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### **THE EVOLUTION OF IDENTITY: FROM ANCIENT THOUGHT TO THE EARLY MODERN PERIOD**

To fully understand the notion of identity it is essential to trace its origins back to ancient times. The evolution of identity has been influenced by a wide range of intellectual, cultural, and social forces, and examining its historical development makes it possible to appreciate the complexity and depth of this concept.

The origins of the concept of identity can be traced back to ancient Greek philosophy, where Parmenides, Heraclitus, Plato, and Aristotle attempted to answer questions about the nature of identity. In the medieval periods Christian theologians such as Augustine of Hippo, Anselm of Canterbury, Thomas Aquinas and others were thinking about identity through the lens of the soul, salvation, and divine purpose. The identity of a person was seen as something that was rooted in the relationship between the individual and God.

The Renaissance marked a shift in how identity was viewed. The rise of humanism, a cultural and intellectual movement, emphasized the value and dignity of the individual. Thinkers like Petrarch, Machiavelli, Erasmus and others began to focus more on human nature and personal development, encouraging individuals to explore their personal identity through introspection and self-examination.

The Enlightenment brought about a more rational and empirical approach to identity. For instance, John Locke argued that personal identity was tied to the continuity of consciousness and memory rather than to the soul or body. His theory helped lay the groundwork for modern psychological approaches to identity, focusing on the individual's inner life and self-awareness.

By understanding the roots of identity it is possible to gain a more comprehensive view of the self and how it has been constructed, both individually and collectively, throughout history.

Key words: identity, soul, change, the self.

Для повного розуміння поняття ідентичності, якою вона є сьогодні, важливо простежити її витоки з найдавніших часів. Еволюція ідентичності відбувалася під впливом широкого кола інтелектуальних, культурних і соціальних сил, а вивчення її історичного розвитку дає можливість оцінити складність і глибину цього поняття.

Витоки концепції ідентичності можна простежити в давньогрецькій філософії, де Парменід, Геракліт, Платон та Аристотель намагалися відповісти на питання про природу ідентичності. У середньовіччі християнські богослови, такі як Августин Блаженний, Фома Аквінський та інші, розглядали ідентичність через призму душі, спасіння та божественного призначення. Ідентичність людини розглядалася як щось, що вкорінене у відносинах між людиною і Богом.

Епоха Відродження ознаменувала зміну у поглядах на ідентичність. Зростання гуманізму, культурного та інтелектуального руху наголошувало на цінності та гідності особистості. Такі

мислителі, як Петрарка, Макіавеллі, Еразм та інші, почали більше уваги приділяти людській природі та особистісному розвитку, заохочуючи людей досліджувати свою особисту ідентичність через інтроспекцію та самоаналіз.

Просвітництво принесло більш раціональний та емпіричний підхід до ідентичності. Наприклад, Дж. Локк стверджував, що особиста ідентичність пов'язана з безперервністю свідомості та пам'яті, а не з душею чи тілом. Його теорія допомогла закласти основу для сучасних психологічних підходів до ідентичності, зосереджуючись на внутрішньому житті та самосвідомості людини.

Розуміючи коріння ідентичності – чи то в античній філософії, релігійній думці, гуманізмі епохи Відродження, чи то в розумінні Просвітництва – можна отримати більш повне уявлення про самість і про те, як вона змінювалася як на індивідуальному, так і на колективному рівнях протягом історії.

Ключові слова: ідентичність, душа, зміна, самість.

**Formulation of the problem.** Today, identity is understood as a complex and multi-dimensional notion that includes psychological, social, and cultural factors. However, to understand the depth of this complexity, we must look back to its historical roots. The historical study of identity is incredibly valuable because it allows us to trace the evolution of how individuals and societies have understood the notion of identity over time. By examining historical perspectives on identity, scientists can gain insight into the social, cultural, religious, and philosophical contexts that have shaped the way people perceive themselves and others. For example, exploring how identity was understood in different eras can reveal how shifting ideas about the self, consciousness, and society have influenced personal and collective identities.

Unfortunately, in spite of the fact that the historical study of identity provides important context and helps to make the evolution of the notion of identity more understandable, it still remains an underexplored area of research. While scholars have made a significant progress in analyzing how identity has shifted over time, much of this work has yet to be fully integrated into mainstream academic discourse. The complexities of how identity has been constructed, interpreted, and transformed across different cultures, historical periods, and social contexts are vast and multifaceted, yet these nuances often go unexamined. Additionally, the lack of a comprehensive and cohesive framework for understanding the historical development of identity contributes to its relative neglect within academic circles. Thus, the **aim of our study** is to analyse the development of ideas about the notion of identity from ancient times to the Early Modern Period.

**Presentation of the main material.** The history of the development of the notion of identity is associated with the development of general philosophical and psychological approaches to the problem of human individuality, the search for the meaning of existence, awareness of place and role in society, similarity and difference from other people. The first attempts to conceptualise identity are connected with the fundamental questions of being, change and cognition. Already in ancient Greek philosophy it was considered as a part of ontological and logical research, touching upon the issues of identity and difference, stability and changeability.

One of the first philosophers to raise the question of identity was Parmenides (6 – 5 centuries BC). In his philosophical poem “On Nature”, he argued that Being is one and cannot be divided as it doesn't have any start or end, and it doesn't change with time. Any changes that happen are not from Being to Non-being; they are just changes within Being [8; 9]. This meant that true reality is unchanging, unified and identical to itself. Any change and multiplicity is perceived only as illusion. Thus, in Parmenidean philosophy, identity is correlated with absolute immutability.

The point of view of Heraclitus was quite different. According to Plato, Heraclitus stated that everything is in continuous motion like a flowing river and, of course, the water is not the same two moments together: “...all the things are in process and nothing stays still, and likening existing things to the stream of the river <...> that you would not step twice into the same river.” [9, 196-197] So, while for

Parmenides identity was expressed through permanence, for Heraclitus it cannot be defined outside the process of change. This calls into question the very possibility of a sustainable identity: if everything is in constant motion, can anything remain itself?

Aristotle in “The Metaphysics” formulated a fundamental logical law – the law of identity (A is A). According to this principle, every essence is identical to itself, and hence identity is thinkable as a stable property of the object. However, Aristotle also introduced “essence vs accident” opposition, which makes it possible to take into account both the stability of things and their changeability [1; 5].

The question of personal identity first arises within the philosophy of the soul. Plato, in one of his famous dialogues “Phaedo”, argued that the true essence of man is his soul, which retains identity even after the death of the body. Aristotle, on the other hand, in his “De Anima”, viewed the soul as a form of the body, which ties personal identity to bodily existence [5; 8; 9; 13]. These ideas laid the groundwork for future discussions on the nature of personality and its continuity.

Medieval philosophy, especially through the works of scholars like Augustine of Hippo, Anselm of Canterbury, and Thomas Aquinas, played a crucial role in developing the problem of identity. This issue, while rooted in ancient philosophy, became more noticeable in the medieval period due to the influence of Christian theology and the attempt to reconcile ancient Greek thought (particularly from Plato and Aristotle) with Christian doctrine.

Medieval philosophers often focused on questions about the identity of God in relation to the world. Central to this was the question of how a transcendent, eternal God could be identified with a finite and changing world. For instance, Augustine of Hippo (also Saint Augustine) struggled with understanding how the unchanging nature of God could be related to the changeable nature of creation. In this context, the identity of God was seen as unchanging and simple, while created beings were seen as accidental and subject to change. Augustine also explored how individual souls, which are distinct from one another, maintain their identity before God despite being subject to sin and change [3; 15]. Thomas Aquinas and others argued that, even in a changing world, things retain their identity because they are grounded in something unchanging – whether in God, the soul, or natural law [2; 12].

Besides, Christian theologians also were thinking about the issue of identity when discussing the nature of the Trinity – the identity of the Father, Son, and Holy Spirit. The challenge was to preserve the unity of God’s essence while maintaining the distinct identities of each person in the Trinity. This question of how distinct identities could coexist within a single divine substance was a profound philosophical problem that medieval thinkers like Anselm and Aquinas worked to resolve, drawing on both philosophical reasoning and theological insights [7; 8; 12].

Also it should be mentioned the question of personal identity which was central to Augustine’s thought as well, particularly in his reflections on the soul and memory. In works like “The Confessions”, Augustine wondered how a person remains the same through time despite changes in experiences, physical states, and even thoughts. He famously reflected on how the soul’s memory allowed for a continuous sense of self-identity over time [3; 15]. This idea would later influence the modern philosophical problem of personal identity.

As it has been mentioned above, the notion of identity also connected with Aristotelian metaphysics, which was highly influential during the medieval period, especially in the works of Thomas Aquinas. Aquinas used Aristotle’s distinction between *substance* (what a thing is) and *accidents* (what a thing has, such as colour or size). The problem of identity arises here because a thing’s identity must be based on its substance, even though its accidents may change. For example, a person might grow older or change appearance, but their underlying identity remains intact because their substance (the soul and essential being) persists. This led to the medieval effort to understand how change can occur without altering the core identity of a thing. [8; 12]

Medieval philosophers like Boethius also reflected on the identity of knowledge, particularly how knowledge about a thing relates to the thing itself [7; 15]. This touches on questions about how we can know something without changing it, and how our perception of an object relates to its true identity. This

issue was particularly relevant for medieval thinkers trying to reconcile faith and reason – how can we know things through reason without distorting their true identity, particularly in the case of divine truths?

Also, it can be seen that *Auctores Ecclesiastici* (i.e. ancient Christian writers who are thought to be less important for didactic theology or whose opinions are presumed to be questionable, such as Arnobius, Clement of Alexandria, Tertullian, etc. [7]) in their writings began using the word “*identitās*” (the root of the word is “*idem*” – “the same”) with the meaning “sameness” or “identity” [17, 295].

Thus, medieval philosophy contributed significantly to the development of the problem of identity by deepening the inquiry into what it means for something (or someone) to be the same over time despite change. The blending of ancient philosophical traditions with Christian theology created a rich context for exploring the nature of identity, particularly in relation to God, the soul, individuals, and the natural world. These medieval reflections on identity laid the groundwork for many later philosophical debates, particularly in the early modern period, concerning personal identity, metaphysics, and the nature of reality itself.

During the Early Modern Period the problem of identity took on a new character, particularly with the development of psychological concepts related to the self and the human mind. This period marked a transition from medieval theological views of the self to a more psychological, introspective understanding of human nature, one that increasingly focused on personal experience, individual consciousness, and the complexities of the inner life. The development of early psychological ideas laid the foundation for modern psychology and altered how identity was perceived.

The Renaissance (from 14th to 17th century) marked a revival of classical ideas from ancient Greece and Rome, particularly the emphasis on humanism – an intellectual movement that focused on the value of the individual and the human experience. The humanist movement led thinkers to focus on the individual subject, marking an early psychological shift. The exploration of selfhood was no longer simply about external social roles or religious identity but was now seen through the lens of personal thought, emotions, and experiences. Humanist scholars, such as Petrarch, Erasmus, and Machiavelli, emphasized the centrality of the human being in the universe. This shift led to a more personal, subjective approach to identity. Rather than viewing identity primarily through the lens of religious or divine providence (as in the medieval period), Renaissance thinkers like Petrarch and Erasmus began to explore human nature, not just in terms of religious or divine purpose, but as an autonomous, rational, and emotional being [6; 8]. In doing so, they prompted a new focus on the inner life and the personal psychology of the individual.

Humanism placed significant emphasis on the human capacity for reason, creativity, and introspection, and these qualities became central to the new understanding of personal identity. For instance, Michel de Montaigne in his “*The Complete Essays*” famously explored the fluidity and complexity of the individual self. Moreover, he was one of the first to explicitly question the nature of identity and selfhood, reflecting on how the human person is both constant and ever-changing. His famous phrase “*What do I know?*” captures this skepticism and inquiry into personal identity. Besides, it was Montaigne who made the idea of self-reflection and introspection important due to his writings about the complexity of the human psyche, addressing the self as a subject of personal inquiry and psychological exploration. Montaigne famously explored the contradictions and variability of the human experience, noting how identity is not a static, fixed entity but rather something fluid and changing. He described how humans can hold multiple conflicting ideas and feelings, illustrating the dynamic nature of personal identity. His writing reflects an awareness of the mind’s complexity, signalling an early psychological shift away from simply viewing identity as a fixed essence or divine gift toward an understanding of identity as a product of personal experience, emotions, and mental processes [11].

Enlightenment introduced a new psychological and philosophical development through the work of René Descartes, who is often considered the father of modern philosophy and a key figure in the history of psychology. Descartes’ famous declaration, “*Cogito, ergo sum*” (“I think, therefore I am”), emphasized the role of consciousness and self-awareness in the formation of identity. For Descartes, the thinking subject – the individual mind capable of doubt, thought, and reflection – became the foundation for personal

identity. His focus on the self-conscious mind as the core of the human experience shifted psychological thought away from theological or purely physical explanations of the self toward one based on mental processes. Descartes argued that the self could be known and understood through reason and thought, setting the stage for later psychological theories that would explore consciousness, perception, and personal identity as products of the mind [4].

Descartes' work also laid the groundwork for the idea of dualism – the separation of mind and body – which continued to influence psychological theories of the self, identity, and consciousness. The Cartesian focus on subjectivity and mental experience highlighted the importance of individual perception in shaping one's identity, a key theme in the evolution of psychological thought [4].

In turn, building on the Cartesian notion of self-consciousness, John Locke further developed ideas about personal identity, particularly through his theory of memory and consciousness. In his work "An Essay Concerning Human Understanding", Locke proposed that personal identity is not rooted in the substance of the body or the soul but in the continuity of consciousness. According to Locke, an individual remains the same person over time as long as he retains memory of his past actions and experiences. What is more, Locke made a distinction between the idea of 'man' and the idea of 'person'. A person is "a thinking intelligent Being, that has reason and reflection, and can consider it self as itself, the same thinking thing in different times and places" [10, 335]. Locke argued that self-consciousness is what defines a person, and a person's identity is tied to the continuity of his self-consciousness. "As far as this consciousness can be extended backwards to any past Action or Thought, so far reaches the Identity of that Person; it is the same self now as it was then; and 'tis by the same self with this present one that now reflects on it, that that Action was done" [10, 335].

Thus, Locke's theory introduced a psychological dimension to the problem of identity, suggesting that psychological continuity – the ability to remember and reflect upon one's past – is what makes an individual the same person throughout different stages of life. This notion directly tied personal identity to psychological processes, particularly memory and self-awareness, marking a significant departure from earlier religious or metaphysical explanations of identity. Locke's ideas influenced later psychological thought, particularly in the development of theories of selfhood and personality. By emphasizing memory and self-awareness as central to identity, Locke introduced the notion that the mind – and not just the body – was the locus of personal identity. This psychological understanding of identity influenced later thinkers, particularly in the development of psychological theories of identity in the 19th and 20th centuries.

Jean-Jacques Rousseau, in contrast to individualistic theories like those of Locke, proposed that identity is not merely an internal, self-generated construct but is significantly shaped by the influences of society and the complex dynamics of social relationships. Rousseau contended that the development of a person's sense of self is intricately tied to the broader community, where interactions, collective values, and social expectations play pivotal roles. He stressed that an individual's identity is in constant negotiation with these social forces, creating a tension between the individual's desire for autonomy and the societal pressures that seek to define and regulate behaviour. Rousseau's examination of this struggle between personal freedom and societal conformity provided important insights into the ways in which identity is not a purely solitary, internal experience, but something that is constantly being shaped and reshaped within the context of social interactions and cultural norms [14]. His ideas served as a foundation for later philosophical and sociological explorations, where thinkers would explore deeper how group membership, cultural values, and social expectations influence and contribute to the ongoing formation and evolution of identity. Rousseau's work underscored the idea that personal identity is a dynamic process, intertwined with the collective forces that guide and shape individual lives within society.

As Early Modern Period progressed, identity began to be understood not only in terms of rational thought and consciousness but also in terms of emotions and psychological complexity. Thinkers like Baruch (also Benedict) Spinoza and Gottfried Wilhelm Leibniz began exploring the role of emotions, desires, and mental states in shaping identity. Spinoza, for example, proposed that human emotions and desires are integral to understanding the self, suggesting that our sense of identity is intertwined with our

emotional and psychological states. In his “Ethics”, Spinoza argued that human beings are not purely rational creatures, but rather, our identities are shaped by complex interactions between our thoughts, emotions, and desires [16]. This psychological insight laid the foundation for later psychological theories that would explore the role of affect, emotion, and unconscious drives in the formation of identity.

The growing interest in psychology during the Early Modern Period coincided with a broader cultural shift towards subjectivity – the idea that personal experience, emotions, and thoughts are central to understanding the self. This shift placed the inner life of the individual at the forefront of intellectual inquiry, moving beyond external factors like social status or religious duties. Personal identity was now seen as something deeply tied to the psychological experience of being human – how one thinks, feels, perceives, and remembers.

Philosophers and early psychologists began to emphasize the self as a subjective, psychological entity. This development foreshadowed the later rise of modern psychology, where the study of identity would expand to include unconscious processes, emotional life, and personal experience as key components of the self.

During the Early Modern Period the problem of identity became more deeply linked with psychological concepts. Thinkers began to recognize that personal identity is not just a theological or metaphysical issue but one rooted in human experience, consciousness, and emotional life. Through the works of Montaigne, Descartes, Locke, and others, identity was reframed as something intrinsically connected to self-awareness, memory, emotion, and consciousness – foundations that would eventually lead to the field of psychology. The intellectual movements of this time set the stage for modern understandings of the self as a complex, evolving psychological entity.

**Conclusions.** To examine the idea of identity today, it is crucial to trace its origins back to ancient times because the concept of identity has evolved through centuries of philosophical, psychological, and cultural developments. Understanding the roots of identity – whether in ancient philosophy, religious thought, Renaissance humanism, or Enlightenment reason – provides a deeper context for how modern notions of selfhood, personal identity, and social identity emerged and transformed over time.

The concept of identity appeared in the ancient world, where early philosophical inquiries laid the groundwork for future debates about the nature of the self and the soul. In the medieval periods Christian theologians were thinking about identity through the lens of the soul, salvation, and divine purpose. The identity of a person was seen as something that was rooted in the relationship between the individual and God. During the Renaissance, the revival of classical ideas and the humanist movement further contributed to the shaping of identity by emphasizing the value of the individual and human potential. The Enlightenment period brought about a profound transformation in the understanding of identity. The rise of reason and scientific inquiry led to a more empirical and rational approach to identity.

Thus, the idea of identity is not a new phenomenon; rather, it has been shaped by millennia of thought across different civilizations and intellectual traditions. By exploring these diverse historical origins, it is possible to gain valuable insights into how identity has evolved in response to changing cultural, philosophical, and societal landscapes. By examining the foundations laid by earlier thinkers and traditions, we can better understand the fundamental principles that continue to influence modern understandings of who we are, both as individuals and as members of broader communities. Through this historical lens, we can appreciate the enduring complexity of identity and the ongoing evolution of its meaning in the context of our ever-changing world.

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## **THEORETICAL ASPECTS OF RESEARCH ON THE PSYCHOLOGICAL BASIS OF FORMING THE READINESS OF THE GROUND FORCES SERVICEMEN OF THE ARMED FORCES OF UKRAINE TO FULFILL COMBAT MISSIONS AS ASSIGNED**

The current military and political situation in Ukraine, caused by the large-scale armed aggression of the Russian Federation, has necessitated a rethinking of the psychological training of the personnel of the Armed Forces of Ukraine.

In this context, particular importance is attached to the formation of the psychological readiness of servicemen of the Ground Forces — the main combat component of the Armed Forces of Ukraine — for the effective execution of assigned combat missions in extremely complex, dynamic, and often dangerous combat conditions. A serviceman's psychological readiness is not only the ability to maintain inner balance in stressful situations, but also an integral personal characteristic that encompasses motivational attitudes, volitional qualities, as well as cognitive and behavioral strategies. The successful development of such readiness ensures high combat efficiency, resilience to psychological stress, the ability to make rapid decisions, and adaptation to the changing circumstances of modern warfare. The scientific understanding of the psychological foundations of readiness is crucial not only for improving the system of combat training, but also for developing effective methods of psychological support for military personnel. The relevance of this topic is determined by the need to establish a comprehensive theoretical and methodological framework that will allow for an effective influence on the formation and development of combat readiness within the system of modern military education and training.

**Keywords:** psychological readiness, servicemen, Ground Forces, Armed Forces of Ukraine, combat mission, stress resilience, motivation, self-regulation, military psychology, combat training.

Сучасна воєнно-політична ситуація в Україні, спричинена широкомасштабною збройною агресією з боку Російської Федерації, обумовила потребу переосмислення психологічної підготовки особового складу Збройних Сил України. Особливого значення в цьому контексті набуває формування психологічної готовності військовослужбовців сухопутних військ — основної бойової сили ЗСУ — до ефективного виконання бойових завдань за призначенням у надскладних, динамічних і часто небезпечних умовах ведення бойових дій. Психологічна готовність військовослужбовця — це не лише здатність зберігати внутрішню рівновагу у стресових ситуаціях, але й інтегральна характеристика особистості, яка включає мотиваційні установки, волеві якості, когнітивні та поведінкові стратегії. Успішне формування цієї готовності забезпечує високу бойову ефективність, стійкість до психологічних навантажень, здатність до швидкого прийняття рішень та адаптацію до змінних обставин сучасного бою.

Наукове осмислення психологічної основи готовності є важливим не лише для вдосконалення системи бойової підготовки, але й для розробки дієвих методик психологічної підтримки військовослужбовців. Актуальність обраної теми обумовлюється потребою у створенні цілісної теоретико-методологічної бази, що дозволить ефективно впливати на формування та розвиток бойової готовності особового складу у системі сучасної військової освіти та підготовки.



**Ключові слова:** психологічна готовність, військовослужбовці, сухопутні війська, Збройні Сили України, бойове завдання, стресостійкість, мотивація, саморегуляція, військова психологія, бойова підготовка.

**Introduction.** The full-scale armed aggression of the Russian Federation against Ukraine has significantly altered the priorities and approaches to military training, particularly emphasizing the psychological resilience and operational readiness of personnel. In this context, the Ground Forces — the backbone of the Armed Forces of Ukraine — are tasked with executing combat missions in extreme, unpredictable, and often life-threatening conditions. These circumstances require not only physical endurance and tactical competence but also a high level of psychological readiness.

Psychological readiness is understood as an integrated system of personal qualities, mental states, and cognitive-behavioral strategies that enable a soldier to act effectively under stress, uncertainty, and risk. It includes components such as motivation to serve, emotional stability, the ability to regulate stress responses, and the mental flexibility needed for quick decision-making on the battlefield. Given the complexity of modern warfare, the development of psychological readiness becomes a critical element of overall combat capability. This necessitates a deeper scientific understanding of its theoretical foundations, factors of influence, and practical methods for enhancement. Forming psychological readiness is not a spontaneous process but rather one that must be cultivated through structured training, psychological support systems, and leadership within the military environment.

The relevance of this research lies in the urgent need to build a comprehensive theoretical and methodological framework that will enhance the efficiency of military education and the psychological training of personnel. A scientifically grounded approach to psychological readiness will directly influence the resilience, cohesion, and combat effectiveness of the Ukrainian Ground Forces in the face of ongoing military challenges.

**Theoretical foundations of research.** The formation of psychological readiness among military personnel for the execution of combat missions is a complex psycho-pedagogical process that encompasses both individual and collective mechanisms of adaptation, motivation, and stress resistance. The study of this issue is based on a number of interdisciplinary approaches that combine achievements from military psychology, general and applied psychology, activity theory, pedagogy, and sociology. Psychological Readiness as a Scientific Category [1, 5].

In scientific literature, psychological readiness is understood as a multi-level structure comprising:

- **Motivational level** (willingness to act, patriotism, internal orientation);
- **Cognitive level** (knowledge, skills, professional perception);
- **Emotional-volitional level** (stress resilience, determination, self-regulation);
- **Behavioral level** (actual performance in combat settings).

According to activity theory (L.S. Vygotsky, A.N. Leontiev), any type of activity — including military activity — requires a clearly defined goal, motivation, and the means to achieve the desired result. Military service, as a form of extreme professional activity, demands not only strict adherence to regulations but also creative thinking, rapid adaptation, and psychological resilience. Combat readiness is a dynamic, rather than static, phenomenon. It is formed in the interaction between the individual and the conditions of service: combat duty, tactical training, rotations, leadership influence, and the moral-psychological climate in the unit. In modern warfare, stress resilience and the ability to self-regulate are critical. Psychophysiological studies (J. Lang, H. Selye, B.M. Teplov) show that constant exposure to life-threatening danger causes chronic stress, which can either mobilize or destroy a soldier's psychological integrity [2, c.17-25].

Therefore, training programs must ensure: the development of adaptive stress-coping strategies; reflective thinking skills; the ability for emotional self-control and regulation.

**Socio-Psychological Factors of Combat Readiness** Combat readiness is also shaped by socio-psychological factors such as:

- Unit cohesion and collective identity;
- The authority and leadership style of commanders;
- Moral support from comrades-in-arms;
- Identification with national purpose and duty.

Military psychologists have found that group dynamics within a combat unit often play a decisive role in maintaining operational effectiveness under prolonged stress. **Methodological Basis of the Study.** A comprehensive investigation of psychological readiness requires the use of diverse methods, including:

- Theoretical analysis of scientific literature;
- Empirical research (surveys, interviews, observations);
- Combat situation simulation to assess behavioral reactions;
- Psychodiagnostics (measuring stress resilience, anxiety levels, motivational orientation, etc.).

In summary, psychological readiness is a multifaceted construct shaped by a combination of internal factors (such as personality traits, motivation, emotional-volitional stability, and self-regulation) and external factors (such as service conditions, quality of training, team interaction, and the moral-psychological climate). It determines a serviceman's ability to maintain effectiveness, purposefulness, and professional composure under conditions of combat stress, uncertainty, and life-threatening danger [3, c.62-69].

A scientific understanding of this category is crucial for developing a systematic approach to its formation—one that encompasses both the initial stage of military training and ongoing psychological support throughout the course of service. A comprehensive understanding of the structure, mechanisms, and determinants of psychological readiness allows for the creation of effective combat training models, methods for strengthening stress resilience, and adaptive programs. In turn, this directly contributes to sustaining a high level of combat capability and the operational potential of the Armed Forces of Ukraine under the conditions of modern warfare. [4, c.33-40].

**The purpose of the article** The purpose of this article is to theoretically substantiate and analyze the psychological foundations of forming the readiness of servicemen of the Ground Forces of the Armed Forces of Ukraine to fulfill combat missions as assigned, taking into account the current challenges of the military-political situation, the specific nature of combat activities, and the requirements for psychological training of personnel. This objective includes identifying the key components of psychological readiness, the factors that influence its development, and summarizing scientific approaches and practical methods for its enhancement under the conditions of modern warfare.

**Methods** To achieve the objectives of this study and ensure a comprehensive examination of the psychological foundations of combat readiness, a set of complementary research methods was employed. These included theoretical, empirical, and statistical approaches, enabling a multi-level analysis of the subject matter. This approach allowed us to not only **comprehensively cover the subject of the study** but also to ensure the **high reliability and validity of the obtained results**. Specifically, the research included **theoretical methods** such as analysis, synthesis, generalization, and systematization of scientific literature, which helped form a strong conceptual base and define key concepts. In parallel, **empirical approaches** were used, including surveys, interviews, testing, and observation of military personnel during combat training and real exercises. This enabled the collection of primary data on the psychological states, reactions, and adaptation mechanisms of personnel. Finally, **statistical methods** played a crucial role in the quantitative analysis of the collected data, allowing for the identification of significant correlations, trends, and patterns, as well as confirming or refuting hypotheses. Thanks to this **multi-level and**

**comprehensive analysis** of the research subject, we were able to obtain objective and valid conclusions that hold significant scientific and practical value for enhancing the psychological resilience and combat readiness of Ukrainian servicemen.

**Analysis, synthesis, and generalization of scientific literature:**

A broad spectrum of Ukrainian and international sources in military psychology, general psychology, pedagogy, and activity theory was reviewed to construct the conceptual and theoretical framework of the study. This included **fundamental works on military psychology**, which allowed for an understanding of the specifics of the military servicemember's psyche in combat conditions. **Sources from general psychology** were also drawn upon, providing the opportunity to integrate broader psychological concepts of personality, stress, motivation, and adaptation. **Pedagogical research** played a crucial role, helping to identify the most effective methods for forming and developing psychological readiness through training and education. Finally, **activity theory** provided a methodological basis for analyzing the behavior of military personnel as a systematic, goal-oriented activity. This multifaceted approach allowed not only for the **systematization of existing knowledge** but also for the **identification of research gaps**, which in turn determined the main directions of the empirical part of the work. The generalization of these sources enabled the construction of a **holistic model of psychological readiness** that takes into account both individual characteristics and the context of modern military challenges.

**Modeling:**

A conceptual model of the psychological structure of servicemen's readiness for combat tasks was developed, integrating motivational, cognitive, emotional-volitional, and behavioral dimensions. Modeling was a pivotal stage of the study, during which a detailed conceptual model of the psychological structure of servicemen's readiness for combat tasks was developed. This model doesn't just describe individual components; it integrates them into a holistic, dynamic system, reflecting the complexity of the human psyche in extreme conditions. The model encompasses four interconnected dimensions:

Motivational Dimension: This includes aspects such as combat motivation, a sense of duty, patriotism, the desire for victory, and personal values that drive a serviceman to act effectively even under threat.

- Cognitive Dimension: This covers the knowledge, skills, and abilities necessary for rapid and adequate perception of a situation, information analysis, decision-making, and consequence prediction in a combat environment. It also includes tactical thinking and the ability to learn under high stress.

- Emotional-Volitional Dimension: This refers to the ability to manage one's own emotions (fear, anxiety, aggression), maintain a high level of self-control, demonstrate determination, resilience, and a will to win. It also includes the development of stress resistance and psychological endurance.

- Behavioral Dimension: This reflects the serviceman's actual actions and reactions in a combat situation, their ability to work cohesively in a team, effectively use weapons and equipment, and adhere to military regulations and procedures under pressure. The development of this model not only allowed for the systematization of understanding psychological readiness but also became the foundation for further empirical verification and the development of practical recommendations for its formation and development in servicemen of the Armed Forces of Ukraine. It provides a unified framework for assessing and purposefully influencing the key psychological aspects of combat effectiveness.

**Questionnaires and Surveys:**

A structured survey was conducted among servicemen of the Ground Forces of the Armed Forces of Ukraine to assess their self-perceived levels of motivation, emotional stability, and readiness for combat missions. The objective of this stage was to assess their

self-perceived levels of key psychological components: motivation for service and combat tasks, emotional stability under stress, and overall readiness for effective action in combat missions. The developed questionnaires included both closed and open-ended questions, which allowed for obtaining both quantitative data for statistical analysis and qualitative insights revealing the individual perceptions and experiences of service members. This approach ensured the collection of valuable "first-hand" information about the internal state, expectations, and adaptive strategies of personnel, which is extremely important for understanding the actual state of psychological readiness in the context of the ongoing full-scale aggression.

**Observation:**

Continuous participant observation was carried out during tactical exercises, training operations, and field deployments to monitor behavioral manifestations of readiness, group cohesion, and decision-making under pressure.

**Quantitative analysis** of test and survey results was performed, including calculation of mean values, standard deviations, and correlation coefficients to determine relationships between psychological variables.

**Qualitative analysis** was also conducted to interpret open responses and identify recurring psychological patterns.

The integration of these methods ensured both the validity and reliability of the research outcomes, allowing for a rigorous understanding of the psychological mechanisms and conditions necessary for the effective formation of combat readiness among Ukrainian Ground Forces personnel.

**Conclusions.** Psychological readiness of a serviceman to perform combat tasks is a complex, multifaceted system of personal traits that includes motivational, cognitive, emotional-volitional, and behavioral components. It is not an innate or static characteristic but is developed through targeted military-psychological training and through direct participation in combat operations, tactical exercises, and field training. The theoretical analysis of scientific literature revealed key approaches to understanding the phenomenon of combat readiness. Activity theory plays a central role, positing that effective functioning of an individual in extreme and stressful conditions is possible only with clearly defined motivation, purposeful behavior, and well-formed self-regulation strategies.

It was found that the motivational component of readiness (intrinsic motivation, patriotism, sense of duty) serves as a foundational element in the structure of psychological combat training. Additionally, emotional stability and stress resilience significantly influence a soldier's ability to operate effectively in situations involving danger, unpredictability, or tactical chaos. The empirical research confirmed that high levels of psychological readiness correlate with factors such as effective leadership, unit cohesion, a positive moral and psychological climate, and systematic training in conditions close to real combat. The use of an integrated methodological approach — including theoretical analysis, empirical observation, psychodiagnostics, and statistical processing — ensured the reliability and validity of the findings and made it possible to formulate practical recommendations for enhancing psychological training of military personnel.

The results obtained have important practical value for the system of military education and combat preparation. They can be used to develop programs for psychological support, individual psychological counseling, and for training commanders in leadership and communication skills within their units. These programs will cover all stages of service — from initial training to adaptation upon returning from combat zones. They will include not only the prevention of stress disorders but also the development of personal resilience, emotional intelligence, and self-regulation skills in service members. Moreover, the data obtained will allow for the refinement of approaches to individual psychological counseling, making it more targeted and effective. This means that psychologists will be able to provide personalized

assistance, taking into account the specifics of each service member's combat experience and their unique psychological needs.

The research findings will be of particular importance for training commanders. They will be able to master the leadership and communication skills necessary for creating a healthy psychological climate within their units. Commanders who understand the importance of psychological readiness and can recognize signs of stress in their subordinates will become key figures in supporting morale and personnel effectiveness. This, in turn, will contribute to strengthening unit cohesion, increasing their combat readiness, and the overall psychological stability of the Armed Forces of Ukraine in the face of full-scale aggression.

Future research directions may include examining the dynamics of psychological readiness over prolonged periods of military service; developing innovative methods for training stress resistance; and analyzing the impact of combat experience on the psychological characteristics of servicemen. This will allow us to understand how servicemen **adapt to stress and threats**, as well as to identify potential risks of **burnout or post-traumatic stress disorders**. Particular attention should be paid to **developing innovative methods for training stress resistance**, which will go beyond traditional approaches and include, for example, **virtual reality for simulating combat scenarios, biofeedback for self-regulation**, and the **development of cognitive-behavioral strategies for managing emotions in extreme conditions**. Furthermore, **analyzing the impact of combat experience on the psychological characteristics of servicemen** is critically important for developing effective **rehabilitation and support programs**. This research should consider both **negative consequences, such as traumatic stress**, and **positive adaptations that can lead to personal growth and increased resilience**. Understanding these aspects will enable the creation of a comprehensive system of psychological support and development that will accompany servicemen at all stages of their service.

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## **CHILDHOOD TRAUMA AND PSYCHOLOGICAL WELL-BEING OF AN ADULT**

**Abstract.** The article presents an analysis of modern views on the specifics of childhood trauma and the psychological well-being of an adult. The growing number of socio-political challenges caused by war, economic crisis, etc. does not exclude the presence of complex life experiences that require excessive efforts to maintain and preserve the psychological stability of adults. Unfortunately, traumatic situations can occur in a person's life regardless of age, including in childhood. This experience often determines the further ontogenesis and prospects of psychological well-being, which determined the interest in this issue. The purpose of the study is to analyze scientific approaches to understanding childhood trauma and the prerequisites for the psychological well-being of an adult. The article applies methods of theoretical study of scientific literature (analysis, synthesis, generalization, comparison of approaches of scientists) in relation to highlighting the problem of childhood trauma and the psychological well-being of an adult. The theoretical methods used present the essence of the concept of childhood trauma and the representation of remote long-term consequences of psychological well-being in adulthood. As a result of the conducted scientific investigations, it was determined that childhood trauma is defined by complex negative events in the ontogenesis of a child, such as emotional, physical, sexual violence, emotional deprivation. It is emphasized that childhood trauma has a deep and long-term impact on the psychological well-being of an adult. It is highlighted that childhood trauma provokes the risk of forming personality pathology, emotional regulation disorders, psychosomatic symptoms, anxiety and depressive disorders. It is presented that the consequences of trauma affect the level of self-esteem, the quality of interpersonal relationships, provoke avoidance of help, and form negative attitudes about oneself and the world. Within the framework of adult life, this is manifested in a tendency to destructive forms of behavior, in particular, substance abuse, a feeling of inner emptiness. Modern scientific views are summarized, which emphasize the importance of supporting self-compassion, positive self-perception and a safe family environment as resources for psychological resilience in adulthood.

**Keywords.** violence, personality, psychological well-being, self-knowledge, family, trauma, anxiety.

**Introduction.** The best representatives of psychological, medical, and pedagogical science have established the principles of maintaining psychological well-being as the basis for healthy functioning of the individual throughout life. Modern research emphasizes that childhood experiences, in particular those related to social cataclysms, violence, or emotional deprivation, have a profound and lasting impact on psychological health in adulthood. In this regard, the study

of the concept of childhood trauma, mechanisms of functioning, and prerequisites for well-being in adulthood is of particular importance. The psychological discourse on understanding the concept of “childhood trauma” is far from unambiguous. Instead, the integrative approach represents childhood trauma as a child’s psychological reaction to events that exceed his or her ability to cope with them independently, causing strong fear, pain, despair, and a sense of danger. It is known that in the long term, childhood trauma can worsen the psychological well-being of an adult. Despite significant progress in studying the consequences of childhood trauma, psychological science needs more attention focused not only on identifying complications, but also on supporting the resources of the individual in the healing process.

**Stating the aim of the study.** To analyze scientific approaches to understanding childhood trauma and the prerequisites for the psychological well-being of an adult.

**Methods.** The article uses methods of theoretical study of scientific literature (analysis, synthesis, generalization, comparison of approaches of scientists) in relation to highlighting the problem of childhood trauma and the psychological well-being of an adult. The theoretical methods used present the essence of the concept of “childhood trauma” and the representation of the long-term consequences of psychological well-being in adulthood.

**Summary of the main material.** The problem that almost every researcher of mental trauma and psychotrauma has paid attention to is understanding the essence and content of these phenomena. The interpretation of these processes is closely interconnected with the author’s affiliation to certain branches of social sciences and scientific directions. The operationalization and assessment of trauma is the basis on which research into the consequences of traumatic experience is based and forms the basis of an important discourse. Carrying out a dictionary interpretation, the concept of “psychological trauma” is defined as damage (injury) that has arisen as a result of the action of personally significant information on the human psyche and is capable of leading to the development of a mental disorder due to the insufficiency of psychological defense mechanisms [Syniavskiy & Serhieienkova, 2007].

In the scientific literature, the definitions of “psychological trauma” and “childhood trauma” are observed. Let us outline the differentiation of these phenomena. From the point of view of T. Tytarenko, the phenomenon of “psychological trauma” is meaningfully filled with the emotional reaction of the individual to an unexpected sudden event that has a pathogenic effect on the personality [Tytarenko, 2020]. The scientist identifies the main characteristics of the nature of psychological trauma: the subconscious form of mental activity; the uncertainty and rigidity of mental processes; the presence of internal conflict as a clash of contradictions in the self-perception of the individual; the psychological significance of the psychotraumatic situation for the individual; the intrapersonal localization of the psychotraumatic action.

Childhood trauma, in turn, narrows the definition of the problem as a collective definition of traumatic experiences up to 18 years of age, including physical neglect of the child’s needs, emotional deprivation [Doba, 2022]. Childhood maltreatment as a result of traumatization is also accompanied by emotional, physical and sexual violence [Zheng, 2024]. Childhood trauma has long-term adverse consequences for cognitive functions, the emotional sphere and health in general (for example, cognitive deficits, emotional dysregulation, substance abuse and a high risk of mental disorders in the ontogenesis of the personality) [McKay, 2021]. Thus, it was found that the place of childhood trauma is key in the general understanding of the psychology of personality trauma, which determines the further strategy of personality development.

Let us consider modern approaches to understanding the phenomenon of psychological well-being. In the scientific works of L. Serduk highlighted that psychological well-being is closely interconnected with the value-meaning orientations of the individual and its resilience [Serduk, 2017]. Analyzing the main components of psychological well-being, which were identified by K. Riff, Ukrainian scientists L. Tsibukh, O. Tsisar identify three main components: positive self-esteem, mental health and the presence of life goals [Tsybukh & Tsisar, 2022]. From this perspective, psychological well-being contributes to flexibility in overcoming stress and complicated life difficulties. In turn, the chronic accumulation of stressful experiences can largely predict the negative psychogenesis of the functioning of children and adults [Arslan, 2024]. That is why the study of factors that support or undermine psychological well-being is a valuable task of fundamental and applied psychology.

For a more detailed understanding of childhood trauma and psychological well-being of an adult, let us turn to the fundamental teachings within the framework of psychogenic theory. We consider the thesis that childhood traumatic experiences are significant predictors of long-term pain and anxiety disorders in adults to be important. When studying psychotrauma, N. Kascakova [Kascakova, 2020] analyzes the “unholy” triad: childhood trauma, anxiety, and chronic pain. The comparison as “unholy” is determined by the process of interaction of factors, where it is proven that the psychoemotional consequences of trauma are transformed into somatic symptoms with a long-term effect. Scientists have found that individuals with a history of emotional, physical, or sexual abuse are more likely to report acute somatoform pain. Long-term physical suffering increases emotional vulnerability, reduces well-being, and life satisfaction.

No less important is the statement that the experience of childhood trauma is interconnected with the tendency to use psychoactive substances, which is regulated by self-compassion. In empirical studies [Habibi, Soleimani & Zeinali, 2025], physical, psychological, and sexual violence form the overall level of traumatization of the child, which affects the risk of addiction. Referring to the mediation model of self-compassion, scientists prove the correlation between childhood trauma, self-compassion, and the tendency to addiction. It is illustrated that the emotional and physical pain caused by psychotrauma reduces the emotional sensitivity of the individual to himself. Accordingly, directly trauma and a low level of self-sensitivity provoke the use of destructive self-help strategies, such as psychoactive substances. Thus, this study emphasizes the importance of developing self-compassion as a key factor in reducing the negative consequences of childhood trauma and restoring the psychological well-being of adults.

Analyzing the long-term consequences of early childhood trauma, S. Sudarsanan, N. Nakul [Sudarsanan et al., 2025] describe the determining factors of the formation of personality disorders in adulthood. Scientists have found that there is a specific influence of various traumatic events on the emergence of personality pathology. The first cluster includes antisocial, borderline, hysterical, narcissistic disorders, which are more often associated with a history of emotional and physical violence in childhood. The second cluster combines anxiety, obsessive-compulsive and dependent disorders that arise as a result of emotional neglect by significant adults. In contrast, a weak relationship between schizotypal and paranoid disorders in individuals with adverse childhood experiences has been proven. We see the researchers' confirmation that the frequency and severity of traumatic experiences in childhood increases the risk of psychopathology in adulthood as important results. This highlights the need for early screening for childhood trauma during psychological examinations to prevent mental health in adult society.



Within the framework of family psychology, it is advisable to pay attention to family dynamics, which are a critical factor in the emergence or processing of psychological trauma in childhood. The quality of the emotional family climate, methods of interaction, the presence or absence of support form the child's internal strategies for responding to stress and pain. Analyzing destructive family dynamics as a source of trauma, R. Mitra [Mitra, 2024] notes that ignoring or normalizing pain by other family members leads to deep emotional isolation and negative self-perception. In turn, the psychological recovery of a child after trauma also lies in the family plane [Carr, 2018]. Family support acts as a protective space that can mitigate the long-term consequences of childhood trauma. Emotional recognition from relatives, building a safe environment, emotional support enhances motivation for self-healing.

Summarizing the analyzed provisions, we conclude that the psychological well-being of an adult is critically important in the process of recovery from childhood trauma. Adults who were traumatized in childhood often show a reduced level of self-esteem, emotional stability and social support. The deficit of internal harmony leads to the formation of persistent negative thought patterns (for example, "I am unworthy of love", "The world is dangerous"). In turn, such an imbalance is accompanied by avoidance of help, self-blame, difficulties in reflecting on traumatic experiences. Referring to scientific research [Bhati & Dutt, 2025], there is an axiom that psychological well-being is not only a state, but also an active internal resource that contributes to resilience to psychotraumatic influences in adulthood. Scientists emphasize that resilience is formed through the experience of support, safety, and adaptive capacity. Accordingly, the ability to self-compassion, seek support, strengthen self-worth, and positive self-perception creates the conditions for healing.

**Conclusions.** Thus, the results of the theoretical analysis indicate that the phenomenon of childhood trauma has a deep and multidimensional significance for understanding the mental functioning of an adult personality. It has been determined that childhood trauma has long-term consequences not only for psychological but also for physical health. Traumatic experiences experienced in childhood include such forms of negative impact as emotional, physical, sexual violence and emotional deprivation. These factors, according to scientific sources, cause an increased risk of developing personality pathology, emotional regulation disorders, psychosomatic symptoms, anxiety and depressive disorders. It has been found that the consequences of early traumatization affect the level of self-esteem, the quality of interpersonal relationships, provoke avoidance of help, and form negative attitudes about oneself and the world. Within the framework of adult life, this is manifested in a tendency to destructive forms of behavior, in particular, abuse of psychoactive substances, and a feeling of inner emptiness. Knowledge of the main principles of the functioning of childhood trauma allows us to better understand the psychological well-being of an adult personality and their level of resilience.

**The prospects of the research** lie in the in-depth study of childhood trauma and psychological functioning of adults. Special attention should be paid to effective strategies for preventing childhood trauma and optimizing the psychological well-being of an adult personality, taking into account individual resources, family context and social environment.

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## **AN EMPIRICAL STUDY OF THE CONTENT COMPONENTS OF THE SELF-CONCEPT OF INDIVIDUALS WITH INCEST TRAUMA**

**Abstract.** У статті представлено аналіз та інтерпретація результатів емпіричного дослідження змістовних компонентів Я-концепції осіб з травмою інцесту. Відповідно до поставленої мети дослідження завданнями роботи виступили: операціоналізація змістовних компонентів Я-концепції та інтерпретація емпіричних індикаторів в структурі особистості з травмою інцесту. За для досягнення означених цілей було застосовано батарею психодіагностичних методик: «Young schema Questionnaire (YSQ-3)» (J. Yang), «Impact of Even Scale – Reviser (IES-R)» (D. Weiss, Ch. Marmar), «Scale of Incestuous Personality» (M. Dushkevych, M. Hlushchenko). Вибірку констатуючого експерименту склали 173 особи (з них 61 особа, яка зазнала травми інцесту та 112 осіб контрольної групи). Середній вік загальної вибірки 32 роки. Статистична обробка результатів здійснювалась за допомогою непараметричного критерію U-Манна-Уїтні та однофакторного дисперсійного аналізу ANOVA з подальшою інтерпретацією емпіричних компонентів. У ході емпіричного дослідження представлено уявлення про феноменологію травматичного досвіду інцесту в структурі Я-концепції особистості. На основі отриманих даних та порівняльних статистичних процедур проаналізовано, що прояв самосвідомості осіб з травмою інцесту розгортається навколо конструктивного та деструктивного профілю Я-концепції. Встановлено, що рівень прояву показників інтегративності травматичної події, активізації дисфункцій когнітивних схем та рівня інцестуозності статистично вища серед осіб з травмою інцесту у групі з деструктивним, а ніж з конструктивним профілем. Виявлено, що активізація інтрузії травматичних спогадів ускладнює психічний стан особистості, утворюючи при цьому складну систему негативного самосприйняття та емоційного дистресу. Я-концепція осіб з травмою інцесту у деструктивному профілі супроводжується сприйняттям власної дефективності, надмірною або недостатньою чутливістю у сфері психічного та тілесного, специфічним ставленням до сексу, емоційною депривацією, труднощами у міжособистісних стосунках. Наголошено, що розуміння Я-концепції дозволяє визначати ефективні стратегії психологічного супроводу та психосоціальної допомоги на різних (особливо кризових) етапах онтогенезу задля формування позитивної Я-концепції. Практична значущість результатів полягає у можливості їх використання психологами, психотерапевтами для складання психологічного супроводу та допомоги особам, які зазнали травми інцесту.

**Ключові слова.** Я-концепція, депривація, психологічна травма, сексуальне насильство, психологічне благополуччя.

**Abstract.** The article presents the analysis and interpretation of the results of an empirical study of the substantive components of the self-concept of individuals with incest trauma. In accordance with the stated goal of the study, the tasks of the work were: operationalization of the substantive components of the self-concept and interpretation of empirical indicators in the structure of the personality with incest trauma. To achieve the stated goals, a battery of psychodiagnostic methods was used: “Young schema Questionnaire (YSQ-3)” (J. Yang), “Impact of Even Scale – Reviser (IES-R)” (D. Weiss, Ch. Marmar), “Scale of Incestuous Personality” (M. Dushkevych, M. Hlushchenko). The sample of the ascertaining experiment consisted of 173 individuals (of which 61 individuals who had experienced incest trauma and 112 individuals from the control group). The average age of the total sample was 32 years. Statistical processing of the results was carried out using the nonparametric Mann-Whitney U-test and one-way variance ANOVA analysis with subsequent interpretation of empirical components. The empirical study presented an idea of the phenomenology of the traumatic experience of incest in the structure of the self-concept of the individual. Based on the data obtained and comparative statistical procedures, it was analyzed that the manifestation of self-awareness of individuals with incest trauma unfolds around the constructive

and destructive profile of the self-concept. It was established that the level of manifestation of indicators of the integrative nature of the traumatic event, the activation of dysfunctional cognitive schemes and the level of incestuousness is statistically higher among individuals with incest trauma in the group with a destructive rather than a constructive profile. It was found that the activation of the intrusion of traumatic memories complicates the mental state of the individual, forming a complex system of negative self-perception and emotional distress. The self-concept of individuals with incest trauma in a destructive profile is accompanied by the perception of their own defectiveness, excessive or insufficient sensitivity in the mental and physical spheres, a specific attitude towards sex, emotional derivation, and difficulties in interpersonal relationships. It is emphasized that understanding the self-concept allows for the identification of effective strategies for psychological support and psychosocial assistance at different (especially crisis) stages of ontogenesis in order to form a positive self-concept. The practical significance of the results lies in the possibility of their use by psychologists and psychotherapists to provide psychological support and assistance to individuals who have suffered incest trauma.

**Keywords:** Self-concept, deprivation, psychological trauma, sexual violence, psychological support.

**Introduction.** In the scientific paradigm, incest trauma is interpreted as sexual violence against children. At the same time, there are a number of synonymous terms, such as “sexual violence against children in the family”, “sexual exploitation of children by close relatives or significant adults”, “victim of incest”, “incest trauma”. In accordance with the approach proposed by D. Finkelhor, J. Herman, D. Russell (Finkelhor, 1978; Herman & Russell, 1986), it can be emphasized that the use of these terms will denote the same experience. The first attempts at theoretical analysis of the impact of traumatic experiences of sexual violence on the child’s personality were studied by scientists S. Blume, J. Herman, D. Russell, D. Finkelhor (Blume, 1998; Finkelhor, 1978; Herman & Russell, 1986). Scientists have devoted research to studying the features of the occurrence of incest in the family system and analyzed its impact on the development of the child’s personality. Further studies by psychologists were aimed at studying the social identity of people with incest trauma (Muldoon, Nightingal, McMahon & Griffin, 2019), the features of the perception of sexuality and sexual self-concept (Gewirtz-Meydan & Lahav, 2020; Guyon, Fernet & etc, 2020; Gewirtz-Meydan & Godbout, 2023). We would also like to note the specifics of gender differences in the manifestation of the self-concept of people with incest trauma, which was studied by P. O’Leary, S. Easton, N. Gould (O’Leary, Easton & Gould, 2015). In Ukrainian scientific works, the problem of the self-concept of people with incest trauma is described in the studies of O. Deshchynska, M. Dushkevych, M. Glushchenko, M. Mushkevych (Deshchynska & Mushkevych, 2023; Dushkevych & Glushchenko, 2019,2020,2021).

One of the ways to ensure psychological well-being and organize psychological assistance to individuals with incest trauma is to determine the specifics of the self-concept of the individual. The studies of J. Hoshovskyi, O. Dudnyk, and G. Katolyk (Hoshovskyi, 2014; Dudnyk, 2022; Katolyk, 2020) have proven that the self-concept as a system of individual self-awareness is an important determinant of psychological well-being. The theoretical explorations conducted have determined that in modern studies the specifics of the self-concept of individuals with incest trauma require better systematization and delineation of the criteria for the manifestation of the system of individual self-perception at the emotional, cognitive, and behavioral levels. That is why we turned to the scientific view and empirical substantiation of such a poorly researched topic.

**Stating the aim of the study.** The purpose of the study was to analyze and interpret the results of an empirical study of the features of the self-concept of individuals with incest trauma.

**Methods.** In the process of empirical study of the self-concept with incest trauma, we applied the following diagnostic methods – “Young schema Questionnaire (YSQ-3)” (J. Yang), “Impact of Even Scale – Reviser (IES-R)” (D. Weiss, Ch. Marmar), “Scale of Incestuous Personality” (M. Dushkevych, M. Hlushchenko). Qualitative, quantitative and statistical analysis were used to process empirical data using SPSS software.

**Justification of methods.** The experience of sexual violence in childhood traumatizes the social identity of the child. In the works of O. Muldoon, it is described that incest is accompanied by the imposition of undesirable, destructive verbal constructs from the social environment, which complicates the formation of a positive self-perception. As a result, children acquire negative self-images of themselves as different, defective, punished, disgraced. Referring to the scientific experience of J. Yang, it is determined that the traumatic basis of the functioning of the personality lies in the plane of maladaptive cognitive beliefs about oneself, the surrounding world, and relationships that were formed in childhood. Traumatic experience in

the family, in particular sexual violence, is a powerful factor in the formation of deep violations of self-identity. Thus, the application of the Young schema Questionnaire (YSQ-3) (J. Yang) technique allows us to study the content of the self-concept at the cognitive level. We assume that the relevance of cognitive schemas to the self-concept of individuals with incest trauma is expressed in the exacerbation of indicators of emotional deprivation, defectiveness, shame, humility and submissiveness.

The experience of sexual violence in childhood has delayed consequences, such as the development of depressive, anxiety or post-traumatic stress disorders. Accordingly, incest as a trauma provokes the risk of PTSD, which more often leads to deep, long-term structural changes in a person's self-perception. Studies (Channer & Jobson, 2018) indicate that individuals with PTSD have significantly higher negative complexity of their own self than individuals without PTSD. Summarizing the main features of traumatic situations, T. Titarenko (Titarenko, 2017) indicates that trauma destroys the integrity of the worldview, dividing it into life before and after the trauma. However, the researcher notes that a traumatic situation has a dual nature: on the one hand, it carries a threat and danger, and on the other hand, it appeals to endurance, the search for new meanings and personality transformation. Based on these theoretical provisions, we used the "Impact of Event Scale – Reviser (IES-R)" to study the specifics of the impact of a traumatic event on personality structures, the level of intrusive memories and emotional distress.

Incest as sexual violence by significant close adults and sexual violence against children committed by adults from outside the family environment have different effects on the mental organization of the victim. Since violence is committed by close people, it destroys basic ideas about safety and trust. Also, the trauma of incest can be accompanied by the sexualization of the family environment, when the system includes eroticization of the child, encouragement of nudity, allowing children to see the genitals of adults, observing sex, etc. The existence of such factors leads to distortion of sexual identity, violation of personal boundaries, confusion in perceived sexuality. Considering these provisions, to diagnose the level of violation of personal boundaries as a result of sexual abuse between emotionally connected people, we used the "Scale of Incestuous Personality" questionnaire (M. Dushkevych, M. Hlushchenko).

**Sample.** An empirical study of the content components of the self-concept of individuals with incest trauma was carried out from December 2021 to March 2024. To achieve the goal of the study, we formed a sample consisting of three groups: the first group - experimental (EG), - individuals in whose lives incest trauma was recorded (61 subjects, of whom 42 were women and 19 were men) and the second group - control (CG) of random composition and population (113 subjects, of whom 59 were women and 54 were men). The age of the subjects ranged from 18 to 52 years (the average age of the total sample was 32 years). The research procedure involved filling out regular and electronic forms created using the "OnlineTestPad" test construction platform. The subjects of the experimental group were clients receiving psychosocial services: in centers for victims of domestic violence, medical-psychological, psychological-consulting centers, public organizations, private psychotherapists. All participants provided written consent to participate in the study and publish the results in compliance with the ethics of psychological scientific research.

**Presentation of the results of the study.** At the first stage of the empirical study, we prepared data for comparative statistical procedures. To accomplish the task, we reduced the diagnosed variables to standard estimates (Stans). Also, we were guided by the belief that focusing on aspects of the self-concept of individuals with incest trauma only in the context of a destructive self-perception system can contribute to the stigmatization of individuals with such experiences (Yatsenko & Darvishov, 2023). Accordingly, the leveling of the resource potential of the psyche, the devaluation of important rethinking and positive changes occurring in a person's life can have serious negative consequences both for the individual and for the quality of psychological care. Based on this logic, we divided the experimental group, people with incest trauma, into two subgroups: people with a constructive personal profile of the self-concept (EG1) and people with a destructive personal profile of the self-concept (EG2). However, testing the hypothesis about the existence of specific manifestations of the self-concept of people with incest trauma requires the introduction of a control group. The control group consisted of people who had not experienced incest (n=113).

Continuing the logic of the scientific appeal, we will justify that the standardization of variables into stans aims to avoid the dominance of one variable over the others, to correctly weigh the contribution of each indicator, and to carry out the optimal division of the experimental group into two subgroups. The scale of the stans is built from the arithmetic mean value in "raw" scores, which is taken as a reference point. To the right and left, intervals equal to 1/2 of the standard deviation are measured. For the scales, the

average value is 5.5, and the standard deviation is 2. The calculations were carried out based on the indicators of the total sample - 173 people.

The procedure for selecting individuals with incest trauma into subgroups with a constructive and destructive profile involved taking into account the arithmetic mean of three indicators: “integrativeness of the traumatic event” (M=46; SD=25), “Activation of maladaptive schemes” (M=193; SD=52), and “general level of incestuousness” (M=149; SD=31). Further, we grouped the stans according to the levels of constructiveness/destructiveness, the logic of grouping is as follows: 5 and 6 stans account for 50% of the sample and this determines the average level, further deviation to the right and left are high or low indicators, respectively. Based on Table 1, we observe that stans 1 to 6 indicate low and average levels according to three indicators and form a constructive profile. Accordingly, stans 7 to 10 are high and excessively high levels that will characterize a destructive profile. Note that the correspondence of the destructive/constructive profile category demonstrates the average value of the stans according to the three indicators.

**Table.1.**

**Table for converting raw scores to standard scores (sten scores) of the personality profile  
(n=173)**

| Personal profile                      | Constructive |        |         |         |         |         | Destructive |         |         |           |
|---------------------------------------|--------------|--------|---------|---------|---------|---------|-------------|---------|---------|-----------|
| Levels                                | Low          |        |         | Middle  |         |         | Hight       |         |         | Excessive |
| Stan scores                           | 1            | 2      | 3       | 4       | 5       | 6       | 7           | 8       | 9       | 10        |
| Integrativeness of a traumatic event. |              | ≤8     | 9-20    | 21-33   | 34-45   | 46-58   | 59-71       | 72-84   | 85-96   | ≥97       |
| Activation of maladaptive schemas     | ≤88          | 89-114 | 115-140 | 141-166 | 167-192 | 193-219 | 220-245     | 246-271 | 272-297 | ≥298      |
| Overall level of incestuousness       | ≤86          | 87-102 | 103-117 | 118-134 | 134-150 | 150-165 | 166-181     | 182-195 | 196-212 | ≥213      |

The results obtained in the experimental group (n=61) allowed us to form a group of individuals with incest trauma who exhibit a constructive personality profile (EG1=31 individuals) and a destructive profile (EG2=30 individuals).

At the next stage of the study, to determine statistical differences among the studied variables between the group of individuals with incest trauma with a constructive and destructive profile, we used a nonparametric Mann-Whitney U-test. The nonparametric test for comparing ranks between samples allows us to determine differences without assuming a normal distribution. For the sensitivity of the indicators, we used a comparison of raw data to preserve variability within the sample. Different categories were analyzed. The following statistically significant differences between the two groups were identified (see Table 2).

**Table. 2.**

**Statistically significant differences between groups of individuals with incest trauma with a constructive and destructive personality profile**

| Variables                             | Mean rank for EG1 | Mean rank for EG2 | Mann-Whitney U-test | Asymp.Si g. |
|---------------------------------------|-------------------|-------------------|---------------------|-------------|
| Intrusion                             | 21,10             | 41,23             | 158,00              | ,000        |
| Avoidance                             | 22,61             | 39,67             | 205,00              | ,000        |
| Physiological excitability            | 22,56             | 39,72             | 203,50              | ,000        |
| Integrativeness of a traumatic event  | 20,90             | 41,43             | 152,00              | ,000        |
| Communication breakdown and rejection | 18,95             | 43,45             | 91,50               | ,000        |
| Violation of autonomy                 | 21,02             | 41,32             | 155,50              | ,000        |
| Privilege                             | 25,84             | 36,33             | 305,00              | ,019        |
| Excessive vigilance and prohibitions  | 21,45             | 40,87             | 169,00              | ,000        |
| Psycho-emotional distrust             | 19,31             | 43,08             | 102,50              | ,000        |
| Sexualized identification             | 25,11             | 37,08             | 282,50              | ,008        |

|                                  |       |       |        |      |
|----------------------------------|-------|-------|--------|------|
| Emotional-anxious identification | 21,56 | 40,75 | 172,50 | ,000 |
| Overt-controlling intimacy       | 22,69 | 39,58 | 207,50 | ,000 |
| Overall level of incestuousness  | 17,97 | 44,47 | 61,00  | ,000 |

The study revealed differences in the manifestation of intrusion (U=158.0; p=0.00); tendency to avoid (U=205.0; p=0.000); physiological arousal (U=203.5; p=0.00), integrativeness of the traumatic event (U=152.0; p=0.00), disruption of communication and rejection (U=91.5; p=0.00), disruption of autonomy (U=155.5; p=0.00), privilege/special status (U=305.0; p=0.19), excessive vigilance and prohibition (U=169.0; p=0.00), psycho-emotional distrust (U=102.5; p=0.00), sexualized identification (U=282.5; p=0.08), emotional-anxious identification (U=172.5; p=0.00), open-controlling intimacy (U=207.5; p=0.00), general level of incestuousness (U=61.0; p=0.00). It was established that the level of manifestation of indicators is statistically higher among individuals with incest trauma in the group with a destructive personality profile.

At the third stage of the empirical study, in order to compare the mean values of the diagnosed indicators in different independent samples, we used a one-way analysis of variance (ANOVA). Table 3 shows the degrees of equality of the means for the groups of subjects with different personality profiles (EG1=31; EG2=30) and the control sample (n=113). We observe that the Levene's homogeneity criterion in the poverty indicator has a significance level of p>0.05, which indicates the homogeneity of the dispersion and allows us to carry out a one-way analysis of variance.

**Table 3.**  
**The degree of equality of the mean values of the indicators in the experimental and control groups**

| Variables                             | Mean<br>for<br>EG <sub>1</sub> | Mean<br>for<br>EG <sub>2</sub> | Mean<br>for<br>CG | Levene's test for equality<br>of variances |      |
|---------------------------------------|--------------------------------|--------------------------------|-------------------|--|------|
|                                       | n=31                           | n=30                           | n=113             | F  | Sig. |
| Intrusion                             | 4,9                            | 7,2                            | 5,2               | 5,8  | ,004 |
| Avoidance                             | 5,3                            | 7,1                            | 5,1               | 1,6  | ,195 |
| Physiological excitability            | 5,1                            | 7,0                            | 5,1               | 1,9  | ,143 |
| Integrativeness of a traumatic event  | 4,9                            | 7,3                            | 5,2               | 7,3  | ,001 |
| Communication breakdown and rejection | 5,5                            | 7,7                            | 5,5               | 1,3  | ,263 |
| Violation of autonomy                 | 5,2                            | 7,2                            | 5,3               | 0,37                                       | ,689 |
| Privilege                             | 5,3                            | 6,3                            | 5,5               | 0,84                                       | ,432 |
| Excessive vigilance and prohibitions  | 5,5                            | 7,7                            | 5,8               | 0,24                                       | ,783 |
| Psycho-emotional distrust             | 4,8                            | 7,9                            | 5,3               | 0,56                                       | ,572 |
| Sexualized identification             | 6,2                            | 7,5                            | 5,5               | 1,41                                       | ,245 |
| Emotional-anxious identification      | 5,8                            | 7,6                            | 5,3               | 5,01                                       | ,008 |
| Overt-controlling intimacy            | 5,8                            | 7,7                            | 5,6               | 1,16                                       | ,315 |
| Overall level of incestuousness       | 4,8                            | 7,9                            | 5,0               | 0,84                                       | ,430 |

Referring to modern scientific research on statistical research, A. Cramer, O. Ravenzwaaij, D. Matzke note that psychological research often ignores a post-hoc procedures when using multiple comparisons in multivariate analysis of variance. Scientists note that without appropriate corrections, such as a post-hoc procedure, there is a high probability of obtaining false positive results. Given this, in our empirical study we introduced an additional sequential Bonferroni procedure to ensure statistical reliability of the results. In order to increase the sensitivity of the intergroup indicators, the average values were checked at the level of 0.01.

Studying the features of emotional experiences and intrusions in people who have suffered severe stressful situations using the example of incest trauma, we found statistical differences between groups of people with a destructive profile and a constructive profile (see Table 4). It is observed that the level of integrative traumatic impact is higher in the group with a destructive profile (M=7.3, SD=1.3). This indicates that the activation of the intervention of traumatic memories complicates the mental state of the individual, forming a complex system of negative self-perception and emotional distress. Thus, we come



to the assumption that psychotherapy is a significant factor in influencing the self-concept of the individual when working with incest trauma. Accordingly, this actualizes the need to find the most effective methods of support and psychotherapeutic interventions to optimize the positive functioning of the individual.

**Table 4**

**Intergroup comparison of mean values for study groups based on assessment of the impact of a traumatic event**

| Variables                            | Intergroup comparison | Mean Difference (I-J) | Sig, |
|--------------------------------------|-----------------------|-----------------------|------|
| Intrusion                            | EG1 x EG2             | -2,263*               | ,000 |
|                                      | EG1 x CG              | -0,337                | ,000 |
|                                      | EG2 x CG              | 1,925*                | ,000 |
| Avoidance                            | EG1 x EG2             | -1,810*               | ,000 |
|                                      | EG1 x CG              | 0,179                 | ,001 |
|                                      | EG2 x CG              | 1,990*                | ,000 |
| Physiological excitability           | EG1 x EG2             | -1,772*               | ,001 |
|                                      | EG1 x CG              | -0,053                | ,000 |
|                                      | EG2 x CG              | 1,719*                | ,001 |
| Integrativeness of a traumatic event | EG1 x EG2             | -2,265*               | ,000 |
|                                      | EG1 x CG              | -0,228                | ,000 |
|                                      | EG2 x CG              | 2,036*                | ,000 |

\* The mean difference is significant at the 0.01 level.

By studying maladaptive cognitive schemes that were formed as a result of experiencing traumatic or emotionally deformed experiences in early childhood in the process of the child's interaction with the immediate environment, statistical differences were determined between the experimental groups and the control group. According to the results shown in Table 5, statistical differences are observed between individuals with incest trauma with a destructive profile versus individuals with this incest experience in a constructive direction. This indicates that individuals in the experimental group with maladaptive schemes of this category have such expectations of themselves and the world that prevent them from acting effectively and independently, in accordance with their age. Probably, when these people were children, their parents surrounded them with excessive care or, conversely, did not care for them at all, as a result of which they partially demonstrate dependent behavior and have difficulty realizing their goals and intentions. In turn, there is no difference in the indicators of "disconnection and rejection" between the control group ( $M=5.5$ ;  $SD=1.3$ ) and the experimental group with a constructive profile ( $M=5.4$ ;  $SD=1.02$ ), which indicates the normalization of the dysfunctional perception of oneself and the world regardless of the presence of a traumatic experience of sexual violence in the family. Let us pay attention to the indicator of privilege, which represents the perception of oneself as special, someone who needs a specific attitude. A comparison of this indicator did not reveal any differences between all groups ( $MEG1=5.2$ ;  $SDEG1=1.4$ ;  $MEG2=6.3$ ;  $SDEG2=1.8$ ;  $MKG=5.5$ ;  $SDKG=1.7$ ), this may indicate that individuals with incest trauma perceive themselves as a fully functioning individual who does not need a privileged stigmatizing attitude. The results of such a study suggest the effectiveness of psychotherapeutic interventions for the formation of a new adaptive worldview in adulthood and the restoration of psychological well-being after trauma.

**Table 5**

**Intergroup comparison of mean values for groups of subjects according to indicators of functioning of maladaptive schemes**

| Variables                             | Intergroup comparison | Mean Difference (I-J) | Sig, |
|---------------------------------------|-----------------------|-----------------------|------|
| Communication breakdown and rejection | EG1 x EG2             | -2,118*               | ,000 |

|                                      |           |         |      |
|--------------------------------------|-----------|---------|------|
| Violation of autonomy                | EG1 x CG  | -0,146  | ,000 |
|                                      | EG2 x CG  | 2,035*  | ,000 |
|                                      | EG1 x EG2 | -1,876* | ,000 |
| Privilege/Special status             | EG1 x CG  | -0,035  | ,001 |
|                                      | EG2 x CG  | 1,845*  | ,000 |
|                                      | EG1 x EG2 | -1,108  | ,033 |
| Excessive vigilance and prohibitions | EG1 x CG  | -0,277  | ,053 |
|                                      | EG2 x CG  | 0,830   | ,053 |
|                                      | EG1 x EG2 | -2,118* | ,000 |
|                                      | EG1 x CG  | -0,317  | ,000 |
|                                      | EG2 x CG  | 1,800*  | ,000 |
|                                      |           |         |      |

\*The mean difference is significant at the 0.01 level.

Analyzing the results obtained using the “Scale of Incestuous Personality” method (M. Dushkevych, M. Hlushchenko), it is worth noting that all incestuousness factors are normalized between the group of individuals with incest trauma with a constructive profile and the control group. On the other hand, the statistical difference with higher indicators is found between the group of individuals with a destructive profile and the control group. This indicates that individuals who are experiencing a traumatic experience of incest are characterized by significant violations of the psychological and physical boundaries of the personality, which contained sexual subtext. The self-concept is accompanied by the perception of one’s own defectiveness, excessive or insufficient sensitivity in the mental and physical sphere, a specific attitude towards sex, emotional deprivation, and difficulties in interpersonal relationships. Also, the self-concept of individuals with destructive incest trauma is characterized by distrust of the environment and difficulty distinguishing between feelings of closeness, love, sexuality, and danger. It should be noted that individuals with excessive incestuousness require psychological support, which is difficult to seek due to the negative load on the self-concept.

**Table 6**  
**Intergroup comparison of mean values for groups of subjects according to indicators of personality incestuousness**

| Variables                        | Intergroup comparison | Mean Difference (I-J) | Sig, |
|----------------------------------|-----------------------|-----------------------|------|
| Psycho-emotional distrust        | EG1 x EG2             | -3,158*               | ,000 |
|                                  | EG1 x CG              | -0,512                | ,000 |
|                                  | EG2 x CG              | 2,632*                | ,000 |
| Sexualized identification        | EG1 x EG2             | -1,337*               | ,000 |
|                                  | EG1 x CG              | 0,602                 | ,001 |
|                                  | EG2 x CG              | 1,939*                | ,000 |
| Emotional-anxious identification | EG1 x EG2             | -1,858*               | ,000 |
|                                  | EG1 x CG              | 0,259                 | ,000 |
|                                  | EG2 x CG              | 2,117*                | ,000 |
| Overt-controlling intimacy       | EG1 x EG2             | -2,024*               | ,000 |
|                                  | EG1 x CG              | 0,115                 | ,000 |
|                                  | EG2 x CG              | 2,141*                | ,000 |
| Overall level of incestuousness  | EG1 x EG2             | -3,127*               | ,000 |
|                                  | EG1 x CG              | -0,259                | ,000 |
|                                  | EG2 x CG              | 2,868*                | ,000 |

\*The mean difference is significant at the 0.01 level.

We consider it important to outline the limitations of the empirical research. Let us emphasize that the study of this issue requires a larger group of subjects with incest trauma in order to study differences by gender. Additionally, it is observed that the group of people who have experienced incest with a constructive profile was mainly people who have been undergoing psychotherapy for a long time, which

may be a determining factor in the impact on the results. Given the stated theses, the above results have scientific validity and deserve the attention of a wide range of scientists and mental health professionals.

**Conclusions.** Thus, based on the presented data and comparative statistical procedures, it was analyzed that the manifestation of self-awareness of people with incest trauma unfolds around the constructive and destructive profile of the self-concept. It was found that the level of manifestation of indicators of the integrative nature of the traumatic event, activation of dysfunctional cognitive schemes and the level of incestuousness is statistically higher among individuals with incest trauma in the group with a destructive rather than a constructive profile. The analysis of the comparison of intergroup indicators between the experimental and control groups determined the difference in self-perception of individuals with a destructive manifestation from a constructive one. It was found that the activation of the intrusion of traumatic memories complicates the mental state of the individual, forming a complex system of negative self-perception and emotional distress. The self-concept of individuals with incest trauma in the destructive profile is accompanied by the perception of their own defectiveness, excessive or insufficient sensitivity in the mental and physical sphere, a specific attitude towards sex, emotional derivation, and difficulties in interpersonal relationships. It is emphasized that understanding the self-concept allows us to determine effective strategies for psychological support and psychosocial assistance at different (especially crisis) stages of ontogenesis in order to form a positive self-concept. The practical significance of the results lies in the possibility of their use by psychologists and psychotherapists to compile psychological support and assistance for individuals who have suffered the trauma of incest.

We see the prospects of the research in a more detailed empirical study of the substantive components of the self-concept of a person with an incest trauma. The diagnostic capabilities of the applied methods limit the study of a deeper understanding of the self-attitude system of individuals who have been sexually abused by close people in childhood. Therefore, we consider it appropriate to expand the methodological tools and carry out factor analysis procedures. This will provide an opportunity to conduct a structural factor analysis procedure with the possibility of studying the main indicators of the modality of self-perception in the sphere of corporeality, sexuality, and trust in the world in individuals with a constructive and destructive profile of the self-concept.

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## FORMATION OF STUDENTS' CREATIVE POTENTIAL AS A PRIORITY OF MODERN HIGHER EDUCATION IN THE CONTEXT OF TRANSFORMATIONAL CHANGES

**Анотація.** У статті розглянуто теоретичні підходи до розуміння творчого потенціалу та креативності як важливих психологічних характеристик особистості в умовах сучасного соціокультурного середовища. Особлива увага приділена аналізу рівнів сформованості творчих здібностей у молоді, зокрема студентів — майбутніх фахівців, що перебувають на етапі активного професійного та особистісного становлення. Емпірична частина дослідження передбачала використання психодіагностичних методик, за допомогою яких було здійснено кількісну оцінку рівнів креативності в респондентів. У процесі аналізу результатів встановлено розподіл учасників за рівнями творчих здібностей, що дозволило виявити як загальні тенденції, так і диференційовані характеристики креативного мислення у досліджуваній вибірці. Отримані дані інтерпретовано у контексті актуальності розвитку творчого потенціалу у молодіжному середовищі та окреслено напрями можливої підтримки цього процесу в межах освітнього середовища.

**Ключові слова:** творчий потенціал, креативність, креативне мислення, психодіагностика, творчі здібності, молодь, майбутні фахівці, розвиток здібностей, індивідуальний підхід, студенти.

Formation of students' creative potential as a priority of modern higher education in the context of transformational changes

**Introduction:** In the context of rapid socio-cultural changes, technological progress and growing demands for innovation and flexibility of thinking, the development of young people's creative potential is of particular importance. The modern labour market requires professionals who can quickly adapt to new conditions, generate innovative solutions, think critically and act proactively. At the same time, education and training systems often focus on the reproduction of knowledge, which does not contribute to the development of creativity as a key competence of the 21st century.

Of particular concern is the trend towards a decline in creative activity in adolescence and youth due to the standardisation of educational approaches, lack of individual approach, lack of support for self-expression and psychological safety. In this context, a comprehensive study of the levels of formation of the creative potential of young people is relevant, which will allow not only to diagnose its state but also to predict the possibilities of development under favourable pedagogical conditions.

In addition, the need to understand the theoretical and methodological foundations of psychodiagnostics of creative abilities is actualised due to the need to adapt classical methods to the Ukrainian socio-cultural environment, in particular in the conditions of the war and post-war period. Thus, the study not only fills a scientific gap in the empirical study of youth creativity, but also serves as a practical basis for the introduction of innovative forms of psychological and educational support.

**Theoretical basis of the study:** The concepts of creativity and creativity are key in personality psychology, pedagogy, and cognitive science, as they are related to an individual's ability to generate new ideas, solve non-standard problems, adapt to change, and find effective ways to interact with the world. The theoretical basis for the study of creative abilities is formed on the basis of research by both foreign and Ukrainian scholars [3].

In the classical sense, creativity is seen as the process of creating a new product that is both original and socially significant. J. Guilford was one of the first to identify divergent thinking as an important characteristic of creativity, which contrasts with convergent (logical) thinking. Later, E. Torrance proposed his own tests of creativity, which included the measurement of such indicators as originality, flexibility, fluidity and elaboration of ideas.

Researchers pay special attention to the structure of creative abilities. Among the key components are usually identified: motivational (interest in novelty), cognitive (thinking, intellectual operations), emotional (emotional sensitivity, openness to experience) and behavioural (real willingness to act outside

the box) [4]. Such a multidimensional understanding of creativity allows us to talk about its development not only as an intellectual but also as a personal characteristic.

Modern approaches to the study of creativity also include neuropsychological theories that study the functioning of the brain during creative activity and psychodiagnostic models that allow quantifying the level of creativity and creative abilities [6].

In the context of the development of future professionals, the development of creative potential is of particular importance, as it is associated with self-realisation, professional choice, and the ability to adapt in the face of uncertainty. Modern research points to the need to individualise learning, develop critical thinking and create conditions for creative expression [2].

The issue of forming a creative personality is traditionally considered in the works of leading Ukrainian and foreign researchers, including N. Guziy, V. Zagvyazinsky, V. Kan-Kalik, N. Kichuk, S. Sysoeva. In their studies, creativity is understood as a key characteristic of professional competence that requires targeted development in the learning process [1].

**The purpose of the article** is to provide a theoretical and empirical substantiation of the levels of creativity of future specialists based on the results of an empirical study, as well as to analyse the peculiarities of their creativity.

O. Moliako makes a significant contribution to the theoretical substantiation of educational and creative activity, emphasising the importance of involving students in an interactive educational environment [5].

Adolescence, as an important stage of personality development, is accompanied by an intensive search for the meaning of life, personal identity and professional self-determination. During this period, there is a transition from an idealised worldview to a critical understanding of reality, which is often accompanied by an appeal to creative forms of self-expression [7].

Practice shows that youth is a sensitive period for the development of creative thinking. Young people strive to understand complex existential contradictions and seek harmony between the inner world and the external environment. This process is often accompanied by growth crises, which at the same time open the way to deep reflection and creative activity [7].

From a historical and cultural point of view, the youth period has repeatedly demonstrated its productivity in the field of art, science and invention [2]. At the same time, the development of creative potential is determined by the interaction of genetic predispositions and the educational and social context, which either promotes or inhibits the disclosure of abilities [3].

Youth is also characterised by a tendency to experiment with creative roles, active imagination and openness to new ideas [4]. It is during this period that the experience of self-observation is accumulated, which forms the basis for conscious self-development.

The complex dynamics of personality formation in adolescence encompasses not only the cognitive, but also the socio-emotional and physical spheres. The growth of intellectual potential is ensured by the development of analytical, critical and systemic thinking [8], and emotional maturity is formed through the awareness and regulation of one's own experiences.

At the same time, physical growth stimulates interest in healthy lifestyles, sports and physical activity, which forms long-term habits and supports psycho-emotional well-being [9]. The close interaction of all components of personal potential forms the basis for self-realisation in the social and professional environment.

The educational process should include not only the acquisition of knowledge, but also the development of the ability to think creatively, flexibility in decision-making and an innovative approach to professional situations [10]. The ability to go beyond traditional algorithms, generate new ideas and apply them in the unstable conditions of the modern labour market is a crucial factor in professional adaptation [6].

However, in practice, the higher education system often remains focused on the academic style of teaching, which does not always contribute to the development of creative thinking. Therefore, there is a need to create a creatively oriented educational environment [11] that will promote students' initiative and self-realisation.

The creative potential of an individual can be considered as an integral characteristic that includes worldview, value, intellectual and volitional qualities. Together they form the basis for the formation of creativity as a key professional competence of a psychologist [5].

Effective disclosure of creative potential in the educational environment is possible due to:

Interactive forms of work - trainings, business games, case methods;

Integration of disciplines - an interdisciplinary approach that stimulates complex thinking;

Development of self-regulatory mechanisms - the ability to organise one's own activities in difficult conditions [6].

Scientific research outlines the stages of the creative process, which include: preparation (formulation of the problem), frustration (encountering difficulties), incubation (unconscious processing), insight (insight) and implementation (implementation of the solution) [12].

Involvement of students in scientific and practical activities - participation in conferences, development of author's projects, writing qualification papers - creates conditions for the development of initiative, responsibility and reflective thinking [2].

Thus, developing students' creative potential is a strategically important goal of modern higher education. This contributes not only to professional training but also to the comprehensive development of a personality capable of innovative thinking, adaptation and self-realisation in the context of constant socio-cultural change [6].

Three methods were used in the study. The first of them, the Diagnostics of Creative Potential and Creativity methodology, is focused on determining the general level of an individual's creative readiness for creative activity. The structure of this methodology includes eighteen tasks that identify key personality characteristics that contribute to creativity, including intellectual curiosity, ability to concentrate, self-confidence, perseverance and ability to abstract. The obtained results allow for a quantitative assessment of creative potential, which is classified into three levels - high, medium and low. This approach provides an opportunity for a differentiated analysis of students' individual characteristics and the degree of their readiness for self-realisation in creative activity.

The second methodology used was the diagnostic system developed by O. Tunik, which allows to study personal creative abilities with regard to the motivational and emotional component. This tool consists of fifty questions grouped into blocks covering such characteristics as developed imagination, curiosity, openness to new experiences, risk-taking and the ability to overcome obstacles. An important advantage of this methodology is its ability to identify not only the presence of creative traits, but also the depth of their manifestation in different contexts. It allows us to trace the extent to which a student is able to act in conditions of uncertainty, how he or she treats non-standard situations, and to what extent he or she is ready to generate new ideas. Thus, the results of this stage of diagnostics allowed us to establish the level of personal creative activity and its connection with the general creative orientation of the respondent.

The third methodology used was M. Yantsur's methodology 'Determination of General Creative Abilities of a Person', which is focused on identifying the general level of creativity development without reference to a particular type of activity. It involves assessing attitudes towards the creative process by analysing responses to twenty statements relating to personal reactions, thinking, emotional perception and general openness to new experiences. This approach allows us to quantify the degree of development of creative abilities and trace their connection with psychological qualities that ensure effective self-realisation in creative activity. The obtained indicators provided the basis for a comprehensive analysis of students' creativity in the modern educational space.

Thus, the use of three diverse methods made it possible to cover both general manifestations of creative potential and personal characteristics that facilitate or, conversely, inhibit its realisation. This approach is methodologically sound and ensures the reliability of the results obtained, which later became the basis for analysing the dynamics and peculiarities of the formation of creative thinking in adolescence.

As part of an empirical study of creative potential as a component of the professional competence of future specialists, a comprehensive psychodiagnosis was conducted among students aged 16 to 22. The total sample was **60 people**.

Researching the level of creative potential of young people is an important component in studying the impact of socio-psychological factors on the formation of creative thinking in adolescence. The use of the methodology 'Diagnostics of Creative Potential and Creativity' allowed us to obtain substantiated empirical information on the individual characteristics of the development of creative abilities in student youth. With the help of this psychodiagnostic tool, it became possible not only to record the existing level of creativity among respondents, but also to outline characteristic trends and identify barriers that may hinder the active development of creative potential. Based on the collected data, the peculiarities of the realisation of creative opportunities in the context of the social environment and personal characteristics of students were analysed.

The results show that 30 % of respondents, which corresponds to 18 people, showed a high level of creative potential. This group is characterised by a clear desire for novelty, ease in forming non-standard

ideas, and the ability to quickly adapt to unusual situations. These participants are usually characterised by a high level of self-expression, a tendency to think innovatively, and confidence in their own abilities. Probably, the development of their creative potential was positively influenced by a favourable microsocial environment, support from family and teaching staff, as well as internal motivation for self-realisation. Within this group, there is openness to new experiences, readiness for creative experimentation and the ability to overcome difficulties arising in the course of their work.

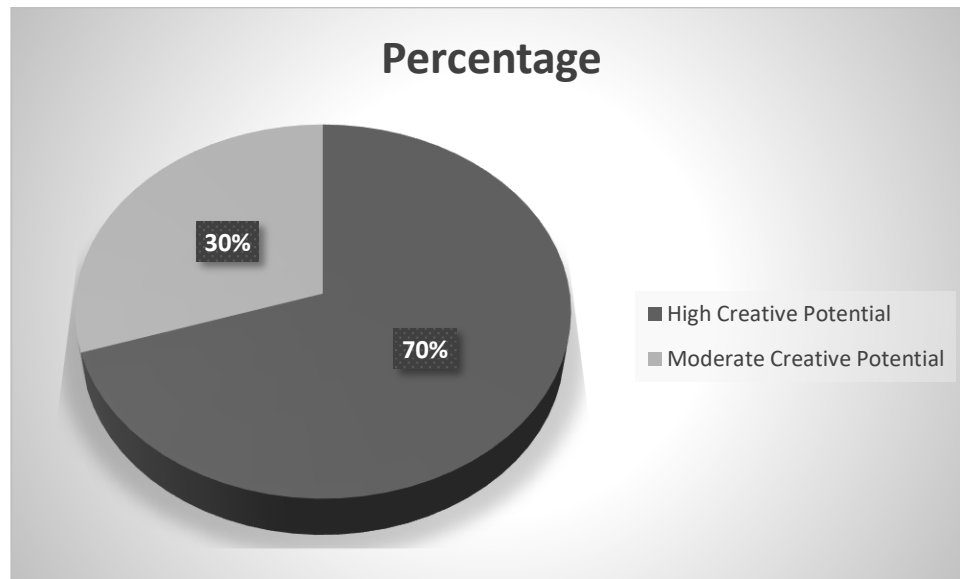


Fig. 1. Distribution of participants by level of creative potential (Diagnostics of Creative Potential and Creativity)

Instead, the majority of respondents, namely 70%, demonstrated a moderate level of creative potential. This indicator indicates the presence of certain inclinations towards creative activity, but their implementation is complicated by a number of barriers. Young people with a moderate level of creativity generally show interest in creative processes, but often do not actively implement their ideas. One of the most common factors hindering the development of creativity is the fear of failure. It can have both internal origins - associated with low self-esteem and self-doubt - and external origins, caused by social influence or fear of being judged by peers or significant adults. Such fear blocks the basic cognitive and emotional mechanisms that ensure the emergence of creative ideas, reduces motivation to implement them and the ability to express oneself productively.

The impact of fear of failure is particularly noticeable in the initial stages of the creative process, when ideas are being formulated or new approaches to problem solving are being sought. In such cases, uncertainty can reduce the intensity of creative thinking or completely inhibit the initiative. In the implementation phase, fear of criticism often leads to avoidance of public presentation of ideas or refusal to participate in creative initiatives. In a social context, this may be accompanied by feelings of isolation, misunderstanding or anxiety, which further exacerbates the blockage of creativity.

Young people with moderate levels of creativity are characterised by an internal conflict: on the one hand, they strive to fulfil themselves through creativity, and on the other hand, they face psychological limitations that reduce their belief in their own abilities. Each new idea often passes through stages of doubt, critical analysis and uncertainty in their minds, which often ends in a refusal to take further action. In such circumstances, the social environment is of particular importance, as it either supports or hinders the development of the initiative.

The general conclusions drawn from the data indicate that the development of youth creativity is a derivative not only of the existing potential, but also of the influence of the social environment, emotional climate and personal readiness for creative activity. A high level of creativity demonstrates the importance of support from an environment that encourages self-expression and innovation. At the same time, the moderate level of creativity among most respondents signals the need to create conditions that will help overcome existing barriers and stimulate creative activity.

In order to increase the level of creativity among the younger generation, it is advisable to focus on reducing the fear of failure and fostering a positive attitude towards experimentation and self-expression.



Creating an educational environment that supports individuality, tolerates mistakes as a necessary part of creative search, and provides tools for building confidence in one's own abilities is a priority in the context of realising the potential of young people. The introduction of innovative forms and methods of work, including art therapy practices, can contribute to a significant increase in the level of creativity and reduce the impact of adverse social and psychological factors.

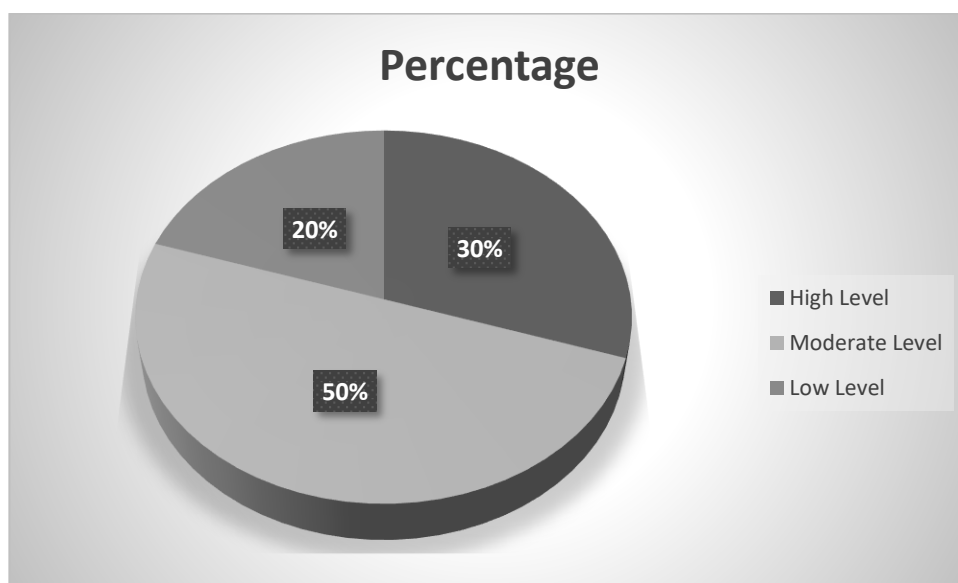


Fig. 2. Distribution of participants by level of creativity (Diagnostics of Personal Creative Abilities by O. Tunik)

For an in-depth study of the level of creativity development among students, the methodology 'Diagnostics of Personal Creative Abilities' developed by O. Tunik was used. This tool allowed for a comprehensive assessment of the internal creative potential of respondents, as well as to explore the psychological mechanisms underlying the formation and implementation of creative thinking. The questionnaire consisted of 50 questions aimed at identifying key indicators of a person's creative activity. In particular, it covered such characteristics as the ability to present new ideas, flexibility of thinking, the desire for self-expression, risk-taking, and intrinsic motivation to overcome difficult situations. The results allowed us to divide the respondents into three main groups depending on the level of their creativity: high, medium and low.

The use of this methodology was an important step in determining not only the current state of creative abilities among young people, but also potential barriers that could hinder or, conversely, enhance the development of creative potential. This approach made it possible to analyse the impact of socio-psychological factors, the educational environment and personal attitudes on young people's ability to express themselves creatively. Based on the survey results, a graphical representation of the distribution of creativity levels among the respondents was constructed.

The data shows that 30 per cent of the participants, i.e. 18 people, have reached a high level of personal creativity. Representatives of this group showed a distinct ability to generate new ideas, flexibility in thinking, ease in solving non-standard tasks and a tendency to take an innovative approach to their work. Young people with this level of creativity are usually able to adapt quickly to change, solve complex problems effectively, and demonstrate a high level of independence in decision-making. Indicators of this level may indicate the positive influence of the environment - family, academic or professional - as well as the formed internal motivation for self-realisation. This result confirms the presence of a significant percentage of students who are ready for productive creative activity even within traditional educational settings.

The largest proportion of respondents - 50%, or 30 people - demonstrated an average level of creative activity. Participants in this category have basic creative thinking abilities, but need additional stimulation to fully realise them. Although there is a certain inclination towards original thinking, its manifestations remain limited due to a number of factors, including a lack of support from significant others, insufficient motivation or lack of self-confidence. Young people with an average level of creativity often avoid taking risks, holding back their ideas and striving for innovation for fear of making mistakes or

being criticised. That is why this group is potentially promising for the implementation of educational activities aimed at developing creative thinking. In this context, it is effective to create a learning environment that supports experimentation, promotes tolerance for failure, and encourages independent decision-making.

Another 20 per cent of respondents (12 people) were classified as having a low level of personal creativity. Representatives of this category face difficulties in the process of implementing creative ideas, and sometimes in the very formation of new concepts or approaches. The reasons for this level can be both individual and psychological (e.g., anxiety, low self-esteem, lack of self-confidence) and external social (e.g., a restrictive environment, lack of support, stigmatisation of innovative approaches). The identification of such a group indicates the need for an individual approach in the process of developing their potential, which may include art therapy practices, interactive forms of learning, as well as methods aimed at reducing psychological stress and forming a positive attitude towards creativity.

The analysis of the results shows that most students are within the average level of creativity, which opens up wide opportunities for further pedagogical and psychological work to stimulate their creative abilities. At the same time, the presence of a significant percentage of participants with a high level of creativity indicates the potential of modern youth for innovative thinking and openness to change. This indicates the expediency of systematic implementation of creativity development programmes in the educational process, which will not only increase youth participation in creative forms of activity, but also contribute to the comprehensive development of the individual, increase adaptive potential and readiness for professional implementation in a modern dynamic society.

The study used the methodology 'Determination of General Human Creative Abilities' by M. Yantsur, which allowed to assess the level of creative potential among the sample participants. The respondents had to answer 20 statements, indicating the degree of agreement with them, which made it possible to obtain quantitative data for further analysis

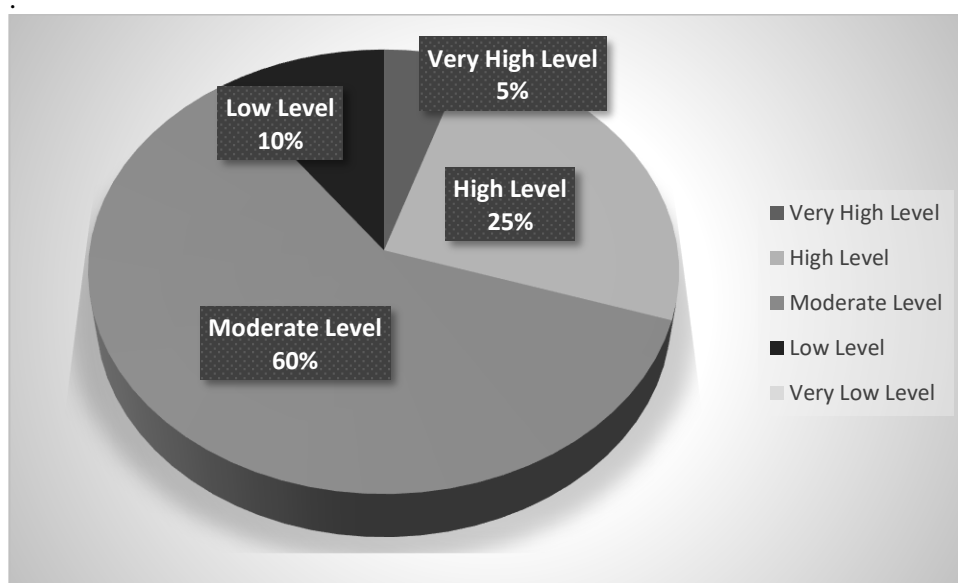


Fig. 3. Distribution of participants by level of general creative abilities (Method by M. Yantsur)

The analysis of the results showed that only 5% of respondents (three people) demonstrated a very high level of creativity. This indicates that they have a pronounced ability to think innovatively, generate non-standard ideas and implement creative approaches. These participants are distinguished by their creative activity, original vision of problems and a tendency to intellectual experimentation. Their thinking style is characterised by flexibility, self-confidence and a desire to find unique solutions.

A high level of creativity was found in 25% of respondents (15 people). This category also has significant creative potential, although it is less stable. Their ability to generate ideas and adapt to new conditions is evident, but requires external stimulation or support to be fully developed. They demonstrate openness to new experiences and interest in search, although they are more likely to prefer safe options, avoiding risky decisions.

The average level of creativity inherent in 60% of the respondents (36 people) indicates the presence of a basic creative potential that can be developed under conditions of targeted pedagogical

influence. These respondents have the opportunity to participate in creative processes, but their activity in this area often remains hidden or underutilised. Their thinking can be guided by habitual patterns, which requires the development of skills of alternative vision, the formation of internal motivation for creativity and the creation of a favourable educational environment.

A low level of creativity was recorded in 10% of respondents (6 people). These participants demonstrate restrained creative activity, tend to be structured and methodical, preferring proven models of action. Their approach to solving problems is rational and cautious, which limits spontaneity and risk-taking in their thinking. However, with individual support and a supportive environment, it is possible to gradually unlock their hidden potential.

It is worth noting that a very low level of creativity was not found in this sample. This indicates the presence of at least a minimum level of creativity in each of the respondents, which opens up prospects for further development of individual characteristics of creative thinking.

A comparative analysis of different levels of creativity showed that participants with a low level of creativity, despite their limited imagination, have a high level of discipline, focus and ability to complete tasks consistently. Their work style is focused on clear instructions, predictability and risk avoidance. Whereas respondents with high and very high levels of creativity demonstrate a tendency to experiment, critically rethink established norms, easily switch to new strategies and a desire for self-expression.

**Conclusions and prospects for further research.** The results of the study revealed a significant variation in the levels of creativity among young people. The majority of respondents have an average level of creativity, which indicates the presence of a basic potential that can be activated under favourable conditions. A small proportion of participants demonstrate a high and very high level of creativity, which is a positive indicator for further support and development of innovative thinking. The findings emphasise the need for individualised approaches to the development of creative abilities and the implementation of appropriate educational and psycho-pedagogical programmes. Prospects for further research include studying the dynamics of creative potential depending on social, educational and psychological factors, as well as developing effective interventions to stimulate creativity in the youth environment.

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## PSYCHOLOGICAL FEATURES OF INTERNET ADDICTION IN ADOLESCENT CHILDREN

**Анотація: Мета роботи.** Наукове дослідження присвячене проблемі Інтернет-залежності підлітків від гаджетів. **Методологія.** На різних етапах виконання завдань використано такі методи та технології, як: інтерактивна бесіда, анкетування («На визначення Інтернет-залежності»), тестування («Оцінка розвитку вольових якостей», «Дослідження вольової саморегуляції», «Діагностика мотивації до успіху»). **Наукова новизна.** Встановлено, що Інтернет-залежність може розвивати певні види поведінки дітей підліткового віку, серед яких основними є: пристрасть до віртуального спілкування та віртуальних знайомств; ігнорування подій навколо себе; погана адаптація до реального життя; наявність певних фізіологічних ознак (загальна втома, небажання проявляти активність, кволість, агресивність тощо), інформаційне перенавантаження. **Висновки.** Досліджено, що більшість сучасних батьків дозволяють своїм дітям користуватися гаджетами без обмеження в часі, обґрунтовуючи це тим, що таким чином діти краще розвиваються. У той же час батьки погоджувалися, що вкрай небезпечною стає проблема підміни індивідуально-особистісного реального життя віртуальною реальністю. Доведено, що дитина, яка багато часу проводить у віртуальному інформаційному просторі, гірше взаємодіє з навколишнім світом, «випадає» з нього, починає відчувати складнощі у взаєминах із соціальним оточенням. Виявлено схильність Інтернет-залежних підлітків до порушення суспільних норм і правил поведінки. Виділено зв'язок між Інтернет-адикцією та потягом до брехні. Встановлено зворотну кореляцію між критерієм комп'ютерної залежності та показником сили волі, що характерно для всіх форм залежної поведінки. Акцентовано на зворотний взаємозв'язок між стадією комп'ютерної залежності та показником мотивації: мотиви соціальної значущості. Встановлено негативний зв'язок між стадіями сформованості комп'ютерної залежності та самооцінкою за показниками «зовнішність» і «впевненість у собі». Вказано на зниження мотивації при формуванні Інтернет-залежності внаслідок задоволення потреби у самореалізації та самовираженні у віртуальному світі. Описано соціальну незрілість, інфантильність гаджет-адиктів. Встановлено виникнення порушень в емоційно-вольовій сфері, ослаблення вольових установок, що впливає здатність самостійно приймати рішення і призводить до втрати контролю за діями.

**Ключові слова:** віртуальний інформаційний простір, онлайн-ресурси, Інтернет-залежність, віртуалізація освітнього середовища, підлітки, психолого-педагогічна профілактика.

**Abstract: Purpose of the study.** The scientific research is devoted to the problem of adolescents' Internet addiction to gadgets. **Methodology.** At various stages of the study, the following methods and technologies were used: interactive conversation, questionnaires ("To determine Internet addiction"), and testing ("Assessment of the development of volitional qualities," "Study of volitional

self-regulation,” “Diagnosis of achievement motivation”). **Scientific novelty.** It was found that Internet addiction may foster certain types of behavior in adolescents, the main ones being: a passion for virtual communication and online acquaintances; ignoring events around them; poor adaptation to real life; presence of certain physiological signs (general fatigue, reluctance to be active, weakness, aggressiveness, etc.), and informational overload. **Conclusions.** The study found that most modern parents allow their children to use gadgets without time limits, justifying this by the belief that it enhances development. At the same time, parents acknowledged the dangerous substitution of real personal life with virtual reality. It has been proven that children who spend excessive time in virtual information environments interact poorly with the real world, “drop out” of it, and experience social communication difficulties. A tendency among Internet-addicted adolescents to violate social norms and rules was identified, as well as a link between Internet addiction and the propensity for lying. A negative correlation was established between the level of computer addiction and the strength of will, which is typical for all forms of addictive behavior. A reverse relationship was also noted between the stage of computer addiction and the motivation level related to social significance. A negative correlation was found between the stages of computer addiction development and self-esteem in the areas of “appearance” and “self-confidence.” Decreased motivation is noted due to satisfying self-realization and self-expression needs in the virtual world. The article describes the social immaturity and infantilism of gadget addicts and highlights emotional-volitional sphere disorders and weakened volitional attitudes, which impair decision-making abilities and lead to a loss of behavioral control.

**Keywords:** virtual information space, online resources, Internet addiction, virtualization of the educational environment, adolescents, psychological-pedagogical prevention.

**Introduction.** Modern Ukrainian society is marked by crises in many areas of public life, resulting in a sharp shift in habitual behavioral stereotypes. The destabilization of the financial situation and the country’s unfavorable conditions contribute to a widespread sense of insecurity among the population. Dissatisfaction with real life is one of the pressing issues of contemporary society and often takes on a pathological character. Adolescents are especially vulnerable in this context due to their psychological characteristics and developmental stage, which place them in a state of crisis. One of the forms of escape from an unbearable reality is the virtual information space, which particularly affects teenagers. This age group seeks opportunities to express themselves, assume a certain social role, and achieve self-determination needs that are most easily fulfilled through online resources.

**Theoretical Background of the Study.** Significant contributions to the study of Internet addiction have been made by researchers such as N. Petryk and O. Fedoriv (2023), who examined the impact of modern gadgets on the health of children and adolescents; O. Litvinova (2021), who conducted an empirical study on the influence of gadgets on adolescents’ mental state; L. Levytska (2022), who analyzed the psychological characteristics of adolescent Internet addiction; O. Kuleshova and L. Mikheeva (2022), who studied Internet addiction in youth and outlined ways to overcome it; and A. Kariyev, F. Orazbayeva, A. Zhunusbekova, and R. Kenzhetaaieva (2025), who identified types of Internet addiction among Kazakhstani students in the context of the virtualization of the educational environment. Notably, V. Bedan (2022), O. Petrynko, and K. Teleshun (2022) proposed psychoprophylactic strategies for addressing gadget addiction among adolescents and adults.

Individual personality traits that may act as determinants of gadget addiction, as identified by M. Khovrych (2021), S. Cherneta and Zabolotskyi (2023), I. Yuskiv (2024), and I. Fedorchenko (2025), include: weak volitional control, high levels of neuroticism, heightened emotionality, external locus of control, inadequate self-perception, unrealistically low or high self-esteem, dissatisfaction with oneself, shyness and introversion, a desire for independence, social phobias, feelings of loneliness

and a lack of mutual understanding from others, awareness of low social status, a need for attention, a tendency toward fantasy and gambling.

Despite the significant number of publications, the issue of Internet addiction among adolescents requires further study. The relevance of the problem and the importance of methodological and practical development led to the choice of this research topic in order to highlight previously unresolved aspects of the broader issue.

**Purpose of the Article.** To examine the key psychological characteristics of adolescent children with Internet addiction.

**Empirical Part.** At various stages of the empirical study, the following methods and technologies were used: interactive conversation, questionnaires (“To determine Internet addiction”), and testing (“Assessment of the development of volitional qualities,” “Study of volitional self-regulation,” “Diagnosis of achievement motivation”). During the conversation phase, parents of adolescents were asked to complete the tasks and answer questions regarding their children’s Internet use. When asked, “How do you feel about your child using modern gadgets, and why?”, 60% of parents responded positively. They believed that interacting with gadgets enriched and diversified children’s activities and helped them learn reading, writing, and math. Parents also noted that modern society dictates its own rules, and that using new technologies is a necessity for the younger generation. Meanwhile, 40% of parents responded negatively, explaining that adolescence is too early for using mobile phones and tablets.

When asked, “How much time do you allow your child to spend using gadgets?”, 35% of parents said their child played educational games on a tablet or smartphone for one hour per day. 30% did not monitor how much time their child spent on games. 15% allowed up to 30 minutes per day of phone use, and 20% only allowed gadget use for school-related tasks. Thus, most modern parents permit their children to use gadgets without time limits, believing it contributes to their development.

At the same time, parents agreed that the substitution of a child’s real, personal life with virtual reality was becoming extremely dangerous. Children who spend a lot of time on electronic devices interact less effectively with the world around them, “drop out” of reality, and begin to struggle in social relationships.

As part of the study, participants were asked to spend an entire day—eight hours—without access to the virtual information space, online resources, the Internet, or any digital devices (smartphones, computers, televisions, etc.) and to document their activities and feelings throughout the experience.

It was found that:

- 75% of the adolescents were unable to last eight hours without the Internet. The main sensations they described included increased irritability, emotional instability, a tendency toward depression, and low stress tolerance. This group also exhibited negative reactions when others tried to divert their attention away from the Internet.

- 25% of adolescents managed to stay offline for eight hours. While they described similar feelings to the 75% who failed the task, the intensity of these feelings was much lower. This group showed the ability to manage their time effectively and preferred spending their free time meeting with friends. Their use of digital resources did not interfere with social interaction. Still, 47.6% of these adolescents reported some issues related to excessive Internet use. They typically spent more than three hours online per day and often checked their email before engaging in more important tasks.

Based on these findings, it was determined that two out of three participants were unable to stay away from gadgets for eight hours, indicating they were Internet-dependent.

Based on the results of the questionnaire administered to adolescents regarding their level of Internet addiction, the following distribution was identified:

- 35.4% of respondents were classified as regular Internet users who were able to control the amount of time spent online (low level of addiction);
- 25.8% of respondents exhibited minor problems associated with excessive Internet use (moderate level of addiction);
- 31.4% scored between 80–100 points, indicating the presence of Internet addiction (high level of addiction), requiring professional intervention.

Thus, the results revealed that 42.8% of respondents demonstrated a low level of Internet addiction. However, the high level of addiction—31.4%—represents the “at-risk group” that requires corresponding corrective and preventive psychological-pedagogical measures.

After speaking with the adolescents, it was determined that most of them cited online communication with friends as the primary reason for using the Internet. A smaller portion used the Internet for educational purposes (reading books, articles), and, interestingly, none of the respondents reported going online without a specific purpose. Most students accessed the Internet not via computers but via personal smartphones or tablets.

The students also completed a situational questionnaire entitled “Your Leisure Time”, where they were asked to choose how they most frequently spent their free time (e.g., reading books, walking with friends, browsing the Internet without a specific purpose, helping at home, listening to music, doing live streams, etc.).

However, even listening to music, as a form of leisure, was often connected to the Internet (e.g., watching movies or listening to music online). Only 20% of children reported attending extracurricular activities or hobby groups. It is encouraging that 31.3% preferred face-to-face communication and walking with friends.

These results suggest that “Internet-based leisure” is increasingly displacing traditional forms of recreation such as socializing with friends, reading books, and participating in clubs or sports. Our findings indicate that the ages of 12 to 14 are a critical period of “self-discovery”, during which children are particularly vulnerable to becoming trapped in Internet dependence.

In general, the respondents were not selective about how they spent their leisure time, often choosing the most accessible options. As a result, adolescent schoolchildren tend to seek fulfillment of their needs online. They use Internet time indiscriminately and without control, most often staying online on social networks or playing online games. Excessive use of digital resources leads to the formation of a stable dependence on the virtual environment. Further clarifying surveys revealed that among the group of Internet-dependent adolescents, the most common indicators of loss of control over their behavior included: inability to quit a game without outside help; high tolerance — spending 40 or more hours per week in the virtual space. This group also exhibited signs of social dysfunction: irritability and anger when others inquired about what they were doing online; preference for virtual communication over real-life interaction; and complaints from others about the respondent’s prolonged presence in the virtual world.

**Results and Their Discussion.** The data obtained indicate a growing significance of the virtual space in adolescents’ communication systems and, as a result, a decline in the importance of live interpersonal interaction. This contributes to emotional changes and a loss of motivation. The intangible nature of the virtual environment leads to a sense of dissatisfaction, as well as decreased internal activity and motivation.

A particularly notable finding is the pronounced need for intense sensations among addicted individuals ( $p < 0.05$ ). Combined with external passivity, this need turns into a desire for thrills in the virtual world—where fulfilling such needs requires no real effort. All that is needed for excitement in online reality is modern equipment and a subscription. Thus, the combination of thrill-seeking and passivity creates a risk of Internet addiction.

Adolescents suffering from Internet addiction show a tendency to violate social norms and rules of behavior. This urge is easier to express in online communication, where there is less likelihood of being held accountable for one's words or actions. The Internet environment fosters a sense of permissiveness and impunity, encouraging delinquent behavior. Attempts at unlawful actions made in virtual reality often lead to similar actions in the real world. On the Internet, insults, profanity, defamation, and copyright violations are commonplace, and the information space often becomes a training ground for unlawful behavior. Despite the vast amount of useful content and diversity of opinions online, traces of moral decay are more visible than efforts to restore ethical norms and often go unpunished.

A significant correlation between Internet addiction and a tendency to lie was found ( $p < 0.01$ ). During online communication, it is easier to hide the truth or provide false information than in face-to-face conversations. Online dialogue offers different levels of user accessibility—from real-time text chats to delayed forum responses, and includes audio and video communication. The lower the level of user accessibility, the harder it is to detect lies. Over time, individuals develop a habit of concealing the amount of time spent online and the nature of their activity. This information is most often hidden from family members or, if relevant, from supervisors when the work involves computers and Internet use.

A negative correlation was identified between the level of computer dependence and the strength of will ( $R_s = -0.33$ ,  $p \leq 0.01$ ), which is characteristic of all forms of addictive behavior. Additionally, an inverse relationship was found between the stage of computer addiction and motivational indicators—specifically, socially significant motives ( $R_s = -0.23$ ,  $p \leq 0.05$ ). The reduction in willpower and motivation among gadget users indicates structural changes in personality processes as computer addiction develops, leading to a shift in their activity orientation.

According to the correlation analysis, a negative relationship was observed between the stages of computer addiction formation and self-esteem regarding appearance and self-confidence ( $p = 0.01$ ). Dissatisfaction with one's appearance is common among adolescents and may take dangerous forms such as dysmorphophobia or anorexia. Real or imagined flaws reduce an adolescent's self-esteem and confidence, which can negatively affect their social status and relationships with peers. In this context, Internet communication becomes a means of compensating for failures in real interpersonal relationships.

**Conclusions.** The analysis of theoretical and empirical research results allows us to draw the following conclusions:

1. Adolescents are currently the most vulnerable group to the development of Internet addiction, as their psyche is still in the process of formation.
2. Specific psychological traits have been identified in adolescents at various stages of Internet addiction. These adolescents often ignore or fail to notice events around them, are poorly adapted to real life, and exhibit certain physiological symptoms (general fatigue, reluctance to be active, weakness, aggressiveness, etc.). Their self-esteem scores for appearance and confidence are low, and they tend to prefer a dependent style of communication.
3. A decline in motivation is observed as Internet addiction forms, due to the satisfaction of self-realization and self-expression needs in the virtual world. A tendency toward social immaturity and infantilism is also noted among gadget addicts.
4. Internet-addicted adolescents experience emotional-volitional disruptions and a weakening of volitional attitudes, which negatively affects their ability to make independent decisions and leads to a loss of behavioral control.

**Prospects for Further Research.** The next steps in assessing Internet addiction in adolescents will involve the psychodiagnostic study of this process using psychometric tools developed by: M.



Orzack and D. Orzack (1999), S. Yang and J. Chieh-Ju (2007), S. Zhu, N. Liu, W. Zhang, Y. Sun, H. Song, K. Tang, and X. Zhang (2024), to identify the psychological and physical symptoms of Internet addiction.

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## **THE INFLUENCE OF SOCIAL AND EMOTIONAL FACTORS ON THE DEVELOPMENT OF PERSONALITY INDEPENDENCE IN ADOLESCENCE**

**Анотація.** В статті розглядається вплив соціальних і емоційних факторів на розвиток самостійності особистості у юнацькому віці. Особлива увага приділяється аналізу соціального оточення, міжособистісних взаємин, рівня емоційної підтримки та впливу цих чинників на становлення автономності, ініціативності та відповідальності у молоді. Робота спрямована на вивчення ролі емоційної зрілості та соціальної взаємодії у формуванні самостійності, що сприяє адаптації особистості до викликів юнацького періоду. Результати дослідження можуть бути корисними для педагогів, психологів та батьків у підтримці розвитку самостійності у молоді.

В статті розглядається прагнення до самостійності в юнацькому віці, що є феноменом етапу становлення особистості. Аналізується вплив усього оточування, зокрема сім'ї та дорослих, на формування самостійності через підтримку та моделювання поведінки. Висвітлюється значення активної життєвої позиції та морально-ціннісних аспектів у розвитку самостійності, що сприяють формуванню відповідальності та здатності діяти відповідно до власних цінностей. Юнацький вік характеризується високою сприйнятливістю до соціальних впливів та можливістю розвитку позитивних якостей. У цьому періоді активно формуються мотивація, воля, емоції та самосвідомість, що дозволяє юнакам усвідомлювати свої бажання та визначати життєвий шлях. Самостійність протиставляється особистісній безпорадності, яка проявляється через нервову нестабільність, низьку самооцінку та пасивність. Дослідження показують, що самостійні особи мають вищий рівень життєстійкості, що дозволяє їм краще справлятися зі стресовими ситуаціями.

В статті підкреслено, що соціальні та емоційні фактори мають ключову роль у формуванні самостійності в юнацькому віці, коли відбувається активне становлення автономності та ініціативи.

**Ключові слова:** самостійність, юнацький вік, соціальні фактори, емоційні чинники, автономність, ініціативність, адаптація, емоційна зрілість, соціальна взаємодія, розвиток особистості.

The article examines the influence of social and emotional factors on the development of personal autonomy in adolescence. Particular attention is paid to the analysis of the social environment, interpersonal relationships, the level of emotional support and the impact of these factors on the formation of autonomy, initiative and responsibility in young people. The work is aimed at studying the role of emotional maturity and social interaction in the formation of autonomy, which contributes to the adaptation of the individual to the challenges of adolescence. The results of the study can be useful for teachers, psychologists and parents in supporting the development of independence in young people.

The article examines the desire for independence in adolescence, which is a phenomenon of the stage of personality development. The author analyzes the influence of the entire environment,

including family and adults, on the formation of independence through support and behavioral modeling. The author highlights the importance of an active life position and moral and value aspects in the development of independence, which contribute to the formation of responsibility and the ability to act in accordance with one's own values. Adolescence is characterized by high susceptibility to social influences and the possibility of developing positive qualities. During this period, motivation, will, emotions, and self-awareness are actively formed, allowing young people to realize their desires and determine their life path. Independence is opposed to personal helplessness, which is manifested through nervous instability, low self-esteem and passivity. Studies show that independent individuals have a higher level of resilience, which allows them to cope better with stressful situations.

The article emphasizes that social and emotional factors play a key role in the formation of autonomy in adolescence, when autonomy and initiative are actively developing.

**Keywords:** independence, adolescence, social factors, emotional factors, autonomy, initiative, adaptation, emotional maturity, social interaction, personality development.

Modern society presents new challenges to young people: rapid changes in the information space, a high level of mobility and globalization, as well as changes in the initial approaches to youth. In this context, autonomy becomes a factor that ensures the ability of adolescents to adapt to new conditions, make a conscious choice, and take responsibility for their lives. Adolescence is a critical stage for the formation of personal characteristics, including independence. Significant changes in cognitive, emotional and social development occur at this age, requiring an understanding of the specifics of these processes to provide adequate support and development for adolescents. Awareness of the mechanisms of self-regulation and independence makes it possible to create effective programs to support and correction of development during this period.

A review of psychological research in the context of the formation of independence really reveals the multidimensionality of this concept and its importance for the development of personality in adolescence. Such scientists as L. Dolynska, O. Penkova, T. Gurleyeva focus on the internal formation of the personality, its formation through self-regulation and awareness. O. Zavhorodnia, O. Konopko, and H. Kostiuk emphasize the importance of revealing subjectivity in the ability to act independently in different situations, forming confidence and purposefulness. Self-regulation of the individual (O. Emishchyants, V. Zarytska, V. Kotyrlo) focuses on the ability to control one's own emotions, actions and decisions, creating harmony between the inner world and external conditions. The formation of the desire for independence in children of different ages (P. Bauer, A. Lukowski, T. Pathman, L. Spivak) reveals the stages of independence development from early childhood to adolescence, taking into account age peculiarities and motivation [1-4].

Since independence can be manifested differently depending on gender, studying this aspect allows us to better understand how gender stereotypes, social expectations, and other factors affect the formation of independence in adolescence. This is important for psychocorrection in providing opportunities for the development of personal autonomy regardless of gender. Studying the factors of independence development is a place for teachers, psychologists, and parents. Knowledge about how to support and stimulate autonomy in adolescents can help promote their healthy development, prepare them for adulthood, and ensure successful socialization in the future, which is important for minimizing the risks associated with dependence, low self-esteem, or inability to make independent decisions.

Studying the psychological factors of adolescent autonomy is effective for understanding the processes that help adolescents effectively adapt to the changing world, as well as for developing individual strategies to support their psychological health and social success.

The purpose of the article is to identify and substantiate the influence of social and emotional factors on the formation and development of personal autonomy in adolescence, taking into account the peculiarities of this stage of development and the social context.

Studies of the ontogenetic development of personality have shown that children are highly sensitive to social contacts and able to adapt to environmental changes. Already in the first year of life, the process of separation is activated, which stimulates autonomous activity. The development of speech contributes to the child's awareness of himself or herself and the environment, and the "recovery" phase (M. Mahler et al.) marks the beginning of independent cognitive activity. Independence is formed through voluntary movements, object actions and interaction with others. Mastering walking and object activities provides independence, which is revealed through the attitude of adults. As S. Doskach and G. Lublinska emphasize, important age crises (for example, the crisis of three years) become key to the development of independence, in particular the emergence of the "I am" formation. Cognitive autonomy (K. Karasyova, S. Ladyvir, T. Pirozhenko) draws attention to the individual's ability to acquire knowledge, think critically, and expand their worldview independently [2, 3].

The influence of the immediate environment (G. Bevz, M. Kanibolotska, O. Kononko, P. Blos) is due to the role of family and adults in the early formation of independence, especially in matters of support and behavior modeling. An active life position and moral and value aspects (V. Kuzmenko, I. Kuchynska) highlight the importance of independence for the formation of moral qualities, responsibility and the ability to act in accordance with one's own values [1, 3].

Adolescence is a sensitive period for personality formation, characterized by high susceptibility to social influences and the ability to develop positive qualities. At this time, motivation, will, emotions, and self-awareness are actively formed, allowing young people to realize their desires, determine their life path, and develop a harmonious personality. This age stage is characterized by professional orientation, development of meaningful life orientations, and integration of social and gender roles that are important for entering adulthood. At the same time, self-concept, moral principles, identity, and gender culture are formed as the basis for interpersonal interaction in society. Thanks to mentoring and support, young men overcome the challenges of youth, reveal their potential and assert their independence [2, 4].

Independence in adolescence is opposed to personal helplessness, which was studied by M. Pavliuk, S. Maier, and M. Seligman. Helplessness is defined as a stable characteristic that is formed under the influence of interaction with the environment and manifests itself through emotional instability, low self-esteem, pessimism, neuroticism, and passivity. It is important to note that this is not a sentence - it can be overcome with the help of psychotherapy and self-work. The opposite formation is independence, which is characterized by volitional activity, optimism, emotional stability, motivation, and creativity, combining volitional, motivational, cognitive, and emotional components [1, 2].

Studies have shown that "independent" individuals have a higher level of resilience, which allows them to better cope with stressful situations and perceive them as less significant. The resilience associated with independence can be developed through self-development and psychotherapy. Independent people demonstrate energy, leadership skills, constructive thinking, and confidently overcome difficulties, while those prone to helplessness are more likely to show pessimism, low initiative, and vulnerability to challenges [2, 3].

Social and emotional factors play a key role in the formation and development of personal autonomy in adolescence, when autonomy and initiative are actively developing (Table 1).

Table 1

**Social and emotional influence of the formation of prerequisites in the formation of personality**

| Factors  | Characteristics   |
|--|---|
| 1  | 2   |
| <b>Social factors</b>                              |   |
| The role of the family                             | A young person develops their independence through interaction with their parents and other family members. A supportive atmosphere, trust, and encouragement of independent action on the part of the family create the conditions for the development of responsibility and independence. |
| Peers  | Peer groups influence the formation of personal traits, including independence, through the exchange of experience, mutual support or competition.  |
| Social expectations                                | Social norms and ideals related to self-realization motivate young men to be independent, make their own decisions and take responsibility for them.  |
| Educational environment                            | A school or higher education institution creates conditions for developing independence through learning tasks, project activities, and the growing demand for independent learning and decision-making.  |
| <b>Emotional factors</b>                           |   |
| Emotional support                                  | Trust, attention, and emotional support from significant adults help young men overcome self-doubt and develop initiative.  |
| Emotional maturity                                 | Understanding and managing one's emotions are important aspects of independence. Young men who can overcome fears, disappointments and other emotional difficulties become more confident in their actions.   |
| Motivation   | Emotional involvement and intrinsic motivation, such as interest in a particular activity or a desire to achieve goals, contribute to the development of independence.  |
| <b>Interaction of social and emotional factors</b> |   |
| Initiative and responsibility                      | The interplay of social expectations and emotional support creates a harmonious environment in which young men can take initiative and take responsibility.   |
| Personality development                            | At this age, social and emotional influences form the prerequisites for the formation of a personality that is able to make informed decisions, achieve goals and take responsibility for their own choices.  |

Positive evaluation of a young person's actions plays a key role in developing his self-confidence and desire for independence. When a young person's family or teacher recognizes his successes, it helps to build positive self-esteem. Awareness of his achievements motivates him to take initiative, make decisions and take responsibility for his actions, which are the main components of

independence. Praise or approval from significant others increases the desire to repeat positive experiences. A young person feels supported, which motivates to act independently without waiting for external help. Positive evaluation helps to reduce the fear of failure and promotes self-confidence, which provides the emotional stability necessary to overcome difficulties on the path to autonomy [3, 4].

Approval from a teacher or others gives a young person a sense of social significance. Understanding that his independent actions are recognized and valued stimulates him to further development. Thus, positive evaluation creates a favorable environment for personal development, which stimulates the desire for independence, the formation of initiative and the ability to make responsible decisions.

The development of independence as a basic quality of personality was studied by V. Kotyrlo, focusing on the ability to self-regulation, which is formed through the child's interaction with the social environment from birth. The independent behavior of young children is manifested through activity, mobilization of their own resources to solve problems, confidence and independence. The formation of independence is largely determined by social influences in the process of education, upbringing and communication. In adolescence, independence is expressed through motivation, perseverance, initiative, determination, self-control, and interest in the moral aspects of life. Young men demonstrate the ability to take risks, dedication, grow emotionally, and form moral components of self-regulation, although they may also experience self-doubt or misunderstanding from others [1, 3].

The study conducted by T. Titarenko and M. Yatsiuk is based on the division of the sample of respondents into three groups: "independent", "adaptive" and those with a symptom complex of helplessness. "Independent" students are characterized by realistic self-esteem, optimism, and low anxiety, while helplessness is manifested through low self-esteem, depression, and high anxiety. Self-reliance is seen as an integral formation with motivational and volitional, cognitive, and emotional and volitional components that form an active life position, confidence, and responsibility [1, 4].

M. Maler was the first to propose the use of the psychodynamic theory of separation-individuation to understand the development of independence in adolescence. During this period, there is a search for identity, transformation of the "I", the formation of independence and psychological autonomy. The process of separation includes cognitive independence (own value system), emotional independence (reduced need for close ties with parents), and behavioral independence (planning and implementation of actions without parental intervention). Researchers identify the following aspects of autonomy: independent decision-making, self-control, self-esteem regulation, independence in behavior, and responsibility for actions. Also important are closeness, care, empathy, and communication. Adolescence is characterized by life self-determination (the ability to be independent) and emotional intimacy (healthy boundaries and intimacy in relationships).

Autonomous regulation is an individual's ability to self-evaluate and self-regulate, which resists the influence and control of the immediate environment. According to the theory of systems development by B. Weinhold and J. Weinhold, all socio-psychological systems go through the stages of codependence, counterdependence, independence, and interdependence. The development of independence includes the awareness of one's values, goals and abilities, as well as relationships with close people [2, 3].

Research in Ukraine confirms the formation of a differentiated self-concept and autonomous responsibility through the transition from externally determined activity to independent activity. Autonomy is defined as the ability of an individual to take responsibility for their own actions, relying on their own resources, regardless of external influence. Thus, in adolescence, an important feature is the ability to self-organize and make life choices, which is formed under the influence of objective,

intrapersonal, interpersonal and material factors, allowing the individual to analyze alternatives, set priorities and create new strategies for activity.

Personal choice depends on the dialogic type of personality (open, creative, trusting), self-efficacy, internal coherence, socio-cultural context, emotional and value background, interpretive complex, content, and harmony. Free choice is related to attitudes and values, value self-regulation, self-worth, axiological potential, and self-image. Individual characteristics (activity, autonomy, self-sufficiency, optimism, determination, internalization) influence the realization of the choice that reflects psychological maturity.

**Conclusion.** Independence in adolescence is a complex quality that manifests itself in activity, free choice, behavioral control and actions related to personal values. Personality development at this age depends on internal (values, beliefs, self-esteem, self-regulation, independence) and external factors that affect the value-semantic, cognitive, reflective, and regulatory spheres. The research is based on gender, activity, and value-personality approaches that interpret independence as gendered social behavior in the context of active human interaction with the environment, including self-regulation and choice, and the possibility of self-realization and building harmonious relationships. Such approaches help to understand the desire of young men for independence, the factors of its formation and the influence of gender on this process.

Further prospects for the research are conditioned by the study of the impact of modern socio-cultural changes on gender roles and their reflection in the development of personal autonomy. The study of the specifics of the manifestation of independence in representatives of different gender identities will contribute to the development and testing of methods for diagnosing the level of development of gender independence, etc.

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## **SOCIO-PSYCHOLOGICAL FACTORS OF PROFESSIONAL BURNOUT AMONG EMPLOYEES OF THE SES OF UKRAINE IN THE CONTEXT OF MODERN CHALLENGES**

У статті розглянуто соціально-психологічні чинники професійного вигорання серед працівників Державної служби України з надзвичайних ситуацій (ДСНС) в умовах сучасних викликів. Зокрема, акцент зроблено на комплексному аналізі внутрішніх та зовнішніх факторів, що спричиняють емоційне виснаження, втрату мотивації та зниження професійної ефективності рятувальників. Актуальність обраної теми зумовлена зростанням рівня стресових впливів у професійному середовищі ДСНС, особливо в умовах воєнного стану, зростанням кількості надзвичайних подій, психологічної нестабільності та інформаційного тиску.

Метою дослідження є виявлення основних соціально-психологічних чинників професійного вигорання, аналіз їхньої взаємодії та визначення практичних рекомендацій щодо профілактики й подолання цього синдрому серед рятувальників. У дослідженні використано авторську анкету, яка дозволила вивчити емоційний стан, рівень мотивації, ступінь соціальної підтримки та загальну психоемоційну напруженість працівників ДСНС. У дослідженні взяли участь респонденти різного віку, статі та службового стажу, що дозволило отримати репрезентативні дані про стан ментального здоров'я в системі надзвичайних служб.

Результати анкетування свідчать про системне поширення симптомів професійного вигорання серед працівників служби. Значна частина респондентів повідомила про регулярне емоційне виснаження, зниження рівня мотивації до виконання професійних обов'язків, а також про нестачу підтримки з боку керівництва та колег. Рівень стресу, пов'язаний із сучасними викликами, таким як війна, оцінено респондентами як високий. Особливої уваги потребує той факт, що лише незначна частина рятувальників проходила психологічні тренінги чи отримувала професійну допомогу після травматичних подій.

Аналіз чинників вигорання продемонстрував, що серед основних детермінант можна виокремити такі: хронічний стрес, високий рівень відповідальності за життя інших, частий контакт із травматичними подіями, недостатність ресурсів для психологічного відновлення та знецінення професії у суспільній свідомості. Дослідники відзначають, що в умовах постійної небезпеки та напруження формуються передумови для розвитку вторинної травматизації, що також є частиною синдрому професійного вигорання.

У роботі наведено огляд сучасних психотерапевтичних підходів до профілактики та корекції вигорання. Зокрема, розглянуто ефективність когнітивно-поведінкової терапії, яка фокусується на зміні деструктивних мисленневих патернів; гуманістичного підходу, що акцентує увагу на пошуку

сенсу професійної діяльності; психодинамічної терапії, яка дозволяє опрацювати глибинні конфлікти та травми; а також організаційно-соціального підходу, що пропонує зміну умов праці, покращення комунікації в колективі та розвиток системи заохочення.

Окремо підкреслено важливість створення в ДСНС сталих структур психологічної підтримки, впровадження регулярних профілактичних заходів, організації кризових втручань після складних виїздів, а також налагодження ефективної співпраці між психологами, керівниками та рятувальниками. Практичні інструменти, такі як релаксаційні техніки, арт-терапія, майндфулнес-практики та інтервізійні зустрічі, вже довели свою ефективність у зниженні рівня професійного напруження та покращенні загального психоемоційного стану працівників.

Узагальнюючи результати, автори стверджують, що профілактика та корекція професійного вигорання має бути системним і багаторівневим процесом, у якому поєднуються індивідуальні, групові та організаційні заходи. Впровадження таких підходів сприятиме збереженню психічного здоров'я рятувальників, підвищенню їхньої ефективності та стійкості до стресу в умовах постійної загрози та надзвичайних ситуацій.

**Ключові слова:** професійне вигорання, ДСНС, стрес, рятувальники, психологічна підтримка, емоційне виснаження, мотивація, профілактика, психотерапія, соціальні чинники.

The article examines the socio-psychological factors of professional burnout among employees of the State Emergency Service of Ukraine (SES) in the context of modern challenges. In particular, the emphasis is placed on a comprehensive analysis of internal and external factors that cause emotional exhaustion, loss of motivation and a decrease in the professional efficiency of rescuers. The relevance of the chosen topic is due to the increasing level of stress in the professional environment of the SES, especially under martial law, the growing number of emergencies, psychological instability and information pressure.

The aim of the study is to identify the main socio-psychological factors of professional burnout, analyze their interaction and determine practical recommendations for the prevention and overcoming of this syndrome among rescuers. The study used the author's questionnaire, which allowed us to study the emotional state, level of motivation, degree of social support and overall psycho-emotional stress of SES employees. The study involved respondents of different ages, genders, and length of service, which allowed us to obtain representative data on the state of mental health in the emergency services system.

The results of the survey indicate a systemic spread of symptoms of professional burnout among service employees. A significant number of respondents reported regular emotional exhaustion, decreased motivation to perform their professional duties, and a lack of support from their superiors and colleagues. The level of stress associated with current challenges, such as the war, was rated by respondents as high. Particular attention should be paid to the fact that only a small proportion of rescuers have undergone psychological training or received professional help after traumatic events.

The analysis of burnout factors showed that the main determinants include chronic stress, a high level of responsibility for the lives of others, frequent contact with traumatic events, lack of resources for psychological recovery, and devaluation of the profession in the public consciousness. The researchers note that in conditions of constant danger and tension, the prerequisites for the development of secondary traumatization are formed, which is also part of the burnout syndrome.

У роботі наведено огляд сучасних психотерапевтичних підходів до профілактики та корекції. The paper provides an overview of modern psychotherapeutic approaches to the prevention and correction of burnout. In particular, the author examines the effectiveness of cognitive behavioral therapy, which focuses on changing destructive thought patterns; humanistic approach, which focuses on finding the meaning of professional activity; psychodynamic therapy, which allows working through deep conflicts and traumas; and organizational and social approach, which offers changes in working conditions, improved communication in the team and the development of an incentive system.

The importance of establishing sustainable psychological support structures in the SES, implementing regular preventive measures, organizing crisis interventions after difficult calls, and establishing effective cooperation between psychologists, managers and rescuers is emphasized. Practical tools, such as relaxation techniques, art therapy, mindfulness practices, and intervention meetings, have already proven effective in reducing the level of professional stress and improving the overall psycho-emotional state of employees.

Summarizing the results, the authors argue that the prevention and correction of professional burnout should be a systematic and multilevel process that combines individual, group, and organizational

measures. The implementation of such approaches will help to preserve the mental health of rescuers, increase their efficiency and resilience to stress in conditions of constant threat and emergency situations.

**Key words:** professional burnout, SES, stress, rescuers, psychological support, emotional exhaustion, motivation, prevention, psychotherapy, social factors.

**Statement of the problem.** In modern conditions, employees of the State Emergency Service of Ukraine (SESU) face significant professional challenges associated with increased levels of stress, physical and emotional exhaustion, and high responsibility for the lives and safety of citizens. Constant contact with crisis situations, extreme working conditions, insufficient social support and psychological assistance can lead to the development of professional burnout syndrome, which negatively affects the psycho-emotional state, performance and personal life of employees. The relevance of the study of the socio-psychological characteristics of professional burnout is due to the need to find ways to prevent and overcome it, develop effective methods of psychological support and increase the stress resistance of SES employees. It is especially important to take into account modern social challenges, such as the growing number of emergencies, the impact of military operations, information overload and changes in the social structure of society, which increase the risk of burnout.

Effective psychological correction and psychotherapy of burnout should take into account the specifics of rescuers' work and help reduce emotional exhaustion, develop stress resistance and increase overall adaptive capacity.

**The purpose of our article** is to provide a theoretical and empirical analysis of the socio-psychological factors of professional burnout among employees of the SES of Ukraine in the context of modern challenges.

**Presentation of the main material.** Occupational burnout is a syndrome resulting from chronic work stress that has not been successfully managed. It is manifested by emotional exhaustion, cynical attitude to work and reduced performance. The phenomenon of burnout was first described in 1974 by psychotherapist Herbert Freudenberger, who observed exhaustion in fellow volunteers who worked beyond their strength. Since then, the problem has been studied in detail by Christina Maslach and other scientists who emphasize three key signs of this condition: physical and emotional exhaustion, depersonalization (callousness towards work and people), and a decline in professional achievement. For employees of the State Emergency Service (SES), the problem of burnout is particularly relevant. Every day, rescuers face extreme events, accidents, fires, and, in today's environment, military risks. During a full-scale war, the burden on the psychological state of rescuers has increased many times over: they work under fire, often without sufficient protection, risking their lives [7]. Such conditions lead to the accumulation of mental exhaustion, latent aggression and rapid "burnout". According to a SES officer, after responding to difficult incidents, some rescuers experience strong internal tension and even aggression, which is important not to carry over either to work or home, so work is needed to overcome burnout, especially among those who perform combat missions and demining [2; 6]. In other words, maintaining the mental health of rescuers is not a luxury, but a necessity in the face of constant modern challenges.

Structuring allows us to analyze the phenomenon of professional burnout from different scientific positions, identify common and unique features, and provide more substantiated recommendations for psychological support for rescuers in modern conditions. This is an important step towards developing a holistic prevention and intervention program focused on the specifics of the activities of emergency services workers (tabl 1).

In the national psychological science, the problem of professional burnout is considered in the works of V. O. Bodrov, L. M. Karamushka, who focus on the peculiarities of emotional exhaustion among representatives of extreme professions, in particular, SES employees. It is noted that the main factors of burnout are high emotional involvement in the process of rescue operations, constant contact with danger and insufficient psychological support.

**Table 1.**

**Interpretation of professional burnout by various psychological approaches**

| <b>Approach</b>              | <b>Burnout Essence</b>   | <b>Key Symptoms</b>                   |
|------------------------------|--|---------------------------------------|
| Classical (H. Freudenberger) | Result of chronic stress and internal conflict between expectations and reality of professional activity | Emotional exhaustion, fatigue, apathy |

|   |  |   |
|---|--|---|
| Cognitive-Behavioral (A. Bandura)             | Consequence of reduced self-efficacy and inability to influence work outcomes            | Reduced self-confidence, ineffective coping strategies                  |
| Humanistic-Existential (V. Frankl, C. Rogers) | Loss of meaning in professional activity, devaluation of values and personal growth      | Depressiveness, loss of meaning, feeling of futility                    |
| Psychodynamic                                 | Burnout as a manifestation of internal psychological conflicts, unmet needs, and traumas | Cynicism, aggression, sense of alienation                               |
| Organizational-Social (C. Maslach, M. Leiter) | Result of imbalance between job demands, lack of support, fairness, and control          | Chronic fatigue, decreased productivity, negative attitude towards work |
| Self-Determination Theory (R. Ryan, E. Deci)  | Caused by lack of autonomy, internal motivation, and social support                      | Loss of interest, formal attitude to work, inner emptiness              |
| Job Strain Model (R. Karasek, T. Theorell)    | Imbalance between high job demands and low control over work activities                  | Overload, anxiety, lack of recovery resources                           |

Foreign studies (M. Leiter, W. Schaufele) emphasize the importance of organizational climate, in particular the impact of the level of social support and internal corporate culture on the processes of professional burnout. Studies conducted in the United States show that the introduction of a psychological support system for rescuers reduces the risk of burnout by 30%. According to the model of occupational distress developed by R. Karasek and T. Theorell, professional burnout is caused by an imbalance between the level of demands on an employee and the level of control over their own activities. For SESU employees, this balance is shifted toward high demands, which leads to an increased risk of emotional and physical exhaustion.

The psychoanalytic approach presented by F. Freudenberger considers burnout as an internal conflict between professional expectations and the reality of the work environment. This approach emphasizes the importance of psychological mechanisms of self-defense, which can manifest themselves in the form of cynicism, apathy, or aggression.

The cognitive-behavioral approach, developed by A. Bandura, emphasizes the importance of self-efficacy in the process of professional burnout. According to the researcher, the loss of faith in one's own competence and the inability to influence the results of professional activity is one of the main factors in the development of this syndrome.

According to the theory of self-determination (E. Deci, R. Ryan), lack of autonomy in professional activities, insufficient motivation and low level of social support can lead to the development of emotional exhaustion and loss of interest in work. In our study, we used the author's questionnaire "Socio-Psychological Factors of Professional Burnout in the SES of Ukraine in the Context of Modern Challenges" developed to identify factors that affect the emotional state, motivation and professional burnout of rescuers in the difficult conditions of today. It is anonymous, contains 12 questions, and is intended for employees of the State Emergency Service of Ukraine of all ages, genders, and length of service.

The questionnaire consists of several thematic blocks. The first block contains socio-demographic questions: age, gender, length of service and position. The second block deals with the respondent's psycho-emotional state: the level of emotional exhaustion, motivation, support from colleagues and management, and thoughts about changing careers. The third block is devoted to social and psychological factors: stress level (assessed on a scale from 0 to 10), availability of psychological support from family, influence of public attitudes towards the profession, and participation in trainings or psychological rehabilitation programs. The last question is an open-ended one, where respondents express their own opinion on the main causes of professional burnout.

The results of the survey conducted among the employees of the State Emergency Service of Ukraine show that there is a significant level of professional burnout among the respondents. The analysis of the data showed that most of the respondents are in the age group of 26 to 45 years, have significant

professional experience (over 10 years) and are mostly men, which reflects the real structure of the SES personnel.

About 60% of respondents regularly feel emotionally exhausted, 30% of them almost every day. More than half of the respondents report a decrease in motivation to perform their duties, which indicates the depletion of personal resources. 45% of respondents lack constant support from colleagues and management, which is a significant factor in the development of burnout. It is worth noting that 35% of participants regularly think about changing their profession.

An important component of the study was the analysis of social and psychological pressure. The average level of stress associated with current challenges (including the war) was 8.2 points out of 10, indicating a high level of psycho-emotional stress. Only half of the respondents receive psychological support from their families, while the rest indicated its partial or complete absence. The assessment of public attitudes towards the rescue profession varies: 40% consider it positive, but one in four thinks it is negative. Only 18% of respondents have undergone psychological training or rehabilitation programs, which indicates a low level of preventive work. The answers to the open-ended question made it possible to identify the main subjective causes of burnout: a high level of responsibility, constant risk to life, lack of moral support, devaluation of the profession in the eyes of society, and insufficient recognition and encouragement from the state.

Thus, the results of the survey indicate the systemic presence of signs of professional burnout among rescuers. The most critical factors are emotional and social: constant psychological stress, lack of support, and lack of systemic assistance. This requires the urgent development of measures to prevent burnout, the implementation of psychological support programs and the improvement of internal communication in SES units.

There are several scientifically based approaches used by psychologists to correct burnout syndrome in rescue service employees. Each approach has its well-known representatives and methods of work:

Cognitive-behavioral approach (A. Beck, A. Ellis). It is based on changing negative thoughts and behavioral reactions that contribute to stress. It is believed that an employee's attitudes and beliefs largely determine the level of stress and burnout. Cognitive-behavioral therapy (CBT) helps rescuers learn to cope more constructively with stressful events and develop emotional self-control skills. Studies show that CBT effectively reduces the level of professional stress and burnout by building resilient coping skills [5].

Humanistic-existential approach (V. Frankl, K. Rogers). This approach emphasizes the personal meaning of work and self-realization. It is known that rescuers often chose their profession out of a sense of duty and a desire to help people. Humanistic psychologists help employees rethink professional difficulties and restore a sense of the importance of their mission. For example, V. Frankl's logotherapy methods (search for meaning) can reduce the feeling of devastation: when a rescuer sees a deep meaning in the lives saved and understands the value of his or her contribution, it helps to counteract burnout. Self-compassion, support from colleagues, and restoring work-life balance are also key themes of this approach.

Psychodynamic approach (H. Freudenberger et al.). This approach considers burnout as a consequence of internal psychological conflicts, unmet needs, and post-traumatic stress. Freudenberger also noted that personal traits and motives can increase vulnerability to burnout. A psychologist working in this line of work helps the rescuer to realize their own feelings, to "talk out" traumatic incidents, and to live through the grief of loss. Crisis intervention methods and elements of psychoanalytic therapy are used to work through deep feelings. An important aspect is the provision of "psychological first aid" immediately after a critical incident to prevent long-term consequences.

Organizational and social approach (H. Maslach, M. Leiter). This approach emphasizes the role of the work environment and management decisions in preventing burnout. Maslach noted that burnout is not only a personal problem, but also a systemic one: excessive workload, lack of control over working conditions, lack of reward and support, and poor team microclimate all feed the burnout syndrome. Accordingly, the correction should include "changes at the organization level": optimization of duty schedules, clear rules for rest after extreme trips, moral and material encouragement of rescuers, and development of team mutual support. Representatives of this approach (Maslach and Leiter) propose to evaluate the "fit" between a person and a job according to six parameters - workload, control, reward, community, justice, values - and to correct imbalances to reduce burnout.

It is clear that in the actual work of a SES psychologist, these approaches are often combined. A comprehensive burnout assistance program can include individual counseling in the style of CBT, group training to develop resilience, and recommendations to management on how to improve service conditions.

The main thing is to focus on the practical benefits for the rescuer, choosing a method for a specific situation and person.

A practical psychologist of the SESU and heads of units can apply a variety of methods to prevent or correct professional burnout of employees. Below are some proven techniques available in the daily work with rescuers [10]:

Psychological education and condition monitoring. The first step is to have a frank conversation about the “symptoms of burnout” and stress. Conduct a class or talk that explains the stages of burnout, the characteristic signs (chronic fatigue, cynicism, feeling of futility, etc.) and the consequences for health and work. Rescuers need to understand what is happening to them and know that feeling exhausted in their conditions is a “normal reaction” and not a “weakness.” Introduce the practice of self-monitoring: simple anonymous questionnaires or surveys every few months to help detect the first signs of burnout.

Self-regulation and relaxation techniques. Training in quick recovery techniques right at the workplace is an indispensable part of prevention. A psychologist can teach the team simple breathing exercises to reduce anxiety (for example, the 4-4-4-4 box breathing method or slow deep breaths and exhalations). Muscle relaxation techniques by Jacobson (gradual tension and relaxation of muscle groups) or auto-training exercises that allow you to relieve physical stress after leaving are useful. Mindfulness meditation (conscious breathing, concentration on the “here and now”) is also popular: even 5-10 minutes of this practice a day increases stress resistance [3]. Setting up a special “relaxation corner” in the unit (with comfortable chairs, soothing music, perhaps aromatherapy) can encourage regular short breaks for recovery.

Crisis counseling and CISM defusing. After particularly difficult deployments (mass casualties, deaths of children, threats to the lives of rescuers themselves), it is very important to provide group psychological support. In the world practice, the method of “Critical Incident Stress Debriefing (CISD)” is used for this purpose - a structured group meeting during which participants, under the guidance of a psychologist and a trained “peer” (fellow rescuer), discuss their experiences [2]. This technique was specifically developed by Jeffrey Mitchell in 1974 for emergency services [8]. During the meeting (lasting ~1-2 hours), rescuers can share emotions, get information about typical reactions to stress and ways to cope with them. Important: CISD is not an investigation or criticism of actions, but a psychological first aid. If a collective debriefing session is not possible, a psychologist or supervisor conducts individual conversations with each participant in the event (or short “defuzzing” sessions immediately after the incident, lasting 15-30 minutes). Such interventions reduce the risk of developing post-traumatic reactions and burnout, and increase team cohesion [6].

Regular group support meetings (intervisions). It is useful to introduce monthly or quarterly meetings of rescuers in the presence of a psychologist to discuss accumulated difficulties. The format can vary from formal trainings to an informal “cup of tea” after a shift. The goal is to provide an opportunity to speak out, find solutions to problems together, and support each other. Colleagues who understand the specifics of the job can provide effective emotional support. For example, the “buddy system” program: managers encourage rescuers to form pairs to monitor each other's well-being and notice signs in time [9]. These meetings can also be used to train stress-resistance skills - to simulate crisis situations and practice responses together (similar to fire drills, but for the psyche).

Individual psychological counseling and therapy. Some employees may need individual assistance, either short-term (several supportive meetings) or longer-term therapy. The SES employs full-time psychologists whom rescuers can contact confidentially. These sessions use cognitive-behavioral therapy methods to correct negative thoughts (“I don't care about anything,” “My job is meaningless”), guided visualization techniques (to work through traumatic memories in a safe environment), methods to improve self-esteem and restore motivation. If an employee has symptoms of anxiety disorder or depression, the psychologist will recommend that they see a psychotherapist or psychiatrist for additional help. The main thing is to build trust so that the rescuer is not afraid to seek support when he or she feels “on the edge.”

Body-oriented and art therapy techniques. The work of a rescuer is very “bodily” - constant physical stress, injuries, overwork. Therefore, methods that help to “let off steam” through the body or creativity have a good effect. For example, sports and physical activity: team games, jogging together, a gym at the unit - all this helps to reduce the level of stress hormones and switch attention. Art therapy in various forms: drawing stressful images and then discussing them; clay therapy (clay modeling), which helps to symbolically “mold” and get rid of your feelings; keeping a personal diary or writing stories about cases from practice. Such methods are especially appropriate when words are difficult to convey emotions - creativity opens a safe channel for discharge.

The practice of combating burnout in the emergency services has accumulated many successful examples, both abroad and in Ukraine. Let's look at a few of them to see how the theory is translated into real action. Mental Health Support Program of the Ministry of Internal Affairs "Are you okay?" and "Psychological Practice Point" (Ukraine). Ukraine has begun to implement systematic measures to support the psychological well-being of rescuers and police officers. Thus, the prevention and correction of burnout is a common task for both rescuers and psychologists and managers. If all levels work in harmony - an employee knows how to help themselves, feels supported by the team and sees that the organization cares about them - the negative effects of chronic stress can be significantly reduced. Given the current challenges that Ukraine is facing, the psychological stability of our rescuers is the key to their efficiency and safety. Taking care of them today is an investment in the service's ability to respond to any emergency tomorrow. Thus, by implementing the approaches and methods described above, we not only help individuals avoid emotional.

Analysis of scientific literature and practical experience allows us to conclude that professional burnout is a complex phenomenon that develops under the influence of organizational, personal and socio-psychological factors. The peculiarities of the professional activity of the SES employees, in particular the high level of stress, physical exhaustion and frequent contact with crisis situations, contribute to the accelerated development of this syndrome. In this regard, there is a need to implement systemic measures to prevent burnout, which should be aimed at increasing the level of stress resistance, improving working conditions and ensuring proper psychological support for employees of the State Emergency Service of Ukraine.

The conducted research points to a high level of relevance of the problem of professional burnout among the employees of the State Emergency Service of Ukraine. The results of the survey showed that most rescuers daily face emotional exhaustion, loss of motivation and lack of support. The main factors of burnout are constant stress, danger in the service, low level of social and psychological support. Especially critical is the situation during hostilities, when the burden on workers increases significantly. It was found that some respondents do not receive help after severe incidents, which increases the risk of post-traumatic disorders. Scientific literature confirms the effectiveness of cognitive-behavioral, humanistic, psychodynamic and organizational-social approaches to the prevention of burnout. Practical tools such as relaxation, art therapy, crisis counseling and support programs have proven their effectiveness. The introduction of a systematic approach to the mental health of rescuers should become a priority at the state level. The activities of psychologists in the structure of the SES require the expansion and strengthening of the resource base. Prevention of burnout not only increases the efficiency of the service, but also preserves the life and health of workers. Successful implementation of the recommendations will ensure the resilience of the SES to modern challenges and emergencies.

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### **PSYCHOLOGICAL DETERMINANTS OF INTERPERSONAL TRUST IN YOUNG PEOPLE**

The article presents a theoretical and empirical study of the psychological determinants of interpersonal trust in adolescents. The relevance of the study is due to the complexity and ambiguity of the processes of socialization of youth in modern society, which is characterized by rapid changes, information overload, high levels of uncertainty and psychological pressure. In the face of such challenges, the study of individual strategies for coping with stress becomes particularly important, particularly during adolescence, when basic character traits are formed, the foundations of future interpersonal relationships are laid, and mechanisms of self-regulation and self-support are developed. The aim of the article is to identify the psychological determinants of interpersonal trust in adolescents. The theoretical part of the work analyzes modern approaches to defining the concept of "coping behavior", the classification of coping strategies (problem-oriented, emotional-oriented, maladaptive, etc.), and also reveals the essence of interpersonal trust as a psychological construct that affects the nature of social interaction, emotional comfort, and personal stability. Empirical research has shown that individuals with a high level of interpersonal trust are more likely to use adaptive coping strategies: constructive thinking, seeking support, planning actions, and positive reappraisal of situations. In contrast, young men with low levels of interpersonal trust are prone to problem avoidance, emotional isolation, self-blame, and passive acceptance. The results suggest that interpersonal trust is an important predictor of effective adaptation to stressful influences and plays a key role in the formation of constructive coping behavior. The presence of stable, emotionally supportive interpersonal relationships increases the internal resources of the individual, contributes to the development of self-confidence and the formation of a positive self-concept. At the same time, a lack of trust, emotional closure, and a tendency toward social isolation significantly complicate self-regulation processes, reduce psychological resilience, and can lead to the development of anxiety or depression..

The psychological determinants of interpersonal trust in adolescents are determined by a combination of individual characteristics of the emotional-volitional sphere, the level of self-regulation, self-esteem, as well as dominant coping strategies. According to the results of the study, the development of interpersonal trust is facilitated by the presence of constructive coping strategies, such as positive reappraisal, problem-solving planning, and seeking social support. Individuals with high levels of interpersonal trust demonstrate a higher ability for emotional self-regulation, openness in communication, and greater confidence in themselves and their surroundings. At the same time, young people with low levels of trust tend to have a predominance of unique or maladaptive coping strategies, which indicates the need for psychological support and the development of emotional intelligence.

**Keywords:** coping behavior, adolescence, interpersonal trust, stress resistance, psychological adaptation, coping strategies, emotional regulation.

У статті здійснено теоретико-емпіричне дослідження психологічних детермінант міжособистісної довіри в осіб юнацького віку. Актуальність дослідження зумовлена складністю та неоднозначністю процесів соціалізації молоді в сучасному суспільстві, яке характеризується швидкими темпами змін, інформаційним перевантаженням, високим рівнем невизначеності й

психологічного тиску. В умовах таких викликів особливої ваги набуває вивчення індивідуальних стратегій подолання стресу, зокрема у віковому періоді юнацтва, коли формуються базові риси характеру, закладаються засади майбутніх міжособистісних відносин, розвиваються механізми саморегуляції й самопідтримки. Метою статті є виявлення психологічних детермінант міжособистісної довіри в осіб юнацького віку. У теоретичній частині роботи проаналізовано сучасні підходи до визначення поняття «копінг поведінка», класифікації копінг-стратегій (проблемно-орієнтовані, емоційно-орієнтовані, дезадаптивні тощо), а також розкрито сутність міжособистісної довіри як психологічного конструкта, що впливає на характер соціальної взаємодії, емоційний комфорт та особистісну стабільність. Емпіричне дослідження дозволило констатувати, що особи з високим рівнем міжособистісної довіри частіше використовують адаптивні стратегії подолання: конструктивне мислення, пошук підтримки, планування дій, позитивну переоцінку ситуацій. Натомість юнаки з низьким рівнем міжособистісної довіри схильні до уникнення проблем, емоційної ізоляції, самозвинувачення та пасивного прийняття. Отримані результати дозволяють стверджувати, що міжособистісна довіра є важливим предиктором ефективної адаптації до стресових впливів та відіграє ключову роль у формуванні конструктивної копінг поведінки. Наявність стабільних, емоційно підтримувальних міжособистісних зв'язків підвищує внутрішні ресурси особистості, сприяє розвитку впевненості в собі та формуванню позитивної Я-концепції. Водночас дефіцит довіри, емоційна закритість та схильність до соціальної відстороненості значно ускладнюють процеси саморегуляції, знижують психологічну стійкість та можуть призводити до розвитку тривожних або депресивних станів.

Психологічними детермінантами міжособистісної довіри в осіб юнацького віку визначено поєднання індивідуальних особливостей суб'єктивного контролю, мотивації афіліації, а також домінуючих стратегій копінг-поведінки. Згідно з результатами дослідження, розвитку міжособистісної довіри сприяє наявність конструктивних копінг-стратегій, таких як позитивна переоцінка, планування вирішення проблем, пошук соціальної підтримки. Особи з високим рівнем міжособистісної довіри демонструють вищу здатність до емоційної саморегуляції, відкритість у комунікації, більшу впевненість у собі та оточенні. Водночас у молоді з низьким рівнем довіри спостерігається переважання неадаптивних копінг-стратегій, що свідчить про потребу у психологічній підтримці.

**Ключові слова:** міжособистісна довіра, копінг поведінка, юнацький вік, мотивація афіліації, суб'єктивний контроль.

**Introduction.** Modern society is characterized by high levels of social tension, instability, information overload, and rapid change, which places significant psychological strain on the individual, especially during adolescence. This period is a critical stage in the formation of identity, self-awareness, autonomy, and social maturity. The ability to effectively overcome life's difficulties, adapt to stressful situations, and maintain emotional balance is of particular importance in the context of preserving the mental health of young people.. One of the important factors influencing the effectiveness of coping with difficulties is interpersonal trust - the ability of an individual to establish open, sincere, safe relationships with other people, to rely on social support and emotional acceptance. Despite significant interest in the problem of interpersonal trust, its psychological determinants have not been sufficiently researched. There is a need to identify typical coping strategies inherent in young people with different levels of interpersonal trust, which will allow for a deeper understanding of the peculiarities of their psychological response to stressful situations, as well as to determine the level of motivation for affiliation and subjective control as important factors influencing the formation of trusting interpersonal relationships.

**Theoretical foundations of research.** The studies of L. Kolomiets, G. Shulga & I. Lebed indicate the appropriateness of taking into account the level of trust of an individual in himself when analyzing interpersonal trust, since "a high level of trust in himself symbolizes the individual's experience of a state of inner harmony, psychological well-being, self-acceptance, orientation towards life achievements, achieving success, and an optimistic attitude towards life. On the contrary, a low level of self-confidence is accompanied by insecurity, misunderstanding of oneself and one's own needs, inadequate self-esteem, experiencing intrapersonal conflict, fear of difficulties and failures, inability to use one's own personal resources, which disintegrates the "I", worsens adaptability, reduces the feeling of satisfaction with life, negatively affects the establishment of social contacts" [3, p. 413]. Therefore, interpersonal trust is a certain attitude towards others, with the aim of harmonizing social relations. In modern conditions of social, political and economic transformations, youth, as the most sensitive to external influences, requires special

attention. Adolescence is accompanied not only by physiological and emotional changes, but also by the formation of personal identity, worldview, value system and patterns of behavior in difficult life situations. During this period, the need for autonomy, emotional support and social recognition increases, which increases vulnerability to the influence of stress factors. At the same time, insufficient life experience and the formation of self-regulation mechanisms can complicate overcoming difficulties, which makes it necessary to study the coping behavior of young people. Coping behavior is not only an adaptation mechanism, but also an indicator of the internal psychological organization of the individual. The specific stress coping strategies a young person chooses indicate their level of emotional maturity, communicative competence, self-confidence, and attitude toward others. That is why the analysis of coping behavior in connection with interpersonal trust is relevant - a phenomenon that underlies the building of social contacts, empathy, willingness to seek help, and openness to joint problem solving.

Theoretical ideas about the adaptive mechanisms of the personality began to form within the framework of the psychoanalytic approach. A significant contribution to the development of ideas about psychological defenses was made by A. Freud, who proposed the concept of the development of defense mechanisms using the example of childhood. She emphasized that defenses are not purely innate properties, but arise as a result of the child's interaction with the social environment, primarily with parents, significant adults, and the environment in general. In her works, the researcher emphasized that defense mechanisms are activated in situations when the "I" experiences danger from internal conflicts or external stimuli. They function as a barrier between the "I" and the destructive influence of excessive activity of interpsychic impulses. The views of A. Freud were deepened and supplemented by other representatives of the psychodynamic direction. In particular, A. Adler noted that at the age of four or five years, a behavioral model is formed in children, which reflects both a defense mechanism and an attitude towards themselves. Such an early appearance of protective mechanisms indicates the laying of the foundation of a single adaptive system, which subsequently transforms and becomes more complicated as the personality develops. Thus, in the process of ontogenesis, there is a gradual transition from elementary forms of psychological defense to more complex, conscious coping strategies that provide a more flexible and purposeful response to stressful situations [6, p. 204].

In modern society, which is characterized by dynamism, high intensity of information flows, uncertainty, and increasing levels of social tension, the problem of psychological well-being of youth is of particular importance. Adolescence is a critical period of psychosocial development of the individual, accompanied by intensive formation of self-awareness, social identity, moral guidelines and self-regulation skills. During this period, a young person acquires the ability to make independent decisions, masters models of behavior in conditions of uncertainty, and forms a system of interpersonal relationships. Therefore, the study of coping behavior and the factors that influence it, in particular the level of interpersonal trust, is extremely relevant. Coping behavior is an individual way of responding to stressful situations, aimed at overcoming internal or external difficulties and maintaining psychological balance. According to the classification of modern researchers, coping strategies are divided into problem-oriented (active problem solving), emotional-oriented (emotion regulation), social-oriented (support seeking) and maladaptive (avoidance, isolation, etc.) [4, p. 291]. The effectiveness of coping behavior largely depends on such psychological characteristics as the level of reflexivity, emotional stability, self-esteem, and the level of interpersonal trust. Interpersonal trust is the willingness of an individual to interact with others, assuming positive intentions, honesty, and support from the environment. This phenomenon plays a key role in social adaptation, emotional stability, communication competence, and overall mental health. Trust promotes openness in communication, reduces interpersonal anxiety, and makes it easier for a person to seek help in critical situations.

**The purpose of the article.** The aim of the article is to identify the relationship between the level of interpersonal trust and the prevailing coping strategies in young people, as well as to outline the psychological portrait of a person with a low and high level of interpersonal trust.

**Methods.** As part of the psychological study of coping behavior in adolescents with different levels of interpersonal trust, a number of valid psychodiagnostic techniques were used, which allow for a comprehensive assessment of individual psychological characteristics of the personality. Each of the methods is aimed at studying a separate aspect - motivational, cognitive, behavioral or emotional component, which provides a comprehensive approach to the analysis of the phenomenon under study. In order to determine the level of an individual's need for recognition, the "Affiliation Motivation" (AfM) method (A. Mehrabyan) was used. The questionnaire "Level of Subjective Control" (J. Rotter) allowed to assess the ability of the subjects to take responsibility for their own life events. The method "Indicator of

Coping Strategies" (J. Amirkhan) allowed to find out the main ways of overcoming stressful situations of adolescents. «The Interpersonal Trust Scale» (J. Rotter) is designed to measure the level of trust in other people in various areas of life..

**Sample.** The sample of the study subjects consisted of 60 people, students of the Chernyavsky Lyceum of Vinnytsia region, Vinnytsia district, the average age of the subjects was 17 years. In this study, the gender composition of the sample was not taken into account separately, since the ratio of men and women was balanced and consistent with the general population norm, which allows for reasonable conclusions to be drawn without the risk of significant gender bias in the results.

**Results and discussion.**

The results according to the "Coping Strategies Indicator" method (J. Amirkhan) are given in Table 1.

*Table 1.*

**Features of the expression of coping strategies studied using the method of "Coping Strategies Indicator" by J. Amirkhan**

| <b>The name of the scale</b>               | <b>High</b> | <b>Medium</b> | <b>Low</b> |
|--|-------------|---------------|------------|
| <b>Problem solving strategy</b>            | 20 (33,5%)  | 29 (50%)      | 11 (17,5%) |
| <b>Strategy for seeking social support</b> | 24 (40%)    | 24 (40%)      | 13 (20%)   |
| <b>Avoidance strategy</b>                  | 22 (36,5%)  | 25 (44,5%)    | 13 (20%)   |

The results of the study allowed us to divide respondents into groups according to the level of severity of each strategy: high, medium, and low, which made it possible to trace general trends in the choice of ways to overcome stressful situations. The largest number of respondents (50%) demonstrated an average level of expression of the "Problem Solving Strategy", which indicates the partial use of active, constructive approaches to solving complex situations. 33.5% of people have a high level, which indicates the dominance of orientation towards problem analysis, planning and decision-making under stressful conditions. Only 17.5% of the respondents showed a low level – this is a sign of insufficiently developed self-regulation skills and problem-oriented behavior. In general, these data demonstrate a tendency to use adaptive strategies, although for some young people the issue of forming the ability to effectively solve problems remains relevant.

On the "Social Support Seeking Strategy" scale, high and medium levels of expression are equally represented (40% each), which indicates a tendency to seek help from significant social circles (friends, parents, mentors). This behavior is a sign of high interpersonal trust and psychological maturity. The 20% of individuals who showed low levels of support seeking may have difficulties with communication, emotional expression, or trust in others, which requires additional psychoprophylactic work.

In general, the indicators for the "Avoidance Strategy" demonstrate a fairly positive trend in the youth environment. The prevalence of the average level in 44.5% of individuals indicates that some respondents use avoidance as a temporary defense strategy, but do not make it the leading one. 36.5% of individuals showed a high level of expression of this strategy, which may be an alarming signal: avoiding problems can cause the accumulation of emotional tension, anxiety, and frustration. Instead, 20% of respondents have a low level of avoidance, which indicates a desire to directly resolve situations without emotional detachment. Thus, although avoidance as a coping strategy is present in the behavioral patterns of the subjects, it does not dominate, but its high severity in some cases requires attention. Adaptive coping strategies – problem solving and seeking social support — predominate among young people, which indicates a potentially high level of stress resistance and social competence.

Analysis of the results shows that most adolescents are dominated by adaptive coping strategies, in particular problem-solving strategies and seeking social support, while avoidance strategies are less common and less pronounced. This indicates a sufficient level of psychological maturity, emotional openness, and social competence of the subjects. However, individual respondents with low scores on the support-seeking scale or with high scores on avoidance require additional psychological attention, as they may be at risk for developing maladaptive stress responses. The data obtained are important for further

analysis of the relationship between coping strategies and the level of interpersonal trust, as well as for the development of psychological support programs for youth in educational institutions..

Analysis of the results of the level of interpersonal trust according to the method of J. Rotter showed the dominance of high indicators in 62% of the subjects (Table 2).

*Table 2.*

**Peculiarities of expressing interpersonal trust  
according to the method of the "Interpersonal Trust Scale" (J. Rotter)**

| <b>The name of the scale</b> | <b>High</b> | <b>Medium</b> | <b>Low</b> |
|------------------------------|-------------|---------------|------------|
| <b>Interpersonal trust</b>   | 47 (62%)    | 17 (28%)      | 6 (10%)    |

Most of the respondents have positive social experiences, are emotionally open, ready to cooperate, and are able to seek help in difficult life situations. This level of trust correlates with adaptive coping strategies, in particular, seeking social support and active problem solving ( $r = 0.371$ ,  $p \leq 0.05$ ), which indicates a favorable social environment in which personality is formed, as well as the availability of resources to effectively overcome life difficulties.

About 28% of respondents showed an average level of trust, which may be an indicator of selectivity in social contacts. Individuals with this level are not always ready for deep emotional interaction, may demonstrate caution or limited openness in communication, especially in conditions of uncertainty or tension. This is a neutral zone between openness and defensive distance, and in most cases does not indicate the presence of serious psychological barriers in the interpersonal sphere. Only 10% of respondents demonstrated a low level of interpersonal trust, indicating reduced confidence in the reliability of others, emotional withdrawal, a tendency to solve problems independently without involving outside help, or even negative experiences with social contacts in the past. Such individuals may be more likely to engage in avoidance, isolation, or passive acceptance coping strategies. Low levels of trust are a risk factor for developing social anxiety, emotional burnout, or a reduced overall quality of life. Overall, the results indicate a positive trend — possessing a high level of interpersonal trust, which creates a favorable basis for the use of constructive coping strategies and effective social functioning. However, identifying individuals with low levels of trust is important for further targeted psychological support aimed at developing communication skills, emotional openness, and creating a safe social environment.

According to the results of the "Level of Subjective Control" diagnosis (J. Rotter), indicators at medium and low levels prevail (Table 3).

*Table 3.*

**Features of the expression of subjective control according to the method of "Level of Subjective Control" by J. Rotter**

| <b>The name of the scale</b>   | <b>High</b> | <b>Medium</b> | <b>Low</b> |
|--------------------------------|-------------|---------------|------------|
| <b>Achievements</b>            | 11 (18,5%)  | 27 (45%)      | 22 (36,5%) |
| <b>Industry of failures</b>    | 9 (15%)     | 30 (50%)      | 21 (35%)   |
| <b>Family</b>                  | 16 (26,5%)  | 15 (25%)      | 29 (48,5%) |
| <b>Industrial relations</b>    | 8 (18,5%)   | 30 (50%)      | 22 (36,5%) |
| <b>Interpersonal relations</b> | 29 (48,5%)  | 11 (18,5%)    | 20 (33,5%) |
| <b>Health</b>                  | 9 (15%)     | 18 (30%)      | 33 (55%)   |

According to the results obtained, 18.5% of the respondents have a high level of control in the area of achievements, which indicates confidence in their own efforts, determination, initiative, and active desire to achieve their goals. This is a positive indicator that demonstrates the internally motivated behavior of applicants, but 45% of individuals and 36.5% have an average and low level, respectively, which indicates a partial shift of responsibility for success or failure to external factors.

According to the internality indicator in the field of failures, the average level prevails in 50% of the respondents, which indicates an ambivalent attitude towards failures - they recognize part of the responsibility as their own, and attribute part to circumstances. At the same time, 15% of people have a high level, which means the ability to critically reflect on their own mistakes and work on overcoming

them. Instead, 35% of respondents showed a low level, indicating shifting the blame for failures onto others or “fate,” which can negatively affect motivation for personal growth.

48.5% of respondents have a low level of subjective control on the internality indicator in family relationships, which may indicate passivity, the belief that family events depend on the will of other family members or external circumstances, but 26.5% of those surveyed have a high level - these are individuals who take responsibility for harmony and communication in the family, and 25% is the average level, indicating a mixed position.

The internality indicator in industrial relations also exceeds the average level in 50% of the respondents, which characterizes our respondents as those who do not always consciously relate to their own social role in interpersonal interaction, perhaps due to insufficient experience or unclear professional orientations. 18.5% of people have a high level, which indicates a developed sense of responsibility in the production sphere, while 36.5% have a low level - such applicants may perceive production events as uncontrolled.

In the area of interpersonal control, a high level is observed in 48.5% of the respondents, which indicates an active position in interacting with people, a desire to establish contacts, as well as the ability to influence social situations. An average level was found in 18.5% of people, and a low level in 33.5% of people, which indicates a certain insecurity, emotional caution, or a tendency to avoid responsibility in relationships.

The situation in the health sector is of greatest concern, as 55% of those surveyed demonstrated a low level of subjective control, which indicates that the majority do not feel responsible for their own physical and mental state, which is manifested in indifference to prevention and neglect of a healthy lifestyle or the notion that health is determined solely by heredity or “chance.” Only 15% of individuals have a high level of control, and 30% have an average level, indicating a need for psychological education.

Since the motivation of affiliation is one of the basic social needs of the individual, its study allowed us to determine the level of desire for emotional closeness, mutual understanding, approval and belonging to a group of young people. The results obtained using the IAF method (A. Mehrabian) are presented in Table 4.

*Table 4.*

**Features of expressing motivation according to the IAF method, A. Mehrabian**

| <b>The name of the scale</b>      | <b>High</b> | <b>Medium</b> | <b>Low</b> |
|-----------------------------------|-------------|---------------|------------|
| <b>Motivation for affiliation</b> | 20 (33,5%)  | 26 (43%)      | 14 (23,5%) |

According to the obtained indicators, the subjects are dominated by a high level of affiliation tendencies – 43% of the subjects, which indicates a balanced attitude towards interpersonal interaction – such individuals may value closeness, but at the same time not be overly dependent on the opinions of others. They demonstrate flexibility in social behavior: they can both seek support and act independently. This level is optimal in many social situations, as it allows for maintaining autonomy without losing social involvement [2]. A high level was determined in 33.5% of the subjects, indicating a pronounced need for establishing positive emotional contacts. Such individuals are usually open to communication, sensitive to social support, strive for harmonious relationships, and easily integrate into the team. A third of the studied individuals demonstrate sufficient social activity and empathy [5].

Respondents with low affiliative motivation - 23.5% of all respondents - demonstrate a low need to establish close interpersonal relationships, which characterizes them as individuals prone to emotional distancing, caution in interaction, and a tendency to social avoidance. Henry Murray attributes this to a low need for belonging and affiliation, which leads to emotional restraint, detachment, and avoidance of social contact. This may be due to personality traits (introversion, anxiety) or previous negative social experiences [1, p.189].

Thus, the tendency of our sample is the predominance of medium and high levels of affiliation motivation, which indicates a positive orientation of the subjects towards social contacts, readiness for interaction and need for approval. In contrast, the group with a low level of motivation is of socio-psychological interest due to possible difficulties in the area of emotional closeness and mutual support.

In order to determine the individual characteristics of interpersonal trust, a correlation analysis was conducted using the Pearson correlation coefficient, which revealed a positive correlation of medium strength between the level of interpersonal trust and problem-solving strategy ( $r = 0.313$ ,  $p \leq 0.05$ ), which

indicates that individuals with higher levels of trust in other people are more likely to use active, problem-oriented ways of coping with stressful situations.

A positive correlation of medium strength was also found between the level of interpersonal trust and the strategy of seeking social support ( $r = 0.371$ ,  $p \leq 0.05$ ), which confirms our assumption that individuals with a higher level of trust in other people are more likely to seek help, advice, and emotional support from their social environment in difficult life situations.

The relationship between the level of interpersonal trust and the avoidance strategy was weaker ( $r = 0.201$ ) and did not reach statistical significance ( $p > 0.05$ ), which may indicate that the choice of the avoidance strategy depends less on the level of interpersonal trust compared to other strategies. However, when comparing groups with different levels of trust, it was found that individuals with low levels of interpersonal trust used the avoidance strategy more often than individuals with high levels of interpersonal trust, at  $p \leq 0.05$ , which indicates the presence of a certain relationship.

Analysis of the relationship between the indicator "Interpersonal trust" and indicators of subjective control using the method "Level of subjective control" by J. Rotter revealed weak negative correlations with the scales "Achievement" ( $r = -0.198$ ,  $p > 0.05$ ) and "Area of failures" ( $r = -0.231$ ,  $p > 0.05$ ), which do not reach the level of statistical significance, but indicate a certain tendency towards a decrease in the level of trust in individuals with a higher level of internality in these areas.

The correlations between interpersonal trust and subjective control indicators in the areas of family relations ( $r = -0.131$ ,  $p > 0.05$ ), industrial relations ( $r = 0.046$ ,  $p > 0.05$ ), interpersonal relations ( $r = 0.024$ ,  $p > 0.05$ ), and health ( $r = 0.073$ ,  $p > 0.05$ ) were statistically insignificant, indicating the absence of a pronounced relationship between the level of trust and locus of control in these areas of life in adolescents.

Analysis of the relationship between the indicator "Interpersonal trust" and the indicator "Affiliation motivation" according to the method of A. Mehrabian revealed a negative correlation of medium strength ( $r = -0.272$ ,  $p \leq 0.05$ ), which may seem paradoxical, since it would be logical to expect a positive relationship between the desire for communication and trust in people.

Analysis of the relationship between the indicator "Affiliation Motivation" and subjective control indicators revealed negative correlations with the scales "Achievement" ( $r = -0.272$ ,  $p > 0.05$ ) and "Health" ( $r = -0.323$ ,  $p \leq 0.05$ ), with the latter reaching the level of statistical significance.

Analysis of the relationship between the indicator "Affiliation Motivation" and coping strategies revealed negative correlations with the scales "Problem Solving Strategy" ( $r = -0.251$ ,  $p > 0.05$ ) and "Social Support Seeking Strategy" ( $r = -0.196$ ,  $p > 0.05$ ), as well as a weak positive correlation with the scale "Avoidance Strategy" ( $r = 0.157$ ,  $p > 0.05$ ). Although these correlations do not reach the level of statistical significance, they indicate certain trends in the relationship between affiliation motivation and the choice of coping strategies in adolescents.

Analysis of the relationship between the indicator "Problem Solving Strategy" and subjective control indicators revealed a positive correlation of medium strength with the scale "Health" ( $r = 0.355$ ,  $p \leq 0.05$ ) and weak negative correlations with the scales "Area of Failure" ( $r = -0.273$ ,  $p > 0.05$ ) and "Family" ( $r = -0.127$ ,  $p > 0.05$ ).

Analysis of the relationship between the indicator "Social support seeking strategy" and subjective control indicators did not reveal statistically significant correlations, however, weak correlations with various scales can be noted. In particular, negative correlations with the scales "Achievement" ( $r = -0.258$ ,  $p > 0.05$ ) and "Industrial relations" ( $r = -0.128$ ,  $p > 0.05$ ). Positive, albeit weak, correlations with the scales "Family" ( $r = 0.119$ ,  $p > 0.05$ ), "Interpersonal relationships" ( $r = 0.109$ ,  $p > 0.05$ ), and "Health" ( $r = 0.177$ ,  $p > 0.05$ ).

Analysis of the relationship between the indicator "Avoidance Strategy" and indicators of subjective control revealed a statistically significant positive correlation of medium strength with the scale "Family" ( $r = 0.372$ ,  $p \leq 0.05$ ), which indicates that adolescents who take responsibility for family relationships are more likely to use the avoidance strategy in stressful situations.

Based on the results obtained, the main types of coping behavior in adolescents with different levels of interpersonal trust were identified. In individuals with a high level of interpersonal trust, the active, problem-oriented type of coping behavior prevails; in individuals with an average level, the mixed type; in individuals with a low level, the passive, avoidant type. This indicates that the level of interpersonal trust is an important factor that influences the formation of a certain type of coping behavior.

**Conclusions.** In modern society, which is characterized by high dynamics of social changes, information overload, and a growing level of stress, the problem of psychological adaptation of youth is becoming particularly relevant. Adolescence is an extremely sensitive period of personal development, in

which self-concept, interpersonal trust, emotional stability, and behavioral strategies in difficult life circumstances are intensively formed. One of the key adaptation mechanisms is coping behavior - a system of individual ways of overcoming stress, which depends on personal traits, social experience and internal resources. Interpersonal trust as a personal characteristic plays a significant role in the formation of effective coping behavior. A high level of trust in other people allows a person to attract social support in critical situations, reduces anxiety, and promotes constructive behavior. On the other hand, a low level of trust is usually accompanied by emotional detachment, isolation, avoidance of help, and the choice of less adaptive coping strategies. That is why the analysis of psychological characteristics of coping behavior depending on the level of interpersonal trust is important for understanding the overall level of psychological well-being of an individual. Empirical research has shown that individuals with high levels of interpersonal trust are significantly more likely to use adaptive coping strategies, including active problem-solving and seeking social support. Such individuals exhibit openness to interaction, the ability to ask for help, emotional balance, and high motivation for affiliation. Their behavior under stress demonstrates internal psychological resilience and social maturity. At the same time, among individuals with low levels of trust, there was a tendency to predominantly use an avoidance strategy, as well as low affiliative motivation. Such respondents tend to experience difficulties on their own, limit the circle of emotionally significant contacts, and do not use available social resources. They may have an external locus of control in certain life areas, in particular in the areas of health and family, which reduces the effectiveness of their adaptation.

The most balanced pattern of coping behavior is demonstrated by respondents with an average level of interpersonal trust. Their strategies depend on specific situations: in some cases they seek support, in others they solve the problem themselves or distance themselves from it. This indicates the flexibility of behavioral models, which can both contribute to adaptation and require correction in the event of an increase in psycho-emotional stress.

**A perspective for further research.** The study outlines only part of the broad and profound phenomenon of psychological adaptation in adolescence. The results obtained confirm the important role of interpersonal trust in shaping coping behavior, but they also indicate the need for further study of this relationship in the context of other psychological variables, in particular, the level of anxiety, emotional maturity, attachment styles, self-esteem, and motivational sphere. One perspective is to study gender differences in coping strategies in more detail depending on the level of interpersonal trust, because the social roles that are formed in young men and women can significantly influence both the manifestation of trust in the environment and the chosen ways of coping with stress.

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## **THE ROLE OF A SOCIAL WORKER IN BUILDING COMMUNITY TOLERANCE TO INTERNALLY DISPLACED PERSONS**

Толерантність є основоположною цінністю, яка визначає рівень зрілості та гуманності будь-якого суспільства. У сучасному світі, що характеризується частими кризовими явищами, міграціями та соціальною напругою, толерантність стає не лише моральним, але й практичним інструментом забезпечення стабільності та соціальної згуртованості. Особливо важливим це поняття є для України, яка з 2014 року стикається з безпрецедентними викликами, пов'язаними із внутрішнім переміщенням населення. Анексія Криму, військові дії на Донбасі та повномасштабне вторгнення Росії у 2022 році призвели до масового переміщення мільйонів українців. За даними Міжнародної організації з міграції (МОМ), станом на кінець 2024 року в Україні зареєстровано понад 5,1 мільйона внутрішньо переміщених осіб (ВПО). Це найбільша кількість переселенців за всю історію незалежної України. Ці люди, залишивши свої домівки, втратили не лише житло та роботу, але й відчуття стабільності, соціальні зв'язки та частину своєї ідентичності. Процес інтеграції ВПО у нові громади є складним і багатогранним. Попри готовність багатьох громад допомагати переселенцям, існують численні випадки упередженого ставлення, дискримінації та конфліктів. Здебільшого це зумовлено стереотипами, браком інформації або страхом конкуренції за ресурси (житло, робочі місця, соціальні виплати). У такій ситуації толерантність громади стає ключовим чинником для успішної інтеграції ВПО. У цьому контексті соціальні працівники відіграють надзвичайно важливу роль. Вони виступають посередниками між переселенцями та місцевим населенням, сприяють налагодженню діалогу, організовують просвітницькі кампанії та інтеграційні заходи, а також надають переселенцям матеріальну, соціальну та психологічну підтримку. Діяльність соціального працівника спрямована не лише на подолання упереджень і конфліктів, але й на побудову соціально згуртованого суспільства, де всі громадяни, незалежно від їхнього минулого, мають рівні можливості для самореалізації.

Ця стаття присвячена аналізу ключової ролі соціального працівника у формуванні толерантності громади до внутрішньо переміщених осіб. У ній розглядаються сутність поняття толерантності та її значення для стабільного функціонування громади, основні виклики, з якими стикаються ВПО під час інтеграції у нове середовище, функції соціального працівника у створенні умов для адаптації переселенців і подолання упереджень, приклади успішних практик роботи з ВПО в Україні та країнах Європи, рекомендації для покращення роботи соціальних служб у цьому напрямі. Особливу увагу приділено порівнянню українського досвіду із міжнародними практиками. Наприклад, у Німеччині після міграційної кризи 2015 року активно впроваджувалися програми міжкультурної комунікації, які значно знижували рівень напруги між місцевим населенням та переселенцями. Аналіз таких прикладів допомагає зрозуміти, як адаптувати міжнародний досвід до українських реалій.

***Актуальність дослідження*** обумовлена необхідністю не лише ефективної інтеграції ВПО, але й створення суспільства, де толерантність є основою взаємин між людьми. Ця публікація буде корисною для соціальних працівників, громадських діячів, представників місцевого самоврядування, науковців і студентів, які досліджують проблематику внутрішньо переміщених осіб та соціальної інтеграції.

Побудова толерантного суспільства є важливим кроком на шляху до подолання наслідків

кризи та забезпечення сталого розвитку України. Сподіваємось, що матеріали статті сприятимуть поширенню кращих практик роботи з ВПО та допоможуть у формуванні нових підходів до соціальної згуртованості.

**Ключові слова:** Толерантність, внутрішньо переміщені особи (ВПО), соціальна згуртованість, соціальні працівники, інтеграція, упередження, дискримінація, адаптація, соціальна підтримка, місцеві громади.

**Вступ:** Толерантність є однією з основних цінностей сучасного суспільства, яка забезпечує гармонійне співіснування людей з різними поглядами, віруваннями, культурними та соціальними особливостями. Особливо важливим це поняття стає у кризові періоди, коли соціальна згуртованість суспільства проходить перевірку на стійкість. В Україні, яка з 2014 року перебуває в умовах військових конфліктів та соціальних потрясінь, толерантність виступає не лише моральною категорією, а й необхідною умовою для подолання наслідків масштабних переміщень населення.

Внаслідок анексії Криму у 2014 році, бойових дій на Донбасі та повномасштабного вторгнення Росії у 2022 році мільйони українців були змушені залишити свої домівки та переміститися до інших регіонів країни. За даними Міжнародної організації з міграції (МОМ), кількість внутрішньо переміщених осіб (ВПО) в Україні на кінець 2024 року перевищила 5,1 мільйона осіб, що є рекордним показником за всю історію незалежної України. Ці люди опинилися у складному становищі, втративши звичний уклад життя, стабільність, житло, роботу та соціальні зв'язки. Переїзд до нових громад супроводжується численними викликами: економічними труднощами, психологічними травмами, браком інформації та упередженнями з боку місцевого населення. Багато переселенців стикаються з дискримінацією, відчувають себе «чужими» у нових громадах та часто потребують підтримки в процесі адаптації до нових умов життя.

На фоні цих викликів роль соціальних працівників стає особливо значущою. Вони виступають посередниками між ВПО та громадами, сприяючи не лише вирішенню соціальних проблем переселенців, але й формуванню толерантного ставлення до них у місцевих мешканців. Через інформаційні кампанії, інтеграційні заходи, медіацію у конфліктах і надання психологічної допомоги соціальні працівники створюють умови для налагодження взаєморозуміння між переселенцями та громадами. Рівень толерантності в суспільстві є важливим показником його зрілості та здатності до адаптації у кризові часи. Формування толерантного ставлення є складним і довготривалим процесом, який потребує зусиль не лише з боку держави, але й з боку кожного громадянина, місцевих органів влади, громадських організацій та соціальних працівників. Саме їхня діяльність сприяє зміцненню соціальної згуртованості, створенню сприятливих умов для інтеграції ВПО та зменшенню рівня соціальної напруги. Розуміння значення толерантності та ефективна реалізація її принципів у роботі з ВПО можуть стати основою для побудови більш стабільного та згуртованого суспільства, яке здатне долати виклики сучасного світу.

**Мета:** Аналіз ролі соціального працівника у формуванні толерантності громади до внутрішньо переміщених осіб. Дослідження спрямоване на висвітлення основних викликів, з якими стикаються ВПО, та підходів до їхньої інтеграції в нові громади. Особливу увагу приділено практичним інструментам, які соціальні працівники використовують для подолання упереджень, зниження соціальної напруги та створення умов для адаптації переселенців. Відповідно до поставленої мети передбачається вирішення наступних завдань:

Розкрити сутність поняття толерантності та її значення для соціальної згуртованості громад.

Проаналізувати основні проблеми, з якими стикаються ВПО у процесі інтеграції в громади.

Визначити роль соціального працівника у формуванні толерантного ставлення громади до ВПО.

Надати приклади успішних практик роботи соціальних працівників в Україні та країнах Європи.

Обґрунтувати необхідність впровадження системного підходу до формування толерантності в громадах.

Tolerance is a fundamental value that determines the level of maturity and humanity of any society. In today's world, characterized by frequent crises, migration, and social tension, tolerance is becoming not only a moral but also a practical tool for ensuring stability and social cohesion. This concept is particularly important for Ukraine, which since 2014 has faced unprecedented challenges related to internal population displacement. The annexation of Crimea, military actions in Donbas, and Russia's full-scale invasion in 2022 have led to the mass displacement of millions of Ukrainians. According to the International

Organization for Migration (IOM), as of the end of 2024, there were over 5.1 million internally displaced persons (IDPs) registered in Ukraine. This is the largest number of displaced persons in the history of independent Ukraine. These people, having left their homes, lost not only their housing and jobs, but also their sense of stability, social ties, and part of their identity. The process of integrating IDPs into new communities is complex and multifaceted. Despite the willingness of many communities to help displaced persons, there are numerous cases of prejudice, discrimination, and conflict. This is largely due to stereotypes, lack of information, or fear of competition for resources (housing, jobs, social benefits). In such a situation, community tolerance becomes a key factor for the successful integration of IDPs. In this context, social workers play an extremely important role. They act as mediators between IDPs and the local population, facilitate dialogue, organize educational campaigns and integration events, and provide IDPs with material, social, and psychological support. The work of social workers is aimed not only at overcoming prejudices and conflicts, but also at building a socially cohesive society where all citizens, regardless of their past, have equal opportunities for self-realization.

This article is devoted to analyzing the key role of social workers in shaping community tolerance towards internally displaced persons. It examines the essence of the concept of tolerance and its importance for the stable functioning of the community, the main challenges faced by IDPs during their integration into a new environment, the role of social workers in creating conditions for the adaptation of displaced persons and overcoming prejudices, examples of successful practices in working with IDPs in Ukraine and European countries, and recommendations for improving the work of social services in this area. Particular attention is paid to comparing Ukrainian experience with international practices. For example, in Germany, after the 2015 migration crisis, intercultural communication programs were actively implemented, which significantly reduced tensions between the local population and displaced persons. Analysis of such examples helps to understand how to adapt international experience to Ukrainian realities.

The relevance of the study is due to the need not only for effective integration of IDPs, but also for the creation of a society where tolerance is the basis of human relations. This publication will be useful for social workers, public figures, local government representatives, researchers, and students who study the issues of internally displaced persons and social integration.

Building a tolerant society is an important step towards overcoming the consequences of the crisis and ensuring the sustainable development of Ukraine. We hope that the materials in this article will contribute to the dissemination of best practices in working with IDPs and help to shape new approaches to social cohesion. Keywords: Tolerance, internally displaced persons (IDPs), social cohesion, social workers, integration, prejudice, discrimination, adaptation, social support, local communities.

Introduction: Tolerance is one of the core values of modern society, ensuring the harmonious coexistence of people with different views, beliefs, cultural and social characteristics. This concept becomes especially important in times of crisis, when the social cohesion of society is tested for resilience. In Ukraine, which has been in a state of military conflict and social upheaval since 2014, tolerance is not only a moral category but also a necessary condition for overcoming the consequences of large-scale population displacement.

As a result of the annexation of Crimea in 2014, hostilities in Donbas, and Russia's full-scale invasion in 2022, millions of Ukrainians were forced to leave their homes and move to other regions of the country. According to the International Organization for Migration (IOM), the number of internally displaced persons (IDPs) in Ukraine exceeded 5.1 million by the end of 2024, a record high in the history of independent Ukraine. These people found themselves in a difficult situation, having lost their familiar way of life, stability, housing, jobs, and social ties. Moving to new communities is accompanied by numerous challenges: economic difficulties, psychological trauma, lack of information, and prejudice from the local population. Many IDPs face discrimination, feel like "outsiders" in their new communities, and often need support in adapting to their new living conditions.

Tolerance is critically important in crisis situations, such as internal displacement due to war. It should be seen as the ability of society to accept and respect the diversity of people, their beliefs, and their cultural, religious, and social differences. The UNESCO Declaration of Principles on Tolerance (1995) defines tolerance as "respect, acceptance and proper understanding of the rich diversity of our world's cultures." In the context of working with internally displaced persons (IDPs), tolerance means not only accepting displaced persons as part of the community, but also creating conditions for their integration without discrimination and prejudice. Its level determines how successfully the community will be able to ensure stability, social cohesion, and effective support for IDPs. In the context of working with internally displaced persons (IDPs), tolerance means not only accepting migrants as part of the community, but also

creating conditions for their integration without discrimination and prejudice. Internally displaced persons (IDPs) face multifaceted problems that require systematic solutions at both the local and national levels. These challenges encompass social, economic, psychological, and informational aspects of their lives. One of the main problems faced by IDPs is social isolation, which arises from a lack of support in new communities and prejudice on the part of local residents. IDPs are often perceived as “outsiders” who are claiming community resources: social assistance, housing, or jobs. In 2015, 32% of IDPs from Donetsk Oblast reported that they had encountered rejection and tension in their relations with local residents. The reasons for this were competition for jobs, insufficient resources for assistance, and the spread of stereotypes about “privileges” for IDPs (data from the International Organization for Migration, IOM). A similar situation is typical for modern European countries; during the 2015 migration crisis in Germany, a similar situation was observed. Local residents in small towns believed that refugees received more support from the state than they did. This caused social tension and conflicts, which were partially resolved through integration programs that included meetings between refugees and local communities and awareness campaigns. One of the most acute problems for IDPs is employment. Many displaced persons lose their jobs due to displacement and face difficulties in finding new jobs due to a lack of qualifications, high competition, or a lack of jobs in the region. According to a 2023 UNHCR report, 65% of IDPs in Ukraine said they faced difficulties in finding employment. It was most difficult to find work in rural communities and small towns, where the labor market is limited. For example, in the Kharkiv region, IDPs often took seasonal or low-paid jobs that did not match their qualifications. In Poland, which took in over a million Ukrainian IDPs in 2022–2023, many IDPs also faced difficulties in finding employment. According to data from the Polish Ministry of Labor, 40% of IDPs were forced to work in low-paying jobs, despite their higher education and experience. The Polish government has introduced retraining programs that have helped some IDPs adapt to the local labor market. It should also be noted that moving to new communities and losing their familiar way of life causes serious psychological stress for many IDPs. They often experience anxiety, depression, uncertainty, and social isolation, especially if they do not have support from their family or community. In addition to material support, psychological assistance is an important condition for the successful integration of IDPs. Social workers help IDPs overcome anxiety, stress, and isolation. In 2023, crisis centers were operating in the Cherkasy region, where specialists, together with psychologists, provided counseling, particularly for children and the elderly. Such initiatives facilitate adaptation to new living conditions..

Another important area of social workers' activities is the development of community initiatives that promote mutual understanding between IDPs and local residents. For example, in the Vinnytsia region, with the support of international organizations, the “Communities for All” project was implemented, which included training sessions, workshops, and integration events. This helped reduce tensions and foster a culture of tolerance. The experience of European countries confirms that the active participation of social workers in integration creates the basis for a cohesive and sustainable society.

In 2022, according to IOM surveys, 80% of IDPs reported high levels of stress caused by uncertainty about the future. However, only 40% of them sought help from psychologists because they were unaware of the availability of services or were embarrassed to talk about their problems. In Sweden, which took in a significant number of refugees during the migration crisis, the government introduced psychological support programs for displaced persons, including individual and group counseling. This helped reduce anxiety among IDPs and facilitated their integration into the community. Many IDPs face information barriers, not knowing what services are available in their new communities. This limits their ability to access social, medical, or material assistance. In 2023, the IOM reported that over 50% of IDPs in small communities did not know how to contact local authorities for help. In many regions, information was not available online or was not disseminated among displaced persons. In Germany, information support for displaced persons has become one of the priorities during integration. Multilingual online platforms were created where refugees could learn about available services, employment programs, and language courses. For example, the Ankommen platform has helped thousands of refugees obtain information about jobs, housing, and legal support.

Thus, the challenges faced by IDPs are multifaceted and require a comprehensive solution. To overcome these problems, Ukraine needs to draw on the experience of European countries to improve its approaches to IDP integration, based on the principles of tolerance, equality, and mutual respect. It also needs to empower social services and take into account the role of social workers as intermediaries between IDPs and the community in fostering tolerance:

1. Implement integration programs that reduce social isolation and promote mutual understanding between IDPs and local residents.

2. Implement retraining programs and create jobs for IDPs.

3. Ensure access to quality psychological assistance, especially in crisis situations.

4. Improve communication between authorities and IDPs by creating information platforms and disseminating information in an accessible form.

5. Social workers act as intermediaries between IDPs and the community, performing several key functions:

1. Informing the community. Social workers organize information campaigns to explain the issues faced by IDPs. For example, in 2019, educational events were held for local residents in the Lviv region, involving psychologists and IDPs who shared their stories. This helped reduce prejudice by 20% (UNHCR data).

2. Integration activities. Social workers organize joint cultural, sports, and educational events where IDPs and local residents can interact. For example, as part of the East and West Together program in the Vinnytsia region, integration meetings were held that helped strengthen ties between communities.

3. Psychological support. Social workers provide access to psychological counseling for IDPs, helping them to overcome stress and adapt to new conditions. In Germany, during the 2015 migration crisis, a model of mobile support groups was actively used to work with displaced persons.

4. Mediation in conflicts. Social workers help resolve conflicts that arise between displaced persons and the local population.

After 2014, many communities in Ukraine faced difficulties in integrating IDPs due to prejudice among the local population. For example, in 2015, a survey was conducted in the Zaporizhzhia region, which showed that 25% of local residents perceived IDPs as “competitors” for social benefits and jobs. This was especially true in rural communities, where resources are limited. However, over time, the situation began to change thanks to the active work of social workers, civil society organizations, and local administrations. For example, in 2017, the Lviv region implemented the “East and West Together” project, which included integration activities and joint training sessions for IDPs and local residents. This helped reduce social tension and increase the level of tolerance in the community. After 2022, due to the mass displacement of the population, the issue of tolerance became even more relevant. For example, in the Dnipropetrovsk region, training sessions were held for local residents with the involvement of psychologists, who explained how to avoid conflicts and promote the integration of IDPs. Such initiatives have significantly improved the perception of IDPs in communities. In 2023, social workers in the Vinnytsia region organized joint workshops for local residents and IDPs on conflict resolution and cultural understanding as part of the “Communities for All” program. As a result, over 70% of participants said that after taking part in the events, their attitude toward displaced persons became more positive. To reduce conflicts between IDPs and local residents in the Kharkiv region, open meditation meetings were organized in 2022 with the participation of psychologists, local leaders, and social workers. These events helped reduce the number of conflicts and complaints in communities. In addition to psychological support, socialization through participation in community initiatives and educational programs plays an important role in the integration process of IDPs. For example, in 2023, the “United Community” project was launched in the Odesa region, which included joint events for IDP children and local residents. This helped create a friendly environment for young people, promoting the formation of tolerant attitudes from childhood. A mentoring program for IDPs was also implemented in the Kyiv region, where local entrepreneurs helped displaced persons adapt to their new environment by providing advice on employment and business management.

It is also necessary to take into account the importance of information support for IDPs, as they often face difficulties in accessing up-to-date information on housing, employment and social services. For example, in 2023, “IDP Support Centers” were established in Dnipropetrovska oblast, where social workers provided legal advice and assistance with paperwork. In the first six months of operation, more than 10,000 IDPs received the necessary information and support. Similar initiatives have also been successfully implemented in European countries, for example, in Germany through the Ankommen platform, which has greatly facilitated the adaptation of IDPs to the new environment.

European countries that hosted millions of refugees during the 2015 migration crisis have demonstrated the importance of tolerance for the stability of society. In Germany, the “Wir schaffen das” (“We will do it”) program organized multicultural festivals, integration courses, and meetings between local residents and refugees in communities. For example, in Bavaria, such events helped reduce prejudice by

30%. The Ankommen platform helped IDPs find information on housing, jobs, social assistance, and integration courses.

Thanks to the platform, 90% of IDPs reported improved awareness of available services. In Poland, which hosted more than 1.5 million Ukrainian IDPs in 2022-2023, the government supported the organization of Polish language courses and created information platforms that explained IDPs their rights and opportunities. For example, the program “Solidarni z Ukrainą” helped strengthen ties between IDPs and communities.

In 2022-2023, the situation became much more complicated due to the massive displacement of people caused by the full-scale war. This scale of internal migration has placed a significant burden on host communities, which in turn has exacerbated the problem of adaptation and integration. According to IOM, 40% of internally displaced persons have faced prejudice from the local population. This indicates the existence of deep-rooted stereotypes and a lack of tolerance in some communities. In addition, 50% of residents of host communities believed that the amount of assistance provided to IDPs exceeded the available resources of the community, which provoked a sense of injustice and social tension. All of this emphasizes the urgency of implementing a systematic approach to IDP integration, which should be based not only on humanitarian support, but also on long-term planning, strategic resource management, and coordinated interaction between all levels of government.

As we can see, building tolerance in communities is a multifaceted process that requires a comprehensive and systematic approach. In the context of the growing number of internally displaced persons (IDPs) due to military operations, annexation of territories and social crises, the implementation of systemic measures to ensure social cohesion is becoming an urgent need. Tolerance for IDPs is not a purely social or cultural category.

It is a multi-component challenge that encompasses:

Economic aspects (competition for jobs and resources);

Psychological aspects (stress and trauma of IDPs, prejudice of local residents);

Information aspects (lack of awareness of IDP issues and available resources).

The following measures should be taken to address these issues:

Informing and educating the community, as outreach is a basic component of building tolerance. Disseminating information about IDPs, their problems and contribution to community development helps to break down stereotypes.

Organization of integration activities. Given that tolerance is formed through joint activities, integration events, such as cultural festivals, trainings, and joint volunteer projects, allow IDPs and local residents to interact on equal terms.

Psychological support. Emotional stability is an important condition for building positive relationships between IDPs and communities. Psychological support helps IDPs overcome stress and helps local residents overcome their fears of “outsiders.”

Cooperation between the authorities, social services and civil society organizations. A systemic approach is impossible without coordinating the efforts of various structures. This includes::

1. financial support for state integration programs;

2. involvement of civil society organizations to work on the ground;

3. creation of local platforms for information exchange.

Training of social workers. Social workers are key agents of change in communities. Their training to work with IDPs, development of mediation and conflict management skills contributes to the effectiveness of tolerance building measures.

#### Conclusion

Building tolerance in communities towards internally displaced persons is a key factor in social cohesion and stability in times of crisis. Ukrainian and European experience shows that tolerance does not arise naturally - its formation requires a comprehensive approach that includes community awareness, integration measures, psychological support and cooperation between different levels of government, social workers and NGOs. Tolerance helps to reduce social tension, strengthen mutual understanding between IDPs and the local population, and creates conditions for economic activity of IDPs and community development. Successful integration of IDPs is not only a moral obligation of the society, but also a guarantee of its sustainable development. To achieve this goal, it is necessary to implement a systematic approach based on the experience of European countries and taking into account our own experience since 2014, which will help ensure comprehensive support for both IDPs and host communities.

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