

Lada Mazai

Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University,
Ph.D. student at the Department of psychology and social work (Ukraine)

lada.mazai@vspu.edu.ua

<https://orcid.org/0000-0002-9532-5996>

THE INTERNAL FACTORS OF STRESS RESISTANCE AS ELEMENTS OF FUTURE PSYCHOLOGISTS' PROFESSIONAL RESOURCEFULNESS

У пропонованій статті аналізується частина результатів дисертаційного дослідження психологічних особливостей ресурсного забезпечення професійного становлення майбутніх психологів, а саме роль чинників внутрішньої стресостійкості (резилієнсу) у професійній ресурсності студентів-психологів вищих навчальних закладів. Ці чинники охоплюють конструктивні копінг-стратегії як поведінкові техніки подолання стресу, захисні механізми психіки як їх фундамент, а також несвідому основу загальної особистісної життєстійкості та толерантності до невизначеності.

У нинішніх умовах травматичних і кризових подій в Україні зростає пріоритетність виховання у населення життєстійкості та стійкості до травматичних подій, поведінкової гнучкості та адаптивності. Ці індивідуально-психологічні риси є особливо важливими для фахівців у соціономічних галузях, зокрема психологів-консультантів. Професійна ефективність цих фахівців залежатиме від сформованості та розвитку цих диспозицій, тому їх було включено до структури професійної ресурсності майбутніх психологів.

Згідно з теоретичною моделлю нашого дослідження, центральною характеристикою цієї структури є самооцінка рівня професійного розвитку. Взаємозв'язки внутрішніх чинників життєстійкості з цією самооцінкою досліджувалися за допомогою математико-статистичного аналізу отриманих результатів.

Дослідження проводилося на базі двох вищих навчальних закладів - Вінницького державного педагогічного університету імені Михайла Коцюбинського та Хмельницького національного університету. У ньому взяли участь 197 студентів-психологів з 2 по 4 курс бакалаврату та 1 курс магістратури.

За результатами емпіричного дослідження, зокрема факторного аналізу, ми визначили, що найбільш значущими внутрішніми чинниками стресостійкості в структурі професійної ресурсності майбутніх психологів є конструктивні копінг-стратегії "позитивна реінтерпретація та зростання", "активне подолання" та "планування". Крім того, значущим виявився захисний механізм психіки "інтелектуалізація".

Ключові слова: професійне становлення, майбутні психологи, стресостійкість, професійна винахідливість, копінг-стратегії, захисні механізми, толерантність до невизначеності.

The proposed article analyzes a part of the dissertation research results on the psychological features of resource provision for future psychologists' professional development, specifically the role of internal stress resistance (resilience) factors in the professional resourcefulness of higher education psychology students. These factors encompass constructive coping strategies as behavioural techniques for stress management, psyche's defence mechanisms as their foundation, and the unconscious basis of overall personal resilience and tolerance to uncertainty.

In the current context of traumatic and crisis events in Ukraine, there is a growing priority for cultivating resilience and resistance to traumatic events, behavioural flexibility, and adaptability among the population. These individual-psychological traits are especially crucial for professionals in socioeconomic fields, particularly consultant psychologists. The professional effectiveness of these experts will depend on the formation and development of these dispositions, hence they have been incorporated into the structure of the future psychologists' professional resourcefulness.

According to the theoretical model of our research, the central characteristic of this structure is the self-assessment of the professional development level. The interconnections of resilience internal factors with this self-assessment were examined through a mathematical-statistical analysis of the results.

The study was conducted on the basis of two higher education institutions – Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University and Khmelnytskyi National University. It involved 197 psychology students from the 2nd to 4th year of the bachelor's degree program and the 1st year of the master's degree program.

Based on the results of the empirical research, in particular the factor analysis, we determined that the most significant internal factors of stress resistance in the professional resourcefulness structure of future psychologists are constructive coping strategies "positive reinterpretation and growth", "active coping" and "planning". Additionally, the psyche's defense mechanism of "intellectualization" was also found to be significant.

Key words: professional development, future psychologists, stress resistance, professional resourcefulness, coping strategies, defense mechanisms, tolerance to uncertainty.

Introduction. Political, economic, or social crises, in general, always entail an exacerbation of the problem of societal neurotization, which is caused by experiencing stress, situations of instability, and uncertainty. These and other issues have gained particular relevance in Ukraine over the past nine years.

Due to the onset of the Russian-Ukrainian war in 2014, the global COVID-19 pandemic, and later the full-scale military invasion in 2022, Ukrainian society has faced a range of traumatic and crisis phenomena – including genocide and ecocide, a large number of refugees and internally displaced persons, problems of acute stress disorder (ASD) and post-traumatic stress disorder (PTSD), mourning for losses, and an increase in the number of anxiety disorders, among others. These challenges highlight the need for effective organization and implementation of psychological support services, as well as assistance and rehabilitation. This, in turn, raises questions about the qualifications and professionalism of professionals in socioeconomic fields.

Today, more than ever, the cultivation of resilience and resistance to traumatic events, behavioural flexibility, tolerance to uncertainty, ecologically sensitive management of emotions, and the handling of feelings of aggression, hatred, anxiety, grief, apathy, and more, becomes paramount in the population. These individual psychological traits are particularly crucial for professionals in fields that involve "human-to-human" interactions, such as healthcare, mental health support, psychological assistance, education, and social work. The effectiveness of professionals in these areas will depend on their stress resistance, adaptability, psychological flexibility, and self-efficacy in crisis situations.

Accordingly, it is advisable to consider internal factors of personal stress resistance within the context of investigating the resource provision for the professional development of future psychologists, specifically their professional resourcefulness.

Theoretical foundations of research. Stress resistance (resilience) is a widely known and popular concept in psychological science; however, there are numerous interpretations of its meaning. Initially, this trait was explored in the realm of stress psychology by researchers like R. Lazarus, H. Selye, S. Folkman, and Yu. Shcherbatykh, and others. Resilience has also been considered in the context of emotional and psychological stability (M. Diachenko, K. Pylypenko, V. Pysarenko, Ye. Krupnyk, and others), as well as stress tolerance (V. Krainiuk, L. Sobchuk). Scientists such as R. Shevchenko, T. Dudka, H. Myhal, O. Protasenko, V. Korolchuk, H. Dubchak, Yu. Teptiuk, O. Polishchuk, and others have worked on studying the social-psychological factors, structural elements, and psychological mechanisms of stress resistance.

In a narrow sense, the concept of resilience is interpreted as an individual's ability to resist stress [7]. A broader definition is provided by R. Shevchenko, who points out that stress resistance is a complex characteristic of an individual characterized by the necessary degree of adaptation to actions in extreme situations. This helps in experiencing intellectual, volitional, and emotional loads without negative consequences for the person's own health and their social environment, as well as for their professional activities [6].

Within the scope of researching the psychological aspects of resource provision for future psychologists' professional development, we are interested in understanding the significance and role of internal factors of personal stress resistance. These factors form the foundation of this trait and, in our view, constitute elements of the professional resourcefulness of psychological professionals.

In many scientific studies, while identifying factors of stress resistance, special attention is given to coping strategies (behavioural stress coping strategies) and tolerance to uncertainty [4] [1]. In the presented

research, we propose our own model of stress resistance internal factors for future psychologists, which could serve as elements of their professional resourcefulness and ensure the effectiveness of their practical activities in the face of societal transformational changes and the experience of traumatic and crisis events.

The first defining internal factor of stress resistance and a crucial component of future psychologists' professional resourcefulness, in our view, is constructive coping strategies, which represent the ability to integrate the philosophy of psychology into one's own lifestyle. The missionary function of psychologists determines a unique approach to human existence as a whole. It shapes the values of the future psychologist, their worldview, and their attitude towards various aspects of life, particularly in interpersonal interactions. Effective psychologists must first and foremost be effective for themselves, capable of self-organization and self-regulation, and skilled in overcoming stress in their own life and resolving conflicts constructively. These qualities enable them to share their own experiences with others. They are indeed pivotal in the internal behavioural resource provision for the professional development of future psychologists.

Resilience to stress is capable of instilling self-confidence and self-efficacy while also being beneficial for others. An important behavioural component for future psychologists in this regard is the effective application of professional knowledge, skills, and abilities in practical work with clients, often connected to their own experiences of coping with stress and solving problematic situations. In this case, reinforcing constructive coping strategies will play a significant role in boosting the self-assessment of their professional development level, particularly their ability to apply acquired professional competencies in practice. This, in turn, reflects the distinctive features of the professional self-concept of future psychologists.

It's important to note that in the context of societal transformational changes, tolerance to uncertainty is crucial for professionals in socioeconomic fields and is closely connected to stress resistance. Psychologist who can navigate new situations and find stability when future planning is highly risky becomes effective for themselves, thus being capable of instilling feelings of reliability and safety in others. Particularly, self-regulation and self-organization are essential when dealing with extreme situations or their consequences. In such cases, the psychological and emotional stability and adaptability of the professional help maintain critical thinking and evaluation of events and clients' conditions, leading to positive emotional contagion. These reflections have led us to identify tolerance to uncertainty as the second internal factor of stress resistance and an element of future psychologists' professional resourcefulness.

Furthermore, it's worth noting that the foundation for stress resistance, and consequently for coping strategies, lies in the unconscious system of the psyche's defence mechanisms. Ukrainian researchers Ya. Chaplak, Ya. Andrieieva and H. Chuiko define psychological defence as a system of mechanisms (techniques or methods) that seem to protect the self-concept of the individual (their self-esteem and self-worth, integrity of identity) from negative and psychologically traumatic events, processes, or states (stress, anxiety, tension, frustration, emotional discomfort, shame, anger, etc.), from internal and external conflicts and difficulties, and crises of self-perception due to changes in the perception and interpretation of events, their significance to the person. It delineates consciousness and the individual's self from traumatic experiences, negative judgments, influences, or conflicts. Through the defence mechanisms of psyche, according to the scientists' perspective, the transformation of negative information occurs, enhancing the socio-psychological adaptation of the individual and contributing to the preservation of inner equilibrium [4].

American psychotherapist and psychoanalyst N. McWilliams distinguishes between primary and secondary mechanisms of psychological defence. The first group functions at the preverbal development level, when the individual's system of symbolic interpretation of life and problematic, conflicting, and unpleasant situations has not yet formed. These are primitive defence mechanisms that are often used consistently and systematically by individuals with psychotic and/or borderline psychic organization. However, the latter does not necessarily indicate their destructiveness or ineffectiveness.

The group of secondary defence mechanisms is characterized by the ability for verbal and symbolic processing of interpersonal and intrapersonal conflicts, making them more complex and constructive forms of defence. These mechanisms are frequently and systematically used by individuals with a neurotic level of psychic organization and disorders such as obsessive-compulsive disorder (OCD) [9].

The phenomenon of defence mechanisms of the psyche remains a subject of discussion within scientific and professional circles. However, working with these mechanisms is one of the most important components of psychoanalytic therapy. Specifically, the quantity and adequacy or inadequacy of employed defence mechanisms in relation to an individual's life situation can indicate the presence or absence of internal psychological tension and determine the person's adaptability. In our view, this construct is crucial

in researching the psychological aspects of resource provision for future psychologists' professional development as a deep-seated factor of stress resistance. It allows for a broader understanding of the professional resourcefulness specifics of aspiring professionals in the psychology field.

The purpose of the article is to review a portion of the dissertation research results on the psychological characteristics of resource provision for future psychologists' professional development, in particular, to analyze the significance level of identified internal factors of stress resistance as elements of professional resourcefulness among psychology students.

Methods. The study used the following diagnostic methods: the stress coping questionnaire COPE adapted by Y. Kovalenko [2], D. Mclain's tolerance to uncertainty scale [3] [8] and the "Life Style Index, LSI" technique adapted by I. Chukhrii [5]. In addition, to assess the significance of professional resourcefulness elements, a custom questionnaire was used to determine the self-assessment of professional development level. This property was identified by us as central to the investigation of resource provision for future psychologists' professional development. Mathematical-statistical analysis of the results was carried out using IBM SPSS Statistics (version 23), Microsoft Excel 2013, and JaMovi 2.2.5.

Sample. The empirical research was conducted at Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University and Khmelnytskyi National University. It involved 197 full-time students specializing in Psychology from the 2nd to 4th year of the bachelor's program and the 1st year of the master's program.

Results and discussion. According to coping strategies in stressful situations (Table 1), the dominant strategies were found to be "positive reinterpretation and growth" (13.17), "planning" (13.02) and "active coping" (12.75). The least actualized among psychology students was "substance use" (7.03). Significantly less frequently employed were "religious coping" (8.18) and "behavioural avoidance" (8.26). This indicates that respondents are more inclined towards constructive coping strategies and, conversely, less inclined towards "destructive-passive" strategies.

Table 1.

The average scores of coping strategies within the studied sample

№	Coping strategy	The average score
1.	Positive reinterpretation and growth.	13,17
2.	Planning	13,02
3.	Active coping	12,75
4.	Acceptance	12,09
5.	Focus on and venting of emotions	11,53
6.	Use of emotional social support	11,03
7.	Use of instrumental social support	10,92
8.	Suppression of competing activities	10,90
9.	Humor	10,88
10.	Restraint	10,31
11.	Mental avoidance	9,97
12.	Denial	8,83
13.	Behavioural avoidance	8,26
14.	Religious coping	8,18
15.	Substance use	7,03

The identified trend suggests that respondents are inclined to constructively reframe stressful and problematic situations, utilizing acquired experience for improvement. This positively characterizes the stress resistance and professional resourcefulness of psychology students as components of their resource provision for professional development. Additionally, defining parameters of this studied trait include the fact that respondents employ purposeful and direct actions in problem-solving and stress management, as well as their ability to develop behavioural strategies for challenging life situations.

In this case, we can also speculate about the more cognitive and rational nature of stress resistance in diagnosed psychology students and a relatively lower emotional aspect in their coping strategies.

According to the "Life Style Index, LSI" methodology (Table 2), the lowest score that stands out is 44.30 on the "projection" scale, which is significantly lower than all other indicators. In the upper part of the scale with relatively similar values, the scales "denial" (82.0), "displacement" (81.0), "compensation" (80.0), and "regression" (79.8) were found.

Table 2.

The average scores of the Life Style Index (LSI) within the studied sample

№	Defense mechanism	The average score
1.	Denial.	82,03
2.	Displacement.	80,97
3.	Compensation	79,96
4.	Regression	79,76
5.	Suppression / repression	76,25
6.	Intellectualization	72,19
7.	Reaction formation	69,92
8.	Projection	44,30

This indicates a mixed system of psyche's defence mechanisms with a predominance of their secondary forms in its structure (according to N. McWilliams). The observed tendency explains the lower level of utilization of coping strategies related to expressing emotions and seeking emotional social support. Specifically, with the defence mechanism of "displacement", there is a substitution or discharge of repressed emotions and feelings onto something that is easily accessible. In the case of respondents in our sample, this could be cognitive activity represented by planning and analyzing problematic situations.

Exactly, this can also explain the dominance of the defence mechanism of "denial", which might manifest as the outright denial of certain emotions and feelings by future psychologists during conflicts, problematic, or stressful situations.

The compensatory defence mechanism is reflected in efforts to find a substitute for one's fantasies or real shortcomings, or weaknesses. It is likely that here we are dealing with the compensation of the inability to manage one's own emotions (which is confirmed by the analysis of the results of N. Hall's emotional intelligence test, which are more fully described in the text of our dissertation research) with rational and analytical properties during the planning of behaviour and active coping.

The observed regression, in this case, may indicate that the respondents are resorting to manipulative and infantile behaviours in interpersonal conflicts as a specific strategy of behaviour to achieve a desired outcome from another person when resolving problematic situations. However, it's also worth remembering that during periods of crisis and/or traumatic events, the human psyche often tends to regress, namely, to revert to earlier coping mechanisms that were once successful. Since the study was conducted during the COVID-19 pandemic and coincided with the beginning of the full-scale Russian invasion of Ukraine, the high levels of regression among psychology students should be considered as a normal response to these extraordinary stressors.

The highest percentage of tolerance indicators was manifested in the "acceptance of uncertainty" indicator (54.88%). The lowest was in the "attitude to situations of uncertainty" indicator (44.54%). The indicator "tolerance to uncertainty" had a value very close to it (45.65%) (Table 3).

Tolerance to uncertainty scale indicators in the respondent sample are at a moderate level of manifestation of diagnosed traits. This could indicate a certain intolerance to uncertainty and a weakness in spontaneity during problematic and stressful situations. This reinforces the tendency of the diagnosed psychology students to use rational and cognitive coping strategies, where analysis, planning, forecasting, reflection, and careful decision-making are dominant. This reflects their inclination to systematize events and their own behaviour, making problematic situations more understandable and predictable.

As a result of calculating the Spearman correlation coefficient for the integrated indicator of self-assessment of the professional development level, it was found that among all internal factors of stress resistance, it is most strongly and significantly associated with constructive coping strategies ("positive reinterpretation and growth" - 0,278, "active coping" - 0,231, "planning" - 0,225).

Table 3.

The average percentage contribution of indicators of tolerance to uncertainty within the studied sample

№	Tolerance to uncertainty	Percentage
1.	Tolerance to uncertainty	45,65
2.	Acceptance of uncertainty	54,88
3.	Attitude to situations of uncertainty	44,54
4.	Attitude to complex tasks	48,74
5.	Attitude to novelty	49,11

However, it should be noted that the level of significant correlation of this indicator with others is weak to moderate, and weak, especially concerning the components of tolerance to uncertainty and defence mechanisms of the psyche. Table 4 presents the most significant correlation values.

Table 4.

Spearman's correlation of the self-assessment of professional development level indicator

Positive reinterpretation and growth	,278**
Active coping	,231**
Planning	,225**
Focus on and venting of emotions	,180*
Religious coping	,153*
Acceptance of uncertainty	,144*

Among other correlation indicators, we sought external relationships that had the highest significance, exceeding 0,4 or approaching 0,4. Thus, among the analyzed properties, the highest maximum value was recorded between the indicators of coping strategy "focus on and venting of emotions" and the manifestation of the defence mechanism of "regression" - 0,415.

Such a type of connection appears to us quite natural and organic. The defence mechanism of "regression" in the psyche involves a return to earlier, primitive forms of coping with intra-personal or interpersonal conflicts. It is precisely for such forms that the manifestation of an individual's infantilism is often characteristic, prompting them to resort to emotional behavioural strategies rather than rational ones. Therefore, a propensity for the coping strategy of "focus on and venting of emotions" in the presence of a pronounced defence mechanism of "regression" is quite logical. At times, emotional discharge is the easiest way to relieve psycho-emotional tension, and focusing on emotions allows for communication to be built within the role system of "child-adult" or "child-parent." This, on the one hand, puts the subject in a vulnerable position, and on the other hand, opens up the possibility of manipulation for them.

Among the indicators that approach the value of 0,4, we note the indicators of "(in)tolerance to uncertainty" and the coping strategy of "behavioural avoidance" - 0,370. Pronounced intolerance to uncertainty can prompt respondents to engage in behavioural distraction or avoidance, which involves refraining from achieving set goals in conditions of increased stress and tension and focusing attention on restoring balance and resources. This could indicate an inability to adapt flexibly and quickly to new conditions and circumstances, and to use stress or problematic situations as opportunities to realize plans or goals.

Since the most significant internal factor of stress resistance in the structure of future psychologists' professional resourcefulness is determined by constructive coping strategies, it is worth considering the dynamics of their manifestation across different courses of study for psychology students (Figure 1).

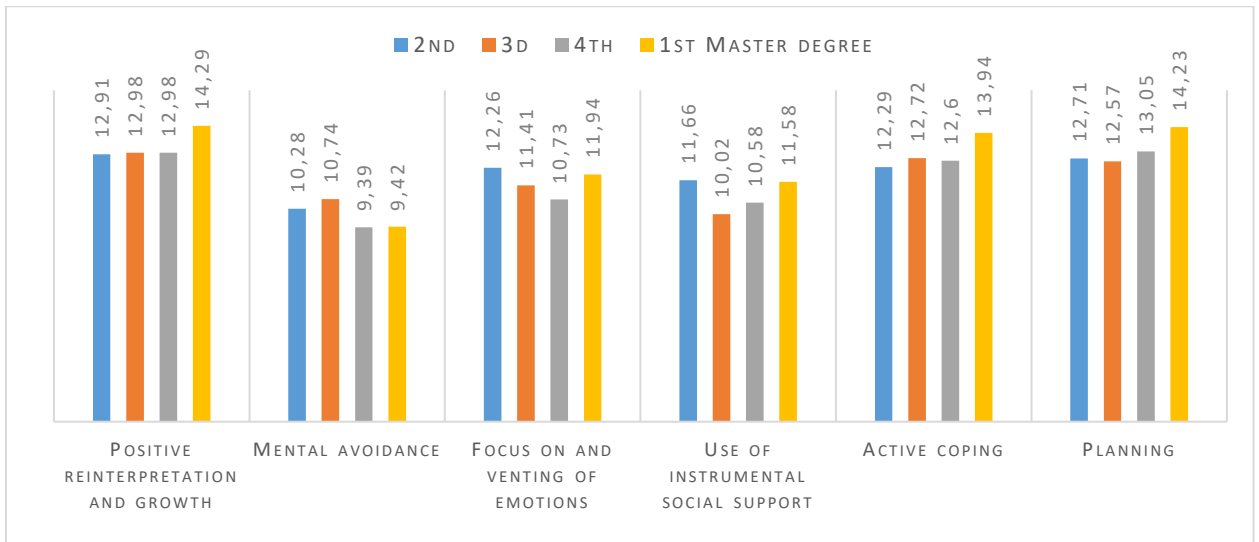


Figure 1. The dynamics of manifestations of coping strategies that exhibit significant differences.

In terms of coping strategies in stressful situations, we can observe that a significant increase in the level of constructive coping strategies ("positive reinterpretation and growth", "active coping," and "planning") occurs only in the last studied group - among the master's students. The dynamics of changes in the manifestation of the strategy "use of instrumental social support" and "focus on and venting of emotions" are interesting. Here, we see a certain reduction, a return to levels that were evident during the 2nd year of study. These changes might indicate greater personal, including cognitive and professional maturity of master's students in comparison to bachelor's courses.

Significant dynamics for other internal factors of stress resistance (tolerance to uncertainty and defence mechanisms of the psyche) were not identified.

Further mathematical and statistical analysis of the research results allowed us to identify the characteristics and differences in the manifestation of stress resistance internal factors among respondents with high, medium, and low self-assessment of their professional development level.

By applying the Kruskal-Wallis test to the measured indicators of different coping strategies, defensive mechanisms of the psyche, and parameters of tolerance to uncertainty, we identified those in which the specified factor had statistical significance. Table 5 displays the chi-square statistic and significance of the indicators that show statistically significant differences by the factor. It is worth noting that these primarily encompass coping strategies in stressful situations. Additionally, the indicators of the defensive mechanism of "intellectualization" fall into this category.

Table 5

The Chi-squared statistic and significance of internal stress resistance factors that exhibit statistically significant differences by the factor

Indicator	Chi-squared	Degree of freedom	Asymptotic significance
Positive reinterpretation and growth	14,143	2	0,001
Focus on and venting of emotions	7,126	2	0,028
Active coping	8,338	2	0,015
Religious coping	12,096	2	0,002
Planning	6,913	2	0,032
Intellectualization	6,868	2	0,032

The next step was to compare the average identified indicators to understand the trend of their manifestation in specific groups. In Table 6, it is evident that all of the identified indicators of stress resistance internal factors in the group with a low level of self-assessment of professional development have significantly lower values. Based on this, we can conclude that the identified indicators are linearly related to the self-assessment of professional development level – the higher the self-assessment, the higher

their manifestation. There is a certain exception only for the indicators of the coping strategy "religious coping" and the defensive mechanism of "intellectualization," which reach their maximum in the group with an average level of self-assessment of professional development level. At the same time, for the low level, the respective indicators are also significantly lower.

Table 6.

Comparison of average values for indicators of stress resistance internal factors, which have statistically significant differences by a factor

Indicator	Low level	Average level	High level
Positive reinterpretation and growth	12,2	13,38	13,74
Focus on and venting of emotions	10,48	11,8	12,06
Active coping	11,9	12,9	13,32
Religious coping	6,78	8,79	8,38
Planning	12,42	13,04	13,62
Intellectualization	63,94	75,36	74,21

Using factor analysis, it was determined that in the group of respondents with a high self-assessment of professional development level, constructive coping strategies ("active coping" (0,745), "planning" (0,861)), and minimal focus on emotions and their discharge (-0,503) are included in the third component of the factor structure. This indicates that individuals with a high self-assessment of professional development level exhibit constructiveness and cognitive resilience, which determines the quality and efficiency of the process of professional training, and confidence in their professional competencies, opportunities and potential.

On the other hand, the defence mechanism of "intellectualization" entered the weakest fourth group of factors and was combined with the motivation for professional career "service" (more detailed results of the factor analysis are presented in the dissertation research). Such manifestation of one of the stress resistance internal factors as an element of future psychologists' professional resourcefulness can be explained by the desire of individuals with a high self-assessment of professional development level to rationalize their professional motivation for their future activities in the field of psychological practice.

In the group of future psychologists with low self-assessment of their professional development level, the distribution of indicators by factors is somewhat diverse and scattered. However, in this case, the indicators of the defence mechanism of "intellectualization" (0,680) and the coping strategy of "positive reinterpretation and growth" (0,635) entered the second component of their factor structure. Constructive coping strategies are also present in the fourth component, namely "active coping" (0,852) and "planning" (0,844).

The results of mathematical-statistical calculations indicate that the most significant internal factor of stress resistance within the structure of future psychologists' professional resourcefulness is constructive coping strategies, namely "positive reinterpretation and growth", "active coping," and "planning." They are most pronounced in psychology students with a high self-assessment of their own professional development level. Additionally, within the professional resourcefulness of future psychologists, the defence mechanism of "intellectualization" plays a significant role, to which respondents unconsciously resort in order to rationalize their career motivation. The components of tolerance to uncertainty within professional resourcefulness and resource provision for the professional development of future psychologists as a whole do not play a substantial role.

Conclusions. Therefore, based on the obtained results, we can conclude that within the structure of the future psychologists' professional resourcefulness, among the internal factors of stress resistance, the most significant are *constructive types of coping strategies*, characterized by reliance on cognitive and rational behavioural approaches in stressful and problematic situations. The most pronounced forms of these strategies among the sample of psychology students are " *positive reinterpretation and growth*", " *active coping*", and " *planning*".

In this context, within the structure of the psyche's defence mechanisms, which form the basis of coping strategies, the respondents exhibit *denial*, *displacement*, *compensation*, and *regression*. The latter, in the context of the contemporary crises and traumatic events experienced by Ukrainian society, is a neurotypical phenomenon. On the other hand, the manifestation of other defence mechanisms is explained in psychology students by a weakness in emotional response and a propensity for using rational coping

strategies, characterized by clear analysis, planning, and attempts to make the problematic situation foreseeable.

However, within the structure of professional resourcefulness concerning the self-assessment of professional development level, only one defence mechanism of the psyche is associated, namely "intellectualization", which respondents with high self-assessment unconsciously use to explain the motivation for professional growth and career development.

From the indicators of the tolerance to uncertainty components and the overall score of this scale, we can conclude that psychology students display *intolerance to uncertainty*, which, in our opinion, represents a negative trend in future psychologists' stress resistance. However, based on the results of factor analysis, we have found that this trait is not correlated with the professional resourcefulness of psychology students and therefore does not play a significant role in the resource provision for their professional development.

A perspective for further research is a more in-depth and detailed study of the role of stress resistance in the professional resourcefulness of higher education psychology students and psychologist consultants. Additionally, we find the issues related to the impact of trauma resilience and post-traumatic growth on the professional motivation of professionals in socioeconomic fields and their psychological resourcefulness in their professional activities as intriguing. Furthermore, we consider it worthwhile to investigate the phenomenon of self-efficacy and its interrelation with the resource provision for future psychologists' professional development.

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Review received 14.08.2023