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**Головний редактор: Оксана Ляц**, Доктор психологічних наук, Професор кафедри психології та соціальної роботи Вінницького державного педагогічного університету імені Михайла Коцюбинського (Україна);

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Тел. +380671633690

E-mail: [person.envir.iss@gmail.com](mailto:person.envir.iss@gmail.com)

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**Члени редакційної колегії**

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**E-mail:** person.envir.iss@gmail.com

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*Natalia Balashova*

Academy of Labour, Social Relations and Tourism, Kyiv  
PhD in Economics, Head of the Department of Social-Labour Relations and Social Work  
<https://orcid.org/0000-0001-9213-5057>  
email: natalya.balashova75@gmail.com

**ECOLOGICAL EDUCATION OF FUTURE SOCIAL WORKERS AS A COMPONENT  
OF THE ETHICAL PARADIGM OF SOCIAL WORK**

У статті досліджується трансформація етичних стандартів соціальної роботи в умовах сучасних соціально-екологічних викликів, глобальних криз та цифровізації. Особлива увага приділяється інтеграції екологічного виміру у професійну діяльність соціальних працівників, що передбачає поєднання принципів соціальної справедливості та екологічної відповідальності. Розглядаються концепції «зеленої соціальної роботи» та екологічної соціальної роботи як міждисциплінарного напрямку, спрямованого на забезпечення рівного доступу до безпечного довкілля, захист природних ресурсів та підвищення якості життя населення. Аналізуються міжнародні стандарти та практики, зокрема Глобальна програма соціальної роботи та філософія «Buen Vivir», що акцентують увагу на гармонійному співіснуванні людини, громади та природи, а також на необхідності формування екологічної свідомості серед громадян.

В статті окреслено основні завдання сучасного соціального працівника як екологічного агента змін: підтримка вразливих груп населення, реалізація екологічних програм і проєктів, захист прав на безпечне довкілля та формування сталих моделей поведінки. Розглянуто підготовку майбутніх соціальних працівників через інтеграцію екологічного виховання та трансформаційного навчання, що сприяє розвитку критичного мислення, професійної чутливості, етичної рефлексії, системного мислення та компетентностей, необхідних для роботи в умовах ризикогенних ситуацій.

Результати дослідження підтверджують важливість формування нової професійної ідентичності соціальних працівників, здатних ефективно поєднувати гуманістичні цінності з принципами сталого розвитку. Стаття підкреслює, що екологізація професійної практики та освіти є ключовим чинником забезпечення соціальної та екологічної справедливості у сучасному суспільстві та розвитку стійких громад.

**Ключові слова:** екологічне виховання, екологічна справедливість, екологічний соціальний працівник, зелена соціальна робота, професійна етика, соціальна робота, сталий розвиток.

The article examines the transformation of ethical standards in social work in the context of contemporary socio-ecological challenges, global crises, and digitalization. Special attention is given to integrating the ecological dimension into the professional activities of social workers, which involves combining the principles of social justice and ecological responsibility. The concepts of "green social work" and ecological social work are considered interdisciplinary approaches aimed at ensuring equal access to a safe environment, protecting natural resources, and improving the quality of life of the population. International standards and practices are analyzed, including the Global Social Work Program and the philosophy of "Buen Vivir," which emphasize the harmonious coexistence of humans, communities, and nature, as well as the need to foster ecological awareness among citizens.

The article outlines the main tasks of the modern social worker as an ecological agent of change: supporting vulnerable population groups, implementing environmental programs and projects, protecting the right to a safe environment, and promoting sustainable behavior patterns. The preparation of future social workers is examined through the integration of ecological education and transformative learning, which contributes to the development of critical thinking, professional sensitivity, ethical reflection, systems thinking, and competencies required to work effectively in risk-prone situations.

The study results confirm the importance of forming a new professional identity for social workers capable of effectively combining humanistic values with sustainable development principles. The article emphasizes that the ecological dimension of professional practice and education is a key factor in ensuring social and ecological justice in contemporary society and in fostering resilient communities.

**Key words:** ecological education, environmental justice, ecological social worker, green social work, professional ethics, social work, sustainable development.

**Statement of the problem.** Contemporary social work faces a range of complex challenges that combine social, economic, and environmental dimensions. The growing anthropogenic pressure on the natural environment most caused by industrial activity, urbanisation, and climate change directly affects the social well-being of communities. Vulnerable population groups, including children deprived of parental care, the elderly, internally displaced persons, and persons with disabilities, are most severely affected by the consequences of environmental pollution, ecological disasters, and unstable natural conditions. In such circumstances, traditional social work approaches focused solely on social support to prove insufficient for ensuring the comprehensive well-being of both individuals and communities.

The problem is further compounded by the fact that contemporary ethical standards in social work frequently fail to account for the close interrelationship between the social and natural environments. The professional practice of social workers has traditionally been grounded in humanistic values, principles of social justice, and respect for human rights. However, without the integration of an ecological dimension, these principles remain incomplete. Indeed, disregarding the impact of environmental conditions on clients' quality of life limits the effectiveness of social assistance and does not contribute to the sustainable development of communities. At the same time, global transformations, including the consequences of the climate crisis and socio-ecological inequality, are increasing the demand for professionals capable of combining social and ecological competencies.

The current situation calls for a revision of professional standards and educational programmes in social work. What is required is the integration of the concepts of "green social work" and ecological social work as key elements of the preparation of future social workers. This makes it possible to form a new professional identity in which social justice is combined with ecological responsibility, and human rights are inseparably linked to the right to a safe environment. Only through a comprehensive approach that considers the interrelationship between social and ecological problems can the effectiveness of professional practice be ensured and communities' capacity to adapt to contemporary challenges be strengthened.

**Review of Recent Research and Publications.** The relevance of integrating an ecological dimension into social work is confirmed by a range of scholarly publications and international standards. Research by T. Semyhina [6] underscores the role of the social worker as an intermediary between the community and natural resources, oriented towards ensuring every person's right to a safe environment. An analysis of the global agenda for social work indicates that environmental sustainability has become one of the key priorities of professional development [2]. Scholarly works [3; 5; 9] emphasise the importance of developing ecological competence in future social workers through transformative learning, practical placements, and ecological education that integrates knowledge, values, and practical skills. At the same time, a gap exists in the standardisation of approaches to "green social work" within educational programmes, which requires further research and methodological development.

**The purpose of this article** is to identify contemporary trends in the transformation of the ethical paradigm of social work in the context of integrating an ecological dimension; to characterise the concepts of ecological social work and "green social work"; and to substantiate methodological and educational approaches to developing the ecological competence of future social workers.

**Outline of the main material.** The contemporary ethical paradigm of social work is formed at the intersection of philosophical ethical concepts, social policy, and the practice of professional assistance, fulfilling normative, regulatory, and ideological functions. Within this framework, particular significance is acquired by the concept of ecological justice, which highlights the interdependence between human activity and the state of the natural environment. Anthropogenic impact determines transformations in both the social and natural spheres, while ecological changes shape behavioural patterns, value orientations, and the social development of the individual. This dialectical interdependence forms the theoretical and methodological foundation for integrating the ecological dimension into the professional practice of social workers and for developing the corresponding competencies.

In this context, the significance of ethics as a system-forming factor in social work increases substantially. Ethical principles serve as professional guidelines, ensuring that considered, unbiased, and responsible decisions are made in situations of heightened complexity, and facilitating the reconciliation of the interests of various social groups with the imperatives of environmental preservation. The integration of ecological consciousness into the system of professional values gives rise to a reorientation of social work towards combining the principles of social justice with those of ecological responsibility.

As a consequence, the professional activity of social workers acquires a comprehensive character that extends beyond traditional social support. It encompasses responding to the consequences of armed conflicts, ecological disasters, and crisis situations, and involves participation in practices aimed at environmental conservation, including supporting ecological initiatives, protecting ecosystems, reducing levels of pollution, and implementing the principles of sustainable development [1].

Contemporary challenges are characterised by the integration of social and ecological problems, which heightens the need to ensure equitable access to natural resources and to uphold the principles of ecological justice [9]. Under these conditions, the methodological foundation of the social worker's activity is a moral approach grounded in professional ethics, which guarantees objectivity, impartiality, and responsibility in decision-making. At the same time, one of the key tasks remains the preservation and strengthening of public health, which presupposes the holistic integration of social and ecological dimensions in professional practice.

In this regard, ecological social work is today acquiring particular relevance, as evidenced by its gradual inclusion in national and international social work and social development programmes. This inclusion reflects the growing recognition of the importance of combining social assistance with ecological responsibility as an integral aspect of contemporary professional practice. In summarising the foregoing, it is appropriate to outline the essence of ecological social work through an original definition of the concept.

Ecological social work, in our view, is an interdisciplinary field of professional activity that combines the principles of social work and ecological ethics and is aimed at ensuring social justice through the rational, responsible, and equitable use of natural resources, environmental preservation, and the improvement of population living standards. It presupposes the integration of ecological knowledge into social support practice, an orientation towards the prevention of socio-ecological risks, the development of ecological consciousness in communities, and the protection of vulnerable population groups from the adverse consequences of ecological change.

This field reflects contemporary challenges associated with the need to ensure the harmonious coexistence of society and the natural environment, as well as the cultivation of a responsible attitude towards natural resources among citizens.

In examining the essence of ecological social work, it is appropriate to consider international experience, which reflects current trends in integrating the ecological dimension into the professional activity of social workers.

International standards in social work today require practitioners to recognise the inseparable link between human well-being and the state of the natural environment. In this context, social work is gradually moving beyond a purely anthropocentric approach and is acquiring the features of ecocentrism, in which the protection of the natural environment is regarded as an ethical obligation to future generations [4].

In particular, within the Global agenda for social work and social development, "ensuring environmental sustainability" has been identified as one of four key strategic priorities for the development of social work at the international level. This underscores the necessity of integrating the ecological component into the professional preparation of social workers and highlights the importance of developing innovative approaches to addressing environmental challenges in society [2].

An important conceptual reference point is the global priority of "Buen Vivir" (Good Living), which envisions the harmonious coexistence of the individual, the community, and nature. The realisation of this philosophy necessitates the incorporation of an ecological dimension into the work of social professionals and the support of initiatives aimed at cultivating ecological responsibility and sustainable development [8].

International experience thus attests to the gradual consolidation of the ecological approach in social work as an integral component of professional practice oriented towards sustainable development and intergenerational responsibility.

Taking into account the outlined international approaches to integrating the ecological dimension into social work, it is appropriate to examine in greater detail the theoretical and ethical foundations of professional social work activity in the context of contemporary transformations.

Traditionally, the professional ethics of the social worker rests on a synthesis of the deontological approach, which defines the system of professional duties and standards, utilitarianism, oriented towards achieving maximum social good, as well as virtue ethics and care ethics. Understood in this way, professional ethics constitutes an integrated system of professional-ethical values, principles, and norms of conduct that are reflected in the consciousness of practitioners and regulate their interaction with clients, colleagues, and society as a whole [5]. In the context of contemporary social and ecological challenges, such ethics acquires new connotations. It begins to consider social and ecological problems as interrelated

phenomena requiring an integrated approach to their resolution. The transformation of professional ethics demands the cultivation of a particular culture, in which "an inalienable component of professional culture is ethical culture, in which the moral requirements for the personality of the specialist are expressed". The professional and ethical culture of the social worker, in turn, is defined as "a distinctive system of professional-ethical qualities that regulate socially oriented relations in professional interaction" [3].

However, rapid global transformations and ecological crises necessitate the expansion of these standards through the integration of an ecological context. In this regard, the concept of "green social work" acquires significant relevance as a response to the challenges of our time, offering a revision of traditional approaches to professional practice.

Green social work is not merely the addition of ecological themes to educational programmes and curricula; it represents a fundamental shift in the focus of practice towards preventiveness, disaster resilience, and the struggle against ecological racism and social inequality. T. Semyhina emphasises that the ecological social worker acts as "an intermediary between the community and natural resources, ensuring everyone's right to a safe environment as a basic human right" [6], which underscores their responsibility for integrating the ecological dimension into professional practice. Green social work should therefore be understood as an integrative concept that combines social support and ecological responsibility. It treats social and ecological problems as interrelated phenomena, involves accounting for the impact of the state of the environment on social well-being, and is aimed at forming sustainable behavioural models and practices both in society at large and in the activity of individual specialists.

On this basis, we propose to regard the ecological social worker as a specialist in the field of social work who, in their professional practice, integrates the ecological dimension, takes into account the interrelationship between social well-being and the state of the environment, and carries out activities aimed at supporting vulnerable groups, preserving natural resources, and cultivating ecological consciousness in society.

The central element of the renewed ethical paradigm of social work is the concept of ecological justice, which presupposes equal access to a safe and healthy environment, as well as the equitable distribution of ecological risks. Vulnerable population groups suffer most from pollution, climate change, and natural disasters; consequently, social work must adapt its key imperatives. This transformation takes place at the level of foundational categories: social justice is supplemented by ecological justice, professional responsibility is extended to encompass intergenerational solidarity, and human rights are inseparably linked to the right to a safe environment. This expansion of principles demands systematic ecological education for future social workers, which we regard as a process of developing ecological consciousness, value orientations, and responsible behavioural practices. As has been noted, "the moral and ethical component plays a dominant role in shaping the professional competence of future social workers" [3].

At present, the ecological social worker performs not merely the function of providing assistance, but also acts as a defender of people's rights and lawful interests, ensuring the realisation of the principles of social and ecological justice. This dual role forms a distinctive character of ethical requirements for the profession, encompassing not only professional competence but also moral responsibility for decisions taken. Being a just and in this sense ecological social worker means acting consistently in an objective and impartial manner, taking into account the needs and interests of all parties, and demonstrating professional attentiveness and critical thinking.

In this context, the ecological social worker puts the principles of ecological justice into practice. They initiate and implement ecological programmes and projects, participate in civic and environmental movements, and encourage local communities to defend their rights to a safe and healthy environment. They act as an intermediary between people and natural resources, promoting the development of ecological consciousness, a sustainable way of life, and the integration of the principles of social justice with ecological responsibility.

The broadening of the ethical paradigm through the ecological dimension is closely correlated with the fundamental characteristic of the profession responsibility. As has been noted, "the social worker takes responsibility for their actions, for compliance with ethical norms, and for achieving positive results in their work with clients" [7]. The introduction of the principles of "green social work" demands from practitioners not only knowledge, but also a developed system of values that aligns with societal expectations. This approach treats social and ecological problems as interrelated phenomena. The ecological social worker functions not only as an intermediary in the provision of assistance, but also as an active agent of change capable of influencing the structural causes of population vulnerability and promoting the development of ecological consciousness in communities.

As the analysis of international experience shows, the global agenda for social work for the current decade identifies ecological sustainability as one of four key pillars of professional development, requiring knowledge of climate change and risk management [6]. The realisation of this global agenda presupposes not only a change in approaches to professional practice, but also a transformation of educational programmes aimed at preparing specialists capable of integrating the ecological dimension into social work.

According to recent scholarly investigations, "investment in the quality education of social workers should be regarded as a strategically important factor in strengthening societal resilience". A specialist of the new type is "not merely a provider of services, but an active subject of sustainable development" who must "not only help individuals overcome difficulties, but also work at the community level, promoting their development, supporting ecological initiatives, and championing human rights in the context of global challenges" [8]. This approach makes it possible to maximally integrate the ecological component into the strategies of the country's social recovery.

In the educational context, the preparation of future social workers presupposes the integration of the principles of ecological justice and the concept of "green social work" into curricula. The primary aim is to develop in students not only knowledge about the interrelationship between social and ecological problems, but also competencies that ensure the capacity to act responsibly and ethically in professional practice. This includes the development of ecological consciousness, value orientations, critical thinking, and skills for making objective and impartial decisions in complex situations.

Particular attention in education should be devoted to cultivating future specialists' capacity to act as agents of change: to implement ecological programmes and projects, to engage communities in defending their rights to a safe environment, and to combine social support with the principles of ecological responsibility. This approach makes it possible to ensure not only professional competence but also moral responsibility, forming a social worker capable of realising the principles of social and ecological justice in practical activity.

In this context, ecological education becomes a key component of the preparation of future social workers. It is regarded as a systemic process of developing ecological consciousness, value orientations, and responsible behavioural practices necessary for the realisation of the principles of social and ecological justice. The primary aim of such education is to develop in students the capacity to understand the interrelationship between social and ecological problems, to evaluate the impact of human activity on the environment, and to make decisions that promote the sustainable development of communities.

As researchers note, ecological education is a process of developing in a person a humanistic, responsible, and caring attitude towards nature as a value of particular significance. It involves embedding in consciousness, convictions, and moral orientations the principles of rational use of natural resources, as well as developing a readiness for active environmental protection activity [1].

Ecological education encompasses the development of ethical, professional, and practical competencies: the capacity to act responsibly and ethically, to plan and implement social and ecological projects, to promote community participation in the protection of the environment, and to integrate the principles of preventiveness and resilience into everyday practice. This approach ensures the harmonious combination of knowledge, values, and practical skills, forming an ecological social worker capable of acting as an agent of change in both society and the environment.

In substantiating the necessity of ecological education, reference should be made to the concept of T. Semyhina, set out in the work "Contemporary Social Work" (2020), where the profession is defined as one oriented towards the social development and cohesion of communities. In this context, the ecological literacy of the future specialist appears not as an additional option but as a foundation for the realisation of the principle of collective responsibility for the sustainable development of society [5].

The integration of ecological education into the educational process has an interdisciplinary character, combining the achievements of pedagogy, sociology, psychology, and ecology. An effective mechanism is cross-disciplinary integration, which involves introducing ecological material into the content of social-humanitarian and professionally oriented disciplines [9]. To achieve lasting results, active learning methods should be employed: training sessions, discussions, debates, the project method, the case-study method, and analysis of specific ecological situations [9].

Contemporary preparation of future social workers presupposes the development of ethical judgement, the capacity to identify conflicts of interest, and the ability to balance humanistic values with social policy. Being a just social worker means acting objectively, impartially, and with due regard for the needs of all parties. Ecological education forms the foundation of professional training for the ecological social worker, preparing them to fulfil the role of an agent of change in their interaction with people and the natural environment. It is oriented towards the development of key qualities in future specialists in the

field of "green social work" notably resilience, flexibility, and adaptability which, allow for effective responses to social and ecological challenges [7].

The implementation of ecological education in curricula promotes the development of ecological consciousness, value orientations, and responsible behavioural practices, as well as preparing social workers capable not only of providing assistance but also of acting as advocates for ecological justice, defending communities' right to a safe environment and contributing to sustainable development [3].

Thus, the integration of ecological education into curricula not only develops value orientations and ecological consciousness in future specialists, but also prepares them for the active role of ecological social worker one capable of acting as an agent of change in communities and ensuring the realisation of the principles of ecological justice.

This makes it possible to cultivate in students systematic thinking and the capacity for ethical reflection in conditions of a risk society. The preparation process must be carried out comprehensively: through updating the content of academic disciplines (introducing courses in eco-social policy and ecological ethics), using innovative methods such as problem-oriented learning and case analysis, and through engagement in practical community activities. Future social workers learn to implement ecological education through the advocacy of clients' ecological rights, public awareness campaigns, and support for local sustainable development initiatives. Despite existing barriers in particular, the insufficient standardisation of the "green" component in education and limited resources the ecologisation of professional training is the key factor in forming a new professional identity of the specialist capable of effectively working in conditions of global ecological challenges.

At the current stage, several theoretical approaches to educating future social workers in the field of ecological social work exist [2]. The first approach involves preparation for activity in emergency and disaster situations. It is oriented towards developing competencies for creating and implementing programmes of assistance to those affected, countering discrimination, and mobilising communities to restore the social and natural environment.

The second approach concerns preparation for work in the sphere of socio-economic and ecological community development. The primary aim of this approach is to teach future social workers to reduce ecological injustice in communities, to form skills of rational consumption, and to develop a readiness to respond effectively to ecological challenges.

The third approach is oriented towards political social work. It involves training students to lobby for the interests of communities subjected to ecological discrimination, to counter social and ecological inequality, and to influence government and administrative structures effectively in order to defend community rights.

All three approaches to the preparation of future social workers in the field of ecological social work require a methodological foundation that makes it possible to integrate theoretical knowledge with practical activity and to develop key competencies. Transformative learning serves as such an instrument, since it ensures the development of critical thinking, self-reflection, and emotional resilience all necessary for the effective performance of the role of ecological social worker. It is directed not only towards the acquisition of knowledge about social and ecological problems, but also towards the development of personal qualities, professional sensitivity, and the capacity for ethical reflection.

Unlike traditional critical pedagogy, which focuses on the analysis of unjust social structures, the transformative approach adds an emphasis on the transformation of internal convictions, worldviews, and personal attitudes towards clients. This allows future social workers to gain a deeper understanding of the problems of vulnerable population groups (including internally displaced persons and victims of violence), to take into account the cultural, social, and psychological dimensions of their needs, and to respond to the challenges of contemporary risk-generating society including crisis situations, ecological disasters, and social inequality [6].

Thus, the integration of transformative learning and ecological education into the preparation of future social workers promotes the development of their systematic thinking, capacity for ethical reflection, and professional sensitivity. The development of ecological competence in future specialists therefore becomes an integral part of their professional and ethical preparation, oriented towards humanism, empathy, and a commitment to self-improvement.

Of particular significance in the preparation of future social workers is practical training, since it ensures the formation of key professional competencies through the application of theoretical knowledge in real-world conditions [9]. A necessary condition is the strengthening of the ecological component during practical sessions, which involves the inclusion of tasks with ecological content in educational placements and internships at social service agencies, civic organisations, eco-initiatives, nature conservation bodies,

and volunteer projects. Such conditions allow students to acquire practical skills for working with communities, to learn to implement advocacy campaigns for ecological rights, and to participate in sustainable development programmes at the local level.

Importantly, the ecological orientation of practical training cultivates in future social workers the capacity to act not merely as theorists, but as active agents of change capable of integrating ecological education into professional activity, supporting communities in addressing socio-ecological problems, and promoting the development of ecological consciousness among various population groups. Practical experience at placement sites helps students develop critical thinking, cross-sectoral interaction skills, and the capacity to make objective and ethical decisions in complex and risky situations.

Thus, the combination of theoretical learning with practical activity provides future social workers with comprehensive knowledge and competencies for effective practice in the field of "green social work", forming a professional identity oriented towards social justice, ecological responsibility, and sustainable development.

The developed ethical and professional orientations thus make it possible to define the primary tasks and competencies of future social workers in the field of ecological social work. The central element of the renewed ethical paradigm of social work is ecological justice, which ensures equal access to a safe environment and the equitable distribution of ecological risks. Vulnerable population groups suffer most from pollution, climate change, and natural disasters; consequently, social work must integrate the ecological dimension into professional activity.

In the educational process, this involves developing in future social workers systematic ecological thinking, the capacity for ethical reflection, and the cultivation of value orientations that combine humanistic principles with a responsible attitude towards the environment. The social worker acts not merely as a provider of assistance, but as an agent of change capable of defending clients' rights, taking into account the interests of all parties, and making considered decisions in complex socio-ecological situations.

The integration of ecological education into the preparation of future specialists ensures the development of key competencies: critical thinking, resilience, flexibility, and adaptability. This creates the foundation for the practical activity of the ecological social worker who, through volunteering, placements, and participation in professional initiatives, implements the principles of "green social work" at the level of communities and organisations.

In summary, the contemporary ethical paradigm of social work, enriched by the ecological dimension, establishes new orientations for specialist preparation: it defines the key values, principles, and competencies necessary for ensuring equal access to a safe environment and the equitable distribution of ecological risks all of which constitute the foundation for the practical activity of the ecological social worker.

**Conclusions and Prospects for Further Research.** The analysis conducted makes it possible to outline the key aspects of the transformation of the contemporary ethical paradigm of social work in the context of integrating the ecological dimension. First, the concept of ecological justice becomes the central orientation of the social worker's professional activity, defining the necessity of ensuring equal access to a safe and healthy environment and the equitable distribution of ecological risks. Second, the integration of the principles of "green social work" cultivates in practitioners a new type of professional identity, in which social support is combined with responsibility for the state of the natural environment and the sustainable development of communities.

The third important conclusion is that ecological education constitutes an integral component of the preparation of future social workers, contributing to the development of systematic thinking, professional sensitivity, critical thinking, and the capacity for ethical reflection. Practical activity in communities, participation in volunteer, eco-initiative, and advocacy projects allows students to realise the competencies they have acquired and to fulfil the role of active agents of change, combining social justice with the principles of ecological responsibility.

Finally, international experience attests that the integration of the ecological dimension into social work is a global trend that determines the priorities of professional development, education, and social work policy, orienting practitioners towards ensuring sustainability and intergenerational responsibility.

Further scholarly research should be directed towards several key areas: the development and standardisation of educational programmes in the field of ecological social work, incorporating an interdisciplinary approach, transformative learning, and practical case studies for the development of future specialists' competencies; empirical investigation of the effectiveness of implementing ecological education in the professional preparation of social workers, and assessment of its impact on the development of

ecological consciousness, ethical reflection, and readiness to act as agents of change. The development of methods for assessing socio-ecological risks and the formation of indicators of ecological justice will allow social workers to make well-grounded and ethical decisions in the context of global challenges and crises.

Thus, the integration of the ecological dimension into social work opens broad prospects for the development of professional ethics, educational practices, and scholarly research aimed at forming a sustainable and just society.

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**Vladyslav Shakhov**

Candidate of Psychological Sciences,  
Associate Professor at the Department of Practical Psychology  
Mariupol State University (Ukraine)  
ORCID: 0000-0002-1069-9295  
e-mail: [vshahov75@gmail.com](mailto:vshahov75@gmail.com)

### THE DEVELOPMENTAL DYNAMICS OF PROFESSIONAL SELF-AWARENESS IN FUTURE PSYCHOLOGISTS DURING HIGHER EDUCATION

**Анотація.** Мета. Мета статті — дослідити формування та динаміку професійної самосвідомості майбутніх психологів під час навчання у вищих навчальних закладах, приділивши особливу увагу її ключовим структурним компонентам: самоідентифікації, професійній самооцінці та ставленню до професії.

**Методологія.** В емпіричному дослідженні взяли участь 112 студентів спеціальності «Психологія» з першого по четвертий курси. Було застосовано комплекс діагностичних методів, зокрема опитування цінностей Рокеаха, кольоровий тест Лушера, техніку Куна та МакПартланда «Хто я?» та метод самооцінки Дембо-Рубінштейна. Статистичний аналіз проводився за допомогою *t*-критерію Стьюдента та *f*-критерію Фішера, що дозволило виявити динаміку когнітивних, афективних та поведінкових компонентів професійної самосвідомості на різних етапах професійної підготовки. **Результати.** Отримані дані свідчать про нелінійний, поетапний розвиток професійної самосвідомості. Зокрема, було зафіксовано зниження рівня професійних намірів з 79,1 % серед студентів першого курсу до 15,8 % серед студентів четвертого курсу, що відображає переоцінку професійних очікувань. Водночас професійна самоідентифікація еволюціонує від абстрактних та ідеалізованих уявлень до більш внутрішньо засвоєної та реалістичної ідентичності. На проміжних етапах навчання, особливо серед студентів другого курсу, було виявлено кризову фазу, що характеризувалася зниженням самооцінки, суперечностями між самосприйняттям та професійними вимогами, а також посиленням диференціації критеріїв професіоналізму. На пізніших етапах спостерігається стабілізація та інтеграція професійної ідентичності.

**Наукова новизна.** Дослідження обґрунтовує динамічний та суперечливий характер розвитку професійної самосвідомості, виявляючи закономірності переходу від ідеалізованих уявлень про професію до більш диференційованого та реалістичного її розуміння. Теоретично та емпірично обґрунтовано роль кризи як необхідного етапу професійного розвитку. **Висновки.** Встановлено, що професійна самосвідомість не формується повністю до моменту закінчення навчання і продовжує розвиватися на наступних етапах професіоналізації. Водночас вирішальне значення має період здобуття вищої освіти, оскільки саме на цьому етапі відбуваються фундаментальні перетворення у мотиваційній, ціннісній та когнітивній сферах особистості. Найбільш гнучкими компонентами професійної самосвідомості є самоідентифікація, самооцінка та професійні установки. Ключовою умовою її ефективного розвитку є систематичне та цілеспрямоване залучення студентів до практичної діяльності, пов'язаної з вирішенням професійних завдань.

**Ключові слова:** самосвідомість, професійна самосвідомість, когнітивний компонент, емоційний компонент, поведінковий компонент, професійна ідентичність, самоідентифікація, самооцінка, професійні установки.

**Abstract.** Objective. The aim of the article is to examine the formation and dynamics of professional self-awareness of future psychologists during their training in higher education institutions, with particular attention to its key structural components: self-identification, professional self-esteem, and attitudes toward the profession.

**Methodology.** The empirical study involved 112 students majoring in Psychology from the first to the fourth year of study. A set of diagnostic methods was applied, including the Rokeach Value Survey, the Luscher Color Test, the Kuhn and McPartland "Who am I?" technique, and the Dembo-Rubinstein self-assessment method. Statistical analysis was conducted using Student's *t*-test and Fisher's *f*-criterion, which made it possible to identify the dynamics of the cognitive, affective, and behavioral components of professional self-awareness across different stages of professional training.

**Results.** The findings demonstrate a non-linear, stage-based development of professional self-awareness. In particular, a decline in professional intentions was observed from 79.1% among first-year students to 15.8% among fourth-year students, reflecting a reassessment of professional expectations. At the same time, professional self-identification evolves from abstract and idealized representations toward a more internalized and realistic identity. A crisis phase was identified at the intermediate stages of training, especially among second-year students, and was characterized by decreased self-esteem, contradictions between self-perception and professional requirements, and increased differentiation of professionalism criteria. At later stages, stabilization and integration of professional identity are observed.

**Scientific novelty.** The study substantiates the dynamic and contradictory nature of the development of professional self-awareness, revealing regular patterns in the transition from idealized perceptions of the profession to a more differentiated and realistic understanding of it. The role of crisis as a necessary stage of professional development is theoretically and empirically justified.

**Conclusions.** It has been established that professional self-awareness is not fully formed by the time of graduation and continues to develop at subsequent stages of professionalization. At the same time, the period of higher education is decisive, since it is during this stage that fundamental transformations occur in the motivational, value, and cognitive spheres of the individual. The most flexible components of professional self-awareness are self-identification, self-esteem, and professional attitudes. A key condition for its effective development is the systematic and purposeful involvement of students in practical activities related to solving professional tasks.

**Keywords:** self-awareness, professional self-awareness, cognitive component, emotional component, behavioral component, professional identity, self-identification, self-esteem, professional attitudes.

### **Introduction**

The problem of professional development and career formation has long been a central focus of attention in various scientific disciplines due to its importance both for the individual and for society as a whole. Entering a profession can be interpreted as a process of integration into a “super-role,” which largely determines a person’s lifestyle, value orientations, and overall life satisfaction.

The extent to which professional activity fulfills an individual’s needs for self-actualization, creativity, and personal growth directly influences their general well-being.

In the context of rapid socio-economic transformations, the issue of the quality of professional training in higher education institutions becomes particularly relevant. The diversification of psychological education significantly intensifies the need for a comprehensive study of the professional self-awareness of psychology students.

However, despite the growing interest in this issue in recent years [1; 2; 3; 5], the phenomenon of professional self-awareness remains insufficiently explored, especially in its dynamic aspect.

### **Analysis of the Problem**

The initial stage of professionalization is considered a key phase, as it often determines the trajectory of an individual’s further professional and personal development. An important component of this stage is the period of higher education, during which future specialists acquire the necessary knowledge and skills, interact with experienced professionals, and refine their initial understanding of the chosen field.

The student period is typically complex both in terms of academic demands and personal development. At the transition between late adolescence and early adulthood, individuals face the necessity of defining their life priorities, setting short-term and long-term goals, and testing themselves in various situations.

Thus, professional training represents not only a process of acquiring competencies but also a stage of significant transformation in the sphere of self-awareness.

### **Theoretical Foundations**

Professional self-awareness is one of the key factors determining the effectiveness and productivity of professional activity. It includes awareness of oneself as a subject of professional activity, understanding one’s correspondence to professional requirements, as well as processes of professional self-knowledge, self-evaluation, and self-development.

Thus, professional self-awareness can be interpreted as a projection of general self-awareness onto the sphere of professional activity.

It represents an integrative characteristic of personality that combines a system of representations about oneself as a professional. The development of professional self-awareness involves not only the

acquisition of new knowledge but also the transformation of cognitive structures and the formation of a new worldview corresponding to professional activity.

Structurally, professional self-awareness consists of three interrelated components:

- **cognitive component:** awareness and understanding of oneself within the system of professional activity and personal development;
- **affective component:** emotional attitude toward oneself as a professional;
- **behavioral component:** readiness for professional activity and practical implementation of professional functions.

These components are closely interconnected and form a holistic “professional self-image.” An adequate understanding and evaluation of one’s “self” ensures stability, consistency, and effectiveness in professional functioning [1].

According to V. V. Shakhov [2], professional self-awareness can be analyzed through three key components: the motivational–need sphere, self-esteem, and professionally significant qualities. The educational component of professional self-awareness serves as the core of an individual’s professional and personal development. Upon completion of formal training, professional self-awareness may be conceptualized as an idealized model of a person’s attitude toward their profession.

Ukrainian researchers consider the structure of professional self-awareness as a complex and dynamic construct that includes awareness of:

- professional and ethical norms of behavior;
- oneself as a subject of professional activity;
- professionally significant qualities and their evaluation;
- social and labor relations;
- one’s own development over time [3; 5].

The formation of professional self-awareness during the period of adaptation to professional activity can be understood as a process of resolving contradictions within the “individual–profession” system. This process involves overcoming situations of uncertainty and difficulty through reflective mechanisms that activate the structures of the “self.” In particular, it includes the exhaustion of previously formed behavioral stereotypes, their reconsideration, and subsequent transformation in accordance with newly recognized contradictions.

As a result of this process, specific developmental outcomes emerge:

- **in the cognitive sphere:** awareness of professional values, motives, goals, as well as understanding of the subject, methods, and means of professional activity; integration into the role structure of a professional group;
  - **in the affective sphere:** transformation of self-attitude as a representative of a professional community;
  - **in the behavioral sphere:** satisfaction with oneself and one’s professional activity [2].
- Thus, professional self-awareness is a dynamic formation that both develops and manifests itself in practical activity. Accordingly, each of its components should be considered from two perspectives:
- **processual** (development and unfolding),
  - **resultative (the presence of a fully formed outcome).**

Within the cognitive component, it is important to distinguish between the process of self-knowledge and its result a structured system of knowledge about oneself, integrated into the “self-image,” including representations of oneself as both a professional and a person.

The affective–evaluative component is characterized by various forms of attitudes, including attitudes toward oneself as a professional and as an individual, as well as attitudes toward the profession itself.

The regulatory (behavioral) component reflects the degree of readiness to perform professional actions in relation to the object of professional activity.

Modeling the process of professional self-awareness formation, N. Shevchenko [5] emphasizes the existence of different phases in its development and functioning. Empirical observations suggest that the initial phase plays a particularly important role. From the moment the relationship “individual – profession” is established at the emotional–value level, the process of professional self-awareness formation begins.

During the period of professional education, operational, motivational, and meaning-related components of professional activity are actively formed. At the same time, an emotionally saturated image

of the profession emerges, along with normative professional requirements that may impose certain limitations on the individual [1].

By the end of formal education, professional self-awareness can be considered as an idealized model of an individual's attitude toward their profession.

The process of professional personality formation is complex and multi-stage. It includes the following stages:

1. **Initial stage:** the emergence and formation of professional intentions influenced by general personal development; initial orientation and involvement in various forms of activity during school education;
2. **Training stage:** purposeful preparation for professional activity, during which motivation aligned with the profession is actively formed;
3. **Entry stage:** active mastery of the profession and integration into a professional environment;
4. **Realization stage:** full implementation of the individual in independent professional activity.

It is evident that by the time of graduation from a higher education institution, professional self-awareness is not fully formed and continues to develop at subsequent stages of professionalization. However, the period of professional training remains decisive, as it is during this stage that fundamental transformations occur in the motivational and value sphere of the individual. In particular, professional values, attitudes, and all structural components of self-awareness are actively formed in accordance with the nature and content of future professional activity.

The formation of professional self-awareness requires specific psychological and pedagogical conditions that facilitate the advancement of the individual beyond their current level of development. The key condition for this process is the systematically organized and purposeful involvement of students in practical activities related to solving professional tasks.

The purpose of the empirical study was to examine the dynamics of structural components of professional self-awareness among psychology students during their training in higher education institutions.

The empirical study involved 112 undergraduate Psychology students (Years 1–4) enrolled at the Faculty of Pedagogy, Psychology, and Professional Education of Mariupol State University. The research employed the following diagnostic instruments: the Rokeach Value Survey to assess value orientations, the Luscher Color Test to examine the emotional component of self-awareness, the Kuhn and McPartland "Who am I?" technique to analyze its cognitive component, and the Dembo-Rubinstein method to assess students' professional self-esteem.

The analysis revealed a clear dynamic in value orientations. For students of the 1st, 2nd, and 3rd years, educational values remain dominant, whereas for 4th-year students, values related to professional life take the leading position, followed by educational values. Thus, by the final stage of training, professional values acquire the highest significance ( $p \leq 0.5$ ).

A significant transformation was observed in professional attitudes. Specifically, **79.1% (n=89)** of first-year students expressed the intention to work as psychologists in the future. However, this indicator decreases markedly during training: to **32.7% (n=37)** in the third year and to **15.8% (n=18)** in the fourth year.

This trend suggests a gradual reassessment of professional expectations and indicates the transition from an idealized perception of the profession to a more realistic understanding of its demands.

An important aspect of the study was the analysis of preferred areas of future professional activity. The results showed the following distribution:

- **1st year:** educational psychology (28.0%), psychology teaching (17.0%), clinical psychology (17.0%), business psychology (15.5%);
- **3rd year:** legal psychology (23.5%), business psychology (22.2%), clinical psychology (15.0%);
- **4th year:** educational psychology (18.2%), legal psychology (18.2%), family psychology (15.6%), psychology teaching (15.6%).

It should be noted that there is a relative stability in the choice of professional activity within the educational sphere, which can be explained by the high demand for psychologists in educational institutions. At the same time, a consistently high interest in business psychology is observed. In addition, there is a gradual increase in students' orientation toward family psychology by the fourth year ( $p \leq 0.5$ ).

Particular attention was given to the process of professional self-identification.

The analysis revealed a contradictory dynamic. Identification as a “future psychologist” demonstrates a downward trend:

- **1st year — 45.8% (n=51)**
- **3rd year — 39.3% (n=44)**
- **4th year — 34.8% (n=39)**

At the same time, identification as a “psychologist” increase:

- **1st year — 10.2% (n=11)**
- **3rd year — 18.7% (n=21)**
- **4th year — 50.9% (n=57)**

This pattern indicates a shift from abstract and prospective identification toward a more internalized and realistic professional identity.

The results also show that first-year students demonstrate a high level of professional identification and acceptance of the professional role. However, this identification is largely based on generalized and idealized representations.

The objects of professional identification for first-year students are typically successful professionals who have achieved recognition in their field and possess socially valued qualities such as intelligence, openness, empathy, attentiveness, strong character, and deep knowledge.

At the same time, **55.2% (n=62)** of first-year students report the absence of a real identification model. When completing statements such as “In the professional sphere, I would like to resemble...”, students often provided responses such as “no one,” “I don’t know,” or “there is no ideal.”

The combination of a high level of professional identification with the absence of a real identification model suggests that first-year students perceive the profession primarily through abstract idealized constructs and socially formed stereotypes.

Thus, as students begin to receive more objective and detailed information about the nature of professional activity, the professional role, and its requirements, their self-awareness may enter a state of contradiction. On the one hand, students tend to overestimate their professional abilities; on the other hand, they are only at the beginning of their professional development and therefore lack an adequate understanding of the profession and its demands.

This discrepancy leads to an overestimated and insufficiently differentiated self-assessment. When this contradiction becomes consciously recognized by the students themselves, it marks the emergence of a crisis of professional identity. This state is most clearly manifested among second-year and partially third-year students.

The emotional attitude of first-year students toward the profession is predominantly positive. In particular, approximately **81.7% (n=92)** demonstrate a clearly positive attitude toward psychology, while no cases of ambivalent attitudes were identified.

At the initial stage of professional training, students generally do not experience significant discomfort. Most respondents characterize the first year as emotionally neutral, not associated with negative experiences or dissatisfaction.

During the second year, students develop a more detailed understanding of the profession. However, this development is primarily quantitative rather than qualitative. The professional image becomes enriched with numerous characteristics, but essential features are not yet clearly differentiated.

Nevertheless, progress in this direction can be observed through changes in the system of professional criteria.

At this stage, there is a significant increase in the differentiation and awareness of professionalism criteria. The average level of awareness among second-year students reaches **9.5 points**, which is approximately 1.5 times higher than that of first-year students.

However, despite this increase, the qualitative structure of these criteria remains largely unchanged. Second-year students continue to rely on abstract representations similar to those of first-year students, although they begin to express them using professional psychological terminology (e.g., empathy, intelligence, communication skills).

In the professional self-image of second-year students, dominant characteristics are those directly related to their current primary activity — academic and quasi-professional learning.

Since diligence and accuracy are key determinants of success in the educational process, these qualities begin to occupy a central position both in students’ self-evaluation and in their representation of the “ideal psychologist.” Significant transformations are observed in the professional self-esteem of second-year students.

First, there is a noticeable decrease in emotional acceptance of oneself as a future professional. Second, the attractiveness of the ideal professional image is reduced.

As a result, second-year students demonstrate the **lowest level of professional self-esteem** within the entire sample.

The decline in overall professional self-esteem is accompanied by a decrease in the evaluation of such components as:

- professional practical skills,
- professional abilities and predispositions.

This may be explained by the fact that these components play a decisive role in the formation of a generalized self-assessment.

At the second-year stage, the hierarchy of professional self-evaluation indicators is structured as follows:

- professional abilities and predispositions — **62.1%**,
- overall professionalism — **47.5%**,
- professional skills — **46.9%**,
- theoretical knowledge — **42.9%**.

Thus, theoretical preparedness is evaluated significantly lower than other components.

As a result, a pronounced contradiction emerges within the professional self-awareness of second-year students.

On the one hand, they develop a more realistic understanding of professional requirements and the image of an ideal psychologist, which leads to a decrease in self-esteem. On the other hand, they retain a high level of professional aspirations and a strong motivation for professional growth.

In our view, the crisis of professional self-awareness at this stage can be explained by several factors:

1. **Overestimation of general and professional self-esteem** following successful admission to higher education;
2. **Increased awareness of the profession** after the first year of study;
3. **Insufficient adaptation** to the academic and professional training environment;
4. **Recognition of the openness of professional choice**, including the possibility of reconsidering or changing it.

The consequences of the crisis in professional self-awareness include a decline in confidence in oneself as a future psychologist, changes in the emotional attitude toward both professional activity and professional training, and a decrease in the level of professional identity.

At the third year of study, students' understanding of the profession continues to deepen, becoming more differentiated and structured. The image of the profession begins to incorporate features that reflect the operational and technical aspects of a psychologist's work.

Significant changes are observed in the system of professionalism criteria among third-year students compared to second-year students. In particular, the level of awareness of these criteria increases substantially. While second-year students demonstrated an average awareness level of **9.5 points**, third-year students reach **13.1 points**.

Moreover, the scientific quality of the criteria improves. Students begin to use more conceptually grounded notions such as *reflection*, *job satisfaction*, and other professionally relevant constructs.

It is also important to note a change in the practical application of these criteria: approximately **88.6% (n≈99)** of third-year students reported that awareness of these criteria influences their educational and quasi-professional behavior.

At the same time, third-year students demonstrate a discrepancy between their self-image as psychologists and their representation of the ideal professional.

In self-assessment, they emphasize personal qualities such as:

- internal locus of control,
  - friendliness,
  - communicative competence,
  - patience,
  - empathy.
- However, in the image of the ideal psychologist, the dominant factors shift toward:
- professional competence,

- productivity,
- observational skills.

A particularly important finding is that, for the first time, **competence** becomes the leading characteristic in the structure of the ideal professional image. In earlier stages (1st and 2nd years), this factor occupied a significantly lower position.

Compared to second-year students, third-year students provide a higher overall evaluation of their professional level. However, a tendency toward underestimation remains on several self-assessment scales. The increase in overall professional self-esteem is largely driven by a relatively high evaluation of personal abilities and predispositions.

Specifically, students assess their professional abilities and predispositions at approximately **68.5%**, while other components of professional self-assessment remain somewhat lower.

Overall, third-year students tend to perceive themselves as having achieved approximately **50% of their professional competence**, reflecting a transitional stage in professional development.

Among fourth-year students, the professional self-image acquires qualitatively new characteristics. In particular, communicative abilities are no longer perceived as isolated personal traits but are understood in direct relation to professional activity. Thus, qualities such as sociability and benevolence become integrated with professional competence, forming a unified construct.

At the same time, a significant convergence is observed between the leading factors in the self-image and the ideal professional image, which indicates a relatively high level of professional self-esteem.

According to the results of the professional self-assessment diagnostics, fourth-year students generally evaluate their professional potential at a high level, while simultaneously assessing their actual professional achievements as relatively low.

Compared to other stages, fourth-year students demonstrate the **highest level of professional self-esteem**. The hierarchy of self-assessment indicators is as follows:

- professional abilities and predispositions — **69.0%**,
- theoretical knowledge — **69.0%**,
- overall professionalism — **63.8%**,
- professional skills — **60.9%**.

Thus, lower evaluations of practical skills significantly affect the overall assessment of professionalism.

However, a notable contradiction emerges: high professional self-esteem coexists with a low level of perceived professional self-realization.

Fourth-year students demonstrate an awareness that their actual level of professional competence is lower than their potential. This often leads to a decrease in academic engagement and motivation for further professional development.

In our view, this phenomenon reflects a more realistic self-assessment of one's capabilities and a deeper understanding of the complexity of professional psychological practice.

This conclusion is further supported by an increase in the realism of professional aspirations among fourth-year students.

Among fourth-year students, the highest levels of professional identity are observed. At this stage, the most favorable situation is formed in comparison with earlier phases of professional training.

This can be explained by several interrelated factors:

1. a higher level of awareness regarding the profession;
  2. a high degree of adaptation to the educational process;
  3. an understanding that the period of professional training is approaching completion, which contributes to a more positive evaluation of the chosen profession. At this stage, doubts about the correctness of professional choice are significantly reduced, and students tend to seek and confirm arguments supporting their decision;
  4. a deeper awareness and more positive evaluation of their professional capabilities (knowledge, skills, and competencies);
  5. acceptance of the social status associated with belonging to a professional group;
1. the absence of immediate pressure related to employment decisions, combined with the availability of time for choosing a future workplace.

Thus, during the process of higher education, students' identification with the professional group of psychologists undergoes significant transformation. An increasing number of students begin to define themselves as psychologists and to internalize this professional identity.

Consequently, the educational process contributes to the development of students' awareness of themselves as future professionals.

The results of the statistical analysis using Student's *t*-test and Fisher's *f*-criterion indicate that the development of all examined components of professional self-awareness is intensive ( $p \leq 0.5$ ).

At the same time, the most flexible and dynamic components are:

- self-identification,
- self-esteem,
- professional attitudes.

### **Conclusions**

The conducted study made it possible to identify the dynamic nature of the development of key structural components of professional self-awareness — self-identification, self-esteem, and professional attitudes during the process of higher education.

The results demonstrate that professional self-awareness develops unevenly and is characterized by the presence of a crisis phase at intermediate stages of training, followed by stabilization and integration at later stages.

At the same time, it should be emphasized that the content of professional self-awareness is not limited to the components examined in this study (value orientations, professional attitudes, professional self-awareness, self-esteem, and self-identification). However, these characteristics can be considered fundamental for understanding the process of professional personality formation.

Based on the generalization of contemporary scientific approaches, a structural and processual model of the development of professional self-awareness of future psychologists was substantiated, which integrates socio-psychological factors and directly influences the cognitive, emotional, and conative components of personality.

Furthermore, the findings are consistent with contemporary approaches that conceptualize professional self-awareness as an integral and dynamic psychological construct, the development of which is influenced by a system of interconnected socio-psychological factors and can be purposefully enhanced through targeted educational and developmental interventions [6].

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*Yaroslav Liashch*

Vinnitsia Mykhailo Kotsyubynskyi State Pedagogical University  
**PhD Student in Psychology** of Department of Psychology and Social Work

[newonedima@gmail.com](mailto:newonedima@gmail.com)

<https://orcid.org/0009-0001-7128-9169>

## **THE RELATIONSHIP BETWEEN EMOTIONAL BURNOUT AND PROFESSIONAL IDENTITY OF PSYCHOLOGISTS UNDER CONDITIONS OF UNCERTAINTY**

У статті наведено ґрунтовний теоретико-аналітичний аналіз взаємозв'язку між професійною ідентичністю та емоційним вигоранням серед психологів у сучасних умовах соціальної, професійної та екзистенційної невизначеності. Актуальність дослідження зумовлена глибокими трансформаційними процесами, що відбуваються в українському суспільстві внаслідок повномасштабної війни, тривалої соціальної напруги, зростання колективної тривоги та значного збільшення потреби населення у психологічній допомозі. У цих умовах фахівці допомагаючих професій, зокрема психологи, опиняються в ситуації хронічного професійного перевантаження, що суттєво впливає як на їхній психоемоційний стан, так і на якість професійної діяльності.

У цій роботі емоційне вигорання розглядається як багатовимірне психологічне явище, що формується під впливом тривалого професійного стресу та проявляється через емоційне виснаження, деперсоналізацію та зниження професійної результативності. Особлива увага приділяється сучасним підходам до розуміння вигорання, які включають феномени супутньої травматизації, морального стресу та синдрому виснаження співчуття, що є особливо характерними для роботи психологів, які займаються травматичними переживаннями, кризовими подіями та наслідками війни.

Професійна ідентичність у рамках даного дослідження визначається як інтегративний психологічний конструкт, що поєднує систему професійних цінностей, самосприйняття як фахівця, усвідомлення професійних ролей, внутрішню мотивацію, етичну відповідальність та відчуття значущості власної діяльності. Теоретичну основу аналізу становлять класичні концепції ідентичності (Е. Еріксон, Дж. Е. Марсія), а також сучасні підходи до професійного розвитку особистості (М. Л. Савікас), які розглядають ідентичність як динамічний процес, що постійно трансформується під впливом життєвих подій та професійного середовища.

У статті узагальнено результати сучасних зарубіжних та вітчизняних досліджень, які підтверджують існування тісного та двостороннього зв'язку між професійною ідентичністю та емоційним вигоранням. Показано, що сформована, цілісна професійна ідентичність є важливим психологічним ресурсом, який забезпечує стійкість до стресу, підтримує мотивацію до професійної діяльності та сприяє ефективній адаптації в умовах невизначеності. Водночас нестабільна, суперечлива або неповна професійна ідентичність значно підвищує ризик емоційного вигорання, втрати сенсу професійної діяльності та професійної дезадаптації.

Особлива увага приділяється тому, що емоційне вигорання має не лише наслідковий, а й деструктивний вплив на професійну ідентичність: тривале емоційне виснаження поступово призводить до розмиття професійного «я», зниження самооцінки професійної компетентності, втрати приналежності до професії та втрати внутрішньої цінності своєї праці. Таким чином, утворюється замкнуте коло, в якому слабкість професійної ідентичності посилює вигорання, а вигорання, у свою чергу, поглиблює кризу ідентичності.

У статті обґрунтовується необхідність переходу від суто симптомоорієнтованих підходів до профілактики емоційного вигорання до цілісних психопрофілактичних моделей, спрямованих на розвиток професійної самосвідомості, рефлексії, ціннісно-семантичної сфери та внутрішніх ресурсів психолога. Результати дослідження можуть бути використані у професійній підготовці майбутніх психологів, у системі супервізійної та інтервізійної підтримки, а також у розробці програм психологічної підтримки фахівців, які працюють в умовах кризи, війни та соціальної нестабільності.

Таким чином, аналіз сприяє глибшому науковому розумінню психологічних механізмів професійної резистентності та створює теоретичну основу для формування ефективних стратегій збереження психічного здоров'я психологів у сучасних умовах невизначеності.

**Ключові слова:** емоційне вигорання, професійна ідентичність, психолог, професійна резильєнтність, невизначеність, кризові умови, професійний стрес, психологічне благополуччя.

The article provides a comprehensive theoretical and analytical analysis of the relationship between professional identity and emotional burnout among psychologists in the current context of social, professional, and existential uncertainty. The relevance of the study is determined by the profound transformational processes taking place in Ukrainian society as a result of full-scale war, prolonged social tension, growing collective anxiety, and a significant increase in the population's need for psychological assistance. In these conditions, professionals in the helping professions, particularly psychologists, find themselves in a situation of chronic professional overload, which significantly affects both their psycho-emotional state and the quality of their professional activity.

In this work, emotional burnout is considered as a multidimensional psychological phenomenon that is formed under the influence of prolonged professional stress and manifests itself through emotional exhaustion, depersonalization, and a reduction in professional achievements. Particular attention is paid to contemporary approaches to understanding burnout, which include the phenomena of concomitant traumatization, moral stress, and compassion fatigue syndrome, which are particularly characteristic of the work of psychologists involved in dealing with traumatic experiences, crisis events, and the consequences of war.

Professional identity within the scope of this study is defined as an integrative psychological construct that combines a system of professional values, self-perception as a specialist, awareness of professional roles, internal motivation, ethical responsibility, and a sense of the significance of one's own activities. The theoretical basis of the analysis is formed by classical concepts of identity (E. Erikson, J.E. Marcia), as well as modern approaches to professional development of the individual (M.L. Savickas), which consider identity as a dynamic process that is constantly transformed under the influence of life events and the professional environment.

The article summarizes the results of contemporary foreign and domestic studies that confirm the existence of a close and bilateral relationship between professional identity and emotional burnout. It is shown that a formed, coherent professional identity is an important psychological resource that provides resistance to stress, maintains motivation for professional activity, and promotes effective adaptation in conditions of uncertainty. At the same time, unstable, contradictory, or incomplete professional identity significantly increases the risk of emotional burnout, loss of meaning in professional activity, and professional maladjustment.

Special attention is paid to the fact that emotional burnout has not only a consequential but also a destructive effect on professional identity: prolonged emotional exhaustion gradually leads to a blurring of the professional self, a decline in self-esteem of professional competence, a loss of belonging to the profession, and a loss of the intrinsic value of one's work. Thus, a vicious circle is formed in which the weakness of professional identity exacerbates burnout, and burnout, in turn, deepens the identity crisis.

The article substantiates the need to move from purely symptom-oriented approaches to the prevention of emotional burnout to holistic psychoprophylactic models aimed at developing professional self-awareness, reflection, the value-semantic sphere, and the internal resources of the psychologist. The results of the study can be used in the professional training of future psychologists, in the system of supervisory and intervision support, as well as in the development of psychological support programs for specialists working in conditions of crisis, war, and social instability.

Thus, the analysis contributes to a deeper scientific understanding of the psychological mechanisms of professional resilience and creates a theoretical basis for the formation of effective strategies for maintaining the mental health of psychologists in the current conditions of uncertainty.

**Key words:** emotional burnout, professional identity, psychologist, professional resilience, uncertainty, crisis conditions, professional stress, psychological well-being.

**Problem statement.** In the current conditions of constant social transformations, global crises, and war in Ukraine, professionals in the helping professions, particularly psychologists, find themselves in a situation of chronic professional uncertainty, which affects both their psycho-emotional well-being and their professional self-realization. One of the critical consequences of this state is emotional burnout, a multidimensional syndrome that includes emotional exhaustion, depersonalization, and reduced professional effectiveness.

The phenomenon of professional identity deserves special attention, as it plays a key role in the stability of a specialist's personality, their ability to adapt, make professional decisions, act ethically, and

maintain motivation to work. At the same time, in periods of uncertainty, professional identity can be both a protective resource and a vulnerable component that affects the intensity of burnout symptoms [5].

Despite the significance of both phenomena - emotional burnout and professional identity - their interconnection in conditions of uncertainty remains insufficiently studied in modern psychological science, especially in the domestic context. This necessitates a theoretical understanding and empirical study of the interaction between these factors for the purpose of further developing effective prevention and correction programs.

Thus, this article is relevant and scientifically significant, as it contributes to a deeper understanding of the psychological characteristics of professional stability of specialists in crisis conditions, which is important both for the individual well-being of specialists and for the quality of psychological assistance provided in society.

**Analysis of recent studies and publications.** The issue of emotional burnout among psychologists in the current conditions of uncertainty caused by both global challenges and the war in Ukraine is attracting considerable attention from both domestic and foreign researchers [1; 4; 10; 12]. In Ukrainian scientific discourse, emotional burnout is considered a complex psycho-emotional phenomenon that arises as a result of prolonged stress in professional activity and is characterized by emotional exhaustion, depersonalization, and a decrease in personal achievements (O.E. Melnyk, 2024; I.O. Romanyuk, 2023) [1, p. 46].

The study of the impact of professional identity on the level of emotional burnout is of particular relevance. According to research by S.M. Rusanovsky (2023), unstable or undeveloped professional identity is a factor that increases a psychologist's vulnerability to professional stress, weakens their ability to adapt, and reduces their subjective sense of effectiveness. In turn, as noted by I.A. Shakhov (2022), a well-formed identity serves as an internal resource that helps overcome the challenges of uncertainty, maintains internal motivation, and promotes professional self-preservation [3].

Other authors, in particular I.V. Zdanevich and N.M. Golovko, emphasize in their publications that in conditions of war and social instability, psychologists are increasingly faced with a crisis of professional identity, manifested in a loss of meaning in their work, blurred professional boundaries, and exacerbated burnout syndrome [10].

In foreign psychology, the works of G. Freudenberger and K. Maslach are considered classic, as they were the first to define burnout syndrome as a separate psychological phenomenon associated with the emotional exhaustion of professionals in the helping professions [4; 12]. Although there are limited direct empirical studies on the relationship between burnout and professional identity specifically in psychologists in the international literature, general approaches to the study of professional identity in the context of stress and adaptation (J.E. Marcia, M.L. Savickas) confirm that clear professional self-determination contributes to psychological stability and a lower susceptibility to burnout [5; 13].

Thus, analysis of the scientific literature indicates the existence of theoretical and empirical prerequisites for a more in-depth study of the relationship between emotional burnout and professional identity in the context of uncertainty. At the same time, this topic remains relatively new, especially in the context of contemporary crisis challenges, which creates opportunities for further research and the development of practical psychological support programs for professionals.

**The purpose of the article.** Emotional burnout is one of the most common and complex psychological phenomena in modern professional life. This problem is particularly acute for representatives of the helping professions—psychologists, teachers, doctors, social workers, who interact with other people's emotional states on a daily basis, taking on a significant emotional burden. In the current Ukrainian reality, where specialists work in conditions of war, traumatic experiences, and social and economic instability, the topic of emotional burnout is becoming even more relevant.

The concept of “emotional burnout” was first introduced by G. Freudenberger in 1974 to describe a state of exhaustion caused by excessive emotional stress in working with people [12]. Later, S. Maslach and J. Jackson developed one of the most influential models of burnout, which includes three main components [4]:

1. Emotional exhaustion - a feeling of emptiness, fatigue, loss of internal resources;
2. Depersonalization - a cynical or detached attitude towards clients, patients, students;
3. Reduction of professional achievements - a decrease in self-esteem of one's effectiveness as a specialist.

According to this model, emotional burnout develops gradually, passing through stages of tension, resistance, and exhaustion. A psychologist may not immediately notice how accumulated stress turns into emotional exhaustion, and then into a loss of meaning in work, indifference, or even irritation toward clients.

Contemporary foreign researchers (Ch. Figley, M. Leiter, C. Maslach, M. Savicki) are expanding the understanding of burnout to include the concepts of compassion fatigue and moral stress, which are particularly relevant in the work of psychologists who help people in emergency or traumatic situations [7].

In domestic psychology, emotional burnout is also studied as a complex phenomenon that affects the emotional, cognitive, behavioral, and motivational spheres of the personality. Scientists such as O.E. Melnik, S.M. Rusanovsky, and I.V. Zdanevich emphasize that emotional burnout among psychologists in Ukraine often arises in conditions of an unstable professional environment, excessive responsibility, ethical dilemmas, as well as their own unresolved traumatic experiences, which are activated in the process of working with clients [2].

Particular attention should be paid to the opinion of S.M. Rusanovsky (2023), who considers emotional burnout not as a purely professional crisis, but as a personal-motivational crisis that arises when there is a gap between the personal values of a specialist and the real conditions of their work.

In such cases, psychologists do not simply become tired, they begin to lose their sense of meaning, value, and satisfaction from their work.

Other Ukrainian researchers (I.A. Shakhov, N.M. Golovko) point out the link between emotional burnout and the level of professional identity, emphasizing that a vague sense of self in the profession, unstable motivation, or a lack of belonging to a community of professionals can be precursors to burnout [3, p. 72].

Professional identity is a complex psychological phenomenon that encompasses a set of value-semantic orientations, perceptions of oneself as a specialist, professional roles, and internal beliefs about one's own competence. It is the core of the professional «I» that forms a stable sense of one's role, place, and significance in professional activity.

In classical psychological literature, issues of identity were generally considered central to understanding personality formation. Thus, E. Erikson emphasized the importance of identity as an integrative structure of self-perception that determines the integrity of the personality in its life and professional path.

In the context of professional identity, J.E. Marcia's concepts are important, explaining the process of identity formation through the search for and acceptance of professional decisions. Marcia distinguishes such identity positions as diffusion, foreclosed, moratorium, and achieved, which reflect different states of certainty of personality regarding the choice of profession and one's own professional plans. It is achieved identity that is associated with an inner sense of stability, a conscious choice of profession, and high motivation to realize it [5, p. 168].

Contemporary international studies consider professional identity not only as an internal construct, but also as the result of a dynamic relationship between the individual and the professional environment. Thus, professional identity is formed through social interactions, professional practices, societal demands, and internal value orientations. It is not a static feature, but a process that changes depending on the context of activity and life events.

Domestic psychologists emphasize the special role of professional identity in auxiliary professions, which include psychologists. Ukrainian researchers (S.M. Rusanovsky, I.A. Shakhov, O.E. Melnik, and others) view professional identity as an integrative structure that includes awareness of one's professional role; reflection on professional values; experience of the effectiveness of one's activities; and internal acceptance of professional responsibilities.

The works of S.M. Rusanovsky (2023) emphasize that professional identity is a resource for professional adaptation: a clearly formed perception of oneself as a specialist supports psychologists in overcoming stressful situations and contributes to less vulnerability to emotional exhaustion [2, p. 61]. I.A. Shakhov (2022) focuses on the process of identity formation at the stage of professional training, noting that uncertainty in understanding professional values and roles among psychology students can become the starting point for the development of burnout in the early stages of professional activity.

Ukrainian researchers also emphasize that in conditions of social instability, in particular war and constant change, professional demands on psychologists are significantly increasing, which reinforces the need for internal mechanisms of self-support and resilience, which are formed through professional identity.

In modern psychological science, the idea is gradually forming that professional identity and emotional burnout are closely related as intrapersonal phenomena that have a mutual influence on professional activity, especially in conditions of high psychological and social stress.

Research shows that a clearly formed professional identity acts as an internal stabilizer in a specialist's work. It includes awareness of one's professional values, confidence in one's competence, a sense of integrity, and belonging to a professional community. According to the findings of S.M.

Rusanovsky (2023), it is these characteristics of identity that contribute to a higher level of professional adaptation and a reduced risk of emotional exhaustion [2, p. 58].

On the other hand, an unstable or incomplete professional identity is often a prerequisite for the development of emotional burnout. I.A. Shakhov (2022) points out that psychologists with a weak professional “I”, an insufficient internal sense of the value of their role, and low professional motivation are more likely to experience symptoms of depersonalization, fatigue, and decreased effectiveness. This dynamic is due to the fact that a lack of professional confidence increases vulnerability to external stress and creates an internal conflict between the desired image of a specialist and the reality of professional activity.

Foreign studies also confirm a similar relationship. In the context of J.E. Marcia's identity theories and S. Maslach's approaches to emotional burnout, the presence of an achieved professional identity (i.e., a conscious and accepted choice of profession) is associated with a reduced risk of emotional burnout, as it provides internal stability and support in difficult situations. At the same time, those who are in the stage of identity moratorium or diffusion demonstrate higher levels of emotional instability and burnout [5, p. 183].

A number of empirical studies have also found that professional identity can act as a buffer that mitigates the negative impact of factors such as uncertainty, traumatic experiences, ethical dilemmas, or reduced social support. For example, in the work of O.E. Melnyk (2024), dedicated to volunteer psychologists, it was shown that those who clearly understood their mission and professional role demonstrated higher levels of emotional resilience and lower rates of burnout.

Van den Berg et al. (2006) found that a clear professional identity significantly reduces the level of emotional exhaustion [8, p. 596]. The authors concluded that specialists who have a stable identity and are well aware of their professional boundaries, roles, and values show significantly less burnout. Similar results were obtained by Peeples (2001) in a study of social workers, which found a direct link between professional self-reflection, a sense of job significance, and low levels of burnout.

In the Ukrainian scientific context, there are also a number of empirical studies confirming these links. For example, a study by Osadcha M. and Goncharenko V. (2022) found that psychologists with undeveloped or conflicting professional identities show higher levels of emotional exhaustion.

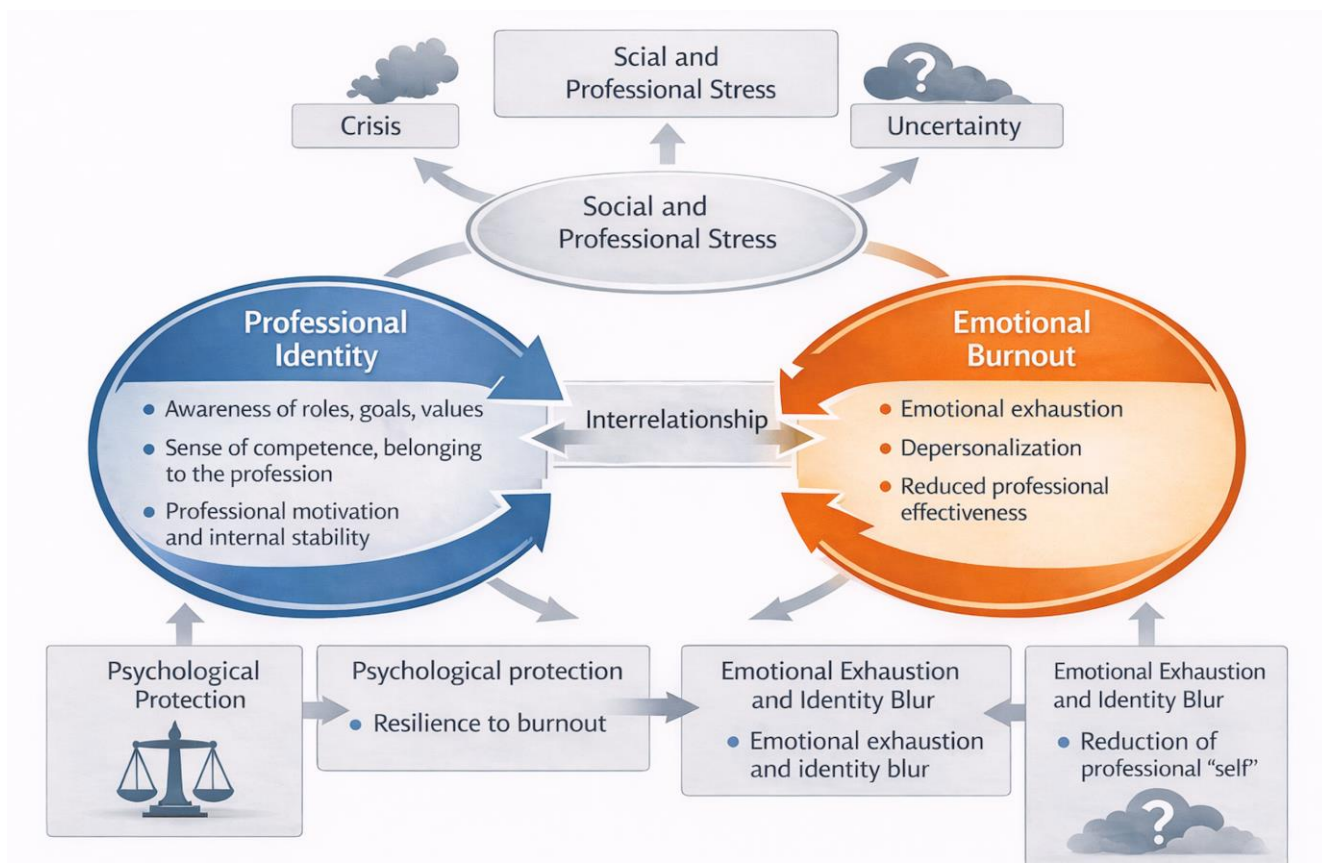
On the other hand, those who clearly identify themselves with their profession have more stable emotional regulation and fewer manifestations of depersonalization.

Kozak Y. and Litvinenko O. (2023) in an empirical study involving more than 200 practicing psychologists in crisis conditions proved that professional identity not only moderates the level of burnout but also acts as an internal resource. The most protected were those specialists who had conscious professional values, internal motivation, and stable identity.

Thus, the relationship between professional identity and emotional burnout is two-sided: on the one hand, weak identity exacerbates burnout, and on the other hand, burnout can “erode” identity, leading to a loss of meaning in professional activity. All this confirms the need for a holistic approach to supporting psychologists, which should include the development and strengthening of professional identity as a protective resource in conditions of uncertainty.

Synthesizing foreign and Ukrainian approaches, professional identity can be viewed as a key factor that modulates a psychologist's individual response to professional stress. When professional identity is developed—the psychologist has a clear understanding of their values, competence, and role in the profession—it creates internal coherence that supports stress resistance and serves as a protective mechanism against burnout. In this case, external uncertainty (social, professional, or life) is perceived through the internal prism of conscious meanings and goals.

Conversely, a weak or incomplete professional identity exacerbates the impact of stress, because the psychologist feels insecure, experiences an internal conflict between the expectations of the profession and their own capabilities, and has difficulty understanding professional requirements (Fig. 1). This, in turn, contributes to the development of emotional burnout, which manifests itself in emotional exhaustion, decreased motivation, and professional maladjustment.



**Fig. 1. Features of the relationship between emotional intelligence and professional identity of psychologists in conditions of uncertainty**

In the professional activity of a psychologist, a key role is played by how deeply he realizes himself as a specialist - with his own values, professional boundaries, goals and a sense of the meaning of his work. It is this internal «I am a professional» that constitutes the core of professional identity. When it is clearly formed, the psychologist has more resources to overcome stressful influences, is able to maintain motivation, efficiency and empathy even in difficult, crisis conditions.

On the other hand, under conditions of prolonged social and professional instability - in particular, such as war, moral overload, systemic emotional stress - there is a gradual decrease in emotional endurance. This may be accompanied by a feeling of internal exhaustion, cynicism, devaluation of one's own activities - signs of emotional burnout. A particular danger is that burnout is not only a consequence of external pressure, but also has a negative impact on professional identity: doubts about one's own competence begin to arise, the sense of belonging to the profession disappears, and the understanding of the meaning of one's work becomes blurred.

In psychological research, more attention is paid to the relationship between these two phenomena. On the one hand, professional identity is considered as a buffer that reduces vulnerability to burnout. On the other hand, burnout is perceived as a factor that gradually destroys identity, especially when a specialist loses a sense of the significance of his role or experiences moral fatigue [11].

The results of the study presented in this article create a solid theoretical basis for building modern psycho-prophylactic strategies aimed at preserving the psychological well-being of specialists in auxiliary professions, in particular practicing psychologists. The revealed relationship between professional identity and emotional burnout allows us to rethink the directions of preventive work not only from the standpoint of reducing burnout symptoms, but also through the purposeful strengthening of professional identity as an internal resource. It is the deep awareness of oneself as a specialist, a stable understanding of professional values, roles and goals, as well as a sense of the significance of one's work that act as a buffer that reduces vulnerability to professional stress and exhaustion.

These results can be used to create training and psychoeducational programs, within which specialists will be able to reflect on their professional identity, recognize the risks of emotional burnout at early stages and develop self-regulation skills in conditions of increased stress. In particular - this applies to the development of specialized methodological materials for students of psychological specialties who

are in the process of forming a professional «I», as well as for practicing psychologists who work in conditions of humanitarian crises or hostilities [6, p. 92].

In addition, the results of the article can be integrated into supervisory and practice, which involves a reflexive understanding of the professional role, ethical dilemmas, boundaries and meanings of professional activity. Promoting the formation of a stable professional identity increases not only individual stress resistance, but also the overall quality of providing psychological assistance in society. It is also advisable to create diagnostic tools to identify the level of formation of professional identity as a preventive indicator of the development of emotional burnout.

**Conclusions.** Summarizing the theoretical foundations and results of the analysis of current scientific research, it can be concluded that the relationship between professional identity and emotional burnout is a complex, interdependent, and dynamic process, especially within the professional activity of psychologists operating under conditions of uncertainty, social tension, and crisis-related influences. Professional identity functions as an internal psychological resource that ensures emotional resilience, sustains motivation for professional activity, facilitates adaptation, and supports the preservation of psychological well-being. At the same time, instability or an insufficiently developed professional identity increases vulnerability to emotional exhaustion, the devaluation of one's professional role, and reduced effectiveness.

Emotional burnout, in turn, is not only a response to prolonged occupational stress but also exerts a destructive influence on the structure of professional identity. It leads to a blurring of values, loss of meaning in professional activity, and growing doubt regarding one's own competence. Therefore, a bidirectional influence exists between these two phenomena: a well-formed professional identity can serve as a preventive factor against burnout, while burnout may disrupt the integrity of the professional self.

Given the current societal challenges, particularly the full-scale war, nationwide uncertainty, and widespread moral fatigue, the issue of preserving professional identity and preventing emotional burnout is of exceptional relevance. Addressing this issue requires a comprehensive approach to supporting helping professionals, especially psychologists, which should incorporate not only external organizational resources but also the development of internal personal foundations such as self-reflection, value-based thinking, and conscious professional self-determination.

Thus, a deep understanding and practical consideration of the interrelation between professional identity and emotional burnout can form the basis for the development of effective support programs for professionals during periods of occupational turbulence. These programs may contribute to maintaining their professional effectiveness, emotional endurance, and humanistic orientation in their work with people.

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*Mykola Yatsenko*

Junior Researcher

V.M. Glushkov Institute of Cybernetics, NAS of Ukraine

063-851-31-10

<https://orcid.org/0000-0002-8911-6565>

icenick@ukr.net

## **PSYCHOLOGICAL FEATURES OF RESTORING SOCIAL TRUST IN ADOLESCENTS AFTER A TRAUMATIC EXPERIENCE**

У статті досліджуються специфічні психологічні механізми відновлення соціальної довіри у підлітків, які стали свідками або безпосередніми учасниками воєнних подій. Автор аналізує, як екстремальний стрес руйнує фундаментальне переконання у «доброзичливості світу», замінюючи його на хронічну настороженість та очікування зради. Розглядається феномен деструкції соціальних зв'язків, коли війна нівелює моральні авторитети та підриває віру підлітка у спроможність дорослих гарантувати безпеку.

Мета статті полягає у теоретичному обґрунтуванні та розкритті психологічних особливостей процесу відновлення соціальної довіри у підлітків після пережитої воєнної травми.

Дослідження спрямоване на виявлення чинників, що сприяють або перешкоджають ресоціалізації молоді, а також на визначення ефективних стратегій психологічного супроводу для подолання соціального відчуження та формування нових адаптивних моделей міжособистісної взаємодії.

Особлива увага приділяється трансформації міжособистісної дистанції як захисної реакції на воєнну травму. Висвітлено проблему емоційного заціпеніння та соціального відсторонення, що заважають підліткам формувати нові дружні зв'язки в умовах вимушеного переміщення. Описано, як втрата стабільного соціального контексту призводить до формування «селективної довіри», де готовність до відкритості стає жорстко обмеженою та залежною від ситуативних чинників безпеки.

Визначено роль ресурсних середовищ у подоланні наслідків психотравми. Доведено, що відновлення довіри в умовах війни неможливе без стабілізації найближчого оточення та повернення відчуття контролю над власним життям. Автор підкреслює значення «спільного досвіду» як містка для ресоціалізації: взаємодія з однолітками, що пережили подібні випробування, стає першим етапом виходу з ізоляції та формування нових групових цінностей.

Окреслено діагностичні критерії готовності підлітка до відновлення соціальних контактів, серед яких провідне місце посідає зниження рівня соціальної тривожності та відновлення здатності до емпатії. Аналізується вплив інформаційного поля війни на когнітивні установки молоді, що часто призводить до стигматизації певних груп населення та створення бар'єрів для загальної суспільної довіри.

У висновках запропоновано модель комплексної реабілітації, що базується на принципах інклюзивності та соціального діалогу. Сформульовано практичні рекомендації для фахівців щодо використання арт-терапевтичних та діалогових методик, спрямованих на реінтеграцію підлітків у соціум. Підкреслено, що успішна адаптація полягає у переході від моделі «виживання» до побудови свідомих, безпечних та взаємовигідних соціальних стосунків у повоєнний період.

**Ключові слова:** Соціальна довіра, підлітки, воєнна травма, психологічне відновлення, ресоціалізація, базовий рівень безпеки, соціальна адаптація, міжособистісна взаємодія, емоційна саморегуляція, посттравматичне зростання.

The article explores specific psychological mechanisms for restoring social trust in adolescents who have witnessed or directly participated in war events. The author analyzes how extreme stress destroys the fundamental belief in the "benevolence of the world", replacing it with chronic wariness and expectations of betrayal. The phenomenon of the destruction of social ties is considered, when war levels moral authorities and undermines the teenager's faith in the ability of adults to guarantee safety.

The purpose of the article is to theoretically substantiate and reveal the psychological features of the process of restoring social trust in adolescents after experiencing war trauma.

The study is aimed at identifying factors that contribute to or hinder the resocialization of youth, as well as at determining effective psychological support strategies to overcome social alienation and form new adaptive models of interpersonal interaction.

Particular attention is paid to the transformation of interpersonal distance as a protective reaction to war trauma. The problem of emotional numbness and social withdrawal, which prevent adolescents from forming new friendships in conditions of forced displacement, is highlighted. It is described how the loss of a stable social context leads to the formation of "selective trust", where the willingness to be open becomes strictly limited and dependent on situational security factors.

The role of resource environments in overcoming the consequences of psychotrauma is determined. It is proven that restoring trust in war conditions is impossible without stabilizing the immediate environment and regaining a sense of control over one's own life. The author emphasizes the importance of "shared experience" as a bridge for resocialization: interaction with peers who have experienced similar trials becomes the first stage of overcoming isolation and forming new group values.

Diagnostic criteria for a teenager's readiness to restore social contacts are outlined, among which the leading place is occupied by a decrease in the level of social anxiety and the restoration of the ability to empathy. The impact of the information field of war on the cognitive attitudes of young people is analyzed, which often leads to the stigmatization of certain population groups and the creation of barriers to general public trust.

The conclusions propose a model of comprehensive rehabilitation based on the principles of inclusiveness and social dialogue. Practical recommendations for specialists on the use of art therapy and dialogue techniques aimed at the reintegration of adolescents into society are formulated. It is emphasized that successful adaptation consists in the transition from the "survival" model to the construction of conscious, safe and mutually beneficial social relationships in the post-war period.

**Keywords:** Social trust, adolescents, war trauma, psychological recovery, resocialization, basic level of security, social adaptation, interpersonal interaction, emotional self-regulation, post-traumatic growth.

Relevance of the study. In the conditions of full-scale armed aggression against Ukraine, the problem of overcoming the consequences of mental trauma in adolescents has acquired the status of a national challenge. The constant threat to life, the loss of loved ones, and the destruction of the usual social environment become factors of deep destruction of the child's inner world. In this context, the most vulnerable construct is social trust - fundamental confidence in the reliability of the surrounding world. For Ukrainian adolescents, the war has become not just an external event, but a total destruction of basic supports, which makes the issue of restoring the ability to trust key to preserving the mental health of young people.

Problem statement. The specificity of martial law lies in the duration and complexity of traumatization, which often provokes acute stress disorders and long-term maladaptation. The trauma of war undermines trust not only in individual people, but also in the future and the very justice of the world order. A sharp contradiction arises: adolescence requires an active expansion of social contacts, but the horror experienced provokes self-isolation and suspicion. The need to resolve this crisis and search for mechanisms that ensure post-traumatic growth - the ability of the individual to reach a qualitatively new level of development after shocks - determines the scientific significance of this topic.

Analysis of previous studies and publications. The issues of psychological trauma and post-traumatic states in war conditions were thoroughly studied in the works of J. Herman, B. van der Kolk, and among domestic scientists - N. Maksimova, V. Pank, O. Lazurenko. The issue of social trust as the basis of personality development is embedded in the classical concepts of E. Erikson and P. Shtompka. Modern Ukrainian psychologists (Z. Kisarchuk, V. Lunyov, etc.) are actively studying the methods that include socio-psychological rehabilitation of victims, but the features of trust regeneration in adolescents in conditions of permanent threat require additional theoretical understanding.

Identification of unresolved aspects. Despite the presence of numerous developments, the mechanisms of transition from traumatic numbness to the restoration of active social trust remain insufficiently studied. Most studies focus on clinical aspects and relief of symptoms that cause stress disorders, while cognitive factors of restoring the ability to rely on the "Other" are covered fragmentarily. The question remains open as to how effective socio-psychological rehabilitation can stimulate post-traumatic growth, where restored social trust will become a guarantor of the successful integration of the teenager into social life.

The aim of the article is to theoretically analyze and empirically identify the psychological features of restoring social trust in adolescents who experienced traumatic events during martial law in Ukraine. The study is aimed at revealing the resource potential of the individual and determining the conditions under which mental trauma can be transformed into a positive experience of self-development through the formation of new adaptive models of social interaction.

Research objectives: the implementation of the set goal involves the consistent solution of a number of scientific tasks covering the theoretical and empirical levels of analysis. First of all, it is necessary to conduct a thorough theoretical review of modern psychological approaches to understanding the phenomenon of social trust as a fundamental construct of personality, as well as to analyze the specifics of the deformation of this construct under the influence of mental trauma in adolescence. An important stage of the work is the diagnosis of the current level of traumatization of adolescents 12–17 years old and the identification of specific manifestations that characterize stress disorders in conditions of martial law in Ukraine.

Special attention is paid in the study to the study of correlations between the destruction of social trust and such indicators as the subjective feeling of loneliness, the level of social confidence and the ability to accept others. Along with this task, it is planned to identify the internal resources of the individual, in particular the level of resilience and dominant coping strategies that act as mediators of overcoming social alienation. The final task of the article is to substantiate the psychological conditions under which post-traumatic growth becomes possible, as well as to determine the strategic directions along which comprehensive socio-psychological rehabilitation of adolescents with traumatic war experience should be carried out to restore their ability to constructive social interaction.

Research methods and techniques To implement the research goal and solve the tasks set, a complex of complementary methods was used, covering the theoretical and empirical levels of scientific research.

The theoretical and methodological stage of the study was based on the methods of systemic analysis, synthesis and generalization of scientific sources. A comparative analysis of modern approaches to understanding the terms "mental trauma" and "social trust" in martial law conditions was conducted. The theoretical basis of the study was the concepts of post-traumatic growth (R. Tedeschi, L. Calhoun) and the theory of basic trust of the personality (E. Erikson).

The methodological logic of our scientific investigation provided for a phased deployment of the empirical research procedure, which allowed for a systematic and multi-faceted analysis of the selected issues. This approach is due to the need not only to record individual indicators of the psychological state of adolescents, but also to trace the deep cause-and-effect relationships between the traumatic experience and the subsequent social adaptation of the individual.

At the first, ascertaining stage, the main attention was focused on the primary diagnosis of respondents. Within the framework of this stage, the presence, specificity and depth of the traumatic experience of adolescents were identified, which included an analysis of the experienced critical events and their delayed impact on the psyche. In parallel, the current level of social trust was assessed - as the basic attitude of the individual towards the world and the environment. The use of standardized diagnostic methods made it possible to differentiate a group of adolescents by the degree of severity of trauma and to identify deficient areas in their interpersonal interaction.

The second, analytical stage, was aimed at in-depth statistical processing of the obtained empirical data. The key task here was to search for and identify correlations between the level of intensity of stress disorders and the respondents' readiness for active social interaction. By applying mathematical statistical methods (in particular, Pearson or Spearman correlation analysis), it was established to what extent the presence of symptoms of PTSD or high anxiety blocks the communicative intentions of adolescents and their ability to build safe social contacts. This allowed us to theoretically substantiate the psychological mechanisms of "social withdrawal" as a protective reaction to trauma.

The final step was the interpretative stage, the purpose of which was to qualitatively analyze and generalize the results of the previous steps. Based on the identified patterns, practical recommendations were developed, which became the conceptual foundation for creating a comprehensive program of socio-psychological rehabilitation. Within this stage, the emphasis shifted from theoretical analysis to the applied plane: identifying targets of psychological impact, selecting techniques for restoring resourcefulness, and developing strategies for reintegration of adolescents into the social environment.

The implemented sequence of research steps ensured the internal integrity of scientific conclusions and allowed transforming disparate empirical data into a structured model of assistance. The specified algorithm of actions became the key to the objectivity of the study, since each subsequent step logically followed from the previous one, which ensured a high level of validity of the results obtained.

The following psychodiagnostic toolkit was chosen for direct diagnosis. First of all, the Post-Traumatic Growth Scale (PTGI) by R. Tedeschi and L. Calhoun is used, which allows assessing positive psychological changes that have occurred as a result of struggling with traumatic life circumstances.

Along with this, an important aspect of the study is the Interpersonal Trust Questionnaire by J. Rotter. This technique, adapted for adolescence, is aimed at determining the level of trust in various social institutions and individual groups of people.

In parallel with the analysis of social ties, the "Basic Trust in the World Scale" technique by S. O. Padun and G. P. Kotelnikova is used. It helps to identify deep deformations in the value-meaning sphere of the teenager caused by mental trauma.

In order to clarify the clinical picture, this list is supplemented by the screening questionnaire for the presence of PTSD symptoms (CPSS). It serves to identify specific signs that characterize stress disorders and their direct impact on the daily functioning of the individual.

The use of such a comprehensive approach allows not only to record the presence of traumatic symptoms, but also to deeply analyze their impact on the teenager's worldview. The combination of these techniques provides a holistic picture: from identifying the destructive consequences of stress to finding resources for personal recovery and strengthening social ties.

Statistical data processing was carried out using mathematical statistics methods (Pearson or Spearman correlation coefficient, Student's t-test) using SPSS Statistics software. This allowed to ensure the representativeness and reliability of the obtained research results.

Results and discussions analysis of traumatization and stress parameters.

An empirical study conducted among 200 adolescents confirmed the hypothesis of a deep destruction of psychological well-being under the influence of military events. According to the "Traumatic Event Impact Assessment Scale" (IES), 68% of respondents showed clinically significant levels of intrusion and avoidance symptoms. This indicates that mental trauma remains an active internal process that depletes the cognitive resources of the adolescent. The indicators of the "Express Diagnostics of Stress" (K. Schreiner) correlate with these data: 45% of respondents are in the phase of resistance or exhaustion, which is manifested in irritability and emotional lability. The results of the Holmes and Rage Test indicated a critical threshold of stress load (over 200 points) in 52% of adolescents, which directly blocks their ability to effectively adapt to society and reduces the overall resistance of the body.

Assessment of self-perception and emotional background.

According to the method of A. Wessman and D. Rix, it was found that the leading states of adolescents are "anxiety" and "depression", and the indicators of "energy" are critically low. This is explained by the energy consumption of internal protective mechanisms. The study of self-esteem (T. Dembo – S. Rubinstein) revealed a specific phenomenon: adolescents who have experienced trauma tend to underestimate the indicators of "happiness" and "confidence", but at the same time have an inflated level of claims. Such an internal conflict is reinforced by the data of the methodology of V. G. Romek, where low confidence in social contacts was recorded. Adolescents feel fear of initiating relationships, because they perceive any social activity as a potential source of new painful trauma.

Dynamics of social isolation and adaptability. High scores on the "Loneliness Scale" (D. Russell et al.) in 58% of the sample indicate that the loss of social trust leads to voluntary self-isolation. Analysis using the method of K. Rogers and R. Diamond demonstrated that the key barrier to recovery is a low level of "acceptance of others" and a high "externality" (the belief that nothing depends on the teenager). Social trust at this age (12–17 years) is transformed into suspicion: the world of adults is perceived as unable to provide security, and the world of peers as unstable.

Resource potential and coping strategies. Of particular interest for the discussion are data on the "Connor-Davidson Resilience Scale". Despite the trauma, 32% of teenagers demonstrated an average and high level of psychological resilience. In this group, using the methodology of S. Norman and D. Endler, the prevalence of problem-oriented coping was revealed. Such adolescents are prone to rationalization of experience, which is a direct path to post-traumatic growth. In contrast, adolescents with emotionally-oriented coping demonstrate a deeper fixation on experiences and higher rates of stress disorders.

Conclusions and practical recommendations Based on the conducted theoretical and empirical study of the features of restoring social trust in 200 adolescents aged 12–17 who experienced traumatic events in martial law, the following conclusions were formulated.

First of all, the analysis of the results allowed us to identify a significant depth of destruction of basic trust. It was established that the mental trauma of war acts as a total destroyer of the "I-World" system. The high intensity of intrusion and avoidance symptoms in 68% of respondents indicates that adolescents are in a state of chronic threat anticipation. This leads to the replacement of "basic trust" with

"basic suspicion", where any social contact is perceived through the prism of potential danger, and trust becomes a scarce resource.

The consequence of such systemic destruction is a specific psychological profile of the traumatized adolescent. Comprehensive diagnostics revealed a stable connection between ongoing stress disorders and low self-confidence. Adolescents demonstrate high rates of loneliness (58%), which is the result of conscious distancing from society as a way of self-protection. The identified gap between perceptions of one's own capabilities and the real state of emotional exhaustion actually blocks initiative in building new relationships, creating a vicious circle of social maladjustment.

At the same time, despite the complexity of the overall picture, the study identified key factors and mechanisms of recovery. The main mediator of the regeneration of social trust is resilience (psychological elasticity). Adolescents with a high level of resilience move much faster from the stage of emotional numbness to active social interaction. This is explained by their ability to use adaptive coping strategies aimed at solving problems, which is a necessary condition for the transformation of shock into post-traumatic growth.

Ultimately, the analysis showed that these processes are not homogeneous, since there is a clear age differentiation of the regeneration processes. In adolescents aged 12–14, the restoration of trust largely depends on the stability of the microsocial environment and acceptance by others. In contrast, for the older group (15–17 years old), overcoming externality — a feeling of helplessness in the face of circumstances — becomes critically important. Their trust in the world returns through a deep cognitive rethinking of the trauma and the formation of new meaningful life verticals.

The results obtained became the foundation for determining the goal of the correctional program. It consists in psychological support of the process of restoring social trust in adolescents by developing their resilience, overcoming emotional alienation and forming skills for safe interpersonal interaction. The special emphasis in the program shifts from processing the symptoms of trauma to strengthening the internal resources of the individual and transforming negative experiences into constructive life strategies.

As for the prospects for further research, they are seen in studying the influence of family dynamics on the speed of regeneration of social trust, as well as in a comparative analysis of the effectiveness of various group psychotherapy methods for adolescents with different levels of initial traumatization. This will allow creating more differentiated and personalized protocols of psychological assistance in conditions of a prolonged military conflict.

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*Artur Zasiiekin*

PhD in Psychological sciences, Associate Professor, Department of Psychology and Social-Humanitarian Sciences Academician Yuriy Bugay International Scientific and Technical University

E-mail: [a.zasiiekin@istu.edu.ua](mailto:a.zasiiekin@istu.edu.ua)

<https://orcid.org/0009-0008-3825-8548>

## PSYCHOLOGICAL FEATURES OF INDIVIDUAL DIFFERENCES IN PERSONALITY DEVELOPMENT

**Анотація.** У статті розглядаються психологічні особливості індивідуальних відмінностей у розвитку особистості. Актуальність теми зумовлена тим, що в сучасній психології проблема індивідуальних відмінностей набуває особливого значення через необхідність глибшого розуміння закономірностей формування особистості, її унікальних рис, здібностей, темпераменту, характеру та поведінкових проявів. Увага до індивідуальних психологічних особливостей дає змогу краще пояснити відмінності у темпах розвитку, способах адаптації, рівнях самореалізації та особистісному зростанні. Мета статті — надати теоретичний аналіз психологічних особливостей індивідуальних відмінностей у розвитку особистості та визначити основні чинники, що впливають на їх формування та прояви. У статті підкреслюється, що розвиток особистості є складним і багатофакторним процесом, у якому поєднуються біологічні, соціальні, культурні та психологічні детермінанти. Індивідуальні відмінності розглядаються як результат взаємодії між спадковими схильностями, умовами середовища, вихованням, освітою, життєвим досвідом та діяльністю особистості. Проаналізовано основні підходи до вивчення індивідуальних відмінностей у психології, зокрема в контексті темпераменту, характеру, здібностей, емоційно-вольової сфери та мотивації. Підкреслено, що індивідуальні особливості визначають унікальність розвитку особистості, поведінки, стилю діяльності та взаємодії з оточенням. Виділено важливість диференціально-психологічного підходу для розуміння особистості як унікальної системи рис та як суб'єкта власного розвитку. Зроблено висновок, що індивідуальні відмінності є важливим чинником розвитку особистості, оскільки вони визначають специфіку психологічного формування, адаптації, саморозвитку та реалізації внутрішнього потенціалу. Перспективним напрямом подальших досліджень є поглиблене вивчення взаємозв'язку між індивідуальними психологічними особливостями та соціальними умовами розвитку, а також механізмів особистісної самореалізації.

**Ключові слова:** диференціальна психологія, особистість, індивідуальні відмінності, розвиток особистості, темперамент, характер, здібності, психологічні особливості.

**Abstract.** The article examines the psychological features of individual differences in personality development. The relevance of the topic is обусловед by the fact that in modern psychology the problem of individual differences is gaining particular importance due to the need for a deeper understanding of the patterns of personality formation, its unique traits, abilities, temperament, character, and behavioral manifestations. Attention to individual psychological characteristics makes it possible to better explain differences in developmental pace, methods of adaptation, levels of self-realization, and personal growth. The aim of the article is to provide a theoretical analysis of the psychological features of individual differences in personality development and to identify the main factors influencing their formation and manifestation. The article emphasizes that personality development is a complex and multifactorial process in which biological, social, cultural, and psychological determinants are integrated. Individual differences are considered as the result of the interaction between hereditary predispositions, environmental conditions, upbringing, education, life experience, and the activity of the individual. The main approaches to the study of individual differences in psychology are analyzed, particularly in the context of temperament, character, abilities, the emotional-volitional sphere, and motivation. It is emphasized that individual characteristics determine the uniqueness of personality development, behavior, style of activity, and interaction with others. The importance of the differential-psychological approach is highlighted for understanding personality as a unique system of traits and as a subject of its own development. It is concluded that individual differences are an important factor in personality development, as they determine the specificity of psychological formation, adaptation, self-development, and the realization of inner potential. A

promising direction for further research is an in-depth study of the relationship between individual psychological characteristics and the social conditions of development, as well as the mechanisms of personal self-realization.

**Keywords:** differential psychology, personality, individual differences, personality development, temperament, character, abilities, psychological features.

The problem of individual differences in personality development is one of the key issues in differential psychology, as it allows for a deeper understanding of the patterns of human mental development, as well as the uniqueness of temperament, character, abilities, the emotional-volitional sphere, and behavior.

In modern conditions, there is a growing need to study the psychological characteristics of personality, which is обусловед by the necessity of taking individuality into account in educational, professional, and social spheres. It is precisely individual differences that determine the specifics of a person's adaptation to the environment, style of activity, features of interpersonal interaction, and opportunities for self-realization.

In foreign psychology, significant contributions to the study of individual differences were made by Francis Galton, who initiated the scientific study of individual differences; William Stern, who introduced the concept of differential psychology; as well as Hans Eysenck, Raymond Cattell, Gordon Allport, and Carl Jung, whose works were devoted to the study of personality structure, temperament, typological characteristics, and individual psychological traits. Their research became the theoretical foundation for understanding the nature of individual differences and the mechanisms of their manifestation in personality development. Among Ukrainian scholars, important contributions to this field were made by Hryhorii Kostiuk, Serhii Maksymenko, Valentyn Moliako, Larysa Orban-Lembryk, and Tetiana Tytarenko. Their works reveal the role of individual psychological characteristics in activity, personality development, and the formation of mental qualities. Within these approaches, individual differences are considered as the result of the interaction between innate predispositions, features of the nervous system, environmental conditions, upbringing, and the individual's own activity [1–5].

Despite the considerable number of scientific works, the problem of the psychological features of individual differences in personality development remains relevant today, as it requires further theoretical reflection and clarification of the factors that determine the uniqueness of personality formation. Such trends necessitate a comprehensive analysis of individual psychological characteristics as an important factor in the development, adaptation, and self-realization of personality.

**The aim of the article** is to provide a theoretical analysis of the psychological features of individual differences in personality development and to identify the main factors that influence their formation and manifestation.

The psychological features of individual differences in personality development lie in the fact that personality formation does not occur uniformly in all individuals, but rather has an individually unique character. They are обусловед by differences in temperament, character, abilities, the emotional-volitional sphere, motivation, level of activity, thinking style, and ways of interacting with the social environment. Therefore, personality development should be considered as a complex process that combines general patterns of mental development with the individual characteristics of a particular person [3, 5].

The justification for this problem is related to the fact that individual differences determine not only the pace of personality development but also the specifics of adaptation, self-regulation, the formation of values, self-esteem, and life orientations. For example, one person may adapt more quickly to new conditions, easily engage with others, and actively realize their potential, while another may require more time to adjust, experience difficulties more intensely, or respond differently to environmental demands. Therefore, individual differences are an important factor influencing the nature of personality formation.

The psychological essence of individual differences is manifested in the interaction of natural and social factors (see Table 1). On one hand, personality development is influenced by innate predispositions, such as the type of nervous system, talents, and temperament traits. On the other hand, upbringing, education, cultural environment, social experience, interpersonal relationships, and the individual's own activity play an important role. It is precisely through this interaction that an individual's style of behavior, communication, activity, and self-realization is formed [1, 3, 4].

Table 1

**Psychological Features of Individual Differences in Personality Development**

<b>psychological characteristic</b>	<b>characteristic</b>	<b>influence on personality development</b>
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1	2	3
temperament	Determines the dynamics of mental activity, emotionality, activity level, and reaction speed	Influences behavior style, adaptation, and response patterns
character	A set of stable individual personality traits	Determines attitudes toward oneself, others, activities, and life situations
abilities	Individual psychological characteristics that ensure successful performance	Facilitates self-realization, development of interests, and achievement of success
emotional-volitional sphere	Features of experiences, self-control, endurance, and perseverance	Influences overcoming difficulties, behavior regulation, and resilience
motivation	A system of drives, needs, interests, and goals	Determines personality orientation, activity level, and drive for development
<b>self-esteem</b>	A person's perception of their own abilities, qualities, and worth	Affects self-confidence, aspiration level, and self-realization
thinking style	An individual way of perceiving, analyzing, and processing information	Determines the characteristics of learning, decision-making, and problem-solving
communicative characteristics	An individual style of communication and interaction with others	Influence socialization, interpersonal relationships, and adaptation
self-regulation	The ability to regulate one's own emotions, behavior, and activities	Promotes personal maturity, responsibility, and effectiveness in activity
value orientations	A system of life principles, beliefs, and meanings	Shape life choices, behavior, and the direction of personal development

Individual differences are manifested in various psychological characteristics of personality and determine the uniqueness of its development, adaptation, activities, and self-realization.

This topic is particularly significant because individual differences influence all areas of personality development: cognitive, emotional, motivational, and behavioral. They determine how a person perceives themselves and others, experiences successes and failures, builds relationships, makes decisions, and realizes their potential. Therefore, taking individual characteristics into account is a necessary condition for a deep understanding of personality as a unique psychological system.

Thus, the psychological characteristics of individual differences in personality development are justified by the fact that they represent an important mechanism for the formation of a person's individuality. They determine the uniqueness of their mental development, adaptation, activities, and self-realization. Studying them allows for a better understanding of the patterns of personality formation and provides a foundation for an individualized approach in education, psychological support, and professional development [2, 4].

Thus, as a result of theoretical analysis, it has been established that the psychological characteristics of individual differences in personality development are manifested in the uniqueness of temperament, character, abilities, emotional-volitional and motivational spheres, self-esteem, thinking style, communicative qualities, level of self-regulation, and system of value orientations. These characteristics determine the uniqueness of a person's mental development, the peculiarities of their behavior, style of activity, adaptation to the social environment, and interaction with others. Differences in individual characteristics lead to varying rates of development, methods of activity, levels of adaptation to the social environment, and specifics of communication. Therefore, they serve as an important factor in shaping a unique behavioral style and determining an individual trajectory of personal and professional development. Thus, individual differences act as a significant factor in personality formation, as they determine the specifics of personal development, self-development, and the realization of an individual's inner potential [1, 4].

The formation of a unique style of behavior is determined by the individual psychological characteristics of a person, which define the nature of their reactions, ways of activity, and interaction with the environment. These traits are manifested in different behavioral styles, each of which has its own justification:

**1. Active (initiative) style** is characterized by a стремление to self-realization, decision-making, and responsibility. It is обусловлений high motivation, self-confidence, and well-developed volitional qualities.

**2. Passive (avoidant) style** is manifested in a tendency to avoid responsibility and difficult situations. It is determined by insecurity, anxiety, or low self-esteem.

**3. Assertive style** involves confident yet respectful expression of one's own position without violating the rights of others. It develops under conditions of adequate self-esteem and well-formed communication skills.

**4. Aggressive style** is characterized by dominance, pressure on others, and impulsivity. It is often caused by a high level of tension, frustration, or insufficient self-regulation.

**5. Conformist style** is manifested in adapting to the opinions of a group and avoiding conflicts. It is justified by the need for approval and social belonging.

**6. Creative style** is marked by unconventional thinking, behavioral flexibility, and the ability for innovation. It is обусловлений a high level of intellectual development, imagination, and openness to new experiences.

Each style of behavior is the result of the interaction between innate traits and social experience; therefore, their combination forms an individual and unique behavioral model of a person.

Individual characteristics determine the personal trajectory of development, as they shape a unique combination of mental traits, experience, and ways of interacting with the surrounding world. These characteristics influence the pace of development, the choice of life goals, methods of self-realization, and adaptation to the social environment. As a result, each individual forms their own path of development, which differs in content, dynamics, and outcomes, thereby defining their personal trajectory of growth.

Different levels of development of intellectual, emotional-volitional, and communicative qualities lead to differences in the speed of acquiring professional knowledge and skills, adaptation to working conditions, and the ability for self-realization.

Professional development is a complex and multifactorial process determined by both internal and external factors. One of the key aspects is the individual psychological characteristics of a person, particularly the level of development of intellectual, emotional-volitional, and communicative qualities, which influence the speed of acquiring professional knowledge and skills, adaptation to work conditions, and the capacity for self-realization.

Thus, as a result of the theoretical analysis, it has been established that the psychological characteristics of individual differences in personality development are manifested in the uniqueness of temperament, character, abilities, emotional-volitional and motivational spheres, self-esteem, thinking style, communicative qualities, level of self-regulation, and value orientations. These characteristics determine the uniqueness of a person's mental development, features of their behavior, activity style, adaptation to the social environment, and interaction with others. Therefore, individual differences serve as an important factor in personality formation, as they underlie the specifics of personal development, self-growth, and the realization of one's inner potential.

One of the important factors is biological predispositions, including heredity, the type of nervous system, temperament characteristics, and natural abilities. These provide the natural basis for the development of an individual's psychological traits, determining the dynamics of mental processes, emotionality, activity level, and reactivity. Biological characteristics do not fully determine personality development, but they serve as the foundation on which subsequent psychological characteristics are formed.

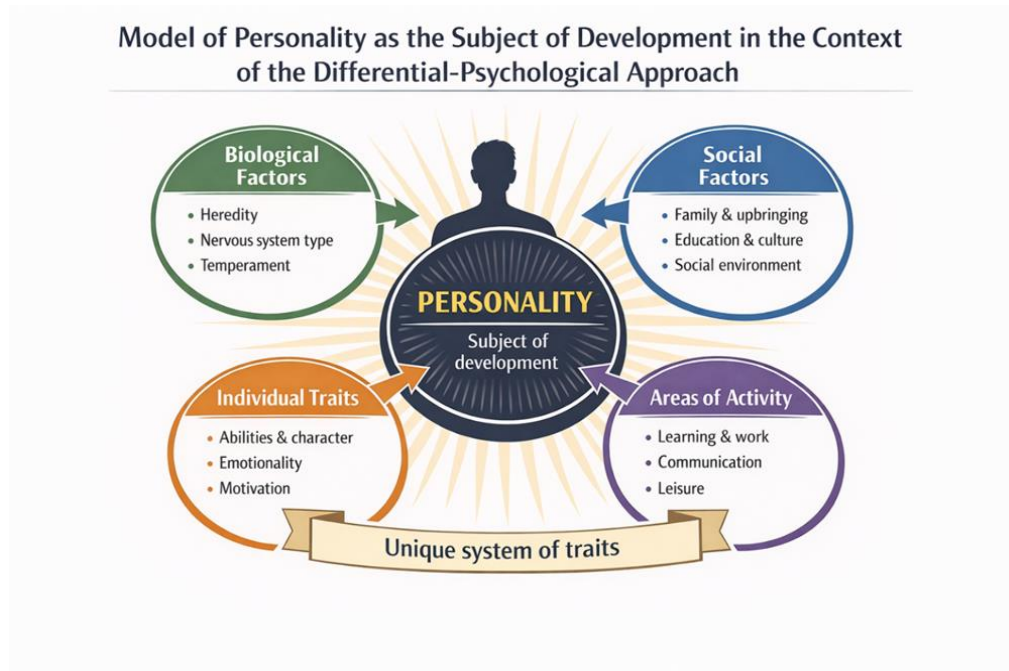
Equally important are social factors, which include upbringing conditions, family environment, education system, cultural traditions, social norms, and interpersonal relationships. It is through the process of socialization that a person acquires social experience, forms value orientations, life attitudes, and ways of interacting with others. The social environment largely determines the direction of personality development and the manifestation of individual traits. [1, 3].

It is precisely through interaction with the environment that a person acquires social experience, norms, values, and patterns of behavior. Family, the educational environment, the professional setting, and social institutions influence the formation of worldview, self-esteem, motivation, and ways of self-realization. Moreover, the social environment creates conditions either for the development or, conversely, for the limitation of individual capabilities, determining which traits will be actualized, strengthened, or suppressed. Thus, individual characteristics are not only expressed but also transformed under the influence of social factors, which determines the uniqueness of each person's life and professional path.

An important factor is also the psychological characteristics of the individual, including the level of motivation, self-esteem, the system of needs and values, individual thinking style, emotional regulation,

and the capacity for self-development. A person's activity in their own development, their striving for self-realization, and their ability for self-reflection and self-regulation largely determine the nature and pace of their personal growth.

In this context, the differential psychological approach is of great importance for understanding personality as a unique system of traits and as a subject of its own development, as it emphasizes individual differences between people – in abilities, temperament, character, motivation, and styles of activity. Through this approach, personality is viewed not as a typical or generalized model, but as a unique combination of psychological qualities shaped by both biological and social factors.



*Figure 1. Conceptual model of personality as a subject of individual development*

The proposed model represents personality within the framework of the differential psychological approach as an integral, multi-component system that is shaped by various factors and, at the same time, acts as an active subject of its own development. At the center of the model is the personality, defined as the subject of its own development, which emphasizes its active role in self-knowledge, self-regulation, and the construction of an individual life trajectory.

Around the central element, four interrelated blocks are distinguished:

1. **Biological factors** include heredity, type of nervous system, and temperament, forming the natural basis of personality development and determining the dynamics of mental processes, level of activity, and emotionality.

2. **Social factors** encompass family, upbringing, education, and the social environment, shaping the system of values, norms, and behavioral patterns, and influencing socialization and self-realization.

3. **Individual traits** are represented by abilities, character, emotionality, and motivation, which determine the uniqueness of the individual, as well as their style of activity and behavior.

4. **Domains of activity** include learning, work, communication, and leisure, where personal potential is realized and individual experience is consolidated.

All components interact with one another, as indicated by the arrows in the model, and together form a unique system of personality traits. This model demonstrates that personality is the result of the integration of biological predispositions, social influences, and individual experience, as well as an active subject that determines the direction of its own development.

Therefore, the differential psychological approach is understood as a scientific approach to the study of personality, based on the analysis of individual differences in mental traits, states, and processes, and aimed at revealing the uniqueness of personality as an integral system and a subject of its own development.

Thus, the formation and manifestation of individual differences in personality development result from the complex interaction of biological, social, and psychological factors. A comprehensive analysis of these factors allows for a deeper understanding of the mechanisms underlying the formation of

individuality, as well as the identification of conditions that promote the effective development of a person's potential and self-realization across various domains of activity.

**Conclusion.** As a result of the theoretical analysis, it has been established that individual differences constitute an important psychological basis for personality development, as they determine the uniqueness of mental formation, behavior, adaptation, and self-realization. It has been found that they are manifested in temperament, character, abilities, motivational, emotional-volitional, and value-semantic spheres of personality, shaping an individual's style of activity and interaction with the social environment.

It has been determined that the formation and manifestation of individual differences occur under the influence of a combination of biological, social, and psychological factors. Among the leading factors are hereditary predispositions, characteristics of the nervous system, upbringing conditions, social environment, value system, level of motivation, self-esteem, and the individual's capacity for self-regulation and self-development. The interaction of these factors ensures the uniqueness of each person's personal development.

Thus, achieving the stated goal made it possible to deepen the understanding of the psychological nature of individual differences in personality development and to highlight their significance as an important factor in personal formation. Prospects for further research lie in examining the relationship between individual psychological characteristics and social conditions of development, personality self-realization, and adaptation in contemporary society.

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**Nataliia Koliada**

candidate of Psychological Science, Senior Lecturer at the Department of Psychology, Political Science and Socio-Cultural Technologies, Sumy State University, Sumy, tel.: (050) 307-40-09, <https://orcid.org/0000-0002-6108-3482>

**Kyrylo Deineka**

Bachelor's student of the Department of Psychology, Political Science and Sociocultural Technologies, Sumy State University, Sumy, tel.: +380 (99) 722 84 14, <https://orcid.org/0009-0000-2584-1832>

## THE BIOPSYCHOSOCIAL NATURE OF PAIN: FROM NOCICEPTION TO AFFECTIVE DISORDERS

**Анотація.** Біль розглядається як комплексний феномен, який не може бути описаним виключно ушкодженням тканин. За сучасними біопсихосоціальними концепціями, відчуття болю формується від лінійного кодування ноцицептивних сигналів у периферичній сенсорній системі, до інтеграції інформації у спинній нервовій системі та мозку, з модуляцією завдяки когнітивним механізмам. Метою цієї роботи є комплексний аналіз та систематизація наявних наукових даних щодо процесів формування суб'єктивного сприйняття болю від нижчих до вищих.

У статті розглядаються типи периферичних нейронів, зокрема ноцицептивні А-дельта та С волокна сенсорних нейронів, а також механізми обробки інформації у спинному мозку за теоріями популяційного кодування, комбінаційного кодування та механізмами латеральної інгібіції, центральної сенситизації та просторової сумачії. Щодо інтеграції больової інформації у мозку, розглядається теорія нейроматриці, яка постулює розподілення функцій між усім мозком, радше наявність незамінних регіонів, які відповідають за сприйняття болю.

Особлива увага приділяється двонаправленій взаємодії між спинною нервовою системою та мозком. Стаття розглядає найактуальнішу теорію низхідної модуляції болю, яка називається теорією предиктивного кодування. Вона описує роль помилок прогнозування, що опрацьовуються в межах таких структур мозку, як передня поясна кора та острівкова кора, у формуванні суб'єктивного сприйняття болю. Додатково, основними психологічними модулянтами цього процесу є увага, очікування, інтерпретація, тривога, стрес та депресія. У роботі описуються результати досліджень щодо нейробіологічних та психологічних механізмів медіації у формуванні суб'єктивного сприйняття болю та фізіологічної реакції нервової системи.

Окремо розглядається явище хронічного болю при впливі тривалого стресу, а також його спільні нейрологічні процеси та висока коморбідність з депресією.

**Ключові слова:** сприйняття болю, ноцицептори, низхідна модуляція, предиктивне кодування, хронічний біль, стрес, депресія

**Abstract.** Pain is considered a complex phenomenon that cannot be described solely as tissue damage. According to modern biopsychosocial concepts, the sensation of pain is formed from the linear coding of nociceptive signals in the peripheral sensory system to the integration of information in the spinal nervous system and brain, with modulation by cognitive mechanisms. The aim of this work is to comprehensively analyse and systematise existing scientific data on the processes of forming subjective pain perception from lower to higher levels.

The article discusses the types of peripheral neurons, in particular nociceptive A-delta and C fibre types of sensory neurons, as well as the mechanisms of information processing in the spinal cord according to the theories of population coding, combination coding and the mechanisms of lateral inhibition, central sensitisation and spatial summation. Regarding the integration of pain in the brain, the Neuromatrix theory is considered, which postulates the distribution of functions throughout the brain, rather than the presence of irreplaceable regions responsible for pain perception.

Particular attention is paid to the bidirectional interaction between the spinal nervous system and the brain. The article discusses the most current theory of descending pain modulation, called Predictive Coding Theory. It describes the role of prediction errors, which are processed within brain structures such as the anterior cingulate cortex and insular cortex, in the formation of subjective pain perception.

Additionally, the main psychological modulators of this process are attention, expectation, interpretation, anxiety, stress, and depression. The paper describes the results of studies on the neurobiological and psychological mechanisms of mediation in the formation of subjective pain perception and the physiological response of the nervous system.

A separate consideration is given to the phenomenon of chronic pain under the influence of prolonged stress, as well as its common neurological processes and high comorbidity with depression.

**Keywords:** pain perception, nociceptors, descending modulation, predictive coding, chronic pain, stress, depression

**Statement of the problem.** There have been many breakthroughs in neuroscience, but despite this, pain can still be viewed as a physiological response to tissue damage, explained by simplified models of linear conduction of nociceptive impulses [5; 15; 20]. However, this approach is outdated and does not explain recent discoveries demonstrating that pain is a complex phenomenon shaped by a complex biopsychosocial structure [1; 26]. The problem lies in the insufficient recognition of the significant role of the brain in the formation of subjective pain perception, in which nociceptive impulses are actively processed in the central nervous system through bidirectional communication rather than being passively received [5; 20; 26].

Another important aspect of pain research concerns the limitations of classical neurophysiological models with modern theories, in particular predictive coding theory [4; 14; 24]. Although empirical data confirm the role of prediction and prediction errors in modulating pain perception, their systematic application to understanding pain remains limited. As a result, existing widespread models cannot fully explain interindividual differences in subjective pain perception, especially in cases where there are no tissue pathologies or differences in stimulus intensity [1; 5; 16].

The lack of a consistent theoretical explanation for the problem has direct clinical implications, as chronic pain has a high comorbidity with affective disorders, creating complex and ambiguous clinical cases [2; 9]. The lack of models that take into account both neurobiological pathologies (e.g., serotonin and noradrenaline pathways) and psychological factors such as catastrophising, attention, and anticipation limits the effectiveness of existing treatment approaches [10; 22; 25]. Therefore, there is an urgent need to develop an integrative approach capable of addressing both somatic and psychological aspects of pain within a single model.

**Analysis of recent research and publications.** The main neurobiological and psychological processes of pain perception have been described in the studies of J. P. Pines & S. J. Barnes [20], R. C. Coghill [5], I. Tracey & P. W. Mantyh [26], and A. V. Apkarian [1]. The mechanisms of central sensitisation, lateral inhibition, and spatial summation are discussed in the works of R. Baron [3], Quevedo et al. [23]. The concept of the neuromatrix for pain processing in the brain was discussed in the works of R. Melzack and J. Katz [16]. Cognitive modulators were described in the works of Sprenger et al. [25], Valet et al. [29], Petrovic et al. [19]. Recent publications by Song et al. [24], Z. S. Chen [4], Lersch et al. [14] examined the mechanisms of descending regulation of pain perception according to Predictive Coding Theory.

**The aim of this work** is to conduct a comprehensive analysis and systematization of current scientific data regarding the neurobiological and psychological mechanisms of pain formation, ranging from peripheral nociception to central processing and cognitive modulation.

**Objectives:**

1. To describe the anatomical and physiological pathways of pain transmission (from nociceptors to the cerebral cortex).
2. To analyze the role of descending control and Predictive Coding Theory in pain perception.
3. To determine the influence of psychological factors (attention, expectation, anxiety, stress) on the intensity of pain sensations.
4. To elucidate the bidirectional relationship between pain and depression through shared neural and biochemical mechanisms.

**Presentation of the main material of the study.** According to the definition provided by the International Association for the Study of Pain, pain is 'an unpleasant sensory and emotional experience associated with, or resembling that associated with, actual or potential tissue damage' [13]. Three types of neurons are involved in pain-related aspects: sensory, interneurons, and motor neurons [20]. Peripheral sensory neurons are those that transmit stimuli to the central nervous system. The leading theory regarding the transmission of stimuli by sensory neurons is the labelled line theory. It states that there are specific

neurons for each type of sensory information. This theory is confirmed by the presence of different types of sensory neurons depending on fibre types. A-alpha fibre type neurons are responsible for proprioception, A-beta for touch, A-delta for mechanical and thermal pain, and C-type neurons are responsible for the perception of mechanical, thermal and chemical pain. A-delta and C fibre type neurons are called nociceptors, i.e. those responsible for the perception of pain. Nociceptors in the peripheral sensory system are not attached to individual receptors but are free endings, i.e. they receive information about noxious stimuli through transmembrane proteins on their surface, which trigger an action potential in the event of tissue damage. However, unlike other types, C type has a non-myelinated sheath, so its conduction speed is much lower. This gives rise to the concepts of first and second pain. In the case of noxious stimuli, neurons with A-delta fibres transmit acute, localised sensation, while neurons with C fibres transmit dull and diffuse pain that follows the initial pain [20].

The cell bodies of peripheral sensory neurons are located in the dorsal root ganglion, from where information is transmitted to the grey matter in the spinal cord, where various types of spinal interneurons are located [20]. Previously, dorsal horns were considered only a passive station for transmitting information to the brain, but they are a place of active processing of stimuli, namely inhibition, excitation, and modulation [15]. In isolation, they are responsible for establishing the intensity and localisation of pain, as well as forming withdrawal responses [5]. The precise localisation of pain is established by means of a mechanism of lateral inhibition. This mechanism involves the most activated neuron in the spinal cord inhibiting neighbouring secondary neurons, which helps to accurately determine the spatial signal that is then sent to the brain [20]. A study Quevedo et al. [23], investigated the phenomenon of lateral inhibition, where the skin was heated with a laser in the form of a line or two points. In conclusion, it was found that regardless of the length of the lines, the level of pain did not change. When the skin was heated at two points, a distance of 4 centimetres had the same pain input as a line of that length, but at a distance of 8 centimetres, the pain was stronger. Accordingly, the closer the pain stimuli are to each other, the greater the lateral inhibition, and the longer the distance, the greater the facilitation through the mechanism of spatial summation. The phenomenon of spatial summation is that stimuli at a certain distance, when lateral inhibition does not work, can be summed up and increase in intensity. The main theories of integration of information from the periphery into the spinal cord are population coding theory [5] and combination coding theory [20]. Population coding theory considers that wide dynamic range neurons (WDR) play a role in pain integration [5]. These are neurons that integrate both noxious and non-noxious stimuli and identify pain stimuli by recruiting a large number of WDRs. High-intensity stimuli are layered, helping interneurons identify pain. In addition, the mechanism of spatial summation is at work, so greater coverage of the WDR receptive field by stimuli increases the likelihood of interpreting a painful stimulus. Combination coding theory posits that the sensation of pain is formed through the interaction of afferent neurons and interneurons [20]. For example, A-beta fibre type neurons can inhibit pain signals from C fibre type neurons by activating Substantia Gelatinosa (SG) interneurons, which in turn inhibit pain-specified neurons. This is why we can rub the affected area to reduce the sensation of pain. Another example of combination coding theory is a study [3] that investigated the effect of capsaicin on pain perception. High activity of C fibre type neurons enhanced the response of spinal interneurons, leading to a phenomenon called central sensitisation. This caused primary hyperalgesia, i.e. increased sensitivity to pain, in the primary injection site of capsaicin, and secondary hyperalgesia, i.e. non-nociceptive neurons transmitted pain stimuli through a change in transmission mechanisms. In addition, central sensitisation created allodynia, i.e. pain from non-painful stimuli.

Information about pain stimuli is transmitted through the dorsal horns to the brain. The thalamus acts as a station that simultaneously distributes information to different regions of the brain. However, this is not the only route, as some regions receive information bypassing the thalamus. For example, the parabrachial nucleus (PBN) transmits information directly to the amygdala. Pathways that are processed quickly help to subconsciously respond to pain stimuli through fight/flight [20]. According to the pain neuromatrix theory [16; 15], the processing of sensory, emotional, and cognitive information occurs in the brain's neural network, rather than in a specific region, and leads to the formation of subjective pain. A meta-analysis by Apkarian et al. [1] showed that the main regions of the brain that are activated during pain are: primary and secondary somatosensory cortices, which are responsible for sensory features of pain; insular and anterior cingulate cortices, which are responsible for the affective perception of pain; prefrontal cortices, which are responsible for cognitive evaluation; and the thalamus. In addition, it is noted that the ACC is also involved in the cognitive-evaluation stages of pain perception. However, there is no universal pain matrix [26], as many different elements can perform the same function in pain perception [5].

The connection between the brain and spinal cord is bidirectional, where the descending pain modulatory system helps us regulate nociceptive processing in the dorsal horn through inhibition or facilitation [26]. The brainstem, namely the periaqueductal gray matter (PAG), nucleus cuneiformis (NCF), dorsolateral pontine tegmentum (DLPT) and rostral ventromedial medulla (RVM), is the region through which different parts of the brain send descending signals to the spinal cord [26]. This descending nociceptive control is opioid-mediated. The periaqueductal gray matter (PAG) collects information about the necessary amount of anti-nociception, according to information from higher regions of the brain, and sends it to the spinal cord via the rostral ventromedial medulla (RVM) and dorsolateral pontine tegmentum (DLPT) [20].

The main theory of descending control is Predictive Coding Theory, which explains how the central nervous system encodes sensory stimuli [14; 24; 4]. It states that descending information is encoded in the form of predictions about sensory stimuli, including pain. In turn, actual inputs that do not match expectations are called prediction errors (PE), which move in an ascending path. In accordance with PE, predictions are updated, which helps to process information more efficiently in the central nervous system. In the context of pain, PE is influenced by nociception and modulating factors [14]. Modulating factors are those that change the way PE affects our expectations (enhances or inhibits the effect). According to Chen [4], the ACC-insula hub is central to Predictive Coding Theory. ACC signals in the VTA are associated with prediction, while reverse signals are associated with error-related feedback integration. In addition, the ACC processes the difference between prediction and prediction error. Speaking of the insula, the AIC encodes prediction errors (PE), while the PIC encodes pain intensity and expectations. The active inference algorithm described in the article suggests that with PE, the CNS either changes expectations or behaviour to avoid errors.

What are the modulators of subjective pain perception? One of the main ones is attention. Research by Sprenger et al. [25], has shown that with greater cognitive load, pain perception decreases due to activity in the dorsal horns. In addition, the partial role of opioids has been proven, since naloxone, an opioid receptor antagonist, increases pain perception, which negates the effect of cognitive load. The authors consider the rACC and PAG to be the main regions involved in the influence of attention on pain perception. Moreover, a study [6] found a direct connection between the ACC and the spinal cord. The results of a study by Tracey et al. [27] showed that less attention to pain stimuli was associated with greater PAG activity and, accordingly, a reduction in subjective pain. Another study by Valet et al. [29] showed a strengthening of the connection between the orbitofrontal (OFC) and perigenual anterior cingulate cortex (ACC), PAG and the posterior thalamus when distracted from pain perception, but not when in pain alone. The authors suggest that top-down signals from the OFC and ACC to the PAG and posterior thalamus may modulate pain perception during distraction. In addition, attention affects the spatial summation of pain. Thus, a study by Quevedo and Coghill [22] showed that when attempting to discriminate between pain stimuli, the effect of spatial summation disappears. The authors believe that the OFC, ACC, DLPFC and PAG are involved in this.

Speaking of other modulators of subjective pain perception, interpretation also plays an important role. Thus, **the placebo effect in the context of pain is interpreted as analgesic**. A study by Petrovic et al. [19] proves that the use of placebo anaesthesia is associated with the activation of the ACC and the opioid system, which may indicate the involvement of cognitive mechanisms in pain reduction. In addition, Gracely [10] found that catastrophising pain, i.e., perceiving it as terrible, unbearable, or catastrophic, increases the subjective perception of pain. People who catastrophise pain have increased attention (activation of ACC, DLPFC), anticipation (medial PFC), emotional response (claustrum, anterior insula), and motor components (lentiform nuclei).

**Anxiety** also affects the perception of pain stimuli. Thus, Ploghaus et al. [21] found that, given the same stimulus, the one accompanied by anxiety caused more subjective pain. Anxiety activates the entorhinal cortex, which is part of the hippocampal formation, and sends amplifying signals of pain perception. In addition, the ACC and insula are activated. A meta-analysis by Ocañez et al. [17] investigated the influence of Anxiety Sensitivity (AS), i.e. the tendency to interpret anxiety symptoms as threatening, on pain perception. AS emotionally amplifies pain perception.

**The connection between pain and stress** is very significant [16; 15]. First, nociceptive input itself causes a biological stress response due to a disturbance in homeostasis. Immediately after injury, cytokines are released, sending a signal to the brain about the injury, most quickly reaching the hypothalamus. Together with the information processed in the brain, they trigger the necessary actions, such as tissue repair, destruction of bacteria, etc. If the injury is serious, the noradrenergic system is activated, releasing adrenaline to activate the sympathetic nervous system to prepare the body for complex homeostasis

restoration. Then the hypothalamic–pituitary–adrenal (HPA) system is activated, releasing cortisol, which suppresses the immune system and affects the endogenous opioid system. Prolonged release of cortisol depletes the body, which can lead to the development of chronic pain, creating a vicious cycle [16; 15]. Psychological stress can negatively affect pain perception. For example, a study by Padhy et al. [18] found that preoperative stress lowers patients' pain thresholds and pain tolerance. Anxiety and previous negative experiences can also modulate this process.

**Pain and depression have a high comorbidity.** Thus, approximately 30-60% of patients with pain have comorbid depression [2]. However, the relationship between them is bidirectional, i.e., pain can cause depression, just as depression can cause chronic pain [9]. For example, psychological distress can cause chronic widespread pain [11], and baseline pain increases the risk of developing depression [7]. There is an overlap between psychological pain and the affective-emotional aspects of physical pain in brain regions such as the anterior insula, PFC, ACC, thalamus [9], amygdala and hippocampus [8]. This may explain how pain and affective disorders reinforce each other. There are also similarities in neurotransmitters, as serotonin and noradrenaline are involved in both pain and mood processing [9]. This also explains why antidepressants may be recommended for pathological pain due to their analgesic effect [12]. In addition, cognitive aspects can also influence both pain and depression. One of the main ones is catastrophising [30].

Also, negative affectivity in people with chronic pain may be a risk factor for depression [9]. In addition, in people with chronic pain, risk factors for the development of depression may include behaviours that contribute to insufficient sleep [28] and behaviours associated with fear avoidance [31]. Therefore, despite the absence of direct causal models, there are many biological and psychological factors that influence and interrelate pain and depression.

**Conclusion.** This article describes the complex, multidimensional process of pain perception, demonstrating that it is not limited to passive sensory responses to tissue damage through the conduction of pain stimuli from the peripheral sensory system to the central nervous system. Analysis of the mechanisms of the peripheral sensory system and the integration of sensory information in the spinal cord and brain confirms that pain perception is an active process modulated not only by physiological aspects. The combination of common theoretical concepts, such as labelled line theory, population coding theory, combination coding theory, and modern concepts of neuromatrix and predictive coding theory, emphasises the integrative ability of the central nervous system.

The key conclusion of this paper is the role of descending modulation within the framework of predictive coding theory. To preserve energy and respond appropriately to pain stimuli, the brain does not simply passively receive nociceptive signals, but actively predicts them. Subjective pain, without somatic causes, often arises from prediction errors processed in the anterior cingulate cortex and insular cortex. This explains why cognitive factors such as attention, expectation, anxiety, and catastrophising can modulate pain intensity through direct connections to the spinal cord or opioid system, which includes the PAG and RVM.

In addition, the high comorbidity of chronic pain and depression highlights a bidirectional relationship that may involve shared neurobiological processes, including serotonergic and noradrenergic pathways. Available data indicate that psychological stress not only modulates the increase or decrease in pain perception, but also exhausts the body, which can lead to the development of chronic pain. Therefore, understanding the mechanisms of subjective pain perception for effective application in further research and practice requires a transition to a comprehensive biopsychosocial approach that focuses not only on neurobiological processes but also on psychological mechanisms that modulate the experience of pain.

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***Mariia Yatsyuk***

Public Higher Educational Establishment «Vinnytsia Academy of Continuing Education»,  
Vinnytsia,

Candidate of Psychological Sciences, Associate Professor, Associate Professor of the Department  
of Psychology,

[yatsyuk.m@academia.vn.ua](mailto:yatsyuk.m@academia.vn.ua)

<https://orcid.org/0000-0002-2393-9964>

***Iryna Pototska***

National Pirogov Memorial Medical University, Vinnytsya

Candidate of Psychological Sciences, Associate Professor

osobiste8@gmail.com

<https://orcid.org/0000-0001-7723-9587>

### **SELF-REGULATION OF RESTRICTIVE EATING BEHAVIOR IN INDIVIDUALS UNDER CONDITIONS OF PSYCHOGENIC STRESS**

Анотація. Мета. Стаття має на меті надати теоретичне обґрунтування та результати емпіричного дослідження психологічних особливостей харчової поведінки в умовах психогенного стресу, спричиненого військовими подіями. Методологія. У дослідженні було використано комплекс методів: тестування (EAT-26, Інтегративний тест на тривожність, Анкета з емоційної дисрегуляції, Анкета А. Елліса щодо ірраціональних переконань), контент-аналіз щоденників самоспостереження та статистична обробка даних. Вибірка складалася з 80 осіб віком від 18 до 60 років (як чоловіків, так і жінок), які добровільно взяли участь у дослідженні з дотриманням принципів психологічної етики. Наукова новизна. Вперше було виявлено та описано конструкт «пов'язаної з війною харчової тривоги» як невід'ємний предиктор дезадаптивної харчової поведінки. Встановлено, що в умовах хронічного воєнного стресу домінує когнітивно-рестриктивний профіль розладів із переоцінкою контролю ваги, де дієтичні обмеження (45 % респондентів) переважають над булімічними проявами. Дослідження показує, що основою розладів харчової поведінки є не конкретні ірраціональні переконання щодо їжі, а фундаментальні дефіцити емоційної регуляції: уникнення ( $r=0,557$  із загальним індексом ризику), румінація ( $r=0,48$  із патологічним впливом) та труднощі з менталізацією ( $r=0,466$  із контролем ваги). Кореляційний аналіз підтвердив, що розлади емоційної регуляції мають значно тісніший зв'язок з усіма аспектами патології харчування, ніж класичні ірраціональні установки, що вказує на первинність порушень на рівні афекту в умовах хронічного травматичного стресу. Було виявлено негативну кореляцію між віком та розладами харчування ( $r=-0,3$  для контролю ваги), що свідчить про вищу вразливість молодших респондентів до воєнних стресогенних факторів у сфері харчування. Дослідження також підтвердило міжпоколінну передачу харчових моделей через материнський вплив (15 % респондентів з високим рівнем), що актуалізується в умовах екзистенційної загрози. Висновки. Більше половини респондентів (57,5 %) перебувають у зоні підвищеного ризику розладів харчової поведінки, що значно перевищує показники неклінічних популяцій у мирний час (10–20 %). Військова харчова тривога (високий рівень у 20 % вибірки) відображає екзистенційний страх дефіциту та активує архаїчні механізми «харчової паніки», тісно корелюючи з компульсивним переїданням ( $r=0,656$ ), дієтичними обмеженнями ( $r=0,623$ ) та загальним рівнем ризику ( $r=0,652$ ). Хронічний воєнний стрес формує стабільний тривожно-фобічний особистісний радикал з вираженим астеничним компонентом та схильністю до соціальної ізоляції. Компенсаторна модель харчування виступає як дезадаптивний спосіб подолання нездатності розпізнавати власні емоції та менталізувати внутрішні стани. Група високого ризику щодо компульсивного та емоційного переїдання становить 23,75 % вибірки, що корелює з міжнародними дослідженнями щодо впливу військових конфліктів на загострення харчової поведінки. Отримані результати підкреслюють необхідність диференційованих програм психологічної підтримки, спрямованих на відновлення базового почуття безпеки, розвиток навичок менталізації, зменшення уникної поведінки та роботу з румінацією, а також стабілізацію астеничних станів і відновлення соціальних зв'язків як альтернативного джерела підтримки. Перспективи подальших досліджень включають лонгітудинальні дослідження динаміки виявлених розладів,

поглиблений аналіз гендерних відмінностей та вивчення факторів резистентності, що запобігають формуванню неадаптивних харчових стратегій в умовах хронічного травматичного стресу.

**Ключові слова:** саморегуляція, харчова поведінка, обмежувальна поведінка, психогенний стрес, пов'язана з війною харчова тривога.

**Abstract.** Objective. The article aims to provide theoretical substantiation and empirical research on the psychological characteristics of eating behavior under psychogenic stress caused by war events. Methodology. The study employed a comprehensive set of methods: testing (EAT-26, Integrative Anxiety Test, Emotional Dysregulation Questionnaire, A. Ellis Irrational Beliefs Questionnaire), content analysis of self-observation diaries, and statistical processing of data. The sample consisted of 80 individuals aged 18 to 60 years (both males and females) who voluntarily participated in the study observing the principles of psychological ethics. Scientific novelty. For the first time, the construct of «war-related food anxiety» has been identified and described as an integral predictor of maladaptive eating behavior. It is established that under conditions of chronic war stress, a cognitive-restrictive profile of disorders dominates with an overvaluation of weight control, where dietary restrictions (45 % of respondents) prevail over bulimic manifestations. The study reveals that the basis of eating disorders is not specific irrational beliefs about food but fundamental deficits in emotional regulation: avoidance ( $r=0,557$  with general risk index), rumination ( $r=0,48$  with pathological influence), and difficulties in mentalization ( $r=0,466$  with weight control). The correlation analysis confirmed that emotional regulation disorders have significantly closer links with all aspects of eating pathology than classical irrational attitudes, indicating that under chronic traumatic stress, disturbances at the affect level are primary. A negative correlation between age and eating disorders was found ( $r=-0,3$  for weight control), demonstrating higher vulnerability of younger respondents to war stressors in the eating sphere. The study also confirmed the transgenerational transmission of eating patterns through the maternal influence (15 % of respondents with high level), which actualizes in conditions of existential threat. Conclusions. More than half of the respondents (57,5%) are in the zone of increased risk of eating disorders, significantly exceeding the indicators of non-clinical populations in peacetime (10-20 %). War-related food anxiety (high level in 20 % of the sample) reflects an existential fear of deficit and activates archaic mechanisms of «food panic», closely correlating with compulsive overeating ( $r=0,656$ ), dietary restrictions ( $r=0,623$ ), and general risk level ( $r=0,652$ ). Chronic war stress forms a stable anxiety-phobic personality radical with a pronounced asthenic component and a tendency to social isolation. The compensatory eating pattern acts as a maladaptive way of coping with the inability to recognize one's own emotions and mentalize internal states. The high-risk group for compulsive and emotional overeating comprises 23,75 % of the sample, which correlates with international studies on the impact of military conflicts on eating behavior exacerbation. The obtained results emphasize the need for differentiated psychological support programs focused on restoring the basic sense of security, developing mentalization skills, reducing avoidant behavior, and working with rumination, as well as stabilizing asthenic conditions and restoring social connections as an alternative source of support. Prospects for further research include longitudinal studies of the identified disorders' dynamics, in-depth analysis of gender differences, and investigation of resilience factors preventing the formation of maladaptive eating strategies under chronic traumatic stress.

**Keywords:** self-regulation, eating behavior, restrictive behavior, psychogenic stress, war-related food anxiety.

**Introduction.** The relevance of studying eating behavior in the context of modern warfare is driven by the profound impact of chronic psychogenic stress on the psychosomatic health of Ukrainians. The prolonged effect of intense stressors triggers disturbances in neuroendocrine regulation, which directly alters appetite and eating habits, transforming the biological process of food consumption into a complex mechanism of adaptation to traumatic circumstances.

In this context, eating becomes a key indicator of psycho-emotional state, serving as a function of self-regulation and compensation for feelings of helplessness. However, under the pressure of wartime realities – ranging from changes in the social environment to the instability of daily life – maladaptive patterns often emerge, such as emotional overeating or loss of appetite, laying the groundwork for the development of clinical eating disorders.

**Analysis of the problem and the essence of the study.** Current research shows that psychogenic stress affects appetite through the hypothalamus, cortisol, and neurotransmitters (dopamine, serotonin). Stress hormones stimulate cravings for high-calorie foods and promote emotional overeating, through

which food becomes a mechanism for coping and self-soothing [3; 6]. This is particularly relevant in conditions of chronic stress, such as war.

Clinical and neuropsychological research convincingly demonstrates that psychological trauma, particularly when prolonged or repeated, significantly transforms the motivational and regulatory systems of the individual, including the mechanisms of eating behavior. Within the framework of studying the comorbidity of PTSD and eating disorders (Crow S. J., Swanson S. A., Peterson C. B., Crosby R. D., Wonderlich S. A., & Mitchell J. E.), it has been established that traumatic experience is associated with emotional overeating, food avoidance, fluctuations in appetite, and changes in the perception of hunger and satiety [2]. Thus, contemporary American and European studies confirm that the traumatic experience of war affects the regulation of eating behavior through the activation of the stress neurophysiological system and the disruption of emotional self-regulation mechanisms.

**Theoretical foundations of the study.** Restrictive eating behavior (from the English *restriction*) is a type of eating behavior characterized by conscious, deliberate, and rigid self-limitation in the amount or composition of food in order to control body weight or achieve certain aesthetic standards, accompanied by rigid cognitive attitudes toward food and one's own body.

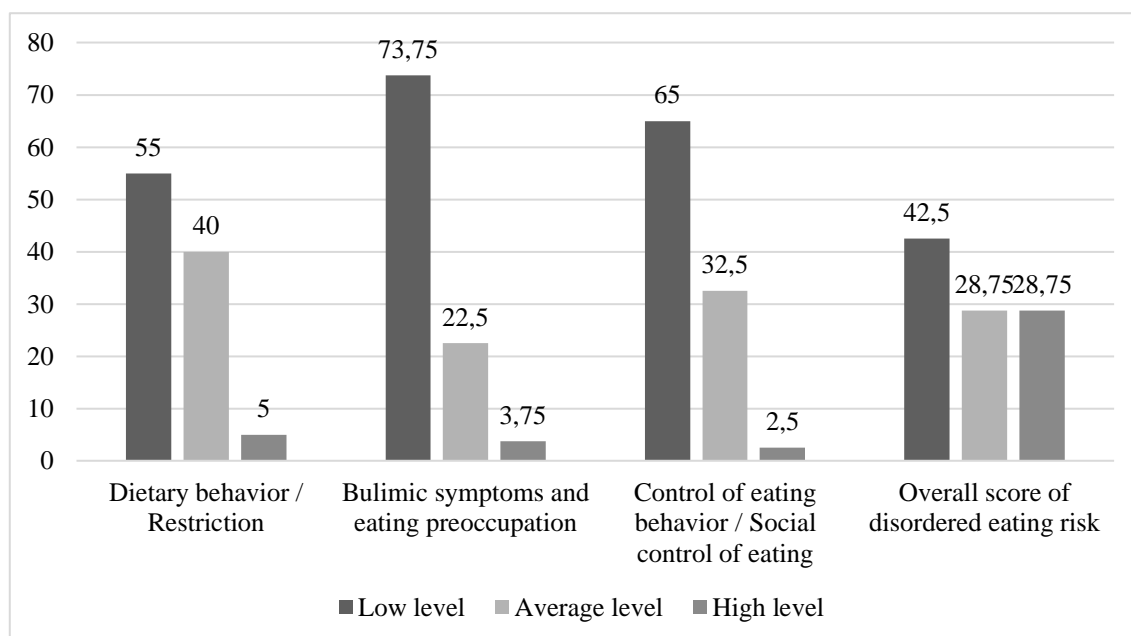
The key mechanism underlying eating behavior disturbance is emotional eating—the consumption of food to regulate affective states in the absence of physiological hunger. Empirical studies confirm a direct correlation between stress and compulsive food consumption.

The theoretical foundation is provided by the psychosomatic model (Macht M.), according to which the impetus for eating is not hunger but emotional discomfort – anxiety, irritability, boredom, loneliness [6]. The key pathogenic factor is the inability to differentiate between hunger and anxiety signals: interpreting stress as a food need, the individual develops a maladaptive pattern that, in the absence of alternative coping strategies, leads to chronic overeating and obesity.

**Experimental part.** To determine the characteristics of individual eating behavior under conditions of psychogenic stress, a cross-sectional experiment was employed, utilizing methods of non-standardized self-observation and testing (via Google Forms) with the following instruments: the Eating Attitudes Test (EAT-26), the Integrative Anxiety Test, the Emotional Dysregulation Questionnaire, the Irrational Beliefs Inventory (A. Ellis), and content analysis of self-monitoring food diaries. Eighty individuals, men and women aged 18 to 60, participated in the study. All participants provided voluntary written consent to take part in the study, as well as for the collection and processing of data, and were informed of the purpose and objectives of the research. The cross-sectional experiment was conducted in strict compliance with the principles of psychological ethics and the Universal Declaration on Bioethics and Human Rights (UNESCO).

**Results and Discussion.** The results of the assessment of eating disorder risks using the EAT-26 questionnaire are shown in Figure 1.

The obtained data indicate moderately pronounced risky eating attitudes with a dominance of the cognitive-restrictive component. A high level of risk for eating disorders (ED) was identified in 28,75 % of individuals, and a moderate level in another 28,75 %. Thus, 57,5 % of the sample fall within the zone of psychological vulnerability to EDs.



**Fig. 1. Distribution of eating disorder risks according to the EAT-26 questionnaire (N = 80; in %)**

This figure significantly exceeds the typical 10–20% of respondents exceeding the clinical threshold of the EAT-26 in non-clinical populations [5], indicating a prevalence of body dissatisfaction, weight-based self-esteem, and heightened cognitive control over eating. The results are consistent with Fairburn's cognitive model, in which the central mechanism is the overvaluation of weight and body shape control [4].

On the dieting/restriction scale, 45 % of respondents demonstrate a moderate (40 %) or high (5 %) level, confirming the significant prevalence of restrictive cognitive attitudes in the sample. Psychologically, this reflects perfectionistic tendencies, fear of weight gain, a propensity for rigid self-control, and the internalization of the sociocultural thinness ideal.

Noteworthy are the results of 3,75% of respondents who exhibit a high level of bulimic manifestations, while 73,75% show a low level. This indicates a relatively low prevalence of the impulsive-compulsive pattern. Research shows that the Bulimia and Food Preoccupation subscale in non-clinical samples has lower internal consistency and a less clear factor structure [5].

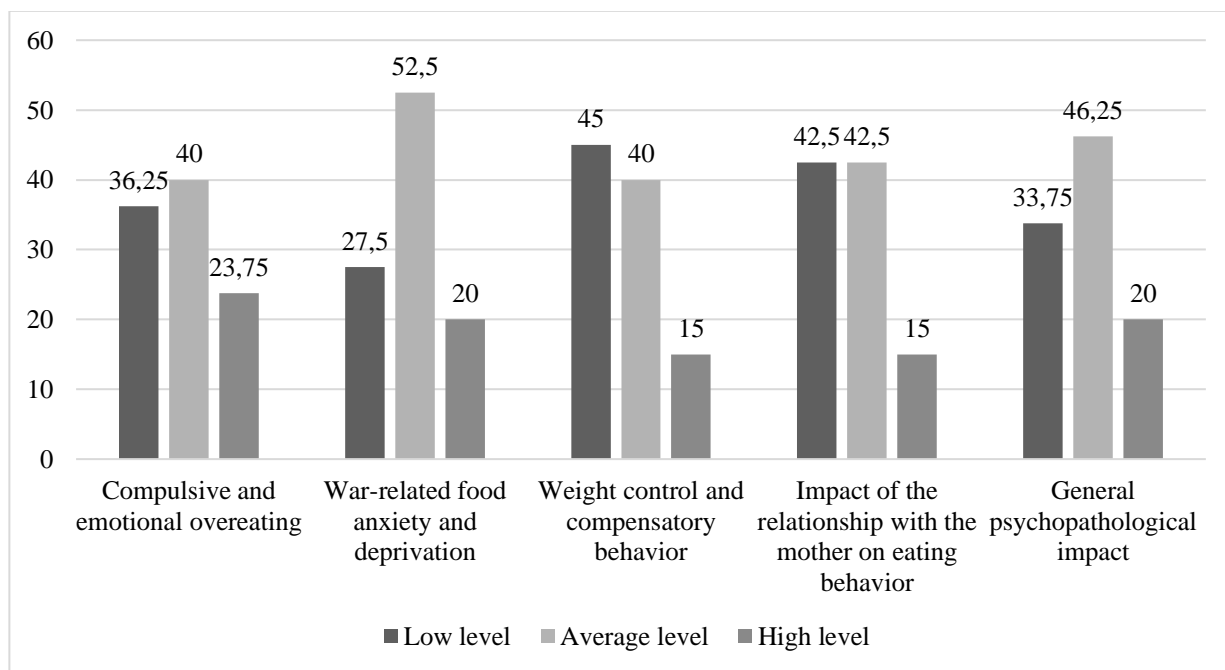
Thus, in the studied group, it is not behavioral loss of control (overeating, purging) that dominates, but rather cognitive preoccupation with the topic of food and weight. This is characteristic of subclinical forms of the anorexic spectrum or so-called «normative» dietary attitudes [3].

The obtained data characterize the sample profile as cognitively restrictive, with a predominance of attitudinal components over behavioral symptoms. A high overall risk was identified in 28,75% of individuals, which, for a non-clinical sample, constitutes a significant indicator of psychological vulnerability.

In the structure of the disturbances, dietary attitudes dominate over bulimic manifestations: fear of weight gain, rigid control over eating, and the division of food into «allowed/forbidden». Impulsive episodes of overeating are minimal, indicating subclinical forms with cognitive fixation on control. The issue is internally determined: the sources are perfectionism and internal standards, rather than external pressure. Food serves a regulatory function—reducing anxiety through the implementation of control. Such a profile corresponds to the transdiagnostic model of Fairburn, in which the central mechanism is the overvaluation of weight and body shape, upon which self-esteem depends [4]. Restriction is considered the primary control strategy, whereas bulimic symptoms may emerge secondarily – as breakdowns following rigid constraints.

Thus, the studied sample demonstrates a moderate overall risk with a predominance of the cognitive component, indicating psychological vulnerability without established clinical disorganization. This state can be viewed as a latent phase, in which preventive psychoeducational and psychocorrective interventions may be particularly effective, as behavioral disturbances have not yet become entrenched as a stable pathological pattern.

Content analysis of self-monitoring food behavior diaries revealed a spectrum of eating disorder risks determined by war-related stress. As shown in Figure 2, the analysis of empirical data demonstrated a specific impact of the traumatic context on various components of eating behavior, manifested in the formation of maladaptive patterns.



**Fig. 2. Distribution of eating disorder risks based on the content analysis results (N = 80; in %)**

The obtained data indicate that one in three respondents (36,25 %) exhibits a low level of susceptibility to emotional overeating, which can be interpreted as an adaptive type of eating behavior in which food is not used as a psychological mechanism for regulating emotional states. A moderate level was found in 40 % of respondents, indicating situational use of food to cope with stress, primarily during periods of heightened emotional tension.

The group with a high level of compulsive and emotional overeating, comprising 23,75% of the sample, warrants particular attention. High scores on this scale indicate an established pattern of using food as a dominant coping mechanism for regulating negative affective states, thereby increasing the risk of developing binge eating disorder. As noted in the scientific study by Crow et al., such eating behavior patterns often have a neurobiological basis, associated with dysfunction of the reward system and dysregulation of dopamine transmission in response to the consumption of high-calorie foods [4].

Compulsive and emotional overeating demonstrate a strong positive correlation with dietary restriction ( $r = 0,603$ ;  $p \leq 0,01$ ), bulimic manifestations ( $r = 0,662$ ;  $p \leq 0,01$ ), and the overall indicator of disordered eating risk ( $r = 0,586$ ;  $p \leq 0,01$ ). These correlations reveal an integrated structure of eating disturbances, in which compulsive and emotional overeating serve as a central integrative construct. The strongest correlation with bulimic manifestations ( $r = 0,662$ ) confirms that emotional overeating is often accompanied by guilt and loss of control, key characteristics of the bulimic spectrum of disorders. At the same time, the strong correlation with dietary restriction ( $r = 0,603$ ) reflects the paradoxical mechanism described M. F. Dallman: «rigid cognitive restrictions create psychological tension that, when self-control diminishes, provokes episodes of compulsive overeating. This 'restraint–disinhibition' pattern forms a cyclical dynamic of disturbances, in which overeating reinforces further restriction as a compensatory attempt to regain control». The strong correlation with the overall risk indicator ( $r = 0,586$ ) confirms that compulsive and emotional overeating are markers of generalized vulnerability to eating disorders in the context of war-related stress.

In accordance with the research objective, we examined manifestations of war-related food anxiety: 52,5 % of respondents demonstrated a moderate level, reflecting moderate concern about food availability, episodic food stockpiling, and situational disruptions to eating patterns. A low level was recorded in 27,5% of participants, indicating the absence of specific anxiety related to food resources and the maintenance of a relatively stable eating pattern despite wartime conditions.

A high level of war-related food anxiety was identified in one in five (20 %) respondents. This is a unique construct reflecting the specific impact of war-related stress on eating behavior, which is not represented in standard eating disorder questionnaires. These findings correlate with the results of a study by Gulich et al. conducted among Ukrainian school-aged children, which established that 63 % of children experienced changes in eating behavior, with displacement and forced relocation emerging as the most influential determinants [1]. High scores on this scale indicate the presence of traumatic stress related to resource scarcity, requiring specific therapeutic approaches focused on restoring a basic sense of safety.

War-related food anxiety shows strong correlations with dietary restriction ( $r = 0,623$ ;  $p \leq 0,01$ ), bulimic manifestations ( $r = 0,581$ ;  $p \leq 0,01$ ), eating control ( $r = 0,309$ ;  $p \leq 0,01$ ), compulsive and emotional overeating ( $r = 0,656$ ;  $p \leq 0,01$ ), and the overall indicator of disordered eating risk ( $r = 0,652$ ;  $p \leq 0,01$ ). These correlations demonstrate that war-related food anxiety serves as an integral predictor of maladaptive eating behavior, permeating all its key dimensions. The strongest correlation with compulsive and emotional overeating ( $r = 0,656$ ) indicates that the fear of being without food in wartime directly activates archaic mechanisms of «food panic», whereby food begins to serve not merely a physiological but an existential-protective function.

The strong correlation with dietary restriction ( $r = 0,623$ ) and bulimic manifestations ( $r = 0,581$ ) reflects the ambivalent impact of war-related anxiety: on the one hand, it provokes stockpiling and overeating (fear of scarcity); on the other, it intensifies cognitive control as an illusion of stability in a chaotic world. This aligns with the «dual pressure» model of war-related stress, in which deprivation-related anxiety paradoxically coexists with perfectionistic self-control. The correlation with the overall risk indicator ( $r = 0,652$ ) confirms that war-related food anxiety is not an isolated phenomenon but a systemic factor that amplifies overall psychopathological vulnerability in the domain of eating behavior.

On the weight control and compensatory behavior scale, the largest proportion of respondents (45%) exhibited a low level, which is a favorable indicator, as it suggests the absence of pronounced fixation on body weight and restrictive eating patterns even under wartime stress. A moderate level was identified in 40 % of participants, reflecting moderate weight concerns and episodic food restriction as an attempt to restore a sense of control amid external chaos.

A high level was recorded in 15 % of respondents. This group warrants particular attention, as high scores on this scale, especially when combined with positive responses to the item regarding «purging», may indicate the presence of clinically significant bulimic symptomatology.

The distribution on the scale assessing the impact of the relationship with the mother on eating behavior is symmetrical: 42,5 % of respondents demonstrate low and moderate levels of maternal influence, respectively. A low level indicates minimal influence of the maternal figure on the formation of eating patterns, whereas a moderate level reflects the presence of certain aspects of maternal influence (e.g., the use of food as a reward in childhood) without a significant impact on current eating behavior.

A high level was identified in 15 % of respondents. This finding is clinically significant, as it indicates the internalization of maternal criticism regarding the body, identification with the mother's maladaptive eating patterns, and the activation of these patterns under wartime stress. These data align with the theoretical tenets of object relations and attachment theory, which postulate that early parent-child relationships shape fundamental patterns of attitudes toward the body and food, which become actualized under conditions of stress.

The impact of the relationship with the mother on eating behavior is confirmed by the results of correlation analysis, showing strong associations with the EOT-26 scales at a significance level of  $p \leq 0,01$ . The highest correlation coefficients were found with the weight control scale ( $r = 0,553$ ;  $p \leq 0,01$ ), compulsive and emotional overeating ( $r = 0,548$ ;  $p \leq 0,01$ ), and bulimic manifestations ( $r = 0,527$ ;  $p \leq 0,01$ ). These correlations empirically support the theoretical tenets of psychoanalytic and object relations models regarding the role of the maternal figure in shaping eating behavior. The strongest correlation with the weight control scale ( $r = 0,553$ ) indicates that internalized maternal criticism regarding the body becomes an internal censor, which in adulthood manifests as rigid dietary restriction and perfectionistic striving for the «ideal» shape.

The strong correlation with compulsive and emotional overeating ( $r = 0,548$ ) and bulimic manifestations ( $r = 0,527$ ) reflects another mechanism—identification with maternal patterns of coping behavior under stress. If the mother used food as a means of self-regulation or demonstrated an ambivalent attitude toward her own body, these patterns are acquired through imitative learning and become activated in situations of existential threat, such as war. Thus, these findings confirm that the maternal figure serves as a primary mediator of the transgenerational transmission of both cognitive attitudes regarding weight control and behavioral strategies of emotion regulation through food.

On the scale of general psychopathological impact, the largest proportion of respondents (46,25 %) demonstrates a moderate level, reflecting awareness of the connection between psychoemotional state and eating behavior, as well as periodic loss of appetite due to stress. A low level was found in 33,75 % of participants. However, a high level was recorded in 20 % of respondents. This group is characterized by a pronounced negative impact of psychoemotional state on eating behavior, significant loss of appetite associated with depressive symptomatology, and a clear awareness of deterioration in eating behavior following the onset of the full-scale war.

Correlation analysis of the studied parameters with age revealed a negative correlation with eating control ( $r = -0,3$ ;  $p \leq 0,01$ ), war-related food anxiety ( $r = -0,27$ ;  $p \leq 0,05$ ), and general psychopathological impact ( $r = -0,265$ ;  $p \leq 0,05$ ). These negative correlations with age indicate a positive age-related dynamic in the experience of war-related stress and its impact on eating behavior. The most pronounced inverse relationship was found between age and eating control ( $r = -0,3$ ;  $p \leq 0,01$ ), indicating a decrease in rigid restrictive attitudes toward eating among mature-aged respondents. Younger individuals demonstrate a greater tendency toward rigid self-control and perfectionistic striving to meet sociocultural body standards, whereas these tendencies diminish with age, which aligns with research on the decreasing influence of external standards on self-esteem in the process of maturation.

The negative correlation of war-related food anxiety with age ( $r = -0,27$ ;  $p \leq 0,05$ ) and general psychopathological impact ( $r = -0,265$ ;  $p \leq 0,05$ ) indicates that younger respondents are more vulnerable to specific stressors associated with food resource scarcity and respond more sensitively to the psychogenic impact of war in general. This may be explained both by less life experience in coping with crisis situations and by the greater significance of external resources for establishing a sense of stability in young adulthood. Thus, these findings identify the younger age group as one requiring increased psychological attention in the context of preventing stress-related eating disorders.

The conducted study revealed a specific profile of eating disturbances under wartime stress, characterized by the predominance of a cognitive-restrictive component over an impulsive-bulimic one. The overall risk indicator shows that 28,75 % of respondents have a high level, and another 28,75 % have a moderate level – meaning that more than half of the sample (57,5 %) falls within the zone of potential psychological vulnerability to the development of eating disorders (EDs). This rate is substantially higher than the typical 10–20 % observed in non-clinical populations according to Garner et al., which may indicate the prevalence of body dissatisfaction, dependence of self-esteem on weight, and heightened cognitive control over eating induced by war-related stress [5]. According to the cognitive model of Fairburn, the central mechanism of such disturbances is the overvaluation of weight and body shape, a finding supported by the fact that 45 % of respondents exhibit moderate or high levels of dietary restriction [4].

The most pronounced specific construct was war-related food anxiety, with 52,5 % of respondents demonstrating a moderate level and 20 % a high level, correlating with the findings of the study by Gulich et al. among Ukrainian children [1]. At the same time, the group with a high level of compulsive and emotional overeating constitutes 23,75% of the sample, consistent with the research on the impact of military conflict on increased emotional overeating. Clinically significant is the identification of a high level on the weight control and compensatory behavior scale in 15 % of respondents, as well as a pronounced impact of the relationship with the mother in 15 %, which highlights transgenerational mechanisms in the formation of eating patterns. These findings underscore the need to develop differentiated psychological support programs focused on restoring a basic sense of security and addressing cognitive attitudes regarding weight control.

Understanding the impact of psychogenic stress on an individual's eating behavior requires analysis not only of behavioral manifestations but also of the deep psychological mechanisms that mediate this relationship. Such mechanisms include affective reactivity (level of state and trait anxiety), capacity for emotional state modulation (emotional dysregulation), and cognitive mediation of stressful events (irrational beliefs). To investigate these mechanisms, the Integrative Anxiety Test, the Emotional Dysregulation Questionnaire, and Ellis's Cognitive Distortions Test were used, respectively. The obtained data allow for the reconstruction of the psychological profile of individuals with different types of stress response patterns in the context of eating behavior.

Correlation analysis revealed statistically significant direct associations between eating disturbances and various aspects of the emotional sphere and anxiety.

It was found that the overall index of eating disorder risk, as well as its individual components – dietary problems and bulimic manifestations – demonstrate a strong direct correlation with indicators of emotional distress. This means that the higher the level of eating disturbances, the more pronounced the

experience of distress in the emotional sphere. Specifically, this relationship is observed with both situational ( $r = 0,338-0,394$ ,  $p \leq 0,01$ ) and trait ( $r = 0,338-0,394$ ,  $p \leq 0,01$ ) levels of emotional distress.

Correlation analysis revealed significant associations between eating disturbances and indicators of the anxiety spectrum. The most sensitive to emotional state was the bulimic manifestations indicator, which showed the highest correlations with both situational ( $r = 0,421$ ) and trait ( $r = 0,404$ ) distress, confirming the role of bulimia as a maladaptive means of emotional regulation. Dietary behavior was also associated with emotional state but correlated more strongly with situational distress, reflecting the daily struggle with dietary temptations. Additionally, direct associations were found between eating disturbances and the severity of the phobic component ( $r = 0,293-0,397$ ), anxious appraisal of the future ( $r = 0,305-0,439$ ), and anxiety regarding social protection ( $r = 0,291-0,321$ ). These findings indicate that emotional distress is a powerful concomitant of pathological forms of eating behavior, particularly at the chronic level, and that increased eating-related risks are accompanied by a rise in various anxiety manifestations – from situational fears to concerns about social acceptability and future consequences. The obtained data suggest that increased levels of eating disorder risk (specifically dietary restriction and bulimic manifestations) are closely associated with deterioration in emotional state. This is accompanied by an increase in both situational and trait emotional distress, as well as elevated levels of various anxiety reactions – from phobias to social anxiety and concerns about the future. This underscores the importance of considering emotional-affective factors (anxiety and distress) within the structure of eating pattern disturbances.

A key role in the formation of eating disorder risk in the studied sample is played not by specific irrational thoughts about food, but by deep-seated disturbances in emotional regulation and cognitive coping strategies. The most powerful factor is avoidance, which demonstrates the highest correlation with the overall risk index ( $r = 0,557$ ) and bulimic manifestations ( $r = 0,536$ ), indicating the use of food as a mechanism for avoiding negative emotions. Rumination is closely associated with pathological impact ( $r = 0,48$ ) and maternal attitudes ( $r = 0,496$ ). Difficulties in mentalization show the strongest correlations with weight control ( $r = 0,466$ ) and compulsive overeating ( $r = 0,453$ ): without understanding the causes of emotional hunger, an individual compensates through rigid control or uncontrolled food consumption. A trend was observed: the higher the rationality and self-esteem, the less pronounced the tendency toward overeating ( $r = -0,223$ ).

Thus, psychocorrective intervention should be aimed primarily at developing mentalization skills, reducing avoidant behavior, and addressing rumination, as well as stabilizing the asthenic state, desensitizing phobic manifestations, and restoring social connections as an alternative source of support.

**Conclusions.** The conducted empirical study made it possible to identify a specific psychological profile of eating behavior under conditions of chronic war-related stress and to establish the deep mechanisms mediating this relationship. In the studied sample, the cognitive-restrictive component predominates over the impulsive-bulimic one. More than half of the respondents (57,5 %) fall within the zone of increased risk for developing eating disorders, which significantly exceeds the rates observed in non-clinical populations during peacetime. The central element of this risk is the overvaluation of weight and body control, which is manifested through dietary restriction (45 %), whereas behavioral breakdowns (bulimic manifestations) are minimally expressed.

A unique construct – war-related food anxiety – was identified as an integral predictor of maladaptive eating behavior. A high level of this anxiety (20 % of the sample) reflects an existential fear of scarcity and activates archaic mechanisms of «food panic», correlating strongly with compulsive overeating, dietary restriction, and overall risk level. Chronic war-related stress forms a persistent anxious-phobic personality radical with a pronounced asthenic component and a tendency toward social isolation. It was established that the basis of eating disturbances lies not so much in specific food-related psychopathology as in a deep-seated deficit of emotional regulation: the inability to recognize one's own emotions (difficulties in mentalization) leads to obsessive rumination and the use of avoidant behavior, in which food becomes the primary, albeit maladaptive, tool for coping with stress.

Correlation analysis demonstrated that disturbances in emotional regulation (avoidance, rumination, difficulties in mentalization) have significantly stronger associations with all aspects of eating pathology than classical irrational beliefs (according to A. Ellis). This indicates that under conditions of chronic traumatic stress, impairments at the level of affect and its regulation are primary, rather than specific cognitive distortions regarding food. The level of eating disturbances shows a negative correlation with age, with younger respondents demonstrating greater vulnerability to war-related stressors in the eating domain.

**Prospects for further research** lie in an in-depth analysis of gender differences and the investigation of resilience factors that prevent the formation of maladaptive eating strategies under conditions of chronic traumatic stress.

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*Svitlana Yurchuk*

*practical psychologist,*

*Higher Vocational School of Tulchyn*

[lanaks90@gmail.com](mailto:lanaks90@gmail.com)

<https://orcid.org/0009-0005-8449-5809>

## SYSTEMATIC ANALYSIS OF THE RELATIONSHIP BETWEEN CHARACTER ACCENTUATIONS AND ANXIETY LEVELS IN EARLY ADOLESCENCE

**Анотація.** У статті розглядається фундаментальна проблема взаємодії статичних і динамічних властивостей психіки в період раннього юнацтва (15–18 років). Актуальність зумовлена необхідністю розкриття внутрішніх механізмів емоційної дезадаптації, де особистісна тривожність виступає не як автономний стан, а як функція характерологічного профілю індивіда. Дослідження спрямоване на подолання наукового розриву між описовою характеристикою акцентуацій та функціональним аналізом тривожних реакцій у стресових умовах.

Метою є теоретичне обґрунтування та експериментальне дослідження когнітивно-афективної детермінації тривожних станів через призму типологічних особливостей характеру особистості

Для збору та аналізу емпіричних даних було застосовано комплексний підхід, що поєднує методіку діагностики типів акцентуацій характеру Г. Шмішека (за К. Леонгардом), концепція ситуативної та особистісної тривожності (Ч. Спілберг, Ю. Ханін) та положення про вікову сензитивність раннього юнацтва (А. Личко). Дослідження базується на кількісному аналізі результатів опитувальника Г. Шмішека (адаптація концепції К. Леонгарда). Вибірка демонструє показники за 10 шкалами, де значення понад 18 балів інтерпретуються як виражена акцентуація, а понад 21 бал — як сильна акцентуація з високим ризиком психосоціальної дезадаптації. Вибірка складає 50 осіб віком від 15 до 18 років. Методика Чарльза Спілберга (в адаптації Юрія Ханіна), що передбачає результати за двома шкалами : реактивної та особистісної тривожності, де  $\geq 45$  висока тривожність,  $\leq 30$  низька .

Статистична обробка масиву даних базувалася на методах описової статистики (визначення моди та середнього значення) та кореляційному аналізі за Пірсоном для виявлення інтердетермінації між показниками обох методик.

В ході експериментального дослідження встановлено, що вибірка характеризується високими показниками гіпертимної ( $x=18,6$ ) та екзальтованої ( $x=17,4$ ) акцентуацій, що створює передумови для високої інтенсивності емоційного реагування. Верифіковано статистично значущий позитивний зв'язок «Тривога–Екзальтація» ( $r=0,78$ ;  $p<0,01$ ), який доводить, що особистісна тривожність ( $x=43,8$ ) у даному віковому періоді виступає внутрішнім стимулом для афективних спалахів. Доведено, що екзальтованість є «виходом» для накопиченої тривоги. Виявлено негативну кореляцію між гіпертимністю та реактивною тривожністю ( $r=-0,45$ ), що дозволяє інтерпретувати гіпертимність як адаптивний механізм, який знижує суб'єктивну значущість стресових подій через активну соціальну екстраверсію, аналіз яких виявив, що суттєво знижений рівень педантичності ( $x=7,9$ ), що з урахуванням високої тривожності свідчить про ускладнену спроможність респондентів до раціонального структурування власних емоцій та переживань.

**Ключові слова:** ранній юнацький вік, акцентуації характеру, особистісна тривожність, реактивна тривожність, психологічна детермінація, емоційна стабільність, екзальтованість, гіпертимність, психологічна адаптація.

**Abstract.** The article considers the fundamental problem of the interaction of static and dynamic properties of the psyche in early adolescence (15–18 years). The relevance is due to the need to reveal the internal mechanisms of emotional maladjustment, where personal anxiety acts not as an autonomous state, but as a function of the characterological profile of the individual. The study is aimed at overcoming the scientific gap between the descriptive characteristics of accentuations and the functional analysis of anxiety reactions in stressful conditions.

The aim is to provide theoretical justification and experimental research into the cognitive-affective determination of anxiety states through the prism of typological features of personality character. To collect and analyze empirical data, a comprehensive approach was used, combining the diagnostic

method of H. Shmishek's character accentuation types (according to K. Leonhard), the concept of situational and personal anxiety (C. Spielberg, Yu. Khanin) and the provisions on the age sensitivity of early adolescence (A. Lychko). The study is based on a quantitative analysis of the results of the H. Shmishek questionnaire (adaptation of K. Leonhard's concept). The sample demonstrates indicators on 10 scales, where values over 18 points are interpreted as pronounced accentuation, and over 21 points - as strong accentuation with a high risk of psychosocial maladjustment. The sample consists of 50 people aged 15 to 18 years. Charles Spielberg's method (adapted by Yuri Khanin), which provides results on two scales: reactive and personal anxiety, where  $\geq 45$  is high anxiety,  $\leq 30$  is low.

Statistical processing of the data set was based on descriptive statistics methods (determination of mode and mean) and Pearson correlation analysis to identify interdetermination between the indicators of both methods.

During the experimental study, it was found that the sample is characterized by high indicators of hyperthymic ( $x=18.6$ ) and exalted ( $x=17.4$ ) accentuations, which creates the prerequisites for a high intensity of emotional response. A statistically significant positive relationship "Anxiety-Exaltation" ( $r=0.78$ ;  $p<0.01$ ) was verified, which proves that personal anxiety ( $x=43.8$ ) in this age period acts as an internal stimulus for affective outbursts. It is proven that exaltation is an "outlet" for accumulated anxiety. A negative correlation was found between hyperthymia and reactive anxiety ( $r=-0.45$ ), which allows us to interpret hyperthymia as an adaptive mechanism that reduces the subjective significance of stressful events through active social extraversion. The analysis revealed that the level of pedantry ( $x=7.9$ ) was significantly reduced, which, taking into account high anxiety, indicates a complicated ability of respondents to rationally structure their own emotions and experiences.

**Keywords:** early adolescence, character accentuations, personal anxiety, reactive anxiety, psychological determination, emotional stability, exaltation, hyperthymia, psychological adaptation.

**Introduction.** Early adolescence is one of the most important stages of personality development, as it acts as a kind of transition from childhood to maturity. This period is accompanied by qualitative changes in the intellectual and emotional spheres, the formation of a new level of self-awareness and an increased need for self-affirmation and self-determination [9]. However, the process of formation is often complicated by the emergence of anxiety states, which modern researchers consider as one of the typical features of the emotional sphere during this period. In psychology, anxiety is defined as a stable personality trait that reflects the tendency to regard a wide range of situations as threatening. An increased level of anxiety negatively affects the development of young men, forming self-doubt and a negative attitude towards their own "I". An important factor determining the emergence of such states is character accentuations - extreme variants of the norm, in which individual character traits are excessively strengthened. In adolescence and young adulthood, accentuations are very common (in 50–80% of people) and are a determining factor in many behavioral acts.

Scientists (K. Leonhard, A. E. Lichko, etc.) have proven that each type of accentuation has its own "weak points" or "places of least resistance". Psychological disorders and anxiety arise precisely when life situations or mental traumas are addressed to these "weak links" of a particular type of character [3]. For example, anxious, cycloid and emotionally unstable types show greater vulnerability to stress and a tendency to emotionally-oriented coping strategies, which only increases anxiety. Despite a significant number of studies (Ch. Spielberger, Yu. Khanin, A. Prikhozhan, etc.), the problem of the relationship between accentuations and anxiety in early adolescence requires further study to develop effective prevention and correction programs.

**Analysis of the problem and modern research.** The problem of psychological determination of anxiety states is considered through the specificity of character accentuations, which act as extreme variants of the norm. In early adolescence, anxiety often becomes a stable personality trait, which determines the tendency to perceive neutral situations as threatening. The main mechanism of anxiety is the presence of a "place of least resistance" or "weak link" in each type of accentuation. Psychological distress occurs when external stressors or traumatic situations are addressed to these vulnerable points [2]. For example, for certain character types, a situation of uncertainty about the future or assessment (exams) becomes a powerful determinant of high anxiety. The study of the relationship between anxiety and character traits is presented in the works of the following scientists: (K. Leonhard) - the founder of the concept of accented personalities, who identified 12 character types and described their selective vulnerability, (H. Schmishek) - the developer of diagnostic tools for determining the types of accentuations. (C. Spielberger) - the author of the classification of anxiety into situational (reactive) and personal, (Z. Freud) - the first to distinguish objective, neurotic and moral anxiety. (J. Taylor) - studied the levels of personal anxiety and their impact

on self-confidence, (R. Lazarus and S. Folkman) - developed the concept of coping strategies as ways to overcome stress that depend on character traits. Modern Ukrainian researchers: (Natalia Ryabukha) - established a direct correlation between a high level of anxiety and a stuck character type in students, (O. Kosyanova and A. Andreadaki) - proved that the hyperthymic type is prone to adaptive coping, while anxious and cyclothymic types more often use avoidance strategies. And this topic is also in the works of the following Ukrainian scientists (M. Afanasenko, I. Yastochkina, S. M. Tomchuk and M. I. Tomchuk, I. G. Koshlan and I. S. Mayor, G. M. Kantsur and L. P. Mishchykha, O. Yu. Ovcharenko) [9,8,7]. Thus, modern scientific thought is focused on studying how individual character traits (accentuations) determine the adaptive potential of the personality and its ability to resist anxiety states in crisis periods of development.

**Experimental part.** To identify the relationship between character accentuations and anxiety levels in early adolescence, the observation method was used, using Google-form to digitize data from the Leonhard-Shmishik Character Accentuations questionnaire and the Spielberg-Khanin questionnaire (SX). The study was conducted in a newly created group aged 15-18 years on the basis of a vocational educational institution as part of the adaptation program. 50 respondents participated in the study.

According to the results of the study of the level of anxiety according to the Spielberg-Khanin questionnaire, a comparative table is presented below, which demonstrates the difference between the internal tendency to anxiety (OT) and the current state of tension (RT). Fig. 1

Analyzing the data obtained, it can be said that every second respondent in the group has a tendency to experience (OT), which indicates a stable tendency to perceive the world as threatening (48%). This indicates a deep internal tension, which is part of their character. However, the other half of the respondents recorded a moderate level of personal anxiety, which indicates an optimal zone where anxiety performs a mobilizing function (42%). Instead, only a small part of the sample experiences disorganizing tension at the moment of activity (16%). In turn, (64%) recorded a moderate level of manifestation, i.e. The vast majority of students in a testing situation maintain a working state. This indicates good adaptability: despite internal anxiety, they cope with current tasks. Table 1.

Fig.1

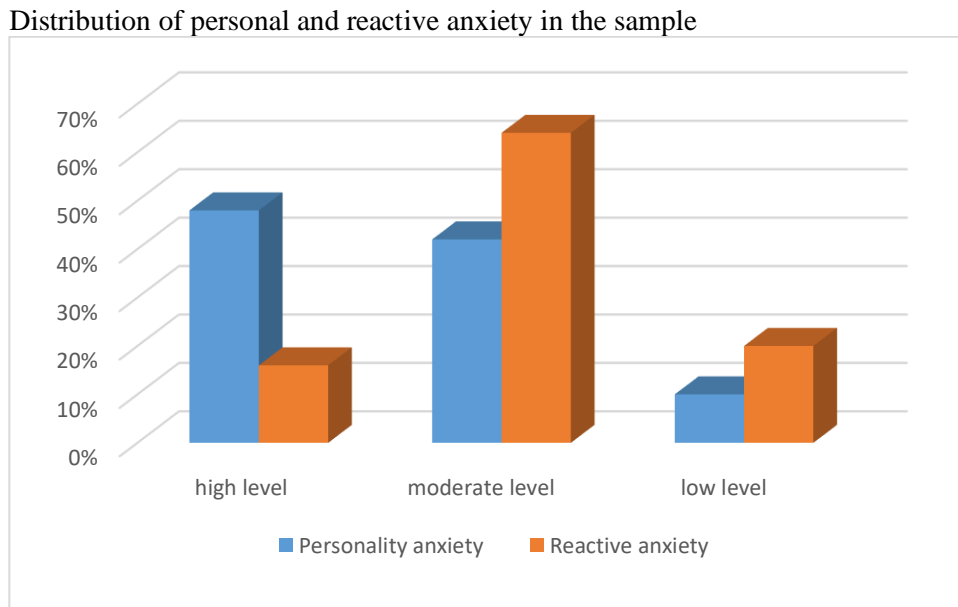


Table 1.

**Ratio of anxiety levels in percentage**

Anxiety level	Personality anxiety (PA)	Reactive anxiety (RA)
High ( $\leq 45$ points)	48% (24 people)	16% (8 people)
Moderate (31–44 points)	42% (21 people)	64% (32 people)
Low ( $\geq 30$ points)	10% (5 people)	20% (10 people)

Comparing the percentages reveals an important psychological phenomenon of your group: "Latent tension". While 48% of respondents are internally very anxious (PA), only 16% demonstrate this externally through reactive anxiety (RA).

This means that the group uses significant volitional resources to restrain their emotions. The largest percentage of moderate RT (64%) indicates that adolescents try to appear calm and balanced, even if inside they feel strong discomfort.

Such a gap (48% of high PA versus 16% of high RA) indicates a high risk of psychosomatic disorders, since emotional energy does not find a way out, but is "conserved" inside the personality.

According to the diagnostic data of Leonhard-Shmishik character accentuations, the following results were obtained. The profile was constructed taking into account the multiplication factor (according to the method of G. Shmishek), where an indicator of more than 12 points is considered accentuation, and more than 18 points is considered clear accentuation. Table 2

Table 2

**Indicators of the distribution of types of character accentuations of respondents according to the method of G. Shmishek (N=50)**

Accentuation type	Score	Proportion of people with accentuation (%)	Number of people (n)	Level of severity
Hyperthymic	18.6	84%	42	accentuation
Exalted	17.4	72%	36	accentuation
Excitable	15.2	56%	28	accentuation
Cyclothymic	14.1	44%	22	accentuation
Demonstrative	12.5	38%	19	accentuation
Stuck	10.4	28%	14	norm
Anxious	9.8	18%	9	norm
Dysthymic	9.2	14%	7	norm
Emotional	8.6	22%	11	low
Pedantic	7.9	8%	4	low

In the study, the dominant type of accentuation in the sample is hyperthymic (84%): The indicator is almost total for the group, which indicates that energy and sociability are basic social norms in this environment. High activity acts as a compensator, "silencing" internal anxiety. A high percentage (72%) of the manifestation of the exalted type confirms that most young people are prone to intense, "peak" experiences. A tendency to rapid mood changes from "unearthly happiness" to "deep despair". Any event is perceived as extremely significant.

Moderate accentuations are characteristic of the following types of accentuations. Excitable type (28%), characterized by a tendency to impulsive reactions and conflict. In a state of irritation, loss of control over emotions is possible. Low threshold of patience. In combination with anxiety, it gives an aggressive type of defense. Cyclothymic type (44%) is characterized by the dependence of the internal state on the phases of mood. Periods of elation (hyperthymia) alternate with periods of depression. This makes the behavior of respondents unpredictable for others. Demonstrative type (38%) desire to be the center of attention, tendency to self-presentation. Often use emotional manifestations (exaltation) to attract attention to their person.

Weakly expressed accentuation features in the following types. Stuck type (28%) moderate tendency to form stable feelings. Teenagers are able to remember insults, but this does not turn into pathological suspiciousness. Anxious type (18%) it is important to note that according to Shmishek this score is low, but according to Spielberg (PA) it is high. This indicates that the anxiety in the group is not "quiet" (fear of the dark or loneliness), but is socio-affective. Dysthymic type (14%) tendency to pessimism is weakly expressed. The group is more active than apathetic.

It is necessary to take into account the deficits and risks associated with low indicators of pedantry (8%) only 4 people out of 50 have a tendency to order and systematicity. This indicates a total deficit of volitional regulation in the group.

The connection "Anxiety-Accentuation": Since 48% have high PA, and 72% - exaltation, we can say that in most cases anxiety is "masked" under bright emotions and turbulent activity.

Statistics in percentages confirm that the group is hyperthymic-exalted with a high background of personal anxiety. This creates a portrait of "energetic but vulnerable" youth who need to be taught self-regulation techniques and rational planning. Table 3

Table 3.

**Summary analysis of levels of personal and reactive anxiety and frequency distribution of character accentuations according to the results of empirical research**

Correlation pair	Pearson's coefficient (r)
Exaltation+ PA,	0,778, p < 0,01
Excitability+ RA	0,624, p < 0,01
Anxiety+ PA	0,819, p < 0,01
Pedantry+ RA	-0,023, p < 0,05
Hypertimacy+RA	-0,449, p < 0,05

Exaltation + PA ( $r = 0.778$ ) - the higher the ability to exaltation, the deeper the personal anxiety. This is the strongest relationship in the study. It means that personal anxiety in this group is not "quiet" or depressive. It is externalized. High PA (43.8) constantly "feeds" exaltation (17.4). Any internal anxiety instantly turns into a violent emotional reaction.

Excitability + RA ( $r = 0.624$ ) - high activity reduces the level of situational anxiety. Anxiety at the moment of activity provokes outbursts of irritability. This relationship explains the mechanism of conflict in the group. When the level of situational tension increases, individuals with an excitable accentuation do not "freeze" from fear, but switch to active, often aggressive defense.

Anxiety + PA - Mutual validation of methods (confirmation of the reliability of the data).

Pedanticism + RA ( $r = -0.023$ ) - Low pedantry does not allow anxiety to become constructive.

Hyperthymia + RA ( $r = -0.449$ ) - negative correlation indicates an inverse relationship: the more active and energetic (hyperthymia) a young person is, the less stress he feels here and now. Hyperthymia works as a psychological defense - "escape" from anxiety into activity or communication.

Based on the empirical study conducted, it can be argued that. The psychological profile of the sample of early adolescence is determined by a complex interweaving of high natural energy and pronounced emotional vulnerability. The central feature of the group is the dominance of hyperthymic and exalted types of accentuations, which forms a tendency to intensively experience events and constantly seek external activity. At the same time, the identified high level of personal anxiety indicates that this activity is often a form of psychological protection aimed at compensating for internal anxiety. The statistically significant correlation between exaltation and anxiety confirms that the emotional outbursts of adolescents are a direct consequence of their internal tension, which does not find a rational outlet due to critically low indicators of pedantry and self-control. The lack of systematic behavior becomes the main factor of maladaptation, since adolescents feel anxiety due to future challenges, but do not have an internal resource for their systematic solution. Thus, the main vector of psychocorrectional work should be aimed at the development of volitional regulation and skills of structuring activity, which will reduce the level of personal anxiety by translating chaotic emotional reactions into a constructive direction. It is recommended to implement programs focused on rationalizing the emotional sphere and teaching time management techniques, which will ensure the harmonization of the characterological profile and increase the overall stress resistance of young people in the conditions of modern educational and social requirements.

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***Olena Lytvynenko***

Doctor of Psychology, Associate Professor  
Head of the Department of Practical Psychology  
Boris Grinchenko Kyiv Metropolitan University  
o.lytvynenko@kubg.edu.ua  
<http://orcid.org/0000-0003-2152-7285>

***Polina Boiko***

Master's degree candidate,  
Boris Grinchenko Kyiv Metropolitan University  
pvboiko.fpsrso24m@kubg.edu.ua

**THE RELATIONSHIP BETWEEN EMOTIONAL DISORDERS AND EATING BEHAVIOUR IN ADULTS UNDER MARTIAL LAW**

**АНОТАЦІЯ.** Статтю присвячено комплексному теоретичному та емпіричному аналізу зв'язку емоційних порушень і харчової поведінки дорослих в умовах воєнного стану. Актуальність дослідження зумовлена тривалим впливом воєнного стресу на психоемоційний стан населення та зростанням ризиків дезадаптивних форм поведінки, зокрема у сфері харчування. У роботі здійснено аналіз наукових підходів до розуміння понять «емоційні порушення» та «харчова поведінка», окреслено їх основні види, психологічні механізми формування та специфіку проявів у дорослому віці за умов хронічного стресу та впливу травматичних подій.

Для реалізації завдань дослідження застосовано комплекс теоретичних методів (аналіз, узагальнення та систематизація сучасних психологічних джерел) і психодіагностичних методик, спрямованих на оцінку ключових емоційних станів та поведінкових змін. Використано шкалу тривоги Бека (BAI), анкету здоров'я пацієнта (PHQ-9), шкалу впливу подій (IES), а також авторський опитувальник, спрямований на виявлення особливостей харчової поведінки та змін маси тіла в умовах війни.

Емпіричні результати засвідчили, що значна частина респондентів має підвищені показники депресії та тривоги, що вказує на високий рівень емоційного дистресу, пов'язаного з переживанням воєнних подій. Водночас не встановлено прямого статистично значущого зв'язку між рівнем емоційних порушень і змінами маси тіла. Разом із тим виявлено, що особи зі схильністю до суїцидальної поведінки частіше демонструють коливання ваги та виражені зміни харчових звичок.

Отримані дані свідчать про складний, опосередкований характер взаємозв'язку між емоційними порушеннями, харчовою поведінкою та масою тіла. Перспективи подальших досліджень пов'язані з розширенням вибірки, застосуванням об'єктивних методів оцінювання та використанням лонгітюдного дизайну з метою розробки ефективних психопрофілактичних і корекційних програм.

**Ключові слова:** емоційні порушення, харчова поведінка, стрес, депресія, тривога.

The article is devoted to a comprehensive theoretical and empirical analysis of the relationship between emotional disturbances and eating behavior in adults under conditions of martial law. The relevance of the study is determined by the prolonged impact of war-related stress on the psycho-emotional state of the population and the increased risk of maladaptive behavioral patterns, particularly in the domain of eating behavior. The paper analyzes scientific approaches to the understanding of the concepts of emotional disturbances and eating behavior, outlines their main types, psychological mechanisms of formation, and specific features of manifestation in adulthood under conditions of chronic stress and traumatic events.

To achieve the research objectives, a combination of theoretical methods (analysis, generalization, and systematization of contemporary psychological literature) and psychodiagnostic tools aimed at assessing key emotional states and behavioral changes was employed. The study used

the Beck Anxiety Inventory (BAI), the Patient Health Questionnaire (PHQ-9), the Impact of Event Scale (D. Weiss, C. Marmar), as well as an author-designed questionnaire focused on identifying features of eating behavior and changes in body weight under wartime conditions.

The empirical findings indicate that a significant proportion of respondents demonstrate elevated levels of depression and anxiety, reflecting a high degree of emotional distress associated with exposure to war-related events. At the same time, no direct statistically significant relationship was found between the level of emotional disturbances and changes in body weight. However, respondents who exhibited a tendency toward suicidal behavior were more likely to experience weight fluctuations and pronounced changes in eating habits.

The obtained data suggest a complex and mediated relationship between emotional disturbances, eating behavior, and body weight. Further research with larger samples, the application of objective assessment methods, and a longitudinal design is required to deepen the understanding of these relationships and to develop effective psychopreventive and corrective interventions.

**Keywords:** emotional disorders, eating behaviour, stress, depression, anxiety.

**Introduction.** The full-scale invasion of Ukraine has been an event that has radically altered the socio-economic, cultural and psychological reality of Ukrainian society. Since the start of the full-scale invasion, a significant proportion of Ukraine's population has been exposed to numerous stressors that are having a negative impact on their physical and mental health. According to recent surveys, around 80% of citizens report increased nervousness and stress, 52% report symptoms of anxiety, and 47% of respondents note a decline in mood and sleep disturbances [1]. The prolonged impact of the conflict, forced displacement, the loss of loved ones, threats to life and the disruption of normal routines have become powerful stressors affecting not only the mental state of the population but also the overall pattern of behavioural responses, including eating habits. Eating behaviour is defined as the set of habits and practices relating to the consumption of food and drink that directly influence health and quality of life [2]. From a psychological perspective, it is viewed not merely as the satisfaction of physiological needs, but as a complex phenomenon that integrates not only the cognitive and social aspects of an individual's life, but also the emotional ones.

Theoretical foundations of the study. Emotions, as defined by K. Izard, encompass neurophysiological, phenomenological and motor-muscular aspects and perform an important adaptive function in the process of human interaction with the environment [3]. Basic emotions (joy, anger, fear, sadness, interest, etc.) are fundamental regulators of behaviour; they influence perception, thinking, decision-making and motivation. At the same time, emotional processes are closely interrelated: they can either enhance or, conversely, inhibit one another, which accounts for the complex structure of human affective responses. Disruptions in the functioning of this system lead to emotional maladjustment [4]. According to the classification of the American Psychological Association [5], emotional disorders are a group of mental disorders characterised by excessive or inappropriate emotional reactions to external events. These include depression, anxiety disorders, post-traumatic stress disorder (PTSD) and other conditions accompanied by emotional lability, aggression, feelings of helplessness and a loss of control over one's own emotions [6]. Domestic authors emphasise that emotional disturbances are the result of a disruption in the harmonious interaction of mental processes and manifest themselves both in the realm of internal experience and in behavioural reactions [7]. Their development is determined by a combination of social, biological and psychological factors, among which traumatic events experienced as a result of war are of particular significance.

An important aspect of emotional response is psychological defence, which is aimed at preserving the individual's inner equilibrium. However, in a state of prolonged stress or trauma, its mechanisms may take on a maladaptive character, manifesting through changes in behavioural strategies, in particular through disturbances in eating behaviour. Eating behaviour fulfils not only the biological function of satisfying the physiological need for food, but also a psychological one—it serves as a means of emotional regulation and compensation for internal tension [8]. Depression, anxiety and stress can alter eating habits and preferences, manifesting as changes in eating behaviour and potentially contributing to the development of disorders such as anorexia nervosa, bulimia or compulsive overeating [9].

The impact of war on the mental health of the adult population is complex and multifaceted. It encompasses not only traumatic events (losses, destruction, evacuation), but also secondary

consequences — social instability, economic crisis, and the breakdown of social ties — which create conditions for the development of long-term emotional disturbances and changes in behavioural patterns [10]. Thus, eating behaviour in wartime may reflect an individual's emotional state and serve as a kind of indicator of psychological and emotional health.

In view of the above, studying the relationship between emotional disturbances and eating behaviour is of great importance for the development of scientifically grounded recommendations and support programmes that contribute to the preservation of the population's physical and mental health in crisis situations and the prevention of maladaptive eating behaviour patterns.

With this in mind, the aim of our study was to identify the relationship between the level of emotional disturbances and the characteristics of eating behaviour in adults under martial law.

**Experimental section.** To investigate the relationship between emotional disturbances and eating behaviour in adults, we conducted an empirical study online using Google Forms. The study involved 34 participants aged 18 and over, of whom 26 were women (76.5%) and 8 were men (23.5%). The majority of study participants (97.1%) were civilians, with only one being an internally displaced person (IDP). Therefore, it can be said that this study concerns the situation of the civilian population of Ukraine specifically.

The following diagnostic tools were selected to investigate the link between emotional disturbances and eating behaviour in adults: the Beck Anxiety Inventory (BAI), the Patient Health Questionnaire (PHQ-9), the Impact of Events Scale (IES), and a self-designed questionnaire. Additionally, theoretical methods such as literature review and analysis were employed for the study.

The use of these methods allows for a comprehensive characterisation of the emotional state of the participants, in particular their levels of anxiety, depression and stress response, as well as tracing their influence on eating behaviour and weight fluctuations. This approach provides a deeper understanding of the mechanisms of emotional regulation and helps to identify individual differences in susceptibility to emotional or restrictive types of eating behaviour.

Emotional disorders encompass a range of psycho-emotional states, the most common of which are anxiety, depression and stress.

The issue of anxiety was first subjected to a thorough theoretical examination in the works of Sigmund Freud, particularly in his essay 'Inhibition, Symptom and Fear'. In this study, a clear distinction was made for the first time between the concepts of unease and anxiety. The founder of psychoanalysis defined anxiety as a specific emotional state characterised by feelings of helplessness, uncertainty and anticipation of danger [14]. According to Sigmund Freud, the primary function of anxiety lies in the psyche's protective role—in preventing the awareness of unwanted internal impulses and transforming them into socially acceptable forms of behaviour. The researcher emphasised that understanding the nature of anxiety could be the key to understanding the entire psychological structure of a person, as this phenomenon is central to the mechanisms of personality functioning. Theoretical concepts of anxiety were further developed in A. Beck's cognitive approach. According to his model of 'cognitive specificity', depressive and anxious states differ in the nature of their maladaptive thought processes. For individuals with depressive symptoms, thoughts of helplessness, failure, loss of perspective and self-blame are typical, whereas in anxiety, attitudes associated with the expectation of threat or danger predominate. Beck considered cognitive distortions to be the central factor in the onset of anxiety — a distorted perception of oneself and the surrounding world, which forms a 'vicious circle of anxiety', where emotional reactions reinforce negative beliefs, which in turn exacerbate the state of anxiety. To empirically measure this phenomenon, A. Beck developed the Beck Anxiety Inventory (BAI), which allows for a quantitative assessment of the severity of anxiety [12].

In scientific research, stress is viewed as a phenomenon with several aspects: as an external stimulus (stressor) that causes psychological and physiological tension; as a subjective psychological reaction manifested through emotional arousal and internal experiences; and as the body's physiological response to adverse factors [15]. Researcher H. Selye defined stress as a state of psychophysiological tension that arises under the influence of various factors and helps the body adapt to change. He identified three stages of stress—alarm, resistance and exhaustion—which demonstrate how adaptive resources are gradually depleted.

**Results and discussion.** Based on theoretical knowledge, we conducted an empirical study that analyzed the relationship between emotional disorders and eating behavior. In order to study the impact of a full-scale invasion on eating behavior and body weight, two additional items were included

in the questionnaire:

- Has your eating behavior changed since the beginning of the full-scale invasion?
- Has your weight changed since the beginning of the full-scale invasion?

The majority of respondents did not experience significant changes in their eating behavior. When asked “Has your eating behavior changed since the beginning of the full-scale invasion?” 64.7% of respondents indicated that their eating behavior had hardly changed, 20.6% indicated that it had not changed, and only 14.7% reported significant changes. Thus, the results indicate relative stability of eating habits among the participants in the study group. However, most respondents experienced a change in body weight. A detailed analysis showed that 41.2% of participants noted a slight increase in weight, 35.3% reported no change, 8.8% recorded a slight and significant decrease in weight, and 5.9% of respondents noted a significant increase in body weight. Thus, the data indicate the presence of moderate fluctuations in body weight among the participants of the study group.

To assess the emotional state of respondents within the study, the Beck Anxiety Inventory (BAI) was used. The results of the analysis showed that 8.8% of respondents demonstrated results within the normal range, another 8.8% had a mild level of anxiety, 38.2% of respondents demonstrated a medium level of anxiety, and 44.1% had a high level of anxiety. Thus, more than two-thirds of the study participants showed a medium or high level of anxiety, which indicates a significant level of emotional stress in the conditions of martial law.

The second tool for emotional diagnostics was the Patient Health Questionnaire (PHQ-9), which allows assessing the severity of depressive symptoms.

The results obtained indicate that the vast majority of respondents have a normal or mild depression. Also, the majority (83%) did not report having thoughts of self-harm. At the same time, 11% of participants indicated that they had such thoughts for several days, 8% — more than half the time, and 2.9% noted that such thoughts occurred almost every day. Additional analysis showed that among those who reported suicidal thoughts, respondents with a high level of anxiety on the Beck scale (No. 11, 19, 23, 24, 31) more often demonstrated changes in body weight — mostly in the direction of increase. In contrast, respondents with an average level of anxiety (No. 16, 21, 32) also reported changes in weight, but in a less pronounced form; one of them had a significant decrease in body weight.

We also conducted a correlation analysis, which revealed a statistically significant strong positive correlation between the level of depression (PHQ-9) and the level of anxiety (BAI) ( $r = 0.625$ ,  $p < 0.001$ ), which indicates a direct relationship: with increasing anxiety, symptoms of depression increase. In contrast, between the level of depression or anxiety and changes in eating behavior or body weight, very weak or weak negative correlations were observed ( $\rho$  from  $-0.03$  to  $-0.16$ ), which were not statistically significant ( $p > 0.05$ ). This indicates the absence of a direct linear effect of emotional disorders on eating behavior and body weight in the studied sample.

The study also analyzed the relationships between psychological indicators (levels of depression and anxiety), changes in eating behavior and body weight, as well as the impact of stressful/traumatic events on the IES-R scale.

Statistically significant moderate and strong positive linear correlations were established between the level of depression and the total score of the impact of events ( $r = 0.59$ ,  $p < 0.001$ ), between the level of anxiety and the total score of the impact of events ( $r = 0.66$ ,  $p < 0.001$ ), as well as between depression and symptoms of hyperarousal ( $r = 0.61$ ,  $p < 0.001$ ) and intrusive memories ( $r = 0.51$ ,  $p = 0.002$ ). This indicates a direct relationship between the experienced stress and the severity of depressive symptoms, intrusive thoughts and hyperarousal in the respondents.

**Conclusions.** The study allowed us to outline key trends in the psychological state and eating behavior of the civilian population of Ukraine during wartime. Despite the fact that most respondents did not record significant changes in eating behavior, about half of the participants noted a change in body weight, mainly in the direction of its increase, which indicates a possible indirect effect of the emotional state on physical indicators through hidden coping mechanisms. Analysis of anxiety and depression levels showed that a significant part of the respondents is at an average or high level of anxiety. Statistically significant correlations were found between the level of depressive symptoms and anxiety, as well as between depression and subjectively experienced traumatic stress (according to the event impact scale). The relationship between manifestations of depression and intrusive memories, as

well as symptoms of hyperarousal, is especially pronounced. Prospects for further research include focusing on expanding the sample and using a comprehensive toolkit that allows considering various aspects of the emergence of eating disorders and emotional disorders. Among the changes in the study, one can single out the use of a longitudinal research method, the inclusion of BMI to increase its objectivity, and the addition of methods regarding the self-perception of the individual.

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*Snizhana Marchyk*

Vinnytsia, Candidate of Psychological Sciences

kucheryava\_snizhana@ukr.net

ORCID-ID: 0000-0001-8530-3702

## **THEORETICAL APPROACHES TO THE STUDY OF EMOTIONAL INTELLIGENCE IN PSYCHOLOGY**

**Анотація.** Стаття присвячена теоретичному аналізу поняття емоційного інтелекту. Наведено огляд різних теоретичних підходів до вивчення емоційного інтелекту, що застосовуються зарубіжними та вітчизняними вченими. Особлива увага приділяється зарубіжним концепціям розуміння емоційного інтелекту, їхнім спільним та відмінним позиціям щодо структури та генезису його розвитку, оскільки початок досліджень цього поняття було покладено саме зарубіжними вченими. Значна увага приділяється проблемі актуальності недостатнього вивчення емоційного інтелекту та його впливу на особистість на сучасному етапі розвитку суспільства. Також підкреслюється доцільність вивчення емоційного інтелекту на сучасному етапі розвитку психологічної науки в Україні. Доведено, що проблема емоційного інтелекту не є новою в українській науковій літературі, а необхідність вивчення емоційного інтелекту вимагає глибшого аналізу цього поняття на сучасному етапі розвитку науки. У статті також описано перші теоретичні та емпіричні дослідження емоційного інтелекту. У статті проаналізовано та описано погляди різних вчених на класифікацію емоційного інтелекту протягом історії вивчення цього поняття. У статті описано поняття емоційного інтелекту, як його розуміють зарубіжні та вітчизняні вчені протягом усього періоду розвитку психологічної науки. Водночас дослідження феномену емоційного інтелекту призвели до розвитку уявлень про взаємозв'язок когнітивних та афективних процесів. Теоретичний аналіз наукової літератури вказує на те, що в сучасній психологічній науці існує проблема множинності концепцій та визначень емоційного інтелекту. Доведено, що серед вчених немає єдиної думки щодо розуміння сутності емоційного інтелекту, незважаючи на велику кількість досліджень, проведених з плином часу. Для успішного формування та розвитку необхідно розуміти, що стоїть за цим поняттям, тому в представленому матеріалі розглядаються різноманітні теоретичні підходи до вивчення емоційного інтелекту. Перспективами подальших досліджень є більш детальне емпіричне вивчення впливу емоційного інтелекту на різні сфери життя.

**Ключові слова.** Емоційний інтелект, наукові дослідження, психологічний аналіз, форми інтелекту, здібності.

**Abstract.** The article is devoted to the theoretical analysis of the concept of emotional intelligence. Various reviews of theoretical approaches to the study of emotional intelligence among foreign and domestic scientists are presented. Particular attention is paid to foreign concepts in the understanding of emotional intelligence, its common and different positions on the structure and genesis of development, because the beginning of research on this concept was laid by foreign scientists. Much attention is paid to the problem of the urgency of insufficient study of emotional intelligence and its impact on the individual at the present stage of development of society. The expediency of the study of emotional intelligence at the present stage of development of psychological science in Ukraine is also emphasized. It is proved that the problem of emotional intelligence is not new in the Ukrainian scientific literature, and the need to study emotional intelligence requires a deeper analysis of this concept at the present stage of development of science. The article also describes the first theoretical and empirical studies of emotional intelligence. The article analyzes and describes the views of various scientists on the classification of emotional intelligence throughout the history of the study of this concept. The article describes the concept of emotional intelligence as foreign and domestic scientists throughout the period of development of psychological science. At the same time, studies of the phenomenon of emotional intelligence have led to the development of ideas about the relationship of cognitive and affective processes. The theoretical analysis of the scientific literature indicates that in modern psychological science there is a problem of multiple concepts and definitions of emotional intelligence. It is proved that there is no consensus among scientists on understanding the essence of emotional intelligence, despite the large amount of research over time. For

successful formation and development it is necessary to understand what is behind this concept, so the presented material considers a variety of theoretical approaches to the study of emotional intelligence. Prospects for further research are a more detailed empirical study of the impact of emotional intelligence on various areas of life.

**Keywords.** Emotional intelligence, scientific research, psychological analysis, forms of intelligence, abilities.

**Introduction.** The problem of studying emotional intelligence, oddly enough, continues to be one of the most relevant in psychology. The current development of reforming education in Ukraine of the current generation is aimed, first of all, at the harmonious growth of the personality. Creating a favorable educational environment for the realization of each is an important task of today. Nevertheless, this issue is inextricably linked with educational programs or additional educational classes. That is, the focus is on developing the intellectual potential of the generation. However, at the same time, insufficient attention is paid to the study of the influence of spiritual intelligence on other personality characteristics, although a broader study of this psychological phenomenon is an extremely important task of Ukrainian science in the 21st century.

Studying the influence of emotional intelligence on personality is an important vector of research for psychological science, and for humanity in general. After all, determining the factors of its influence on the life of a person will reveal answers to many questions. Updated research, not only on age-related aspects of emotional intelligence, is very scarce at the current stage of development of Ukrainian psychology. This acute issue requires a more detailed solution not only from the side of psychology, but also in general. The most important reason, in our opinion, for the continuation of research on emotional intelligence is that its influence on personality has not been studied enough. This is a relevant direction of research at the moment, especially among Ukrainian scientists.

**The purpose of** the presented material is to theoretically analyze the concept of «emotional intelligence» in psychology.

**Theoretical foundations of the study.** The concept of «emotional intelligence», it can be argued, appeared in psychological science relatively long ago, but still attracts the attention of many scientists. The study of this psychological concept began in 1983, when researcher Howard Gardner described the first features of emotional intelligence in his famous monograph «Frames of mind». The scientist suggested that there is no single concept of «intelligence», but there are subtypes of intelligence that have a significant impact on the life of the individual as a whole. Therefore, based on his own research, Howard Gardner identified seven subtypes of intelligence: verbal, logical-mathematical, spatial, kinesthetic, musical and emotional. In turn, the emotional type was divided into intrapersonal and interpersonal. Interpersonal intelligence had already been described in the psychological literature, because this concept was called social intelligence, or in other words, social competence. The most important feature was that this concept of social intelligence characterized the ability of a person to interact with other people. Unlike the first type, intrapersonal intelligence was characterized, first of all, by the ability of a person to find himself, that is, to self-actualize in life, and also to have motivation to achieve success [12].

Scientists such as J. Meyer and P. Selovey [13,14] continued the understanding of the concept of emotional intelligence, which was initiated by Gardner. Scientists argued that a person who possesses emotional intelligence has five basic abilities. The first and most important is characterized by a person's awareness of his own emotions. It is this property that is leading in emotional intelligence, because the ability to manage and control his own emotions, regulate and reveal them begins from the time when a person understands the determinants of the emergence of his experiences. After all, the ability to realize his experiences, to understand their causes of occurrence allows a person to better not only cope with them, but also to understand the nature of their occurrence.

The next property of emotional intelligence has been described as the conscious management of one's own emotions. The ability to regulate personal emotions manifests itself in the form of a desire to calm oneself, reduce the anxiety that arises, or even irritability or anger. Individuals who do not have this characteristic are constantly in a state of distress and a desire to overcome their own negative emotions. In turn, individuals who have the ability to control and regulate their own emotions overcome emotional states much better and more effectively, and most importantly, faster.

The third component of emotional intelligence was characterized, first of all, as an opportunity to motivate oneself to activity, because it is realized in the individual's aspirations to direct one's own emotions in favor of achieving the goal of activity, to self-motivation for new achievements, to creative activity. That is why it is believed that self-control is a component of the aspiration to motivate the achievement of the goal. Its implementation is carried out in the form of the ability to postpone instant gratification for the sake

of achieving a more significant distant goal. Researchers believe that the aspiration of the individual and his ability to postpone the satisfaction of instant impulses is a very good basis for his further successful activity.

As for the fourth component of emotional intelligence, it is interpreted as recognizing and understanding emotions that may appear in other people. This ability is associated with the manifestation of empathy, because people who show it are more sensitive to weak social signs and this must be taken into account in communication [2]. The last - fifth component of emotional intelligence manifests itself in the form of the ability to maintain friendly relations with society. It was it that was analyzed by the authors, oddly enough, as a kind of art of a positive attitude towards other people. This is a very important social skill that is realized in a person's ability to cope with emotions that arise in the process of interacting with society. This subtype of emotional intelligence, also studied by other scientists, was called social intelligence. It determines not only a person's leadership abilities, but also his effectiveness in interpersonal communication. Because people who have a fairly high level of developed social intelligence have the ability to cope with the emotions that other people show in communication with them, and accordingly achieve great success in interaction [9].

Emotional intelligence, as analyzed by scientists, allows for the processing of all types of information that are combined with emotions. As well as the use of emotions themselves to facilitate various cognitive processes and solve problems or tasks that are urgent at a given moment. It is important that developed emotional intelligence even helps the person himself to be attentive to the smallest changes within himself and the environment. It is assumed that the use of even negative emotions can be both for one's own purposes and to control others to achieve a goal [10, p. 49].

American psychologist N. Hall, studying emotional intelligence, defined it as the ability to understand the differences between positive and negative emotions and even between different positive emotions, which helps to establish constructive dialogue and relationships [5].

He included emotional awareness, management of one's emotions, self-motivation, empathy, and the ability to recognize the emotions of other people in the composition of emotional intelligence. But researcher R. Bar-On explained that emotional intelligence is a set of emotional, personal and social abilities that affect the overall ability to effectively cope with the demands and pressures of the environment. He identified five components of emotional intelligence: 1) self-knowledge, awareness of one's own emotions and the related self-confidence, self-esteem, self-actualization, independence); 2) interpersonal communication skills based on empathy and social responsibility; 3) the ability to adapt, flexibility of response, constructive problem solving; 4) management of stressful situations, control of impulsivity, resistance to stress; 5) prevailing positive mood, happiness, optimism [4, pp. 32-34].

The ability to understand emotions means a person's ability to recognize an emotion, that is, to establish the very fact of the presence of emotional experience in oneself or in others; the ability to identify an emotion and find a verbal expression for it; understanding the reason that caused this emotion and the consequences to which it will lead. The ability to manage emotions characterizes a person's ability to control the intensity of emotions, primarily to muffle excessively strong emotions; to control the external expression of emotions; if necessary, to arbitrarily evoke one or another emotion [7].

Developed emotional intelligence performs a number of functions, among which I. Sobchenko identifies the following: interpretative - makes it possible to decipher emotional information and create one's own «explanatory dictionary of emotions»; regulatory - ensuring emotional balance and comfort of the individual and the adequacy of the external manifestation of emotions; adaptive and stress-protective functions are manifested in the actualization and stimulation of a person's mental reserves in difficult life situations; the activating function provides a flexible ability to congruence in communication. As a result of the development of emotional intelligence of the individual, emotional competence is formed, which is a set of knowledge, skills and abilities that allow making adequate decisions and acting on the basis of the results of intellectual processing of external and internal emotional information [7].

K. Petrides and E. Furnham (Petrides, Furnham, 2003) defined emotional intelligence within the framework of trait theory as a set of behavioral tendencies and the ability to recognize, process and use emotional information. This construct includes empathy, impulsivity and persistence, as well as elements of social intelligence [12].

Regarding emotional and social intelligence, there are various studies on this issue among scientists. Some consider emotional intelligence a substructure of social intelligence, but there are other opinions. Emotional intelligence is a broader concept, and social intelligence is one of its aspects. After all, in the studies of H. Weisinger, D. Goleman, R.K. Cooper, A. Savaf, emotional intelligence is considered a fundamental factor in the success of human life; in the works of S. Anderson, F.P. Dean and J. Ciarrochi -

as a prerequisite for mental and physical health. The role of emotional intelligence as a factor of productive socio-psychological adaptation of students was studied by S.P. Derevyanko; as an intrapersonal factor of effective socialization of youth by T.P. Shemyakina and S.A. Bogomaz; emotional intelligence was studied as a condition and factor of effective control activity by A. Petrovskaya, I.A. Yegorov, T.A. Pankova [8].

Nevertheless, the attention of researchers to the issues of emotional intelligence is attracted by the fact that this concept harmonizes well with the ideas of everyday psychology and expands the existing scientific results about the diversity of human abilities. This opinion is held by the scientist J. Carroll. After all, the concept of emotional intelligence theoretically reflects the idea of the unity of affective and intellectual processes. From the point of view of practice, this construct was developed in connection with the study of human success in various spheres of life and activity. The prospects and validity of using the concept of emotional intelligence are shown by many works conducted in various psychological disciplines [8].

Regarding the study of emotional intelligence in domestic psychology, the conclusions of the famous psychologist L. Vygotsky, who argued that, first of all, the development of emotions is parallel to their awareness, attract attention. According to his research, emotions in people are isolated from instincts and transferred to the sphere of the mental [1, p. 13], the following assumptions were obtained: 1) most human emotions are intellectually mediated; 2) there is a natural connection between emotional and intellectual processes of thinking; that the development of emotions occurs in unity with the development of thinking; 3) emotions participate in the regulation of thinking and its motivation (motivational and emotional regulation of thinking); 4) emotion is one of the components of thinking. [7, p. 54].

Ukrainian scientists are intensively engaged in research on emotional intelligence. It should be noted that the most famous in this field are such scientists as E. Nosenko, N. Kovryga, S. Derevyanko, M. Shpak, O. Lyashch, I. Matiykiv and others.

There are different definitions of the concept of «emotional intelligence» among Ukrainian scientists. For example, psychologist O. Lyashch notes that «emotional intelligence is understood as an intellectual ability associated with understanding and managing emotional manifestations of a person» [6, p. 330].

In turn, Ukrainian researchers N. Kovryga and E. Nosenko interpret the term «emotional intelligence» as follows: «intelligence not only raises us above our passions and weaknesses, but also helps to take advantage of our advantages, talents and benevolence» [9, p. 23].

Scientist A. Chetvertak-Burchak reveals EI as a predictor of the success of human life [10]. Another Ukrainian researcher (V. Zarytska) reveals the socio-psychological components of EI, including self-regulation and self-control of emotions, their understanding, and the use of emotions in communication and activity [3].

M. Shpak considers emotional intelligence as a personal resource for ensuring psychological well-being, and also offers a structural-functional model of EI, which is revealed at the sensory-perceptual, personal, cognitive, spiritual, and subjective levels [11].

Based on the empirical results obtained in the studies of E. Nosenko and N. Kovryga, they formulated the conclusion that the manifestation of emotional intelligence is mediated by the internal characteristics of the personality, and also identified five factors of emotional intelligence: indicators of the level of situational and personal anxiety; indicators of the level of self-esteem, tolerance for uncertainty, level of academic success and characteristics of the advantages that the subjects attributed to various behavioral strategies. [6, p. 330].

The ability to understand emotions allows you to accurately interpret the intentions, motives and state of communication partners, which is a decisive factor in the formation of friendly and long-term relationships. On the other hand, inappropriate interpretation of emotions can lead to distortion of communicative signals, increased tension and even a break in relationships [8]. An empathetic person is able to catch both overt and latent emotional manifestations, which allows him to be flexible in communication, avoid conflicts and show support. As I. Tolmachova notes, a high level of emotional plasticity, which includes empathy, self-control and the ability to sympathize, helps to maintain mutual understanding even in difficult situations [2].

**Conclusions.** Thus, the analysis of scientific literature indicates that both foreign and domestic scientists who have studied the concept of «emotional intelligence» in psychological science distinguish it as a complex construct. In turn, we are inclined to believe that emotional intelligence is a set of mental abilities for identifying, understanding and controlling emotions. This is an important integral characteristic of a person, which is manifested in his effectiveness in understanding emotions, generalizing their content, highlighting the emotional in interpersonal relationships, regulating emotions in such a way as to positively influence cognitive activity and overcome negative emotions that can interfere with communication or

prevent one from achieving one's own success. Some scientists have defined the concept of «emotional intelligence» as a substructure of social intelligence, but it differs from it in a special feature - it encompasses deep emotions that occupy an important place for personal growth.

Of course, the peculiarity and complexity of scientific research is that at this stage of development of psychology in Ukraine, there is no meaningful definition of the influence of emotional intelligence on certain characteristics and properties of the personality. Such issues are currently present both among Ukrainian and foreign scientists. Despite the contradictions in the interpretations of scientists, who in turn are trying to supplement the phenomenon with new aspects, the study of this phenomenon continues and this is a relevant and necessary vector of research for science.

Emotional intelligence, unlike intelligence, not only determines the activity of all cognitive processes, but also gives this process an emotional coloring, which leads to a more qualitative, efficient and productive work of the course of its internal mechanisms. Emotions in the structure of emotional intelligence acquire the ability to express and reproduce at the cognitive level. At the same time, they are modified, adapted and filled with understanding of the specific activity performed by a person.

**Prospects for further research** lie in a more detailed empirical study of the influence of emotional intelligence on various spheres of a person's life.

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**Iryna Melnyk**

PhD, Senior Lecturer, Psychologist

[iryname1nyk2023@gmail.com](mailto:iryname1nyk2023@gmail.com)

<https://orcid.org/0000-0001-5340-8358>

## THE IMPACT OF MASS MEDIA ON THE EMOTIONAL STATE OF ADOLESCENTS IN WARTIME

**Анотація.** Мета статті — провести теоретичний аналіз та емпіричне дослідження впливу засобів масової інформації на емоційний стан підлітків у воєнний час. У статті розглядається сутність інформаційного та психологічного впливу, визначаються особливості сприйняття підлітками медіа-контенту, а також окреслюються основні психологічні наслідки деструктивного інформаційного впливу в умовах збройного конфлікту. **Методологія.** Дослідження проводилося з використанням комплексу психодіагностичних методів, зокрема тесту «Рівень емоційної стабільності» (Е. Тарасов), методу SAN (самопочуття, активність, настрої), Чотиримодального опитувальника емоційного стану (Л. Рабінович) та Шкали тривожності Спілберґера–Ханіна. Застосовано експериментальний підхід, що передбачав порівняння показників емоційного стану підлітків до та після перегляду інформаційних відеоматеріалів. **Наукова новизна.** Обґрунтовано роль засобів масової інформації як чинника інформаційного та психологічного впливу в контексті гібридної війни. У дослідженні визначено специфічні особливості емоційних реакцій підлітків на медіаконтент, пов'язаний з війною, та продемонстровано, що інтенсивний вплив ЗМІ призводить до зниження емоційної стабільності, підвищення рівня тривожності та посилення негативних емоційних станів, таких як страх, гнів і смуток. Встановлено, що недостатній розвиток критичного мислення підвищує вразливість підлітків до деструктивних інформаційних впливів. **Висновки.** Доведено, що засоби масової інформації суттєво впливають на емоційний стан підлітків у воєнний час, посилюючи тривожність, емоційну нестабільність та негативні переживання. Спостерігалось підвищення як ситуативної, так і рисової тривожності, погіршення настрою та зниження емоційної стабільності після впливу медіаконтенту, пов'язаного з війною. Отримані результати підкреслюють необхідність розвитку критичного мислення підлітків, навичок емоційної регуляції та заходів, спрямованих на забезпечення їх інформаційної та психологічної безпеки.

**Ключові слова:** засоби масової інформації, підлітки, емоційний стан, час війни, інформаційний та психологічний вплив, тривога, емоційна стабільність, психологічна травма, медіаконтент, інформаційна безпека.

**Abstract.** The purpose of the article is to provide a theoretical analysis and empirical study of the impact of mass media on the emotional state of adolescents in wartime. The article examines the essence of information and psychological influence, identifies the peculiarities of adolescents' perception of media content, and outlines the main psychological consequences of destructive informational influence under conditions of armed conflict. **Methodology.** The study was conducted using a set of psychodiagnostic methods, including the "Level of Emotional Stability" test (E. Tarasov), the SAN method (well-being, activity, mood), the Four-Modal Emotional State Questionnaire (L. Rabinovich), and the Spielberger–Khanin Anxiety Inventory. An experimental approach was applied, comparing indicators of adolescents' emotional state before and after exposure to informational video materials. **Scientific novelty.** The role of mass media as a factor of information and psychological influence in the context of hybrid warfare is substantiated. The study identifies specific features of adolescents' emotional responses to war-related media content and demonstrates that intensive media exposure leads to decreased emotional stability, increased anxiety levels, and the intensification of negative emotional states such as fear, anger, and sadness. It is established that insufficient development of critical thinking increases adolescents' vulnerability to destructive informational influences. **Conclusions.** It has been proven that mass media significantly affect the emotional state of adolescents in wartime, intensifying anxiety, emotional instability, and negative experiences. An increase in both state and trait anxiety, a decrease in mood, and reduced emotional stability after exposure to war-related media content were observed. The findings highlight the need to develop adolescents' critical thinking, emotional regulation skills, and measures aimed at ensuring their information and psychological safety.

**Keywords:** mass media, adolescents, emotional state, wartime, information and psychological influence, anxiety, emotional stability, psychological trauma, media content, information security.

**Introduction.** The relevance of studying the impact of mass media on the emotional state of adolescents in the context of modern warfare is обусловлена the intense information and psychological pressure accompanying wartime events, which significantly transforms the psycho-emotional well-being of the younger generation. Continuous exposure to traumatic media content, including news about hostilities, losses, and threats, acts as a powerful stressor that activates mechanisms of emotional dysregulation, increases anxiety levels, and disrupts adolescents' adaptive capacities.

In this context, mass media cease to be merely channels of information transmission and instead acquire the function of psychological influence, shaping emotional reactions, worldview orientations, and behavioral patterns. Under wartime conditions, the media space becomes an environment where information dissemination intertwines with manipulation, which is particularly dangerous for adolescents due to their insufficiently developed critical thinking and psychological defense mechanisms.

Under the pressure of information overload and destructive media content, states of chronic anxiety, fear, aggression, or emotional exhaustion may develop, creating risks for the emergence of psychotraumatic reactions and mental health disorders. Thus, studying the role of media in shaping the emotional state of adolescents in wartime is important both from a scientific and practical perspective, particularly for the development of effective strategies for psychological support and information security.

**Analysis of the problem and the essence of the study.** Contemporary research indicates that information and psychological influence is one of the key factors shaping the mental and emotional state of an individual, especially under conditions of armed conflict. An intensive information flow saturated with traumatic content activates stress responses, increases levels of anxiety, fear, and emotional tension, which is particularly evident during adolescence due to the insufficient development of psychological defense mechanisms and critical thinking.

Studies in the field of information warfare (I. Aristova, O. Baranov, K. Bieliakiv, V. Bryzhko, Ya. Zharkov, V. Petryk, M. Prysiazhniuk, N. Savinova) demonstrate that modern media function not only as sources of information but also as instruments of targeted influence on human consciousness and behavior. Information and psychological influence is implemented through mechanisms of suggestion, persuasion, and manipulation, leading to transformations in emotional states, distorted perception of reality, and changes in behavioral patterns [8; 2].

Clinical and psychological studies on the consequences of armed conflicts (Murthy R. S., Lakshminarayana R.) convincingly show that prolonged exposure to war-related stressors leads to the development of anxiety disorders, depression, post-traumatic stress disorder, and behavioral disturbances among children and adolescents. International research findings indicate that a significant proportion of adolescents living in conflict zones exhibit aggression, fears, emotional instability, and psychosomatic disturbances, confirming the profound impact of traumatic experiences on their psycho-emotional state [7].

At the same time, mass media play a crucial role in shaping adolescents' emotional states, especially in the context of hybrid warfare, where they are actively used as tools of propaganda and manipulation. Researchers (N. Vakulich, O. Horban, N. Semen) note that systematic exposure to destructive media content contributes to the formation of distorted value orientations, increased levels of aggression, fear, and anxiety, as well as disorientation in the social environment [3; 2; 4].

Thus, the essence of the study lies in identifying the specific features of the impact of mass media on the emotional state of adolescents in wartime, particularly changes in emotional stability, anxiety levels, and dominant emotional experiences under the influence of war-related media content.

**Theoretical foundations of the study.** Information and psychological influence is understood as a purposeful impact of information on an individual's consciousness and psyche, implemented through mechanisms of persuasion, suggestion, and manipulation, with the aim of transforming emotional states and behavioral responses. In the context of modern warfare, mass media act as powerful instruments of such influence, shaping adolescents' emotional experiences, worldview orientations, and behavioral patterns, often bypassing conscious control.

A key psychological mechanism underlying media influence is the activation of the stress response, which is accompanied by disturbances in emotional regulation processes. Theoretical and empirical studies indicate that prolonged exposure to traumatic events, including those mediated through mass media, leads to the development of anxiety, fear, aggression, and emotional instability. These effects are particularly pronounced in adolescence due to the immaturity of adaptive mechanisms. According to Murthy and

Lakshminarayana, long-term exposure to war-related stressors results in persistent changes in the psycho-emotional state of children and adolescents, including the development of post-traumatic stress disorder and other mental health disturbances.

The theoretical framework of the study is grounded in the concept of psychological trauma, which emphasizes that trauma is determined not only by the event itself but also by its psychological and emotional consequences for the individual. Psychological trauma is viewed as the result of affective experiences triggered by external stressors that disrupt the integrity of mental functioning and adaptive capacities. A critical factor is adolescents' limited ability to regulate their emotions effectively, which contributes to the formation of maladaptive responses such as avoidance, denial, and emotional detachment.

Within psychoanalytic and socio-psychological approaches (A. Adler, C. G. Jung, E. Erikson), destructive personality changes are interpreted as the result of interaction between the individual and the social environment, a process that becomes particularly intensified under conditions of informational pressure and armed conflict. Media influence, amplified by propaganda, contributes to the formation of a distorted perception of reality, where adolescents' emotional responses are shaped not only by actual events but also by imposed interpretations.

Thus, the theoretical foundations of the study are based on the interrelation between information influence, stress responses, and disruptions in emotional regulation, which collectively determine the emotional state of adolescents in wartime.

**Experimental part.** To investigate the impact of mass media on the emotional state of adolescents in wartime, a confirmatory experimental design was employed. The study involved a comparative analysis of adolescents' emotional states before and after exposure to informational video materials related to wartime events.

The research was conducted using a комплекс psychodiagnostic methods, including the "Level of Emotional Stability" test (E. Tarasov), the SAN method (well-being, activity, mood), the Four-Modal Emotional State Questionnaire (L. Rabinovich), and the Spielberger-Khanin Anxiety Inventory. These instruments made it possible to assess changes in emotional stability, emotional reactivity, dominant emotional states, and levels of both state and trait anxiety.

The experimental procedure consisted of two stages: initial assessment of the participants' emotional state, followed by exposure to video content reflecting wartime realities (including fragments of informational марафон and materials related to internal and external state policy), and subsequent повторне вимірювання показників. This design allowed for identifying the dynamics of emotional responses under the influence of media content.

The study was conducted in accordance with ethical standards of psychological research. Participation was voluntary, and respondents were informed about the purpose and procedures of the study.

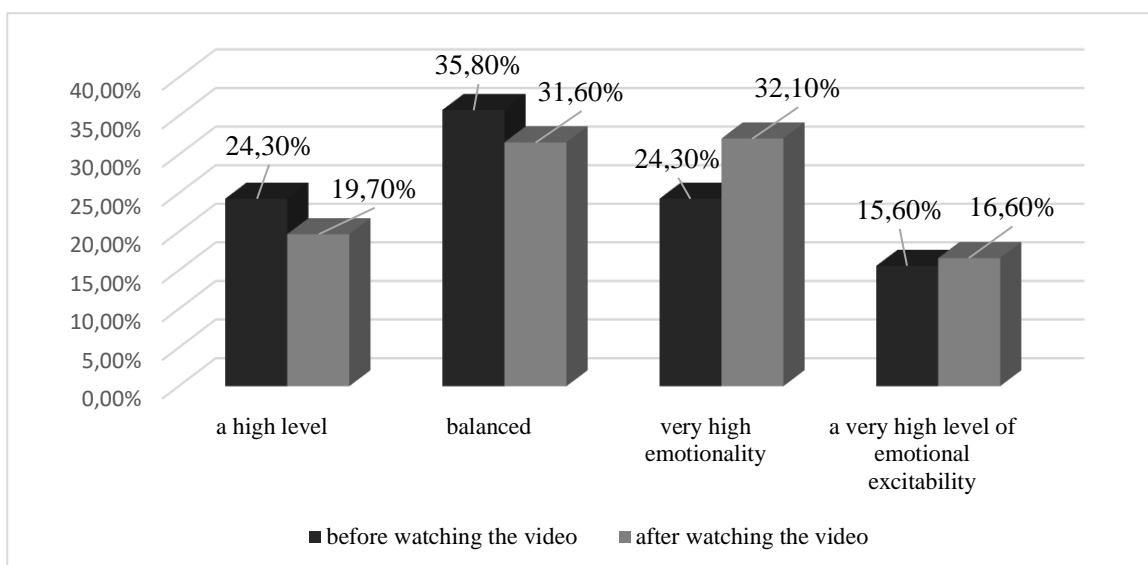
**Results and Discussion.** As a result of the experimental study using the "Level of Emotional Stability" test (E. Tarasov), it was found that before viewing the video material, 24.3% of participants demonstrated a high level of emotional stability, whereas after viewing the video this indicator decreased to 19.7%. Emotional stability is manifested in the ability of the psyche to maintain a high level of functional activity under the influence of stressors, both as a result of adaptation and due to a well-developed level of emotional-volitional self-regulation. Owing to emotional stability, participants are able to regulate their emotions and cope with heightened emotional arousal while performing complex tasks and functioning under difficult life conditions.

A balanced emotional state was identified in 35.8% of participants before viewing the video and in 31.6% after exposure to the proposed video material. This state is reflected in the respondents' ability to control the level of emotional tension through an adequate assessment of the situation and their own capabilities.

An increased level of emotionality was observed in 32.1% of participants after viewing the video material, which significantly differs from its manifestation before viewing (24.3%). This indicates that the video content triggered an emotional surge among the participants. It can be assumed that this group is more susceptible to stressors, which may manifest in difficulties in regulating their emotional states.

It is also worth noting that some participants demonstrated a very high level of emotional excitability. In this group, the indicators before and after viewing the video did not show significant differences (15.6% and 16.6%, respectively). These participants tend to react intensely to stressors and experience difficulties in adapting to challenging circumstances and changes in the surrounding environment.

The indicators of adolescents' emotional stability before and after viewing the video material are presented in the diagram in Figure 1.



**Fig. 1. Indicators of adolescents' emotional stability before and after viewing the video material (according to Tarasov's method).**

This figure significantly exceeds the typical 10–20% of respondents exceeding the clinical threshold of the EAT-26 in non-clinical populations [5], indicating a prevalence of body dissatisfaction, weight-based self-esteem, and heightened cognitive control over eating. The results are consistent with Fairburn's cognitive model, in which the central mechanism is the overvaluation of weight and body shape control [4].

On the dieting/restriction scale, 45 % of respondents demonstrate a moderate (40 %) or high (5 %) level, confirming the significant prevalence of restrictive cognitive attitudes in the sample. Psychologically, this reflects perfectionistic tendencies, fear of weight gain, a propensity for rigid self-control, and the internalization of the sociocultural thinness ideal.

Noteworthy are the results of 3,75% of respondents who exhibit a high level of bulimic manifestations, while 73,75% show a low level. This indicates a relatively low prevalence of the impulsive-compulsive pattern. Research shows that the Bulimia and Food Preoccupation subscale in non-clinical samples has lower internal consistency and a less clear factor structure [5].

Thus, in the studied group, it is not behavioral loss of control (overeating, purging) that dominates, but rather cognitive preoccupation with the topic of food and weight. This is characteristic of subclinical forms of the anorexic spectrum or so-called «normative» dietary attitudes [3].

The obtained data characterize the sample profile as cognitively restrictive, with a predominance of attitudinal components over behavioral symptoms. A high overall risk was identified in 28,75% of individuals, which, for a non-clinical sample, constitutes a significant indicator of psychological vulnerability.

In the structure of the disturbances, dietary attitudes dominate over bulimic manifestations: fear of weight gain, rigid control over eating, and the division of food into «allowed/forbidden». Impulsive episodes of overeating are minimal, indicating subclinical forms with cognitive fixation on control. The issue is internally determined: the sources are perfectionism and internal standards, rather than external pressure. Food serves a regulatory function—reducing anxiety through the implementation of control. Such a profile corresponds to the transdiagnostic model of Fairburn, in which the central mechanism is the overvaluation of weight and body shape, upon which self-esteem depends [4]. Restriction is considered the primary control strategy, whereas bulimic symptoms may emerge secondarily – as breakdowns following rigid constraints.

Thus, the studied sample demonstrates a moderate overall risk with a predominance of the cognitive component, indicating psychological vulnerability without established clinical disorganization. This state can be viewed as a latent phase, in which preventive psychoeducational and psychocorrective interventions may be particularly effective, as behavioral disturbances have not yet become entrenched as a stable pathological pattern.

Content analysis of self-monitoring food behavior diaries revealed a spectrum of eating disorder risks determined by war-related stress. As shown in Figure 2, the analysis of empirical data demonstrated a specific impact of the traumatic context on various components of eating behavior, manifested in the formation of maladaptive patterns.

According to the results of the SAN test, it was found that on the “Well-being” scale, a medium level predominated among the majority of participants both before and after viewing the video (48.8% and 51.7%, respectively). This suggests that, overall, the video material did not significantly affect their well-being, although the influence of negative events and constant exposure to stressors still had an impact on the respondents.

A high level of well-being was identified in 38.4% of participants before viewing the video and in 37.1% after. As the results indicate, there were no significant changes in this level before and after the experiment.

A low level of well-being was diagnosed in 12.8% of participants before viewing the video and in 11.2% after. These findings may indicate that even under difficult life conditions, respondents tend to seek positive aspects, which was also observed during the experiment. It is worth noting that some improvement in well-being was observed after viewing a segment related to the state’s foreign policy during wartime.

On the “Activity” scale, a medium level of activity was found in the majority of participants both before and after viewing the video (50.1% and 51.7%, respectively), with no significant differences identified. A high level of activity was observed in 14.1% of participants before and in 16.7% after viewing the video material. It should be noted that a considerable proportion of participants demonstrated a high level of activity before viewing the video (35.8%), while a slightly lower percentage (31.6%) was observed after viewing.

On the “Mood” scale, a medium level predominated in 48.8% of respondents before and in 51.7% after viewing the video. A high level of mood was identified in 38.4% of respondents before the experiment, which decreased to 26.9% after viewing the video material. A low level of mood was diagnosed in 12.8% of participants before and increased to 21.4% after viewing.

The results of the Four-Modal Emotional State Questionnaire (L. Rabinovich) indicate that fear was the dominant emotion among most participants before viewing the video material (35.8%), and this indicator increased after viewing (39.7%). These findings can be explained by the fact that participants are already continuously exposed to stressful conditions. It can be assumed that typical adolescent fears (such as fear of loneliness, social judgment, or ridicule) are supplemented by war-related fears, including fear of death and fear of losing loved ones. Therefore, fear was already dominant even prior to exposure to the video material.

In addition to fear, a significant proportion of participants demonstrated sadness both before and after the experiment (26.9% and 25.6%, respectively). This may be associated with experiencing difficult living conditions during wartime, the loss of a привычного життя, and a sense of uncertainty.

It is worth noting that after viewing the video material, the proportion of respondents for whom anger was the dominant emotion increased (from 19.4% to 25.6%). This may indicate that the video content activated negative emotional experiences, particularly anger. In this context, anger may reflect not only a negative attitude toward the war or external threats but may also be self-directed, associated with feelings of helplessness and inability to influence the situation.

Interestingly, some participants reported joy as a dominant emotion, although its prevalence decreased after the experiment (from 17.9% to 9.1%). This emotion may reflect psychological defense mechanisms, selective awareness of reality, or an attempt to maintain positive thinking in extreme conditions. However, after viewing the video material, this indicator significantly decreased and уступив негативним емоціям. This suggests that mass media influence adolescents’ emotions by intensifying negative experiences. The more intense and prolonged this influence is, the more difficult it becomes for adolescents to cope with negative emotional states.

The results of the Spielberger–Khanin Anxiety Inventory showed that on the “Trait Anxiety” scale, a high level predominated among most participants both before and after the experiment (44.8% and 51.7%, respectively), with a noticeable increase after viewing the video material. A medium level was identified in 35.8% of adolescents both before and after the experiment, while a low level decreased from 19.4% to 12.8%. Trait anxiety refers to a stable tendency to experience anxiety and worry without sufficient objective reasons. Under wartime conditions, elevated levels of anxiety are expected; however, adolescents prone to exaggeration and негативізм demonstrated even higher levels, confirming the negative impact of continuous media exposure.

It should be noted that the causes of trait anxiety operate at social, psychological, and psychophysiological levels. Social factors are related to communication difficulties; psychological factors involve distorted self-perception and internal conflict; psychophysiological factors are associated with the functioning of the central nervous system.

Unmotivated anxiety is characterized by an irrational expectation of negative events and constant tension, which reduces conscious control over behavior and brings this state closer to affect. Psychological determinants of anxiety may include internal conflict, unrealistic aspirations, insufficient goal clarity, anticipation of difficulties, and conflicting motivational tendencies.

On the “State Anxiety” scale, a high level predominated both before and after the experiment (46.3% and 53.8%, respectively), with an increase after viewing the video material. A medium level was also observed in a considerable number of participants, while a low level decreased significantly (from 19.4% to 7.8%). State anxiety reflects a situational emotional response characterized by tension, worry, and nervousness, which is expected under wartime conditions.

Thus, the results of the study indicate that mass media significantly affect adolescents, who, due to insufficiently developed critical thinking and active involvement in the information space, are unable to resist this influence. This is reflected in their behavior, emotions, and perception of reality.

Statistical analysis confirmed the presence of differences after viewing fragments of informational марафон and other video materials related to domestic and foreign policy during wartime across the following scales: balance ( $p \leq 0.467$ ), very high emotionality ( $p \leq 0.338$ ), high level of emotional stability ( $p \leq 0.367$ ), anger ( $p \leq 0.370$ ), joy ( $p \leq 0.489$ ), high level of trait anxiety ( $p \leq 0.267$ ), low level of trait anxiety ( $p \leq 0.732$ ), high level of state anxiety ( $p \leq 0.497$ ), and low level of state anxiety ( $p \leq 0.478$ ).

Overall, the statistical analysis confirmed significant differences after exposure to the video material across the following indicators: balance, very high emotionality, emotional stability, anger, joy, trait anxiety, and state anxiety.

**Conclusions.** The conducted empirical study made it possible to identify specific features of the emotional state of adolescents under conditions of chronic wartime stress and to determine the psychological mechanisms underlying the impact of mass media on their psycho-emotional sphere. The studied sample demonstrated a predominance of negative emotional experiences, particularly fear (an increase from 35.8% to 39.7%), anger (from 19.4% to 25.6%), and consistently high levels of sadness, indicating emotional tension and psychological destabilization.

It was established that exposure to war-related media content leads to a decrease in emotional stability (from 24.3% to 19.7%) and mood (a reduction in the high level from 38.4% to 26.9%), along with an increase in emotionality (from 24.3% to 32.1%), which reflects heightened affective reactivity. At the same time, the proportion of adolescents with a very high level of emotional excitability remained relatively stable, indicating the presence of a high-risk group with limited adaptive capacity under stress.

A key component of emotional destabilization is anxiety: the high level of trait anxiety increased from 44.8% to 51.7%, while state anxiety rose from 46.3% to 53.8%. This reflects the formation of a persistent anxiety-tension pattern, which is further intensified by continuous exposure to the information environment. In parallel, a decrease in positive emotional states was observed, particularly joy (from 17.9% to 9.1%), indicating the displacement of positive affect by negative emotional experiences.

The findings suggest that mass media in wartime function as a powerful factor of information and psychological influence, not only reflecting reality but also amplifying adolescents' emotional responses, contributing to heightened anxiety, fear, and emotional instability. Adolescents' vulnerability to this influence is обусловлена insufficiently developed critical thinking and emotional regulation mechanisms.

Statistical analysis confirmed the presence of significant differences after exposure to video materials across such indicators as emotional balance, emotionality, emotional stability, anger, joy, as well as trait and state anxiety, which indicates the systemic nature of media influence on adolescents' psycho-emotional state.

**Prospects for further research** should focus on an in-depth analysis of the mechanisms of adolescents' psychological resilience to information and psychological influence, particularly the development of critical thinking, emotional self-regulation, and media literacy as key protective factors.

It is also advisable to investigate individual psychological differences in responses to wartime media content, including age and gender characteristics, as well as to examine the long-term effects of the information environment on adolescents' mental health.

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**Viktor Aleshchenko,**

Doctor of Psychological Sciences, Professor, Vinnytsia Institute of Trade and Economics of the State University of Trade and Economics, Vinnytsia, tel.: +38 (0432) 55-04-38, ORCID: 0000-0003-1560-7318, e-mail: psihologiaroboca@gmail.com

**Oksana Dziuba,**

PhD in Economics, Associate Professor, Vinnytsia Institute of Trade and Economics of the State University of Trade and Economics, Vinnytsia, tel.: +38 (0432) 55-04-38, ORCID: 0000-0001-8635-451X, e-mail: o.dziuba@vtei.edu.ua

**Yuliia Kokarcha,**

PhD in Political Science (Candidate of Sciences), Associate Professor, Vinnytsia Institute of Trade and Economics of the State University of Trade and Economics, Vinnytsia, tel.: +38 (0432) 55-04-38, ORCID: 0000-0003-0874-3688, e-mail: y.kokarcha@vtei.edu.ua

### **SOCIO-PSYCHOLOGICAL MECHANISMS OF FORMING SUPPORT FOR POLITICAL LEADERSHIP IN UKRAINE**

**Анотація.** У статті здійснено соціально-психологічний аналіз формування підтримки політичного лідерства в сучасному українському суспільстві. Політичне лідерство розглядається не як формальна управлінська позиція або інституційно закріплений статус, а як психологічний процес впливу, що реалізується у взаємодії лідера з соціальними та політичними спільнотами. Такий підхід дозволяє зосередити увагу на внутрішніх психічних процесах, через які підтримка політичного лідера виникає, стабілізується та трансформується в умовах соціальної нестабільності, кризових викликів і цифровізації політичної комунікації.

Методологічну основу дослідження становить теоретико-аналітичний і системний підхід, що поєднує положення соціальної та політичної психології. У межах цього підходу політичне лідерство інтерпретується як форма групової взаємодії, зумовлена процесами соціальної ідентифікації, довіри, емоційного впливу, комунікативного конструювання смислів і персоніфікації політичних процесів.

Наукова новизна статті полягає в системному розгляді зазначених соціально-психологічних механізмів як взаємопов'язаної цілості, що забезпечує формування, закріплення та стабілізацію підтримки політичного лідера. На відміну від фрагментарних підходів, у яких аналізуються окремі психологічні чинники, у статті обґрунтовано, що ефективність лідерського впливу визначається сукупною дією ідентифікаційних, довірчих, емоційних і комунікативних процесів у груповій свідомості.

Зроблено висновок, що в умовах кризових викликів і цифрового середовища підтримка політичного лідера дедалі більше набуває психологічної та компенсаторної функції, спрямованої на зниження соціальної напруженості й відновлення відчуття стабільності. Соціально-психологічний підхід дозволяє глибше зрозуміти динаміку, можливості та межі політичного лідерства в сучасному українському суспільстві й створює теоретичне підґрунтя для подальших емпіричних досліджень у сфері політичної психології.

**Ключові слова:** довіра; емоційний вплив; персоніфікація політики; політичне лідерство; політична комунікація; соціальна ідентифікація.

**Abstract.** The article presents a socio-psychological analysis of the formation of support for political leadership in contemporary Ukrainian society. Political leadership is conceptualized not as a formal managerial position or an institutionally fixed status, but as a psychological process of influence realized through interaction between the leader and social and political communities. This approach makes it possible to focus on internal psychological processes through which support for a political leader emerges, stabilizes, and transforms under conditions of social instability, crisis challenges, and the digitalization of political communication.

The purpose of the article is to identify and analyze the key socio-psychological mechanisms underlying the formation of support for political leadership in the contemporary Ukrainian social space. The methodological framework of the study is based on a theoretical-analytical and systemic approach integrating concepts from social and political psychology. Within this framework, political leadership is interpreted as a form of group interaction shaped by processes of social identification, trust, emotional influence, communicative construction of meanings, and the personalization of political processes.

The scientific novelty of the article lies in a systemic interpretation of these socio-psychological mechanisms as an interconnected whole that ensures the formation, consolidation, and stabilization of support for a political leader. Unlike fragmentary approaches that focus on isolated psychological factors, the article substantiates that the effectiveness of leadership influence is determined by the combined action of identification, trust-based, emotional, and communicative processes within group consciousness.

It is concluded that under conditions of crisis challenges and digital environments, support for political leadership increasingly acquires a psychological and compensatory function aimed at reducing social tension and restoring a sense of stability. The socio-psychological perspective provides a deeper understanding of the dynamics, possibilities, and limits of political leadership in contemporary Ukrainian society and creates a theoretical basis for further empirical research in the field of political psychology.

**Keywords:** emotional influence; personalization of politics; political communication; political leadership; social identification; trust.

In the contemporary Ukrainian academic space, the problem of political leadership is increasingly interpreted from the perspective of social psychology; however, it is predominantly examined through individual psychological characteristics or isolated aspects of influence. An analysis of scholarly publications from 2021–2025 indicates that researchers' attention is focused on such psychological phenomena as trust, the image of the leader, emotional states, perception of communication, and the reactions of social groups under crisis conditions. At the same time, a systemic analysis of the socio-psychological mechanisms underlying the formation of support for a political leader as an integral process remains insufficiently represented.

The psychological prerequisites for the perception of a leader and the regulation of his or her behavior are examined in the works of M. Yaremchyshyn, who analyzes the phenomenon of psychological responsibility as an internal regulator of the actions of a political subject. The author focuses on personal mechanisms of self-control, awareness of the consequences of decisions, and internal behavioral consistency, which directly influence the formation of trust and the acceptance of a leader by social groups [10].

The socio-psychological features of the formation of a political leader's image are explored in the works of Yu. Malovanova, A. Rudnieva, and N. Mosol, where image is interpreted as a mental construct formed in the process of communication and determining emotional attitudes, expectations, and evaluations on the part of the audience. Within these studies, image emerges as a psychological mediator between the personality of the leader and social perception, activating mechanisms of emotional influence and personalization [3].

The issue of trust as a socio-psychological attitude is highlighted in the works of O. Palahniuk, where trust is considered as the result of the interaction of cognitive evaluations, emotional experiences, and social experience. These studies emphasize the psychological factors of the emergence and decline of trust, which is crucial for understanding support for leadership; however, trust itself is analyzed without integration with other mechanisms of group dynamics [4].

The psychological context of communication and message perception under crisis conditions is revealed in the works of H. Bukanov, where attention is focused on the psychological effects of informational influence, the peculiarities of message perception, and the emotional reactions of the audience. Although these studies do not directly focus on the personality of the leader, they provide an important foundation for analyzing the psychological mechanisms of communicative influence and the formation of emotional support [1].

Socio-psychological factors of political alienation and polarization are analyzed in the works of Z. Sievers, where these phenomena are considered as consequences of disrupted identification, decreased sense of involvement, and the weakening of psychological ties between the individual and social communities. Such studies are important for understanding the conditions under which support for a leader becomes unstable or fragmented [5].

The psychological features of behavior and emotional engagement in the online environment are examined in the works of N. Cherepovska, which analyze users' digital behavior and the role of content in shaping emotional reactions and social identification. These studies make it possible to consider online communities as a specific space for the actualization of psychological mechanisms of support and emotional influence [7].

The works of N. Shui are significant for the socio-psychological analysis of leadership, as they reveal mechanisms of emotional self-regulation and psychological resilience under conditions of increased stress. Although these studies focus on professional activity, their provisions are relevant for analyzing the

emotional influence of a leader and the ability to maintain psychological balance in interaction with social groups [9].

The psychological context is further complemented by the studies of O. Slobodyska, devoted to psychological reactions of individuals under conditions of crisis and traumatic social events. These works emphasize the role of emotional states and the need for security and stability, which form a demand for a figure capable of performing a stabilizing and consolidating function in the perception of social groups [6].

The reviewed scholarly works demonstrate the presence of significant research on individual psychological components of political leadership, in particular trust, the image of the leader, emotional influence, communication, and identification. At the same time, in contemporary Ukrainian psychological science, the issue of integrating these components into a coherent system of socio-psychological mechanisms for the formation of support for a political leader remains insufficiently developed, which determines the focus of this study.

**The aim of the article** is to identify and provide a socio-psychological analysis of the key mechanisms underlying the formation of support for a political leader in the contemporary Ukrainian social space.

Within the framework of this study, political leadership is considered as a form of socio-psychological interaction in which support is formed through a system of interrelated mechanisms: social identification, trust, emotional influence, communicative construction of meaning, and the personalization of political processes. Their coordinated action determines not only the emergence of support but also its stability or fragmentation under conditions of social instability and the digitalization of communication.

Support for a political leader has a group-based nature and is formed as a result of the alignment of individual evaluations with collective representations and emotional states. Its stability is determined by the nature of social identification, the level of trust, the intensity of emotional engagement, and the characteristics of communicative interaction.

To explain the stability and fluctuations of support, it is necessary to analyze the internal organization of the psychological mechanisms underlying its formation within group consciousness.

Support for a leader becomes stable when identification is reinforced by trust as a socio-psychological attitude. Trust performs a regulatory function by reducing the sense of uncertainty and psychological threat under conditions of social tension. As demonstrated by O. Palahniuk, trust is formed at the intersection of the emotional experience of security, cognitive evaluation of the consistency of actions, and prior social experience, which makes it a key resource for supporting authority. In the absence of trust, even strong identification remains fragmented and unstable.

The emotional component of support plays no less important a role than cognitive evaluations. Emotions provide rapid orientation within social reality and determine the group's readiness to accept leadership influence. Under crisis conditions, emotional reactions often precede rational comprehension, shaping the initial attitude toward political figures. Research by H. Bukanov [1] indicates that information messages saturated with emotional markers significantly enhance the effect of influence by activating collective experiences of fear, hope, or solidarity.

An important psychological factor of support is the perception of the internal consistency of the leader's behavior. The consistency of decisions and responsibility of actions are interpreted by the group as indicators of reliability, contributing to the consolidation of a positive attitude. M. Yaremchyshyn [10] emphasizes that the psychological responsibility of a political subject functions as an internal regulator of behavior, indirectly influencing the level of trust and acceptance by social groups. In its absence, support quickly transforms into situational or emotionally unstable forms.

In the digital environment, support for a leader is formed more rapidly and emotionally, as online communication accelerates identification processes and emotional engagement [7, p. 333].

Social identification is a fundamental psychological mechanism through which a political leader acquires significance for a social group. At the level of group consciousness, it ensures a sense of commonality, belonging, and symbolic unity, within which the figure of the leader is integrated into the image of the collective "we." Support arises not as a reaction to individual personality traits but as a result of attributing to the leader the function of representing group values, experiences, and expectations. Within such a psychological framework, the leader is perceived as a bearer of shared identity, which reduces critical distance and weakens the need for rational verification of his or her actions. Disruption of the identification link leads to increased alienation and the activation of oppositional emotions, as confirmed by the analysis of political polarization in the works of Z. Sievers [5, p. 150], where the breakdown of psychological belonging is considered a key factor in the destabilization of support.

Trust acts as a central mechanism of the psychological legitimation of leadership. It is formed as a stable socio-psychological attitude that combines the emotional experience of security, cognitive evaluation of consistency, and prior social experience of interaction. O. Palahniuk emphasizes that trust in political authority is not reducible to rational choice but is consolidated as an internal state of psychological readiness to accept influence and delegate responsibility. For the group, trust reduces the level of anxiety associated with uncertainty in the social environment and creates an illusion of control over the situation. In the absence of trust, even a symbolically strong leader image does not ensure stable support, as every action is interpreted through the prism of suspicion and threat [4, p. 127].

Emotional influence is a mechanism that ensures the rapid mobilization and consolidation of supporters. Emotions perform a regulatory function, directing behavior toward or away from the leader even before rational evaluations are engaged. In group dynamics, emotional states tend to resonate and spread, forming a shared emotional background. It is precisely this background that determines the willingness to support leadership initiatives or, conversely, to distance oneself from them. H. Bukanov demonstrates that in a crisis information environment, emotionally saturated messages possess significantly higher persuasive potential than neutral or analytical ones, as they activate basic psychological reactions such as fear, hope, or solidarity. In this context, emotional influence becomes a key resource of leadership, especially during periods of social tension [1, p. 74].

Communicative interaction functions as a mechanism for the formation and consolidation of psychological meanings. Through language, metaphors, symbols, and recurring narratives, the leader sets the frameworks for interpreting social events within which the group constructs its understanding of reality. Communication is not limited to the transmission of information but influences the structure of perception, determining what is considered significant, dangerous, or promising. Studies by Yu. Malovanova, A. Rudnieva, and N. Mosol show that the image of a political actor is formed as a mental construct that combines cognitive representations with emotional attitudes and becomes a foundation for group expectations [3]. Through communicative interaction, this image is stabilized and reproduced, acquiring the character of socially shared meaning.

The personalization of political processes acts as a mechanism of cognitive and emotional simplification of complex social reality. Social groups tend to focus on specific figures, as this reduces cognitive load and allows responsibility to be localized. Through personalization, the leader becomes the focal point of collective hopes, fears, and disappointments, which significantly enhances emotional engagement. At the same time, this mechanism increases the psychological vulnerability of support: any inconsistency with expectations is interpreted as a personal deficiency rather than as a consequence of systemic constraints. This is evidenced by studies of political alienation, where personalized disappointment is considered a factor in the sharp decline of trust.

The internal consistency and psychological responsibility of the leader function as a stabilizing mechanism of support. The perception of consistency in actions, the ability to understand the consequences of decisions, and the capacity to maintain emotional balance create a sense of reliability within the group. M. Yaremchshyn emphasizes psychological responsibility as an internal regulator of the behavior of a political subject, which indirectly influences trust and acceptance by social groups. The absence of this mechanism leads to the fragmentation of support and the intensification of situational emotional fluctuations [10, p. 80].

The influence of the digital environment alters both the speed and the form of operation of support mechanisms. Online communication reduces the distance between stimulus and response: identification and emotional engagement are activated rapidly, while reflective comprehension recedes into the background.

These mechanisms function as an interconnected system, within which the strengthening or weakening of one element reshapes the overall configuration of support.

In crisis conditions, social identification acquires a protective character. Belonging to a group serves to reduce anxiety and restore a sense of integrity, while the figure of the leader is perceived as the embodiment of this integrity. Identification becomes less associated with the sharing of programmatic positions and more with the emotional sense of "one's own." This intensifies the polarization of the social space, in which support for a leader becomes a marker of group loyalty. It is within this framework that Z. Sievers describes political alienation as a consequence of disrupted psychological belonging and weakened identification ties [5].

Under conditions of social instability, trust transforms from a rational attitude into an affective form of psychological support. It is based less on the verification of the effectiveness of decisions and more on the experience of emotional closeness and predictability. As shown by O. Palahniuk [4, p. 120], in situations

of high uncertainty, trust is formed more rapidly through repeated symbolic signals and emotional confirmations than through analytical reflection on the actions of authorities. This determines its ambivalence: support may be intense, yet at the same time vulnerable to emotional shifts.

In a crisis environment, emotional influence becomes the leading mechanism regulating attitudes toward the leader. Emotions not only accompany political perception but also determine its direction. Fear, hope, indignation, or empathy structure representations of social reality even before cognitive analysis is engaged. Studies by H. Bukanov indicate that in wartime and post-crisis information environments, emotionally saturated messages form stable affective reactions that are gradually internalized as personal beliefs. In such cases, emotional influence performs the function of collective emotional stabilization [1, p. 74].

Communicative interaction shifts from an explanatory to a narrative-affective mode: the key factors become the recognizability of meanings, emotional coherence, and the repetition of core images. The image of a political leader is stabilized through emotionally saturated narratives and serves as a foundation for group expectations [3, p. 113].

The personalization of political processes under crisis conditions intensifies and extends beyond mere cognitive simplification. Social reality becomes concentrated around a specific figure, creating a sense of comprehensibility and manageability of complex processes. The leader becomes the bearer of collective hopes and fears, which increases the level of emotional engagement. At the same time, personalization heightens the vulnerability of support, as disappointment in the leader is perceived as a loss of psychological support rather than as a consequence of systemic constraints.

The digital environment intensifies the operation of support mechanisms by reducing the distance between informational stimuli and psychological reactions. Repetitive images and emotional triggers are rapidly integrated into group consciousness, forming stable attitudes [7]. Under such conditions, support for a leader largely depends on the ability to maintain emotional resonance and symbolic unity.

In crisis and digital environments, support mechanisms retain their structure but change their mode of operation: the role of affective stabilization, symbolic unity, and the reduction of subjective uncertainty is strengthened.

Prolonged crisis experience transforms not only the intensity of support for a political leader but also its psychological quality. Under conditions of chronic threat, support increasingly performs a compensatory function related to the regulation of emotional states and the restoration of a sense of security. In this context, the leader is perceived as a figure that symbolically structures social reality and reduces the subjective sense of uncertainty, which is consistent with the conclusions of O. Slobodyska [6, p. 896].

The shift of support toward emotional stabilization increases its dependence on the psychological resources of the community. As emotional resources are depleted, sensitivity to symbolic signals that previously ensured consolidation decreases. Under such conditions, a rapid transition from affective acceptance to alienation becomes possible, with the latter having a predominantly emotionally defensive character.

Trust as a form of psychological legitimation of power acquires particular significance. It functions not only as an attitude toward a specific leader but also as a generalized orientation toward the acceptance of authority's influence. Yu. Shaigorodskiy demonstrates in his scholarly work that legitimation at the psychological level is based on the experience of the acceptability of authority as such, rather than solely on the evaluation of its effectiveness [8, p. 23]. Under conditions of prolonged crisis, this legitimation becomes vulnerable: a decline in trust is accompanied not merely by criticism but by a loss of internal readiness to recognize any form of leadership influence.

The combination of emotional exhaustion and the erosion of trust creates the limits of stability for socio-psychological mechanisms of support. Identification loses its protective potential, emotional influence ceases to perform a mobilizing function, communication is perceived as repetitive and lacking substantive content, and personalization transforms into a focus of disappointment. In such a configuration, support ceases to function as a stabilizing factor and begins to play a disintegrative role.

The socio-psychological analysis of support for a political leader demonstrates its group-based nature and its dependence on internal psychological processes formed within a shared symbolic space. It is constructed through psychological interaction between the leader and social communities, within which processes of identification, trust, emotional engagement, communicative construction of meaning, and the personalization of political reality play a decisive role.

Crisis and digital contexts do not alter the structure of these mechanisms but transform their mode of operation. Under such conditions, the role of support in reducing psychological tension and restoring a sense of security increases. Under prolonged stress, the importance of emotional and symbolic factors

grows, while cognitive evaluations lose their leading role. This increases the intensity of support while simultaneously reducing its stability.

The psychological limits of support are determined by the state of the community's emotional resources and the level of trust in leadership influence. Emotional exhaustion and the erosion of trust lead to an imbalance of mechanisms, as a result of which support may transform from a factor of consolidation into a source of alienation and disappointment. Under such conditions, political leadership loses its stabilizing potential and becomes vulnerable to sharp psychological fluctuations.

The obtained results expand the possibilities of socio-psychological analysis of political leadership in contemporary Ukrainian society and provide a foundation for further empirical research. A promising direction is the study of indicators of the functioning of each support mechanism in different social groups and digital environments, as well as the analysis of the conditions under which psychological interaction between the leader and the community remains stable or transitions into a phase of disintegration.

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*Serhiy Shandruk*

Doctor of Psychological Sciences, Professor, Professor of the Department of Psychology and Social Work, West Ukrainian National University, Ternopil (Ukraine)

[s\\_shandruk@ukr.net](mailto:s_shandruk@ukr.net)

[orcid.org/0000-0002-1544-622X](https://orcid.org/0000-0002-1544-622X)

## **PSYCHOSOCIAL ASPECTS OF CONFLICTUAL INTERACTION AMONG PERSONS WITH DISABILITIES IN CONTEMPORARY SOCIETY**

У статті здійснено теоретичний аналіз психосоціальних аспектів конфліктної взаємодії осіб з інвалідністю в сучасному суспільстві. Актуальність дослідження зумовлена необхідністю осмислення чинників, що ускладнюють міжособистісну взаємодію осіб з інвалідністю в умовах поширення інклюзивних практик і водночас збереження соціальних бар'єрів, стигматизації та дискримінаційних установок. Визначено, що конфліктна взаємодія осіб з інвалідністю є складним психосоціальним феноменом, який формується під впливом зовнішніх соціальних передумов і внутрішніх психологічних медіаторів. До основних соціальних чинників віднесено стигматизацію, дискримінацію, бар'єрність середовища, патерналістські установки та негативний попередній досвід взаємодії. Серед психологічних медіаторів виокремлено самоповагу, тривожність, страх неприйняття, довіру або недовіру до оточення, емоційну саморегуляцію. Показано, що взаємодія цих чинників зумовлює виникнення таких проявів конфліктної взаємодії, як образа, непорозуміння, захисні реакції, уникання контакту, відкритий або прихований конфлікт. Окреслено основні наслідки конфліктної взаємодії, серед яких емоційне виснаження, соціальна ізоляція, зниження довіри, пасивність і самоізоляція. Обґрунтовано значення психологічної підтримки, розвитку асертивності, формування інклюзивної культури та посилення соціальної підтримки як ресурсів конструктивного подолання конфліктної взаємодії. У статті запропоновано структурно-функціональну модель психосоціальних аспектів конфліктної взаємодії осіб з інвалідністю, яка відображає взаємозв'язок соціальних передумов, психологічних медіаторів, проявів, наслідків і ресурсів подолання. Зроблено висновок, що конфліктна взаємодія осіб з інвалідністю має багаторівневий характер і потребує комплексного психологічного та соціального осмислення.

**Ключові слова:** особи з інвалідністю, конфліктна взаємодія, психосоціальні аспекти, стигматизація, самоповага, соціальна підтримка, інклюзивна культура

**Abstract.** This article presents a theoretical analysis of the psychosocial aspects of conflictual interactions involving persons with disabilities in contemporary society. The relevance of the study stems from the need to comprehend the factors that complicate interpersonal interactions of persons with disabilities amid the expansion of inclusive practices, while social barriers, stigmatization, and discriminatory attitudes persist. It is established that conflictual interaction among persons with disabilities is a complex psychosocial phenomenon shaped by the influence of external social conditions and internal psychological mediators. Key social factors identified include stigmatization, discrimination, environmental barriers, paternalistic attitudes, and negative prior interaction experiences. Among the psychological mediators highlighted are self-respect, anxiety, fear of rejection, trust or distrust towards others, and emotional self-regulation. The interaction of these factors contributes to manifestations of conflictual behavior such as hurt feelings, misunderstandings, defensive reactions, avoidance of contact, as well as overt or covert conflicts.

The primary consequences of conflictual interactions are outlined, including emotional exhaustion, social isolation, diminished trust, passivity, and self-isolation. The study emphasizes the importance of psychological support, assertiveness development, fostering an inclusive culture, and strengthening social support as critical resources for constructive conflict resolution. A structural-functional model of the psychosocial aspects of conflictual interaction among persons with disabilities is proposed, illustrating the interrelations between social conditions, psychological mediators, manifestations, consequences, and coping resources. The article concludes that conflictual interaction involving persons with disabilities is a multi-level phenomenon that requires comprehensive psychological and social understanding.

**Keywords:** people with disabilities, conflict interaction, psychosocial aspects, stigmatization, self-esteem, social support, inclusive culture.

**Introduction.** Contemporary society, despite proclaiming principles of equality and inclusion, continues to maintain a number of social barriers and prejudices against people with disabilities, which complicates their full participation in interpersonal interactions. Social stigmatization, discriminatory attitudes, and unequal access to resources contribute to the emergence of tense and conflictual situations in various spheres of life—educational, professional, and everyday communication. Under such conditions, conflictual interactions acquire a systemic character and may manifest as social rejection, psychological pressure, or bullying, negatively affecting the psycho-emotional state of people with disabilities. Conflictual interactions involving individuals with disabilities have a complex psychosocial nature, as they are determined not only by individual psychological characteristics but also by the broader social context [5]. Features of self-perception, self-esteem, emotional regulation, and previous social experiences interact with external factors such as societal stereotypes, cultural norms, and institutional practices [6]. This results in varying intensity of conflict experiences and variability in coping strategies—from constructive forms of adaptation to maladaptive reactions that deepen social isolation and psychological vulnerability.

Despite the growing scientific interest in issues of inclusion and socialization of people with disabilities, the psychosocial aspects of their conflictual interactions remain insufficiently studied. Most studies either focus on socio-structural barriers or analyze individual psychological difficulties, which does not allow for a comprehensive understanding of the mechanisms of conflict formation and the specifics of their experience. The role of internal psychological resources in coping with conflict situations and their impact on psychological well-being also requires clarification [1]. The relevance of this research is determined by the need for a comprehensive analysis of the psychosocial aspects of conflictual interactions of people with disabilities. Studying the relationship between individual characteristics, social context, and coping strategies will contribute to the development of scientifically grounded approaches to psychological support, the enhancement of social integration, and the formation of an inclusive and tolerant society [2].

**The purpose of the article.** The aim of the article is to conduct a theoretical analysis of the psychosocial aspects of conflictual interactions of people with disabilities in contemporary society and to identify the main factors influencing their occurrence, course, and consequences [3].

**Analysis of Recent Research and Publications.** Issues concerning people with disabilities in contemporary scientific discourse are examined in terms of the social model of disability, inclusion, stigmatization, socio-psychological adaptation, and interpersonal interactions [4]. Theoretical foundations for understanding disability as a socially determined phenomenon are presented in the works of M. Oliver and T. Shakespeare, who emphasize the role of social barriers, discriminatory practices, and social exclusion. Significant for analyzing interpersonal interactions are also the ideas of E. Goffman regarding stigma as a factor complicating social contacts and creating tension in relationships. Contemporary studies by A. Ali, S. Kumar, I. Bertschi, and other scholars highlight the impact of stigmatization, self-stigmatization, social isolation, and negative social experiences on the psychological state of people with disabilities, their self-esteem, communicative behavior, and quality of interpersonal relationships [1].

In domestic research, issues of social inclusion and support for people with disabilities are addressed in the works of A. Kolupayeva, O. Taranchenko, O. Ovcharenko, and other researchers, who emphasize the importance of barrier-free environments, social support, and the development of constructive interaction.

At the same time, despite the significant number of studies, the psychosocial aspects of conflictual interactions of people with disabilities remain insufficiently explored. Insufficient research on this problem leads to increased social isolation, psychological discomfort, and reduced quality of life for people with disabilities. Studying the specifics of conflictual interactions will contribute to the development of effective approaches to social support and the integration of people with disabilities.

**Theoretical foundations of research.** Conflictual interactions of people with disabilities in contemporary society constitute a complex psychosocial phenomenon, shaped at the intersection of individual psychological characteristics and the social context. Conflictual interaction is understood as a process of confrontation between opposing interests, attitudes, or values, accompanied by emotional tension and capable of manifesting in both overt and covert forms. For people with disabilities, such interactions are often complicated by the presence of social stereotypes, stigmatization, and unequal opportunities in society, which increases the risk of destructive forms of conflict, including bullying. In this context, bullying can be considered a specific form of conflictual interaction characterized by systematic, repetitive aggressive actions and an imbalance of power between participants. Unlike situational conflicts, it creates a prolonged psychologically threatening environment in which the individual must constantly adapt to conditions of pressure and social rejection. For people with disabilities, this process is exacerbated by

discriminatory attitudes and social isolation, which significantly limit their ability to protect their rights and personal boundaries.

An important aspect of the analysis is understanding that conflictual interaction is not solely determined by the characteristics of individual participants. It is shaped within a system of social relations, where group norms, cultural perceptions of “difference,” and institutional practices play a significant role. In environments where tolerance is insufficiently developed, conflicts involving people with disabilities are more likely to take on a destructive character, accompanied by social exclusion and psychological pressure. This, in turn, affects the formation of a negative self-image, lowers self-esteem, and increases anxiety levels.

The experience of conflictual interaction largely depends on the individual’s subjective assessment of the situation. According to the cognitive appraisal approach, primary and secondary appraisal processes are crucial, during which an individual determines the degree of threat and the availability of personal resources to cope with it. People with disabilities who possess sufficient psychological resources—adequate self-esteem, well-developed emotional regulation skills, an internal locus of control, and support from their social environment—demonstrate more constructive coping strategies. At the same time, a deficit of these resources can lead to maladaptive reactions, such as avoidance, social withdrawal, or internalized aggression.

It is important to note that the experience of conflictual interaction has a cumulative nature. Repeated situations of social pressure or rejection gradually transform the cognitive and emotional structures of the individual. Stable expectations of negative attitudes from others are formed, the sense of control over the situation decreases, and anxiety and self-doubt increase. In the long term, this may lead to maladaptation, disruption of social connections, and deterioration of psychological well-being.

Coping strategies play a central role in the adaptation process. They are determined not by isolated personality traits but by their systemic organization. Constructive coping strategies, such as seeking social support, actively solving problems, or cognitively reappraising the situation, help reduce the negative consequences of conflict and maintain psychological stability. In contrast, maladaptive strategies, including avoidance or denial, may have a short-term protective effect but, in the long run, exacerbate feelings of helplessness and social isolation.

A resource-based approach is of particular importance, according to which the individual is viewed as an active agent capable of self-regulation and development even under social pressure. For people with disabilities, it is crucial not only to reduce the level of conflict in interactions but also to restore a sense of dignity, autonomy, and integrity of identity. Psychological resources—self-esteem, resilience, emotional competence, and social support—serve as key factors for effectively coping with conflict situations.

Equally important is the influence of the social environment on the nature of conflictual interactions. Tolerant attitudes and support from social institutions contribute to reducing conflict levels and fostering constructive patterns of interaction. At the same time, the absence of such conditions increases the risk of systemic conflicts and the entrenchment of negative social scenarios.

Conflictual interaction among people with disabilities is a multidimensional process that combines individual-psychological, social, and cultural factors. Its analysis requires a comprehensive approach that considers both external conditions and internal mechanisms of experience and coping. Psychosocial aspects of conflictual interaction should be examined through the combination of social and psychological factors, which do not exist in isolation but mutually reinforce one another.

Social factors primarily include stigmatization, discriminatory attitudes, environmental barriers, paternalistic treatment, social distance, and formal inclusion without genuine engagement in interaction. In many cases, a person with a disability is perceived not as an equal partner in communication but as an object of pity, care, or control. Such a stance from the social environment creates an asymmetry in interaction, where one party effectively assumes the right to define the needs, capabilities, and even decisions of the other. A conflict-generating factor is the violation of communicative equality, manifested in addressing not the person themselves but their assistants, doubting their competence, devaluing their opinions, imposing help without request, and ignoring the right to make independent choices. All these actions create a foundation for tension, resentment, protest, or covert alienation.

Psychological factors include heightened sensitivity to evaluation, anxiety, fear of rejection, distrust, low self-esteem, internal tension, and negative experiences from previous interactions. If a person has repeatedly encountered rejection, humiliation, ridicule, or at least doubt in their own abilities, this fosters expectations of negative treatment. As a result, even a neutral communicative situation may be perceived as potentially threatening or unfair.

A particularly important factor is the individual's self-attitude. When self-esteem is well-developed, a person more frequently demonstrates assertiveness, the ability to engage in dialogue, defend personal boundaries, and respond constructively to conflicts. Conversely, low self-esteem, internal insecurity, or feelings of inferiority may either increase emotional vulnerability during conflict or promote passive-avoidant behavior.

The psychosocial aspects of conflictual interaction among people with disabilities are multi-layered, encompassing both external social conditions and internal psychological mechanisms that mediate the course of conflict. In this regard, it is appropriate to present an authorial structural-functional model that reflects the main components of the phenomenon under study and the nature of the relationships between them (Fig. 1).

The structural-functional model reflects the interrelationship of the main components of conflictual interaction among people with disabilities. The model demonstrates that social conditions—such as stigmatization, discrimination, environmental barriers, paternalism, and negative interaction experiences—affect the individual through psychological mediators, including self-esteem, anxiety, fear of rejection, trust or distrust, and emotional self-regulation. These mediators, in turn, determine the corresponding manifestations of conflictual interaction, such as offense, misunderstandings, defensive reactions, avoidance of contact, and overt or covert conflict. The consequences of these processes may include emotional exhaustion, social isolation, reduced trust, passivity, and self-isolation.

At the same time, the model incorporates resources for overcoming conflictual interaction, including psychological and social support, the development of assertiveness, and the formation of an inclusive culture.

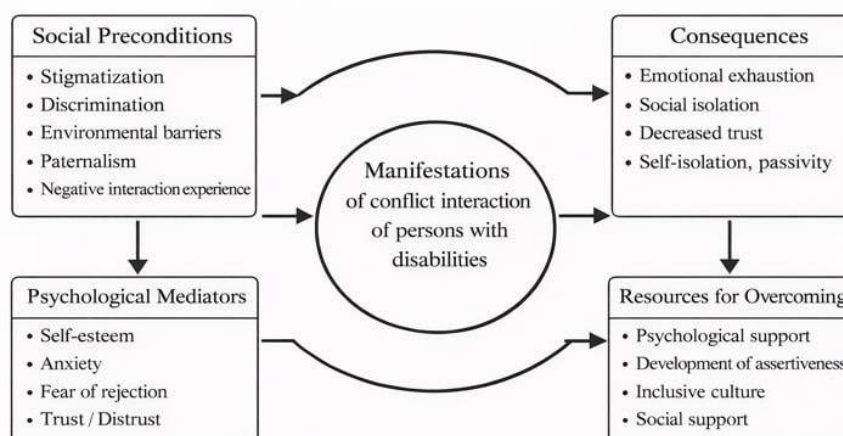


Fig. 1. Structural-functional model of psychosocial aspects of conflict interaction of persons with disabilities

Conflictual interaction among people with disabilities occurs across various social contexts, and in each of them, it takes on its own specific characteristics. In the family environment, conflicts typically arise due to overprotection, restrictions on autonomy, disregard for the right to independence, or, conversely, emotional neglect of the individual's needs. In educational settings, sources of conflict often include formal inclusion, low expectations, exclusion from active participation, and peers' lack of readiness for equitable interaction. In professional environments, conflict-generating factors include distrust of professional competence, discriminatory attitudes, limitations on career advancement, and symbolic or actual exclusion from collective engagement. In everyday social life, conflicts are caused by insensitivity to the needs of people with disabilities, unethical forms of communication, imposition of the role of "weak" or "dependent," and accessibility barriers.

Conflictual interaction has not only situational but also prolonged consequences for people with disabilities. At the emotional level, it can provoke feelings of offense, anxiety, frustration, helplessness, shame, and anger. At the cognitive level, it can form persistent expectations of negative treatment and an interpretation of the social environment as dangerous or hostile. At the behavioral level, it can lead to avoidance of communication, self-isolation, reduced initiative, and refusal to participate in certain activities. Particularly significant is that repeated experiences of conflict can exacerbate secondary social maladaptation. In other words, not only primary limitations but also the negative nature of social interaction

can become a source of additional difficulties in personal development, maintenance of self-esteem, and social inclusion.

Overcoming conflictual interaction among people with disabilities requires a comprehensive approach. It is important to strengthen self-esteem, assertiveness, emotional self-regulation, and the ability to defend personal boundaries and needs, which are internal resources of the individual, alongside social support, a safe communicative environment, a culture of respect for diversity, and the readiness of others for equitable interaction, which are external resources. Psychological support is especially important, aimed not only at addressing the consequences of negative experiences but also at developing the agency of people with disabilities. Educational initiatives for the social environment are also essential, as they help reduce stigmatization, overcome paternalistic attitudes, and establish a partnership model of communication.

The proposed structural-functional model allows not only a systematic description of the psychosocial characteristics of the emergence and development of conflictual interactions among people with disabilities but also the identification of key points for psychological intervention. Understanding how social conditions influence the individual through psychological mediators and the consequences this has in various areas of life opens pathways for targeted prevention and correction of destructive forms of communication.

**Conclusions.** The psychosocial aspects of conflictual interactions involving people with disabilities in contemporary society should be considered as a multi-level system, combining social conditions, internal psychological mediators, direct manifestations of conflict, its consequences, and coping resources. The proposed structural-functional model allows for a comprehensive understanding of the logic behind the emergence and development of conflictual interactions and can serve as a theoretical foundation for further empirical research and practical programs of psychological support for people with disabilities. Social conditions, such as stigmatization, discrimination, environmental barriers, paternalism, and negative interaction experiences, do not act on the individual directly but are mediated through internal psychological factors. These mediators include self-esteem, anxiety, fear of rejection, trust or distrust in others, and the capacity for emotional self-regulation. It is these mediators that determine the intensity of an individual's perception of external conflictogenic factors and the forms of response chosen.

Conflictual interactions of people with disabilities occur across different social spaces—family, educational, professional, and socio-domestic—each with its own conflictogenic specificity. However, regardless of the environment, a key factor remains the disruption of partnership-based, egalitarian communication, manifested in overprotection, lowered expectations, distrust in abilities, or symbolic exclusion. This indicates that the systemic problem lies less in individual discriminatory actions than in entrenched paternalistic societal attitudes.

Overcoming conflictual interactions requires a comprehensive approach combining internal personal resources (self-esteem, assertiveness, emotional self-regulation, the ability to defend personal boundaries) with external resources (social support, a safe communicative environment, a culture of respect for diversity). A promising direction for practical work is psychological support aimed at developing the agency of people with disabilities, as well as educational initiatives for the social environment that reduce stigmatization, overcome paternalistic attitudes, and establish a partnership-based model of communication. Thus, the proposed model not only describes the existing issues but also provides a framework for developing evidence-based interventions focused on preventing destructive forms of communication and enhancing the quality of life for people with disabilities.

**Research prospects** are related to the empirical study of psychosocial factors in conflictual interactions involving people with disabilities, particularly the roles of self-esteem, anxiety, social support, stigmatization, and previous interpersonal experiences. Promising directions also include the development and testing of psychological support programs aimed at fostering constructive conflict behavior strategies, assertiveness, and communicative competence of people with disabilities within contemporary society.

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*Irina Haba*

Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University,  
Associate Professor (Ukraine)

[gabaira@ukr.net](mailto:gabaira@ukr.net)

[https:// orcid id: 0000-0003-4606-4504](https://orcid.org/0000-0003-4606-4504)

*Olha Palamarchuk*

Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University,  
Associate Professor (Ukraine)

[olgapalamarcuk42@gmail.com](mailto:olgapalamarcuk42@gmail.com)

[https:// orcid id: 0000-0002-6783-8380](https://orcid.org/0000-0002-6783-8380)

## **SOCIAL WORK MANAGEMENT AND SOCIAL ENTREPRENEURSHIP WITHIN THE SYSTEM OF SOCIAL INNOVATION: A SOCIO-PSYCHOLOGICAL PERSPECTIVE**

**Анотація.** У статті розкрито взаємозв'язок менеджменту соціальної роботи та соціального підприємництва в системі соціальних інновацій у соціально-психологічному вимірі. Актуальність теми зумовлена ускладненням соціальних викликів, потребою в оновленні моделей організації соціальних послуг, посиленням ролі міжсекторальної взаємодії та пошуком стійких механізмів підтримки вразливих груп населення в умовах воєнного й післявоєнного розвитку України. Обґрунтовано, що сучасний менеджмент соціальної роботи охоплює не лише організацію та контроль надання послуг, а й планування, координацію, оцінювання потреб, ведення випадку, розвиток партнерства, ресурсне забезпечення та моніторинг результатів. Показано, що соціальне підприємництво постає як одна з організаційних форм реалізації соціальних інновацій, здатна поєднувати соціальну місію, підприємницький підхід, інституційну гнучкість і соціальний вплив. Визначено основні виміри взаємозв'язку менеджменту соціальної роботи та соціального підприємництва, зокрема ресурсний, організаційно-управлінський, соціально-інтеграційний, інституційний та інноваційний. Акцентовано, що в соціально-психологічному вимірі соціальне підприємництво сприяє не лише диверсифікації ресурсів і розвитку проектно-орієнтованого управління, а й розширенню можливостей соціальної інтеграції, посиленню суб'єктності особистості, активізації участі та формуванню більш інклюзивного соціального середовища. Перспективи подальших досліджень пов'язано з розробленням моделей інтеграції соціального підприємництва у систему соціальних послуг територіальних громад, визначенням критеріїв оцінювання його соціального впливу, аналізом управлінських компетентностей фахівців соціальної роботи та вивченням соціально-психологічних механізмів включення, участі й стійкості громад.

**Ключові слова:** управління соціальною роботою, соціальне підприємництво, соціальні інновації, соціальна політика, соціальні послуги, соціальний менеджмент, громада

**Abstract.** The article examines the interrelation between social work management and social entrepreneurship within the system of social innovation from a socio-psychological perspective. The relevance of the topic is determined by the increasing complexity of social challenges, the need to renew models of social service organization, the growing role of cross-sectoral interaction, and the search for sustainable mechanisms for supporting vulnerable population groups in the context of Ukraine's wartime and post-war development. It is substantiated that contemporary social work management encompasses not only the organization and control of service delivery, but also planning, coordination, needs assessment, case management, partnership development, resource provision, and outcome monitoring. It is demonstrated that social entrepreneurship emerges as one of the organizational forms of implementing social innovation, capable of combining a social mission, an entrepreneurial approach, institutional flexibility, and social impact. The main dimensions of the interrelation between social work management and social entrepreneurship are identified as resource-related, organizational and managerial, social integration, institutional, and innovative. It is emphasized that, from a socio-psychological perspective, social entrepreneurship contributes not only to the diversification of resources and the development of project-oriented management, but also to the expansion of opportunities for social integration, the strengthening of individual agency, the activation of participation, and the formation of a more inclusive social environment. Prospects for further research are associated with the development of models for

integrating social entrepreneurship into the system of social services at the level of territorial communities, the identification of criteria for assessing its social impact, the analysis of managerial competencies required of social work professionals, and the study of socio-psychological mechanisms of inclusion, participation, and community resilience.

**Keywords:** social work management, social entrepreneurship, social innovation, socio-psychological dimension, social policy, social services, social management, community.

**Formulation of the problem** The social work system in Ukraine operates under conditions of multi-level societal challenges associated with the war, internal displacement of the population, growing demand for psychosocial support, the need to facilitate the adaptation of veterans, persons with disabilities, and families facing difficult life circumstances, as well as the necessity to strengthen the capacity of territorial communities. Under such conditions, social work management can no longer be limited to the administrative support of services alone. Its content increasingly encompasses the coordination of cross-sectoral interaction, the design of new solutions, resource mobilization, needs assessment, the organization of case management, and the development of sustainable support mechanisms. The updated Procedure for the Organization of Social Service Provision, approved by Resolution No. 64 of the Cabinet of Ministers of Ukraine dated January 14, 2026, explicitly establishes the mechanism for organizing the provision of social services, case management, and determining the number of social managers, which indicates the growing managerial component in the social sphere. Within this framework, social entrepreneurship acquires significance not as a peripheral phenomenon, but as one of the forms of social innovation capable of combining the resolution of socially significant problems with mechanisms of self-sustainability, flexible management, and the creation of social value. The issue lies not only in the possibility of attracting additional resources, but also in transforming the managerial paradigm of social work — from a predominantly compensatory model to a model of development, integration, partnership, and social impact. For this reason, scholarly reflection on the interrelation between social work management and social entrepreneurship within the system of social innovations acquires particular relevance.

**Analysis of recent research and publications.** In the contemporary Ukrainian academic field, the issue of social entrepreneurship is increasingly considered in connection with the development of social work. T. Tarasenko and Ye. Borodin [8] define social entrepreneurship as a factor in the development of social work, emphasizing its connection with social change, social innovation, interdisciplinarity, and interprofessional interaction. The scholars stress that social entrepreneurship expands the boundaries of professional social work practice and creates new opportunities for responding to social problems at the national, regional, and local levels. A. Komisarenko [5] analyzes social entrepreneurship as an instrument of social policy, emphasizing that its significance is determined not only by economic difficulties, but also by the need to generate positive social change and protect vulnerable population groups. Within this approach, social entrepreneurship appears as a form of redistribution of responsibility among the state, business, and civil society in addressing social problems. S. Boldyzhari and I. Khokhlova [1] consider social entrepreneurship as an innovative instrument for solving social problems in Ukraine. They associate its development with the global sustainable development goals, limited state resources, and the need to overcome poverty, social exclusion, environmental problems, and unemployment. At the same time, the scholars draw attention to the regulatory uncertainty surrounding social entrepreneurship in Ukraine and the insufficient development of state support mechanisms.

The issue of the managerial support of social entrepreneurship is examined by S. Ohinok, M. Kohut, and A. Kohut [6]. They argue that social management is a factor in the development of social entrepreneurship, since it is precisely the methods of social management that influence the effectiveness, stability, organizational viability, and social performance of such initiatives. H. Starchenko and A. Duka [7], analyzing project-oriented management of social entrepreneurship, focus on the need for systematic alignment of goals, resources, managerial instruments, and expected outcomes. In their approach, social entrepreneurship is viewed as a component of the implementation of social policy that requires effective management in order to ensure long-term sustainability. In 2025, A. Braunagel [2] outlined the strategic directions for the development of social entrepreneurship in Ukraine and identified a number of barriers, including the absence of a comprehensive regulatory and legal framework, limited access to financial resources, low public awareness, and the difficulty of integrating social enterprises into the market environment. At the same time, the author links the development of social entrepreneurship with economic recovery, public support, and the strengthening of regional resilience.

Despite the existence of these scholarly contributions [1; 2; 5; 6; 7; 8], the academic field still lacks a sufficiently comprehensive disclosure of the interrelation between social work management and social

entrepreneurship as components of the system of social innovations. This determines the need for further theoretical generalization.

**The purpose of the study** is to provide a theoretical substantiation of the interrelation between social work management and social entrepreneurship within the system of social innovations, as well as to identify the main managerial, resource-related, and integration opportunities of this interrelation under the contemporary conditions of the development of Ukraine's social sphere.

**Outline of the main material.** Social work management in its contemporary understanding encompasses not only the organization and supervision of social service delivery, but also planning, coordination, interagency cooperation, needs assessment, case management, the development of partnership models, resource mobilization, and outcome monitoring. This approach reflects the broader tendency toward increasing complexity in the content of social work as a professional activity, since contemporary social challenges require not only responses to existing problems, but also the creation of mechanisms for their prevention, mitigation, and long-term resolution. It involves the timely identification of social risks, the anticipation of potential complications, the design of individualized support pathways, and the assurance of continuity of assistance in a changing social environment. Under such conditions, social work management acquires the characteristics of a multilevel activity that integrates administrative, organizational, communicative, analytical, and strategic components. Each of these performs a distinct function; however, the actual effectiveness of social work is ensured precisely through their interaction: the administrative component regulates procedures and responsibilities, the organizational component ensures the orderly functioning of processes, the communicative component forms the basis for interagency and interpersonal interaction, the analytical component enables the assessment of needs, resources, and outcomes, while the strategic component directs activities toward the achievement of long-term social impact.

Under contemporary conditions, the managerial dimension of the social sphere can no longer be interpreted as auxiliary or secondary, since the quality of support organization, the coordination of actions among different actors, the timeliness of responses to clients' needs, and the effectiveness of resource use directly depend on it. Moreover, it is the quality of managerial decisions that largely determines whether social assistance remains fragmented and situational or acquires a systemic, consistent, and effective character. Management in social work is increasingly associated not only with the implementation of formal procedures, but also with the ability to integrate community resources, coordinate the interaction of institutions and professionals, sustain partnerships among the state, civil society, and non-governmental sectors, and ensure the adaptability of social services to emerging societal challenges.

This becomes especially significant in the context of a growing number of crisis situations, the spread of difficult life circumstances, the increasing demand for psychosocial support, social adaptation, the integration of vulnerable groups, and the development of services at the level of territorial communities. In this regard, social work management is increasingly moving beyond the boundaries of internal administrative regulation and is emerging as a mechanism of purposeful influence on the social support system as a whole. Its task is no longer limited to ensuring the functioning of the existing support infrastructure, but also includes initiating its further development, improving service delivery models, introducing innovative approaches, and creating conditions for enhancing the accessibility, targeting, and quality of social work. The regulatory changes introduced in 2026 [3], which further formalized the category of social managers within the mechanisms for organizing service delivery, have reinforced the significance of this dimension and demonstrated that managerial processes are increasingly becoming one of the foundations of the social sphere. This indicates a gradual institutional recognition that contemporary social work requires not only professional sensitivity and a humanistic orientation, but also a high level of managerial competence. For this reason, social work management should today be regarded as one of the key conditions for the effective functioning of the social service system, for increasing its resilience and flexibility, and for strengthening its capacity to respond to the complex challenges of contemporary society. Within this context, social entrepreneurship should be viewed as one of the organizational forms through which social innovation is implemented. Its essence lies in combining a social mission with an entrepreneurial approach to the use of resources, the organization of labor, the production of goods or services, and the achievement of socially significant outcomes. This combination is fundamentally important for contemporary social work management, as it opens the possibility of moving beyond a model of assistance that relies primarily on the redistribution of budgetary resources and contributes to the formation of a development-oriented model focused on self-sustainability, the mobilization of a community's internal potential, the strengthening of individual agency, and the creation of conditions for more active participation in social life. Thus, social entrepreneurship appears not as a phenomenon external

to social work, but as a mode of organizing social activity that makes it possible to combine assistance, development, integration, and innovation within a single managerial process. This is precisely where its particular value for the system of social innovation becomes evident: it does not merely offer isolated local solutions, but contributes to transforming the very logic of social support – from maintenance to development, from passive provision to active inclusion, and from fragmentation to systemic coherence [1; 8].

The first important dimension of this interrelation is the resource dimension. Its significance lies in the fact that social entrepreneurship makes it possible to rethink the issue of resource provision in social work. In the traditional model, the resources of the social sphere are primarily viewed as externally given and limited, which results in the dependence of many social programs on budgetary funding, grant support, or short-term projects. Social entrepreneurship, by contrast, introduces a different logic – the logic of creating, attracting, multiplying, and reinvesting resources in socially significant goals. In this sense, the resource dimension includes not only material and financial assets, but also human, organizational, partnership, and reputational capital. Such an approach is particularly important in a situation where social needs are growing faster than the capacity of the state to respond. For social work management, this means broadening the boundaries of professional vision: a manager in the social sphere must think not only in terms of distributing existing goods, but also in terms of initiating new opportunities, building cross-sectoral connections, activating local communities, and creating more sustainable models of support. Therefore, the resource potential of social entrepreneurship lies not merely in generating additional funding, but in transforming the very understanding of resources as dynamic, multicomponent, and capable of being purposefully constructed within the process of social management [1;5].

The second dimension is the organizational and managerial dimension. It is this dimension that most directly links social work management with social entrepreneurship. If social entrepreneurship is viewed only as socially beneficial economic activity, then its role in the social sphere remains partly external. However, when approached as a specific organizational model, it becomes evident that its effectiveness is determined by the quality of managerial decisions. This includes strategic planning, the clear formulation of a social mission, the establishment of communication with stakeholders, the application of social impact indicators, personnel management, the maintenance of financial viability, the development of social responsibility, and the ability to adapt under changing conditions. All this brings social entrepreneurship closer to the contemporary understanding of social work management, within which effectiveness is determined not only by the number of services delivered, but also by the quality of process organization, the ability to ensure the sustainability of assistance, its appropriate targeting, and its social impact. Thus, the organizational and managerial dimension demonstrates that social entrepreneurship is not a spontaneous initiative, but requires professional management grounded in project thinking, systemic coordination, evaluation of outcomes, and a strategic vision of development. It is in this sphere that social work management receives a new impetus for renewal, as it comes to include not only support and administrative functions, but also the function of constructing new social models [6; 7].

The third dimension is the social integration dimension. Social entrepreneurship within the system of social work is significant not merely because of its economic viability or organizational utility, but, above all, because of its capacity to create meaningful conditions for the inclusion of vulnerable groups in productive social life. In this respect, it differs fundamentally from purely charitable or compensatory forms of support. Whereas traditional assistance is often confined to the provision of protection, relief, or maintenance, social entrepreneurship opens up opportunities for active participation, professional development, skills acquisition, the restoration of social roles, and the strengthening of personal agency and self-worth. Its value therefore lies not only in meeting immediate needs, but also in enabling individuals to regain a sense of social relevance, competence, and belonging.

This dimension is especially important for those population groups that experience not only material deprivation, but also social exclusion, weakened interpersonal ties, reduced access to employment and community life, and a gradual erosion of confidence in their own capacities. For such individuals, the provision of aid alone is rarely sufficient to ensure long-term integration. What is required instead is a model that combines support with empowerment and creates pathways toward renewed participation in social and economic processes. Social entrepreneurship offers precisely such a model, as it allows vulnerable individuals to be engaged not as passive beneficiaries, but as participants, contributors, and, in certain cases, co-creators of socially significant activity.

Within the framework of social work management, this approach implies a substantial shift in the very philosophy of support. The individual is no longer viewed exclusively as a recipient of services whose needs are to be addressed from outside, but rather as an active subject capable of inclusion, participation,

responsibility, and development. This change in perspective is of particular importance for contemporary social work, as it reflects a movement away from paternalistic forms of assistance and toward more empowering, participatory, and development-oriented models of intervention. In this sense, social entrepreneurship supports not only the alleviation of vulnerability, but also the activation of human potential.

Moreover, the integrative function of social entrepreneurship extends beyond the level of the individual. By creating opportunities for participation in socially meaningful and economically relevant activity, it also contributes to the strengthening of communities, the expansion of inclusive practices, and the development of new forms of solidarity. It helps to bridge the gap between support and participation, between assistance and agency, and between social protection and social inclusion. For this reason, the social integration dimension of social entrepreneurship should be regarded as an important component of social innovation. Its significance lies not only in addressing a particular social problem, but also in fostering a more inclusive social environment in which vulnerable groups are given real opportunities for participation, recognition, and sustainable development [1; 5].

The fourth dimension is the institutional dimension. Its significance stems from the fact that the development of social entrepreneurship is impossible without an appropriate legal, organizational, and political foundation. Imperfections in the legal framework constrain not only the scaling of successful initiatives, but also the very possibility of their systemic interaction with institutions of the social sphere. At the same time, the shifts that took place in 2025–2026 [4; 10] and were associated with support for the legal recognition of social entrepreneurship entities indicate the gradual transition of this phenomenon from the sphere of local practice to that of public policy. For social work management, this is of fundamental importance, as it opens the prospect of including social enterprises in local support programs, mechanisms of social partnership, community development strategies, and broader systems of social service provision. The institutional dimension also demonstrates that social entrepreneurship cannot develop merely as a collection of separate initiatives. Its sustainability depends on the extent to which society and the state are prepared to recognize its significance, develop support criteria, establish mechanisms of interaction, and create conditions for long-term functioning. Thus, institutional formalization is not an external addition to social entrepreneurship, but a necessary condition for its integration into the system of social innovation.

The fifth dimension is the innovative dimension. It synthesizes the preceding dimensions and makes it possible to view social entrepreneurship as part of a broader system of social innovation. Its innovativeness does not necessarily consist in technical novelty as such, but rather in its capacity to generate new ways of addressing social needs that are more flexible, targeted, sustainable, and socially beneficial. In this sense, social entrepreneurship should be understood not merely as an alternative organizational format, but as a dynamic mechanism through which new social practices, new forms of interaction, and new approaches to support can emerge and develop. Its innovative character is rooted in the combination of local initiative, social responsibility, managerial flexibility, and a clear orientation toward the achievement of concrete social outcomes. This feature is of particular importance for contemporary social work, since it provides grounds for considering social entrepreneurship one of the mechanisms through which the field may be renewed. The issue is not limited to the introduction of new forms of activity or the diversification of existing services. Rather, it involves the formation of a new culture of social management in which initiative, partnership, impact assessment, the search for non-standard solutions, and an orientation toward long-term effects acquire central importance. Within such a framework, innovation is understood not as a one-time intervention or isolated experiment, but as a continuous process of adapting social support systems to changing needs, contexts, and vulnerabilities. The innovative dimension also highlights the fact that social entrepreneurship is capable of responding to gaps and limitations within traditional models of social assistance. Conventional systems are often constrained by institutional inertia, rigid administrative procedures, and dependence on predefined mechanisms of support. Social entrepreneurship, by contrast, creates space for experimentation, adaptation, and the development of more responsive forms of intervention. It allows local actors to design context-sensitive solutions, to mobilize available resources in new ways, and to combine social goals with organizational sustainability. In this respect, its value lies not only in proposing new initiatives, but in transforming the very principles according to which social support is conceived and delivered.

Moreover, the innovative dimension of social entrepreneurship is closely linked to its ability to bridge different sectors and levels of action. It encourages cooperation among public institutions, civil society organizations, local communities, and socially oriented economic actors. Such interaction creates conditions for the emergence of hybrid models that are better suited to addressing complex and multidimensional social problems. For social work management, this means expanding the range of

available instruments and moving toward more open, adaptive, and partnership-based forms of governance. Innovation thus becomes not only a characteristic of individual projects, but also a defining principle of the wider system within which social work is organized.

For this reason, the innovative dimension makes it possible to understand that social entrepreneurship is not simply an addition to the existing system of social assistance, but one of the mechanisms of its qualitative transformation. Through social entrepreneurship, social work management gains the opportunity to move beyond the reproduction of established practices and toward the formation of new models of social action. These models are more responsive to local needs, more capable of combining support with development, and more oriented toward sustainable social impact. In this sense, the innovative dimension of social entrepreneurship should be regarded as one of its most significant contributions to the contemporary development of social work.

Such a model acquires particular significance under the conditions of war and the post-war recovery of Ukraine. During this period, the social sphere faces not only a growing number of requests for assistance, but also the need to create long-term support mechanisms for the population, strengthen community resilience, develop local economic activity, and restore social ties. In such a situation, social entrepreneurship can serve as an effective form of combining social support and development, since it contributes both to meeting specific needs and to creating new opportunities for communities and vulnerable groups. For social work management, this means broadening the professional perspective: from responding to crisis toward constructing conditions for recovery, stabilization, and long-term social development. Therefore, under contemporary conditions, social entrepreneurship should be regarded not merely as an alternative instrument, but as a promising form of organizing socioeconomic interaction that is capable of strengthening communities, expanding opportunities for vulnerable groups, and modernizing the ways in which social policy is implemented.

Thus, social work management and social entrepreneurship within the system of social innovation form a substantively interconnected complex in which managerial, resource-related, integrative, institutional, and innovative aspects mutually reinforce one another. It is precisely through this interaction that contemporary social work gains the opportunity not only to respond more effectively to existing challenges, but also to shape new models of social development that are more resilient to crises, more sensitive to human needs, and more open to the potential of communities.

**Conclusions.** Social work management and social entrepreneurship within the system of social innovation constitute a substantively interconnected direction in the development of the contemporary social sphere, one that should also be considered from a socio-psychological perspective. Social entrepreneurship emerges not only as a factor in the development of social work, an instrument of social policy, a mechanism of social integration, and a form of implementing social innovation, but also as a resource for strengthening individual agency, expanding participation, and fostering an inclusive social environment.

Its managerial value is manifested in the diversification of resources, the development of project-oriented management, the expansion of partnership-based models, the creation of opportunities for the social integration of vulnerable groups, and the formation of more sustainable local solutions. From a socio-psychological perspective, the significance of social entrepreneurship is associated with overcoming social exclusion, restoring social roles, strengthening a sense of self-worth, and activating human potential. Regulatory changes in the field of social services, together with legislative initiatives aimed at the legal formalization of social entrepreneurship, indicate a growing level of institutional readiness for such integration.

Prospects for further research are associated with the development of models for integrating social entrepreneurship into the system of social services at the level of territorial communities, the identification of criteria for assessing its social impact, the analysis of managerial competencies required of social work professionals, and the study of socio-psychological mechanisms of inclusion, participation, and community resilience under the conditions of Ukraine's post-war recovery.

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**Editorial office address:**

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**E-mail:** person.envir.iss@gmail.com

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Phone: 0(800)33-00-90, (096) 97-30-934, (093)89-13-852

e-mail: info@tvoru.com.ua

<http://www.tvoru.com.ua>