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DEVELOPING TOLERANCE FOR UNCERTAINTY USING PSYCHODRAMA METHODS IN DISTANCE LEARNING

Анотація. У статті розглядається проблема розвитку толерантності до невизначеності у здобувачів освіти в умовах дистанційного навчання. Зазначається, що сучасні соціально-економічні та психологічні виклики вимагають від особистості високого рівня гнучкості, стресостійкості та здатності приймати рішення в ситуаціях невизначеності. Особлива увага приділяється використанню психодраматичних методів як ефективного інструменту для формування толерантності до невизначеності. У статті описано особливості застосування елементів психодрами в онлайн-форматі, окреслено можливості групової взаємодії, рольових ігор та рефлексивних технік у дистанційному середовищі. Показано, що психодрама сприяє розвитку навичок саморегуляції, емоційної стабільності та конструктивної комунікації. Отримані результати свідчать про доцільність інтеграції психодраматичних методів у практику дистанційного навчання для підвищення психологічної стійкості та готовності студентів до взаємодії з невизначеними ситуаціями.

Ключові слова: толерантність до навчальності, психодрама, дистанційне навчання, психологічна стійкість, комунікативні навички..

Abstract. The article considers the problem of developing tolerance for uncertainty in students in distance learning. It is noted that modern socio-economic and psychological challenges require a high level of flexibility, stress resistance and the ability to make decisions in situations of uncertainty from the individual. Special attention is paid to the use of psychodramatic methods as an effective tool for forming tolerance for uncertainty. The article describes the features of using psychodrama elements in an online format, outlines the possibilities of group interaction, role-playing games and reflective techniques in a distance environment. It is shown that psychodrama contributes to the development of self-regulation skills, emotional stability and constructive communication. The results obtained indicate the feasibility of integrating psychodramatic methods into the practice of distance learning to increase psychological resilience and students' readiness to interact with uncertain situations.

Keywords: tolerance for familiarity , psychodrama , distance learning, psychological resilience, communication skills.

Presentation of the main material. Due to the quarantine restrictions of 2020-2021, the educational activities of a modern student are carried out in conditions of distance learning.

Without mastering the latest technologies, a student of any specialty is left without the opportunity to receive quality educational services, loses psychological peace and self-confidence, which leads to the emergence of depressive states and destructive forms of behavior with all the negative consequences for society (family, relatives, friends, etc.).

Psychological aspects of distance education and the use of information technologies were studied by Y. Balashova, N. Bagdasarova, I. Bogdanov, V. Demkin. [1, 2, 5].

The design of remote development environments was studied by Y. Mashbyts, M. Smulson, O. Stavytskyi, and others [6].

The distance learning form, according to O. Stavytskyi, allows combining two special educational requirements: the possibility of a specialist's constant presence in the educational system for the purpose of continuously improving their knowledge and skills, in order to quickly radically change the structure of their activities if necessary, and the continuity of personal growth, which is associated with active participation in the educational process.

M. Smulson notes that "with adequate organization of student activity in the virtual educational space (distance learning), intellectual and personal self-development can be considered as its direct product: the subject himself designs the structure and characteristics of his intellect, sets himself appropriate tasks and reflects both the possibilities of the environment and the process of self-development itself."

IN. Demkin highlights a number of psychological principles that affect the quality remote learning. He draws special attention to the need for detailed planning educational activity, its organization, clear setting of goals and objectives Studying. Students have understand appointment proposed courses. The author notes that efficiency educational activities students significant to the extent depends from content material that determines the structure and level their cognitive interests – general or special [6].

It is becoming increasingly obvious that the process of interaction of an individual with global information networks affects his psyche, limits his interpersonal communication, and deprives him of the opportunity to manifest spontaneity and creativity. Therefore, it is so important in the period remote learning is the development of personal qualities that will help the student overcome uncertainty and focus on their own strengths, providing the student with psychological comfort. The essence of this process is to develop a tolerant attitude towards uncertain situations.

Many scientific works by both foreign (E. Frenkel-Brunswick, R. Hallman, etc.) and Ukrainian scientists (L. Burlachuk, A. Gusev, S. Kuzikov, S. Maksymenko, P. Lushin, S. Khilko) are devoted to the issue of tolerance to uncertainty.

For the first time, the term "tolerance to uncertainty" ("tolerance to uncertainty") for ambiguity appeared in the works of E. Frenkel-Brusvik, who studied the problems of ethnic stereotypes and anti-Semitism. The researcher defined TN (hereinafter - tolerance of uncertainty) as an attitude to a situation that is ambiguous, dynamic, unknown etc. The opposite concept of TN is intolerance to uncertainty (ITN - intolerance to uncertainty), which manifests itself in the tendency to make decisions based on the "black and white" principle, to rush towards understanding, to ignore the complex realities of life, and to reject the needs of other people in this pursuit of understanding.

Yes R. Hallman suggests considering TN as "the ability to understand the conflict and tension that arise in a situation of duality, uncertainty and manifest in the acceptance of the unknown, the ability to resist in a contradictory situation..."

WITH. From a psychological perspective, Badner formulated the idea of threat perceived by a person as the basis for identifying tendencies in relation to uncertain stimuli. In his opinion, TH is trend perceive undefined situations as desired. In turn, ITN – perception ambiguous, contradictory situations as a source threats [quoted in 9].

The idea of D. is interesting. McLane, who considers TN as a trait, "...a spectrum of reactions from repulsion to attraction, when perceiving unknown, complex, dynamically uncertain, or those that have contradictory interpretations of stimuli..." [cited in 10].

Tolerance to uncertainty is based on the concept of a person's ability to successfully cope with the challenges of the present, not to refuse the new and unusual in life, to be spontaneous and creative in making their own decisions. Tolerance to uncertainty implies the possibility of perceiving uncertainty not as a source of threat, but as a field for new opportunities. The study of gender-specific features of tolerance to uncertainty significantly complements the knowledge obtained in the study of this phenomenon and allows us to identify ways of psychological support for students who are faced with uncertainty in distance learning.

Tolerance to uncertainty is a psychological construct that is based on several scientific approaches and has many interpretations. S. Kuzikova tried to highlight the main ones: tolerance to uncertainty as a personality

trait; tolerance to uncertainty as a situation-specific guideline; tolerance to uncertainty as a cognitive process and skill [9].

AND. Gusev investigated tolerance for uncertainty as development factor identities personality [4] .

P. Lushin, in his methodological materials for the author's course "Psychological assistance to the individual in the transition period", also offers a universal strategy for solving problem situations, reveals the features of "reconciliation" with the challenges of complex, chaotic life processes. Such reconciliation scientist calls development tolerance for uncertainty in the era instability [13] .

The scientist considers types of attitudes towards uncertainty: "active", "passive", "utilitarian" and a special "non-deficit" type, the essence of which lies in the attitude towards chaos and uncertainty as a source of growth and development of the personality [13] .

In this context, Y. Melnyk considers the ways of adaptive and maladaptive variants of the interaction of the individual with the existing life situation. That is, interaction with uncertainty can be either successful, leading to an improvement of the living space, and, as a result, to the restoration of subjectivity, or it can be unsuccessful, or one that destroys the living space, leading to various personal deformations or destructions.

Overall in a row research convincingly shown that attitude to uncertainty very important for characterizing the personality as a whole .

S. Khilko 's analysis of approaches to the study of TN showed that TN studies are considered from the standpoint of various theoretical constructs: as a personality trait, as a socio-psychological attitude, as a cognitive-perceptual formation, as an ability of the individual, as a cultural component, as a multiplicity of reactions to uncertain situations, as a characteristic of individual self-regulation of the individual in uncertain situations, which determines the approaches to its formation. Therefore, this makes it possible to determine the main criteria for the formation of TN, which must be taken into account, namely: the presence of knowledge of the specified problem, emotional attitude to uncertainty, the ability to make decisions and act in situations of uncertainty.

Thus, as a result of changing attitudes towards uncertainty, it ceases to be something to be feared and run from, and begins to bring people pleasure; they open up to new experiences, become able to experience positive emotions from them, do not limit social contacts, and successfully adapt to new conditions of the situation.

Developed by American psychologist and psychiatrist J. Moreno, the psychodrama method is one of the successful methods of adapting to new situational conditions and developing tolerance for uncertainty.

For J. Moreno, psychodrama was a true "temple of theater," thanks to which spontaneity is released, the role repertoire of the individual is enriched and balanced, and one's own role conflicts are explored and overcome.

Psychodrama is a method of group psychotherapy, which consists in the participants of a psychotherapeutic group acting out scenes from their lives, in which, in particular, conflict or traumatic situations can be recreated. This feature of the psychodramatic method is especially important in the process of developing tolerance for uncertainty, because such a reproduction creates the opportunity for free reaction in safe conditions, which will contribute to the development of a variety of behavioral reactions in safe conditions.

In psychodramatic action, in particular, both the external, social side of a person's life and the internal, personal side can be "staged" and played out, because uncertainty is often accompanied by intrapersonal conflict. The psychodramatic method is essentially a practical work on recreating the inner world of a person in the space of a psychotherapeutic group by means of spontaneous playing. Dramatic action is able to release the current value-meaning states of a person, providing the opportunity for their living, transformation and development, which will contribute to better self-knowledge, determination of one's capabilities and "weak areas".

Since the psychodrama method is successfully used for personal self-knowledge and as a means of personal growth and development in various areas of personal life, it will be especially effective in the process of developing tolerance to uncertainty, which will consist in increasing resilience, overcoming internal conflicts, developing spontaneity and flexibility in decision-making and diversifying strategies of activity in situations of uncertainty. Work in a psychodrama group can be based on both real, that is, those that have already occurred, and imaginary, those that may occur, situations; this feature of this psychotherapeutic method

will allow testing, and as a result - expanding the set of behavioral strategies in situations of uncertainty. In psychodramatic action, immersion in the past and a journey into the future, modeling dreams and studying dreams are possible.

In addition, psychodramatic techniques: monologue, dubbing, role exchange, self-presentation technique, mirror, self-realization technique allow us to help look at ourselves through the eyes of another, which, in turn, dynamizes reflection, which is a condition and result of self-realization, and helps to know the individual more deeply, which stimulates the components of this process, namely self-actualization, self-determination, self-presentation of the individual. Therefore, the goal of psychodrama is self-knowledge, which is the cognitive basis of self-realization. Using psychodramatic techniques, we thereby stimulate the self-realization of the individual.

In accordance with the set goal, we conducted an empirical study of students' tolerance / intolerance to uncertainty.

80 1st-3rd year students studying Psychology and Social Work, aged 17 to 20, were involved in the study, including 40 males and 40 females.

Data were collected both in-person and remotely. In all cases was applied specially designed Google-based tools – documents (forms , tables , scripts) and HTML.

Processing received data was carried out using application working with electronic Excel spreadsheets and statistical SPSS package (version 23) . For visualization results Excel was used .

The analysis of available diagnostic methods that would meet the goals and objectives of our study allowed us to select various diagnostic resources. In the process of the study, we used the following methods: 1) the questionnaire “Tolerance to Uncertainty” (author S. Badner ; adaptation by G. Soldatova); 2) the methodology "Personal Readiness for Change" (authors: Rodnik , Heather , Gold , Hal; adaptation by N. Bazhanov , G. Bardier) ; 3) "Resilience" test (author S. Maddy ; adaptation by D. Leontiev, O. Rasskazov).

At the first stage of the study, testing was carried out using the “Tolerance to Uncertainty” questionnaire (author S. Badner ; adaptation by G. Soldatova). The identified integral indicators of the scales are presented in Table 1.

Table 1

Results of testing according to the questionnaire "Tolerance to Uncertainty" (author S. Badner ; adaptation by G. Soldatova) (in %)

Levels Scales	Low		Average		High	
	girls	boys	girls	boys	girls	boys
Novelty	–	–	100%	100%	–	–
Complexity	–	–	50%	–	50%	100%
Unsolvability	20%	20%	70%	80%	10%	–
Overall score	–	–	95%	100%	5%	–

Analysis of the results of testing using the “Tolerance to Uncertainty” questionnaire (author S. Badner ; adaptation by G. Soldatova) demonstrated that only 5% of girls have a high level of intolerance to uncertainty and are characterized by a tendency to make polar “black-and-white” judgments; try to make hasty decisions, often without taking into account the real state of affairs; have a tendency towards obvious and unconditional acceptance or rejection in relationships with other people; seek security and try to avoid uncertainty.

The vast majority of girls (95%) and all of the boys surveyed (100%) have an average level of intolerance to uncertainty.

Among young men, the main source of intolerance to uncertainty is the complexity of the situation, which was identified at a high level in 100% of respondents. Among women, 50% of girls experience the complexity of the situation at a high level, and another 50% experience the situation as moderately complex.

Empirical data obtained in the process of diagnosis using the “Tolerance to Uncertainty” questionnaire (author S. Badner ; adaptation by G. Soldatova) require additions regarding the features of TN and its

relationship with other personal characteristics.

Therefore, our next task was to study the features opposition changes that help people protect themselves from stress in those situations in which they are most vulnerable according to the method "Personal Readiness for Change" (authors: Rodnik , Heather , Gold , Hal; adaptation by N. Bazhanov , G. Bardier).

General distribution respondents by levels manifestation and scales of the methodology are given in Table 2

Table 2

Gender distribution respondents by levels manifestation scales according to the method "Personal Readiness for Change" (authors: Rodnik , Heather , Gold , Hal; adaptation by N. Bazhanov , G. Bardier)

Levels Scales	Low		Average		High	
	M	F	M	F	M	F
Aptitude	100%	85%	–	10%	–	5%
Ingenuity	100%	75%	–	25%	–	–
Optimism	95%	95%	5%	5%	–	–
Courage	100%	95%	–	5%	–	–
Adaptability	100%	100%	–	–	–	–
Certainty	100%	100%	–	–	–	–
Tolerance for ambiguity	100%	100%	–	–	–	–

As can be seen from Table 2, the percentage values for the three levels of personal readiness for change were distributed quite unevenly (low level indicators in the range of 75%–100%). This means that the majority of students have a low level of personal readiness for change, which indicates their unwillingness to compete with changing social conditions, and therefore, their own life position is not yet convincing. Next, we will analyze in more detail the levels of expression in individual characteristics.

Passion (energy, tirelessness, increased vitality) is at a low level in boys – 100%, and in girls – 85%, another 10% of girls have an average level. And only 5% of girls have passion at a high level, which characterizes them as active , energetic , those who have increased tone and thirst for achievement .

Ingenuity as a skill find Entrance from complex situations , turn to new sources for solution new problems, independently accept decision expressed by the results of low – (100% of boys and 75% of girls) and average levels – 25% in girls. This trend indicates the passivity of students in relation to search for new methods and means both in communication and in educational and professional activities .

Optimism scale equally for both boys and girls expressed by low and medium results levels – 9 5% and 5%, respectively It indicates that this indicator needs more detailed research in students , because low level on this scale means high level of pessimism in , and therefore inhibition personal development .

Characteristics personal readiness for change in students – courage , interpreted as a craving for the new, the unknown . Respondents this characteristic is expressed the largest at a low level – 100% in boys and 95% in girls , another 5% are at an average level levels . Such results indicate that respondents mainly act in accordance with the rules and regulations without unnecessary attempts at the new and unexplored , i.e. avoid unpredictable events and stresses .

The next three characteristics of adaptability , assertiveness , and tolerance for ambiguity in the subjects studied expressed equivalent indicators low level (respectively , 100 % of boys and 100% of girls). That is , respondents unable to adjust your actions and decisions under requirements events or environment , flexible while changing your plans . They are restless when goals and expectations are not defined, when the work started remains unfinished. Since these characteristics are one of the most important in the formation of one's own self and self-identification in adolescence, the percentage of students with a low level of confidence, adaptability and tolerance for ambiguity can be considered critically high. This problem requires urgent attention and psychological and pedagogical assistance in the development of these characteristics.

Empirical research has shown that young students are not ready for the changes that have been observed in our country in recent years and need urgent assistance in developing personal readiness for change.

The last method used in our empirical study was the "Resilience" test (author S. Maddy ; adaptation by D. Leontiev, O. Rasskazov).

Analyzing the results of the methodology, it can be noted that on all scales, the average group results prevail in girls. The indicators of "involvement" are higher in girls, 32.8 against 24.1 in boys, it is worth noting that the indicators of the norm on this scale, according to the interpretation proposed in the methodology, are in the range from 29.6 to 45.72. The indicators of boys are below the norm, this is explained by the fact that modern boys are uninterested and do not get pleasure from their own activities. The absence of such a belief can give rise to a feeling of alienation, a feeling of being " outside" life .

On the "control" scale, the girls' index (31.0) is higher than the boys' index (22.9), the norm indicators, according to the interpretation of the methodology, are in the range from 20.74 to 37.6. On this scale, the indicators of both girls and boys are within the normal range.

The indicators of the "risk" scale for girls and boys are 19.0 and 15.2, respectively. The normative values for the "risk" scale are in the range from 9.52 to 18.3. From the data obtained, it can be concluded that the risk propensity of girls is higher than the norm. This confirms the previously obtained results using the "Tolerance to uncertainty" method, which demonstrate the tendency of girls to make hasty decisions, often without taking into account the real state of affairs .

Comparing the overall vitality index, it can be noted that in girls it is 84.6 versus 65.0 in boys, which corresponds to the norm according to the interpretation proposed by the authors, because the normative indicators on this scale are in the range from 62.19 to 99.25.

In order to verify the obtained results of the experimental study, the work used methods of statistical processing of the experimental results. Statistical methods of data processing and analysis included the use of parametric hypothesis testing criteria (Student's t-test) and correlation (Pearson's correlation coefficient). The calculation of correlation coefficients was carried out using computer processing, which was provided by a package of modern electronic programs (SPSS/version 23).

The last stage of our empirical research was to conduct a correlation analysis of the results obtained in order to identify the features of tolerance for uncertainty in distance learning .

In the general characteristics of the features of students' TN, the following statistically significant relationships were identified:

1. "Total ITN indicator – risk" ($r_{xy} = 0.346$, at $p \leq 0.05$); 2. "Total ITN indicator – courage" ($r_{xy} = 0.450$, at $p \leq 0.01$); 3. "Resilience – passion" ($r_{xy} = 0.450$, at $p \leq 0.01$); "Resilience – inventiveness" ($r_{xy} = 0.385$, at $p \leq 0.05$); "Resilience – courage" ($r_{xy} = 0.442$, at $p \leq 0.01$); "Resilience – novelty" ($r_{xy} = -0.543$, at $p \leq 0.01$); "Resilience – indecisiveness" ($r_{xy} = 0.525$, at $p \leq 0.01$); "Tolerance – optimism" ($r_{xy} = 0.416$, at $p \leq 0.01$); "Tolerance – adaptability" ($r_{xy} = 0.533$, at $p \leq 0.01$).

As a result of the analysis of the obtained results, the following features of tolerance to uncertainty in distance learning can be distinguished: intolerance to uncertainty is associated with risk and courage; resilience is associated with passion, resourcefulness, courage, novelty of the situation and indecision. Also, positive correlations were found between tolerance and optimism ($r_{xy} = 0.416$, at $p \leq 0.01$) and tolerance and adaptability ($r_{xy} = 0.533$, at $p \leq 0.01$), which allows us to state that the higher the tolerance to uncertainty, the greater the optimism of the individual and the adaptability of the individual.

Given the task our research and considering results ascertaining experiment , we were developed training on developing tolerance for uncertainty in distance learning environments.

The overall goal of our socio-psychological training is an extension opportunities participants in mastery own vital situation in terms of remote training . According to the purpose of the training 4 stages are distinguished work .

On the first At this stage, we propose to direct expansion efforts opportunities participants awareness training current problematic the situation and what that's what they want from her to get . It's about understanding what such uncertainty , situation uncertainty and its place in life and work modern human .

In the second stage work was underway to acquire skills and abilities establishment and formulation specific goals in distance learning conditions.

At the third stage, the main task is to reflect on one's own life and problematize the incorporation of specific goals and desires related to the current situation of uncertainty into meaningful life goals and values.

At the fourth stage, based on the ideas obtained about the peculiarities of tolerance for uncertainty,

opportunities for awareness and development of skills and abilities for working with one's own experiences regarding risks and dangers, stresses, destructive and constructive methods and strategies of behavior in distance learning conditions are expanded.

The implementation of the main components of the above training blocks is carried out using the following psychodramatic techniques : monologue, dubbing, role exchange, self-presentation technique, mirror, sideline remarks, empty chair technique , "Step into the future " technique.

A prerequisite for the implementation of a psychodrama act is warm-up, action, sharing . Conducting training online requires the transformation of traditional methods of work and special skills of the trainer. The features of the stages of psychodrama adapted to the remote mode are presented below.

In distance learning, the function of dividing group participants into individual rooms, where they can reflect on their own psychological states and experiences in psychologically comfortable conditions, is particularly appropriate for using warm-ups.

Action. At this stage of work, the first task for the trainer is to create a special psychological space - a stage on which the entire subsequent production of the protagonist will unfold . In remote mode, this is possible by turning off the sound and camera by everyone present, except for the protagonist and the participants who take on roles in the psychodramatic act. In addition, after introducing the roles, the participants can change the inscription of their real name to the name of the role they perform. Thus, an action will take place on the screen in which all the attention of the trainer, participants and the protagonist himself will be directed to what is happening here and now with each role, without being distracted by other sounds and movements.

It is known that psychodrama is an active and physical form of therapy in which a special place is given to touch. Therefore, traditionally, group members are allowed to approach the protagonist , touch or hug him if necessary. Since this procedure is limited to a screen monitor, the protagonist and other group members can use additional means - plaids, toys, blankets, scarves, etc. to create an atmosphere of the presence of others, trust and satisfaction of the need for tactility .

Schering . At this stage of work, an effective and efficient way is to use the raised hand rule, which is implemented by attaching a special icon to your image – a palm (ZOOM) and signals a desire to speak. Thanks to this, participants do not interrupt each other and do not create unnecessary noise, and the priority in the desire to speak is maintained. It is also worth considering that at the moment of the round During a psychodramatic action, participants may have spontaneous reflections that they can write in the chat.

Conclusions. So, having analyzed the problem of uncertainty that may arise in students during the period of distance learning, we have established that in the picture of the dynamics of distance learning, personal psychological characteristics are becoming increasingly important. Among them, such an integral characteristic of the personality as tolerance for uncertainty is of particular importance, which, in addition, has certain gender characteristics in the conditions of distance learning. It was found that girls, unlike boys, experience greater indecision of the situation, control the situation more, have higher resilience, passion and confidence, but are less adaptive and tolerant to uncertainty than boys. It was established that there is a statistically significant difference in the characteristics of tolerance to uncertainty in the conditions of distance learning on the scales: “ Inclusion in the situation”; “Undecidability”; “Control”; “Resilience”; “Passion”; “Adaptability”; “Confidence”; “Tolerance to uncertainty”. Empirical research has shown that young students are often not ready for the changes that have been observed in recent years in our country, and the education system in particular, and therefore need urgent assistance in developing personal readiness for change.

Since the psychodrama method is successfully used for personal self-knowledge and as a means of personal growth and development in various areas of personal life, it is especially effective in the process of developing tolerance to uncertainty, which consists in increasing resilience, overcoming internal conflicts, developing spontaneity and flexibility in decision-making, and diversifying strategies of activity in situations of uncertainty.

The prospect of further research is a more detailed study and investigation of the phenomenon of tolerance to uncertainty in distance learning at different age stages, taking into account both personal and situational characteristics, and testing the means of psychocorrective influence on the development of tolerance to uncertainty using psychodrama methods online.

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