Forms, ensuring convenience and anonymity for participants.

To assess the subjective psychological well-being of adolescents, the WHO-5 Well-Being Index (World Health Organization-5) was utilized. The selection of the WHO-5 index is justified by its high sensitivity in detecting depressive states and emotional discomfort, as confirmed in the extensive systematic review by Topp and colleagues (Topp et al., 2015). The use of this instrument allows for the objectification of the correlation between subjective well-being and a predisposition toward the nihilistic rejection of social values. The scale consists of five statements designed to evaluate emotional state, level of psychological comfort, and overall sense of well-being. Response options are presented on a six-point scale, ranging from "All of the time" (5 points) to "At no time" (0 points).

First, the general characteristics of the sample according to the WHO-5 scale are presented in Table 1.

*Table 1*

### Quantitative Indicators of Psychological Well-Being in the Sample

	N	Minimum	Maximum	Average	Standard deviation
Total WHO5	31	4	20	13.16	4.1

According to the data presented in Table 1, the mean WHO-5 score in the sample was 13.16 points. According to the WHO-5 interpretation criteria, this score corresponds to a moderate level of subjective psychological well-being (13–18 points). This

indicates that most adolescents demonstrate a moderate level of emotional stability and life satisfaction, although the presence of external or internal stressors limits a full sense of well-being.

At the same time, the minimum score in the sample was 4 points, which falls within the low well-being range (0–12 points) and is considered an indicator of psychological distress and an increased risk of emotional difficulties. Such a score clearly suggests that a portion of respondents may experience emotional exhaustion, low mood, or a diminished sense of life satisfaction, which, according to theoretical assumptions, may foster the development of critical or detached attitudes toward social norms and their future.

The maximum score (20 points) corresponds to a high level of psychological well-being, indicating effective emotional regulation in certain respondents. Overall, the results demonstrate a predominantly moderate level of well-being, with the presence of a risk group, emphasizing the need for targeted psycho-preventive and corrective measures to reduce nihilistic tendencies among adolescents.

Analysis of the responses revealed a relatively positive, yet insufficiently stable, emotional state in most adolescents. For instance, in response to the statement "I felt cheerful and in good spirits", 35.5% of respondents indicated experiencing this state "most of the time", and 32.3% – "more than half of the time". Meanwhile, 19.4% reported feeling cheerful "less than half of the time", and 12.9% – only "some of the time", indicating some instability in the emotional background of part of the sample.

A similar pattern was observed for feelings of calmness and relaxation. The largest proportion of respondents (41.9%) reported feeling calm "more than half of the time", while 19.4% felt calm "most of the time" and 3.2% – "all the time". Conversely, 35.5% of adolescents experienced calmness only occasionally or rarely, suggesting increased tension and emotional instability.

The analysis of the vitality indicator also revealed heterogeneous results. Most respondents (41.9%) felt active and ener-

getic “more than half of the time”, 29% – “most of the time”, while a portion of adolescents reported low energy levels: 16.1% felt energetic “less than half of the time”, and 3.2% did not experience such feelings at all.

Special attention was drawn to the measure of recovery after sleep. Only a small portion of adolescents (6.45%) reported waking up feeling rested “all the time”, whereas a significant share of respondents reported unstable feelings of alertness: 25.81% experienced it “more than half of the time”, another 25.81% – “some of the time”, and 22.58% rarely or almost never felt rested, indicating insufficient recovery and emotional tension.

Analysis of the statement “Things happen to me every day that I find interesting” showed varying levels of engagement in daily events. About half of the adolescents reported a relatively stable sense of interest in life (7% – “all the time”, 15% – “most of the time”, 30% – “more than half of the time”). The other part of the sample demonstrated a reduced or unstable level of interest: 25% felt interested only “some of the time”, 20% – “less than half of the time”, and 3% reported no interest in daily events at all.

Overall, the results indicate heterogeneity in adolescents’ psychological well-being. Alongside a relatively positive emotional state in a significant portion of the sample, there were fluctuations in mood, reduced vitality, instability in post-sleep recovery, and varying levels of interest in daily life. These features of psychological well-being may create conditions for the development of critical or nihilistic attitudes toward social norms, academic activities, and personal life prospects.

In general, the study of adolescents’ well-being revealed that their emotional and psychological state is characterized by considerable instability. Although most respondents reported a positive mood, calmness, energy, and interest in daily events “more than half of the time”, a significant portion of adolescents experienced periods of reduced indicators. This is especially relevant for the stability of the emotional background and the

sense of recovery after sleep, which manifests in fluctuations of mood, activity, and motivation for daily tasks.

Such fluctuations in subjective well-being may act as a factor increasing the risk of developing nihilistic tendencies, as emotional instability, decreased interest, and insufficient mental recovery provide a fertile ground for skeptical or dismissive attitudes toward social norms, values, and personal life goals.

Quantitative results of the sample according to the Author's Questionnaire 1: Manifestations of Adolescent Nihilism in the Educational Environment are presented in Table 2.

*Table 2*

**Quantitative Indicators of Adolescent Nihilism  
in the Educational Environment**

	N	Minimum	Maximum	Average	Standard deviation
Total, Author's Questionnaire 1	31	37	122	73.84	20.404

According to the data presented in Table 2, the quantitative indicators of adolescent nihilism in the educational environment, measured using Author's Questionnaire 1, range from 37 to 122 points, indicating the presence of respondents with varying degrees of nihilistic tendencies. The mean score is 73.48, with a standard deviation of 20.404, reflecting considerable variability within the sample.

The obtained mean corresponds to a moderate level of adolescent nihilism (70–84 points), suggesting an ambivalent attitude among respondents toward the educational environment, partial devaluation of academic activity, and instability in value orientations. At the same time, the presence of minimum scores corresponding to a low level of nihilism (14–56 points) indicates that some adolescents maintain a positive or neutral attitude toward learning and social surroundings. Maximum scores, reaching 122 points and falling within the high level of nihilism (98–140 points), indicate the presence of respondents who exhibit pro-

nounced devaluation of academic activity, social connections, and a pessimistic outlook on the future. Overall, the results demonstrate sample heterogeneity and varying levels of adolescent nihilism.

The Author's Questionnaire was used as a supplementary tool for the quantitative assessment of adolescent nihilism. The main focus of the study was on testing the research objectives using standardized methods; therefore, a detailed analysis of the internal structure of the questionnaire was not conducted.

Quantitative results from Author's Questionnaire 2, "Attitudes toward Life, Rules, and the Future," are presented in Table 3.

*Table 3*

**Quantitative indicators of adolescent nihilism  
in attitudes toward life, rules, and the future**

	N	Minimum	Maximum	Average	Standard deviation
Total, Author's Questionnaire 2	31	18	57	37	9.518

According to the data presented in Table 3, the scores in the sample range from 18 to 57 points, with a mean value of 37 and a standard deviation of 9.518. This variability indicates a moderate heterogeneity in adolescents' attitudes toward social rules, authorities, academic activities, and perceptions of their own future, which is typical for adolescence as a stage of active re-evaluation of social norms and values.

The obtained mean corresponds to a mixed profile of nihilistic attitudes, reflecting a combination of critical perception of certain social demands and educational norms with partial retention of trust in basic values and life prospects. This profile may be influenced by age-related developmental features, particularly the processes of autonomy formation, identity search, and the desire to independently define life orientations.

The presence of both minimum and maximum values in the sample indicates that adolescents are at different stages of form-

ing worldview attitudes, which explains the varying degrees of expression of nihilistic tendencies. Thus, the results point to the multifactorial nature of adolescent nihilism and highlight the role of individual and socio-psychological factors in its formation.

It is important to note that the questionnaire is not a diagnostic tool; its results serve as a general assessment of trends in the sample and allow for a description of adolescents' attitudes toward life, rules, and the future at the level of an overall profile.

To test the proposed hypothesis regarding the relationship between the level of subjective psychological well-being and the expression of nihilistic tendencies in adolescents, a correlation analysis was conducted. Specifically, the Pearson correlation coefficient was used to identify the nature and strength of relationships between the WHO-5 scores and the results of the Author's Questionnaires, allowing for the assessment of linear associations between quantitative variables. Correlations were examined separately for each Author's Questionnaire. The correlation between the WHO-5 scores and Author's Questionnaire 1, "Manifestations of Adolescent Nihilism in the Educational Environment," is presented in Table 4.

*Table 4*

**Correlation between subjective psychological well-being (WHO-5) and the level of nihilistic tendencies according to Author's Questionnaire 1**

		Total WHO-5	Total Auth. Q.1
Total WHO-5	Pearson correlation	1	0.505
	Significance (two-tailed)		0.004
	N	31	31
Total Auth. Q.1	Pearson correlation	0.505	1
	Significance (two-tailed)	0.004	
	N	31	31

The Pearson correlation analysis presented in Table 4 revealed a moderately positive relationship between the respondents' well-being (WHO-5) and the results of Author Questionnaire 1 assessing adolescent nihilism:

- Correlation coefficient  $r = 0.505$
- Two-tailed significance  $p = 0.004$

The obtained coefficient indicates a statistically significant association: the higher the level of well-being, the lower the level of adolescent nihilistic manifestations, and vice versa.

Among adolescents a high level of well-being is associated with a more stable emotional sphere and effective stress-coping strategies. Developmental psychology research shows that emotional stability during adolescence promotes the formation of a more adaptive attitude toward social norms, authority, and future plans (Favini, 2025). In other words, positive well-being acts as a protective factor, limiting the expression of nihilistic tendencies.

Thus, the correlation results from Author Questionnaire 1, “Manifestations of Adolescent Nihilism in the Educational Environment”, confirm that adolescents' emotional stability is linked to lower levels of nihilistic manifestations in the school setting and to a more adaptive attitude toward social norms and authority.

The correlation between WHO-5 scores and Author Questionnaire 2, “Attitudes toward Life, Rules, and the Future,” is presented in Table 5.

The Pearson correlation analysis between respondents' well-being (WHO-5) and the results of Author Questionnaire 2, presented in Table 5, showed the following:

- Correlation coefficient  $r = 0.422$
- Two-tailed significance  $p = 0.18$

The obtained  $r$  value indicates a moderate positive trend: generally, respondents with higher well-being tend to show lower levels of nihilistic tendencies according to Questionnaire 2. However, since the level of statistical significance does not

reach the standard threshold ( $p > 0.05$ ), this relationship is not statistically confirmed and should be interpreted as indicative.

*Table 5*

**Correlation between subjective psychological well-being (WHO-5) and the level of nihilistic manifestations according to Author Questionnaire 2**

		Total WHO-5	Total Auth. Q.1
Total WHO-5	Pearson correlation	1	0.422
	Significance (two-tailed)		0.018
	N	31	31
Total Auth. Q.1	Pearson correlation	0.422	1
	Significance (two-tailed)	0.018	
	N	31	31

Questionnaire 2 assesses a deeper, worldview-level dimension of adolescent nihilism, related to attitudes toward rules, authority, and future prospects, which may explain the lack of statistically significant correlations for this instrument. Developmental psychology research indicates that certain forms of adolescent nihilism appear episodically and are influenced more by external events than by a stable state of emotional well-being (Cynthia Vinney, 2024).

Although no statistically significant relationship was detected using Questionnaire 2, the trend toward a positive correlation ( $r = 0.422$ ) may suggest a potential link between well-being and worldview manifestations of adolescent nihilism, including a pessimistic attitude toward social norms, authority, education, and personal future expectations.

Thus, the results illustrate the complex and multidimensional nature of adolescent nihilism, where some manifestations are directly associated with well-being, while others are more situational and do not always correlate with overall emotional stability.

These findings served as the basis for developing a recommendation-based rehabilitative and corrective training program “*Improve Your Well-Being*”. The program focuses not on directly reducing nihilistic attitudes but on enhancing adolescents’ subjective psychological well-being, fostering emotional awareness, self-acceptance, and self-regulation skills.

The program is theoretically grounded and aligned with the results of the empirical study. Considering the observed correlation between psychological well-being and manifestations of nihilism ( $r = 0.505$ ;  $p < 0.01$ ), developing these psychological resources may indirectly contribute to reducing the expression of nihilistic tendencies during adolescence.

### Conclusions

The study confirmed the relevance of investigating adolescent nihilism as a complex psychosocial phenomenon. Theoretical analysis demonstrated that nihilism has deep philosophical roots and gradually acquired psychological significance, especially in the context of developmental crises.

Empirical results revealed a relationship between adolescents’ psychological well-being and the manifestation of nihilistic attitudes. A decrease in well-being may contribute to stronger nihilistic tendencies, including negative attitudes toward social norms, educational activities, and personal future prospects.

At the same time, adolescent nihilism is not exclusively destructive. Under certain conditions, it may represent an important stage in the development of critical thinking, autonomy, and personal identity.

Future research directions include expanding the sample size, investigating social and educational factors influencing nihilism, and evaluating the effectiveness of psychological programs aimed at enhancing adolescent well-being and preventing destructive forms of nihilistic attitudes.

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**Акатова Ольга, Харченко Вікторія. Підлітковий нігілізм як чинник соціальної дезадаптації.**

**Мета.** Дослідження спрямоване на вивчення взаємозв'язку між підлітковим нігілізмом та психологічним благополуччям підлітків.

**Методи.** Використано теоретичні (аналіз, узагальнення, систематизація) та емпіричні методи. Крос-секційне дослідження охопило

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31 підлітка віком 12-18 років. Психодіагностичні інструменти включали WHO-5 та дві авторські анкети, що оцінювали прояви підліткового нігілізму в освітньому середовищі та ставлення до життя, правил і майбутнього. Для обробки даних застосовано описову статистику та кореляційний аналіз за Пірсоном.

**Результати.** Теоретичний аналіз показав, що нігілізм є складним психосоціальним явищем, що проявляється у підлітковому віці. Емпіричні результати свідчать, що більшість підлітків демонструють помірний рівень психологічного благополуччя, водночас спостерігається нестійкість емоційного стану, коливання настрою, життєвої енергії та зацікавленості у повсякденних подіях. Встановлено статистично значущий кореляційний зв'язок між психологічним благополуччям та підлітковим нігілізмом в освітньому середовищі ( $r = 0,505$ ;  $p < 0,01$ ), що свідчить про потенційне посилення нігілістичних тенденцій при зниженому рівні благополуччя, включно з негативним ставленням до соціальних норм, освітньої діяльності та власного майбутнього.

**Висновки.** Підлітковий нігілізм проявляється через взаємодію емоційного стану, ціннісних орієнтацій та соціального оточення. Підвищення рівня психологічного благополуччя може виступати превентивним фактором проти деструктивних форм нігілізму та слугувати підґрунтям для розробки психопрофілактичних і корекційних програм.

**Ключові слова:** підлітковий нігілізм, психологічне благополуччя, підлітковий вік, емоційний стан, соціальні норми, ціннісні орієнтації.

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## Author's Empirical Research of Creative and "Pathological" Types of Thinking

### Авторське емпіричне дослідження креативного та «патологічного» типів мислення

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### ABSTRACT

**The aim** of our research is to propose author's empirical research of creative and "pathological" types of thinking.

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

**The results of the research.** We identify four groups of personal qualities of a creative subject, which constitute a creative potential of the individual: worldview qualities: active life position, optimism, harmony, humanity, devotion to one's ideals and principles, high sense of duty, patriotism, high level of the development of aesthetic feelings, striving for the process of creativity, discoveries, spiritual growth, self-knowledge, self-expression; valuable qualities: kindness, tact, sincerity, hard work, mercy, tolerance (tolerance towards other people), criticality; intellectual qualities: foresight (the ability to predict events, deeds, actions), curiosity, observation, sense of humor, flexibility of mind (the ability to make adequate decisions depending on the situation), variability of thinking, independence and self-reliance of thoughts, a high level of the development of intuition, erudition, enthusiasm for the content of the activity, the ability to analyze and synthesize, originality, metaphorical thinking, initiative; willpower: determination, perseverance, courage, the ability to complete a task, the ability to assert oneself, endurance, courage and resilience (the ability to endure life's defeats and hardships), extraordinary energy and self-confidence. The listed personal characteristics and qualities, in our opinion, are the qualities of a developed person. These qualities, according to our empirical data, are manifested against the background of particularly subtle, sensitive, mobile and vivid manifestations of the emotional sphere of a person.

**Conclusions.** We characterize creative potential of the individual as a system of personal abilities (inventiveness, imagination, critical thinking, openness to everything new). Thus, we believe that creative potential and the mentioned abilities allow a person to optimally change methods of actions in accordance with new conditions of the person's activity, acquired knowledge, skills, beliefs, which largely determine the results of the activity (novelty, originality, uniqueness of the subject's approaches to carrying out different types of the activities), which, in general, encourage the individual to creative self-realization and self-development.

**Key words:** creative potential of the individual, creative type of thinking, "pathological" type of thinking, creative self-realization, creative self-development, novelty, originality, uniqueness.

## Introduction

Let us analyze different Approaches, which show us the structure and peculiarities of creative potential of the person. Representatives of *the Pragmatic Approach* (Alahmadi, Shank, & Foltz, 2018) focused their efforts on the development of psychological mechanisms underlying this approach, while understanding the mechanisms of the creative act was a secondary task for them. For example, scientists (Drigas, & Karyotaki, 2017) developed the PMI (Pros, Cons, Interest) Method, where each idea is evaluated according to three main criteria: the pros of this idea, its cons and what makes this idea interesting (Engle, 2002). Another method of this study, called the "six thinking hats", demonstrates different types of thinking depending on the color of the hat chosen by a person (Connors, 2009), which, according to the author, should contribute to the development of true creativity (Dale, & Duran, 2011).

As a representative of this approach, scientists (Гончарук, & Онуфрієва, 2018) formulated the following principles of the development of creative thinking of the individual: 1) identification of necessary and sufficient conditions for a person to solve a certain problem; 2) actualization of the readiness to abandon the already acquired personal experience gained during the solution of similar problems (or problems of the same type); 3) develop-

ment of the ability to evaluate multifunctional things, to consider them in the paradigm of creative activity; 4) development of the ability to compare and synthesize opposing ideas from different subject areas, branches of activity, use of the obtained associations for creative solution of the problem; 5) development of the person's ability to realize the fundamental idea.

Also, the representatives of *the Pragmatic Approach* (Alahmadi, & Foltz, 2020) used slightly different methods of stimulating creative thinking. Thus, scientists (Falé, Costa & Luegi, 2016) developed the technique of “obsessions”, which, in the author's opinion, should be used as a kind of stimulator of creative thinking of the individual, a stimulator based on the ability of a person to notice and record, compare analogies between different objects, ideas, tasks and use these analogies in creative activity itself (Arrington, Kulesz, Francis, Fletcher, & Barnes, 2014).

In the research of supporters of *the Psychopathological Approach* (Heidari, 2019), creativity is defined as a kind of “by-product” that occurs only in the case of psychopathological disorders in a person. Studies carried out on this problem are widely presented in the studies (Learning Preferences and Strengths, 2023; Phani Krishna, Arulmozi, Shiva Ram, & Mishra, 2020). In general, the problem of the relationship between creativity and mental illness has a long history. Even scientists (Hecht, Torgesen, Wagner, & Rashotte, 2001) pointed to creativity as a result of mental disorders. Subsequently, the psychopathological approach was repeatedly reflected in the studies of various psychological schools (Gathercole, Pickering, Ambridge, & Wearing, 2004). In particular, scientists (de la Garza, & Harris, 2017) pointed out that the creative personality and a person with certain psychopathological disorders are brought together by the ability to simultaneously operate on several ideas that contradict each other.

Again, one cannot fully agree with all the ideas of the Psychopathological Approach (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh, & Shanahan, 2001). For example, the analysis

of the ideas of this approach suggests that hypomania (a mild form of psychopathology) can lead to an increase in both qualitative and quantitative (speed) indicators of a person's mental activity (Alyami, & Mohsen, 2019). Therefore, if the psychopathological approach is fully taken into account, it becomes obvious that this altered cognitive state will subsequently contribute to a faster generation by the individual of unique ideas and associations (Ivashkevych Er., 2024), which is a determinant of the creative activity of the individual (Івашкевич Ер., & Комарніцька, 2020). There are also other shortcomings of the psychopathological approach (Rezaei, & Mousanezhad Jeddi, 2020). After all, it is an undeniable fact that there is a fundamental difference between a creative person and a person with disorders: as a result of the altered functioning of some areas of the brain, which occurred as a result of psychopathological disorders, in the process of processing perceived information (Shiva Ram, Bhardwaj, & Phani Krishna, 2017), patients often experience a considerable overload of the psyche, which, in turn, leads to disorders of a person's ability to analyze information, to build speech taking into account logical connections between individual components of linguistic structures (Astle, & Scerif, 2011). While creative individuals only benefit from a high level of development of associative thinking, since they do not lose the ability to critically analyze even very large information layers without fear of overloading their own brain with extra ideas, meanings and senses (Greco, Canal, Bambini, & Moro, 2020; Mykhalchuk, & Bihunova, 2019).

Thus, creative and "pathological" types of thinking, according to scientists (Pimperton, & Nation, 2010), have some common indicator, namely, differentiation ("dissolution of boundaries") of categories, which leads to the emergence of new associations in a person as the basis of his future creativity (Ivashkevych Ed., & Rudzevych, 2023).

So, *the aim of our research* is to propose author's empirical research of creative and "pathological" types of thinking.

## 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 students:

– *experimental groups:*

E1 – 47 first-year students of Kamianets-Podilskyi National Ivan Ohienko 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 Kamianets-Podilskyi National Ivan Ohienko University.

The experiment lasted from September, 2024 to April, 2025. The experiment also involved 26 foreign language teachers from all the mentioned universities, 57 foreign language teachers from secondary schools № 1, 5, 7, 8 in Kamianets-Podilskyi and secondary schools № 101, 121 in Kyiv, 39 teachers from schools in Kamianets-Podilskyi district (schools № 1, 5, 7, 8) and 8 psychologists from these schools.

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 a 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”* (Mykhalchuk, Ivashkevych Ed., Kharchenko, & Ivashkevych Er., 2025) 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 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.

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 characteristic 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 to 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 a 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 by students who participated in the ascertainment study; 42 works by teachers from schools in Kyiv, Kamianets- district). The analysis of these results provided the opportunity to make the following gradation of the criteria for pedagogical skills:

**I. Students of the 4th course:**

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.
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.

## **II. Teachers of schools in Kamianets-Podilskiy 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. Implementation of education in 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.

## **III. Teachers of schools in Kyiv and Kamianets-Podilskiy:**

1. A high level of preparation for pedagogical activity.
2. Knowledge of the subject.
3. The ability to teach the material.
4. Erudition, general culture.

5. Love for some peculiar subject.
6. Improvement of pedagogical skills.
7. Teacher's authority.
8. The ability to establish discipline in the classroom.
9. The ability to optimize the educational process.
10. The ability to activate those pupils who study.
11. A contact with the audience, high culture of communication.
12. High intellectual development of the teacher.
13. Implementation of education into the learning process.
14. The ability to conduct psychological and pedagogical diagnostics independently, without the help of a school psychologist.
15. The ability to organize individual activity with pupils.
16. Contacts with colleagues.

According to our observation and assessment of experts (who were 8 school psychologists), all respondents were assigned to a certain type of the activity that is preferable for them (for teachers this refers to real professional activity of specialists). The pupils themselves chose the type of such activity that they would like to use more in their future work). The results obtained by us are presented in Table 1.

*Table 1*

**Results of ranking students and teachers by the type of the activity (in %, ascertainment study)**

A type of the activity	Students of the 1st and the 2nd courses	Students of the 3rd and the 4th courses	Teachers of schools in Kamianets-Podilskyi	Teachers of schools in Kyiv and Kamianets-Podilskyi
Reproductive	11.75	15.17	8.37	4.75
Reconstructive-variative	24.83	28.29	42.14	35.64
Heuristic	23.17	25.63	21.36	38.59
Creative	40.25	30.91	28.13	21.02

Thus, the data in Table 1 indicate that students of both junior and senior years are oriented, first of all, onto performing creative activities in their future professional field, and then to *reconstructive-variative* and *heuristic types*. Teachers (both in the city and district schools) use mainly reconstructive-variative types of the activity at their lessons, then heuristic and creative types. On the one hand, this allows us to conclude that students have a great interest in the features and a nature of creative activities, which will contribute to the involvement of future teachers into the process of participating in the conditions of formative experiment, stimulate them to form their creative potential. On the other hand, the results obtained prompted us to find out the reasons why professional teachers do not give preference to creative activities in their work. Therefore, we conducted an interview in which teachers from Kyiv, Kamianets-Podilskyi and Kamianets-Podilskyi district participated. The following questions were asked to teachers:

1. A) Do you know the authors of Alternative traditional curricula?

B) If you know, what are the features of these programs?

2. Do you consider it is necessary to introduce these alternative curricula into the educational process of a contemporary school?

3. Do you use (or consider it necessary to use) non-traditional forms and methods of teaching in your professional activity?

4. Do you willingly participate in scientific pedagogical conferences? Why?

5. Are you able to make a decision in a non-standard pedagogical situation immediately, without long-term logical reflection?

The answers, received to the questions, which were similar for both city and district teachers, are presented in a summarized form in Table 2.

Table 2

**Results of interviews of teachers in Kyiv, Kamianets-Podilskyi**

№	The number of respondents (in %)	Results	Conclusions
1	74.92	They know some alternative traditional educational programs and methods, name some authors, although they do not know the specific features of these programs and cannot provide their detailed characteristics	Disinterest in studying modern psychological and pedagogical literature, unwillingness to fundamentally change one's own professional activities
2	83.95	They consider it to be necessary to introduce new alternative programs in the primary educational system, emphasize the importance of using non-traditional teaching methods, but at the same time knowledge of the latter is very limited	Lack of the latest pedagogical experience, insufficient observations and the analysis of lessons by teachers who use non-traditional, original curricula in their professional activities
3	68.24	They are reluctant to participate in pedagogical conferences. They consider themselves unprepared for this type of the activity, citing lack of knowledge, misunderstanding of the significance of such events and their own shyness	Lack of teachers' focus on creative pedagogical activity, insufficient development of organizational skills, reflective and evaluative abilities
4	58.32	Students can navigate well in unfamiliar, difficult situations in the classroom. They have difficulty in making independent decisions, find it difficult to find a way out of a problem situation	Insufficient inclusion of teachers in search and research activities, in situations requiring multivariate solutions; insufficient mastery of skills of performing creative pedagogical

			cal activities and the ability to take an active research position regarding their activities themselves as their subject, with the aim of critically analyzing their own actions, evaluating them
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The results of the interviews with school teachers in Kyiv and Kamianets-Podilskyi district will be taken into account by us at the stage of conducting a formative experiment to develop a creative potential of future foreign language teachers. So, creative potential is defined by us as the repertoire of the person's skills and abilities, the ability to perform productive or reproductive actions, and the extent of their implementation in a certain sphere (or spheres) of activity or communication. Most mentally healthy people have some creative potential, which varies in magnitude among different individuals. Creative potential forms the basis of the person's mental development, determines the pace and direction of human development.

It should be noted that we determine the essence, nature, components and the role of creative potential in the process of personality development that are quite ambiguous. The results of empirical studies of various aspects of creative personality have made it possible to state that there is no consensus in science regarding the qualitative and quantitative indicators of creative potential. The main reason for the unclear definition of the content and essence of the concept itself, as well as its role in the process of creative personality development is, firstly, its comparison, and, in some cases, complete identification with the concepts of "giftedness", "talent", "creative personality". Secondly, the use of the concept of "creative potential of the personality" in scientific psychological and pedagogical literature is sometimes quite vague. Thirdly, scientists include into the content of the concept of "creative potential" the characteristics

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of a creative personality, creative thinking, creative abilities. The definition of the essence of potential is also complicated by a multifaceted system of interdependent characteristics: activity, will, goal, the style of activity, abilities and motives. The phenomenon of creative potential appears as a holistic, but internally contradictory phenomenon, a general and necessary moment of a person's subjective ability to perform a certain type of the activity.

We identify four groups of personal qualities of a creative subject, which constitute a creative potential of the individual:

– *Worldview qualities*: active life position, optimism, harmony, humanity, devotion to one's ideals and principles, high sense of duty, patriotism, high level of the development of aesthetic feelings, striving for the process of creativity, discoveries, spiritual growth, self-knowledge and self-expression.

– *Valuable qualities*: kindness, tact, sincerity, hard work, mercy, tolerance (tolerance towards other people) and criticality.

– *Intellectual qualities*: foresight (the ability to predict events, deeds, actions), curiosity, observation, sense of humor, flexibility of mind (the ability to make adequate decisions depending on the situation), variability of thinking, independence and self-reliance of thoughts, a high level of the development of intuition, erudition, enthusiasm for the content of the activity, the ability to analyze and synthesize, originality, metaphorical thinking and initiative.

– *Willpower*: determination, perseverance, courage, the ability to complete a task, the ability to assert oneself, endurance, courage and resilience (the ability to endure life's defeats and hardships), extraordinary energy and self-confidence. The listed personal characteristics and qualities, in our opinion, are the qualities of a developed person. These qualities, according to our empirical data, are manifested against the background of particularly subtle, sensitive, mobile and vivid manifestations of the emotional sphere of a person.

In our research we explore the Psychology of the development of a person's creative potential. We note, that human individuality is inimitable and unique, therefore the realization of individuality is a creative act (introducing something new, unique, which hasn't existed before and into the world). Therefore, the characteristics of creativity, in our opinion, are not so much objective (the presence of a product is material or ideal), so as procedural one, because creativity is considered, first of all, as a process of revealing the person's own individuality.

We consider the creative potential of a person as a socio-psychological orientation towards an unconventional solution to the contradictions of objective reality. Also, we characterize the creative potential in a similar way. Our empirical research showed, that creative potential was a synthetic (integrating) quality that outlined and fully illuminated the capabilities of a person who carried out creative activities. We also believe that creative potential is a set of real opportunities, abilities and skills that to one degree or another one determines the level of their development in the subject. We consider creative potential as a characteristic of an individual that determines the person's capabilities in creative self-realization. In a similar way, we characterize creative potential as a whole object. We believe that creative potential is a special quality of the personality, reflecting the degree of compliance of the individual's activity qualities with social norms (certain social roles) required of the subject of creativity. We consider creative potential as an internal readiness of the individual for self-realization in the process of creative activity. This readiness, in turn, is determined at the physiological level by the presence of each person of the right and left hemispheres of the brain with the specific functioning of the latter in the process of information processing. This statement at the psychological level is explained by the presence of theoretical conceptual and theoretical figurative types of thinking, and at the pedagogical level – by the possibility of the development and self-development of creativity of each student.

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## Conclusions

We consider the creative potential of a person as a formed sense of openness to everything new, as a system of knowledge and beliefs on the basis of which human activity is built and regulated; this is a high degree of the development of thinking, its flexibility, intolerance and originality, the ability to quickly change methods of actions in accordance with new conditions of the activity of subjects.

We characterize creative potential of the individual as a system of personal abilities (inventiveness, imagination, critical thinking, openness to everything new). Thus, we believe that creative potential and the mentioned abilities allow a person to optimally change methods of actions in accordance with new conditions of the person's activity, acquired knowledge, skills, beliefs, which largely determine the results of the activity (novelty, originality, uniqueness of the subject's approaches to carrying out different types of the activities), which, in general, encourage the individual to creative self-realization and self-development.

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**Антиюхова Наталія, Сімко Алла. Авторське емпіричне дослідження креативного та «патологічного» типів мислення.**

**Метою** нашого дослідження є продемонструвати авторське емпіричне дослідження креативного та «патологічного» типів мислення.

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

**Результати дослідження.** Ми виокремили чотири групи особистісних якостей креативного суб’єкта, які складають творчий потенціал особистості: світоглядні якості: активна життєва позиція, оптимізм, гармонійність, гуманність, відданість своїм ідеалам і принципам, високе почуття обов’язку, патріотизм, високий рівень розвитку естетичних почуттів, прагнення до процесу творчості, відкриттів, духовного зростання, самопізнання, самовираження тощо; ціннісні якості: доброзичливість, тактовність, щирість, працьовитість, милосердя, толерантність (терпимість до інших людей), критичність; інтелектуальні якості: далекоглядність (вміння прогнозувати події, вчинки, дії), допитливість, спостережливість, почуття гумору, гнучкість розуму (здатність до прийняття адекватних рішень залежно від ситуації), варіативність мислення, незалежність і самостійність думки, високий рівень розвитку інтуїції, ерудованість, захопленість змістом діяльності, здатність до аналізу і синтезу, оригінальність, метафоричність мислення, ініціативність; вольові

якості: цілеспрямованість, наполегливість, сміливість, вміння доводити розпочату справу до кінця, здатність до самоствердження, витримка, мужність і стійкість (здатність переносити життєві поразки та негаразди), неабияка енергійність, впевненість у собі. Перераховані особистісні якості, на нашу думку, притаманні такій людині, яка повноцінно розвивається. Ці якості виявляються на фоні особливо тонких, чутливих, рухливих та яскравих проявів емоційної сфери людини.

**Висновки.** Творчий потенціал характеризується як система особистісних здібностей (винахідливість, уява, критичність розуму, відкритість усьому новому). Вважаємо, що творчий потенціал та зазначені здібності дозволяють людині оптимально змінювати прийоми дій відповідно до нових умов діяльності, набутих знань, вмінь, переконань, які великою мірою визначають результати діяльності (новизну, оригінальність, унікальність підходів суб'єкта до здійснення діяльності), що, в цілому, спонукають особистість до творчої самореалізації та саморозвитку.

**Ключові слова:** творчий потенціал особистості, творчий тип мислення, «патологічний» тип мислення, творча самореалізація, творчий саморозвиток, новизна, оригінальність, унікальність.

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## Psychological Features of Beliefs and Convictions in the Structure of the Psychospiritual World of Future Specialists in Social and Humanities Profile

### Психологічні особливості вірувань і переконань у структурі психодуховного світу особистості майбутніх фахівців соціогуманітарного профілю

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#### ABSTRACT

*This article presents the theoretical and empirical study of the psychological features of beliefs and convictions as system-forming components of the psychospiritual world of the personality. The mechanisms of functioning of these phenomena are analyzed within the coordinates of the cyclical-action approach.*

*The aim of the research is the psychological substantiation of the action-based structure of beliefs and convictions as important characteristics of the psychospiritual world of future specialists in socio-humanitarian professions.*

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**Methods of the research.** To address the objectives of the study, both theoretical and empirical methods were employed. Theoretical methods included critical analysis, reflexive generalization, systematization, and structuring. Empirical methods comprised observation, questionnaires, reflexive self-reports, and psychodiagnostic testing. The psychodiagnostic toolkit included the Social Axioms Survey (M. Bond, K. Leung), the Belief in a Just World Scale (K. Dalbert), and the Justice Sensitivity Inventory (M. Schmitt). The methodological foundation of the research is based on the logical-canonical structure of the act proposed by V.A. Romenets and the cyclical-action approach developed by A.V. Furman.

**Research results.** The study empirically demonstrated the presence of a specific age-related dynamic in the formation of students' social beliefs during professional training: from perceiving the world as a dangerous and competitive environment among first-year students to experiencing a sense of safety and the ability to control events among master's students. It was established that future specialists' belief in personal justice significantly exceeds their belief in the general justice of the world, functioning as a powerful adaptive mechanism that maintains trust in others and conserves psychological energy. A differentiated influence of justice sensitivity was also revealed: the dominance of the "victim" position leads to egoistic choices and fear of exploitation, whereas sensitivity from the positions of "witness" and "beneficiary" determines prosocial and altruistic behavior. Within the framework of the training program, the mechanisms of functioning of beliefs and convictions were revealed through the sequential unfolding of the situational, motivational, actional, and post-action components of the act.

**Conclusion.** The value-meaning sphere, beliefs, and convictions form an inseparable psychospiritual triad of the specialist's personality. Within this triad, beliefs ensure emotional and resource stability, whereas convictions act as an effective mechanism for realizing life meanings through a conscious professional act. The application of the cyclical-action approach and targeted psychodevelopmental practices in higher education institutions represents an effective tool for correcting maladaptive attitudes and fostering a mature worldview among future social workers and psychologists.

**Key words:** personality, value-meaning sphere of personality, faith, beliefs, convictions, life-meaning orientations, age-related features of development, professional development of personality, socio-psychological factors.

## **Introduction**

Modern society is characterized by a significant increase in information flows, the intensity of social change, and the complexity of life situations in which individuals find themselves. Under such conditions, the internal regulators of personality behavior acquire particular importance, among which beliefs and convictions occupy a central place. They function as internal guidelines for human activity, determine one's worldview position, direct behavior, and form the basis of moral choice. In the contemporary conditions of the Russian-Ukrainian war and the high intensity of information flows, faith and convictions become critically important regulators of behavior and specific filters that ensure psychological security and the spiritual integrity of the individual.

At the same time, beliefs and convictions not only influence the processes of cognition and evaluation of social reality but also serve as important mechanisms of behavioral self-regulation. They provide relative stability to an individual's life position, contribute to the formation of a coherent worldview, and determine the nature of human interaction with the social environment. These phenomena are particularly significant for representatives of social professions, whose professional activity involves active interaction with people, responsible decision-making, and orientation toward humanistic values. This problem becomes especially important in the context of the professional training of future specialists in socio-humanitarian profile, for whom a personal ethical and moral framework, a well-formed worldview position, and psychospiritual maturity constitute the main instruments of effective professional activity.

Despite the existence of substantial psychological and philosophical studies concerning the nature of faith, beliefs, and worldview in general, the holistic picture of the functioning of social beliefs and moral convictions as system-forming components within the structure of the psychospiritual world of future specialists in socio-humanitarian professions remains insufficiently explored. Consequently, an objective contradiction arises between the high societal demands placed on the psychospiritual maturity and value orientation of representatives of these professions, on the one hand, and the insufficient study of the psychological regularities, mechanisms,

and action-based nature of the formation of their worldview convictions during professional training in higher education institutions, on the other. Resolving this contradiction requires a comprehensive theoretical and empirical analysis, which determines the relevance and timeliness of the present study.

Beliefs and convictions are important characteristics of the psychospiritual world of the personality. They guide human behavior and actions and, serving as a specific criterion of the presence and depth of spiritual development, act as subjectively significant regulators of individual activity and behavior.

In contemporary psychological science, there has been a growing number of studies devoted to the problems of faith, beliefs, and personal convictions. These phenomena lie within the interdisciplinary field of various sciences. A considerable number of philosophical, sociological, psychological, and theological works have been devoted to them, and various approaches and concepts have been developed that examine the essence and specificity of faith and beliefs from different perspectives. Faith as a phenomenon of subjective reality has been studied by Ukrainian scholars such as M.V. Savchyn (Savchyn, 2014), V.P. Moskalets, I.V. Syniak (Москалець, & Синяк, 2022), Yu.A. Aliexsieieva (Алексеева, 2018), O.I. Klymyshyn, M. Korchuk-Kashetska, O. Semak, L. Bohachevska, and O. Maslii (Klymyshyn et al., 2025). The number of publications examining the role of faith in ensuring psychological well-being has also significantly increased (Robinson, 2024; Long, 2026; Ivtzan, Chan, Gardner, & Prashar, 2013; Koenig, King, & Carson, 2012; Nelson, 2026). Many studies are devoted to the socio-psychological aspects of faith and religiosity, the relationship between the psychological and the social in faith, particularly in the scientific works of V.I. Bondar, O.V. Pedchenko, T.S. Yatsenko (Бондар та ін., 2013), C. Lim and R.D. Putnam (Lim, & Putnam, 2010), and M.F. Steger and P. Frazier (Steger, & Frazier, 2005).

The foundation for psychological research is often provided by the works of philosophers and theologians, in which this problem is considered quite broadly; however, such approaches do not always meet the criteria of scientific objectivity (Efremov, 2025). It should be noted that in recent years there has been increasing interaction

between philosophically oriented approaches and the positivist paradigm, which makes it possible to overcome this limitation. For example, analyses of three-wave longitudinal data on the development of faith as a transformation of religious types have been presented (Streib, Chen, Hood, & Ralph, 2023); efforts are being made to develop an integrative theory of religious/spiritual development and positive psychology (Davis, Day, Lindia, & Lemke, 2022); the problems of the cognitive neuroscience of faith are being investigated (Connors, & Halligan, 2022); and the ideological foundations of faith and convictions are analyzed from psychological, cultural, and spiritual perspectives (Naragatti, 2025). Nevertheless, it must be acknowledged that in the psychology of faith the terminological apparatus remains insufficiently unified, existing models are not universal, often contradict one another, and usually address rather narrow aspects of the problem; therefore, their results apply only to local segments of the broader issue.

Another specific feature of these studies concerns the relationship between the terms “beliefs” and “convictions”. Foreign psychologists often do not distinguish between them and use them as a single concept – belief or social belief (Smithies, 2023). At the same time, in the English language the concept of faith is expressed by two different words: “faith” and “belief”. The Canadian scholar W.C. Smith, based on a cultural-historical analysis of these concepts, demonstrates their non-identity: faith refers to the way in which an individual or group responds to transcendent values and forces recognized through forms of cumulative tradition, whereas the term belief, most often translated into Ukrainian as “conviction”, refers to the holding of certain ideas (Smith, 1998). Comparing the concepts of faith and belief, W.C. Smith writes: “Faith is deeper, richer, and more subjective... It is an orientation of the person toward oneself and toward others, toward the universe; a total response, a capacity to live on a higher level than the merely “earthly”; to see, feel, and act in terms of the transcendent dimension” (Smith, 1998: 112).

At the same time, it should be emphasized that the concept belief does not fully correspond in meaning to the concept of conviction as it is used in Ukrainian psychological science. In Ukrainian psychology, convictions are regarded as the highest stage of personality de-

velopment and as a unit of an individual's worldview. Convictions encompass the most general life principles and views that a person consciously and actively affirms. In foreign psychology, however, a conviction is often understood as a particular type of attitude in which an individual expresses agreement or disagreement with a given statement (Skitka et al., 2021).

The analysis of contemporary approaches to the functioning of beliefs and convictions demonstrates that researchers differ not only in their interpretations of the foundations of these phenomena and the mechanisms of their functioning but also in their understanding of conceptual boundaries. A serious problem is the mosaic character of existing studies and their often declarative nature. Therefore, in the present research we employ the action-based approach developed by V.A. Romenets to analyze these phenomena. This approach makes it possible to broaden the scope of understanding and deepen the interpretation of these concepts, providing a methodological foundation that proceeds from ideas about the ultimate meanings of human existence and life purposes, as well as about the individual's role and mission in the world.

**The aim of the article** is the psychological substantiation of the action-based structure of beliefs and convictions as important characteristics of the psychospiritual world of the personality of future specialists in the social and humanities sphere.

**The objectives of the study** are: to analyze beliefs and convictions as system-forming characteristics of the psychospiritual world of the personality; to substantiate the mechanisms of functioning of these phenomena within the coordinates of the cyclical action-based approach through the unfolding of situational, motivational, actional, and post-action components; and to identify the dynamics of the functioning of beliefs and convictions among future specialists in the socio-humanitarian sphere, particularly in determining the level of belief in a just world, the specificity of social beliefs, and their relationship with value orientations and the professional orientation of the personality.

### **Methods of the research**

In order to conduct a systematic analysis of beliefs and convictions as factors that form the fundamental matrix of the psychospiri-

tual world of the personality – upon which its life-meaning orientations are based – the study employed both theoretical and empirical methods. The theoretical methods included critical analysis, reflective generalization, systematization, and structuring. The empirical methods comprised observation, questionnaires, reflective self-reports, and psychodiagnostic techniques.

The research methods were aimed at studying the characteristics of the action-based organization of students' beliefs and convictions as future professionals and were selected taking into account: (a) the correspondence of the methodological capabilities to the aims and objectives of the study; (b) their poly-informativeness; and (c) consideration of the age characteristics of the participants.

The diagnostic complex included the Social Axioms Survey developed by K. Leung and M. Bond, K. Dalbert's Belief in a Just World Scale, and M. Schmitt's Justice Sensitivity Inventory. The methodological foundation of the study is the logical-canonical structure of the act proposed by V.A. Romenets and the cyclical action-based approach of A.V. Furman, in the unity of its four fundamental principles: action orientation, metasystemicity, cyclicity, and synergy.

### **Results and their discussion**

The contemporary stage of development of psychological science is characterized by an increased interest in the deep mechanisms of personality functioning, particularly its psychospiritual dimension. The psychospiritual world of a future specialist in the socio-humanitarian sphere is not merely a background for their life activity but also a primary instrument of professional realization. Beliefs and convictions not only guide human behavior and actions but also, serving as a specific criterion of the presence and depth of spiritual development, act as subjectively significant regulators of individual activity.

In the context of training future psychologists, the consideration of these phenomena requires going beyond a purely cognitive approach. The most heuristic framework for such analysis is the action-based approach proposed by V.A. Romenets. An act is regarded as the logical center of psychological cognition and unfolds through situational, motivational, actional, and post-action components,

within which beliefs and convictions function as key regulators at each stage.

An analysis of scientific literature shows that the problem of faith and convictions is one of the most complex and multidimensional issues in psychological science. It is closely related to the study of the human spiritual world, worldview, moral orientations, and value attitudes. Based on the canonical concept of the structure of the act (Romenets, 2006) and the cyclical action-based approach (Furman, 2016), in analyzing faith as a mental reality of the inner world of a person we identified *sensory-irrational* and *rational-active* components of faith and conducted a component-based analysis of four aspects:

– faith as an internal emotional state of a person, a “state of conviction in something not yet proven” (E. Fromm) – *situational component*;

– faith as an internal attitude of the individual, a personal orientation toward serving the ideals of Truth, Beauty, and Goodness – *motivational component*;

– faith as a mediator between feelings and knowledge, the “assent of the mind” (J. Locke), forming the basis of decisions and actions when reliable knowledge is unavailable – *actional component*;

– faith as an existential openness to the transcendent, a “way of participating in eternity” (K. Jaspers), through which human essence is realized – *post-action component* (see Buherko, & Lukach, 2022).

Ukrainian psychologist V.P. Moskalets notes that faith is “an integrative value-oriented formation of the human psyche; it encompasses all major mental phenomena: cognitive-thinking, imaginative-fantasy, emotional, volitional, and unconscious processes” (Moskalets, 2004 : 146). An analysis of psychological sources on the study of faith indicates that its specific characteristics include the predominance of feelings over rationality, the presence of a subconscious foundation, its relative independence from will, its connection with meaning, emotionality and sensitivity, its activity-volitional character, and the individual’s personal attitude toward faith.

The psychological understanding of this concept is also ambiguous. Faith and beliefs are interpreted as an emotional-value attitude toward something or someone, as a person’s conviction in the possibility of realizing a certain idea or achieving one’s potential, as an

internal personal attitude, and even as a character trait. Faith is also attributed to structural components of consciousness, to the sphere of higher feelings, to emotional relations, attitudes, and orientations. Thus, it appears to “dissolve” in various phenomena, becoming simultaneously everything and nothing, while its psychological essence often escapes the focus of researchers.

In general terms, faith may be defined as a stable psychological attitude characterized by the internal certainty of an individual in the reliability of certain representations about the world, which determines behavioral orientations. In this context, it is important to distinguish between the concepts of *faith*, *beliefs*, and *convictions*. From a psychological perspective, *faith* is a basic worldview orientation that ensures the integrity of a person’s life experience. *Beliefs* can be understood as more specific cognitive-meaning structures reflecting individual or socially conditioned representations of how the world functions. *Convictions*, in turn, are more stable and conscious psychological structures formed on the basis of systematized knowledge, personal experience, and internalized social norms.

Thus, beliefs function as an intermediate link between fundamental worldview faith and rationally grounded convictions. In the process of personal development, they may transform into convictions through mechanisms of cognitive reflection, critical comprehension, and integration into the individual’s value system.

These phenomena acquire special significance in the professional activity of representatives of social professions, since the system of convictions of a specialist directly influences the nature of their interaction with other people, determines their ethical position, and regulates the process of professional decision-making. The value-meaning sphere, as a central formation of personality, determines its orientation, life position, and attitude toward reality. For a specialist in the socio-humanitarian sphere, this sphere is not merely a worldview background but the main instrument of professional activity. It is through the prism of personal meanings and values that a specialist perceives social reality, evaluates it, and decides on strategies of intervention or assistance.

In this context, faith, beliefs, and convictions function as cognitive, emotional, and motivational representations of the value-meaning

ning sphere. They transform abstract life values into concrete guidelines for everyday professional activity and life practice.

Special attention in the empirical study was given to the analysis of social beliefs, which reflect individuals' representations of the regularities of social life, justice, interpersonal interaction, and the role of the individual in society. We used a research program developed by German scholars M. Bond and K. Leung aimed at studying general personal beliefs – the Social Axioms Survey. These authors define social axioms as “generalized beliefs about oneself, the social and physical environment, and the spiritual world, expressed in the form of statements about relationships between real facts or ideas” (Leung, & Bond, 2004).

After administering this method among students of the Psychology and Social Work programs at the West Ukrainian National University, the following results were obtained (Table 1).

*Table 1*  
**Peculiarities of the Expression of Social Beliefs among Students of the “Psychology” and “Social Work” Programs According to the M. Bond and K. Leung “Social Axioms” Method**

Method Parameters	Average Values of the Indicators in Different Student Year Groups			Median Values
	1st year	3rd year	5th year	
Social Cynicism	43.1	44.8	43.4	44
Belief in the Complexity of the World	23.1	21.2	23.2	20
Reward for Application (Principle of Balance)	39.1	42.3	45.9	36
Religiosity	26.8	27.1	28.2	24
Fate Control	24.1	24.2	23.8	24

Analysis of the obtained results showed that for most social beliefs (convictions) the students demonstrated indicators that differ from the median values of the corresponding scales. In other words, they are more inclined to believe that the social world is safe, based not on competition but on cooperation among people, and fair toward them. They also tend to consider themselves good people, believe in

luck, assume that efforts should be rewarded, and view the world as complex but still partially controllable.

As for two scales of the Social Axioms test – Social Cynicism and Fate Control – their indicators correspond to the median values. It should be noted that the loss or deformation of beliefs (in particular, an increase in social cynicism) may lead an individual to an existential vacuum and reduce indicators of life-meaning orientations. The analysis shows that students with a high level of Social Cynicism are convinced that they are surrounded by hostile individuals and institutions. Such a cognitive filter blocks the future specialist's ability to find constructive meaning in helping others.

The study also revealed the presence of age-related differences: students of different academic years differ in the degree of expression of most social beliefs. In particular, first-year students are more inclined to believe that the surrounding world is dangerous and competitive. Master's students, on the contrary, tend to perceive it as safer and based more on cooperation than on competition. Senior students demonstrate a stronger belief in the just structure of the world and its benevolence toward them. In addition, they possess a more positive self-image, are more confident in their ability to control events, believe more strongly in luck, and are generally more satisfied with their lives.

A special position is occupied by third-year students, who demonstrate less positive social beliefs across almost all parameters compared with both junior and senior students. Therefore, an experimental group was formed from among the third-year students, with whom special sessions have been conducted twice a week for two months. These sessions consisted of four blocks, the specific characteristics and analysis of which are presented below.

Faith as a psychospiritual phenomenon is an integrative, value-oriented formation of the human psyche. In professions belonging to the “human–human” system, which involve deep engagement in social processes, rational knowledge alone is often insufficient. In such contexts, beliefs come to the forefront—representations about objects and phenomena that individuals accept without reservation, without questioning their truthfulness. Beliefs (for example, belief in a just world or social axioms about reward for effort) satisfy the

basic human need for meaningfulness of existence. They form a kind of cognitive filter that protects the specialist's psyche from emotional burnout, enabling them to perceive higher meaning even in difficult social circumstances.

At the same time, faith functions as an existential openness, a way of participating in eternity and the transcendent. This allows a specialist to rely on deep meanings and ensures a high level of resilience and capacity for recovery when external circumstances appear unfavorable.

To clarify the obtained data, we additionally examined students' attitudes toward and understanding of the concept of justice, as well as their justice sensitivity and belief in a just world.

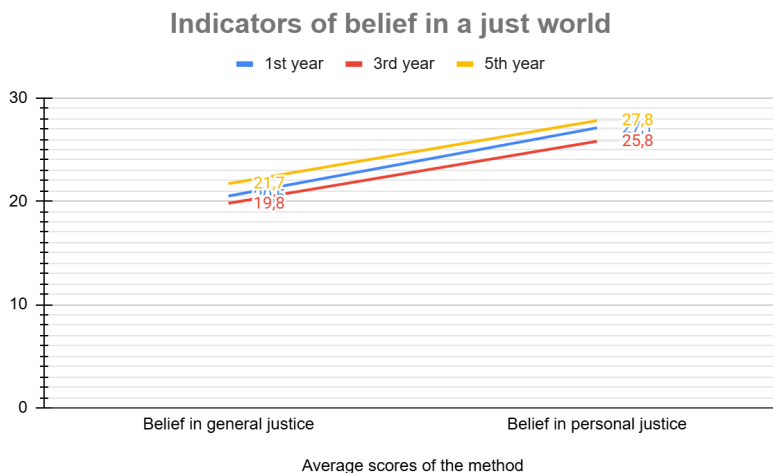
The concept of Belief in a Just World (BJW) was introduced by the psychologist Melvin Lerner as a general worldview attitude (often described as an error or illusion), according to which people are convinced that the world is organized in an orderly and fair manner and functions as a place where everyone ultimately receives what they deserve—both rewards and punishments (Lerner, 1998).

This belief is based on the human need to understand why some people are prosperous while others are unhappy. It often manifests itself when individuals encounter the suffering of an innocent person but have no possibility to stop or compensate for it. In such situations, people may begin to convince themselves and others that the victim somehow deserves their suffering.

The professional development of a future specialist and the formation of their worldview position begin during the stage of primary professionalization, in the process of studying at higher education institutions. In order to identify those characteristics of the value-motivational sphere of students' personalities that are determined by their beliefs and convictions, we conducted a diagnosis of Belief in a Just World using the corresponding method developed by K. Dalbert among first-, third-, and fifth-year students majoring in Psychology and Social Work (see Fig. 1).

It is interesting to note that the overall indicators of personal belief in a just world among students across all academic years were significantly higher than the indicators of general belief in a just world. This is a positive finding, especially considering that Personal

BJW is more closely associated with psychological adaptability than General BJW. Moreover, compared to General BJW, Personal BJW is linked to less pronounced depressive experiences and higher life satisfaction; it correlates negatively with neuroticism and positively with greater emotional stability, extraversion, and openness.



**Fig. 1.** Comparative analysis of general and personal belief in a just world indicators among future psychologists and social workers using C. Dalbert's "Belief in a Just World" scale

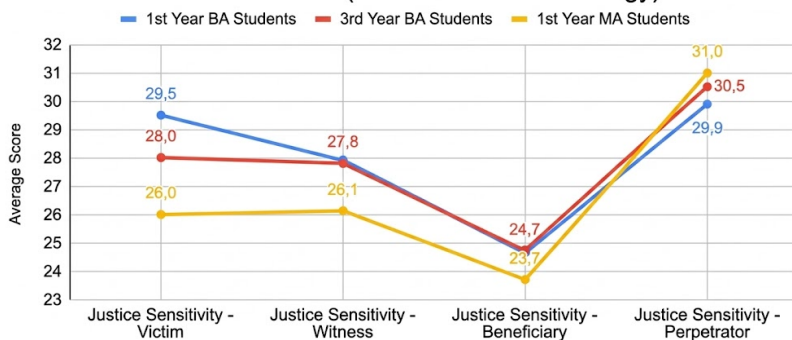
The specific features of the age-related dynamics of the aforementioned indicators were also clearly evident, demonstrating their increase from the first to the fifth year of study. An analysis of scientific literature indicates that BJW fulfills at least three adaptive functions: 1) it signifies the subject's commitment to acting justly; 2) it provides the individual with the confidence that others will treat them fairly; and 3) it establishes conceptual frameworks enabling a person to meaningfully interpret life events. Thus, BJW, like many other worldview stereotypes, conserves human psychological energy and maintains trust in the world and in others.

To clarify and identify the psychological patterns of the aforementioned phenomenon, future psychologists and social workers were asked to complete M. Schmitt's "Justice Sensitivity Inventory"

(originally described in 2005 and revised in 2010). The questionnaire contains 40 items and four scales, with ten items for each perspective (victim, witness, beneficiary, perpetrator) of an unjust situation. Notably, statements with the same numbers share practically identical wording, differing only in the specifics of the given perspective (Schmitt et al., 2010).

Justice Sensitivity (JS) comprises four components: a) the frequency of experienced injustice; b) the intensity of emotional reactions to injustice; c) the persistence of thoughts regarding the unjust event; and d) the motivation to restore justice. The results obtained from the assessments are presented in Fig. 2.

Average Justice Sensitivity Indicators Among Students of Different Academic Years (M. Schmitt's Methodology)



**Fig. 2.** Values of Justice Sensitivity (JS) indicators among students of different academic years according to M. Schmitt's "Justice Sensitivity" inventory.

*Note:* JS victim – justice sensitivity from the victim's perspective;  
JS witness – justice sensitivity from the witness's perspective;  
JS benef. – justice sensitivity from the beneficiary's perspective;  
JS perpetr. – justice sensitivity from the perpetrator's perspective.

The results of the assessments demonstrated that the indicators of the four scales positively correlate with each other. Specifically, common to both the perpetrator and beneficiary perspectives are the fact of gaining an advantage from the committed injustice, feelings

of guilt, the desire to punish oneself, and the urge to compensate the victim for the outcome of the unjust event. The witness perspective is characterized by only two experiences shared with the perpetrator and beneficiary: the desire to punish the one who benefited and to compensate the victim for their losses. At the same time, it is noted that the psychological functions of the different types of JS vary: while JS-victim fulfills the task of defending justice in the individual's own interests, JS-perpetrator, JS-beneficiary, and JS-witness possess a prosocial orientation, affirming genuine justice and protecting the violated rights of others.

The developed value-meaning sphere, supported by deep moral convictions, directly dictates the nature of a specialist's social activity. In the socio-humanitarian domain, this unity of faith, meanings, and convictions finds its embodiment in concrete forms of action-based activity.

Based on the cyclical-action structure of the research design and following the indicated logic of the unfolding of the studied phenomena of personality beliefs and convictions, we planned correctional training sessions. At the first (*situational*) stage of work in the experimental group, sessions were conducted aimed at the cognitive analysis of situations that students tend to perceive as unjust. During this process, five characteristics of such situations were identified: 1) the violation of a specific person's rights; 2) this violation was committed by other individuals or groups; 3) there was an opportunity to act differently; 4) the act or, conversely, the lack of necessary action was intentional; and 5) the person who acted unjustly faced no retribution. Simultaneously, an analysis of the training group participants' own cognitive schemas was conducted.

*The motivational block of the sessions* was characterized by the group participants' selection of various strategies and techniques (rational, irrational, and defensive) used when confronting evident injustice. *Rational techniques* included the strategy of injustice prevention, implemented through activities aimed at averting potential injustice, and the strategy of restoring already lost justice, manifested in providing assistance to victims. *Irrational strategies* are characterized by a refusal to acknowledge the injustice of the world. These include the denial of injustice, which involves physical and

psychological avoidance of situations that threaten one's belief in justice, as well as three ways of interpreting injustice: 1) a plausible explanation of the cause of the injustice (condemning the victim's behavior); 2) linking the observed injustice to the victim's character (minimizing the virtues of the victim's character or exaggerating the virtues of the perpetrator's character); 3) explaining a higher meaning behind the injustice that occurred.

At the *action stage* of the correctional training sessions, the participants worked on studying and analyzing their own beliefs using the social axioms methodology. *Social axioms* are the most general beliefs about oneself, other people, the social environment, and the physical or spiritual world, which are central to the individual's system of convictions. Their role is to ensure the survival and activity of the personality in the physical and social world. The analysis of the role-playing exercises showed that the measurements of justice sensitivity are differently related to egoistic or prosocial attitudes and behavior, clearly manifesting themselves in situations of social significance. During the sessions, the assumption was confirmed that justice sensitivity directly and indirectly influences actual social behavior and allows for the prediction of a person's reaction in situations involving social injustice.

The primary activity during *the post-action stage of the sessions* was the reflective analysis and self-analysis of the obtained results. It was determined that the beliefs and convictions of the personality form a distinct cognitive filter for evaluating unfolding events. Whereas beliefs often possess an emotional and sensory character, convictions are the result of the internalization and deep cognitive processing of values. From the perspective of the action-based approach, convictions serve as the internal agency that translates a value into the practical realm – into a social or professional act. They perform three primary functions: motivating – prompting proactive action, overcoming inertia, and assuming responsibility; regulatory – ensuring supra-situational orientation, which allows the specialist to act ethically and consistently regardless of external pressure or changing circumstances; and meaning-affirming – by defending their convictions through real actions (the ethics of responsibility), individuals affirm their own life meanings.

Thus, the research results have demonstrated that the value-meaning sphere, beliefs, and convictions form an inseparable psychospiritual triad. Values determine the content and direction, beliefs provide energetic and emotional stability, and convictions serve as the mechanism for realizing these meanings through a concrete professional act. For a future specialist in the socio-humanitarian field, the harmonious development of this triad guarantees not only effective assistance to others but also their own continuous personal and professional growth.

### **Conclusions**

Beliefs and convictions play an important role in the value-meaning sphere of the personality, as they form the fundamental matrix of the psychospiritual world of the future specialist, upon which their life-meaning orientations are based. Beliefs provide the energetic and emotional resource for the meaningfulness of life, whereas rational convictions form the vector of purposefulness and responsibility for one's own professional self-realization.

The presence of age-related dynamics in the formation of social beliefs has been empirically proven: from perceiving the world as a competitive and dangerous environment in the first year of study to the prevalence of a sense of safety and cooperation among master's students. It was also established that belief in personal justice significantly exceeds belief in the general justice of the world, acting as a powerful adaptive resource of the personality.

A differentiated influence of justice sensitivity on behavioral attitudes was revealed: the witness and beneficiary perspectives possess a prosocial content and stimulate altruistic behavior, whereas the dominance of the victim perspective often correlates with the fear of exploitation. In general, beliefs and convictions form a distinct cognitive filter for evaluating life and professional events.

Prospects for future research are seen in conducting longitudinal measurements of the dynamics of belief transformation during the stage of graduates' transition to independent professional activity, as well as in the development and testing of psychodevelopmental training programs for the correction of maladaptive attitudes (in particular, social cynicism).

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**Бугерко Ярослава. Психологічні особливості вірувань і переконань у структурі психодуховного світу особистості майбутніх фахівців соціогуманітарного профілю.**

У статті здійснено теоретико-емпіричне дослідження психологічних особливостей функціонування вірувань та переконань як системоутворювальних компонентів психодуховного світу особистості, розкрито механізми функціонування даних феноменів у координатах циклічно-вчинкового підходу.

**Мета дослідження:** психологічне обґрунтування вчинкової структури вірувань і переконань як важливих характеристик психодуховного світу особистості майбутніх фахівців соціогуманітарного профілю.

**Методи дослідження.** Для розв'язання поставлених завдань застосовано теоретичні (критичний аналіз, рефлексивне узагальнення, систематизація та структурування) та емпіричні методи (спостереження, анкетування, рефлексивні самозвіти, психодіагностичне тестування). До психодіагностичного комплексу увійшли: методика «Соціальні аксіоми» (М. Бонд, К. Леунг), опитувальник для вимірювання віри в справедливий світ (К. Далберт) та опитувальник «Чутливість до справедливості» (М. Шмітт). Методологічним підґрунтям дослідження є логіко-канонічна структура вчинку В.А. Роменця та циклічно-вчинковий підхід А.В. Фурмана.

**Результати дослідження.** Емпірично доведено наявність специфічної вікової динаміки у формуванні соціальних вірувань студентів під час фахової підготовки: від сприйняття світу як небезпечного та конкурентного середовища у першокурсників до відчуття безпеки та здатності контролювати події у магістрантів. Встановлено, що віра майбутніх фахівців в особистісну справедливість значно перевищує їхню віру в загальну справедливість світу, що функціонує як потужний адаптивний механізм, який підтримує довіру до людей та економить психічну енергію. Виявлено диференційований вплив чутливості до справедливості: домінування позиції «жертви» зумовлює егоїстичні вибори та страх експлуатації, тоді як чутливість із позицій «свідка» і «бенефіціара» детермінує просоціальну та альтруїстичну поведінку. У межах тренінгової програми розкрито механізми функціонування вірувань і переконань через послідовне розгортання ситуативного, мотиваційного, дійового та післядійового компонентів вчинку.

**Висновки.** Ціннісно-смилова сфера, вірування та переконання утворюють нерозривну психодуховну тріаду особистості фахівця, де вірування забезпечують емоційно-ресурсну стійкість, а переконання виступають дієвим механізмом реалізації життєвих смислів через усвідомлений професійний вчинок. Використання циклічно-вчинкового підходу та цілеспрямованих психорозвивальних практик у закладах вищої освіти є ефективним інструментом корекції неадаптивних установок і формування зрілої світоглядної позиції майбутніх соціальних працівників і психологів.

**Ключові слова:** особистість, ціннісно-смилова сфера особистості, віра, вірування, переконання, сенсожиттєві орієнтації, вікові особливості розвитку, професійне становлення особистості, соціально-психологічні чинники.

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## Scientific and Methodological Approaches to Researching the Problem of Self-harm in Psychological Theory and Practice

### Науково-методологічні підходи до дослідження проблеми селфхарму у психологічній теорії та практиці

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#### **ABSTRACT**

*The purpose of this article is to systematize scientific and methodological approaches to the analysis of self-harm and to empirically investigate its manifestations among adolescent boys and girls. The objectives of the study include the analysis of contemporary psychological approaches to understanding self-*

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*harm; the examination of forms of self-injurious behavior and their relationship with personality characteristics of young people; and the identification of directions for addressing self-harm based on the research findings.*

**Methods of the research.** *The study employs theoretical analysis, generalization, and systematization of scientific sources, as well as empirical methods, including the Self-Injurious Behavior Functions Scale by N.A. Polskaya, the Buss–Durkee Aggression Inventory, and the Coping Inventory for Stressful Situations by S. Norman, D. Endler, D. James, and M. Parker.*

**The results of the research.** *The article characterizes the problem of self-harm in psychological science and practice. Self-harm is defined as non-suicidal deliberate self-injury that serves the function of reducing internal tension and coping with stressful situations. The study systematizes major theoretical approaches to self-harm, including emotional, socio-behavioral, clinical-psychological, and existential perspectives.*

*The results of the empirical study indicate a predominance of a relatively safe level of self-harm manifestations alongside the presence of high-risk groups, which highlights the need for psychological support. A relationship was found between the propensity for self-injurious behavior and the internalization of aggression (resentment, guilt, indirect aggression), as well as a reduction in external forms of aggression. The findings also reveal a dominance of maladaptive coping strategies (avoidance, distraction) and insufficient problem-focused coping, indicating impaired emotional regulation.*

*Based on the obtained data, directions for psychological support for individuals prone to self-harm are outlined, taking into account individual characteristics and contextual life factors.*

**Conclusions.** *Self-harm is a non-suicidal form of deliberate self-injury that does not aim at suicide but may function as a buffer reducing psychological distress. Its mechanism involves the transformation of emotional pain into physical pain. The study confirms an association between self-harm behavior and emotional regulation difficulties, particularly the internalization of aggression and the predominance of maladaptive coping strategies, which determines appropriate directions for psychological intervention.*

**Key words:** *self-harm, non-suicidal self-injury, self-aggression, emotional regulation, coping strategies, psychological intervention.*

## Introduction

In contemporary conditions, when our country is experiencing a period of external military aggression and profound so-

cial transformations, the younger generation often encounters the phenomenon of emotional pain as a response to significant stressful events. It is associated with negative experiences, a focus on loss, and prolonged emotional deprivation. This emotional state is accompanied by internal tension, reduced adaptive capacity, and disruption of emotional balance, which directly affects an individual's quality of life and mental health. As a result, the number of psychological problems related to emotional behavior is increasing today, among which self-harm occupies a particular place.

In psychological science, self-harm is described as a non-constructive way of coping with emotional pain. Some young men and women resort to the physical release of their emotions through self-injury – cutting with sharp objects, hitting themselves, causing burns, and engaging in extreme self-restriction. Such behavior is considered maladaptive, as it does not contribute to the effective resolution of internal emotional conflicts; instead, it carries potential risks to both mental and physical health. Therefore, this issue is of particular significance in the work of psychological services.

Self-harming behavior is widely prevalent in psychoeducational practice and is actively analyzed within the scientific community. By engaging in self-harm, clients nonverbally signal their internal emotional experiences. Psychologists (Gray, Hasking, & Boyes, 2022; Plener, Bupal, Fladung, Ludolph, & Lulé, 2012) emphasize that self-harm often serves the function of emotion regulation, helping individuals reduce internal tension or cope with intense affective states.

Self-harm (from English “self-harm”) refers to the act of inflicting injury on oneself through bodily harm (Chandler, 2020). Methods of self-injury are extremely diverse: cutting, self-hitting, acid burns, skin scratching, hair pulling or cutting, nail biting, interference with wound healing, self-poisoning, and others. Research (Gibbons, 2025) shows that 10–25% of individuals in England report having self-harmed at least once, with

self-injury occurring three times more frequently among women than men in the 16–24 age group.

In the work of E. Klonsky, the term “non-suicidal self-injury” is used, defined as the intentional, direct destruction of body tissue without suicidal intent (Klonsky, 2009). In psychological literature, the term “parasuicide” is also sometimes encountered, as most young people who engage in self-harm do not intend to end their lives (Moutier, 2021). In contemporary clinical practice, a clear distinction is made between non-suicidal self-injury (NSSI), which refers to deliberate self-inflicted bodily harm without intent to die, and suicidal behavior, which involves the intention to end one’s life. At the same time, self-harm serves as an indicator of increased risk; therefore, assessment must include the identification of intent, severity, and comorbid disorders.

Scientific studies (Laye-Gindhu, & Schonert-Reichl, 2005; Klonsky, 2007; Muehlenkamp, 2005) demonstrate that self-harm is intentional behavior considered harmful to the individual. It manifests as direct damage to one’s own skin tissues, usually without suicidal intent. The most common form of self-harm is the use of sharp objects for cutting or scratching the skin. Other forms include hitting oneself, burning parts of the body, hair pulling, delaying wound healing, and ingesting toxic substances.

The term “self-harm” is debated, as it encompasses a wide range of behaviors. Some of these result in irreversible bodily damage, while others involve injuries that heal over time. In all cases, the injuries are self-inflicted without external involvement.

In psychological practice, various approaches to the study of self-harm as a psychological problem are distinguished. The most prevalent is the emotional theory of self-harm. Its proponents (Берегова, & Повстюк, 2020: 13–16) describe self-harm as a destructive form of emotional expression, a means of coping with emotional stress, and a reflection of an individual’s suppressed emotional state. Given that emotional suffering is the primary symptom, the role of repressed emotional states and difficulties

in their expression is considered central to understanding self-injurious behavior. Within the emotional approach, self-harm is viewed as a means of coping with difficult feelings, painful memories, challenging situations, and negative experiences.

In studies of the neuroimaging of non-suicidal self-injury, researchers (Plener, Bubalo, Fladung, Ludolph, & Lulé, 2012) report increased activity in the limbic system in response to emotional stimuli, particularly in the amygdala, hippocampus, and cingulate cortex. Hyperactivation of the middle and inferior orbitofrontal cortex has also been observed compared to healthy control groups.

A number of scholars argue that the relationship between self-harm and emotions is well established. Its causes may include psychological distress, difficulties in emotion regulation, and unmet interpersonal needs (Gray, Hasking, & Boyes, 2022). Some clients use self-harm as a means of releasing aggression; in such cases, auto-aggression is directed toward the self. Self-harm is often accompanied by feelings of guilt, emotional emptiness, loss, loneliness, and low self-evaluation of one's abilities and behavior (Мостова, 2023: 234).

By engaging in self-harm, individuals punish themselves for their perceived inability to function effectively in various situations. Accordingly, researchers describe self-harm as a way to express what is difficult to articulate verbally, to reduce painful emotional states, to convert emotional pain into physical pain, to shift the locus of control, and to create an opportunity for physical self-care. In this way, individuals attempt to demonstrate to others that they are suffering. Physical pain helps them feel alive: "I cut myself with a blade and did not feel it – It seemed like the only way to silence my inner experiences". Emotional pain thus becomes a tangible construct that can be observed and responded to.

Thus, self-harm helps clients reduce emotional tension; after an episode of self-injury, a brief sense of relief may occur. However, the pain resulting from self-harm subsequently inten-

sifies emotional distress and worsens physical well-being. Therefore, full recovery from self-harm is only possible through addressing the underlying causes of emotional pain and feelings of emptiness.

Within the study of self-harm, significant attention is given to the social-behavioral theory. Researchers (Chandler, King, Burton, & Platt, 2020; Hodgson, 2004; Wu, Chang, Huang, Liu, & Stewart, 2013) argue that self-injury is provoked by social factors such as a negative family environment, parental conflict, peer influence in which self-harm is perceived as a sign of uniqueness or difference, and adolescent perfectionism. Causes may also include social problems such as abuse, bullying, parental difficulties, sibling conflict, family member depression, foster care experience, friendship problems, school pressure, or the promotion of self-harm through social media. Environments in which parents suppress children's emotional expression may contribute to difficulties in articulating emotions and increase the risk of parasuicidal behavior. Any form of family violence or childhood trauma is considered a high-risk factor. Physical loss of relatives or social orphanhood also represents a risk factor (Jordan, & Chandler, 2018). Additional social contributors include war, poverty, and unemployment.

Gibbons (Gibbons, 2025) suggests that most cases of self-harm (80-90%) occur within the community. Individuals are continuously influenced by interpersonal relationships, social norms, and expectations, which may intensify emotional stress and trigger self-harm as a means of regulating internal experiences. Social triggers such as conflict, bullying, feelings of rejection within peer groups, failures in romantic or gender relationships, and emotional distancing significantly increase the risk of self-injurious behavior. Hodgson (Hodgson, 2004) adds academic or workplace pressure, family conflicts, bereavement, violence, and abusive relationships to these factors.

Thus, the social environment serves not only as a context in which emotional distress manifests but also as a factor that

may sustain or intensify vulnerability to self-harm. Previous research (Wu, Chang, Huang, Liu, & Stewart, 2013) has shown that the relationship between social rejection and self-harm may be mitigated by social support. This aligns with socio-psychological theories that view self-injury as a complex interaction of individual and social determinants.

Another factor contributing to self-harm as parasuicidal behavior is personality disorders or borderline states. A need for attention or the satisfaction of unmet personal needs – requests that the patient is unable to express directly – may underlie such behavior. These acts are often distinguishable by their demonstrative nature, whereas self-injury caused by other factors is usually concealed. For example, self-harm may serve as a form of communication or even manipulation in patients with intellectual disabilities in institutional settings who require assistance from staff. Therefore, the clinical-psychological approach increasingly focuses on self-harm as related to borderline personality disorder. Auto-aggressive behavior is seen as a manifestation of neurotic personality disturbance and may be associated with bipolar disorder and temperament or character accentuations. Repeated self-injurious acts may lead to the development of dependency, where self-inflicted pain becomes a coping mechanism for relieving distress (Joyce, Light, Rowe, Cloninger, & Kennedy, 2010).

In the Diagnostic and Statistical Manual of Mental Disorders, self-harm is classified as a symptom of borderline personality disorder. It is sometimes associated with other psychopathological conditions such as depression or eating disorders. However, most individuals who engage in self-harm are not mentally ill. Some may be depressed, experience significant personal difficulties, or struggle with substance dependence. Major associated disorders include post-traumatic stress disorder, borderline personality disorder, bipolar disorder, depression, phobias, and behavioral disorders. Individuals with schizophrenia, particularly young patients, are at high risk

of parasuicidal behavior. Substance abuse is also a significant risk factor.

In clinical practice, self-harm is associated with other psychological conditions such as excessive perfectionism (e.g., in adolescents), masochism, neuroses, a negative self-concept, and pervasive feelings of inferiority. The researcher (McAllister, 2003) describes individuals with masochistic tendencies who experience gratification from self-harm and a form of "love" for pain and suffering. In such cases, self-harm may be described as a dissociative state or depersonalization. Personality disorders may be more severe; in schizophrenia, self-harm may be triggered by imperative (command) hallucinations, where individuals hear voices instructing them to injure themselves and are often unable to resist. It is estimated that 30% of individuals with autism spectrum disorders engage in self-injurious behaviors at some point, including scratching, hand biting, and head banging.

Proponents of the existential approach to self-harm conceptualize it as an experience of loss of meaning, self-control, and personal identity. Self-destructive behavior becomes a way of coping with an internal crisis and feelings of emptiness. Young people frequently encounter uncertainty and a sense of lost control in their lives. Life values change, and individuals reassess meanings of existence, uniqueness, and personal freedom, accompanied by intensified internal experiences. In this context, self-harm may function as a bodily expression of existential tension and an attempt to restore a sense of self-control, when other means of managing life appear inaccessible.

In exploring the existential dimensions of subjective social well-being, researchers (Галян І., & Галян А., 2025) consider existential experiences to be foundational for subjective well-being, describing the influence of self-distancing and self-transcendence on perceived quality of life.

In the studies of Armando (Armando, 2011), self-harm is described as a destructive reflection of the search for meaning

and identity. Self-injurious behavior may signal unmet self-actualization needs and arise as a desperate attempt to cope with a profound existential crisis. It represents a way of transforming internal invisible pain into physical form in order to affirm one's existence. Thus, through self-harm, individuals symbolically "feel alive".

### **The aim of the article**

The theoretical analysis of the psychological problem of self-harm has demonstrated that, within the scientific literature, only certain aspects of this phenomenon have been addressed. In domestic scholarship, research on self-harm remains sporadic and limited in scope. In light of this, the aim of the article is to systematize scientific and methodological approaches to the study of self-harm and to conduct an empirical investigation of this issue among male and female youth.

### **The problems of the study**

- To analyze contemporary scientific approaches to understanding the phenomenon of self-harm in psychology.
- To empirically investigate forms of self-injurious behavior among young people and determine their relationship with personality characteristics.
- Based on the research findings, to identify directions for addressing and reducing self-harm among male and female adolescents.

### **Methods of the research**

The study employed a range of general scientific and specialized methods, including a comparative analysis of approaches proposed by different scientific schools to the interpretation of self-harm; generalization and systematization of scientific sources on the topic; and methods of empirical research, namely: the Scale of Reasons for Self-Injurious Behavior by N.A. Polskaya; the Aggression Questionnaire by A. Buss and A. Durkee; and the Coping Inventory for Stressful Situations developed by S. Norman, D. Endler, D. James, and M. Parker.

## Results and their discussion

The first stage of the study involved identifying forms of self-harm among male and female adolescents using the Self-Injurious Behavior Scale by N.A. Polskaya (experimental sample  $n = 176$ ). Actions associated with self-injurious behavior were analyzed, including cutting, burning, hitting, hair pulling, skin irritation, and others (see Table 1).

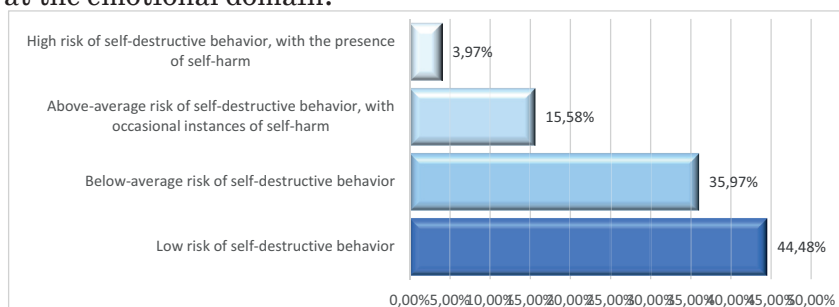
Table 1

### Analysis of indicators and levels of self-harm among male and female adolescents (data presented in %)

No.	Self-harm-related behaviors	Low risk of self-harm (never, 1 point)		Below-average risk of self-harm (once, 2 points)		Above-average risk of self-harm (occasionally, 3 points)		High risk of self-harm (frequently, 4 points)	
		n	%	n	%	n	%	n	%
1.	Cutting with a razor blade or other sharp objects	117	66.5%	41	23.3%	14	8.0%	4	2.3%
2.	Piercing the skin with sharp objects	138	78.4%	20	11.4%	15	8.5%	3	1.7%
3.	Self-inflicted burns	141	80.1%	19	10.8%	13	7.4%	3	1.7%
4.	Self-inflicted hitting	146	82.9%	17	9.7%	11	6.3%	2	1.1%
5.	Hair pulling	71	40.3%	69	39.2%	30	17.0%	6	3.4%
6.	Skin scratching	21	11.9%	137	77.8%	11	6.3%	7	3.9%
7.	Nail biting	9	5.1%	81	46.0%	72	40.9%	14	8.0%
8.	Interfering with wounds to prevent healing	106	60.2%	45	25.6%	20	11.4%	5	2.8%
9.	Lip biting	11	6.3%	89	50.6%	61	34.7%	15	8.5%
10.	Cheek or tongue biting	23	13.1%	115	65.3%	27	15.3%	11	6.3%
	<b>Mean value:</b>		<b>44.48%</b>		<b>35.97%</b>		<b>15.58%</b>		<b>3.97%</b>
		<b>Low values indicator</b>				<b>High values indicator</b>			
		<b>80.45%</b>				<b>19.55%</b>			

As can be seen from the table, the most prevalent forms of self-harm include lip biting (high levels in 8.5% of respondents); nail biting (onychophagia) (8.0%); and biting the cheeks or tongue with teeth, which represents an automatized response to tension (6.3%). Moderately common behaviors include skin scratching (excoriation, dermatillomania) (3.9%); hair pulling (trichotillomania) (3.4%); and wound interference aimed at preventing healing (2.8%). Less frequently observed are cutting with a razor blade or other sharp objects (2.3%); skin piercing with sharp objects (1.7%); self-inflicted burns (1.7%); and self-hitting (punching, striking the head against hard surfaces) (1.1%).

Summarizing the research findings, it can be stated that the proportion of respondents with a high and above-average risk of self-harm constitutes 19.55%. Adolescents prone to self-injurious behavior are characterized by increased emotional vulnerability, hypersensitivity to rejection, and instability of emotional and psychological equilibrium. Self-injurious acts serve for them as a specific mechanism of emotional regulation, contributing to temporary emotional stabilization, the formation of an illusion of increased control and subjective safety, as well as an enhanced capacity for conscious engagement with reality. Such individuals require targeted psychological support aimed at the emotional domain.



**Fig. 1.** Comparative analysis of self-harm propensity (data presented in %)

Although the obtained results demonstrate a predominance of relatively safe levels of the psychological phenomenon (80.45%), the presence of groups with high and above-average risk of self-harm (19.55%) highlights the need for systematic preventive and corrective interventions. Particular attention should be paid to the, albeit small, group with a high level of risk (3.97%), which is characterized by systematic manifestations of self-harm. Despite its relatively small proportion, this group represents a population of elevated psychological concern and requires targeted psychological intervention.

In accordance with the emotional theory of self-harm, thoroughly analyzed above, emotional behavior is conceptualized not merely as an externally determined reaction, but as a complex, multidimensional emotional-energetic construct reflecting deep regulatory processes of personality functioning. In this context, it is appropriate to examine aggression, which tends to manifest in both externalized and internalized forms, thereby transforming into inwardly directed experiences. For the empirical investigation of this phenomenon, the Aggression Questionnaire by A. Buss and A. Durkee was employed as a valid psychodiagnostic instrument for identifying the structure and dominant forms of aggressive responding. The method allows for a differentiated assessment of physical aggression, indirect aggression, irritability, negativism, resentment, suspicion, verbal aggression, and feelings of guilt, thereby ensuring a comprehensive analysis of both external and internal manifestations of aggression. The analysis of the obtained indicators provides a deeper understanding of the emotional strategies of respondents (see Table 2).

For a more in-depth examination of self-harm characteristics, all participants were divided into two experimental groups: individuals with a tendency toward self-harm and individuals with normative behavior. Significant differences between these two groups were identified during the experiment, both in the frequency of specific forms of aggression and in the direction of their expression.

Table 2

**Analysis of forms of aggressive responses in individuals with a tendency toward self-harm and those with normative behavior (data presented in %)**

No	Forms of aggressive responses	Individuals with a tendency toward self-harm	Individuals with normative behavior	Pearson correlation coefficient (r)
1.	Physical aggression	27.5%	44.1%	-0.329040
2.	Indirect aggression	48.9%	31.1%	0.374337
3.	Irritability	35.9%	42.6%	0.160402
4.	Negativism	37.1%	34.2%	0.275814
5.	Resentment	54.5%	15.5%	0.534719
6.	Suspiciousness	23.8%	31.1%	0.133089
7.	Verbal aggression	23.5%	48.3%	-0.358074
8.	Feelings of guilt	69.3%	26.7%	0.456456

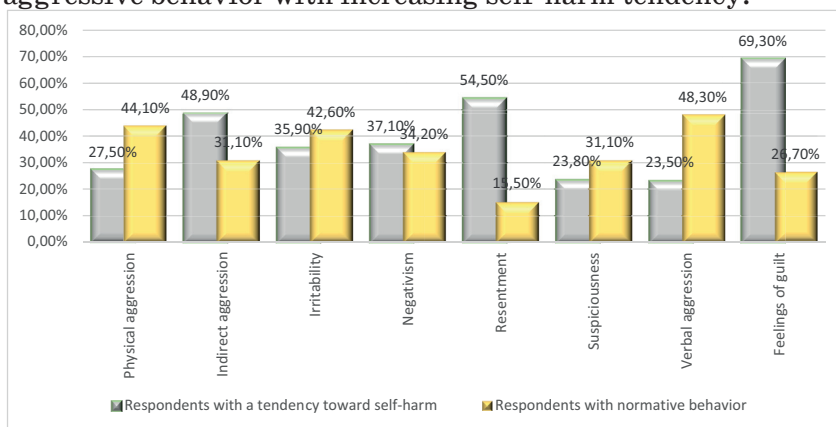
In the group of individuals with a tendency toward self-harm, internally directed and indirect forms of aggression prevail. The highest scores were observed for feelings of guilt (69.3%), resentment (54.5%), and indirect aggression (48.9%). Elevated levels were also found for negativism (37.1%) and irritability (35.9%). These results indicate a high level of emotional tension, a tendency toward internalized conflict experiences, and the internalization of negative emotions.

In the group of individuals with normative behavior, externally expressed forms of aggression are more prominent. In particular, verbal aggression accounts for 48.3%, physical aggression for 44.1%, and irritability is also relatively high (42.6%). Compared with the first group, these participants show significantly lower levels of resentment (15.5%) and feelings of guilt (26.7%), which suggests more adaptive and socially regulated forms of emotional expression.

Correlation analysis using Pearson's coefficient revealed both positive and negative relationships between self-harm tendencies and different forms of aggressive responses. The

strongest positive correlations were found with resentment ( $r = 0.535$ ), feelings of guilt ( $r = 0.456$ ), and indirect aggression ( $r = 0.374$ ), indicating that these variables increase alongside self-harm propensity. Weak positive correlations were identified for negativism ( $r = 0.276$ ), irritability ( $r = 0.160$ ), and suspiciousness ( $r = 0.133$ ).

At the same time, negative correlations were found with physical aggression ( $r = -0.329$ ) and verbal aggression ( $r = -0.358$ ), indicating a reduction in outwardly expressed forms of aggressive behavior with increasing self-harm tendency.



**Fig. 2.** Comparative analysis of forms of aggressive responses in individuals with a tendency toward self-harm and individuals with normative behavior (data presented in %)

The obtained results provide a scientific substantiation of the specificity of aggressive tendencies among respondents with self-harm behavior (see Fig. 2). According to contemporary psychological approaches, self-harm is conceptualized as a form of aggression internalization, which is confirmed by the empirical findings of this study. Elevated levels of guilt and resentment reflect internal conflict and a tendency toward self-blame, whereas reduced levels of physical and verbal aggression indicate inhibition of outward expression of aggressive impulses and

their redirection inward. Thus, it has been established that self-harm tendency is associated with a predominance of internally directed forms of aggression and a reduction in external aggressive manifestations, thereby supporting the hypothesis of the auto-aggressive nature of this phenomenon.

In coping with psychological difficulties, the younger generation consistently employs cognitive and behavioral strategies aimed at mobilizing personal resources. In psychology, these strategies are referred to as coping behavior. The study of stress-coping strategies was conducted using the questionnaire developed by S. Norman, D. Endler, D. James, and M. Parker, adapted by T. Kryukova. The range of possible responses to stressful situations among male and female adolescents was examined, as presented in Table 3.

*Table 3*

**Assessment of coping behavior in stressful situations among individuals with a tendency toward self-harm and individuals with normative behavior (data presented in %)**

No.	Types of coping behavior	Individuals with a tendency toward self-harm	Individuals with normative behavior	Overall Pearson correlation coefficient (r)
1.	Task-oriented coping	18.2%	51.3%	$r = -0.780984$
2.	Emotion-oriented coping	26.1%	42.1%	$r = -0.352030$
3.	Avoidance-oriented coping	63.8%	20.0%	$r = 0.532676$
4.	Distraction	53.9%	26.7%	$r = 0.163587$
5.	Seeking social support	51.4%	34.0%	$r = 0.509175$

As a result of the empirical study of coping behavior among individuals with a tendency toward self-harm and individuals with normative behavior, significant differences were identified in the predominance of coping strategies, as well as in the nature of their relationship with the studied variable. Specifically, in the group of individuals with normative behavior, task-oriented coping prevails (51.3%), whereas in the group with a tendency

toward self-harm this indicator is considerably lower (18.2%). The identified strong negative correlation ( $r = -0.780984$ ) indicates that as the tendency toward self-injurious behavior increases, the orientation toward constructive, problem-focused coping with stress significantly decreases.

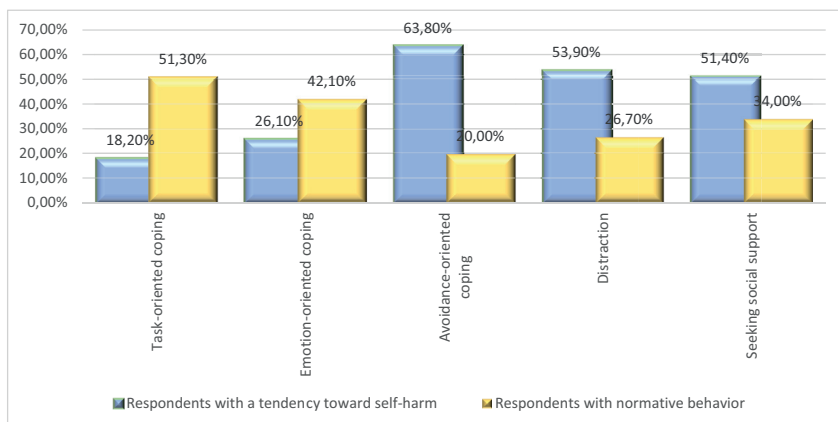
A similar trend, although less pronounced, is observed for emotion-oriented coping: 42.1% in the normative group versus 26.1% in the self-harm group ( $r = -0.352$ ). This suggests a relative reduction in the ability to recognize and process emotions in stressful situations among individuals with self-injurious behavior.

At the same time, avoidance-oriented coping strategies predominate in the group with a tendency toward self-harm. Thus, the level of avoidance orientation is 63.8% compared to 20.0% in the normative group, which is supported by a moderate positive correlation ( $r = 0.532$ ). This indicates a tendency to avoid problematic situations rather than actively addressing them.

A similar pattern is observed for distraction (53.9% versus 26.7%;  $r = 0.163587$ ), although the weak correlation suggests that this strategy may play a supplementary role.

Furthermore, individuals with a tendency toward self-harm demonstrate a higher level of seeking social support (51.4%) compared to the normative group (34.0%), with a moderate positive correlation ( $r = 0.509$ ). This may indicate an increased need for external support; however, such support is not always accompanied by effective coping strategies for managing stress.

The obtained results indicate that individuals with a tendency toward self-harm are characterized by a predominance of maladaptive coping strategies, particularly avoidance and distraction, alongside a reduced level of problem-focused coping. This supports the assumption of impaired emotional regulation and a decreased capacity for constructive stress management in this category of respondents.



**Fig. 3.** Comparative analysis of coping behavior in stressful situations among individuals with a tendency toward self-harm and members of the normative group (data presented in %)

## Conclusions

Thus, from the perspective of our study, self-harm is understood as a psychological problem involving the deliberate non-suicidal infliction of harm to oneself through systematic self-injury. Contrary to widespread belief, self-harm does not constitute an initiation of suicidal intent. On the contrary, it may function as a protective mechanism against suicide, as it alleviates psychological suffering and reduces the likelihood of a suicide attempt. In our study, we adhere to the view that the psychological mechanism of self-harm involves the dampening or displacement of emotional pain through physical pain, enabling the expression and regulation of emotional states via bodily sensations of pain.

The analysis of theoretical research allows for the identification of four main approaches to the study of self-harm. The most widespread is the emotional theory of self-harm, which explains the phenomenon through deep affective experiences (H. Берегова, Т. Мостова, О. Повстюк, М. Boyes, N. Bubalo,

A. Fladung, N. Gray, P. Hasking, A. Ludolph, D. Lulé, P. Ple-ner). The social-behavioral approach conceptualizes self-harm as originating from dysfunctional interpersonal relationships (C. Burton, A. Chandler, C. Chang, R. Gibbons, S. Hodgson, H. Huang, A. Jordan, C. King, S. Liu, S. Platt, R. Stewart, C. Wu). Less represented is the clinical-psychological approach, which focuses on self-harm as associated with borderline personality disorder (C. Cloninger, P. Joyce, K. Light, S. Rowe, M. Kennedy, M. McAllister), and the existential approach, which interprets it as a manifestation of loss of meaning and personal identity (A. Галян, I. Галян, R. Armando).

The results of the empirical study indicate that, despite the predominance of relatively safe levels of self-harm, the presence of high-risk groups emphasizes the need for targeted psychological intervention. It was established that a tendency toward self-injurious behavior is associated with the predominance of internally directed forms of aggression, particularly resentment, feelings of guilt, and indirect aggression, alongside a reduction in externally expressed aggressive behaviors. This supports the view of aggression internalization as one of the key mechanisms underlying self-harm. At the same time, individuals with self-harming tendencies demonstrate a predominance of maladaptive coping strategies, particularly avoidance and distraction, accompanied by a reduced reliance on problem-focused coping. Thus, the findings indicate a systemic disruption of emotional regulation and behavioral strategies, which necessitates comprehensive psychological intervention.

In accordance with the described theories of self-harm and the conducted empirical research, psychocorrectional work should be directed toward: overcoming emotional difficulties (reorienting the internal locus of aggression, developing emotion regulation skills, and fostering stress resilience); eliminating adverse social factors and developing effective coping strategies and communication skills; reducing the influence of maladaptive personality factors (such as the development of as-

sertiveness and the ability to set personal boundaries); and reinterpreting personal life experiences.

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**Гончарук Наталія. Науково-методологічні підходи до дослідження проблеми селфхарму у психологічній теорії та практиці.**

**Мета статті** – систематизувати науково-методологічні підходи до аналізу селфхарму та емпірично вивчити його прояви у юнаків і дівчат. Основними завданнями дослідження є аналіз сучасних підходів до розуміння селфхарму в психології; дослідження форм самопошкоджувальної поведінки та їх зв'язку з особистісними характеристиками молоді; визначення напрямів подолання селфхарму за результатами дослідження.

**Методи дослідження:** теоретичний аналіз, узагальнення та систематизація наукових джерел; емпіричні методи із застосуванням шкали причин самопошкоджувальної поведінки Н.А. Польської, опитувальника агресивних реакцій А. Басса – А. Дарки, тесту копінг-поведінки С. Нормана, Д. Ендлера, Д. Джеймса, М. Паркера.

**Результати дослідження.** У представленій публікації охарактеризовано проблему селфхарму у психологічній науці та практиці. Автором охарактеризовано селфхарм як несуйцидальне самопошкодження, що полягає у навмисному травмуванні себе. З'ясовано, що самопошкодження виступає як механізм зниження внутрішнього напруження або реагування на стресові обставини. У статті висвітлено підходи до вивчення селфхарму на основі системного аналізу його проявів. Здійснено аналіз проблеми на емоційному, соціально-поведінковому, особистісному та екзистенційному рівнях.

Отримані результати експериментального дослідження засвідчили переважання відносно безпечного рівня проявів селфхарму за наявності груп підвищеного ризику, що зумовлює потребу психологічного супроводу. Встановлено зв'язок схильності до самопошкоджувальної поведінки з інтерналізацією агресії (образа, почуття провини, непряма агресія) та зниженням її зовнішніх проявів. Також виявлено домінування неадаптивних копінг-стратегій (уникання, відволікання) при недостатності проблемно-орієнтованого подолання стресу. Отримані дані свідчать про порушення емоційної регуляції та необхідність комплексного психологічного втручання.

На основі отриманих даних окреслено пріоритетні напрямки психологічної підтримки осіб, схильних до селфхарму. Аналіз соціальних і психологічних факторів свідчить про необхідність урахування індивідуальних особливостей та контексту життєвого середовища при розробленні найбільш важливих напрямів профілактичної та корекційної роботи.

**Висновки.** Селфхарм – це психологічне явище, що характеризується навмисним несудичальним самоушкодженням свого тіла шляхом систематичного нанесення порізів, опіків, травмувань. Воно не виступає спробою самогубства, але стає його буфером, зменшуючи психологічний дистрес. Психологічний механізм самоушкодження передбачає придушення або перетворення емоційного болю на фізичний. Аналіз наукової літератури дозволяє виділити чотири основні підходи до вивчення самоушкодження: емоційний, соціально-поведінковий, клініко-психологічний та екзистенційний. Проведена експериментальна робота підтверджує взаємозв'язок між схильністю до самопошкоджувальної поведінки та особливостями емоційної регуляції, зокрема переважанням інтерналізованих форм агресії й неадаптивних копінг-стратегій подолання стресу, що визначає відповідні напрями психологічної допомоги особам зі схильністю до селфхарму.

**Ключові слова:** селфхарм, психологічна проблема, емоційна поведінка, несудичальне самопошкодження, аутоагресія, психологічна корекція.

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## Psychological Resourcefulness of the Individual as a Category of Ecological Psychology

### Психологічна ресурсність особистості як категорія екологічної психології

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### ABSTRACT

**The purpose** of our article is to analyze psychological resourcefulness of the individual as a category 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 the ascertainment research.

**The results of the research.** The most adequate study of anxiety is its clinical model: we study hypothalamic disorders (anxiety in this case can be clearly correlated with the inclusion of specific physiological mechanisms in the structure of the psychological resourcefulness of the individual and a change in the functioning of its certain microstructures; the minimization of differences, which is the genesis of the state, is largely determined by the role of situational influences and personal inclinations). Let us present the clinical justification for choosing this model of anxiety for the development of the psychological resourcefulness of the individual of future practical psychologists.

**Conclusions.** Psychological resourcefulness of the individual as a category of Ecological Psychology is revealed through the feeling of internal tension. The least intensity of tension, alertness, under conditions of sufficiently pronounced severe mental discomfort. This feeling does not take on a tinge of threat, but is a signal of the possible approach of more severe anxiety phenomena, important for the development of the psychological resourcefulness of the personality of future practical psychologists. It is this level of development of the psychological resourcefulness of the personality of future practical psychologists that has the greatest adaptive value, since the feeling of internal tension contributes to the intensification and modification of activity, the inclusion of mechanisms of intrapsychic adaptation to the model of development of the psychological resourcefulness of the personality of future practical psychologists and at the same time

*may not be accompanied by violations of the integration of the specialist's behavior into the structure of their professional activity in future.*

**Key words:** *resourcefulness of a personality, psychological resourcefulness, Ecological Psychology, the role of situational influences, personal inclinations, feeling of internal tension, professional activity.*

## Introduction

The problem of the formation of the resourcefulness of a personality is gaining increasing scientific and practical relevance due to the continuous growth of social, economic, environmental, technogenic and personal extremes of our life. In such a way it is explained by a significant change in the content and conditions of the activity for representatives of many professions (Гончарук & Онуфрієва, 2018). In our article, we will present materials on the theoretical and experimental study of the formation of the resourcefulness of a personality and the levelling of psychological stress, and present the accumulated knowledge on the problem of actualization of the functional state of a person (Arbuthnott, & Frank, 2000).

It should be noted that the characteristics of the psychological resourcefulness of the individual are not a single feature by which the classification of the states of the human body and psyche is carried out. Another classification is based on the correspondence of the state of a human body to the norm (Key-DeLyria, Bodner, & Altmann, 2019). If the classification of types of psychological resourcefulness of the individual is based on the indicators of working capacity, the tension of the regulatory mechanisms of the human psyche, then the classification according to the criterion "norm – pathology" is based on other principles, as well as on the principles of assessing the state of human health (Nowak, Watt, & Walther, 2009).

There are also quite a few definitions of the concept of "health" itself. Thus, when considering physiological processes, this concept is usually identified with the concept of "norm", which means the absence of significant deviations from so-called reference characteristics (Heino, Ellison, & Gibbs, 2010). Ho-

wever, statistical calculations indicate that “absolutely” healthy individual is not a rule, but the exception, and the concept of norm is a strictly individual concept. Meanwhile, there is an interval of parameters of the functioning of a human body, within which homeostasis is maintained in the structure of the psychological resourcefulness of the individual (Mykhalchuk, & Ivashkevych Ed., 2018). Therefore, in order to maintain their qualitative certainty, scientists refer to norm (health) as the interval that is determined by the limits of variability and stability of objects and processes. Thus, in the natural sense the norm reflects the functional optimum of the system for ensuring the psychological resourcefulness of the individual, but at the same time the individual optimum does not always correspond to the average statistical indicators of this very psychological resourcefulness of the individual (Cattell, 1988).

Meanwhile, the state of the organism, which is assessed as a disease, has its own characteristics and significance for the development of the psychological resourcefulness of the individual. And most importantly, there are a number of different states between the norm and the pathology (Lawson, & Leck, 2006). Therefore, from the point of view of the correspondence of a human state to the norm, three main types of states can be distinguished: a norm, borderline state, and pathology. Among these three classes of states, the most complex are borderline or borderline states. Moreover, states caused by a violation of both the somatic and mental spheres of the individual can be attributed to this category. The concept of “mental borderline states” is mainly used to denote a whole group of not sharply expressed disorders that border on the state of human health and separate it from the actual pathological mental manifestations, which in a holistic system ensures the psychological resourcefulness of the individual (Pimperton, & Nation, 2010).

This group of states, being included into the structure of the psychological resourcefulness of the individual, is not homogeneous in its composition and qualitative parameters character-

rizing the degree of health or illness of a person, since the transition from health to illness is a qualitative transformation of various parameters of the organism (Stephens, & Rains, 2011). There are states that, on the one hand, correspond to the person's health to a greater extent and only in a number of individual indicators go beyond the norm. On the other hand, there are states that are very close to pathology, but cannot be considered as a disease, because they lack one or more significant signs of the presence of a symptom complex of the disease (Rezaei, & Mou-sanezhad Jeddi, 2020).

In addition, there is a whole range of psychological phenomena that go beyond generally accepted norm, but anyway they can be attributed to pathology. For example, this group of phenomena can fully include character accentuations as structural components of the psychological resourcefulness of the individual. Since this class of states occupies a certain intermediate position between health and illness, the problem of borderline states is studied by both psychiatrists and psychologists (Rains, & Scott, 2007).

The main feature of borderline mental states, which determine the psychological resourcefulness of the individual, doesn't consist in their location between the state of health and illness, but they are directly related to the process of adaptation. When considering the problem of human adaptation, mental, physiological and social adaptation are distinguished. In this regard, mental adaptation is the most significant level for ensuring the successful adaptation of a person in general, since mental adaptation mechanisms are primarily psychological in nature. According to scientists, adapted mental activity is the most important factor that ensures a person's health. In the case when the level of mental adaptation corresponds to that required for active life, we can talk about the norm (Ramirez, & Wang, 2008).

Therefore, one of the main reasons for the emergence of borderline states in the violation of mental mechanisms is the processes of regulation of mental states, which interfere with the

development of psychological resourcefulness of the individual. This occurs when there is a discrepancy between social and biological capabilities of a person to process information (meaning its quantity and speed of processing) and the need to process information in specific conditions of professional activity (Mykhalchuk, & Kryshevych, 2019).

Borderline mental states should be distinguished from the so-called borderline mental disorders, which usually mean various forms of psychopathy (there are over two hundred of them). All of them are the subjects of study of psychiatry, because in this case we are not talking about states bordering on the norm and pathology, but about disorders that occupy an intermediate position between neuroses and psychoses. A psychologist more often in practice encounters the initial manifestations of neurotic disorders, post-traumatic stress disorders, social-stress and panic states (Schleicher, & McConnell, 2005).

The initial manifestations of neurotic disorders constitute the group of human conditions that we have defined as borderline mental states, when there is no disease, but there are significant disorders in the regulation of various body systems. This type of conditions is more often characterized by the presence of increased fatigue, irritability, emotional tension and emotional instability, night sleep disorders, headache, autonomic dysfunctions, and psychosomatic complaints. These conditions usually arise against the background of relatively long-term emotional overstrain, directly related to both individually significant psychotraumatic circumstances and the characteristics of professional activity. As a rule, such conditions are formed gradually and they are initially periodic in nature. However, over time, these conditions appear more and more often, and the time during which they dominate increases each time.

It is necessary to emphasize the special role of emotions in the formation of the psychological resourcefulness of the individual. The fact is that both post-traumatic stress disorders, which are arisen as a result of such psycho-traumatic situations

as natural disasters or technological catastrophes, and stress disorders caused by a radical change in the social conditions of human activity, appear in the emotional sphere, which ensures the psychological resourcefulness of the individual.

Having started talking about emotions and the emotional sphere, we have come close to the problem of regulating human states and behavior in general as stages of the development of psychological resourcefulness of the individual. This is perhaps a central problem of all psychological science. It is extremely complex and contradictory. Currently, there are many points of view on how exactly mental regulation of states and human behavior in general is carried out. If we try to generalize the existing views on this problem, we can come to the disappointing conclusion that the system of mental adaptation mechanisms is multicomponent and the psychological resourcefulness of the individual consists of a number of subsystems, among which the following can be mentioned:

1. Subsystem of socio-psychological contacts.
2. Subsystem of information search, perception and processing.
3. Subsystem of ensuring wakefulness and sleep.
4. Subsystem of emotional response.
5. Subsystem of endocrine-humoral regulation.

It is quite obvious that all these subsystems can be attributed to one of two levels – physiological or mental ones, and adaptation will proceed normally until the demands of the environment reach a certain adaptation barrier, which will contribute to the development of the psychological resourcefulness of the individual.

*The adaptive barrier of psychological resourcefulness of an individual* is a conditional limit of environmental parameters, including social ones, while adequate adaptation is impossible. The characteristics of the adaptive barrier are strictly individual ones. According to scientists, they largely depend on both biological factors of the surrounding environment and the con-

stitutional type of a person, and on social factors and individual psychological characteristics of the individual, which determine the psychological resourcefulness of the individual. We include the self-esteem of the individual, the system of his/her values, to such personal formations. Therefore, we must conclude that the success of the psychological resourcefulness of the individual is determined by the normal functioning of the systems of the physiological and mental levels. However, these systems cannot function without encountering each other. It is quite likely that there is a component that ensures the interconnection of these two levels and ensures normal human activity. We must also assume that this component must have a dual nature: on the one hand, mental one, and on the other hand, physiological nature. Emotions are such a component in the system of regulation of the process of psychological resourcefulness of the individual.

**The purpose** of our article is to analyze psychological resourcefulness of the individual as a category 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 1<sup>st</sup>-year higher education students.

Group C1 – 20<sup>nd</sup>-year higher education students.

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).

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

The multiaxial model "Behavior and Coping with the Consequences of Negative Behavior" and the SACS scale were proposed by S. Hobfall in 1994. In this model, the psychological resourcefulness of the individual is considered along two main axes: pro-social – asocial, active – passive, and one additional axis: direct psychological resourcefulness of the individual – indirect psychological resourcefulness of the individual. The existing axes represent dimensions of general strategies of psychological resourcefulness of the individual and coping behavior of future practical psychologists.

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

In order to provide a detailed stratification of indicators corresponding to the average level of psychological resourcefulness of the personality of future practical psychologists of the respondents of the control and experimental groups, we used the 26-scale semantic differential method. The data we obtained are presented in Table 1.

*Table 1*

**Factorization of data of respondents of the experimental and control groups with a middle 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
1	Anxiety	0.6759
2	Psychological resourcefulness	0.6603
3	Balance	0.6577
4	Anxiety about the outcome of professional activity	0.6421
5	Metasubjectivity	0.6309
6	Adaptability	0.6209
7	Motivational role	0.6001
8	Adaptive mechanisms of the psyche	0.5992
9	Adaptation mechanisms of professional activity	0.5889
10	Primary motivations	0.5761
11	Replacing adequate forms of behavior with primary motivations	0.5671
12	Personal factors	0.5568
13	The psychological significance of anxiety	0.5402
14	Psychopathological manifestation of anxiety	0.5318
15	Integrity of the individual	0.5233
16	Neurotic anxiety	0.5200
17	Situational influences	0.5129
18	Alarming response features	0.5055
19	Anxiety as a disorder	0.5023
20	Motivational aspects of behavior	0.4967
21	Emotional aspects of behavior	0.4817

22	Disturbing aspects of behavior	0.4498
23	Motivational aspects of professional activity	0.3619
24	Emotional aspects of professional activity	0.3515
25	Axiological aspects of professional activity	0.3109
26	Secondary motivations	0.3007

Thus, in respondents with an average level of psychological resourcefulness of the personality of a practical psychologist, anxiety is a basic concept that defines anxiety itself. The sources of anxiety can be any disruption of the balance of the system of a future practical psychologist – the environment due to insufficient mental or physical resources of the individual, satisfaction of his/her needs; fears associated with the possible inability to realize significant aspirations in future.

Anxiety is the result of the occurrence or expectation of frustration; an uncertain threat, the nature and time of which cannot be predicted. The inclusion of the psychological variable threat into the structure of the psychological resourcefulness of the individual, the feeling of which is the central element of anxiety, which determines its biological significance as a signal of adversity and danger. Anxiety is sometimes perceived by us as a form of adaptation of the organism under conditions of acute or chronic stress. Anxiety is rather a signal indicating a violation and activating the psychological resourcefulness of the individual of future practical psychologists. Anxiety can play a protective or motivational role, accompanying various pains, including psychological ones. The emergence of anxiety indicates an increase in behavioral activity, a change in the nature of behavior or the inclusion of mechanisms of intrapsychic adaptation of future practical psychologists to the conditions of professional activity.

The importance of the motivational role of anxiety for the development of psychological resourcefulness of the personality of future practical psychologists allows us to consider anxiety as the basis of a number of secondary motivations, and the reduction of anxiety as a powerful reinforcement of the professional

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activity of a psychologist. Anxiety stimulates activity and contributes to the destruction of the shortcomings of adaptive behavioral stereotypes, replacing them with more adequate forms of behavior, which is the basis for the development of psychological resourcefulness of the personality. Unlike pain, anxiety is a signal of danger that has not yet been realized. The prediction of this danger is purely probabilistic in nature: situational, personal factors, features of transactions of the system of psychological resourcefulness of the personality of future practical psychologists – the environment. Moreover, personal factors may be somewhat more important than situational ones: the intensity of anxiety reflects the individual characteristics of future practical psychologists to a greater extent than a real significance of the threat for the development of psychological resourcefulness of the personality.

In the research foreign scientists (Ishkhanyan, Boye, & Mogenssen, 2019) describe the psychological and psychopathological significance of anxiety for the development of psychological resourcefulness of the individual. Scientists say that anxiety is the body of a general neurotic organization of the professional activity of a practical psychologist. Anxiety is responsible for most mental disorders in which psychopathological disorders are detected. Anxiety is either the main component of various psychopathological syndromes or the basis on which the psychopathological or psychosomatic manifestation of the psychological resourcefulness of the individual is formed.

There are many points of view on various aspects of anxiety: the differences between anxiety and fear, the problem of normal and pathological anxiety, taking into account their role in the development of psychological resourcefulness of the personality of future practical psychologists. There is also no single point of view on whether anxiety is a single phenomenon or a set of certain mental phenomena. Thus, we believe that anxiety and fear differ in that anxiety is felt out of connection with a specific stimulus of the professional activity of a practical psycholo-

gist, and fear is always correlated with a specific object of the professional activity of a practical psychologist. We also have the opinion that anxiety arises when the integrity of the personality is threatened, and fear appears when physical existence is threatened. We are generally inclined to recognize anxiety as less defined and expressed than fear.

In the case of distinguishing between normal and pathological anxiety, we point out that anxiety is a phenomenon of psychopathology, and fear is a normal or pathological phenomenon depending on the structure of the state in which it is observed. But both anxiety and fear determine the formation of the psychological resourcefulness of the personality of future practical psychologists. We divide anxiety into normal, neurotic, psychotic, but still we consider anxiety as the only essentially pathological phenomenon that can acquire a pathological character under conditions of inadequate intensification of anxiety, its generalization or displacement of anxiety reactions to certain rather specific stimuli.

The most adequate study of anxiety is its clinical model: we study hypothalamic disorders (anxiety in this case can be clearly correlated with the inclusion of specific physiological mechanisms in the structure of the psychological resourcefulness of the individual and a change in the functioning of its certain microstructures; the minimization of differences, which is the genesis of the state, is largely determined by the role of situational influences and personal inclinations). Let us present the clinical justification for choosing this model of anxiety for *the development of the psychological resourcefulness of the individual of future practical psychologists*:

A. Under the conditions of these disorders (psychopathological hypothalamic lesions, features of vegetative-humoral regulation and regularities of the action of psychotropic drugs), violations of physiological adaptation (vegetative-humoral shifts) are naturally combined with violations of mental adaptation (borderline psychopathological symptoms). Anxiety in the ini-

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tial stages of the disorders of the development of psychological resourcefulness of the personality of future practical psychologists analyzed by us appears as a rather isolated phenomenon, but later it is as a component or basis for the formation of borderline psychopathological syndromes, which allows us to clinically study the mentioned transformations.

B. The hypothalamus is a center that coordinates vegetative, humoral, and psychomotor mechanisms for ensuring the development of psychological resourcefulness of the personality of future practical psychologists, and plays an important role in the system that forms the psychological resourcefulness of the personality.

The experimental basis of our model of the development of psychological resourcefulness of the personality of future practical psychologists is created by classical data indicating the role of hypothalamic structures in the system of formation of motivational and emotional aspects of the behavior of the professional activity of a practical psychologist. The hypothalamus, which indicates a fairly high level of integrative brain activity, is of such importance in the organization of emotional behavior, in the development of psychological resourcefulness of the personality of future practical psychologists, that it has practically no zones, the irritation of which would cause vegetative effects outside the parallel occurrence of emotional reactions, which may be associated with a special role of the hypothalamus among the limbic structures that control the development of psychological resourcefulness of the personality of future practical psychologists. This special role of the hypothalamus is also explained by the fact that the structures of other brain substructures included into the structure of psychological resourcefulness of the personality are in morphological and functional dependence on the emotionogenic zones of the hypothalamus. Hypothalamic disorders naturally model various options for the formation of psychophysiological relationships, which allow us to study the features of psychophysiological adaptation, testify to the deve-

lopment of psychological resourcefulness of the personality of future practical psychologists.

### Conclusions

Psychological resourcefulness of the individual as a category of Ecological Psychology is revealed through the *feeling of internal tension*. The least intensity of tension, alertness, under conditions of sufficiently pronounced severe mental discomfort. This feeling does not take on a tinge of threat, but is a signal of the possible approach of more severe anxiety phenomena, important for the development of the psychological resourcefulness of the personality of future practical psychologists. It is this level of development of the psychological resourcefulness of the personality of future practical psychologists that has the greatest adaptive value, since the feeling of internal tension contributes to the intensification and modification of activity, the inclusion of mechanisms of intrapsychic adaptation to the model of development of the psychological resourcefulness of the personality of future practical psychologists and at the same time may not be accompanied by violations of the integration of the specialist's behavior into the structure of their professional activity in future.

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**Гудима Олександр, Івашкевич Едуард. Психологічна ресурсність особистості як категорія екологічної психології.**

**Метою** нашої статті є проаналізувати психологічну ресурсність особистості як категорію 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.** Показано, що найадекватнішим вивченням тривоги є її клінічна модель: нами вивчаються гіпоталамічні порушення (тривогу у цьому разі можна чітко співвіднести із включенням конкретних фізіологічних механізмів до структури психологічної ресурсності особистості і зміною функціонування її певних мікроструктур; мінімізація відмінностей, що є генезом стану, визначається великою мірою роллю ситуаційних впливів і особистісних схильностей). Наведено клінічне обґрунтування вибору цієї моделі тривожності для розвитку психологічної ресурсності особистості майбутніх практичних психологів.

**Висновки.** Психологічна ресурсність особистості як категорія екологічної психології виявляється через відчуття внутрішньої напруженості. Найменша інтенсивність напруги, настороженість, за

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*умов досить вираженого тяжкого душевного дискомфорту. Це відчуття не приймає відтінку загрози, а є сигналом можливого наближення важчих тривожних явищ, важливих для розвитку психологічної ресурсності особистості майбутніх практичних психологів. Саме цей рівень розвитку психологічної ресурсності особистості майбутніх практичних психологів має найбільше адаптаційне значення, оскільки відчуття внутрішньої напруженості сприяє інтенсифікації та модифікації активності, включенню механізмів інтрапсихічної адаптації до моделі розвитку психологічної ресурсності особистості майбутніх практичних психологів і при цьому може не супроводжуватись порушеннями інтеграції поведінки фахівця в структуру професійної діяльності у майбутньому.*

**Ключові слова:** *ресурсність особистості, психологічна ресурсність, екологічна психологія, роль ситуативних впливів, особистісні схильності, відчуття внутрішньої напруги, професійна діяльність.*

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## Perfectionism in Contemporary Life: Psychological Mechanisms and Practical Implications

### Перфекціонізм у сучасному житті: психологічні механізми та практичні імплікації

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## Онуфрієва Ліана

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### ABSTRACT

**The aim of the article.** *The article is aimed at conceptually understanding perfectionism as a complex and structurally organized psychological construct, outlining its content dimensions, determinants of its formation and features of manifestation in modern sociocultural conditions, as well as determining applied guidelines for the practice of psychological counseling and psychoprophylactic work.*

**Methods.** *A set of theoretical methods was used: theoretical analysis and synthesis to generalize scientific approaches to the interpretation of perfectionism; comparative analysis to compare unidimensional and multidimensional models; systematization and generalization of scientific sources to structure data on the impact of perfectionistic attitudes on psychological well-being; logical-structural analysis to determine applied vectors of psychological assistance.*

**The results of the research.** *The results of the study showed the departure of modern psychology from the unitary interpretation of perfectionism as an exclusively maladaptive trait and the affirmation of its ambivalent understanding. The feasibility of distinguishing adaptive perfectionist aspirations and maladaptive perfectionist concerns is substantiated. It is shown that the former can perform a resource function and correlate with personal growth and achievements, while the latter are predictors of anxiety, depressive symptoms, emotional burn-out and decreased psychological well-being. Modern approaches to psychological assistance focused on the transformation of maladaptive cognitive-emotional patterns and the preservation of the motivational potential of high standards are summarized.*

**Conclusion.** *Perfectionism should be considered as a structurally differentiated and contextually determined phenomenon, the impact of which on psychological functioning is determined by the ratio of its components. Effective psychological support strategies should be based on an individualized assessment of adaptive and maladaptive aspects of perfectionism and their targeted correction.*

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**Key words:** *perfectionism, multidimensionality of perfectionism, adaptive perfectionism, maladaptive perfectionism, perfectionistic aspirations, perfectionistic concerns, psychological well-being, psychological distress, emotional burnout, psychological counseling.*

## Introduction

Within the framework of the modern sociocultural paradigm, perfectionism is interpreted as a multidimensional psychological phenomenon associated with the regulation of personal activity, psychological well-being and the effectiveness of professional activity. Dynamic transformations of lifestyle, increased competitiveness, growing social expectations, as well as the spread of digital technologies and a culture of achievement actualize high standards of self-regulation and self-presentation, which are often accompanied by excessive self-criticism, fear of making mistakes and emotional exhaustion.

Modern empirical research indicates the ambivalence of perfectionism, which can serve as both a resource for personal growth and self-realization, and a factor of psychological maladjustment associated with anxiety, depressive disorders, professional burnout, and a decrease in the level of subjective well-being. In this regard, a differentiated analysis of the psychological mechanisms of the formation and functioning of various forms of perfectionism in the context of modern life is of particular importance.

The relevance of the study is also due to the need of practical psychology for scientifically based models of understanding perfectionism, which allow not only to explain its internal determinants, but also to outline effective areas of psychological prevention and correction of perfectionistic tendencies in various life and professional spheres.

A review of the current scientific literature has made it possible to outline key areas of research on perfectionism, its various manifestations, and its links to psychological distress, functional dysfunction, and emotional well-being.

Thus, domestic dissertation research has highlighted various aspects of perfectionism as a personal and motivational characteristic. In particular, I. Hulias investigated perfectionist attitudes as a factor in the professional readiness of future practical psychologists, emphasizing their importance in the formation of competence and self-regulation (Гуляс, 2007). L. Danylevych considered perfectionism as a personal factor in the academic giftedness of students, determining its connection with high academic achievements and motivational characteristics (Данилевич, 2007). Т. Zavada focused on the motivational factors of perfectionism of student youth, emphasizing the relationship between the desire for perfection and goal-oriented motivation (Завада, 2017). О. Loza investigated the features of perfectionism of civil servants, revealing the specifics of its manifestations in a professional context (Люза, 2015). N. Luki-na analyzed the psychological characteristics of the goal orientation of the perfectionist personality, focusing on cognitive and motivational mechanisms (Лукіна, 2020). G. Cherpurna studied the socio-psychological features of youth perfectionism, emphasizing its connection with interpersonal adaptation and social expectations (Чепурна, 2013). In general, these dissertations demonstrate a multidimensional approach to the study of perfectionism in Ukraine and outline its impact on the educational, professional and social spheres of personality development.

In addition to dissertations, the issue of perfectionism is also presented in separate scientific publications that expand the theoretical understanding of this phenomenon. Thus, Т. Hrubі carried out a theoretical analysis of the genesis of perfectionism, tracing its formation as a personality trait and outlining the psychological mechanisms of formation (Грубі, 2016). А. Kononenko and О. Kononenko examined perfectionism through the prism of the ratio of norm and pathology, focusing on the boundaries between adaptive manifestations of the desire for perfection and its maladaptive forms (Кононенко А., & Кононенко О., 2017). Thus, along with dissertation studies, individual articles by do-

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mestic authors also contribute to the deepening of the theoretical and methodological analysis of perfectionism and the clarification of its psychological content.

Let us consider the main modern theoretical approaches and empirical findings of the study of perfectionism in foreign literature.

In particular, G. Flett et al. consider perfectionism to be a multidimensional personality construct, among the main components of which socially imposed perfectionism occupies a special place – perceived social pressure and expectations of perfection (Flett et al., 2022). This dimension is considered as a chronic source of psychological stress, which causes feelings of helplessness and hopelessness and is associated with negative consequences for mental and physical health, interpersonal adaptation and general well-being. The generalization of empirical data indicates its unique contribution to distress, dysfunction and impairment, which is not reducible to other aspects of perfectionism. Scientists emphasize the complex nature of socially imposed perfectionism, expand its conceptualization and emphasize the need for preventive and intervention measures, considering it as a significant public health problem (Flett et al., 2022).

Researchers S. Casale et al. study the phenomenon of extreme perfectionism as a factor of psychological distress and dysfunction. The developed "Big Three" Perfectionism Scale covers three superordinary traits – rigid, self-critical and narcissistic perfectionism (Casale et al., 2020). A study with the participation of 602 students confirmed the appropriate psychometric characteristics of the method and found that all three dimensions are associated with social anxiety and depression. At the same time, perfectionistic cognitions and self-presentation explain additional unique variance in distress over and above the BTPS factors, which indicates their independent role in the structure of perfectionism (Casale et al., 2020).

P. Hewitt's article, based on a paper presented at the annual conference of the Canadian Psychological Association on the oc-

casation of the Donald O. Hebb Award, summarizes many years of theoretical, empirical, and clinical work on perfectionism as a key factor in personal vulnerability (Hewitt, 2020). In collaboration with colleagues, P. Hewitt examined perfectionism from a psychodynamic-interpersonal perspective as a factor associated with a wide range of difficulties – psychological, physical, interpersonal, and achievement. Within the framework of this research program, the nature of perfectionism, its links to distress and disorders, mechanisms of development and functioning, and a dynamic-relational psychotherapeutic approach to the treatment of perfectionistic behavior are outlined. P. Hewitt summarized the achievements of this area and noted the contribution of Canadian researchers to the development of the modern understanding of perfectionism (Hewitt, 2020).

An interesting longitudinal study by A. Hill et al., conducted with the participation of 143 student musicians, tested whether perfectionistic self-presentation (rather than perfectionism as a trait) predicts emotional experiences throughout the academic year (Hill et al., 2020). Analysis of the data showed that self-promotion of perfection at the beginning of the year predicted a decrease in positive affect at the middle of the year, and non-disclosure of imperfections at the middle of the year predicted a lower level of positive emotions at the end of the year; at the same time, negative affect was associated with a further increase in the tendency to hide shortcomings. The results suggest that the strategy of maintaining an image of perfection can contribute to a decrease in the positive emotional background of student musicians (Hill et al., 2020).

A. Meade & S. Craig highlighted the problem of data quality in anonymous online surveys and proposed approaches to identify careless responses, which are of key importance for ensuring the reliability of the results. In two studies, scientists compared different approaches to identifying careless respondents: instructional checkpoints, response consistency indices, multivariate outlier analysis, response time and self-reported thorough-

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ness. Two models of careless responses were identified – random and non-random – for the detection of which different indices are required; it was found that about 10-12% of students in long surveys show signs of carelessness. Data modeling with given random response patterns confirmed that the effectiveness of indicators depends significantly on the structure of the data. It is recommended to use identified responses, include instructional checkpoints and apply consistency indices together with multivariate outlier analysis to improve data quality (Meade, & Craig, 2012).

An analysis by S. Sherry et al. of 45 studies ( $n = 11.747$ ) clarified the significance of perfectionism in suicidality against the background of conflicting previous results and insufficient statistical power of individual works (Sherry et al., 2016). Random effects models showed that perfectionistic concerns (in particular, socially assigned perfectionism, fear of mistakes, doubts about actions, feelings of inadequacy), as well as perfectionistic aspirations (self-oriented perfectionism, high personal standards), parental criticism and expectations demonstrate insignificant to moderate positive associations with suicidal ideation. Socially assigned perfectionism predicted their consistent increase, while perfectionistic concerns and parental factors had a weak positive association with suicide attempts. The obtained data confirm that both self-generated and socially conditioned pressure for perfection are components of the vulnerable personality configuration associated with suicidality and question the notion of the unconditional adaptability of perfectionistic aspirations (Sherry et al., 2016).

Despite a significant number of scientific works devoted to the study of perfectionism, a number of conceptual and applied contradictions persist in modern psychology regarding the understanding of its psychological nature, structural organization, and functional role in the life of the individual. In particular, approaches to distinguishing adaptive and maladaptive forms of perfectionism, as well as to determining the psychologi-

cal mechanisms through which perfectionist attitudes influence the emotional-volitional regulation, motivational sphere, and behavioral strategies of the subject, remain insufficiently coordinated.

The issue of transforming perfectionism in the face of modern social challenges, in particular under the influence of chronic stress, uncertainty, and increased demands for personal effectiveness, remains problematic. This complicates the development of holistic, practice-oriented approaches to psychological support for individuals with pronounced perfectionist tendencies.

In this regard, there is a need for a comprehensive study of perfectionism as a multidimensional phenomenon of modern life, with an emphasis on the analysis of its psychological mechanisms and substantiation of practical implications for the activities of a psychologist aimed at supporting mental health, personal development, and improving the quality of life.

### **The aim of the article**

The purpose of the article is a theoretical analysis of perfectionism as a psychological phenomenon of modern life, revealing its mechanisms and forms of manifestation, as well as substantiating practical implications for psychological counseling and psychoprophylaxis. From this follows the tasks of the proposed scientific investigation: 1. To analyze the main theoretical approaches to understanding perfectionism in modern psychology. 2. To reveal the psychological mechanisms and forms of manifestation of perfectionism in the context of modern life. 3. To determine the role of perfectionism in psychological well-being and functioning of the individual. 4. To outline the practical implications of the study of perfectionism for psychological counseling and psychoprophylaxis.

### **Methods of the research**

To achieve the goal and implement the tasks set, the article uses theoretical methods of scientific research, in particular:

theoretical analysis and synthesis – in order to generalize scientific approaches to understanding perfectionism, identify its content characteristics, mechanisms of formation and functioning; comparative analysis – to compare different concepts of perfectionism, identify common and distinctive features in the interpretation of its forms and types in modern psychological research; systematization and generalization of scientific sources – in order to structure the existing theoretical and applied developments regarding the influence of perfectionism on the psychological well-being of the individual; logical-structural analysis – to substantiate the practical implications of the research results in the field of psychological counseling and psychophylaxis.

The use of these methods made it possible to carry out a comprehensive examination of the phenomenon of perfectionism, determine its role in the psychological functioning of the individual, and formulate practically significant guidelines in the activities of a practical psychologist.

### **Results and their discussion**

The results of the analysis of foreign scientific sources indicate a departure of modern psychology from the unitary understanding of perfectionism as a uniquely maladaptive personality trait. Since the end of the twentieth century, perfectionism has increasingly been viewed as a structurally complex phenomenon that can have both adaptive and maladaptive manifestations in the psychological functioning of the individual.

One of the first researchers to propose a differentiated approach to perfectionism was D. Hamachek. The researcher distinguished between normal and neurotic perfectionism. According to the scientist, adaptive perfectionism correlates with high, but realistic standards and intrinsic motivation to achieve, while neurotic perfectionism correlates with rigidity of requirements, fear of error and chronic dissatisfaction with the results of activity (Hamachek, 1978).

Further development of the ideas of multidimensionality of perfectionism is presented in the works of R. Frost and his colleagues, who proposed one of the most influential models of perfectionism (Frost et al., 1990). Within the framework of this concept, perfectionism includes such components as: excessively high personal standards, fear of error, doubts about one's own actions, parental criticism and parental expectations. Researchers have demonstrated that it is the components associated with fear of error and self-criticism that have the closest links with anxiety, depressive symptoms and reduced psychological well-being.

A significant contribution to the understanding of the social dimension of perfectionism was made by P. Hewitt & G. Flett, who developed a three-factor model that includes self-oriented perfectionism, other-oriented perfectionism, and socially attributed perfectionism (Hewitt, & Flett, 1991). Socially attributed perfectionism deserves special attention in the context of practical psychology, which, according to the results of a number of empirical studies, is consistently associated with psychological distress, feelings of helplessness, and emotional burnout.

In modern research (Stoeber, 2011; Stoeber, & Otto, 2006), perfectionism is increasingly analyzed through the prism of two basic dimensions – perfectionistic aspirations and perfectionistic concerns. The first is associated with motivation for high achievements and can perform an adaptive function, while the second is associated with the fear of not meeting expectations and is a predictor of negative emotional states. The outlined approach allows for a more differentiated assessment of the role of perfectionism in the psychological well-being of an individual, which has important practical implications for psychological counseling.

Thus, the results of the theoretical analysis of foreign studies confirm the feasibility of considering perfectionism as an ambivalent psychological phenomenon, the impact of which on the functioning of the personality is determined by the struc-

ture, dominant components and social context. In the discussion field of practical psychology, this creates a basis for abandoning unified interpretations of perfectionism and moving to individualized strategies of psychological assistance.

An in-depth analysis of foreign studies suggests that the relationship between perfectionism and psychological well-being is nonlinear and contextually determined. Within the framework of modern psychology of well-being, perfectionism is viewed not as a unified risk factor, but as a structurally differentiated predictor of adaptive and maladaptive consequences.

C. Ryff's research on the concept of psychological well-being provided a theoretical basis for analyzing how perfectionistic attitudes can influence such components as self-acceptance, autonomy, life purpose, and positive relationships (Ryff, 2014). Subsequently, further works showed that perfectionistic aspirations can be positively correlated with a sense of competence and personal growth, while perfectionistic concerns demonstrate stable negative relationships with the vast majority of well-being indicators (Stoeber, & Otto, 2006; Stoeber, 2011).

Continuing the previous context, P. Hewitt & G. Flett convincingly proved that socially attributed perfectionism is one of the most powerful predictors of psychological distress (Hewitt, & Flett, 2002; 2007). Individuals with a high level of labeled perfectionism tend to perceive the social environment as a source of constant evaluation and criticism, which contributes to the formation of chronic tension, anxiety and a sense of helplessness. In this plane, perfectionism ceases to be an internal motivational resource and is transformed into a stressogenic cognitive-emotional pattern.

The relationship between perfectionism and psychological distress has been extensively analyzed in the works of R. Enns & B. Cox, who found that maladaptive forms of perfectionism are statistically significantly correlated with depressive symptoms, suicidal thoughts, and low levels of emotional regulation (Enns, & Cox, 2002). Scientists emphasize that a key mechanism in this

connection is chronic self-criticism, which reinforces negative cognitive schemas and reduces tolerance for errors.

A separate area of foreign research is devoted to the analysis of perfectionism as a factor in emotional burnout, especially in professions of the “person-to-person” type. The works of T. Hill & A. Curran show that it is perfectionistic concerns, and not high standards as such, that are a stable predictor of emotional exhaustion and depersonalization (Hill, & Curran, 2016). Scientists emphasize that perfectionistic aspirations can perform a protective function, while the combination of high standards with the fear of not meeting expectations creates conditions for the gradual depletion of mental resources.

Similar conclusions were obtained in the study by J. Limburg et al., where perfectionism was considered as a transdiagnostic factor in the development of psychological distress (Limburg et al., 2017). The authors proved that perfectionistic cognitive styles contribute to rigid thinking, avoidance, and maladaptive stress coping strategies, which, in turn, increases vulnerability to emotional burnout and psychosomatic disorders.

In the discussion field of modern practical psychology, the position is gaining more and more support, according to which the key task of psychological help is not to “eliminate” perfectionism, but to transform its maladaptive components (Egan, Wade, & Shafran, 2011). Such an approach makes it possible to maintain the motivational potential of high standards, while at the same time reducing the level of self-criticism and emotional exhaustion.

Thus, the results of the analysis of foreign studies confirm the duality of perfectionism in the psychological well-being of an individual: on the one hand, it can serve as a resource for development and achievements, and on the other, a factor in chronic distress and emotional burnout, which necessitates a differentiated approach to understanding and psychological support for individuals with perfectionistic tendencies.

In modern foreign practice of psychological counseling, it is emphasized that effective intervention in perfectionism should

be based on a differentiated assessment of its components – adaptive aspirations and maladaptive concerns (Stoeber, & Otto, 2006; Egan, Wade, & Shafran, 2011). Accordingly, psychological assistance is aimed not at the complete elimination of perfectionism, but at the transformation of maladaptive cognitive-emotional patterns and support of the motivational potential of high standards.

The most developed and researched model is cognitive behavioral therapy, adapted for perfectionism (Egan et al., 2014). The labeled model is built on the following principles: identification and modification of maladaptive beliefs (“I have to be perfect,” “Mistakes are unacceptable”); reduction of the fear of failure and excessive self-criticism through structured exposure exercises; development of realistic standards and self-compassion skills; gradual involvement in practice of situations where high standards are met with failures, in order to reduce anxiety associated with avoidance.

According to empirical research, the use of cognitive behavioral therapy interventions statistically significantly reduces the level of perfectionistic concerns and associated symptoms of anxiety and depression (Egan et al., 2014).

In cases where perfectionism is accompanied by high self-criticism and shame, an effective approach is therapy focused on developing self-compassion. P. Gilbert emphasizes that the latter is aimed at: regulating emotional stress and internal criticism; developing skills for a kind attitude towards oneself; reducing anxiety, depressive symptoms and emotional burnout associated with maladaptive perfectionism (Gilbert, 2009).

Clinical research results confirm that the use of compassion-focused therapy techniques in cognitive-behavioral programs significantly increases the effectiveness of therapy in patients with high levels of self-criticism (Gilbert, & Procter, 2006).

Acceptance and Responsibility Therapy is considered another promising approach to work with perfectionism (Crosby, Nafziger, & Twohig, 2010). Its main principles in this context

are: acceptance of internal thoughts and emotions, including the fear of failure; defusion from perfectionistic cognitive schemas so that they do not guide behavior; and an emphasis on value-oriented actions, which reduces controlled anxiety and avoidance behavior patterns. Research suggests that acceptance and responsibility therapy interventions reduce perfectionistic concerns and increase psychological well-being, while maintaining the desire for achievement.

In foreign practice, cognitive-behavioral therapy, therapy focused on the development of self-compassion, and acceptance and responsibility therapy are often integrated, which allows you to simultaneously: work with maladaptive cognitive schemes, reduce self-criticism and shame, and develop skills of acceptance and value-oriented behavior. According to scientists (Egan, Wade, & Shafran, 2011), it is the combination of cognitive-behavioral, emotionally focused, and acceptance-value techniques that provides the most comprehensive effect and makes it possible to preserve the adaptive aspects of perfectionism.

Thus, foreign models of psychological care focus on the transformation of maladaptive components of perfectionism, while maintaining adaptive aspirations. Key effective approaches are: cognitive-behavioral therapy, therapy focused on the development of self-compassion, acceptance and responsibility therapy, as well as integration programs. Psychological intervention should be individualized, focused on the structural differentiation of perfectionistic traits and contextual assessment of their impact on well-being, distress and burnout.

In recent years, domestic psychological science has increasingly paid attention to the adaptation of the outlined approaches to the local socio-cultural context, as well as to the development of methods for assessing perfectionist attitudes and their impact on psychological well-being. Ukrainian scientists mostly use adapted versions of foreign psychodiagnostic methods. At the same time, their own tools are already appearing, presented in domestic scientific works. In particular, I. Hulias created a

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questionnaire aimed at studying the level of reflection, its content characteristics, factors of formation and manifestations of perfectionism in the professional activities of future psychologists (Гуляс, 2010: 120-134). O. Loza developed the questionnaire «Perfectionism Scale», within which four typological groups are distinguished: hypoperfectionists, constructive perfectionists, hyperperfectionists, and destructive perfectionists (Лоза, 2015).

### Conclusions

The generalization of the results of the theoretical and empirical analysis of the outlined issues provides grounds for formulating the following conclusions.

1. Theoretical and methodological analysis of foreign studies has shown the evolution of scientific ideas about perfectionism – from its interpretation as a unitary maladaptive trait to understanding as a structurally multidimensional and ambivalent psychological phenomenon. Modern conceptual models convincingly prove that the influence of perfectionism on the functioning of the personality is mediated by the ratio of its adaptive (perfectionist aspirations, high standards) and maladaptive (perfectionist concerns, self-criticism, fear of making mistakes) components.

2. It has been established that the relationship between perfectionism and psychological well-being is nonlinear and contextually conditioned. Perfectionist aspirations can be correlated with personal growth, a sense of competence and purposefulness, while perfectionist concerns are stable predictors of psychological distress, anxiety and depressive symptoms, emotional burnout and decreased self-acceptance. A special role in the genesis of distress is played by socially attributed perfectionism, which shapes the perception of the social environment as a source of constant assessment and criticism.

3. The generalization of empirical data allows us to consider maladaptive forms of perfectionism as a transdiagnostic factor

of psychoemotional vulnerability, associated with the rigidity of cognitive schemes, chronic self-criticism, maladaptive coping strategies, and decreased emotional regulation. At the same time, adaptive aspects of perfectionism can serve as a resource for professional development and achievements, provided that there is no dominance of concerns and fear of non-compliance with expectations.

4. In the field of practical psychology, the feasibility of a differentiated approach to psychological assistance to individuals with perfectionist tendencies is substantiated. Modern intervention models are not aimed at reducing perfectionism as such, but at transforming its maladaptive cognitive-emotional components and preserving the motivational potential of high standards. The most empirically validated approaches are cognitive-behavioral therapy, therapy focused on the development of self-compassion, acceptance and responsibility therapy, as well as integrative programs that combine cognitive, emotionally focused, and acceptance-value techniques.

5. Analysis of the domestic scientific field indicates the gradual institutionalization of research on perfectionism in Ukrainian psychology. Despite the dominance of adapted foreign psychodiagnostic tools, there is a tendency to develop our own methods that take into account the professional-role and socio-cultural features of the Ukrainian context. This creates a basis for further empirical research aimed at identifying the specifics of the functioning of perfectionistic attitudes in different samples and developing culturally sensitive models of psychological support.

Therefore, the results of the study confirm the need for a structurally differentiated and contextualized approach to the study of perfectionism as a factor of psychological well-being and distress, and also outline the prospects for further theoretical and applied developments in this area.

Further empirical research aimed at clarifying the mechanisms of influence of adaptive and maladaptive components of

perfectionism on the psychological well-being of an individual, as well as the development of differentiated intervention models within the framework of modern psychotherapeutic practice, is promising.

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**Гуляс Інеса, Онуфрієва Ліана. Перфекціонізм у сучасному житті: психологічні механізми та практичні імплікації.**

**Мета статті.** Статтю спрямовано на концептуальне осмислення перфекціонізму як складного та структурно організованого психологічного конструкту, окреслення його змістових вимірів, детермінант становлення й особливостей прояву в сучасних соціокультурних умовах, а також на визначення прикладних орієнтирів для практики

психологічного консультування та психопрофілактичної роботи.

**Методи дослідження.** Використано комплекс теоретичних методів: теоретичний аналіз і синтез для узагальнення наукових підходів до інтерпретації перфекціонізму; порівняльний аналіз для зіставлення одновимірних і полівимірних моделей; систематизацію та узагальнення наукових джерел з метою структурування даних щодо впливу перфекціоністських установок на психологічне благополуччя; логіко-структурний аналіз для визначення прикладних векторів психологічної допомоги.

**Результати дослідження** засвідчили відхід сучасної психології від унітарного трактування перфекціонізму як виключно дезадаптивної риси та утвердження його амбівалентного розуміння. Обґрунтовано доцільність розмежування адаптивних перфекціоністських прагнень і дезадаптивних перфекціоністських занепокоєнь. Показано, що перші можуть виконувати ресурсну функцію та корелювати з особистісним зростанням і досягненнями, тоді як другі є предикторами тривожності, депресивних симптомів, емоційного вигорання й зниження психологічного благополуччя. Узагальнено сучасні підходи до психологічної допомоги, орієнтовані на трансформацію дезадаптивних когнітивно-емоційних патернів і збереження мотиваційного потенціалу високих стандартів.

**Висновок.** Перфекціонізм доцільно розглядати як структурно диференційований і контекстуально зумовлений феномен, вплив якого на психологічне функціонування визначається співвідношенням його компонентів. Ефективні стратегії психологічного супроводу мають ґрунтуватися на індивідуалізованій оцінці адаптивних і дезадаптивних аспектів перфекціонізму та їхній цілеспрямованій корекції.

**Ключові слова:** перфекціонізм, полівимірність перфекціонізму, адаптивний перфекціонізм, дезадаптивний перфекціонізм, перфекціоністські прагнення, перфекціоністські занепокоєння, психологічне благополуччя, психологічний дистрес, емоційне вигорання, психологічне консультування.

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## Correlation between Translator's Consciousness and Students' Translation Activity in the Process of Solving Creative Tasks

### Кореляція між свідомістю перекладача та перекладацькою активністю студентів у процесі розв'язання ними творчих завдань

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#### ABSTRACT

*The purpose of our research is to show positive correlation between translator's consciousness and students' translation activity in the process of solving creative tasks.*

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

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**The results of the research.** We proved, that meaning and sense could be considered as functional units of the manifestation of translation activity, in contrast to their traditional consideration from the standpoint of the functioning of translation activity. We hold the view that the meaning and sense of the content having been translated are a manifestation of emotional, communicative, cognitive, behavioral, implicit and explicit by nature, which is, so to speak, a kind of linguistic code of the individual in the process of translation activity.

**Conclusions.** Empirical research showed, that in the process of translation activity it was necessary, first of all, to pay attention to the chain of all cognitive processes of the translator. We think, that the movement of mental activity always generates action, and action actualizes self-consciousness, self-consciousness at the same time contributes to the organization of cognitive activity, which, in turn, generates consciousness. Thus, the personality, in turn, is capable of generating new forms of activity, including translation, which to a large extent allows a person to expand his/her consciousness. Again, in this chain of mental actions we see a number of "transformed forms", which are extremely important for the translator in order to carry out effective translation activity, when the text that is already translated and it is as close as possible to the original.

**Key words:** translator's consciousness, translator's activity, correlation between translator's consciousness and translation activity, creative tasks, mental actions, transformed forms, cognitive processes.

## Introduction

The task of any science is the theoretical and empirical study of the person's consciousness, including translational consciousness, because each form of the consciousness claims to be filled with a specific ontological content and meaning (Arbuthnott, & Frank, 2000). We quite rightly note in this regard that consciousness is not only born in a human being, not only reflects material reality, but also contains this reality in its content, which is reflected in a refracted form, so to speak, also creates translational consciousness in itself. And only after such a transformation or as a result of such system formation, translational consciousness filled with a content, can directly become an object of study in Psychology, and under the conditions of coordination and modeling of the ontology of translational consciousness and the

subject of psychological research (Blagovechtchenski, Gnedykh, Kurmakaeva, Mkrtychian, Kostromina, & Shtyrov, 2019).

For example, in the studies of research (Максименко, Ткач, Литвинчук, & Онуфрієва, 2019), empirical data were found that the biodynamic fabric of the translator's consciousness is not only directly connected with the sensory fabric, but also has its own, special sensitivity to a certain specific situation and an actual or potential movement.

For scientists (Онуфрієва, 2020) individual meanings are nothing more than the content embedded in lexical units, texts and language. Therefore, it can be argued that the meaning embedded in words (texts) contains its own balanced, individually significant meaning in translation activity, and is a subjective imprint of the result of translation activity, which is carried out in oral or written forms (Booth, MacWhinney, & Harasaki, 2000). If we take as a basis that each of the individuals who communicates with other people puts their personally significant meaning into the phrases and text fragments spoken and perceived by them, then we can conclude that the coincidence or divergence of these personally significant meanings embedded in text fragments, expressed or written by the person who is the addressee of the statements, is the basis of communication and for creating an image of the world of a specialist (Aleksandrov, Memetova, & Stankevich, 2020). According to scientists (Cilibrasi, Stojanovik, Riddell, & Saddy, 2019), the meaning of lexical units is not absolutely equal to the thought expressed by this lexical unit. The scientists (Mykhalchuk, & Bihunova, 2019) believe that a thought is like a "cloud" from which speech emerges, it is released with the help of individual drops, which we call scripts (Mykhalchuk, & Onufriieva, 2020). A thought, in turn, is constructed somewhat differently than its "speech frames", and not every thought can be directly expressed in words, because any language can be expressed both with the help of implicit means and as a result of non-speech, non-verbal means of communication (Mykhalchuk, & Ivashkevych Er., 2019).

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Thus, the translation activity of any translation specialist is the center through which the subjective meanings of the surrounding reality, explicated in words, texts, frames, scripts, speeches, are formed, complicated and harmonized (Mykhalchuk, Plakhtii, Panchenko, Ivashkevych Ed., Hupavtseva, & Chebykin, 2023). All these means are generalized and identified by specialists who intensively interact with each other in certain semantic aspects of translation activity. Thus, in translation activity meaning can be represented as a certain object, which is designated by its own name or sign and, thus, is a kind of denotation of translation activity (Ivashkevych Er., 2023). If we consider such a sign (or its external form – word, phrase, frames, scripts or text) from the position of two types of meanings (explicit and implicit), then we will obtain a denotative integral meaning, which, in turn, denotes a given object and a significant meaning (creates the conceptual content of a linguistic sign), which in their totality form the meaning of the statements involved into translation activity (Brédart, 1991).

If we consider a sign (or a word) from the perspective of two dominant semantic functions, then as a result we will obtain the nominative and significant functions of translation activity. The meaning of statements will include the information that is expressed in the speech signs of a name and uniquely characterizes a certain object precisely because of the way in which this name characterizes this object in the real world (Alexandrov, Boricheva, Pulvermüller, & Shtyrov, 2011). Thus, translation activity deals with representations, which, according to scientists, contribute to the creation of an internal image of the object, which arose as a result of the actualization and explication of memories of peculiar complex sensory impressions that a person acquired much earlier (Batel, 2020). If we talk about representations and content in translation activity, scientists come to the conclusion that representations are largely subjective, while meaning is purely objective in itself. Therefore, meaning is a purely psychological concept, therefore, in its structure it is both individual

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and subjective, and meaning, since it is purely logical, is always socially significant, social and therefore objective.

If we turn to the psychological theory of meanings and senses of scientists (Beauvillain, 1994), it becomes clear that the main meaning of this theory is the following: a person is in close, direct interaction with the surrounding reality, that is, he does not simply adapt to the environment, but actively masters it, thereby influencing it. And all this happens thanks to the extraordinary ability of a person to foresee in advance and consciously plan his actions both in relation to himself and in relation to the surrounding reality. Any activity, including translation, is mediated by socially significant and preserved in the collective memory of society auxiliary means (Caramazza, Laudanna, & Romani, 1988). Therefore, in translation activity, signs, in particular signs of language, which are a word, script, frame, text, which, according to scientists (Гончарук, & Онуфрієва, 2018), with their objective, non-psychological, essentially determined meaning, entering the paradigm of the individual's translation activity, receive a different, more or less close to the generally accepted understanding, are such that they gradually develop meaning and contribute to the achievement of meaning (Bates, Maechler, Bolker, & Walker, 2014). This becomes possible precisely because the word has a correlation with the denotation, which is the meaning that replaces the lexical unit in translation activity.

The translator's mastery of meaning, in our opinion, is the most important, one might say the defining way of mediating individual behavior and social experience of a specialist (Chen, 2022). Meanings do not always coincide with denotations, therefore, most likely, there is always a potential possibility of attributing a word to a particular denotation or class of denotations, which is realized through various designations of meanings and senses, which depend primarily on the place of a given denotation in the structure of a lexical unit, phrase or sentence (Ivashkevych Ed., & Koval, 2020).

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Thus, any meaning, including those used in translation activity, is a socially codified form of social experience mastered by each individual who is somehow involved in this activity. This "codification" of translation activity is the feature that constitutes, creates and models; therefore, the codification of the translated text will be manifested in any case in the awareness of the corresponding denotation of the lexical unit, phrase, frame, script and a whole text.

**The purpose** of our research is to show positive correlation between translator's consciousness and students' translation activity in the process of solving creative tasks.

### **Methods of the research**

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

Experimental research training has the aim of the formation of the linguistic personality of a future translator, who took place according to the Methodology of forming the image of the world of future translator developed by us. The control and experimental groups were selected according to the results of the ascertaining section, the students had approximately the same starting level of knowledge, skills and abilities. In Control Group (43 students of the 2<sup>nd</sup> and the 3<sup>d</sup> courses of Rivne State University of the Humanities) (classes were organized according to the current working programs of the academic disciplines "Ukrainian Language (for professional purposes)", "Modern Ukrainian Literary Language", and in the Experimental Group (37 students of the 2<sup>nd</sup> and the 3<sup>d</sup> courses of Rivne State University of the Humanities) classes were provided according to the Methodology developed by us. By using special tasks for translation, it is experimental program with appropriate methodological support.

Teachers, who were working in Experimental Groups, were provided with methodological recommendations, didactic material with the aim of forming the richness, correctness of speech, development of linguistic sense, linguistic creativity of future translators, and worked according to the experimental methodology, which provided for individual and group consultations, the use of modern educational technologies, a system of exercises focused on the formation of the translation competence of the future translator as an indicator of the formation of the linguistic personality. Students of the Experimental and Control Groups were under constant observation, experimental data were analyzed and subjected to statistical processing.

### **Results and their discussion**

As we've already noted, the first purpose was to identify the level of the formation of students' ideas about the linguistic personality of a translator, the requirements for him/her, and developing the translation competence; to form a stable motivation to acquire professionally significant knowledge; to update the knowledge acquired by the first-year students in the process of school education, to obtain basic knowledge by students within the first content module of the academic discipline "Ukrainian Language in Professional Communication". Accordingly, the tasks of this stage were formulated in such a way: to systematize and deepen students' knowledge of communicative qualities of speech, in particular, correctness, richness, logic and expressiveness; the norms of the modern Ukrainian literary language, ethical and communicative norms of Ukrainian speech, and to develop a sense of language of students.

The first condition is the introduction of interdisciplinary integration into the process of language training of future translators. This stage was implemented through the introduction of information; systematic thematic representation of socio-cultural information, focused on the formation of multicultural competence in the process of learning the Ukrainian language;

through the development of a system of exercises and tasks with the aim at developing a sense of language, linguistic creativity of future translators. Among the forms of training, the most productive means of studying during this stage were determined to be lectures, practical classes, individual and group consultations and independent activity. The choice of these forms of training is determined by the purpose and objectives of the experiment, the content of the experimental training program, and the number of hours allocated by the curriculum for mastering the discipline "Ukrainian Language (for the professional orientation)".

During the introductory lecture the functions of the language and speech, communicative qualities of speech, features of communication and communication process were emphasized. During the first lecture students were asked to answer the following questions:

- How do you assess the level of the development of your own speech (on a 10-point scale)?
- How do you assess the speech culture of your classmates (on a 10-point scale)?
- By what criteria do you evaluate your own and other people's speech?
- What shortcomings of your own speech can you name?
- What shortcomings of the speech of others can you name?
- What difficulties do you experience in the process of communication?

The questions were proposed in order to draw students' attention to self-analysis of their own and other people's speech. The level of the formation of their own speech was estimated by the first-year students on average by 7 points, the speech of others by 5.5 points, noting that they often lack the right words at the right moment, in their speech there are many Ukrainian, dialect words, a significant number of students (on average 25% feel fear and anxiety during public speeches). Among the criteria by which students evaluate speech, the following sense was distinguished: compliance with the norms of the literary lan-

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guage, taking into account the rules of speech etiquette, richness of speech, adequate use of non-verbal means of communication. In rare cases, respondents named such qualities as logic, emotionality ones.

During the first stage, such teaching methods as oral presentation of the material, conversation, observation of the language, the exercise methods were used. Oral presentation was used mainly to create motivational readiness of future translators, as a source of information, when commenting on students' answers. Conversation was used when students performed various types of exercises and tasks, analyzed speech patterns, models. Observation was used to illustrate the function of certain language units in the construction of statements. The exercise method was used both during practical classes and in the process of organizing students' independent activity. In addition, during experimental and research training, interactive methods and techniques were used, in particular, pair work, group work, the analysis of specific situations (problematic, usual, atypical), case method and project method.

Since most of the classroom lessons in accordance with the curricula of universities and the work programs of academic disciplines are conducted in the form of practical classes, let us dwell in more detail on the description of their features. In accordance with the experimental methodology, practical classes were conducted according to the plan developed and approved in the work program of the academic discipline, which contained a list of main questions, practical tasks, a list of recommended literature, tasks for independent activity, which provided for the following types of students' educational activities: processing of basic and reference literature, preparation of oral and written reports that require processing of additional literature, writing theses, selecting texts to illustrate language phenomena, designing sample documents that were not processed in the classroom, preparing electronic presentations, compiling multimedia dictionaries.

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During practical classes, the main methods of the activity were determined as the analysis of ready-made texts of various genres and styles, composing and acting out dialogues on professional topics; role-playing games; educational editing, etc. For independent and individual performance, some notes were taken from special sources on the problems of speech culture, stylistics, rhetoric and intercultural communication; preparation of public speeches of various genres on professional topics; peer review of oral responses and speeches, written texts; sentence construction; stylistic experiment; composing texts, preparing and conducting educational discussions on professional topics; educational translation.

During the first stage of experimental training students were offered tasks with the aim at forming a stable motivation to master the academic discipline:

- Describe yourself as a linguistic personality. Is your level of proficiency in the Ukrainian language sufficient to perform professional tasks? What knowledge do you lack, what skills need improvement?

- Explain why the discipline "Ukrainian language for professional purposes" ("Ukrainian language in professional communication") was introduced for mandatory study in universities? Provide your arguments to support your own opinions.

- Read the text. Explain why a tattoo with the image of a parrot became a graphic sign to distinguish translators from other people.

- \* How would you graphically depict a translator today?

- \* In ancient Carthage, there was a caste of translators whose distinguishing a sign, it was a tattoo depicting a parrot with lowered wings (if the translator translated from only one language) or with spread wings (if the translator translated from several languages).

- Read motivational advice from Harvard students. Make your own motivational advice for students at your university.

1. If you fall asleep now, you will definitely dream your dream. If instead of sleeping you choose to study, you will make your dream come true.

2. When you think it is too late, in fact, it is still early.

3. The pain of learning is temporary. The pain of ignorance is eternal.

4. Learning is not time. Learning is effort.

5. Life is not only learning, but if you cannot get through even this part of it, then what are you capable of at all?

6. Tension and effort can be pleasure.

7. Only the one who does everything earlier, only the one who makes an effort can truly enjoy his/her success.

8. Not everyone is given to prosper in everything. But success comes only with self-improvement and determination.

9. Time flies.

10. Today's saliva will become tomorrow's tears.

11. People who invest in the future are realists.

12. Your salary is directly proportional to your level of education.

13. Today will never happen again.

14. Even now your enemies are eagerly leafing through books.

15. If you don't sweat, you won't earn.

I. Read the statements of famous Ukrainians about the role of language in the formation and self-expression of the personality. Determine the theme and the main idea of each of them. Write out the main information from each text.

1. It is difficult to overestimate the importance of the language in the life of the people and each individual. The entire material and spiritual culture of people is connected with the word. The energy of the spoken word forms a universal environment in which the centripetal forces of communication, the thirst for knowledge, the joy of mutual understanding operates. If for a person language is an opportunity to understand each other, a signal of a deep connection with other people, as well as means of

intellectual and emotional comprehension of the world, then for a historical association of people, for a certain society it is a sign of the presence of the people in the world, it is its calling card. We must learn the law of a personal example of language activity and the golden rule, or the advice of our Ukrainian writer Oleg Chornoguz: "Language is an instrument: the more you play it, the better it sounds".

2. Language elevates a man above the natural world, distinguishes a man as an intellectual phenomenon capable of knowing, mastering and creating the world. Language enables a man to realize himself/herself as a spiritual personality, to identify with his own "Me", with the collective, a society, a nation. It models different human actions. The devaluation of the language devalues its speakers, devalues the nation and its spiritual culture.

II. Draw a conclusion as to whether language knowledge affects a person's professional development.

- Comment on the statement of the mayor of Westmount (Canada). Thinking that you can be a translator just because you know two languages is like thinking that you can play the piano just because you have two hands (Peter Trent). Such tasks contributed to the formation of positive motivation of students to master the Ukrainian language, stimulated them to improve their speech and self-development.

During practical classes during the first stage, teachers paid special attention to the organization of observation of linguistic phenomena, determining their role in texts of different genres and styles, analyzing the features of texts of different styles and genres of speech, highlighting the role of translation and the translator in the life of the Ukrainian society. For example, during the study of the topic "The state-building role of the language. Functions of the language. Styles, types and forms of speech" the following tasks contributed to the formation of students' skills to determine speech styles, to clarify their lexical, phraseological, word-forming, morphological, syntactic means. These tasks are:

• **Task 1.** Read the texts. Determine their stylistic affiliation. Assess the level of speech culture of the authors of the texts. By what criteria will you analyze the speech?

A. Defeat is not only a misfortune. It is also a blessing, goodness. Defeat should stimulate another victory, because this is the logic of the strong attention (and you are a man!). Only the weak attitude gives up in defeat. A person needs education not for the exam and entrance to a technical school, but for himself/herself. You must be an educated person. Education is a type of hygiene. Writing with errors is like unwashed hands or teeth. Because today's man is only educated. Man is a duty, not a title (born – and already a man). Man is created, self-born. Actually, who are you yet? A piece of clay is raw, plastic. Take this piece in both hands and knead it – until something solid, outlined and wrinkled comes out of it. Imagine that the God who creates people is yourself. You are God. So, as God yourself, knead your clay in your hands until you feel the flint under your calluses. This is the best time for you – Create! (Letter from Vasyl Stus to his son).

B. In a broad sense, the term “translation theory” is opposed to the term “translation practice” and encompasses any concepts, provisions and observations relating to translation practice, methods and conditions of its implementation, various factors that have a direct or indirect impact on it. In this sense, “translation theory” coincides with the concept of “translation studies”. In a narrower sense “translation theory” includes only the theoretical part of translation studies and it is opposed to its applied aspects. Translation is a complex multifaceted phenomenon, individual aspects of which can be the subject of researches by various sciences. Within the paradigm of translation studies, psychological, literary, ethnographic and other aspects of translation activity are studied, as well as the history of translation activity in a particular country or countries. Depending on the subject of the research, one can distinguish psychological translation studies (Psychology of translation), literary translation

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studies (theory of artistic or literary translation), ethnographic translation studies, historical translation studies (Theory of Translation).

B. The state ensures the comprehensive development and functioning of the Ukrainian language in all spheres of public life throughout the territory of Ukraine. In Ukraine, the free development, use and protection of Ukraine and other languages of national minorities of Ukraine are guaranteed. The State promotes the study of languages of international communication. The use of languages in Ukraine is guaranteed by the Constitution of Ukraine and it is determined by law ("Constitution of Ukraine").

• Task 2. Fill in the Table "Styles of the Ukrainian literary language." Illustrate it with the examples of texts of different styles (Table 1).

Table 1

Speech styles

Name of Style	Substyles	Genres of implementation	Appointment	Scope of distribution	Qualities	Language means

The following specific techniques were mostly used during *the first stage*: linguistic analysis, grouping of linguistic phenomena, replacing some linguistic phenomena with others, sentence expansion, permutation of linguistic units, sentence construction, determining stress, declension of words, linguistic and stylistic experiment; techniques for forming communicative skills: selecting a title, dividing the text into paragraphs, determining the main idea, drawing up a plan, formatting the text, working on the content, constructing texts of different styles; techniques for problem-based learning: creating situations, analyzing situations, posing a problem, expressing assumptions,

establishing connections, analyzing facts, comparing facts, checking evidence, formulating conclusions. Here are examples of their application:

- Read the words, following the orthoepic norms. Find out from which language they are borrowed.

Director, majoritarian, chemistry, giant, choral, document, corruption, trend, monument, ether, poetess, anthem, taxi, digit, stimulus, cypress, mosaic, ruin, factory, form, physics, myth, idiom, jam, egoist, cottage, cupcake, secret.

Task 2. I. Write down the words, having previously grouped them according to the signs of stress: a) words with a fixed stress; b) words with a double stress; c) words in which the stress distinguishes the meaning.

Poem, chicken, speaker, always, chicken, spring, size, deputy, winter guard, passion, tie, nowhere, agrometer, radiometer, human, chronography, grooved, listopad, portable, anatomist, grapefruit, shin, seasoning, grain, hortytsia, iris, ratay, also, indifferent, derivative, economic, probably, muscular, to disperse, pity, mistake, old age, torus, simple, watchman, loop, contract.

II. Complete the list or create your own orthoepic dictionary, including those words which pronunciation causes you the greatest difficulties. The use of the proposed exercises and tasks convinced us that we cannot be limited to the task of “Emphasize the proposed words” or “Read the words aloud”. Students must be given the opportunity to repeatedly hear and remember the correct pronunciation while listening to audio and video recordings, do contextual presentation of orthoepic units, and they should be encouraged to keep orthoepic dictionaries that can be used as didactic material in the process of mastering the lexical norms of the Ukrainian language, enriching vocabulary and studying the features of word usage.

Therefore, meaning and sense can be considered as functional units of the manifestation of translation activity, in contrast to their traditional consideration from the standpoint of

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the functioning of translation activity. We hold the view that the meaning and sense of the content having been translated are a manifestation of emotional, communicative, cognitive, behavioral, implicit and explicit by nature, which is, so to speak, a kind of linguistic code of the individual in the process of translation activity.

## Conclusions

Returning to the characteristics of the dominant, content-forming components of the translator's consciousness, it is necessary, first of all, to pay attention to the chain of all cognitive processes of the translator. We think, that the movement of mental activity always generates action, and action actualizes self-consciousness, self-consciousness at the same time contributes to the organization of cognitive activity, which, in turn, generates consciousness. Thus, the personality, in turn, is capable of generating new forms of activity, including translation, which to a large extent allows a person to expand his/her consciousness. Again, in this chain of mental actions we see a number of "transformed forms", which are extremely important for the translator in order to carry out effective translation activity, when the text that is already translated and it is as close as possible to the original.

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**Івашкевич Ернест. Кореляція між свідомістю перекладача та перекладацькою активністю студентів у процесі розв’язання ними творчих завдань.**

**Мета** нашого дослідження полягає в тому, щоб висвітлити позитивну кореляцію між свідомістю перекладача та перекладацькою активністю студентів у процесі розв’язання ними творчих завдань.

**Методи дослідження.** Для розв’язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. Емпіричним методом дослідження був формувальний експеримент.

**Результати дослідження.** Нами доведено, що значення і сенс можуть бути як функціональними одиницями прояву перекладацької діяльності, на відміну їх традиційного розгляду з позицій функціонування перекладацької діяльності. Ми дотримуємося думки, що значення та сенс змісту, який перекладається, є проявом емоційного, комунікативного, пізнавального, поведінкового, імпліцитного та експліцитного характеру, що є так би мовити своєрідним мовним кодом індивіда в процесі перекладацької діяльності.

**Висновки.** Емпіричні результати показали, що стосовно змістовтворювальних компонентів перекладацької свідомості необхідно передусім звернути увагу на ланцюжок усіх пізнавальних процесів

*перекладача. На нашу думку, рух мисленневої діяльності завжди породжує дію, а дія актуалізує самосвідомість, самосвідомість при цьому сприяє організації пізнавальної діяльності, яка, в свою чергу, породжує свідомість. Отже, особистість, у свою чергу, здатна породжувати нові форми діяльності, в тому числі – перекладацької, що великою мірою дозволяє людині розширювати її свідомість (Зінченко, & Моргунов, 1994). Знову ж таки в цьому ланцюгу мисленневих дій ми бачимо низку «перетворених форм», які є надзвичайно важливими для перекладача з метою здійснення ефективної перекладацької діяльності, коли текст, який вже є перекладеним, максимальною мірою наближений до оригіналу.*

**Ключові слова:** *свідомість перекладача, діяльність перекладача, кореляція між свідомістю перекладача та його діяльністю, творчі завдання, розумові дії, трансформовані форми, когнітивні процеси.*

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## The Development of Soft Skills in Future Specialists through Facilitated Interaction

### Набуття майбутніми фахівцями soft skills в умовах організації фасилітативної взаємодії

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### ABSTRACT

**The purpose** of our research is to show acquisition of soft skills by future specialists in the context of organizing facilitated interaction.

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

**The results of the research.** We believe that in the facilitative paradigm in the system of modern higher education, the following soft skills are basic: synergy of cooperation, interdependence, autonomy. Each of the soft skills is explicated at the 4th and the 5th levels. For example, synergy of cooperation is reflected at the first level as a willingness to work (cooperate) with other mem-

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bers of a micro-group in solving clearly agreed tasks; at the second level – as the ability to meet the educational needs of the group, its individual members; at the third level – this is an assessment of each person’s contribution to the educational product of facilitative interaction; at the fourth level – this is a willingness to give up an individual goal in favor of a more global goal.

Soft skill “interdependence” is modelling through the existence of the following levels: the first is an understanding of how all members of society interact, sometimes as autonomous, sovereign individuals, sometimes as those who cooperate within micro-groups; the second level is mutual respect, which arises from a sense of self-worth and understanding of the needs of others (taking into account the purpose of facilitative interaction); the third level is recognition of the rights and advantages of others during facilitative interaction; the fourth level is mutual learning based on recognizing the values of other people; the fifth level is interdependence and cooperation, which broaden perspectives in the cognitive process, develop self-esteem and understanding of the importance of facilitative interaction.

**Conclusions.** We proved, that soft skill “autonomy” was actualized due to the existence of the following levels: the first one included willingness to take responsibility for satisfying cognitive needs; the second one was understanding the level of aspirations and one’s own self-esteem, awareness of one’s own sense of dignity; the third level was changing decisions based on changes in circumstances corresponding to situations of facilitative interaction; the fourth level was learning both formal educational skills and its creative forms; the fifth level was a broad view of the future: determining the main direction of implementing facilitative interaction, rather than achieving a certain separate goal; solving urgent tasks and certain tasks for the long term.

**Key words:** facilitation, facilitated interaction, soft skills, synergy of cooperation, interdependence, autonomy, a willingness to work (cooperate), sovereign individuals, interdependence, cooperation.

## Introduction

The result that is naturally obtained by a person as a result of applying the principles of facilitative interaction in the educational process is quite difficult to overestimate. Its influence occurs along the vector of interaction “teacher – student” (Drigas, & Karyotaki, 2017). First, this vector quite radically changes the attitude of the subjects of learning to facilitative

interaction: it becomes understandable, meaningful, attractive and creative (Gathercole, Pickering, Ambridge, & Wearing, 2004). The effectiveness of the final result will be much higher if the student works not only for the sake of assessment or due to the wishes of his/her parents, but because of his/her personal self-improvement and growth (Гончарук, & Онуфрієва, 2018). The student's self-esteem encourages him/her, as a rule, to further self-education, orientation on the acquired personally significant experience, reading works explicated in psychological and pedagogical science (Hecht, Torgesen, Wagner, & Rashotte, 2001).

Guided by the principle of facilitation in the process of practical activities, we paid attention to how it positively affects the emotional state of the subjects of the educational process (Ivashkevych Ed., & Rudzevych, 2023). Answering the question: "Do you like the principles of organizing facilitated interaction in the lessons?", teachers noted: "There was a desire to work creatively", "understood the mechanisms of activating the cognitive activity of students", "revealed their potential", "received emotional inspiration". Reflection on the results of cognitive activity creates prerequisites for teachers to "fan" ideas for further creativity in improving self-training, actualizes their desire to include changes and additions to curricula, to standardize time for the classroom and extracurricular education system, organize excursions, leisure of students, their interaction with libraries, scientific circles, public organizations (Rezaei, & Mousanezhad Jeddi, 2020).

At the highest level of productive cognitive activity and facilitative interaction, we are dealing with idealized attributes and rules for performing this activity, which ensure the achievement of these attributes and their actualization (Shiva Ram, Bhardwaj, & Phani Krishna, 2017). The latter, in turn, form the principles that determine the productivity of facilitative activity, appearing as a subjective (theoretical, rational, scientifically reliable) reality, as a prerequisite, the basis for the performance

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of externally determined (executive) objective actions and deeds of subjects of social interaction (Learning Preferences, & Strengths, 2023).

Facilitative interaction should help schoolchildren “enter” a democratic society, recognizing their civil rights to improve their professional level, taking into account the personal motivation of students (Pimperton, & Nation, 2010). In order to prove the latter, we have identified a set of general principles for organizing the educational process for teachers of the new generation, which should be guided by both teachers and students (persons who study):

- freedom and the right to choose an academic discipline, choosing an individual educational path (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh, & Shanahan, 2001);

- scientificity (at the same time, science should be considered not as truth, but as one of the versions, plurality and parallel existence of different systems of interpreting the world (Arrington, Kulesz, Francis, Fletcher, & Barnes, 2014). Modern science, given these positions, should be characterized not as a justification of certain knowledge, but as some clarification of the method of obtaining, analyzing and interpreting it) (Alahmadi, Shank, & Foltz, 2018; Conners, 2009; de la Garza, & Harris, 2017);

- an anticipatory practice-oriented approach in the educational process (Engle, 2002);

- a personality-oriented and activity-oriented approach in the educational paradigm (Alahmadi, & Foltz, 2020; Falé, Costa, & Luegi, 2016);

- creativity, dialogicity (multi-subjectivity), openness, integrativeness (Astle, & Scerif, 2011; Greco, Canal, Bambini, & Moro, 2020; Heidari, 2019);

- dynamism and relevance of the content of educational courses (Mykhalchuk, & Bihunova, 2019);

- integrity of educational practice and optimality of the content of educational and thematic blocks of educational programs

(Alyami, & Mohsen, 2019; Dale, & Duran, 2011; Phani Krishna, Arulmozi, Shiva Ram, & Mishra, 2020);

• adherence to the principles of facilitative interaction (Ivashkevych Er., 2024; Івашкевич Ер., & Комарніцька, 2020).

**The purpose** of our research is to show acquisition of soft skills by future specialists in the context of organizing facilitated interaction.

### Methods of the research

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

### Results and their discussion

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

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

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

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

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

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

The phenomenon of the teacher's authority is of great importance in the implementation of pedagogical interaction strategies that he/she uses. Observations of educational activities indicate that a teacher can be quite an authoritative person for students of any age, but the grounds for recognizing his/her authority are different. For younger students the teacher is an authority in a view of the authority of his/her role position. With regard to the given age of schoolchildren, we can speak, most likely, about the authority of the role, then the authority of the individual. At the same time, the teacher is recognized as having the right to make responsible decisions regarding a certain situation, both with a regard to a specific student and the class as a whole, both in educational and other types of the activities.

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

that happens in the process between the participants of the pedagogical process.

One of the main conditions for the emergence of the phenomenon of mutual understanding is the mutual acceptance of individual psychological characteristics of each other, the ability to put oneself into the place of others, to identify themselves with others. Mutual understanding is a consequence of the humanistic orientation of teachers who perceive the success of students and the goals of their educational activities as their own ones. In the process of facilitative interaction, the phenomenon of trust is similar in its main characteristics to the phenomenon of mutual understanding. Trust is a feeling of openness to the world of people, phenomena and processes. Trust does not mean accepting something on faith without realizing the deep essence of this phenomenon. Trust can be intuitive or conscious, direct or indirect. Lack of trust, alienation from the child is one of the main destructive reasons that delays personal development. Children feel an urgent need to be trusted by both authoritative significant peers and adults, also by teachers.

In our opinion, the phenomenon of reflected subjectivity is revealed in the process of facilitative interaction. In its emergence, the subjective parameters of the teacher's personality, which are understood and necessarily are taken into account by the students, play a significant role. From the psychological image of the teacher, these parameters are explained in the personal sphere of the students. The image of the teacher can be both a real and imaginary one. In some cases, the imaginary image is, at the same time, real in terms of the effectiveness of influence, like, by the way, a real teacher. In such facilitative interaction the teacher's subjectivity is broadcast, namely his/her ability to make meaningful transformations in the structure of the students' personality.

So, we proved, that one of the significant constructive phenomena of facilitative interaction is a psychological status of the individual, without the acquisition of which there cannot be a process of active, consistent progressive development and self-

development of the individual. Psychological status characterizes play not only the student's real place in the system of interpersonal relationships, but also the position in the class, in a family, peer groups. They also depend on that situation how he/she attributes to himself/herself. The need to build oneself as the individual, to get self-improvement, etc. does not arise spontaneously – it is formed in the process of facilitated interaction. It is the pedagogical influence that allows the student to realize the difference between “Me-real” and “Me-ideal”, without which personal development cannot take place. Facilitative interaction performs the function of not only helping and protecting the child from insecurity, fear of failure to complete educational tasks, but also helps to establish the student's status, form his/her role position. Facilitative interaction involves considerable attention given to a person in a situation where he/she is still objectively unsuccessful; this attention may take the form of either direct utterances or implicit frames or scripts. Facilitative interaction also involves the student's implementation of influences on another person. In turn, exerting a facilitative influence on the student, the teacher addresses his/her personality regardless of his/her failures and successes, mistakes and achievements. Thus, for the effective facilitative interaction the unconditional acceptance of the other becomes decisive, and final results of the facilitative interaction, grades from the educational subject, and some more external features are unimportant. Facilitative interaction should be with each child, and for this process it is only necessary to see and actualize attention to his/her strengths constantly.

Models of facilitative interaction are not created by themselves. They have socio-cultural significance, reflect the specifics of a teacher's life path, his/her age, personal characteristics, as well as the level of professional competence and pedagogical creativity. The teacher should help students solve not only educational, but also personally significant tasks; in this situation facilitated interaction should come to the rescue. However,

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in the pedagogical process, the students' success/failure is the main indicator of their failures and achievements during their entire staying at school. A high level of success is usually associated by parents with the general well-being of the student, and low success is perceived as an indicator of considerable difficulties, the student's disadvantages. The latter significantly distorts and complicates the student's position, because the variety of psychological factors that influence the organization of facilitative interaction, and they are often replaced by one of them. At the same time, such characteristics of a schoolboy as business and collectivist orientation, highly developed abilities, appearance, personal attributes, age, sociability, willingness to help a friend, manners of behavior, which remain unaccounted for or not taken into account.

Let's consider each of the individual components, because all of them are *characteristics of facilitative interaction*. It is well known that Activity is the basis, means and positive condition for the development of the Person. The Activity is the expedient transformation of the surrounding reality of people. We call activity "a unit of life", mediated by the process of mental reflection. Also, there are neither means of the activity, nor signs, nor objects of art; there are no people outside the activity.

Therefore, the activity is a purposeful, multi-level human activity. "Purposeful" is because "the subject" appears as its goal. "Multi-level" is because it includes secondary motivation determined by the purpose and the tasks of the activity into its structure of actions. And this, in turn, ensures the actualization of the main goal-motive of the activity by the individual. And, finally, the operation of the activity differs from the action in that it is not marked by a goal, but by the conditions of the activity in which this goal is explained. It is very necessary to distinguish the actions from the activities and from operations.

So, the process of facilitation in educational activities cannot be understood simplistically. Participating in any form of the activity and learning consciously are doing quite different

things. The action, if it is imposed by a team of methodologists, teachers, pedagogues, etc., is carried out under pressure on the student, then it is perceived beyond any meaning as a so-called “temporary” necessity. In Psychology the following attributes of a person are recognized: a student’s consciousness and activity; attributes of the psyche, such as subjectivity, activity, adaptability; attributes of the person’s consciousness – the experience, knowledge and attitude; attributes of the activity – the awareness, purposefulness, motivation.

All these attributes are directly or indirectly were included into the cognitive process. But in the traditional reproductive system of education such attributes as “consciousness”, “activity”, “subjectivity”, “attitude”, “purposefulness” and “motivation”. They are as some constant, unchanging components. Psychologists claim that they only participate in a wide-ranging activity, which includes: planning, organization, implementation, the analysis of the results, and communication in a reference group. Thus, the subject of learning gets access to the awareness of the meaning of cognitive activity. Only on this basis a person can develop meaningful motives, value orientations and, ultimately, the direction of the individual and relationships with others. This formula of “facilitatively expedient activity” (the author’s term) reflects the scheme of reproduction of absolutely new knowledge, having been tested by us in the process of cognitive activity, which will be used to justify facilitation as a separate type of the activity.

The main functions of facilitation are these ones:

- the function of stimulation;
- update function;
- the function of forming the sovereignty of the student’s personality;
- the function of managing the educational process;
- the function of organizing the process of interaction;
- the function of providing a creative educational environment.

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

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

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thods should be used that ensure the study of students' needs. We will also develop such methods in the empirical part of our further researches.

So, let us outline the basic approaches of the conceptual paradigm of *the principles of facilitative interaction*. Three key positions – synergy (cooperation), interdependence and personal autonomy – were laid down as the basis of the principles of facilitation. They significantly complement the holistic complex of psychological and pedagogical conditions and determine the success of the process of knowledge of subjects of each other in the process of facilitative interaction (Table 1).

Table 1

**Key principles of soft skills in the facilitative paradigm  
in the system of modern high education**

Synergy of cooperation	Interdependence	Autonomy
willingness to work (cooperate) with other members of the micro-group in solving clearly agreed tasks	understanding how all members of society interact, sometimes as autonomous, sovereign individuals, sometimes as cooperating within micro-groups	willingness to take responsibility for meeting cognitive needs
the ability to meet the educational needs of the group and its individual members	mutual respect arising from a sense of self-worth and understanding of the needs of others (taking into account the goal of facilitative interaction)	understanding the level of aspirations and one's own self-esteem, awareness of one's sense of self-worth
assessment of each person's contribution to the educational product of facilitative interaction	recognition of the rights and benefits of others during facilitative interaction	changing decisions based on changing circumstances, appropriate to facilitative interaction situations
willingness to sacrifice an individual goal in favor of a more global goal	mutual learning based on recognizing the values of others	teaching both formal educational skills and its creative forms

	interdependence and cooperation, which broaden perspectives in the cognitive process, develop self-esteem and understanding of the importance of facilitative interaction	a broad view of the future: determine the main direction of facilitating interaction, rather than achieving a specific goal; solving urgent tasks and certain tasks for the long term
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From the frames given in this Table 1, we see an understanding of the importance of cooperation (synergy), interdependence, tolerance, human rights, and everyone's responsibility for the final results they are aimed at achieving. These key provisions of the cognitive process contain the meaning of the philosophy of facilitation, the personally and actively mediated position of the teacher-facilitator, and the essence of the principle of facilitation in the Psychology, Didactics of Andragogy.

The facilitation strategy in the educational process of a general university education involves the direction of well-coordinated actions of the subjects of the educational process, primarily with the aim of identifying and eliminating the causes that give rise to problems and difficulties in professional and pedagogical activities, assisting in the self-actualization of the teacher, and not to combat their consequences or in view of the desire to teach and punish. Timely preventive psychological and pedagogical consultations, which are focused on the needs of a specific student or a micro-group of students of a given age, contribute to overcoming difficulties and obstacles at the stages of personal growth of students.

We believe that in the facilitative paradigm in the system of modern higher education, the following soft skills are basic: synergy of cooperation, interdependence, autonomy. Each of the soft skills is explicated at the 4<sup>th</sup> and the 5<sup>th</sup> levels. For example, synergy of cooperation is reflected at the first level as a willingness to work (cooperate) with other members of a micro-group in solving clearly agreed tasks; at the second level – as the ability to

meet the educational needs of the group, its individual members; at the third level – this is an assessment of each person’s contribution to the educational product of facilitative interaction; at the fourth level – this is a willingness to give up an individual goal in favor of a more global goal.

Soft skill “interdependence” is modelling through the existence of the following levels: the first is an understanding of how all members of society interact, sometimes as autonomous, sovereign individuals, sometimes as those who cooperate within micro-groups; the second level is mutual respect, which arises from a sense of self-worth and understanding of the needs of others (taking into account the purpose of facilitative interaction); the third level is recognition of the rights and advantages of others during facilitated interaction; the fourth level is mutual learning based on recognizing the values of other people; the fifth level is interdependence and cooperation, which broaden perspectives in the cognitive process, develop self-esteem and understanding of the importance of facilitative interaction.

The main thing in implementing the principle of facilitative interaction is the self-development of the personality of the child who is studying, assistance in realizing latent potential creative abilities in solving problems of self-determination and self-improvement.

### Conclusions

We proved, that soft skill “autonomy” was actualized due to the existence of the following levels: the first one included willingness to take responsibility for satisfying cognitive needs; the second one was understanding the level of aspirations and one’s own self-esteem, awareness of one’s own sense of dignity; the third level was changing decisions based on changes in circumstances corresponding to situations of facilitative interaction; the fourth level was learning both formal educational skills and its creative forms; the fifth level was a broad view of the future: determining the main direction of implementing facilitative in-

teraction, rather than achieving a certain separate goal; solving urgent tasks and certain tasks for the long term.

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**Хупавцева Наталія, Сімко Руслан, Кульчицька Анна. Набуття майбутніми фахівцями soft skills в умовах організації фасилітативної взаємодії.**

**Мета дослідження** – показати особливості набуття майбутніми фахівцями soft skills в умовах організації фасилітативної взаємодії.

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

**Результати дослідження.** Ми вважаємо, що у фасилітативній парадигмі в системі сучасної вищої освіти базовими є такі soft skills: синергія співробітництва, взаємозалежність, автономія. Кожне із soft skills експлікується на 4-5 рівнях. Наприклад, синергія співробітництва відображується на першому рівні як готовність до роботи (співробітництву) з іншими членами мікрогрупи в розв'язанні чітко узгоджених задач; на другому рівні – як здатність задовольнити освітні потреби групи, окремих її членів; на третьому рівні – це оцінка внеску кожного в освітній продукт фасилітативної взаємодії; на четвертому рівні – це готовність поступатися індивідуальною метою на користь більш глобальної мети.

Продемонстровано, що soft skill «взаємозалежність» моделюється завдяки існуванню таких рівнів: першому – розуміння того, яким чином усі члени суспільства перебувають у взаємодії, іноді як автономні, суве-

ренні особистості, іноді – як такі, що співпрацюють у межах мікрогруп; другому – взаємна повага, що виникає з огляду на почуття власної гідності та розуміння потреби інших (з урахуванням мети фасилітативної взаємодії); третьому – визнання прав і переваг інших під час здійснення фасилітативної взаємодії; четвертому – взаємонавчання, засноване на визнанні цінностей інших осіб; п'ятому – взаємозалежність і співробітництво, які розширюють перспективи в пізнавальному процесі, розвивають самооцінку і розуміння важливості фасилітативної взаємодії.

**Висновки.** Доведено, що *soft skill* «автономія» актуалізується завдяки існуванню таких рівнів: першому – готовність взяти на себе відповідальність щодо задоволення пізнавальних потреб; другому – розуміння рівня домагань і власної самооцінки, усвідомлення почуття власної гідності; третьому – зміна рішень на основі змін обставин, відповідних ситуаціям фасилітативної взаємодії; четвертому – навчання як формальним освітнім навикам, так і його творчим формам; п'ятому – широкий погляд на майбутнє: визначити головний напрямок здійснення фасилітативної взаємодії, а не досягти певної окремої мети; розв'язання нагальних завдань і певних завдань на довготривалу перспективу.

**Ключові слова:** фасилітація, фасилітативна взаємодія, м'які навички, синергія співпраці, взаємозалежність, автономія, готовність до роботи (співпраці), суверенні особистості, взаємозалежність, співпраця.

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## Historical and Psychological Retrospective of the Genesis of “Social Connection” Concept and its Research Prospect

### Історико-психологічна ретроспектива ґенези концепту «соціальний зв'язок» та перспектива його дослідження

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#### ABSTRACT

*The article aims to highlight the theoretical analysis of the “social connection” concept and its transformation throughout the 20th-century historical retrospective.*

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**Research methods.** To achieve the study's objectives, a historical-psychological analysis was employed to identify, compare, and synthesize the relevant research material.

**Research results.** The study offers a theoretical analysis of the evolution of "social connection" at the intersection of sociological, socio-psychological, and general psychological discourses. The genesis of the term is traced from classical structural sociological concepts, where connection serves as an objective, static basis for solidarity, to functionalist and interactionist approaches that emphasize rational social action and procedural forms of sociation. Special attention is paid to non-classical interpretations, where social connection transforms from an "external given" into a subjective individual resource. Through the lens of contemporary theories, social connection is conceptualized as social capital – a resource for accumulation and investment that serves as the foundation of public trust. It is noted that in the context of Ukrainian scholarly thought, social connection is conceptualized primarily within a non-classical paradigm: as a tool of resilience and a key professional competence for specialists in territorial communities. Approaches to the term's parameterization are examined, revealing challenges in achieving its unambiguous understanding. In particular, the study reveals the functional differentiation between strong and weak ties as community resilience resources, as well as the distinction between social connections and contacts as interaction parameters.

**Conclusions.** The results of the analysis demonstrate the necessity of establishing "socio-psychological connection" as an independent object of psychological research. A definition of the connection is proposed as a form of organization of the whole that determines the mode of existence of its parts. The study substantiates that inclusion in such a connection radically transforms the architecture of the individual psyche, creating a space for supra-individual mental phenomena that are irreducible to individual ones.

**Key words:** carrier of the psychic, supra-individual mental phenomena, social connection, sociation, social capital, structural functionalism, socio-psychological resource.

## Introduction

Today, in the discourse of social issues, the approach to defining social connection through the concept of relationships is deeply entrenched, where it is understood as a system of relationships between people. At the same time, interpretations of

social connection based on the interaction of individuals (subjects, agents, actors) are no less prevalent. These focus on the mode of social exchange, highlighting the mutual dependence or compatibility of people and groups. Social connection can also be viewed as a system of factors – such as relationships, interactions, and contacts – that unify individuals, groups, and society. These factors regulate collective activities and the formation of social institutions, ultimately defining an individual's position within them. It is also worth noting the interpretation of social connection through the lens of social influence, which serves as its dynamic dimension. While the connection itself represents a structure, influence acts as the kinetic energy that enables this structure to function (Durkheim, 2018; Homans, 1958; Parsons, 1970; Prislin, 2025; Turner et al., 2011; Соціологія, 2014).

Thus, a distinct trend can be observed within the discourse on social issues: a tendency toward the mutual definition of core analytical categories, where basic social phenomena are interpreted through one another. At the same time, this trend neither culminates in an attempt to synthesize these analytical tools into a more fundamental category, nor does it foster a clear consensus on the semantic substance of the concepts involved – particularly that of social connection.

On the other hand, another feature can be identified: the specification of the meaning of general scientific concepts as they are integrated into the disciplinary discourses of social studies (such as social and general psychology or sociology) as a methodological research tool. As can be observed, this procedure introduces concepts such as «influence», «interaction», «relationship», «connection», «cause», «system», and «whole and part» into the disciplinary fields of these sciences. Typically, this process involves appending the predicate «social», «socio-psychological», or «psychological» to these general categories, followed by a further clarification of their conceptual substance in light of such modification.

## Methods and methodology

As can be observed, the issues described above tend toward a methodological focus of analysis. At the same time, within the scope of historical-psychological inquiry, scientific interest typically lies in revealing the transformation of perceptions regarding the subject of study. In this context, the traditional methodological approach for analyzing such changes involves both the direct disclosure of the grounds for declared shifts in subject interest (research programs, paradigms in general) and the tracing of undeclared changes in the interpretation of a given concept's meaning. After all, a shift in a term's conceptual substance without a change in the term itself reflects, in a specific way, the evolution of scientific understanding within a particular field of inquiry.

Thus, the application of historical-psychological reconstruction to the genesis and transformation of the concept of "social connection" should facilitate the clarification of its conceptual substance. This, in turn, will contribute to identifying the prospects for its investigation within the framework of contemporary psychological and socio-psychological discourse.

**The purpose** of this article is to present the results of a theoretical analysis of the conceptual substance of the term "social connection" within the historical retrospect of its transformations throughout the 20th century.

## Results and discussion

The formation of the concept of "social connection" within the discourse of sociality is traditionally associated with the scientific work of É. Durkheim (Berkman et al., 2000; Holt-Lunstad, 2021; Turner et al., 2011). It is noted that through his study of the nature of solidarity, this classic of sociological thought distinguished between two types: mechanical solidarity, inherent in traditional societies and based on the homogeneity of their members, and organic solidarity, characteristic of complex social systems. In the latter case, integration is ensured

not by the similarity of individuals but by their functional interdependence through the division of labor. Thus, while mechanical solidarity relies on direct interaction, organic solidarity is sustained by systemic ties that serve as the objective foundation for social cohesion (Durkheim, 2018).

Within the framework of M. Weber's interpretive sociology (Weber, 1998), the term "social connection" can be interpreted through social action, which is viewed as an individual activity endowed with subjective meaning and oriented toward the behavior of others. Weber distinguishes four types of such action (instrumentally rational, value-rational, affective, and traditional), which serve as the fundamental basis for the emergence and maintenance of diverse social connections.

At the same time, in the works of G. Simmel, social connection is treated as the basis of "formal sociology". As is well known, this approach prioritizes "pure forms of sociation" which, despite varying content, possess a typical structure and emerge through the process of social interaction (Turner et al., 2011).

According to the postulates of T. Parsons' structural functionalism, social connections are the key instrument for ensuring the stability and integrity of the social system. They are based on a unified system of norms and values, which allows for the integration of individual elements – from small groups to large institutions – into a single whole. This stability is maintained through the processes of socialization and mechanisms of social control (Parsons, 1970; Сагалаков, 2019).

Thus, the evolution of the understanding of social connection in sociological thought is based on a synthesis of structural and functional approaches. This ultimately allows for social connection to be viewed not only as a stable entity that grounds social phenomena (as per Durkheim or Parsons) but also as a functional construct that ensures the continuous interaction and reproduction of social systems (as per Weber and Simmel).

Undoubtedly, such an understanding played a significant role in justifying and objectifying the «social» as a subject of scientific inquiry within the framework of classical rationality. For instance, M. Weber's concept is based on the premise that an action directed toward another necessarily implies reciprocity (Вебер, 1998; Горохова, 2023). This framing requires identifying the factors that determine social action even before it occurs. In other words, reconstructing the language of classical rationality – characteristic of the psychological discourse of that time – this is formulated as the task of identifying those variables that determine the will to act. In this context, the social emerges as an objective reality that determines individual behavior. This approach is reflected in several fundamental theories: collective beliefs in É. Durkheim's concept (Durkheim, 2018; Слюсаревський, 2018); and shared norms and rules in T. Parsons' model of social action (Parsons, 1970; Сагалаков, 2019).

Ultimately, the problematization of action leads to a logical shift in scientific focus: on the one hand, from the strictly social to the psychological, and on the other, from behavioral activity to interpretive activity. This tendency is clearly observed in numerous versions of the interactionist approach (Burns et al., 2025; Васютинський, 2005). Interactionist theories justify the need for an extensive interpretive toolkit which, by accompanying every act, grants the action its social status. This approach is also reflected in fundamental theories – for instance, in social exchange theories, where the calculation of rewards and costs serves as one of the variables determining social connections (Homans, 1958). In turn, this shift from a sociological to a socio-psychological focus brings to the fore the problem of the group mind and supra-individual mental phenomena, which require clarification of their ontological status and interpretation (Lewin, 1939; Слюсаревський, 2018).

In the discourse of the «social» through the lens of socio-psychological analysis, the research focus – and thus the conceptual

interpretation of social connection – shifts from the functional purpose of ties to the psychological determination of their emergence, revealing the internal mechanisms of their formation. In particular, the psychoanalytic approach proposes viewing an individual's social functioning through libidinal dynamics and mechanisms of identification with a leader, where a special place is held by the psychoanalytic interpretation of culture as a space of identifications (Trach, 2021). Developing this line of thought, E. Fromm interprets social connection as a fundamental response to existential challenges: connecting with others becomes a tool for the individual to overcome the existential vacuum. Healthy social connections, embodied in productive labor and love, emerge as an alternative to social alienation (Губа, 2012).

Modern Ukrainian scientific research offers a non-classical vision of «social connection», viewing it through the lens of an individual's lifeworld and resilience. In the works of T. Tytarenko, social connections are interpreted as a dynamic support resource that enables the constructive overcoming of crises and the projection of the future through dialogue with significant others. Within the dialogical paradigm, social connection is embedded in the context of an individual's life path, where dialogue serves as a criterion for successfully navigating crises and constructing one's own destiny (Титаренко, 2010; 2018).

In this context, a conceptual shift occurs: from perceiving connection as an objective structural given to understanding it as a toolkit for self-projection. The individual emerges as the creator of their own sociality, where connections are simultaneously the subject of individual creation and a form of social capital to be accumulated.

Such conceptualization reaches its completion in P. Bourdieu's theory of social capital, where connections are viewed through an economic metaphor. Social capital emerges as a specific form of ownership, while the development and maintenance of a network of relationships is seen as a conscious investment strategy. In this light, accumulated connections represent a capi-

talized personal resource that yields «dividends» in the form of access to opportunities, support, and social recognition (Tzankis, 2013; Бловза, 2016).

At the same time, this interpretation offers significant prospects for further conceptualization and problematization within the context of contemporary social trends. Specifically, in the light of technological innovations, classical ideas of the dialogical paradigm require re-evaluation – particularly regarding dialogues where one of the parties is a digital algorithm. In such a format, the act of communication is perceived as real, and the psyche generalizes the algorithm into the image of a holistic and full-fledged interlocutor (Meng, & Dai, 2021; Boyd, & Markowitz, 2026). This clearly prompts a revision of the issues surrounding social perception – a traditional domain of socio-psychological discourse – exploring how it might be supplemented by the concept of para-social perception. Consequently, this leads to the exploration of para-social connections as a potential resource for personal growth.

Another aspect of development within the non-classical interpretation of «social connection» involves its status as a critical factor in physical and mental health. A long-standing tradition of research demonstrates that the impact of social integration/isolation on mortality rates is as significant as that of risk factors such as smoking or obesity. Furthermore, this is expressed in the discovery of direct correlations between a deficit of social connections and an increased risk of cardiovascular disease, immune dysfunction, and cognitive disorders (Berkman et al., 2000; Hakulinen et al., 2018; Holt-Lunstad, 2021). In the context of mental health, the significant role of «weak ties» is noted. Empirical evidence suggests that even brief, superficial daily contacts with acquaintances significantly increase life satisfaction (Sandstrom, & Dunn, 2014; Spitsyna, 2025).

The integration of a non-classical understanding of «social connection» into the field of classical sociological analysis (notably in the works of J. Coleman and R. Putnam) allows these

connections to be interpreted as the foundation for social trust (Coleman, 1988; Putnam, 1993). In this light, the network of interactions becomes a prerequisite for collective action and a community's capacity for self-organization in the face of contemporary challenges. This necessitates a re-evaluation of the professional profile of the social worker. As Yu. Shvalb (Швалб, 2022) points out, the competency in moderating and creating social connections becomes of paramount importance in the activity of a community specialist. The implementation of this competency, in turn, implies the realization of the social interests of the community as a collective subject of activity. Thus, social connection is transformed from an individual psychological asset into a powerful socio-psychological resource of the community, determining its vitality.

The parameterization of social connection is reflected in the distinction between «strong» and «weak» ties, which, within the non-classical paradigm, becomes a key criterion for the analysis of network structures. Drawing on M. Granovetter's concept of the «strength of weak ties» (Granovetter, 1983), the assertion gains weight that it is precisely weak interactions that are more effective in ensuring social mobility and information exchange beyond the boundaries of stable groups. Within social studies, this prompts a renewed discussion on the contrast between rigid hierarchical institutions and flexible networks with a dynamic temporal structure as distinct modes of social organization.

The concept of «weak ties» continues to hold a significant position in contemporary scientific discourse. The classic arguments of M. Granovetter's theory regarding the «strength of weak ties» are consistently reaffirmed today. However, the role of «strong ties» is being re-evaluated in the context of the digital transformation of society. While in the classical framework weak ties were primarily viewed as «informational bridges» between closed groups, current research highlights a growing debate over the resilience of strong ties. Crucially, research data confirms the predictive power of weak ties in labor mobility:

monitoring processes on LinkedIn proves that they provide access to non-trivial information that is difficult to obtain within homogeneous «strong» groups (Rajkumar et al., 2022).

However, contemporary research into online environments introduces significant adjustments to this model, pointing to a renaissance of strong ties. In a digital reality saturated with information noise and para-social acts, it is precisely strong ties (close friends, family) that become the primary source of emotional support and the filtration of verified data (Gee et al., 2017). In conditions of crisis or high uncertainty, users tend to trust «their own» small communities and messengers more than an extensive network of random contacts, which re-actualizes the concept of the «strength of strong ties» (Arnaboldi et al., 2013).

At the same time, para-social interaction with algorithms intensely mimics the structure of strong ties, creating a specific ecosystem of «digital sociality.» In this environment, digital communication tools reinforce and «cement» the core of such strong ties, restoring their role as a primary resource for social resilience. This is further illustrated by the algorithmization of personalized content, which creates the effect of «filter bubbles» and leads to a specific preservation of social perceptions (Berman, & Katona, 2020). In this context, we observe a paradoxical return to the principles of organic solidarity, where the basis of unity is no longer the commonality of labor conditions, but rather the homogeneity of perceptions and preferences that form new types of closed digital communities. Consequently, this serves as a distinctive foundation for contemporary digital conservatism.

Despite its deep rooting in empirical research practices, the problem of the parameterization of social connection remains acute today. To some extent, it finds its solution in multidimensional models that distinguish between the structure, function, and subjective quality of interaction. According to the four-dimensional concept of social connection, the research focus

should encompass not only objective characteristics of social interactions and specific acts of support but also processes of interpersonal synchrony and an individual's sense of belonging (Baek et al., 2025). Such an approach allows for identifying social connection as a complex dynamic system, yet it leaves room for debate regarding the transition from quantitative definitions to a qualitative grasp of the phenomenon's essence. Specifically, the contrast between «strong» and «weak» ties is reflected in the approach to parameterizing this very distinction, albeit in different terms. In the socio-psychological and psychological focus of analysis, this difference is illustrated by the distinction between the terms «social connection» and «social contact». Based on a quantitative criterion, an attempt is made to separate short-term interaction as a «contact» from time-extended, recurring interaction as a «connection».

However, the traditional differentiation of social connections and contacts based on quantitative criteria (duration and frequency) appears insufficiently productive – at least from a psychological perspective, especially within therapeutic discourse, where the task of establishing contact is a fundamental objective (Шевченко, 2021). In this approach, contact emerges as a parameter of interaction that characterizes a specific state of connection within which interaction occurs, regardless of the specific subject of exchange. In this sense, contact is a dynamic parameter characterizing the quality of presence of the parties in the interaction. Everyday rituals (greetings, handshakes) initiate this state, while farewells conclude it. This necessarily brings to the fore the problem of the adequacy of contact: its correspondence to the form of interaction, the content of exchange, and the type of social connection for which it serves as a functional parameter.

## Conclusions

In summary, it must be stated that there is no unified interpretation of the term “social connection” in either the clas-

sical discourse of sociality or its contemporary interpretations. Despite the existence of fundamental approaches that view this phenomenon through the prism of solidarity, social action, interaction, social systems, or structures, a clear dichotomy remains: a contrast between sociological and socio-psychological approaches to analyzing social connection. Specifically, the sociological perspective defines connection through interaction and relationships, expanding its analysis into derivative phenomena such as social trust, cohesion, and health. Meanwhile, the socio-psychological perspective focuses on the specific mechanisms of forming and maintaining connection and its derivative supra-individual mental phenomena, such as trust, empathy, influence, and identity.

However, despite the recognized significance of "social connection", its actual conceptual substance often remains overlooked. Defining connection through other categories – such as interaction, relationships, systems, or resources – tends to legitimize its role in scientific discourse and underscores its importance for the discourse of sociality, rather than clarifying its inner essence and conceptual meaning. A prime example of this is the existing challenge of measuring and parameterizing the phenomenon in question.

In this context, it becomes crucial to specify exactly what kind of connection is being discussed within the scope of socio-psychological analysis. This is where the need for concretization arises: here, «social connection» emerges specifically as a connection between carriers of the psychic. This shifts the analytical focus toward two key vectors. First, toward justifying the conditions and possibilities for establishing such a connection between carriers of the psychic. Second, toward investigating the intrapsychic consequences: how the acquired connection modifies the individual's psychic structure and what new forms of its organization emerge as a result of this process.

The grounds for such an inquiry can be derived from the working definition of connection as a form of the whole. Within

this definition, the characteristic of connectedness describes a fundamental mode of the whole's existence as a set of parts – that is, as a unified system where connection acts as its integral component. In this sense, connection emerges as a mode of organizing the whole, or its form. Consequently, «social connection» is not an external addition to the individual, but the immediate form of organization of their psychic experience. Thus, a carrier of the psyche who is in connection with another carrier and one who lacks such a connection represent fundamentally different modes of existence for the psychic system as a whole – different forms of psychic organization (Koval, 2026). This constitutes the basis for the emergence and functioning of various mental phenomena, as well as for the irreducibility of supra-individual mental phenomena to those limited by an individual mode of psychic organization – namely, those existing outside of a connection with another carrier of the psychic.

From this, it is clear that in such an interpretation, the term «social connection» – understood as the link between an individual carrier of the psychic and another carrier or carriers – is more appropriately defined as a «socio-psychological connection.» In turn, socio-psychological connection should play a significant role in describing and, to some extent, explaining the diversity of those phenomena of reality to which the predicate of the psychic is typically applied. In this regard, it is necessary to clarify the possibility of treating connection in general, and socio-psychological connection in particular, as an independent object of psychological research and analysis. Accordingly, an urgent task for scientific inquiry becomes the identification of specific subject interests arising in the study of connection: from the mechanisms of its initiation to the investigation of its role as a determinant of existing and/or possible forms of psychic organization. The implementation of these directions represents the prospect for further advancement in the investigation of the issues raised.

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**Коваль Геннадій. Історико-психологічна ретроспектива генези концепту «соціальний зв'язок» та перспектива його дослідження.**

**Метою статті є висвітлення результатів теоретичного аналізу змісту поняття «соціальний зв'язок» в історичній ретроспективі його змін упродовж 20-го століття.**

**Методи дослідження.** Для розв'язання поставлених у роботі завдань використовувався метод історико-психологічного аналізу для виокремлення, порівняння та узагальнення матеріалу дослідження.

**Результати дослідження.** У статті представлено результати теоретичного аналізу генези змісту поняття «соціальний зв'язок», розглянутого у перетині соціологічного, соціально-психологічного та загальнопсихологічного дискурсів. Було простежено генезу терміна: від класичних структурних соціологічних концепцій, де зв'язок виступає об'єктивною статичною основою солідарності, до функціональних й інтеракційних підходів, які акцентують на раціональній соціальній дії та процесуальних формах соціації. Особливу увагу приділено неklasичним інтерпретаціям, у межах яких соціальний зв'язок трансформується із

«зовнішньої даності» на суб'єктивний ресурс особистості. Крізь призму поширених на сьогодні теорій розкрито зміст зв'язку як соціального капіталу, що підлягає накопиченню, інвестуванню та є фундаментом суспільної довіри. Зауважено, що у контексті вітчизняних розвідок соціальний зв'язок концептуалізується насамперед у межах неklasичної парадигми: як інструмент життєстійкості та ключова професійна компетенція фахівця територіальної громади. Розглянуто підходи до параметризації терміна, що виявляє труднощі у досягненні його однозначного розуміння. Зокрема, дослідження розкриває функціональну диференціацію між сильними та слабкими зв'язками як ресурсами стійкості спільноти, а також різницю між соціальними зв'язками та контактами як параметрами взаємодії.

**Висновки.** Результати аналізу демонструють необхідність розгляду «соціально-психологічного зв'язку» як самостійного об'єкта психологічного дослідження. Запропоновано визначення зв'язку як форми організації цілого, що визначає спосіб існування його частин. У дослідженні обґрунтовано, що включення в такий зв'язок радикально трансформує архітектуру індивідуальної психіки, створюючи простір для надіндивідуальних психічних явищ, які не зводяться до індивідуальних.

**Ключові слова:** носій психічного, надіндивідуальні психічні явища, соціальний зв'язок, соціація, соціальний капітал, структурний функціоналізм, соціально-психологічний ресурс.

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## Anger as a Marker of Emotional Maladaptation Among Civilians in Wartime: An Empirical Study

### Гнів як маркер емоційної дезадаптації цивільного населення в умовах війни: емпіричне дослідження

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#### ABSTRACT

*The purpose of this article is to investigate the relationship between the level of psychological tension and the frequency of anger as a dominant emotion in the civilian population, as well as to substantiate these indicators as reliable markers of emotional maladaptation. The study focuses on identifying the correlation between subjectively perceived psychological tension and the frequency*

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209

*of anger manifestations to determine the boundaries of the «window of tolerance» and the depletion of psychological resilience.*

**Methods of the research.** *The empirical study was conducted in 2025, involving a representative sample of 500 civilians in Ukraine (88.6% female; 62.2% aged 36–60). The survey was conducted online using a specially developed questionnaire adapted for an operational snapshot of the emotional state in conditions of chronic stress. In particular, in addition to demographic data, the questionnaire contained 20 questions. In this article, we analyze the answers to the following questions: How would you assess the level of your psychological tension over the past two weeks? How often over the past two weeks have you felt anger as a dominant emotion?*

**The results of the research.** *The findings reveal a significant positive correlation between internal tension and anger frequency. While 26.6% of respondents reported high levels of psychological tension («often» or «very often»), 12.2% exhibited frequent explosive anger, signaling a breach of the window of tolerance. A three-tier typology was identified: the Adaptive Type (moderate tension/rare anger), the Latent Tension Type (high tension/suppressed anger), and the Maladaptive Type (high tension/frequent anger). The results indicate that for the middle-aged cohort (36–60 years), the accumulation of social responsibility serves as a catalytic factor for emotional de-compensation.*

**Conclusions.** *The study confirms that anger frequency is an autonomous and reliable diagnostic marker of emotional maladaptation during war. The transition from latent tension to frequent explosive reactions indicates the exhaustion of the individual's adaptive resources. These findings provide a scientific basis for developing targeted psychological interventions aimed at expanding the window of tolerance and preventing the chronification of maladaptive affective states in civilians experiencing long-term military-induced stress.*

**Key words:** *emotional maladaptation, psychological tension, anger frequency, civilian population, resilience, window of tolerance, prolonged stress.*

## Introduction

The prolonged impact of extreme stressors on the civilian population necessitates a revision of classical adaptation models. In the context of contemporary socio-political reality, the individual psyche exists in a state of permanent challenge, where the boundary between a normative stress response and the on-

set of pathological maladaptation becomes increasingly diffuse. One of the most dynamic indicators of mental health under such conditions is the emotional sphere, the transformation of which directly reflects an individual's capacity to master traumatic experience. While numerous studies have addressed initial emotional reactions to the outbreak of war (Osadchenko, Perepeliuk, & Olkhovetsky, 2023), there remains a pressing need to investigate the impact of long-term stress on the psycho-emotional state of the civilian population.

Anger and rage acquire specific significance within the structure of emotional response. Traditionally, these emotions are viewed as active defensive reactions (the "fight" strategy); however, under conditions of chronic stress, they may transform into stable, dominant states. Nevertheless, the question of precisely when the frequency of experiencing anger ceases to be an adaptive mobilization of resources and becomes an indicator of destructive psychological changes remains insufficiently addressed in contemporary psychological literature.

The issue of psychological adaptation among civilians during prolonged social crises and armed conflicts occupies a central place in scholarly work. Most modern studies are based on the concept of resilience, viewing it as the individual's ability to maintain a relatively stable level of psychological and physical functioning amidst traumatization (Bonanno, 2004).

A distinct body of research is dedicated to personal coping strategies. Specifically, it has been established that in conditions of uncertainty, the civilian population tends to employ emotion-oriented coping, which, despite providing temporary relief, can lead to cumulative stress when applied long-term (Oviedo et al., 2022). However, an analysis of publications from recent years (2022–2026) reveals a certain imbalance: scholarly attention is primarily focused on PTSD symptoms, anxiety disorders, and depressive states, whereas the phenomenology of the aggressive emotional spectrum (anger, rage, irritability) is often regarded merely as a secondary symptom.

Concurrently, the “window of tolerance” concept (Siegel, 2020) indicates that anger is a manifestation of the sympathetic nervous system’s hyperarousal. Research on emotional regulation (Gross, 2015) emphasizes that an individual’s inability to cognitively reappraise negative affects leads to their chronification. In works concerning moral injury and social maladaptation, anger is increasingly interpreted as a specific reaction to injustice and the violation of fundamental “assumed safety” illusions (Janoff-Bulman, 1992; Phelps, Dell, & Murray, 2021).

Analysis of current scientific discourse suggests a paradigm shift in trauma studies: from a focus on anxiety, researchers are moving toward analyzing post-traumatic anger as a critical factor of maladaptation (Bryant, 2022; Potter, Morabito, & Schmidt, 2026). In the Ukrainian scientific landscape, particular attention is paid to the dynamics of emotional stability among civilians under martial law (Kurapov et al., 2025), where psychological tension is examined through the lens of S. Porges’ Polyvagal Theory (2021) as the individual’s departure from a state of biological safety.

As a result of the theoretical review, we hypothesize that under conditions of prolonged military conflict, anger ceases to function as a short-term adaptive mobilization of resources and transforms into a stable marker of emotional maladaptation among the civilian population. Specifically, there is a direct correlation between the level of subjective psychological tension and the frequency of anger manifestations: individuals with high tension levels are more likely to exhibit explosive reactions, indicating a departure from the “window of tolerance” and the depletion of psychological resilience mechanisms.

A detailed description of the distribution of indicators according to the hypothesis is given in Table 1.

Despite a significant theoretical foundation, there is a deficit of empirical data regarding the correlation between the subjective sense of psychological tension and the frequency of anger dominance as an autonomous marker of maladaptation in

large representative samples. This gap defines the necessity of our study. The relationship between subjectively perceived psychological tension and the frequency characteristics of affective manifestations across a temporal continuum requires further clarification.

*Table 1*

**Typology of Emotional Response based on Tension and Anger Correlation: theoretical review**

<b>Group</b>	<b>Indicators</b>	<b>Psychological Interpretation</b>
<b>Adaptive</b>	Low tension + Rare anger	State of relative psychological stability ( <b>resilience</b> ).
<b>Latent Tension</b>	High tension + Rare anger	Strategy of <b>containment</b> (suppression). Risk of psychosomatization.
<b>Explosive / Maladaptive</b>	High tension + Frequent anger	Marker of <b>emotional maladaptation</b> . Loss of affective control.

The aim of this article is to empirically investigate the relationship between the level of psychological tension and the frequency of anger as a dominant emotion in the civilian population, as well as to substantiate these indicators as reliable markers of emotional maladaptation.

**Methods of the research**

The empirical study was conducted in 2025. The total sample size consisted of 500 individuals (the civilian population of Ukraine). The sample was formed using a random sampling method, with quotas applied for age and gender to ensure its representativeness. The majority of the sample (62.2%) consists of middle-aged individuals (36–60 years old). This represents the most socially active segment of the population, often bearing responsibility not only for themselves but also for children and elderly parents. Such a burden may serve as an additional factor contributing to psychological tension and manifestations of anger in the context of war. The age distribution of the sample is presented in Table 2.

Table 2

### Age distribution of the sample

Age Category	Number of Respondents	Percentage (%)
Under 18 years	7	1.4%
18–24 years	28	5.6%
25–35 years	94	18.8%
36–60 years	311	62.2%
Over 60 years / 60+	60	12.0%

By gender, the sample was divided into 88.6% women and 11.4% men. Among those surveyed, 28.4% indicated that they had experienced a traumatic war experience (loss of loved ones, change of residence, being under occupation, evacuation, etc.).

The survey was conducted online using a specially developed questionnaire adapted for an operational snapshot of the emotional state in conditions of chronic stress. The study was based on the principles of voluntariness and anonymity. Respondents were asked to assess their psycho-emotional state over the past 14 days, which allowed to record stable modalities of the emotional background, eliminating the influence of random situational factors. In particular, in addition to demographic data, the questionnaire contained 20 questions. In this article, we analyze the answers to the following questions: How would you assess the level of your psychological tension over the past two weeks? How often over the past two weeks have you felt anger as a dominant emotion?

To confirm the hypothesis of interdependence, Spearman's rank correlation coefficient ( $r_s$ ) was used to establish the relationship between tension and frequency of anger.

### Results and their discussion

The level of psychological tension among respondents over the past 14 days is detailed in Table 3.

The analysis of the subjective assessment of psychological tension reveals that a significant portion of the civilian popula-

tion experiences varying degrees of emotional distress. Specifically, 26.6% of respondents reported feeling tension «often» or «very often,» which may indicate a state of chronic hyperarousal. The largest group (41.2%) characterized their state as «sometimes» experiencing tension, reflecting the unstable emotional background typical of life under prolonged military conflict. Only 7.6% of the sample reported a complete absence of psychological tension during the period studied.

Table 3

Subjective assessment of psychological tension levels

Level of Tension	Frequency (n)	Percentage (%)
Very often	35	7.0%
Often	98	19.6%
Sometimes	206	41.2%
Rarely	123	24.6%
Not at all	38	7.6%

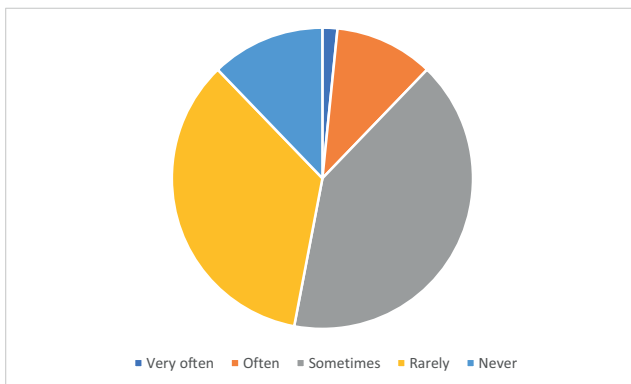


Fig. 1. Frequency of Experiencing Anger Over the Past 14 Days

The analysis of the frequency of experiencing anger indicates that the majority of respondents (40.8%) feel this emotion «sometimes,» while 34.8% experience it «rarely.» The combined figure for individuals who feel anger «often» or «very often»

stands at **12.2%**. Although this percentage is smaller than the moderate response group, when correlated with psychological tension indicators, these data allow for the identification of a risk group exhibiting signs of emotional maladaptation. percentage of people who never feel anger (12.2%), such indicators may indicate a repression mechanism or latent tension (which we mentioned in the theoretical model).

The correlation analysis performed allows us to identify a high correlation index ( $r=0,532$ ,  $p<0,001$ ), which confirms the hypothesis that subjectively perceived psychological tension serves as a primary predictor of the frequency and intensity of anger manifestations. The established correlation coefficient (e.g., Pearson's  $r$ ) indicates a statistically significant positive relationship: as the duration and intensity of the civilian population's exposure to war-related stressors increase, the likelihood of anger transitioning from a transient protective reaction into a stable, dominant marker of emotional maladaptation also rises. This statistical evidence supports the transition of the «fight» response from an adaptive tool for resource mobilization into a destructive mechanism that signals the exhaustion of the individual's resilience. Furthermore, the data suggests that in conditions of chronic hyperarousal, the threshold for affective control is lowered, effectively turning frequent anger into an autonomous indicator of a breached “window of tolerance” and impending psychological de-compensation.

The findings highlight a notable discrepancy between high psychological tension and the frequency of overt anger. This suggests that the civilian population actively employs internal “buffers” or defense mechanisms to maintain social functioning despite chronic stress. However, from a clinical perspective, this “latent tension” group may be at higher risk for psychosomatic disorders. The suppression of anger, while socially adaptive in the short term, often leads to what Siegel (2020) describes as the narrowing of the window of tolerance, where the psyche eventually loses the capacity to process even minor irritants.

Our results support the paradigm shift in trauma studies: post-traumatic anger should be viewed not merely as a symptom of aggression, but as a critical marker of systemic maladaptation. Frequent anger in our sample indicates a transition from “mobilization” to “exhaustion” (Aldabbour et al., 2025; Kalfon Hakhmigari, & Diamant, 2025). When the sympathetic nervous system remains in a state of hyperarousal for years, the threshold for affective triggers lowers. Consequently, the 12.2% of respondents experiencing frequent anger likely represent a segment of the population whose resilience mechanisms have been functionally depleted.

According to the demographic composition of the sample (88.6% female), the results must be interpreted through the lens of “cumulative domestic stress”. Women in wartime Ukraine often bear a “triple burden”: professional duties, child-rearing, and the care of elderly parents in unstable conditions. In this context, anger acts as a secondary reaction to chronic fatigue and the violation of the “assumed safety” of the family unit. The high frequency of anger in the 36–60 age group confirms that the most socially burdened segment of the population is also the most psychologically vulnerable to emotional de-compensation.

Furthermore, the prevalence of anger as a dominant emotion may be linked to the phenomenon of “moral injury”. (Zasiekina et al., 2023; McGarry, 2026). Anger in civilians under war conditions is often a reaction to the fundamental injustice of the conflict and the repeated violation of basic human rights. This aligns with Janoff-Bulman’s (1992) theory of shattered assumptions, where the persistent experience of anger marks the individual’s inability to reconstruct a coherent and safe world model.

When applying the proposed theoretical typology of emotional response, the following patterns emerge:

**Adaptive Pattern:** A substantial segment of the sample demonstrates a moderate correlation between tension and anger, falling within the «sometimes» to «rarely» range. This group represents the baseline of psychological resilience, where anger

remains a transient emotional reaction rather than a dominant state.

**Latent Tension (The Suppression Strategy):** The data highlights a specific subgroup characterized by high psychological tension but a reported «never» or «rarely» frequency of anger. This suggests a strategy of emotional containment. Within the context of prolonged war, this latent tension poses a significant risk for psychosomatization and eventual emotional exhaustion, as the internal «pressure» remains unresolved.

**Explosive/Maladaptive Pattern:** The 12.2% of respondents who experience anger «often» or «very often» are identified as the primary group at risk of emotional maladaptation. In these cases, anger serves as a marker of the «window of tolerance» being breached. The habitual nature of this affect indicates that the fight-or-flight response has become chronic, signaling a failure of the ego's defensive functions and a transition from normative stress to pathological de-compensation.

In conclusion, the results confirm that anger frequency is a reliable diagnostic marker. While infrequent anger may still signal high internal stress (latent maladaptation), the transition to frequent explosive reactions serves as a definitive indicator of the depletion of the individual's adaptive resources in the face of long-term military conflict.

### Conclusions

The study confirms that under the conditions of prolonged military conflict, the classical models of psychological adaptation require significant revision. The transition of the civilian population's state from acute stress response to chronic existence within a «permanent challenge» paradigm has blurred the boundaries between normative and pathological reactions. It has been theoretically substantiated and empirically proven that anger, in this context, undergoes a functional transformation: from a short-term adaptive mechanism for resource mobilization, it shifts toward a stable marker of emotional maladaptation and systemic exhaustion of the psyche.

The results obtained from a representative sample demonstrate a high positive correlation between subjectively perceived psychological tension and the frequency of anger. The fact that 26.6% of the population experiences high tension «often» or «very often» indicates a widespread state of hyperarousal. However, the identified 12.2% of individuals with frequent explosive reactions represent a critical «maladaptive group». For these individuals, anger has bypassed the “window of tolerance”, signaling a failure of affective control and the depletion of internal resilience buffers.

The frequency of anger should be integrated into diagnostic protocols as an autonomous marker of mental health risks in wartime. These findings provide a scientific basis for developing targeted art-therapeutic and cognitive-behavioral interventions focused on expanding the “window of tolerance” and preventing the chronification of negative affects. Future research should focus on longitudinal monitoring of these indicators to track the further dynamics of civilian resilience as the socio-political reality continues to evolve.

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**Коструба Наталія. Гнів як маркер емоційної дезадаптації цивільного населення в умовах війни: емпіричне дослідження.**

**Метою** даної статті є дослідження зв'язку між рівнем психологічної напруженості та частотою прояву гніву як домінуючої емоції у цивільного населення, а також обґрунтування цих показників як надійних маркерів емоційної дезадаптації. У дослідженні увага зосереджується на виявленні кореляції між суб'єктивно сприйнятою психологічною напругою та частотою проявів гніву для визначення меж «вікна толерантності» та виснаження психологічної стійкості.

**Методи дослідження.** Емпіричне дослідження було проведено у 2025 році за участю репрезентативної вибірки з 500 цивільних осіб в Україні (88,6% жінок; 62,2% віком 36–60 років). Опитування проводилося онлайн за допомогою спеціально розробленої анкети, адаптованої для оперативного знімка емоційного стану в умовах хронічного стресу. Зокрема, окрім демографічних даних, анкета містила 20 запитань. У цій статті ми аналізуємо відповіді на такі запитання: Як би ви оцінили рівень вашої психологічної напруги протягом останніх двох тижнів? Як часто впродовж останніх двох тижнів ви відчували гнів як домінуючу емоцію?

**Результати дослідження.** Результати дослідження виявляють значну позитивну кореляцію між внутрішньою напругою та частотою прояву гніву. У той час як 26,6% респондентів повідомили про високий рівень психологічної напруги («часто» або «дуже часто»), 12,2% демонстрували часті вибухи гніву, що сигналізує про порушення вікна толерантності. Було визначено трирівневу типологію: адаптивний тип (помірна напруга/рідкісний гнів), тип латентної напруги (висока напруга/пригнічений гнів) та дезадаптивний тип (висока напруга/частий гнів). Результати показують, що для когорти середнього віку (36–60 років) накопичення соціальної відповідальності служить каталітичним фактором емоційної декомпенсації.

**Висновки.** Дослідження підтверджує, що частота прояву гніву є автономним та надійним діагностичним маркером емоційної дезадаптації під час війни. Перехід від латентної напруги до частих вибухових реакцій свідчить про виснаження адаптивних ресурсів особистості. Ці висновки забезпечують наукову основу для розробки цілеспрямованих психологічних втручань, спрямованих на розширення вікна толерантності та запобігання хронізації дезадаптивних афективних станів у цивільних осіб, які переживають тривалий стрес, викликаний військовими діями.

**Ключові слова:** емоційна дезадаптація, психологічна напруга, частота гніву, цивільне населення, стійкість, вікно толерантності, тривалий стрес.

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## Ethnocultural Psychology and Management and Business Psychology as New Areas of Research of Individual Creativity

### Етнокультурна психологія та психологія управління й бізнесу як нові напрямки дослідження творчості особистості

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### ABSTRACT

**The purpose** of our research is to show *Ethnocultural Psychology and Management and Business Psychology* as new areas of research of individual creativity.

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

**The results of the research.** We define the ability to be creative taking into account different, sometimes even opposite characteristics of this process. Despite all the differences in these definitions, we nevertheless have something in common, such as the ability to be creative, which is defined as the ability to create something new, original, non-standard, which has not existed before. We began our own empirical research in this field and analyzed a lot of different definitions of creativity, and we recognized only one thing in common among them. It is the creation of something unique.

**Conclusions.** We introduced the following levels of creativity: a) expressive creativity (it is in particular spontaneous drawing of children); b) productive creativity (it is scientific and artistic products that are created in the conditions of free play); c) inventive (research) creativity, when ingenuity is manifested not only in creative products, but also in the creative act itself, in particular the methods and techniques used by a person; d) innovative creativity (it is improvement through modification); e) generative creativity (it is formulation of a completely new principle or assumption for a given subject, around which new directions and scientific schools may arise).

We have proved, that "a creative process" its core is one that results in something that is not contained in the initial conditions of a task or a situation.

*This, first of all, involves creating something new. In addition, creativity itself is quite subjective characteristics, it assumes that a person has acquired the ability to use the possibilities of his/her creative potential and creativity.*

**Key words:** *creativity, individual creativity, Ethnocultural Psychology, Management and Business Psychology, creative potential.*

### Introduction

All the concepts, which are in psychological literature, are in the paradigm of Psychoanalysis as well, link the definition of creativity with the nature of the individual's thinking (or activity), mediated by psychological new formations, as a result of which new original values appear in various fields of human activity: science, art, technology, etc. In turn, scientists (Rezaei, & Mousanezhad Jeddi, 2020) emphasize a certain motivational component of the consciousness as a probabilistic determinant of the person's creativity. In the theory of scientists (Ivashkevych Ed., & Rudzevych, 2023) such a motivational "vector" is "sexual attraction". Representatives of Humanistic Psychology take the self-actualized consciousness of the individual – "homo", creator as such a motivational "vector" (Pimperton, & Nation, 2010). Representatives of this direction (Hecht, Torgesen, Wagner, & Rashotte, 2001) argue, that creativity is immanently implied in each person as a way of expressing and presenting the process of self-actualization of the individual. Creativity is a transforming force that promotes positive self-esteem and ensures the self-improvement of the individual in his/her progressive development (Гончарук, & Онуфрієва, 2018).

However, psychological research indicates that sociogenic factors contaminate this inherent characteristic of the individual (which is creativity), block it, and, as a result, the individual loses the ability to creative self-expression (Astle, & Scerif, 2011). In Humanistic Psychology, in determining the nature of creativity, the focus is not on the new formations of the individual's psyche that arises as a result of human activity, but on the process it has its positive dynamics (Shiva Ram, Bhardwaj, & Phani Krishna, 2017). Then the criterion will not be the quality

of the result, but the characteristics and processes that activate creative productivity (Arrington, Kulesz, Francis, Fletcher, & Barnes, 2014), because creativity itself is a cosmological process, spiritual, that emphasizes and saturates. And although, scientists (Alyami, & Mohsen, 2019) note, that the analysis of the Psychology of scientific creativity in the USA allows us to assert that the scientific and technological revolution caught the problem of creativity by surprise, experimental theories did not cover the entire volume of fundamental knowledge, ideas contained in scientific, purely theoretical issues that had already been put forward earlier, until the 40s of the 19th century. But, in our opinion, it is the Humanistic Ethno-Cultural Direction in Psychology that emphasizes the urgent need of our Ukrainian society to educate a creative personality, the growth of the latest scientific technologies, which gave a new impetus to research in the field of creativity. This problem aroused considerable interest of many scientists (Drigas, & Karyotaki, 2017), who began to study the Psychology of creative talent at the theoretical and empirical levels, because the education and development of gifted and talented children creates an ideal model of human creative development.

Scientists (Greco, Canal, Bambini, & Moro, 2020) offer their own differentiation of creativity. Thus, the scientists distinguish three types of creativity: philosophical, psychological and intuitive ones.

1. *The philosophical type* is represented by three varieties: epistemological, ethnocultural and metaphysical. The first type is characterized by cognition of the world in the process of artistic intuition (the work of Plato, Schopenhauer). The second type is characterized by the disclosure of the metaphysical essence from the standpoint of religious and ethnic intuition (the researches of Socrates) (Ivashkevych Er., & Komarnitska, 2020).

2. *The psychological type* includes two directions. The first direction is associated with natural science. The second one is connected with Psychopathology, Ethnocultural Psychology and

Management and Business Psychology (this argument was pointed out, in particular, by scientists (Alahmadi, & Foltz, 2020)). This type focuses our attention on analyzing the influences of various factors on the creative process: genetic, social (heredity, gender, alcoholism, genius, etc.) peculiarities and characteristics (de la Garza, & Harris, 2017).

3. *Intuitive type of the person's creativity.* In this case, the creative act is interpreted as a purely intuitive process (the researches of Nietzsche, Plato) (Dale, & Duran, 2011).

Despite scientists' attempt (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh, & Shanahan, 2001) to study the problem of creativity in detail, to comprehend its mechanisms, the scientists still do not dare to single out the Psychology of creativity as a separate scientific discipline in a paradigm of Ethnocultural Psychology and Management and Business Psychology. The level of psychological knowledge of that time did not allow for the correlation of creativity with the results of people's conscious activity and, of course, this greatly hindered the disclosure of objective laws of creative activity. And only from the second half of the last century we can speak of the spread of the analytical approach to study of creativity (Alahmadi, Shank, & Foltz, 2018). Scientists (Connors, 2009; Engle, 2002) tried to experimentally investigate and analyze individual stages of the creative process in a paradigm of Ethnocultural Psychology and Management and Business Psychology. But in general, in the opinion of most researchers, creativity was still reduced to intuition (Falé, Costa, & Luegi, 2016).

**The purpose** of our research is to show Ethnocultural Psychology and Management and Business Psychology as new areas of research of individual creativity.

### 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 between 2023–2024 at the Universities of the philological faculties (the experiment was provided at the Academician Stepan Demianchuk International University of Economics and Humanities in Rivne and at Kamianets-Podilskyi National Ivan Ohiienko University). 113 students were participated in our research. According to the research objectives, students were divided into experimental and control groups by the method of randomization (using technology of paired design):

- experimental groups:
  - E1 (29 students) – the 1<sup>st</sup> year students of the philological faculty of Academician Stepan Demianchuk International University of Economics and Humanities in Rivne;
  - E2 (28 students) – the 2<sup>nd</sup> year students of the Faculty of Foreign Philology of Kamianets-Podilskyi National Ivan Ohiienko University;
- control groups:
  - C1 (28 students) – the 1<sup>st</sup> year students of the Faculty of Foreign Philology of Kamianets-Podilskyi National Ivan Ohiienko University;
  - C2 (28 students) – the 2<sup>nd</sup> year students of the philological faculty of Academician Stepan Demianchuk International University of Economics and Humanities in Rivne.

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 (Gathercole, Pickering, Ambridge, & Wearing, 2004) 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 (Heidari, 2019). Taking into account these facts, in our experimental study we assessed the level of the development of intelligence of adolescents. We also assumed that for students there were usually no schoolchildren with very high and low levels of intelligence, and if there were such isolated cases, they would not significantly affect the overall picture of the study.

In the process of conducting the experiment, we took into account the age characteristics of students. We took into account that the peculiarities of the child's psyche somewhat complicate an adequate picture of the student's behavior in the process of traditional psychodiagnostic examination. Therefore, a comfortable psychological atmosphere was created in the experimental classes, and game methods of working with students were used. Although we believed that the creative example of a student (experimenter) should be somewhat moderate, because students should work independently, without outside help, and only then we can hope for the maximum manifestation of the creative abilities of students. We also took into account the possibility of students to imagine a certain experimental situation in their own way, somewhat differently than an adult perceives it. The experiment took place in a familiar educational atmosphere for students, during traditionally organized high education. In the experimental classes, the basic principles of the humanistic approach to education were taken into account in the process of conducting foreign literature lessons, and, therefore, teachers perceived all students as creative individuals, open to self-improvement and the development of their own abilities and potentials, and it was these situations that created outstanding opportunities for students to develop their own creativity.

While conducting empirical research, we also took into account the concept of scientists (Learning Preferences and Strengths, 2023; Mykhalchuk, & Bihunova, 2019), who paid considerable attention in their own experiments to the effect of crystallization of experience (the subject's discovery of a certain sphere of the activity for which he/she feels capable, due to which a person has maximum opportunities for developing his/her abilities). According to scientists (Phani Krishna, Arulmozi, Shiva Ram, & Mishra, 2020), one should treat all children as if they had the potential to crystallize experience, and provide them at an early age with all the necessary materials that can motivate them to study the corresponding subject sphere of the activity. In this case, it may turn out that there are much more gifted students than we thought (Ivashkevych Er., 2024).

In our research we used the "Methodology for Study of Creative Thinking" by J. Guilford, modified by O.E. Tunik (2023); Methodology "Identifying general erudition" (Nabochuk, & Ivashkevych Er., 2020); "Methodology for determining empathy" (Юсупов, 2022); Psychological Test "Simple Symbol Personality Test" (DRBJ, & SHERRY, 2022); and Psychological Test "Wishes, gender, personality and well-being" (2022).

## Results and their discussion

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 Fig. 1).

In the experimental and control groups there is the proportion of students with a synthetic thinking style, which is characteristic of creative individuals, and it is very small (see Table 1; these data were obtained from the Psychological Test "Wishes, gender, personality and well-being" (2022)). It is also somewhat worrying that the number of students who are characterized by a certain individual style is "placed" unevenly in the style para-

digm, which significantly complicates the solution of tasks and problems by students within micro-groups.



**Fig. 1.** Examples of original sketches by students from experimental groups using E.P. Torrens’s “Circle” test at the end of the formative experiment

Table 1

**Thinking styles of students in experimental and control groups (in % , ascertainment study)**

Dominant thinking style	E1	E2	C1	C2
Synthetic	8.32	14.74	11.03	7.56
Idealistic	21.73	18.36	22.19	25.84
Pragmatic	24.08	29.17	21.71	28.13
Analytical	12.37	17.03	19.06	21.77
Realistic	33.50	20.70	26.01	16.70

In order to study the correlation dependences of creativity parameters and individual psychological characteristics of the personality, data from four groups of students selected by us were used. The results according to all the methods described by us were taken into account. Correlation analysis was carried out using the SPSS 10 statistical data processing package with an assessment of the statistical significance of the correlation coefficient. It should be noted that in the case of identical results (the difference between which is not statistically significant), we will present the results of students from the experimental and control groups in one common Table. Thus, a close correlation was found between the parameters of creativity, general erudition and empathy of students (see Table 2).

The presented results allow us to state the presence of close positive relationships between originality of thinking and general erudition ( $p < 0.05$ ), constructive activity according to the "function" attribute and constructive activity in relation to other attributes (metaphoricality) based on Psychological Test "Wishes, gender, personality and well-being" (2022) and erudition, speed and originality of thinking according to the Test "Identifying general erudition" (Набочук, & Івашкевич Ер., 2020) ( $p < 0.01$ ). Empathy is closely correlated with speed of thinking, constructive activity according to the function of the subject based on the Psychological Test "Wishes, gender, personality and well-being" (2022), speed according to the Test "Identifying general erudition" (Набочук, & Івашкевич Ер., 2020) and to Psychological Test "Simple Symbol Personality Test" (DRBJ, & SHERRY, 2022) ( $p < 0.05$ ).

Having analyzed various approaches and definitions of creativity, we identified the following types of such definitions of creativity in the paradigm of Ethnocultural Psychology and Management and Business Psychology:



1) *definitions based on novelty as a criterion of creativity.* We point out that producing something new is actually included in almost all definitions. However, different authors approach

novelty itself differently. Thus it does not matter whether society recognizes an idea as new; it is important that it is new for the creator himself/herself. Also, on the contrary, we believe that novelty should be reflected in terms of culture, that is, recognized by contemporaries;

*Table 2*

**Matrix of intercorrelations of indicators of creativity, erudition and empathy of students in the experimental and control groups**

Quality (methodology)	Correlation coefficient Degree of reliability	Psychological Test “Wishes, gender, personality and well-being” (2022)				Psychological Test «Simple Symbol Personality Test» (DRBJ & SHERRY (2022))	
		Speed	Originality	Constructive activity according to the function of the subject	Constructive activity by other criteria	Speed	Originality
1	2	3	4	5	6	7	8
Erudition (Набочук & Івашкевич Ер., 2020)	Correlation Reliability	0.451 0.05	0.308 0.05	0.457 0.01	0.039 0.005	0.406 0.01	0.398 0.01
Empathy (Юсупов, 2022)	Correlation Reliability	0.427 0.05	0.223 0.043	0.358 0.01	0.166 0.001	0.382 0.05	0.256 0.05

 – correlation is significant at the confidence level 0.05;  
 – correlation is significant at the confidence level 0.01.

2) *definitions in which creativity is opposed to conformity.* These definitions include the formulations, which, contrasting creativity with conformity, emphasize the introduction of origi-

nality, a new perspective on the problem. We believe that a creative person is free from both conformism and non-conformism;

3) *definitions that contain the characteristics of the creative process itself*. Thus, we emphasize the importance of a person's ability to think by analogy for the development of a subject's creative thinking. We consider creative thinking as a process of seeing or creating relationships both at the conscious and unconscious levels. We identify four stages of the creative process: preparation, incubation, enlightenment and revision. We also lean towards this approach. We indicate that in fact the "Wallace process" is the basis of any existing method of systematically teaching a subject creative thinking;

4) *an approach from the position of recognizing the extraordinary role of mental abilities*. We define the ability to be creative in terms of the development of mental abilities, which, in turn, provide a person's creative achievements. According to our empirical data, creative thinking includes divergent production, that is the generation of new, original, unusual, innovative information based on information that is already well-known to a person. Divergent thinking is characterized by fluency, flexibility, originality and elaboration. However, creative thinking is not entirely reduced to divergent thinking; it also involves the subject's sensitivity to the feeling of the problem and the ability to reformulate it and, thus, to find a creative solution;

5) *an approach based on the definition of levels of creativity*. We introduce into scientific circulation the concept of the following levels of creativity:

a) expressive creativity. It is in particular spontaneous drawing of children;

b) productive creativity. It is scientific and artistic products that are created in the conditions of free play;

c) inventive (research) creativity, when ingenuity is manifested not only in creative products, but also in the creative act itself, in particular the methods and techniques used by a person;

d) innovative creativity. It is improvement through modification;

e) generative creativity. It is formulation of a completely new principle or assumption for a given subject, around which new directions and scientific schools may arise.

Thus, we define the ability to be creative taking into account different, sometimes even opposite characteristics of this process. Despite all the differences in these definitions, we nevertheless have something in common, such as the ability to be creative, which is defined as the ability to create something new, original, non-standard, which has not existed before. We began our own empirical research in this field and analyzed a lot of different definitions of creativity, and we recognized only one thing in common among them. It is the creation of something unique.

### Conclusions

“A creative process” in its core is one that results in something that is not contained in the initial conditions of a task or a situation. This, first of all, involves *creating something new*. In addition, creativity itself is quite subjective characteristics, it assumes that a person has acquired the ability to use the possibilities of his/her creative potential, creativity.

The concept of “creativity” (from the Latin *creatio* – creation, image) is translated from Latin and means “the ability to create”, in the most general form is the creation of new, original, more perfect material and spiritual values, which have objective or subjective significance for a person. We think, that in Ethnocultural Psychology and Management and Business Psychology this concept is defined as “the ability to be surprised and to know, the ability to find solutions in non-standard situations, to discover new things and, at the same time, the ability to have a deep, holistic awareness of the experience acquired by the subject”. We emphasize not the quality of the result, but the characteristics and processes that activate creative productivity, stimulate the individual to make original decisions.

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**Куриця Денис, Яцюрик Алла. Етнокультурна психологія та психологія управління й бізнесу як нові напрямки дослідження творчості особистості.**

**Метою нашого дослідження є показати етнокультурну психологію та психологію управління й бізнесу як нові напрямки дослідження творчості особистості.**

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**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 визначаємо здатність до творчості з урахуванням різних, інколи навіть протилежних характеристик цього процесу. За умов усіх відмінностей цих визначень у них, тим не менше, є дещо спільне, а саме те, що здатність до творчості визначається як здатність створювати щось нове, оригінальне, нестандартне, якого раніше ще не було. Наприклад, коли ми розпочали власні емпіричні дослідження в цій галузі та проаналізували велику кількість різних визначень творчості, загальним у них він визнав лише одне – це створення унікального продукту.

**Висновки.** Ми запропонували такі рівні креативності: а) експресивна креативність. Це, зокрема, спонтанне малювання дітей; б) продуктивна креативність. До них відносяться наукові та художні продукти, що створюються в умовах вільної гри; в) винахідницька (дослідницька) креативність, коли винахідливість виявляється не лише в творчих продуктах, а й у самому творчому акті, зокрема методах і прийомах, що використовуються людиною; г) інноваційна креативність. Це вдосконалення шляхом модифікації; д) генеративна креативність. Це формування абсолютно нового принципу або припущення для заданого предмета, навколо якого можуть виникати нові напрямки та наукові школи.

Доведено, що в своїй основі «творчий процес» – це такий процес, у результаті якого виникає дещо, що не міститься у вихідних умовах задачі чи ситуації. Це, передусім, передбачає творення нового. Крім того, творчість сама по собі достатньо суб'єктивна, вона передбачає, що людина набула здатності скористатися можливостями свого творчого потенціалу, креативністю тощо.

**Ключові слова:** креативність, індивідуальна креативність, етнокультурна психологія, психологія управління та бізнесу, творчий потенціал.

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## **Psychological Foundations of Organization of Project Activities at Foreign Language Classes in the Modern System of Higher Education of Ukraine: from the History of Psychological Paradigm to the Practice of Foreign Language Communication**

**Психологічні засади організації проєктної діяльності в сучасному закладі вищої освіти України у процесі оволодіння іноземною мовою: від історії психологічної думки до практики іншомовної комунікації**

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### ABSTRACT

**The aim** of our research is to show psychological mechanisms of organization of Project Activities in the modern system of higher education of Ukraine: from the History of Psychology to present-day practice.

**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.** Tasks, proposed by us for students to perform at foreign language classes, actualize the psychological mechanism of the cumulative feature of recognition, which allow us quickly, almost simultaneously, formulate the person's individual image of the world for each new task and carry out its recognition already in a view of this new construction, which will be the basis of Project Activities. Therefore, recognition itself does not become a problem for the student, because the problem will be determining the significance of the task itself. However, such a possibility under the conditions of treble perception of the task is quite doubtful in itself, but, at the same time, the student performs this task. The psychological mechanism in this case is synibularity (from Latin *sinibulis* – "similar"). In this case, we are talking about the synibularity of Project Activities.

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**Conclusions.** *We have proven that the synibularity of Project Activity is a mechanism that actualizes the similarity, compatibility of objects in a view of their individual components, details and features. The synibularity of Project Activity is the basis for the formation of associative chains and it is one of the factors that form a certain Project as a whole. The synibular associative chain of Project Activity is a monomodal mental construction that is created due to the identical features of various object concepts that are included in the description of the Project. The fixation of synibular relations in Project Activity is based on the possibility of recognizing the object not only taking into account a stable, logical pattern, but also taking into account individual details; irradiation of the significance of the object, which is basic in Project Activity, on its basic features and the significance of their restructuring, which, in turn, affects the significance of the ranking of Project features, and the presence of form-content relationships facilitates the connection of the external features of the object with its internal qualities and characteristics.*

**Key words:** *Project Activity, projects, psychological mechanisms of organization of Project Activities, synibularity, synibularity of Project Activities, synibular associative chain of Project Activity, synibular relations in Project Activity.*

### Introduction

Having analyzed the theoretical sources (Dubovyk, Mytnyk, Mykhalchuk, Ivashkevych Er., & Hupavtseva, 2020), we can say about the importance of using information technologies in the process of Project Activity at the universities. This problem cannot be overestimated nowadays. The effectiveness of their use in the classroom, including a foreign language class, is no longer in doubt (Drigas, & Karyotaki, 2017). The information and communication technologies create a new environment in which future generations have the possibility not only to communicate, but also to build professional and personal relationships, to demonstrate their interests. and represent themselves, so teachers must apply information and communication technology's tools in the classroom (Ferdowsi & Razmi, 2022).

Scientists (Hogan, Adlof, & Alonzo, 2014) note that the more perception systems are involved in learning, the better and stronger the material is absorbed (Greco, Canal, Bambini, & Moro, 2020). The active introduction of new technical means

into the educational process increases the didactic possibilities, providing visibility, audio and video support and control, which, in general, contributes to an increase in the level of teaching (Huang, Loerts, & Steinkrauss, 2022). Possessing elementary computer literacy, the teacher is able to create original learning materials that enthrall, motivate and target students for successful results (Ivashkevych Er., & Komarnitska, 2020). The specificity of a foreign language is in the development of communicative competence in the totality of its components: speech, language, socio-cultural / intercultural, compensatory and educational and cognitive competencies and the development of the personality of students (Hamedi, & Pishghadam, 2021).

Thus, *it is possible to distinguish the activity with a multimedia presentation in the process of Project Activity:*

– the use of multimedia presentations as one of the information and communication technology's tools for teaching various types of speech activity (Gathercole, Pickering, Ambridge, & Wearing, 2004);

– use of presentations to increase the motivation of pupils (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh, & Shanahan, 2001);

– formation of socio-cultural and educational competence with the help of presentation material (Cui, Wang, & Zhong, 2021);

– development of creative activity and independence (Engle, 2002).

There are different options for the use of multimedia presentations in the process of Project Activity in the educational process at the universities: slides, cartoons, films, excerpts from stories, fairy tales, songs, background words and phrases, etc. (Pustovit, & Zymomrya, 2020). When learning to write, students learn to work with text editors, improve their computer skills, learn to use electronic versions of English-Ukrainian and Ukrainian-English dictionaries (Mykhalchuk, & Ivashkevych Er., 2021). Students have the practical opportunity to use the knowledge and skills gained in computer science lessons (Maksy-

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menko, Tkach, Lytvynchuk, & Onufrieva, 2019). They correspond with students from other countries, send their work to the teacher to check (Ivashkevych Er., Perishko, Kotsur, & Chernyshova, 2020).

So, **the aim** of our research is to show psychological mechanisms of organization of Project Activities in the modern system of higher education of Ukraine: from the History of Psychology to present-day practice.

### **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.

Our empirical research was organized at Rivne State University of the Humanities and in Khmelnytskyi National University in 2025. 128 students of the 1<sup>st</sup>-3<sup>rd</sup> courses of the faculties of foreign languages participated in the research.

### **Results and their discussion**

When learning Grammar, the use of information and communication technologies is possible when studying almost any topic. It is more interesting to check the level of formation of grammatical skills on the basis of test programs and the provision of reference information (Jiang, Zhang, & May, 2019). When learning Vocabulary, it is possible to use information and communication technologies on the basis of test and gaming computer programs using visual clarity; expansion of passive and potential trainee dictionaries; providing reference information.

When learning to read, information and communication technologies allows the improvement of reading technique skills through the use of such techniques as varying the field of perception and rate of presentation, changing the location of the text, etc.; providing reference information through the provi-

sion of linguistic or extra-linguistic information. When learning to listen, use information and communication technologies' capabilities to form phonetic listening skills; control of the understanding of the text heard; ability to understand authentic speech (Falé, Costa, & Luegi, 2016).

When learning to speak using information and communication technologies, phonetic speaking skills are formed; organization of communication in pairs and small groups using role-playing games based on simulation-modeling programs. The ability to communicate, explain, approve, convince, congratulate, give a description, etc. When learning to translate, lexical and grammatical translation skills are formed; control of the correctness of the translation; mastering the ability to edit text translations using text editors and machine translation systems; providing reference information (Hornberger, & Link, 2012).

To create presentations in the process of Project Activity in the educational process at the universities the teacher can attract their students. For example, the study of a topic or section traditionally ends with repetition, consolidation and generalization. All these elements can be combined by inviting students at the final stage of each topic to create a multimedia project instead of a traditional essay. Creating a presentation, students are given an excellent opportunity to systematize the acquired knowledge and skills, their practical application, as well as the possibility of realizing their intellectual potential and abilities. It is very important for students to feel an interest in independent creative work, to feel the significance of the results of their work, because Presentation is a ready methodical material for a lesson, and also to feel own success (El-Zawawy, 2021).

Let us describe the use of information and communication technologies in teaching *phonetics* in the process of Project Activity in the educational process at the universities. When teaching phonetics using information and communication technologies, pronunciation visualization is often used. Multimedia features allow you to listen to the speech in the target language,

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adapting it in accordance with your level of perception, and the regulation of the speed of sound allows you to split the phrases into separate words, simultaneously matching the pronunciation and spelling of words (Ivashkevych Ed., & Onufrieva, 2021).

At the initial stage of learning a foreign language, it is very important to learn how to pronounce sounds correctly. It is the phonetic side of language proficiency that will affect the correct perception of linguistic units and the formation of a general culture of speech. With the correct formation of the phonetic side of speech, the child will not only correctly pronounce the lexical units, but also easily perceive the material in a foreign language by ear, which is an integral part of competent mastery of oral speech (Mai, 2022).

What can we use at this stage? When working out the phonetic side, we use presentations with audio and video materials, vocabulary articles voiced by native speakers. It is also very important to take into account age features and level of language proficiency. When practicing sounds, you can use simulators that control the pronunciation of the word and the child will not be able to move to a new stage without uttering previous lexical units correctly (Mykhalchuk, & Khupavsheva, 2020).

Let us describe the use of information and communication technologies in teaching *reading* in the process of Project Activity in the educational process at the universities. At this stage, hyper-texts help a lot. Hyper-text is an opportunity not only to read the text, but also to study in more detail those phenomena that occur in the text. At the initial stage, you can use different simulators with exercises like insert the missing letter, find the same letter, divide the words according to the rules of reading (Murphy, Melandri, & Bucci, 2021).

E-testing has proven itself very well. The child reads the text and performs tests of a training or controlling nature. Children are not usually afraid of such tests, because there is no psychological discomfort in front of the computer, as in front of a notebook for tests.

Let us describe the use of information and communication technologies in teaching *Grammar* in the process of Project Activity in the educational process at the universities. Using information and communication technologies in class while practicing grammar, we concluded that children learn the information obtained much more clearly by visualization than simply using charts and tables. When a child sees a situation, he lives it and finds himself in it. Children also like working with songs, when you need to insert a missing word when listening (at the initial stage, you can give a choice of words), grammatical structure.

And again, the system of exercises and tests in the electronic version really saves time due to the lack of the need to rewrite the exercise, which will give more time for the actual working out of grammatical structures and phenomena.

Let us describe the use of information and communication technologies in teaching *speech and listening* in the process of Project Activity in the educational process at the universities. When teaching oral speech, you can use tasks like "write a sound letter to your friend", "record an interview with a star", "voice a cartoon, film". Students are always happy to accept such tasks, because each of them wants to be on the site of a famous artist, actor or director. When learning to listen, you can use authentic adapted and unadapted texts, radio broadcasts from the Internet, carry out individual control using both electronic tests and online tests.

Currently there are a huge number of Internet resources that contain *materials for teachers and students* in the process of Project Activity in the educational process at the universities. Consider some of them.

In this section of the article, we can find worksheets for films and cartoons for different levels of language (the level must be indicated). All worksheets can be downloaded. Unfortunately, the video for such materials cannot be downloaded. But a huge plus is that all movies or cartoons can be downloaded from other Internet resources, since all videos are modern and thus interes-

ting for schoolchildren. What is contained in the worksheets? Clarifying questions on the scanned episode. These can be either general questions or clarification of details, or please explain individual words and phrases.

The use of information and communication technologies *in teaching Grammar* in the process of Project Activity in the educational process at the universities. When learning Grammar, we often encounter the fact that there are not enough exercises in the textbook. Well, when the textbook developed a separate collection of exercises on Grammar. And if not? The teacher has to use additional textbooks, find suitable exercises in them, make a copy of them. All this takes a lot of time. Using this site, we can save both our time and our efforts. The Grammar section of this site contains a lot of information on each rule of English Grammar. We just have to select the section we need and save the file we need to our computer. If in the mass of all files you do not immediately see what you need, then you can use the search. You just need to write the name of the rule, and the system will give you a complete list of suitable materials.

Let us describe students' Project Activity in the educational process at the universities on the topic "My future life: its paradigm and the ways of realizing wishes". Before making the Project on this topic we proposed students to do some exercises. These exercises we call *Pre-Project activities*.

Exercise 1. In two minutes make a list of jobs as many as you can think of. In your opinion, what is the most interesting job on your list and why?

Exercise 2. Listen to the dialogue: <http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/work>

Match the speaker with the correct job.

S-	pilot	S-	shop assistant	S-	nurse	S-	dentist	S-	tour guide
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Exercise 3. Read the texts. In your opinion, what is the best job and why?

## THE BEST JOBS IN THE WORLD

### 1. Chocolate consultant.

This could well be the ultimate job for anyone with even the smallest craving for chocolate – and yes, jobs like these really do exist. There are lots of different types of chocolate consultant too; from people that work with high street brands and liaise directly with their outlets to people that work with more niche brands.

Louise Thomas has worked in the chocolate industry for two years and been passionate about chocolate for more than six years. She became frustrated by the lack of education and awareness regarding fine chocolate, so started her own company to share her love of the cocoa bean. She now runs events and tastings – similar to wine tastings – as well as doing consultancy for hospitality and retail, to find a particular chocolate for a client or extend their range.

### 2. Beer tasters.

Maybe not one for everyone, but if you prefer beer to chocolate then many breweries hire technologists to check the quality of their drink before it goes on sale. In order to thrive in this job you have to have an adept palate – and that doesn't mean being able to sink six pints on a Friday night.

It's still a pretty popular job; when Welsh brewery Evan-Evans started the search for a group of beer tasters to help with the development of a new beer range, the company received more than 250 applications. Of course, if you'd rather be selling the beer than tasting it, then the career of a bar manager awaits.

### 3. LEGO sculptor.

Who hasn't sat down at some point in their life in front of a box of LEGO and set about building (or helping to build) a fantastic creation in multi-coloured blocks? For some people this becomes more than just something you did as a kid. LEGO has a number of certified professionals who work with the company to create sets and build models for them. They work against fairly tight budgets and thematic constraints, and are based in Lego-

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land Discovery Centres around the world. But competition for the jobs is fierce, with estimates varying as to exactly how many there are in the world – from nine to 30. The latest one to get a job was 23-year-old Andrew Johnson who submitted a clever video, then competed in a hard core three-round build off, allegedly fighting off 45 other competitors.

If you love childhood toys but don't fancy building them, why not consider joining the retail sector and work in a toy shop?

#### 4. Island Caretaker.

OK, everyone lists this but what a job! It was advertised as "Officially the best job in the world" in 2009 and involved working for the Queensland Tourism Board. The role was a newly created position designed to help promote the Islands of the Great Barrier Reef to the world.

Briton Ben Southall won the job, earning J73,400 to live on an island in the Great Barrier Reef for six months, swimming, exploring and generally enjoying himself whilst filming and blogging about all the fun he was having. And it didn't end there, after his six-month stint on the island, Ben went onto become Global Tourism Ambassador at Tourism Queensland. If you're not lucky enough to land a job caretaking an exotic island then the travel and tourism industry can still take you to some pretty interesting places.

*(from <http://www.totaljobs.com>)*

Exercise 4. Are the sentences true or false? Correct the false sentences.

1. Louise Thomas has worked in the chocolate industry for six years and been passionate about chocolate for more than two years.

2. There are lots of different types of chocolate consultant.

3. A beer taster is still a pretty popular job.

4. When Welsh brewery Evan-Evans started the search for a group of beer tasters, the company received more than 500 applications.

5. LEGO has a number of professionals who create sets and build models for the company.

6. The latest one to get a job of a LEGO sculptor was 32-year-old Andrew Johnson.

7. An Island Caretaker was advertised as "Officially the best job in the world" in 2008.

After this do Grammar exercises. Present Simple negative and questions.

Exercise 1. Read and reproduce the dialogue.

– Excuse me, are you American?

– No.

– Do you speak English?

<http://www.learnersdictionary.com/search/A>. Yes, I do a little, but not very well.

– What do you do for work?

– I'm a student. How about you?

– I'm a student too. And what do you like doing in your free time?

– I play tennis.

– I don't play tennis.

Exercise 2. Complete the Table. Find the examples of the present simple negative and questions in Exercise 1.

<i>Present Simple</i> negative we form with <i>don't</i> or <i>doesn't</i> and the base form of the verb	<i>Present Simple</i> questions we form with <i>do</i> or <i>does</i> and the base form of the verb
I /we / you /they <i>don't</i> play tennis	_____ I / we /you /they play tennis?
He / she / it _____ play tennis.	Yes, I /we /you / they _____/
	No, I /we /you / they _____ he /she/it _____ play tennis?
	Yes, he /she/it _____./
	No, he /she/it _____

Exercise 3. Rewrite the sentences in negative and interrogative form.

1. We live in Paris...
2. I come from England...
3. Ann plays tennis...
4. My parents work at school...
5. You watch a lot of films...
7. My father gets up at 6 o'clock...
8. I prefer coffee to tea...
9. Vicky studies foreign languages...
10. They love football...

Exercise 4. Work in pairs. Ask and answer the questions in Exercise 3.

Exercise 5. Complete the sentences with the Present Simple of the verbs given in brackets.

- \_\_\_\_\_ you \_\_\_\_\_ (read) a lot of books?  
He \_\_\_\_\_ (not drink) milk in the morning.  
We \_\_\_\_\_ (listen) to music every evening.  
They \_\_\_\_\_ (speak) about their day in the evening.  
\_\_\_\_\_ she \_\_\_\_\_ (sing) at her music lesson every Wednesday.  
It \_\_\_\_\_ (not sleep) at the door.  
I and my friend \_\_\_\_\_ (go) to the cinema a lot.  
A cat and a dog \_\_\_\_\_ (not play) together.  
\_\_\_\_\_ the dog \_\_\_\_\_ (eat) its food.  
A cat \_\_\_\_\_ (like) mice.

After this do exercises to practice Reading.

Exercise 1. Answer the following questions.

1. Is your family big or small? 2. How many people are there in your family? 3. Who are they? 4. How old are your father and your mother? 5. How old are your sisters and brothers? 6. How old are you? 7. What does your mother do? 8. How many children have your aunt and uncle? 9. Is your mother beautiful? 10. What is your mother's/ father's name? 11. Who do you look like? 12. Have you got many relatives?

Exercise 2. Tell your classmates about your family and your plans for future life.

Exercise 3. Fill in suitable words.

1. His aunt's son is his... 2. Your father's father is your...  
3. My sister's son is my... 4. My sister's daughter is my... 5. My  
mother's brother is my... 6. Your mother's sister is your...  
7. Your uncle's daughter is your... 8. Your mother's mother is  
your... 9. Your brother's wife is your... 10. Your sister's hus-  
band is your...

Exercise 4. Form the questions to which the following state-  
ments are the answers. Each sentence states a certain fact. Find  
some more details about it by asking questions. Work in pairs.

1. We are students of the English Faculty. 2. Her brother-in-  
law is a doctor. 3. Betty Brown is a typist. 4. My sister-in-law  
is a housewife. 5. His family is not large. 6. They have got only one  
child. 7. She has got a daughter. 8. Their child's name is Benny.  
9. Her name is Helen. 10. His nephew is four. 11. He is my boy-  
friend. 12. She is an English student. 13. Betty is Helen's sister  
14. My grandparents are retired. 15. Benny has no brothers. 16.  
Their grandmother is an elderly person. 17. Doctor White is a  
middle-aged person.

Exercise 5. Read the text.

### MARRIAGE

In Britain, marriage is a relationship where a man and wo-  
man make a legal agreement to live together.

The agreement can be religious (such as in church) or in a civil  
ceremony. Today only 50% of people get married in church. Young  
people under sixteen can't get married, when you are sixteen and  
seventeen your parents must agree. The number of teenage wed-  
dings is dropping. Only 28% of brides and 11% of bridegrooms  
are under 21. 32% of brides and 33% of grooms are aged 21-24.

The average age for men to get married is 25.5. The average  
age for women is 23.

One in ten British couples gets divorced in the first six years.  
The younger the couple is, the more likely they divorce.

Exercise 6. Answer the questions.

1. Do you want to get married? Give reasons for saying "yes"  
or "no".

2. When do you want to get married – between 18 and 21, between 22 and 25, between 26 and 30, or after 30?

Give reasons for your answer.

3. What do you think of societies where girls get married when they are 12 or 14?

4. Do most people get married in a civil or a religious ceremony?

5. What is the average age of brides in your country?

Exercise 7. Listen to the speaker <http://www.ello.org/video/1351/1392-Alejandro-Marriage.htm>

Are the sentences true or false.

1. Alejandro is from Ecuador.

2. Indians get married at older age like 35, even 39.

3. People in the cities get married at much younger age, like 15 or 16 maybe 17.

Exercise 8. Comment on the situation.

Do you know the saying “Marriages are made in heaven”? How do you understand it? Don’t you agree that successful marriage is impossible without love? Do you sometimes think about your future family life? Enlarge on this theme.

These tasks, proposed by us for students to perform at foreign language classes, actualize the psychological mechanism of the cumulative feature of recognition, which allow us quickly, almost simultaneously, formulate the person’s individual image of the world for each new task and carry out its recognition already in a view of this new construction, which will be the basis of Project Activities. Therefore, recognition itself does not become a problem for the student, because the problem will be determining the significance of the task itself. However, in itself, such a possibility under the conditions of treble perception of the task is quite doubtful, but, at the same time, the student performs this task. The psychological mechanism in this case is *synibularity* (from Latin *sinibulis* – “similar”). In this case, we are talking about the *synibularity of Project Activities*.

## Conclusions

We have proven that the synibularity of Project Activity is a mechanism that actualizes the similarity, compatibility of objects in a view of their individual components, details and features. The synibularity of Project Activity is the basis for the formation of associative chains and it is one of the factors that form a certain Project as a whole. The synibular associative chain of Project Activity is a monomodal mental construction that is created due to the identical features of various object concepts that are included in the description of the Project. The fixation of synibular relations in Project Activity is based on the possibility of recognizing the object not only taking into account a stable, logical pattern, but also taking into account individual details; irradiation of the significance of the object, which is basic in Project Activity, on its basic features and the significance of their restructuring, which, in turn, affects the significance of the ranking of Project features, and the presence of form-content relationships facilitates the connection of the external features of the object with its internal qualities and characteristics.

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**Михальчук Наталія, Коваль Ірина. Психологічні засади організації проєктної діяльності в сучасному закладі вищої освіти України у процесі оволодіння іноземною мовою: від історії психологічної думки до практики іншомовної комунікації.**

**Метою дослідження** є показати психологічні механізми організації проєктної діяльності в сучасній системі вищої освіти України, починаючи від історії психології до практики сьогодення.

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

**Результати дослідження.** В статті змодельовано завдання, запропоновані для виконання студентами на заняттях іноземної мови, які

актуалізують психологічний механізм кумулятивної ознаки впізнання, що дозволяє достатньо швидко, практично одночасно формулювати для кожного нового завдання свій індивідуальний образ світу та здійснювати його впізнання вже з огляду на цю нову конструкцію, яку буде покладено в основу проєктної діяльності. Тому саме по собі впізнання для студента не стає проблемою, адже проблемою буде визначення значущості самого завдання. Проте, сама по собі така можливість за умов дискантного сприймання задачі є досить сумнівною, але, разом з тим, студент виконує цю задачу. Психологічним механізмом при цьому є синібулярність (від лат. *sinibulis* – «подібний»). У нашому контексті ми говоримо щодо синібулярності проєктної діяльності.

**Висновки.** Нами доведено, що синібулярність проєктної діяльності – це механізм, який актуалізує подібність, сумісність об'єктів з огляду на їх окремі компоненти, деталі, ознаки. Синібулярність проєктної діяльності є основою для утворення асоціативних ланцюжків і є одним із чинників, які утворюють загалом певний проєкт. Синібулярний асоціативний ланцюжок проєктної діяльності являє собою мономодальну психічну конструкцію, що створюватиметься завдяки ідентичним ознакам різних об'єктних понять, які входять до опису проєкту. Фіксація синібулярних відношень у проєктній діяльності засновується на можливості впізнання об'єкта не тільки з урахуванням сталого, логічного паттерну, але і з огляду на окремі деталі; іррадізація значущості об'єкта, який є базовим у проєктній діяльності, на його базові ознаки та значущість їхньої реструктуризації, що, в свою чергу, впливає на значущість рангування ознак проєкту, а наявність формо-змістових зв'язків фасилітує зв'язок зовнішніх ознак об'єкта з його внутрішніми якостями, властивостями та характеристиками.

**Ключові слова:** проєктна діяльність, проєкти, психологічні механізми організації проєктної діяльності, синібулярність, синібулярність проєктної діяльності, синібулярний асоціативний ланцюг проєктної діяльності, синібулярні зв'язки в проєктній діяльності.

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## Social Media Scrolling as a Maladaptive Strategy for Coping with Boredom

### Скролінг соціальних мереж як дезадаптивна стратегія подолання нудьги

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## ABSTRACT

The article investigates the psychological mechanisms of social media scrolling and its functioning as a maladaptive coping strategy for dealing with boredom. For a long time, boredom was not considered an independent psychological phenomenon and lacked a clear definition in scientific literature. Today it is defined as "the aversive state of wanting, but being unable, to engage in satisfying activity" (Eastwood et al., 2012). This tendency is also evident in Ukraine, particularly among young people who often use social media and the Internet as a form of escape from reality, which makes the study of this phenomenon particularly relevant.

**Aim of the article.** The aim of the article is to empirically examine the relationship between experiences of existential boredom and social media scrolling as a maladaptive coping strategy.

**Methods.** The research employed theoretical analysis and empirical methods, including an author-developed questionnaire for assessing the subjective frequency of boredom, the Purpose-in-Life Test (J. Crumbaugh & L. Maholick), the Social Media Addiction Scale, and the Coping Strategy Indicator (CSI). Statistical analysis was conducted using descriptive statistics in the Jamovi software package. The study involved 105 respondents.

**Results of the research.** The empirical findings reveal a statistically significant relationship between boredom proneness and problematic social media use. The results indicate the ineffectiveness of scrolling as a strategy for emotional regulation and coping with boredom, demonstrating a correlation with increased levels of anxiety and fatigue. The study also outlines prospects for applying the obtained results in clinical practice.

**Conclusion.** The research revealed a statistically significant association with the coping strategy of avoidance, indicating that users tend to use social networks as a means of psychological and emotional disengagement rather than active problem solving. Instead of providing recovery and rest, prolonged scrolling correlates with increasing levels of fatigue and anxiety. The results have practical significance for clinical psychology and psychological counselling.

**Key words:** boredom, social media scrolling, maladaptive coping, meaning-in-life orientations, social networks, addiction, personality, psychological assessment.

## Introduction

Social media have undoubtedly become an integral part of the modern world. According to data from the global analytical platform DataReportal, as of January 2025, there were approximately 21.60 million social media user identities in Ukraine (user accounts that were active on at least one social media platform within the past month), while the global figure reaches approximately 5.24 billion, accounting for 63.9% of the world's population (Kemp, 2025). Although the average user spends more than two hours per day on social media (Kemp, 2025), this time is not homogeneous, as it is distributed between active, goal-directed communication and passive scrolling (Verduyn et al., 2017). At the same time, despite the wide availability of entertainment, people experience boredom more than ever before (Tam, & Inzlicht, 2024). This trend is also evident in Ukraine, particularly among young people, who often use social media and the internet as a means of “escaping” reality (Fedortsiv et al., 2025).

Although the association between boredom and social media use is well established, most studies focus primarily on identifying this relationship rather than examining the mechanisms underlying it. There is a lack of research that conceptualizes scrolling not merely as a consequence of boredom, but as a specific psychological coping strategy, often maladaptive in nature, that is consciously or unconsciously chosen to deal with this state.

In particular, it is important to consider that social media use is not a homogeneous phenomenon. In scientific research, a distinction is made between active interaction with content and its passive consumption, particularly in the form of aimless scrolling (Verduyn et al., 2017). While active use involves goal-directed communication and information exchange, passive use is characterized by the absence of a clear purpose and a lower level of awareness.

In this context, scrolling should be considered not only as a form of leisure, but as a specific behavioural response to bore-

dom. Its characteristic features include automaticity, the absence of a clearly defined conscious goal, and rapid shifts of attention. Such interaction with content does not involve deep cognitive engagement, which limits its effectiveness as a way of coping with this state.

The characteristics of social media functioning create conditions for maintaining such behaviour over extended periods of time. The format of a continuous content feed allows users to remain engaged in the viewing process without the need to make decisions about stopping, which supports the persistence of a passive mode of interaction. In this sense, scrolling acquires features of a repetitive behavioural response that may become established as a habitual way of reacting to boredom.

At the same time, it is important to consider boredom not only as a negative state, but also as a psychological signal. Within the existential approach, it is associated with the experience of a loss or absence of meaning, reflected in the concept of the "existential vacuum" (Frankl, 2016). Contemporary research also emphasizes that boredom signals a mismatch between current activity and the individual's internal needs, particularly the need for engagement or meaningfulness (Tam, & Inzlicht, 2024). Thus, it may serve an adaptive function by motivating changes in activity.

However, the realization of this function depends on the ways individuals choose to respond. In cases where, instead of changing the situation, strategies aimed at avoiding the experience are employed, maladaptive coping patterns are formed (Lazarus, & Folkman, 1984; Amirkhan, 1990). Such strategies do not alter the situation itself, but only temporarily reduce the intensity of the experience.

In this context, social media scrolling can be considered one of the forms of avoidance. It allows for shifting attention and reducing the subjective intensity of boredom, but does not contribute to eliminating its underlying causes. As a result, repeated return to this behaviour occurs, which may reinforce its persistence.

Thus, analysing scrolling through the lens of coping strategies allows for a broader understanding of this phenomenon. This approach makes it possible to consider it not only as a behavioural habit or an element of digital behaviour, but also as a specific way of responding to boredom, which has both psychological preconditions and consequences for further functioning of the individual.

Accordingly, the scientific novelty of this study lies in examining social media scrolling through the lens of coping strategies. This approach has important practical implications, as it allows shifting the focus from addressing gadget addiction to fostering adaptive ways of experiencing boredom, which, in turn, may reduce the very need for their excessive use.

**The aim of the article** is to examine the relationship between indicators of existential boredom and social media scrolling as a form of maladaptive coping.

#### **The problems of the study are as follows:**

To analyse the theoretical foundations of boredom, the classification of coping strategies, and the psychological aspects of scrolling as a maladaptive coping strategy; to determine the correlational relationship between indicators of existential boredom and social media scrolling; to identify the features of problematic social media use in groups of respondents with different patterns of experiencing boredom; and to substantiate the relationship between social media scrolling and maladaptive coping strategies.

#### **Methods of the research**

To achieve the aim of the study and address the defined problems, a comprehensive approach combining theoretical (analysis, synthesis, and generalization of scientific literature) and empirical methods was applied. The research design was aimed at examining scrolling not only as a habit or a form of leisure, but as a specific behavioural strategy for coping with boredom.

The research instruments included an author-developed questionnaire and three standardized psychodiagnostic measures. The author-developed questionnaire made it possible to capture aspects of the experience of boredom and social media use that are not covered by standardized instruments. It consisted of three content blocks. The first block was aimed at distinguishing between instrumental social media use and aimless scrolling. The second block focused on assessing the frequency of boredom and identifying its type according to the classification proposed by T. Goetz, N.C. Hall, M. Krannich (Goetz, Hall, & Krannich, 2019). The third block concerned the subjective assessment of the psycho-emotional consequences of scrolling, in particular levels of fatigue and anxiety.

To analyze the existential aspects of boredom, the Purpose-in-Life Test (PIL) (adapted by D.O. Leontiev) was used, based on the principles of V. Frankl's logotherapy, where boredom is considered a manifestation of the existential vacuum. In this study, the total PIL score was used, reflecting the level of life purpose formation and satisfaction with the process of self-realization.

The level of problematic social media use was assessed using the Social Networking Addiction Scale (SNAS) (Shahnawaz, & Rehman, 2020; adapted by Sevostianov et al., 2024). The analysis employed the total score, reflecting the degree of cognitive preoccupation with social media activity and emotional discomfort in the absence of access to it.

Coping strategies were assessed using the Coping Strategy Indicator (CSI) (J. Amirkhan, 1990; adapted by N.S. Sirota), which allows for the identification of three main coping strategies: problem solving, seeking social support, and avoidance. In this study, particular attention was paid to the avoidance strategy.

Statistical data analysis was conducted using the Jamovi software package (version 2.6.44). The reliability of the measures was assessed using Cronbach's alpha, yielding values of 0.885 for the PIL scale and 0.831 for SNAS, indicating high

internal consistency. Normality of distribution was tested using the Shapiro–Wilk test. Since most variables deviated from normal distribution, non-parametric statistical methods were used in further analysis. Specifically, Spearman’s rank correlation coefficient was applied to assess relationships. Group comparisons were conducted using one-way analysis of variance with Welch’s correction.

## Results and Discussion

For a long time, boredom was not considered a distinct phenomenon and lacked a clear definition in the scientific literature; however, today it has a more clearly established conceptualization. Boredom is defined as “an aversive state of wanting, but being unable, to engage in satisfying activity” (Eastwood et al., 2012 : 483). Thus, the key components of boredom include its aversive nature as an unpleasant experience, the presence of a motivational drive to act, and a cognitive mismatch reflected in the inability to direct attention toward a specific activity that would provide satisfaction.

Several approaches can be distinguished in understanding the nature and functioning of boredom.

The cognitive approach primarily focuses on attentional processes. According to Eastwood et al. (Eastwood, Frischen, Fenske, & Smilek 2012), boredom arises under three conditions: the inability to successfully engage attention, awareness of this inability, and the perception of the environment as the source of this aversive state. This approach is the most consistent with the aforementioned definition of boredom.

According to the functional (or evolutionary) approach, boredom is considered a mechanism that signals the inefficiency of current activity. Bench and Lench (Bench, & Lench, 2013) suggest that boredom motivates individuals to search for new goals when previous ones lose their value. From this perspective, boredom performs an adaptive function by prompting behavioural change and encouraging the pursuit of more meaningful activities.

The existential approach expands the understanding of boredom by linking it to fundamental questions concerning the sense of meaning in life (Frankl, 2016 : 116). Contemporary research also indicates that boredom signals a lack of meaning in the current situation and motivates individuals to take action in response (Tam, & Inzlicht, 2024).

When considering the phenomenology of boredom, it is important to analyze how it is experienced. Research by Goetz et al. (Goetz et al., 2014) demonstrates that boredom is not a homogeneous state but includes five distinct subtypes, differentiated and based on the dimensions of valence and arousal.

It is also essential to distinguish boredom from other similar but non-identical states. Boredom can be confused with a lack of interest; however, these concepts are not interchangeable (Goetz, Hall, & Krannich, 2019 : 466). A state that may also be confused with boredom is apathy; however, it represents the opposite at the motivational level, as it is characterized by a lack of desire and motivation to act, whereas boredom reflects the presence of desire without the ability to realize it. Boredom should not be equated with depression, which may include chronic boredom but is a pervasive condition. Thus, boredom appears as a complex and multidimensional psychological phenomenon.

Empirical studies consistently confirm that boredom is one of the central motivations for digital media use. Systematic reviews (Tagliaferri et al., 2025) and meta-analyses (Camerini et al., 2023) indicate that boredom proneness is associated not merely with general usage time, but specifically with problematic use. Moreover, research by Thorell et al. (Thorell et al., 2024) shows that although escape-related motives, including coping with boredom, are among the least frequently reported, they demonstrate the strongest associations with symptoms of social media disorder.

Our empirical study was conducted in a remote format using the Google Forms platform, in accordance with all ethical standards and the principle of voluntary participation. Respondents

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were informed about the anonymity and confidentiality of the provided information. At the stage of initial data processing, 6 questionnaires were excluded from the total of 111 responses due to a high number of missing values or indications of random completion, which allowed for increasing the validity of further analysis. Thus, the final statistical analysis included 105 respondents ( $N = 105$ ), each of whom is an active user of at least one social media platform.

The sociodemographic profile of the sample is characterized by a certain gender imbalance: 88.6% (93 individuals) were women, 10.5% (11 individuals) were men, and 0.9% (1 individual) preferred not to disclose their gender. The age structure of the sample is balanced and covers different stages of adulthood, allowing for the investigation of problematic social media use not only among younger individuals but also among older age groups. Specifically, 25.7% of the sample (27 individuals) represented early adulthood (18–24 years), 17.1% (18 individuals) were in the stage of transition to adulthood (25–34 years), and the core of the sample, 29.5% (31 individuals), consisted of individuals in early middle adulthood (35–44 years). Participants aged 45 years and older were combined into a single category to ensure the validity of further statistical analysis, comprising 27.6% of the sample (29 individuals).

The analysis of digital behaviour revealed an interesting discrepancy between general social media use and scrolling behaviour. Although Telegram is the leading platform in terms of regular use (92.4%), respondents reported that it rarely provokes aimless scrolling (only 4.8% identified it as the primary platform for scrolling). This suggests that Telegram is perceived primarily as a communication tool.

In contrast, TikTok, which is used by only half of the sample (50.5%), ranked first as a platform for scrolling (32.4%). This may be explained by its high addictive potential associated with the characteristics of its algorithm, including short-form video content (typically up to one minute in duration) and the

possibility of increasing playback speed. The second position is occupied by Instagram (27.6%), followed by Facebook (20.0%).

This discrepancy between general social media use and their use specifically for scrolling indicates a functional difference between platforms. Some platforms primarily serve an instrumental function related to communication and information exchange, while others function as environments for passive content consumption. Accordingly, the nature of content and the way it is presented may determine whether a platform is used for aimless scrolling.

Results of the screening indicate that boredom is a relevant state for the majority of participants: 42.9% of respondents experience it occasionally (several times a week), and nearly 22% report experiencing it frequently or very frequently. This suggests that the sample is appropriate for examining how boredom is transformed into the behavioural act of scrolling. Such a frequency indicates that boredom is a typical part of respondents' everyday experience. Accordingly, boredom may function not as an occasional, but as a regular trigger for turning to social media as an accessible way to change one's current state.

To gain a deeper understanding of the psychological mechanisms underlying scrolling, not only the frequency but also the qualitative features of boredom were analysed. The most prevalent type was searching boredom (27.6%), characterized by mild restlessness and a tendency to seek activity. The second most common type was indifferent boredom (25.7%), experienced as a state of calmness and a lack of motivation to change the situation. A substantial proportion of the sample reported other forms of boredom: apathetic boredom (18.1%), associated with feelings of emptiness and low energy, and reactant boredom (12.4%), characterized by strong irritation and a desire to escape the situation. Additionally, 16.2% of respondents identified their state as calibrating boredom, described as a condition of uncertainty and wandering thoughts without active engagement.

These findings indicate that boredom in the sample manifests in multiple forms and cannot be considered a homogeneous state. Accordingly, different types of boredom may be associated with differences in behavioural responses, particularly with the tendency to use social media as a coping strategy.

Statistical analysis of the obtained empirical data was conducted using the Jamovi software package (version 2.6.44). According to the characteristics of the data distribution, non-parametric methods were applied to test the hypotheses. The reliability of the scales was assessed using Cronbach's alpha coefficient. Spearman's rank correlation coefficient was used to examine relationships between variables. One-way analysis of variance and descriptive statistics methods were also applied.

The primary objective was to determine whether a high level of addiction is indeed a direct consequence of the "existential vacuum", understood as a low level of meaning in life. Contrary to theoretical assumptions, the statistical analysis did not reveal a significant direct relationship between the overall score of the Purpose-in-Life Test (PIL) and the addiction scale ( $r = -0.169$ ;  $p = 0.084$ ). The lack of statistical significance ( $p > 0.05$ ) indicates that the level of meaning in life, in itself, is not a direct predictor of the time a person spends on social media. This may suggest that defining boredom exclusively within the existential approach is too general and does not directly regulate situational, impulsive user behaviour in the "here and now".

In contrast, the analysis of individual situational indicators proved to be more informative. In particular, a statistically significant positive relationship was found between the level of addiction and the subjective frequency of experiencing boredom ( $r = 0.313$ ;  $p = 0.001$ ). This confirms that the trigger for scrolling is not so much an abstract loss of life orientation as a situational experience of boredom – a state in which a person is unable to find a satisfying activity at a given moment. The obtained results suggest that the existential sense of fulfilment and the presence of life goals do not necessarily imply an individual's

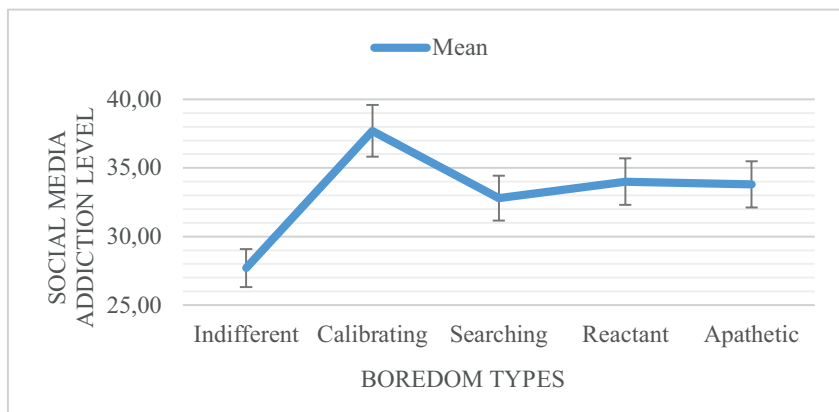
ability to resist the algorithms of digital consumption; rather, a decisive role is played by the ability to cope with discomfort in the present moment.

It is also noteworthy that the frequency of thoughts about the meaning of life is positively correlated with addiction ( $r = 0.251$ ;  $p = 0.010$ ). In other words, respondents who more frequently reflect on questions of meaning and life goals demonstrate a greater tendency toward problematic social media use. To clarify the nature of these reflections, this variable was compared with the results of the Purpose-in-Life Test, which revealed a significant negative relationship ( $r = -0.257$ ;  $p = 0.008$ ). This allows us to conclude that, in the studied sample, frequent thoughts about the meaning of life are associated not with its presence, but with a deficit in the sense of meaning. It is this state of internal restlessness that respondents attempt to compensate for or suppress through social media scrolling, which, in this context, performs the function of psychological distraction.

In addition to quantitative indicators, the qualitative characteristics of the emotional state are of fundamental importance. To examine whether specific types of boredom make individuals more vulnerable to scrolling, a one-way analysis of variance (ANOVA) was conducted.

The results revealed statistically significant differences between groups ( $F(4, 42.3) = 2.75$ ;  $p = 0.040$ ), confirming the hypothesis that different types of boredom are associated with varying levels of addictive potential. This indicates that not only the presence of boredom itself, but also its qualitative nature is related to differences in respondents' behavioural reactions.

A detailed analysis of mean values (Fig. 1) showed that the highest level of addiction was observed among respondents prone to so-called "calibrating boredom" ( $M = 37.7$ ). This state is characterized by confusion, uncertainty, and unstructured wandering of thoughts, which individuals tend to escape from. In this context, social media function as an external regulator that structures attention in place of the individual.



**Figure 1.** Indicators of social media addiction levels in respondents with different boredom types

These results suggest that difficulties in the self-organization of attention and the internal direction of activity are key factors increasing vulnerability to scrolling. In situations where an individual is unable to determine where to direct their activity, digital content functions as a ready-made structure that requires no effort.

Elevated scores were also observed in groups characterized by reactant ( $M = 34.0$ ) and apathetic ( $M = 33.8$ ) boredom, indicating the role of emotional discomfort as a trigger for turning to social media. In these cases, scrolling may serve the function of reducing tension or providing distraction from an unpleasant state.

At the same time, the lowest level of addiction was observed among respondents with indifferent boredom ( $M = 27.7$ ). This can be explained by the fact that indifferent boredom is conceptualized not as an aversive state, but rather as a state of calmness and relaxation; therefore, it does not generate the internal tension or discomfort that would motivate individuals to alleviate it through digital devices.

Thus, different types of boredom are associated not only with the intensity of the experience, but also with varying needs for external regulation of one's state. This is directly reflected in the frequency of social media use and supports the interpretation of scrolling as a response to uncertainty and an inability to self-direct attention during moments of boredom, rather than merely a reaction to the availability of free time.

The next stage of the analysis involved testing the assumption that problematic social media use functions as an avoidance mechanism. The results confirmed this assumption. A statistically significant positive correlation was found with the "Avoidance" coping strategy ( $r_s = 0.249$ ;  $p = 0.010$ ). This indicates that respondents who tend to distance themselves – either physically or psychologically – from life difficulties, rather than actively addressing them, demonstrate higher levels of addiction. In this context, scrolling serves as a convenient and readily accessible means of escaping reality. These findings suggest that social media use may function as a form of psychological distraction, allowing individuals to temporarily reduce emotional discomfort without contributing to the resolution of the underlying problem.

A weak but statistically significant correlation was also observed with the "Seeking Social Support" strategy ( $r_s = 0.203$ ;  $p = 0.038$ ). This may be explained by the nature of social media platforms, which are primarily designed for communication. As such, individuals with higher levels of problematic use may attempt to compensate for a lack of support in real life through virtual interaction. In this case, the search for support may coexist with avoidance, without leading to actual problem resolution.

At the same time, the "Problem Solving" strategy showed no statistically significant relationship with addiction ( $p > 0.05$ ). The absence of a correlation with this proactive coping strategy further emphasizes the passive nature of scrolling, where digital devices are used more as an automatic means of distraction than as a deliberate tool for addressing problems.

To further examine the nature of this response, we analysed the relationship between the level of addiction and the likelihood of using a smartphone in response to boredom (based on the questionnaire item: “When you feel bored, how likely are you to pick up your phone to scroll through social media?”). The analysis revealed a statistically significant positive correlation ( $r_s = 0.293$ ;  $p = 0.002$ ). This finding indicates that as the level of addiction increases, social media use in situations of boredom becomes more automatic, gradually shifting from a leisure choice to a habitual response pattern. In such cases, a stable association is formed, whereby the experience of boredom triggers an almost automatic turn toward social media.

The final stage of the study aimed to determine whether scrolling functions in the way it is commonly used – as a means of relaxation and emotional regulation. To examine this, we compared the overall scores on the social media addiction scale with respondents’ self-reported well-being after scrolling, as well as their subjective evaluations of how effectively social media helps them cope with these states.

The analysis revealed a notable paradox. First, if scrolling were an adaptive and beneficial strategy, an increase in time spent online (and, accordingly, a higher level of addiction) would be expected to correspond with a decrease in anxiety and fatigue. However, the opposite trend was observed: although the correlations did not reach statistical significance, they were positive ( $r_s = 0.147$  for anxiety and  $r_s = 0.110$  for fatigue). This suggests that social media use does not contribute to recovery or the reduction of emotional tension and, in some cases, may even be associated with increased emotional exhaustion. These findings indicate that this form of regulation is ineffective in the long term.

Second, an important indicator of maladaptiveness is the absence of a relationship between the level of addiction and the subjective evaluation of its usefulness ( $r_s = -0.017$ ;  $p = 0.864$ ). This result points to the irrational nature of the behaviour, sug-

gesting that excessive social media use persists regardless of whether individuals perceive it as effective. It also indicates that scrolling may function independently of conscious evaluation of its outcomes.

Third, the subjective perception of scrolling as ineffective is associated with a deterioration in well-being: higher levels of fatigue ( $p = 0.044$ ) and anxiety ( $p = 0.040$ ) are linked to a greater likelihood of reporting that social media does not help or even worsens one's condition. This suggests that in moments of increased need for recovery, this form of regulation may be particularly ineffective.

Thus, the obtained results confirm the maladaptive nature of the phenomenon under study: scrolling acts as an accessible form of distraction that creates an illusion of engagement but does not contribute to the reduction of emotional strain. One of the most notable and somewhat unexpected findings is the absence of a direct protective effect of a general sense of meaning in life on the level of social media addiction, highlighting the dominant role of situational emotional states in shaping this behaviour.

## Conclusions

The relevance of the present study is driven by the paradoxical situation that has emerged in the modern digital environment. Despite broad access to entertainment and information, the phenomenon of boredom does not disappear; rather, it transforms and prompts users to seek immediate ways to alleviate this state. In this context, social media scrolling has ceased to be merely a form of leisure and has acquired the features of a specific mechanism for regulating emotional and psychological states, which, however, often functions in a destructive way.

The results of the empirical study made it possible to deepen the understanding of the nature of this phenomenon and to refine previous theoretical assumptions. In particular, it was found that the key trigger of problematic social media use is not

so much a global loss of life meaning or an existential vacuum (as the direct relationship with the overall score of the Purpose in Life Test was statistically non-significant), but rather an acute situational experience of boredom in the present moment that requires immediate regulation.

Particular attention should be paid to the identified relationship between the type of boredom and the propensity for addictive behaviour. Individuals who experience boredom as a state of anxious uncertainty (“calibrating” boredom) or restless searching (“searching” boredom) were found to be the most vulnerable to the development of addictive patterns. At the same time, less intense, indifferent forms of boredom are not associated with an increased need to engage with social media, which further highlights the role of emotional tension as a key factor.

The study also empirically confirmed the assumption of the partly escapist nature of scrolling: users tend to choose social media as a means of psychological and emotional withdrawal from problems rather than their active resolution. At the same time, this form of coping does not provide effective regulation of one’s state and, in some cases, may contribute to the maintenance or even intensification of emotional exhaustion.

The practical significance of the findings is considerable for clinical psychology and counselling practice. The results can serve as a basis for the development of psychoeducational programs on digital hygiene aimed at shifting from automatic content consumption to more conscious use of technology, as well as at the prevention of digital addictions.

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**Завязкіна Наталія, Пархоменко Дарина. Скролінг соціальних мереж як дезадаптивна стратегія подолання нудьги.**

**Анотація.** У статті досліджено проблему психологічних механізмів скролінгу соціальних мереж та його функціонування як дезадаптивної копінг-стратегії подолання нудьги. Упродовж тривалого часу нудьга не розглядалася як окреме явище та не мала чіткої дефініції в науковій літературі, однак сьогодні вона має чітке визначення, що це «аверсивний стан бажання і, водночас, неможливості займатися задовільною діяльністю». Така тенденція є помітною і в Україні, зокрема серед молоді, яка часто використовує соціальні мережі та інтернет як спосіб «втечі» від реальності, що обумовлює актуальність обраної теми дослідження.

**Мета.** Емпірично встановити та довести взаємозв'язок між показниками екзистенційної нудьги та скролінгом у соціальних мережах як формою дезадаптивного копіngu.

**Методи дослідження.** Теоретичні, емпіричні (авторська анкета оцінки частоти суб'єктивної нудьги; тест смисложиттєвих орієнтацій (Дж. Крамбо, Л. Махолік); шкала залежності від соціальних мереж; індикатор копінг-стратегій копінг-поведінки(CSI), статистичні (описова статистика Jatovi).

**Результати дослідження.** В емпіричному розділі подано результати дослідження, проведеного на вибірці із 105 респондентів, що виявляють статистично значущий зв'язок між схильністю до нудьги та проблемним використанням соціальних мереж. Результати дослідження визначають неефективність скролінгу як засобу емоційної регуляції та подолання нудьги, демонструючи кореляцію зі зростанням рівня тривоги і втоми, а також окреслюють перспективи застосування отриманих даних у клінічній практиці.

**Висновок.** Дослідження виявило статистично значущий зв'язок зі стратегією «Уникнення», що свідчить про те, що користувачі обирають соціальні мережі як спосіб психологічного та емоційного відсторонення від проблем, а не їх активного вирішення. Доведено неефективність

*такого підходу, бо замість очікуваного відпочинку і відновлення ресурсу, тривалий скролінг корелює зі зростанням рівня втоми та тривоги. Практичне значення отриманих результатів є вагомим для клінічної психології та консультативної практики.*

**Ключові слова:** *скролінг, нудьга, дезадаптивний копінг, смислоттєві орієнтації, соціальні мережі, залежність, особистість, психодіагностика.*

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