

Kamianets-Podilskyi National Ivan Ohienko University
G.S. Kostyuk Institute of Psychology of the National Academy
of Educational Sciences of Ukraine

Problems of modern psychology

**Collection of research papers of
Kamianets-Podilskyi National
Ivan Ohienko University,
G.S. Kostyuk Institute of Psychology
of the National Academy of
Educational Sciences of Ukraine**

Issue 51

Kamianets-Podilskyi
2021

DOI 10.32626/2227-6246.2021-51

UDC 378(082):159.9

P68

ICV 2013: 5.68

ICV 2014: 39.96

ICV 2015: 65.56

ICV 2016: 62.05

ICV 2017: 74.05

ICV 2018: 74.05

ICV 2019: 89.82

Research Bible

ERIH PLUS

WCOSJ

cejsh.icm.edu.pl

Google Scholar

CROSSREF (DOI)

ISSN 2227-6246 (Print)

ISSN 2663-6956 (Online)



OAJI

DOAJ

The publication is approved by the resolutions of the Scientific Boards of G.S. Kostyuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine (Minutes № 4 from 25.02.2021), Kamianets-Podilskyi National Ivan Ohienko University (Minutes № 3 from 25.02.2021)

P68 Problems of Modern Psychology : Collection of research papers of Kamianets-Podilskyi National Ivan Ohienko University, G.S. Kostyuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine / scientific editing by S.D. Maksymenko, L.A. Onufriieva. Issue 51. Kamianets-Podilskyi, 2021. 286 p.

The collection of research papers is devoted to the scientific discussion of the most actual issues in contemporary psychology. It presents a wide range of scientific works by Ukrainian and foreign researchers. It presents an analysis of the issues, conditions, and difficulties of psychological development, age-related and individual differences in the development of an individual and psychology of education.

The target readership of the collection of research papers includes professional psychologists, graduate and postgraduate students, as well as everybody else who shows interest in the current state of psychology as a science.

UDC 378(082):159.9

Certificate of state registration of the printed source of mass medium KB № 19651-9451 IIP of 30.01.2013

The Collection of research papers «Problems of Modern Psychology» is included in the List of Scientific Journals of Ukraine, «B» Category, for the Psychological Branch of Sciences – 053 (Decree of the Ministry of Education and Science of Ukraine No.1643 dated 28.12.2019).

The collection of research papers «Problems of Modern Psychology» is indexed and listed in the international databases: INDEX COPERNICUS (IC) (from 2013), GOOGLE SCHOLAR (from 2013), CEJSH (THE CENTRAL EUROPEAN JOURNAL OF SOCIAL SCIENCES AND HUMANITIES) (from 2015), RESEARCH BIBLE (from 2016), ERIH PLUS (from 2016), OAJI (from 2016), WORLD CATALOGUE OF SCIENTIFIC JOURNALS (from 2018); CROSSREF (DOI) (from 2018); DOAJ (from 2019).

Editor-in-Chief: Serhii D. Maksymenko, Full Member of the National Academy of Educational Sciences of Ukraine, Dr. in Psychology, Professor, Director of G.S. Kostyuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine, Kyiv, Ukraine.

Executive Editor: Liana A. Onufriieva, Dr. in Psychology, Professor, Kamianets-Podilskyi National Ivan Ohiienko University, Kamianets-Podilskyi, Ukraine.

International Scientific and Editorial Board:

Magdalena Chęć (Assistant Editor-in-Chief), Dr. in Social Sciences (in the Field of Psychology), Institute of Psychology, University of Szczecin, Szczecin, Republic of Poland; **Ingrida Baranauskienė**, Dr. in Social Sciences, Professor, Faculty of Health Sciences, Klaipėda University, Klaipėda, Republic of Lithuania; **Liuda Radzevičienė**, Dr. in Social Sciences, Professor, Shauliai University, Shauliai, Republic of Lithuania; **Palit Manjushree**, Ph.D. (in Psychology), O.P. Jindal Global University, Sonapat, India; **Nataliia V. Bakhmat**, Dr. in Pedagogics, Professor, Kamianets-Podilskyi National Ivan Ohiienko University, Kamianets-Podilskyi, Ukraine; **Olha V. Drobot**, Dr. in Psychology, Professor, National Aviation University, Kyiv, Ukraine; **Olena Ye. Faliova**, Dr. in Psychology, Professor, Ukrainian Engineering Pedagogics Academy, Kharkiv, Ukraine; **Maksym Ye. Zhydko**, Ph.D. in Psychology, Assistant Professor, M.Ye. Zhukovskiy National Aircraft University «Kharkiv Aviation Institute», Kharkiv, Ukraine; **Olha M. Korniiaka**, Dr. in Psychology, Senior Researcher, G.S. Kostyuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine, Kyiv, Ukraine; **Eduard Z. Ivashkevych**, Dr. in Psychology, Professor, Rivne State University of Humanities, Rivne, Ukraine; **Nataliia O. Mykhalchuk**, Dr. in Psychology, Professor, Rivne State University of Humanities, Rivne, Ukraine; **Ewa Lodygowska**, Dr. in Social Sciences (in the Field of Psychology), Institute of Psychology, University of Szczecin, Szczecin, Republic of Poland; **Liudmyla Z. Serdiuk**, Dr. in Psychology, Professor, G.S. Kostyuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine, Kyiv, Ukraine; **Ernest E. Ivashkevych**, Ph.D. in Psychology, Rivne State University of Humanities, Rivne, Ukraine; **Elena I. Medvedskaia**, Ph.D. in Psychology, Assistant Professor, Brest State A.S. Pushkin University, Brest, Republic of Belarus; **Tamara O. Pirozhenko**, Corresponding Member of the National Academy of Educational Sciences of Ukraine, Dr. in Psychology, Professor, G.S. Kostyuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine, Kyiv, Ukraine; **Lesia M. Lytvynchuk**, Dr. in Psychology, Senior Researcher, G.S. Kostyuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine, Kyiv, Ukraine; **Vitaliia I. Shebanova**, Dr. in Psychology, Professor, Kherson State University, Kherson, Ukraine; **Igor A. Fourmanov**, Dr. in Psychology, Professor, Belarusian State University, Minsk, Republic of Belarus; **Tetiana L. Opaliuk**, Dr. in Pedagogics, Assistant Professor, Kamianets-Podilskyi National Ivan Ohiienko University, Kamianets-Podilskyi, Ukraine; **Andrzej Szabaciuk**, Ph.D., Assistant Professor, Institute of Political Science and International Affairs, Rector Plenipotentiary for the Eastern-European University Network and Catholic Universities Networks, the John Paul II Catholic University of Lublin, Lublin, Republic of Poland; **Antonina M. Hrys**, Dr. in Psychology, Professor, G.S. Kostyuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine, Kyiv, Ukraine; **Larysa O. Kondratenko**, Dr. in Psychology, Senior Researcher, G.S. Kostyuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine, Kyiv, Ukraine.

Кам'янець-Подільський національний університет
імені Івана Огієнка
Інститут психології імені Г.С. Костюка НАПН України

Проблеми сучасної психології

**Збірник наукових праць
Кам'янець-Подільського
національного університету
імені Івана Огієнка,
Інституту психології
імені Г.С. Костюка НАПН України**

Випуск 51

Кам'янець-Подільський
2021

DOI 10.32626/2227-6246.2021-51

УДК 378(082):159.9

P68

ICV 2013: 5.68

ICV 2014: 39.96

ICV 2015: 65.56

ICV 2016: 62.05

ICV 2017: 74.05

ICV 2018: 74.05

ICV 2019: 89.82

ISSN 2227-6246 (Print)

ISSN 2663-6956 (Online)

Research Bible

ERIH PLUS

WCOSJ

cejsh.icm.edu.pl

Google Scholar

CROSSREF (DOI)

OAJI

DOAJ

*Рекомендовано до друку рішеннями Вчених рад
Інституту психології імені Г.С. Костюка НАПН України
(протокол № 4 від 25.02.2021 р.),*

*Кам'янець-Подільського національного університету імені Івана Огієнка
(протокол № 3 від 25.02.2021 р.)*

П68 Проблеми сучасної психології : Збірник наукових праць Кам'янець-Подільського національного університету імені Івана Огієнка, Інституту психології імені Г.С. Костюка НАПН України / за наук. ред. С.Д. Максименка, Л.А. Онуфрієвої. Вип. 51. Кам'янець-Подільський, 2021. 286 с.

У збірнику наукових праць висвітлено найбільш актуальні проблеми сучасної психології, представлено широкий спектр наукових розробок вітчизняних і закордонних дослідників. Здійснено аналіз проблем, умов і труднощів психічного розвитку, вікових та індивідуальних особливостей становлення особистості й психології навчання.

Збірник наукових праць адресовано професійним психологам, докторантам і аспірантам, усім тим, хто цікавиться сучасним станом розвитку психологічної науки.

УДК 378(082):159.9

*Свідоцтво про державну реєстрацію друкованого
засобу масової інформації серія КВ № 19651-9451 ПП від 30.01.2013 р.*

*Збірник наукових праць «Проблеми сучасної психології»
включено до Переліку наукових фахових видань України,
Категорія «Б», психологічні спеціальності – 053 відповідно до наказу
Міністерства освіти і науки України від 28.12.2019 р. №1643
«Про затвердження рішень Атестаційної колегії Міністерства
щодо діяльності спеціалізованих вчених рад від 16 грудня 2019 року
та внесення змін до наказів Міністерства освіти і науки України».*

Збірник наукових праць «Проблеми сучасної психології» проіндексовано у міжнародних наукометричних базах: INDEX COPERNICUS (IC) (з 2013 р.), GOOGLE SCHOLAR (з 2013 р.), CEJSH (THE CENTRAL EUROPEAN JOURNAL OF SOCIAL SCIENCES AND HUMANITIES) (з 2015 р.), RESEARCH BIBLE (з 2016 р.), ERIH PLUS (з 2016 р.), OAJI (з 2016 р.), WORLD CATALOGUE OF SCIENTIFIC JOURNALS (з 2018 р.); CROSSREF (DOI) (з 2018 р.); DOAJ (з 2019 р.).

Головний редактор: Максименко Сергій Дмитрович, дійсний член НАПН України, доктор психологічних наук, професор, директор Інституту психології імені Г.С. Костюка НАПН України, м. Київ, Україна.

Відповідальний редактор: Онуфрієва Ліана Анатоліївна, доктор психологічних наук, професор, Кам'янець-Подільський національний університет імені Івана Огієнка, м. Кам'янець-Подільський, Україна.

Міжнародна науково-редакційна колегія:

Магдалена Хенч (заступник головного редактора), доктор соціальних наук (у галузі психології), Інститут психології, Щецинський Університет, м. Щецин, Республіка Польща; **Інгріда Баранаускіне**, доктор соціальних наук (педагогіка), професор, факультет Наук про здоров'я, Клайпедський університет, м. Клайпеда, Литва; **Люда Радзівічене**, доктор соціальних наук, професор, Шауляйський університет, м. Шауляй, Литва; **Паліт Менджущрі**, доктор філософії в галузі психології, Всесвітній університет імені О.П. Джиндал, м. Сонепат, Індія; **Бахмат Наталія Валеріївна**, доктор педагогічних наук, професор, Кам'янець-Подільський національний університет імені Івана Огієнка, м. Кам'янець-Подільський, Україна; **Дробот Ольга Вячеславівна**, доктор психологічних наук, професор, Національний авіаційний університет, м. Київ, Україна; **Фальова Олена Євгенівна**, доктор психологічних наук, професор, Українська інженерно-педагогічна академія, м. Харків, Україна; **Жидко Максим Євгенович**, кандидат психологічних наук, доцент, Національний аерокосмічний університет ім. М.С. Жуковського «Харківський авіаційний інститут», м. Харків, Україна; **Корніяка Ольга Миколаївна**, доктор психологічних наук, старший науковий співробітник, Інститут психології імені Г.С. Костюка НАПН України, м. Київ, Україна; **Івашкевич Едуард Зенонович**, доктор психологічних наук, професор, Рівненський державний гуманітарний університет, м. Рівне, Україна; **Михальчук Наталія Олександрівна**, доктор психологічних наук, професор, Рівненський державний гуманітарний університет, м. Рівне, Україна; **Ева Лодиговська**, доктор соціальних наук (у галузі психології), Інститут психології, Щецинський Університет, м. Щецин, Республіка Польща; **Сердюк Людмила Захарівна**, доктор психологічних наук, професор, Інститут психології імені Г.С. Костюка НАПН України, м. Київ, Україна; **Івашкевич Ернест Едуардович**, кандидат психологічних наук, викладач, Рівненський державний гуманітарний університет, м. Рівне, Україна; **Медведська Єлена Іванівна**, кандидат психологічних наук, доцент, Брестський державний університет імені О.С. Пушкіна, м. Брест, Республіка Білорусь; **Піроженко Тамара Олександрівна**, член-кореспондент НАПН України, доктор психологічних наук, професор, Інститут психології імені Г.С. Костюка НАПН України, м. Київ, Україна; **Литвинчук Леся Михайлівна**, доктор психологічних наук, старший науковий співробітник, Інститут психології імені Г.С. Костюка НАПН України, м. Київ, Україна; **Шебанова Віталія Ігорівна**, доктор психологічних наук, професор, Херсонський державний університет, м. Херсон, Україна; **Фурманов Ігор Олександрович**, доктор психологічних наук, професор, Білоруський державний університет, м. Мінськ, Республіка Білорусь; **Опалюк Тетяна Леонідівна**, доктор педагогічних наук, доцент, Кам'янець-Подільський національний університет імені Івана Огієнка, м. Кам'янець-Подільський, Україна; **Анджей Шабациук**, доктор філософії, доцент, Інститут політології та міжнародних зв'язків, уповноважений ректора Мережі Східноєвропейського університету та мереж католицьких університетів, Католицький університет Любліна імені Іоанна Павла II, м. Люблін, Республіка Польща; **Грись Антоніна Михайлівна**, доктор психологічних наук, професор, Інститут психології імені Г.С. Костюка НАПН України, м. Київ, Україна; **Кондратенко Лариса Олександрівна**, доктор психологічних наук, старший науковий співробітник, Інститут психології імені Г.С. Костюка НАПН України, м. Київ, Україна.

CONTENT

Ivashkevych Eduard & Onufriieva Liana. The Development of Learner's Autonomy by the Way of the Formation of Social Intelligence	9
Ivashkevych Ernest. Psychological Peculiarities of Understanding Communicative Behavior of People from English-Speaking Countries	33
Kohut Oleksandra. Changing Negative Personality Protection to Successful Strategies for Coping with Stress in the Psycholinguistic Aspect	54
Lysechko Marharyta. Psychological Features of Students' Role Competence Formation	76
Medvedskaia Elena. Categorization Features of the Concept of «Sacrament» by Active Adult Internet Users	105
Mykhalchuk Nataliia & Koval Iryna. Psychological Mechanisms of Understanding Contemporary Texts of American Writers	121
Moiseienko Lidiia & Shehda Liubov. Thinking Styles of Understanding Creative Mathematical Problems in the Process of Solving Them	142
Nabochuk Oleksandr. The Productive Approach to the Problem of Facilitative Interaction and the Development of the Person's Creativity	165
Ternovyk Nataliia & Hudyma Oleksandr. Heuristic Talk as a Means of Forming a Teenager as a Subject of Educational Activity	190
Kharchenko Yevhen & Kurytsia Denys. Psychological Ways of Providing Primary Medical Sanitary Help for People who Use Psychoactive Substances	215
Shebanova Vitaliia. The Model of Assistance to People with Problem Eating Behavior and Weight Disorders.....	241
Shtepa Olena. Personal Expediency of Psychological Resources Actualization	266

ЗМІСТ

Івашкевич Едуард, Онуфрієва Ліана. Розвиток автономії студента засобами формування його соціального інтелекту (<i>англ. мовою</i>)	9
Івашкевич Ернест. Психологічні особливості розуміння комунікативної поведінки людей з англомовних країн (<i>англ. мовою</i>).....	33
Когут Олександра. Зміна негативного захисту особистості на успішні стратегії опанування стресом у психолінгвістичному аспекті (<i>англ. мовою</i>)	54
Лисечко Маргарита. Психологічні особливості формування рольової компетентності студентів (<i>англ. мовою</i>)	76
Медведская Елена. Особливості класифікації концепту «Таїнство» активними дорослими користувачами Інтернету (<i>англ. мовою</i>)	105
Михальчук Наталія, Коваль Ірина. Психологічні механізми розуміння сучасних текстів американських письменників (<i>англ. мовою</i>).....	121
Мойсеєнко Лідія, Шегда Любов. Мисленнєві стилі розуміння творчих математичних задач у процесі їх розв'язування (<i>англ. мовою</i>)	142
Набочук Олександр. Продуктивний підхід до проблеми фасилітативної інтеракції та розвитку творчості особистості (<i>англ. мовою</i>)	165
Терновик Наталія, Гудима Олександр. Евристична бесіда як засіб формування підлітка як суб'єкта пізнавальної діяльності (<i>англ. мовою</i>)	190
Харченко Євген, Куриця Денис. Психологічні шляхи надання первинної медичної санітарної допомоги людям, які вживають психоактивні речовини (<i>англ. мовою</i>)	215
Шебанова Віталія. Модель допомоги людям із проблемною харчовою поведінкою та порушеннями ваги (<i>англ. мовою</i>) ...	241
Штепа Олена. Особиста доцільність актуалізування психологічних ресурсів (<i>англ. мовою</i>).....	266

The Development of Learner's Autonomy by the Way of the Formation of Social Intelligence

Розвиток автономії студента засобами формування його соціального інтелекту

Eduard Ivashkevych

Dr. in Psychology, Professor, Rivne State University of the
Humanities, Rivne (Ukraine)

ORCID ID: <https://orcid.org/0000-0003-0376-4615>

Researcher ID: <http://www.researcherid.com/rid/V-8872-2018>

E-mail: ivashkevych.e@gmail.com

Едуард Івашкевич

Доктор психологічних наук, професор, Рівненський держав-
ний гуманітарний університет, м. Рівне (Україна)

Liana Onufriieva

Dr. in Psychology, Professor, Head of the Department of Gen-
eral and Applied Psychology, Kamianets-Podilskiyi National Ivan
Ohiienko University, Kamianets-Podilskiyi (Ukraine)

ORCID ID: <https://orcid.org/0000-0003-2442-4601>

Researcher ID: <http://www.researcherid.com/rid/R-5598-2018>

Scopus Author ID: 57214601047

E-mail: kpnu_lab_ps@ukr.net

Ліана Онуфрієва

Доктор психологічних наук, професор, завідувач кафедри
загальної та практичної психології, Кам'янець-Подільський на-
ціональний університет імені Івана Огієнка, м. Кам'янець-По-
дільський (Україна)

Address for correspondence, e-mail: kpnu_lab_ps@ukr.net

Copyright: © Ivashkevych Eduard, Onufriieva Liana



The article is licensed under **CC BY-NC 4.0 International**
(<https://creativecommons.org/licenses/by-nc/4.0/>)

© Ivashkevych Eduard, Onufriieva Liana

DOI (article): <https://doi.org/10.32626/2227-6246.2021-51.09-32>

The contribution of the author: Ivashkevych E. – 50%, Onufriieva L. – 50%.

Авторський внесок: Івашкевич Е. – 50%, Онуфрієва Л. – 50%.

ABSTRACT

The aim of the article is to characterize students' autonomous behavior and propose the ways of its formation by the way of stimulating the growth of structural components of social intelligence of students.

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. Also in our research we used empirical methods, such as statement study and molding experiment.

The results of the research. We emphasize that the social intelligence of the teacher contains cognitive, empathic and mnemonic aspects. Elements (or scripts, frames, concepts) of the empathic aspect of social intelligence are the content of specific educated perceptions of the images of reality, which can be perceived directly, and those that arise in the memories and the imagination of the person. The specific function of the empathic aspect of social intelligence is that empathic frames, scripts and concepts which give emotional products of the intellectual activity, a peculiar picture of the world that is formed as a result of the activity of social intelligence, which causes the world to appear to the subject as existing in metacognitive sphere. It is substantiated that it makes no sense to talk about the existence of emotional intelligence, because that meaning, which is invested by many researchers in this concept, is fixed precisely in the empathic aspect of social intelligence. Although the empathic aspect of social intelligence is not perceived by the teacher, and in the opinion of the authors of this article it provides awareness of the emotionally-expressive and empathic sides of objects and subjects in the process of interpersonal interaction.

We believe that social intelligence, clearly, includes declarative and operational (procedural) knowledge that the individual uses in a real life to interpret events, to create plans and predict both the actions of everyday life and professional situations. These ideas, personal memories and rules of interpretation constitute the cognitive aspect of social intelligence. In turn, the mnemonic aspect fills the experience gained by a person, while the empathic capabilities of the subject have the aim actualizing the mechanisms of anticipation in solving various problems of social life.

© Ivashkevych Eduard, Onufriieva Liana

DOI (article): <https://doi.org/10.32626/2227-6246.2021-51.09-32>

Conclusions. *Thus, the cognitive aspect of social intelligence includes a set of fairly stable knowledge, assessments, rules for interpreting events, people's behavior, their relationships, etc., based on the formed system of interpretations at the microstructural and macrostructural levels. The microstructure of the cognitive aspect of social intelligence is determined by the functions of the latter, such as the cognitive-evaluative one, on which the competent processing is depended and the evaluation of information perceived by the subject; prognostic function, on the basis of which the planning and forecasting of the development of interpersonal interactions are carried out; communicative functions, which ensure the effectiveness of the actual communicative process (this function is associated with adequate perception and understanding of the partner in communication); reflexive function, which is reflected directly by the person's self-knowledge. In turn, the macrostructure of the cognitive aspect of social intelligence is manifested in the individual's attitude to himself / herself as a value, value-semantic position to interpersonal relationships, as well as by the actualization of motivational and value orientations of the individual, axiological attitude by him / her to professional and other activities. By the way of the developing of learner's autonomy we stimulated the development of the cognitive aspect of social intelligence.*

Key words: *learner's autonomy, autonomous behavior, social intelligence, the cognitive aspect of social intelligence, motivational orientations, value orientations, axiological attitude.*

Introduction

There are many good reasons why to foster autonomous behavior. From the broad perspective, living in a democratic society encourages and demands autonomous behavior. Making decisions, taking responsibilities are the everyday aspects of life. And schools should reflect this reality to be able to lead children towards autonomous way of life.

When taking psychological factors into account, autonomy «is a basic human need. It is nourished by, and in turn nourishes, our intrinsic motivation, our proactive interest in the world around us» (Little, 2006: 2). This leads us to the solution of one of the gravest issues of the day that is called passivity. As G. Kavaliauskienė (2002: 1) implies, the passive

role that learners assume in language learning, prevents them from developing and fulfilling their potential. Therefore, what we are speaking about is a philosopher's stone of teaching itself. How to help our learners become successful? Fostering autonomous behaviour is a prerequisite of success. According to D. Dafei (2007: 1) we found out in his research: «The results of the study indicate that the students' English proficiency was significantly and positively related to their learner autonomy». D. Little (2006) finds the connections between learner autonomy and language proficiency as well: «Precisely because autonomous learners are motivated and reflective learners, their learning is efficient and effective (conversely, all learning is likely to succeed to the extent that the learner is autonomous). And the efficiency and effectiveness of the autonomous learner means that the knowledge and skills acquired in the classroom can be applied to situations that arise outside the classroom» (Little, 2006: 2).

We (Little, 1996: 18) call active knowledge like D. Little describes as skills applied outside the classroom. The opposite is «school knowledge», something has been acquired only to an extent to be able to answer the teacher's questions. Transforming the school knowledge into the action knowledge is seen as one of the crucial parts of the teacher's practice. D. Little believes that the development of learner's autonomy is essential to be succeed in this task (Little, 1996; 2006).

The aim of our article is to characterize students' autonomous behavior and propose the ways of its formation by the way of stimulating the growth of structural components of social intelligence of students.

Methods of the research

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

in our research we used empirical methods, such as statement study and molding experiment.

Results and their discussion

An interesting reason for promoting learner's autonomy is put forward by L. Dickinson (1994). She sees the situation as a kind of bipolar. Either we foster autonomy or we foster dependence: «As teachers we do not want to be implicated in the development of teacher dependent adult students; we see the achievement of independence in learning as desirable, allowing the student to pursue his own learning objectives in ways and at times which most suit him, and so we adopt the additional teaching objective to teach the student how to learn» (Dickinson, 1994: 2).

M. Hořínek (2007) adds a kind of pragmatic and economic argument for incorporating autonomy training into the classroom. As he summarizes the ideas of Benson and Crabbe, the society simply does not have enough financial resources «to provide the level of personal instruction needed by all its members in every area of learning» (Hořínek, 2007: 8).

So far, the development, fostering or promoting learner's autonomy seem to be the cornerstone of successful learning. Nevertheless, it has to be taken into account that autonomy itself is not a guarantee of successful learning. «Autonomous learners may make the wrong decisions, and may put a lot of energy into doing rather useless things» (Dickinson, 1994: 5). L. Dickinson gives the example of a learner who decided to memorize a dictionary. After three years he got to the middle of «C». Even if he demonstrated features of totally autonomous learner, he can hardly be described as a successful person. He knew little about Grammar, and his vocabulary has been to be restricted to A, B and C. As L. Dickinson (1994) concludes: «What we are really concerned with is «informed» autonomy. That is, learners who are sufficiently knowledgeable about language learning to make approximately correct deci-

sions about their own learning. It is unreasonable to expect that encouraging a student to become more independent, or autonomous, in acquiring language skills will bring about any tangible changes. Learners have to be taught the skill «how to learn». Learning this skill is a slow process and can only be perfected in a step-by step manner» (Dickinson, 1994: 5).

In this extract of the article the reasons for fostering autonomy were listed as well as the cautions that have to be taken into consideration when conducting the learner training in autonomy. Also we will learn what such training may look like and how different authors deal with fostering autonomous behavior of their learners. In such a way we will explore possibilities of fostering learner's autonomy in the classroom. As this paper deals with the action research within the classroom we will not take into account the self-access, independent modes of learning without a teacher.

There are six different perspectives to look at fostering learner's autonomy (Гончарук & Онуфрієва, 2018). These are resource-based, technology-based, learner-based, classroom-based, curriculum-based and teacher-based approaches.

While the resource and technology based approaches represent a kind of creating opportunities for learners to take control over their learning then the learner-based approach equips the learner with the abilities to take this control (Benson, 2001: 142). The primary goal of all the learner-based approaches is to help learners become more successful by teaching them how to learn. This includes behavioural and psychological changes that enable the learners to take greater control over their learning as well as awareness of available learning strategies and their own learning styles. However, P. Benson (2001: 150) warns against acquiring a mere set of techniques without abilities to apply them flexibly and critically. At this point P. Benson (2001) concludes: «Reflective training models appear to be more effective in fostering autonomy because they integrate

these three aspects of control and allow the learners to develop awareness of the appropriateness of strategies to the overall self-direction of their learning» (Benson, 2001: 150).

Classroom-based approach focuses on creating possibilities for learners to make decisions regarding management of their learning since this empowering of the learner is seen as a crucial factor in the learner's autonomy training. As P. Benson (2001: 161) summarizes the most of the research results show that the learners are able to «take a degree of control over the assessment and planning of classroom learning» if they are given a chance to do so. This capacity seems to develop better in a classroom with the teacher's support than outside the classroom.

Curriculum-based approach takes the learners control over the language content to a higher level. P. Benson (2001: 163) mentions the term «Process Syllabus» that represents the ideas of curriculum based approach. This term was developed in 1980's in the connection with communicative approach. According to the Process Syllabus the content of learning should not be predetermined but emerge in the classroom through collaborative activity with the teacher.

Teacher-based approaches to fostering learner's autonomy focus on changes of the traditional roles of a teacher and a learner. The professional development and teacher education is seen as the crucial aspect of these changes. Only autonomous teacher can lead children to autonomous learning. «In order to create spaces for learners to exercise their autonomy, teachers must recognise and assert their own» (Benson, 2001: 173) According to P. Benson (2001: 171–176), teacher's dedication to the ideas of autonomy as well as his / her professional skills are fundamental to gain the success. As the issue of the roles of a teacher and a learner is highly important it will be dealt with in details in our further researches.

Although P. Benson (2001) classifies these categories separately, he concludes that «it seems likely that it [learner auto-

onomy] will be fostered most effectively through a combination of approaches» (Benson, 2001: 178).

As we have seen, P. Benson (2001: 116-173) looks at the approaches to fostering autonomy on a kind of general level. However, there are various authors, offering their own positions and worked out step by step procedures.

D. Little (1996) influenced by Leni Dam's (1990) action research, developed three pedagogical principles to be followed when attempting to foster learner autonomy. These are: empowering the learner, learner reflection and appropriate language use. Some other scientists (Mykhalchuk & Kryshevych, 2019) distinguish among organizational, procedural, and cognitive autonomy support and their high or low levels.

D. Nunan (2003) presents his autonomy levels of implementation. He goes gradually from building learners' Awareness through Involvement, Intervention, and Creation to his final stage where learners become teachers and researchers. So, D. Nunan (2003: 195–204) developed these levels into a particular nine-step program of the implementation of autonomy in the classroom. As he points out the steps should be implemented sequentially, although some of them may and do overlap and allow simultaneous action. Since this instructive program was chosen as the core of the action research in the practical part of this paper it will be dealt with in details here. Although, particular activities and procedures having been used at the lessons are going to be described in our further researches.

Step one is making instructional goal clear to learners. This relatively uncontroversial step should help learners to «be involved in selecting their own goals and content» (Nunan, 2003: 197). As D. Nunan (2003: 197) reports even young learners were able to participate positively in selecting their own content and procedures. Afterwards, they were more willing to accept the responsibility for their learning.

Step two involves learners into creating their own goals. D. Nunan (2003) is rather concise at this point of view and gives only the example of learners at higher education carrying out action meetings regularly to participate on the design of the course of studying.

Step three is encouraging learners to use the target language outside the classroom. This time the Nunan's example is relevant to the topic of this paper concerning some age group of learners. He describes a teacher eliciting all possible ways of improving learners' English outside the classroom. The final, elicited recommendations are very explicit and straightforward such as using a mirror for pronunciation practice.

In step four learners' awareness of learning processes should be raised. By this step, D. Nunan (2003: 199) implements strategy training into a course. He proposes to start with clarifying the strategies underlying the classroom practice. Explicitness again plays one of the main roles.

During the fifth stage of Nunan's program the learners should identify their preferred learning styles and strategies. D. Nunan (2003: 200) considers this step highly important as the preferences of the learners might be «often markedly at odds with the content and the methodology that they were exposed in the class». This finding should entail radical changes in both, content and methodology of the course. Appropriate activities addressing different types of learners should be implemented.

Step six should encourage learner's choice. The teacher may either give options for students to choose if there may be a class vote or probably such activities as learning centers may be included. At this stage Nunan's aim is making learners sensitized to the idea of making choices. After getting used to making such choices the learners may proceed to a higher level, when skills are stimulated and they are going to work at first.

Step seven allows learners to generate their own task by modifying and adapting class tasks. D. Nunan (2003: 202) sees

this stage as a preliminary step for teaching learners to create their tasks completely by their own. As he points out no special material design skills have to be needed. On the contrary, he started with the texts without comprehension questions. These ones were made by groups of learners and then answered and discussed.

Step eight may seem unrealistic; however, D. Nunan (2003: 202) suggests that learners should become teachers. He even describes this stage as of «paramount importance». As we know, people remember over ninety percent of the subject matter they are supposed to teach. Considering this fact, learners teaching learners may bring a lot of benefits. «Being an «expert» on a topic noticeably increased self-esteem, and getting more confident week by week gave [the learners] a feeling of genuine progress» (Nunan, 2003: 202).

As the final ninth step in his program D. Nunan (2003: 203) encourages teachers to educate learners to become researchers. He gives the example of the research in the United States conducted by educationally disadvantaged children gathering and interpreting data concerning the language they have been encountered outside the classroom.

In this article we have listed different approaches to or perspectives of fostering learner's autonomy. The core nine-step program was described in general terms. Particular activities addressing each of the steps will be described in details in further our researches.

We predicted that to stimulate the development of learner's autonomy and motivation the students must have a high level of social intelligence. In such a way let us describe a structure of social intelligence, that'll help us to investigate the empirical research of social intelligence of students of high educational establishments.

We emphasize that the social intelligence of the teacher contains cognitive, empathic and mnemonic aspects. Elements (or scripts, frames, concepts) of the empathic aspect of social

intelligence are the content of specific educated perceptions of the images of reality, which can be perceived directly, and those that arise in the memories and the imagination of the person. The specific function of the empathic aspect of social intelligence is that empathic frames, scripts and concepts which give emotional products of the intellectual activity, a peculiar picture of the world that is formed as a result of the activity of social intelligence, which causes the world to appear to the subject as existing in metacognitive sphere. It is substantiated that it makes no sense to talk about the existence of emotional intelligence, because that meaning, which is invested by many researchers in this concept, is fixed precisely in the empathic aspect of social intelligence. Although the empathic aspect of social intelligence is not perceived by the teacher, and in the opinion of the authors of this article it provides awareness of the emotionally-expressive and empathic sides of objects and subjects in the process of interpersonal interaction.

We believe that social intelligence, clearly, includes *declarative and operational (procedural) knowledge* that the individual uses in a real life to interpret events, to create plans and predict both the actions of everyday life and professional situations. These ideas, personal memories and rules of interpretation constitute the cognitive aspect of social intelligence. In turn, the mnemonic aspect fills the experience gained by a person, while the empathic capabilities of the subject have the aim actualizing the mechanisms of anticipation in solving various problems of social life.

So, in our experiment (2019–2021) participated the students from different courses of Rivne State University of the Humanities (groups E1, K1 – from the 1st course; groups E2, K2 – from the 2^d course; groups E3, K3 – from the 3^d course), and students of the speciality 053 Psychology (groups Ps1–B16, Ps1–B17, Ps1–B18) of Kamianets-Podilskyi National Ivan Ohiienko University.

Table 1

The results of the study of social intelligence of students (in points)

Indicators of social intelligence	Statement study						Molding experiment					
	E1	E2	E3	K1	K2	K3	E1	E2	E3	K1	K2	K3
	m ± m	m ± m	m ± m	m ± m	m ± m	m ± m	m ± m	m ± m	m ± m	m ± m	m ± m	m ± m
1. Cognition of the results of the behavior	7.58 ± 0.24	7.23 ± 0.11	6.13 ± 0.04	7.68 ± 0.21	7.13 ± 0.15	7.24 ± 0.56	11.02 ± 0.14	10.99 ± 0.11	9.63 ± 0.18	7.92 ± 0.17	8.11 ± 0.13	7.21 ± 0.18
2. Cognition of the behavior classes	7.03 ± 0.21	7.19 ± 0.13	6.99 ± 0.17	7.15 ± 0.06	7.32 ± 0.11	7.02 ± 0.16	10.87 ± 0.15	10.34 ± 0.11	7.92 ± 0.08	7.12 ± 0.16	7.18 ± 0.24	7.32 ± 0.16
3. Cognition of behavioral transformations	5.41 ± 0.16	5.23 ± 0.24	4.71 ± 0.18	5.27 ± 0.04	5.02 ± 0.23	4.61 ± 0.17	8.31 ± 0.17	8.76 ± 0.21	8.05 ± 0.17	5.34 ± 0.15	5.12 ± 0.18	5.21 ± 0.13
4. Cognition of the behavior systems	4.56 ± 0.12	4.24 ± 0.10	4.78 ± 0.13	4.23 ± 0.11	4.18 ± 0.09	4.28 ± 0.21	7.21 ± 0.11	5.48 ± 0.13	6.18 ± 0.17	4.27 ± 0.11	4.03 ± 0.16	4.33 ± 0.18
5. Composite evaluation	24.58 ± 0.10	23.89 ± 0.07	22.61 ± 0.16	24.33 ± 0.05	23.65 ± 0.12	23.15 ± 0.12	37.41 ± 0.16	35.57 ± 0.13	31.78 ± 0.21	24.65 ± 0.19	24.44 ± 0.16	24.07 ± 0.11

According to the results obtained by the «Method of measuring social intelligence» by J. Guilford and M. O'Sullivan (see Table 1), the indicators of students of the experimental group on the 1st subtest «knowledge of behavioral results» (social forecasting) are significantly higher compared to two others (the average score on this subtest of students of the experimental group ranges from 9.63 to 11.02). According to the selected average value, the indicators for the 1st subtest of students of experimental groups correspond to the standard score of 4. This indicates that after the introduction of the experimental program of future teachers of groups E1, E2, E3 above average is developed knowledge of behavioral outcomes, the ability to predict consequences behavior of people in a certain situation, predict what will happen next. The competence of «forecasting the results of social interaction» has the lowest level of the development in group E3 (average score is 9,63), and the highest level is in groups E2 and E1 (average score is 10,99 and 11,02, respectively).

In control groups the indicators on the first subtest of social intelligence did not change and it was compared with the statement studied (in such a way: 7.68 – in K1, 7.13 – in K2, 7.23 – in K3; in the formative experiment: 7.92 – in K1, 8.11 – in K2, 7.21 – in K3), which indicates that, in fact, social intelligence is not formed during the students' studying at the university without the purposeful influence of teachers. Social intelligence is a relatively stable characteristic, which, however, can be formed during a person's life, during the course of personally significant events for a given person, for quite long periods of time and so on. The formation of social intelligence, in particular, its individual components, is possible as a result of purposeful, specially organized influence, which was implemented by us in experimental groups through the use of the program to facilitate the formation of social intelligence of a future teacher. During the formative experiment students of groups E1, E2, E3 realized their opportunities and personal

potentials, the development of their professionally significant qualities, interests, abilities, feelings, relationships, the formation of valuable orientations, creating a favorable psychological climate for the professional development in studied groups, providing timely assistance in solving their own problems and expanding opportunities for self-development of the individual, which, in turn, facilitated the formation of social intelligence of future teachers.

According to the second subtest, the average value of indicators of students of experimental groups is ranged from 7.92 to 10.87, which corresponds to a standard score of 4 (the result is higher than the average sample rate). This indicates the level of knowledge of above-average behavioral classes, such as the ability to logically generalize, to identify common essential features in various nonverbal human reactions. These abilities (highlighted in the above structure of social intelligence as social intuition) have the highest level of the development of students of groups E1 and E2 (the average score is 10.87 and 10.34, respectively). At the same time, the least pronounced «ability to understand nonverbal speech» is for students of group E3 (average score is 7.92), as well as for students of control groups (7.12 – in K1, 7.18 – in K2, 7.32 – in K3 at the end of the molding experiment).

Describing the data on the 3rd subtest, we can say about the remarkable dynamics in the development of basic components in the structure of social intelligence from the beginning of the observational study, and to the final slice of the formative experiment. The lowest indicator according to this subtest was diagnosed for students of group E3 (the average value is 8.05 points), while for students of groups E1 and E2 the indicators are slightly higher (8.31 points and 8.76 points, respectively). Students in the control groups were not diagnosed with progressive minds, and a slight increase in results is statistically insignificant at 5% confidence level according to the Student's t-criterion. This indicates that all respondents in the control

groups have the level of knowledge of behavioral transformation (the ability to understand the change in the meaning of such verbal human reactions depending on the context of the situation that caused them) below average, which also indicates the effectiveness of our facilitative program of the development of social intelligence of future teachers.

Conclusions

Thus, *the cognitive aspect* of social intelligence includes a set of fairly stable knowledge, assessments, rules for interpreting events, people's behavior, their relationships, etc., based on the formed system of interpretations at the microstructural and macrostructural levels. The microstructure of the cognitive aspect of social intelligence is determined by the functions of the latter, such as *the cognitive-evaluative one*, on which the competent processing is depended and the evaluation of information perceived by the subject; *prognostic function*, on the basis of which the planning and forecasting of the development of interpersonal interactions are carried out; *communicative functions*, which ensure the effectiveness of the actual communicative process (this function is associated with adequate perception and understanding of the partner in communication); *reflexive function*, which is reflected directly by the person's self-knowledge. In turn, the macrostructure of the cognitive aspect of social intelligence is manifested in the individual's attitude to himself / herself as a value, value-semantic position to interpersonal relationships, as well as by the actualization of motivational and value orientations of the individual, axiological attitude by him / her to professional and other activities. By the way of the developing of learner's autonomy we stimulated the development of *the cognitive aspect* of social intelligence.

The source of social intelligence *at the microstructural level* is the continuous updating of the functions listed by us. The result of their integration can be considered a set of sub-

jective scales that allow the subject to navigate the features of interpersonal interaction, to recognize and adequately assess the behavior of other individuals. One of the main results of high-level social intelligence will be the presence of the individual of subjective statistics of different modalities. It is a space of subjective psychosemantic scales, symbols of nonverbal behavior, norms of language production, etc.

The task of social intelligence *at the macrostructural level* is to provide opportunities to assess themselves and other people as individuals. In this case, the value orientations of the individual may not coincide with generally accepted social norms and even conflicts with them, but there is always a society and its specific representatives, in which the individual worldview, personal values and meanings will find their support.

We consider the criteria for the productive functioning of the student's social intelligence as a successful solution to human social non-standard (including – original) tasks, as well as the success of a specialist in the implementation of pedagogical activities. The first involves the mandatory functioning of the decision-making mechanism. The mechanism of decision-making, as well as other functional mechanisms of social intelligence (the mechanism of decentralization, the mechanism of intellectual initiation, reflexive mechanisms, etc.) are proved by us (Mykhalchuk & Ivashkevych, 2018), which, above all, are predetermined by individual cognition, for example, attention, imagination, perception, memory, thinking, etc., can be understood by a teacher, but may not be realized, and then it is about automatism of functional mechanisms of social intelligence. In the field of mnemonic experience (the mnemonic aspect of social intelligence) conscious experiences are accompanied by a sense of subjective evidence of what is happening. It is precisely in the case of the explicit existence of such experiences that the subject is able to give himself / herself a report on his / her own experience. Confirmation of «subjective awareness» is a psychological concept that is widely used in scien-

tific research: «direct experience», «personally significant experience», «professionally significant experience», «subjective experience», etc. The term «awareness» will denote exclusively the ended result, the integral psychic product of active intellectual activity. In other words, awareness is the result of our research, in particular, the social intelligence of the person. The concept of «awareness» is empirical, but, unlike other empirical concepts used in psychology, is not partial. This is the so-called «complex» concept, which denotes a wide range of empirical phenomena and categories that relate to different cognitive spheres of the person, for example, to the sensory, perceptual, mental spheres of representation and human motor activity. Therefore, the concept of «awareness» is equally appropriate to refer to the facts of awareness of tactile or acoustic influence, and to name the result of reproduction of previously learned information, and, for example, to state the fact of visual representation of any object. Understanding, of course, can have its own specificity, depending on the nature of intellectual activity. Thus, awareness during the perception of oral speech, of course, differs from the perception of the solution found in the non-standard social task. However, if we are talking about such complex phenomenon as social intelligence, then as a rule, any fact that is perceived by a person is the result of unconscious intellectual activity. This activity, in turn, is carried out with the aid of well-known functional mechanisms, one of which is the mechanism for *making a socially balanced solution*. All this in a great degree helps to form the learner's autonomy.

Literature

Гончарук Наталія, Онуфрієва Ліана. Психологічний аналіз рівнів побудови комунікативних дій. *Psycholinguistics. Психолінгвістика. Психолінгвістика: Зб. наук. праць ДВНЗ «Переяслав-Хмельницький пед. ун-т імені Григорія Сковороди»*. Переяслав-Хмельницький : ФОП Домбровська Я. М., 2018. Вип. 24 (1). С. 97–117. DOI 10.31470/2309-1797-2018-24-1-97-117.

© Ivashkevych Eduard, Onufriieva Liana

DOI (article): <https://doi.org/10.32626/2227-6246.2021-51.09-32>

- Benson, P. (2001). *Teaching and Researching Autonomy in Language Learning*. Harlow : Longman. 565 p.
- Dafei, D. (2007). An Exploration of the Relationship Between Learner Autonomy and English Proficiency. Retrieved September 27, 2007. URL : http://www.asian-efl-journal.com/pta_Nov_07_dd.pdf?origin=publication_detail.
- Dam, L. (1990). Learner Autonomy in Practice: An experiment in learning and teaching. *Autonomy in Language Learning, I*, 35–42. Gathercole (Ed.). Great Britain : Centre for Information on Language Teaching and Research.
- Dickinson, L. (1994). Learner autonomy: what, how and why? *In: Autonomy in Language Learning (1st ed.)*. Porto Alegre : Universidade Federal do Rio Grande do Sul. P. 2–12.
- Hořínek, M. (2007). A closer look at learner autonomy – a qualitative study. (Diploma thesis). Retrieved August 2, 2007. URL : http://is.muni.cz/th/12319/ff_m/thesis.pdf.
- Kavaliauskiene, G. (2002). Three Activities to Promote Learner's Autonomy. *The Internet TESL Journal, VIII*, (7). Retrieved July 4, 2002. URL : <http://iteslj.org/Techniques/Kavaliauskiene-Autonomy/>.
- Little, D. (1996). Constructing a theory of learner autonomy: Some steps along the way. Retrieved August 27, 1996. URL : http://archive.ecml.at/mtp2/ELP_TT/ELP_TT_CDROM/DM_layout/Reference%20Materials/English/David%20Little%20Constructing%20a%20Theory%20of%20Learner%20Autonomy.pdf.
- Little, D. (2006). Learner autonomy: Drawing together the threads of self-assessment, goal-setting and reflection. Retrieved August 27, 2006. URL : http://archive.ecml.at/mtp2/ELP_TT/results/DM_layout/00_10/06/06Supplementarytext.pdf.
- Mykhalchuk, Nataliia, & Ivashkevych, Eduard. Psycholinguistic features of the development of social intelligence of the teacher. *Psycholinguistics. Психолінгвістика. Психолінгвістика: Зб. наук. праць ДВНЗ «Переяслав-Хмельницький пед. ун-т імені Григорія Сковороди»*. Переяслав-Хмельницький : ФОП Домбровська Я. М., 2018. Вип. 23 (1). С. 242–257. DOI <https://doi.org/10.5281/zenodo.1211618> (ISSN 2415-3397, Index Copernicus, Web of Science).
- Mykhalchuk, Nataliia, & Kryshevych, Olga. The peculiarities of the perception and understanding of Sonnets written by W. Shakespeare by the students of the Faculty of Foreign Languages. *Psycholinguistics. Психолінгвістика. Психолінгвістика: збірник наукових праць. Серія: Психологія*. Переяслав-Хмельницький : ФОП Домбровська Я. М., 2019. Вип. 26 (1). С. 265–285. DOI 10.31470/2309-1797-2019-26-1-265-285.

Nunan, D. (2003). Nine steps to learner autonomy. Retrieved June 20, 2003. URL : http://www.andrasprak.su.se/polopoly_fs/1.84007.1333707257!/menu/standard/file/2003_11_Nunan_eng.pdf.

References

- Honcharuck, Nataliia, & Onufriieva, Liana (2018). Psykholohichnyi analiz rivniv pobudovy komunikatyvnykh dii [Psychological analysis of levels of communicative actions' constructing]. *Psykholingvistyka. Psikholingvistika. Psycholinguistics: Zb. nauk. prats DVNZ «Pereiaslav-Khmelnyskiyi ped. un-t imeni Hryhorii Skovorody» – Psycholinguistics. Psycholinguistics. Psycholinguistics: Collection of Scientific Papers of Pereiaslav-Khmelnyskiyi Hryhorii Skovoroda Pedagogical University*, 24 (1), 97–117. Pereiaslav-Khmelnyskiyi : FOP Dombrovska Ya. M. DOI 10.31470/2309-1797-2018-24-1-97-117 [in Ukrainian].
- Benson, P. (2001). *Teaching and Researching Autonomy in Language Learning*. Harlow : Longman.
- Dafei, D. (2007). *An Exploration of the Relationship between Learner Autonomy and English Proficiency*. Retrieved September 27. Retrieved from http://www.asian-efl-journal.com/pta_Nov_07_dd.pdf?origin=publication_detail.
- Dam, L. (1990). Learner Autonomy in Practice: An experiment in learning and teaching. Gathercole (Ed.). *Autonomy in Language Learning, I*, 35–42. Great Britain : Centre for Information on Language Teaching and Research.
- Dickinson, L. (1994). Learner autonomy: what, how and why? *Autonomy in Language Learning (1st ed.)*, (pp. 2–12). Porto Alegre : Universidade Federal do Rio Grande do Sul.
- Hořinek, M. (2007). A closer look at learner autonomy – a qualitative study. *Extended abstract of Diploma thesis*. Retrieved August 2. Retrieved from http://is.muni.cz/th/12319/ff_m/thesis.pdf.
- Kavaliauskiene, G. (2002). Three Activities to Promote Learner's Autonomy. *The Internet TESL Journal, VIII*, (7). Retrieved July 4. Retrieved from <http://iteslj.org/Techniques/Kavaliauskiene-Autonomy/>.
- Little, D. (1996). *Constructing a theory of learner autonomy: Some steps along the way*. Retrieved August 27. Retrieved from http://archive.ecml.at/mtp2/ELP_TT/ELP_TT_CDROM/DM_layout/Reference%20Materials/English/David%20Little%20Constructing%20a%20Theory%20of%20Learner%20Autonomy.pdf.
- Little, D. (2006). *Learner autonomy: Drawing together the threads of self-assessment, goal-setting and reflection*. Retrieved August 27.

Retrieved from http://archive.ecml.at/mtp2/ELP_TT/results/DM_layout/00_10/06/06Supplementarytext.pdf.

- Mykhalchuk, Nataliia, & Ivashkevych, Eduard (2018). Psycholinguistic features of the development of social intelligence of the teacher. *Psykholinhvistyka. Psikholingvistika. Psycholinguistics: Zb. nauk. prats DVNZ «Pereiaslav-Khmelnyskyi ped. un-t imeni Hryhoriia Skovorody» – Psycholinguistics. Psycholinguistics. Psycholinguistics: Collection of Scientific Papers of Pereiaslav-Khmelnyskyi Hryhorii Skovoroda Pedagogical University*, 23 (1), 242–257. Pereiaslav-Khmelnyskyi : FOP Dombrovska Ya. M. DOI <https://doi.org/10.5281/zenodo.1211618> (ISSN 2415-3397, Index Copernicus, Web of Science).
- Mykhalchuk, Nataliia, & Kryshevych, Olha (2019). The peculiarities of the perception and understanding of Sonnets written by W. Shakespeare by the students of the Faculty of Foreign Languages. *Psykholinhvistyka. Psikholingvistika. Psycholinguistics: Zb. nauk. prats DVNZ «Pereiaslav-Khmelnyskyi ped. un-t imeni Hryhoriia Skovorody» – Psycholinguistics. Psycholinguistics. Psycholinguistics: Collection of Scientific Papers of Pereiaslav-Khmelnyskyi Hryhorii Skovoroda Pedagogical University*, 26 (1), 265–285. Pereiaslav-Khmelnyskyi : FOP Dombrovska Ya. M. DOI [10.31470/2309-1797-2019-26-1-265-285](https://doi.org/10.31470/2309-1797-2019-26-1-265-285).
- Nunan, D. (2003). *Nine steps to learner autonomy*. Retrieved June 20. Retrieved from http://www.andrasprak.su.se/polopoly_fs/1.84007.1333707257!/menu/standard/file/2003_11_Nunan_eng.pdf.

Івашкевич Едуард, Онуфрієва Ліана. Розвиток автономії студента заходами формування його соціального інтелекту

АНОТАЦІЯ

Мета статті – охарактеризувати автономну поведінку студентів, окреслити студента як суб'єкта учіння, що дасть нам змогу запропонувати шляхи формування поведінки завдяки стимулюванню розвитку структурних компонентів соціального інтелекту студентів.

Для розв'язання поставлених у роботі завдань використано такі теоретичні **методи дослідження**: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. Також у дослідженні використано емпіричні методи, такі як констатувальне дослідження та формувальний експеримент.

© Ivashkevych Eduard, Onufrieva Liana

DOI (article): <https://doi.org/10.32626/2227-6246.2021-51.09-32>

Результати дослідження. Ми вважаємо, що соціальний інтелект педагога вміщує когнітивний, емпатійний і мнемічний аспекти. У попередньому викладі теоретичного матеріалу більшу увагу було приділено мнемічному аспекту соціального інтелекту, тоді як емпатійний аспект, на нашу думку, є не менш важливим. Елементи (або скрипти, фрейми, концепти) емпатійного аспекту соціального інтелекту складають зміст конкретних усвідомлених педагогом образів реальності, які можуть бути і такими, що сприймаються безпосередньо, і такими, які виникають у спогадах й уяві особистості. Специфічна функція емпатійного аспекту соціального інтелекту полягає в тому, що емпатійні фрейми, скрипти, концепти наділяють емоційністю продукти інтелектуальної діяльності, своєрідну картину світу, яка складається у суб'єкта в результаті роботи соціального інтелекту, внаслідок чого світ постає для нього як існуючий у метакогнітивній сфері. Саме тому, на нашу думку, немає сенсу говорити про існування емоційного інтелекту, адже той смисл, який вкладається багатьма дослідниками в це поняття, зафіксований саме в емпатійному аспекті соціального інтелекту. Хоча емпатійний аспект соціального інтелекту не усвідомлюється педагогом, саме він, на нашу думку, забезпечує усвідомлення емоційно-експресивної й емпатійної сторін об'єктів і суб'єктів у міжособистісній взаємодії.

Ми вважаємо, що соціальний інтелект, однозначно, включає декларативні й оперативні (процедурні) знання, які індивід застосовує в реальному житті для інтерпретації подій, створення планів і прогнозування як дій повсякденного життя, так і професійних ситуацій. Ці уявлення, особисті спогади і правила інтерпретації складають когнітивний аспект соціального інтелекту. Своєю чергою, мнемічний аспект заповнює набутий людиною досвід, тоді як емпатійні можливості суб'єкта спрямовані на актуалізацію механізмів антиципації у розв'язанні різних проблем соціального життя.

Висновки. Доведено, що когнітивний аспект соціального інтелекту включає в себе сукупність досить стійких знань, оцінок, правил інтерпретації подій, поведінки людей, їх взаємовідносин тощо на основі сформованої системи інтерпретацій на мікроструктурному і макроструктурному рівнях. Мікроструктура когнітивного аспекту соціального інтелекту детермінується функціями останнього, а саме пізнавально-оцінною, від якої залежить грамотна обробка й оцінювання інформації, яку сприймає суб'єкт; прогностичною, на основі якої здійснюється планування та про-

гнозування розвитку міжособистісних взаємодій; комунікативною, що забезпечує ефективність власне процесу спілкування (ця функція пов'язана з адекватним сприйняттям і розумінням партнера по спілкуванню); рефлексивною, яка знаходить своє відображення безпосередньо в самопізнанні. Своєю чергою, макроструктура когнітивного аспекту соціального інтелекту виявляється у ставленні індивіда до себе як до цінності, ціннісно-смісловій позиції до міжособистісних відносин, а також в актуалізації мотиваційно-ціннісних орієнтацій особистості, аксіологічного ставлення до професійної й інших видів діяльності. Шляхом розвитку автономії студента ми стимулювали становлення у нього когнітивного аспекту соціального інтелекту.

Ключові слова: автономія студента, автономна поведінка, соціальний інтелект, когнітивний аспект соціального інтелекту, мотиваційні орієнтації, ціннісні орієнтації, аксіологічне настановлення.

Ивашкевич Эдуард, Онуфриева Лиана. Развитие автономии студента средствами формирования его социального интеллекта

АННОТАЦИЯ

Цель статьи – охарактеризовать автономное поведение студентов, определить студента как субъекта обучения, что позволит нам предложить пути формирования автономного поведения личности благодаря стимулированию развития структурных компонентов социального интеллекта студентов.

Для решения поставленных в работе задач использованы следующие теоретические **методы исследования:** категориальный, структурно-функциональный, анализ, систематизация, моделирование, обобщение. Также в исследовании использованы эмпирические методы, такие как констатирующее исследование и формирующий эксперимент.

Результаты исследования. Мы считаем, что социальный интеллект педагога содержит когнитивный, эмпатийный и мнемический аспекты. В предыдущих наших публикациях большее внимание было уделено мнемическому аспекту социального интеллекта, тогда как эмпатийный аспект, по нашему мнению, является не менее важным. Элементы (или скрипты, фреймы, концепты) эмпатийного аспекта социального интеллекта составляют содержание конкретных осознанных педагогом образов реальности, которые могут быть такими, что вос-

принимаются непосредственно, а также и такими, которые возникают в воспоминаниях и воображении личности. Специфическая функция эмпатийного аспекта социального интеллекта заключается в том, что эмпатийные фреймы, скрипты, концепты наделяют эмоциональностью продукты интеллектуальной деятельности, создавая, таким образом, своеобразную картину мира, которая складывается в воображении субъекта в результате актуализации социального интеллекта, в результате чего мир становится для субъекта таковым, который существует исключительно в метакогнитивной сфере. Именно поэтому, по нашему мнению, не имеет смысла говорить о существовании эмоционального интеллекта, ведь тот смысл, который вкладывается многими исследователями в данное понятие, зафиксирован именно в эмпатийном аспекте социального интеллекта. Хотя эмпатийный аспект социального интеллекта не до конца осознается педагогом, именно он, по нашему мнению, обеспечивает осознание эмоционально-экспрессивной и эмпатийной сторон объектов и субъектов в межличностном взаимодействии.

Мы считаем, что социальный интеллект, однозначно, включает декларативные и оперативные (процедурные) знания, которые индивид применяет в реальной жизни для интерпретации событий, создания планов и прогнозирования как действий повседневной жизни, так и профессиональных ситуаций. Эти представления, личные воспоминания и правила интерпретации составляют когнитивный аспект социального интеллекта. В свою очередь, мнемический аспект заполняет приобретенный человеком опыт, тогда как эмпатийный создает предпосылки, благодаря которым возможности субъекта направляются на актуализацию механизмов антиципации в решении различных проблем социальной жизни.

Выводы. Доказано, что когнитивный аспект социального интеллекта включает в себя совокупность достаточно устойчивых знаний, оценок, правил интерпретации событий, поведения людей, их взаимоотношений на основе сложившейся системы интерпретаций на микроструктурном и макроструктурном уровнях. Микроструктура когнитивного аспекта социального интеллекта детерминируется функциями последнего, а именно познавательно-оценочной, от которой зависит грамотная переработка и оценка информации, которую воспринимает субъект; прогностической, с учетом которой осуществляется плани-

рование и прогнозирование развития межличностных взаимодействий; коммуникативной, которая обеспечивает эффективность собственно процесса общения (данная функция связана с адекватным восприятием и пониманием партнера по коммуникации); рефлексивной, которая находит свое отражение непосредственно в самопознании. В свою очередь, макроструктура когнитивного аспекта социального интеллекта проявляется в отношении индивида к себе как к ценности, с учетом ценностно-смысловой позиции личности в межличностных отношениях, а также в актуализации мотивационно-ценностных ориентаций личности, аксиологического отношения к профессиональной и другим видам деятельности. Таким образом, посредством развития автономии студента мы стимулировали развитие когнитивного аспекта социального интеллекта.

Ключевые слова: автономия студента, автономное поведение, социальный интеллект, когнитивный аспект социального интеллекта, мотивационные ориентации, ценностные ориентации, аксиологическая установка.

Original manuscript received January 03, 2021
Revised manuscript accepted February 12, 2021

Psychological Peculiarities of Understanding Communicative Behavior of People from English-Speaking Countries

Психологічні особливості розуміння комунікативної поведінки людей з англomовних країн

Ernest Ivashkevych

Ph.D. in Psychology, Senior Lecturer of the Department of Practice of English, Translator, Rivne State University of the Humanities, Rivne (Ukraine)

ORCID ID: <https://orcid.org/0000-0001-7219-1086>

Researcher ID: <http://www.researcherid.com/rid/F-3865-2019>

E-mail: ivashkevych.ee@gmail.com

Ернест Івашкевич

Кандидат психологічних наук, старший викладач кафедри практики англійської мови, перекладач, Рівненський державний гуманітарний університет, м. Рівне (Україна)

ABSTRACT

The aim of this research is to define psychological peculiarities of understanding communicative behavior of people from English-speaking countries.

Methods of the research. As for general scientific methods, the method of induction, deduction, analysis and synthesis, comparative and descriptive methods and explanatory one are used.

The results of the research. It was shown that the perception and understanding of communicative behavior of people from English-speaking countries

Address for correspondence, e-mail: kpnu_lab_ps@ukr.net

Copyright: © Ivashkevych Ernest



The article is licensed under **CC BY-NC 4.0 International**
(<https://creativecommons.org/licenses/by-nc/4.0/>)

© Ivashkevych Ernest

DOI (article): <https://doi.org/10.32626/2227-6246.2021-51.33-53>

<http://journals.uran.ua/index.php/2227-6246>

in a great degree was actualized through the image. The latter is not just the result of the person's imagination, but a visual generalization that accompanies the verbal explication of the man's thoughts through the Englishmen / women pointing gestures. If the pointing gesture is separated from the whole paradigm of perception as a certain object of interest from the environment, especially situational, then the separation, for example, is a part of this object in relations to a specially selected or constructed space indicates the supra-situational attitude of the recipient to a certain object and the creation of the most stable way of existence of the object itself, in addition to its connections with the pointing gesture. Thus, the pointing gesture is transformed into a paradigm of conditional space, further transformations of which facilitates the emergence of the «pointing field» in the system of the perception and understanding of communicative behavior of people from English-speaking countries.

Conclusions. *The actualization of communicative behavior of people from English-speaking countries by recipients takes place in a conditional space close to a real life. Communicative behavior of people from English-speaking countries contributes to the fact that speech activity will be «grouped» around the image and creative practices. Conditionally, space becomes a paradigm of the most significant and valuable content, which initially embodied a certain image, specially created by the addressee. In other words, the selection of this speech image became the basis for the construction of the individual model of the world by recipients. Ritualized real actions, which contain the «products» of all kinds of creative practices in their structure, represent a symbolic form of the primary image, which is created by recipients from the very beginning of the actualization of communicative behavior of people from English-speaking countries.*

Key words: *communicative behavior, people from English-speaking countries, the image, visual generalization, construction of the individual model of the world.*

Introduction

Speaking about communicative behavior of people from English-speaking countries, we have to emphasize on the problem of the appearance and communication of English people, to show main problems and the ways of their solving (Mykhalchuk & Bihunova, 2019). First of all, we have to note that England is one of four distinct regions of the United Kingdom,

which includes Wales, Scotland, and Northern Ireland. England's population is approximately 47 million people.

It is important to note that the Scots, Welsh and Irish are not English, and they are often offended when referred to English speaking world. Additionally, citizens of the U. K. do not consider themselves, as European. Unfortunately, they are usually grouped due to the part of people's membership in the European Union.

The English are very proud of their heritage and history. Along with their contributions to the world of today, several famous writers came from England. Some of the most famous are W. Shakespeare, T. S. Eliot, and G. Chaucer. This century England has seen many influential daughters and sons. The Beatles, Winston Churchill, and Queen Elizabeth II have all played a tremendous role in England's presence in the contemporary world.

The scientific analysis for England illustrates their strong feelings towards individualism and masculinity (Гончарук & Онуфрієва, 2018). The power distance and uncertainty avoidance are ranked considerably as less important ones (Максименко, Ткач, Литвинчук & Онуфрієва, 2019). Long-term orientation ranks the lowest, indicating that change in England that can be achieved more rapidly than in many other countries (Mykhalchuk & Ivashkevych, 2019).

According to these, **the aim** of this research is to define psychological peculiarities of understanding communicative behavior of people from English-speaking countries.

In order to achieve the aim stated in our research, we have to complete a set of the following **objectives**: to distinguish the United Kingdom – Great Britain – England Appearance, which in a great degree influences the communicative behavior of English speaking people; to describe the United Kingdom – Great Britain – England Communicative Behavior; to determine the United Kingdom – Great Britain – England Patterns of Communications; to describe meeting and greeting in England; to

© Ivashkevych Ernest

characterize body language in England; to describe a corporate culture in England; to show dining and entertainment in England; to characterize dress and gifts in England; to describe helpful hints in England. All these are factors of Communicative Behavior of people from English-speaking countries.

Methods of the research

Taking into account the importance of the conventional methods of scientific research while dealing with the object of our article, the most substantial part of the methodological base for this research has been developed by us. As for general scientific methods, the method of induction, deduction, analysis and synthesis, comparative and descriptive methods and explanatory ones were also used quite successfully.

Results and their discussion

Analyzing Predominantly Christian countries, the primary correlation between religion and the Geert Hofstede Dimensions is a High Individualism Ranking. This indicates that predominantly Christian countries have a strong belief for the person's individuality, with individual rights being paramount within the society. People in these countries may tend to form a larger number of looser relationships.

So, we have to distinguish the United Kingdom – Great Britain – England *Appearance*, which in a great degree influences the communicative behavior of English-speaking people:

1. Business attire rules are somewhat relaxed in England, but conservative dress is still very important for both men and women, whether you're interviewing for a professional Tesco jobs or a restaurant position.

2. Dark suits, usually black, blue or gray are quite acceptable.

3. Men's shirts should not have pockets; if they do, the pockets should always be kept empty. Additionally, men should wear solid or patterned ties, while avoiding striped ties.

4. Men wear laced shoes, not loafers.

5. Business women are not as limited to colors and styles as men are, though it is still important to maintain a conservative image.

Let's describe the United Kingdom – Great Britain – England *Communicative Behavior*:

1. Always be punctual in England. Arriving a few minutes early for safety is acceptable.

2. Decision-making is slower in England than in the United States; therefore it is unwise to rush the English into making a decision.

3. A simple handshake is the standard greeting (for both men and women) for business occasions and for visiting home.

4. Privacy is very important to the English. Therefore asking personal questions or intensely staring at another person should be avoided.

5. Eye contact is seldom kept during British conversations.

6. To signal that something is to be kept confidential or secret, tap your nose.

7. Personal space is important in England, and one should maintain a wide physical space when conversing. Furthermore, it is considered inappropriate to touch others in public.

8. Gifts are generally not a part of doing business in England.

9. A business lunch will often be conducted in a pub and will consist of a light meal and perhaps a pint of ale.

10. When socializing after work hours, do not bring up the subject of the activity.

11. When dining out, it is not considered polite to toast those who are older than this person.

Now it is correct to determine United Kingdom – Great Britain – England *Patterns of Communications*:

1. America, Britain, Canada, Australia and other countries have included nations divided by a common language.

2. In England English is the official language, but it should be noted that Queen's English and American English are very different.

3. Ordinary vocabulary can differ between two countries.

4. Loud talking and disruptive behavior should be avoided.

5. One gesture to avoid is the V for Victory sign, done with the palm facing the person. This is a very offensive gesture.

6. If a man has been knighted, he is addressed, as: «Sir and his first name», for example: «Sir John. If writing a letter, the envelope is addressed – «Sir First name and Last name», in such a way: «Sir John Roberts».

So, let us describe the communicative behavior of people in England nowadays. Four countries make up the United Kingdom of Great Britain and Northern Ireland – England, Scotland, Wales and Northern Ireland. Residents of any of these countries may be called «British». Use «English», «Scot» or «Scotsman», «Welsh» and «Irish» or «Northern Irish» only when it is certain of a person's heritage. While four countries share many customs, each has its own set of cultural nuances.

In England politeness, reserve and restraint are admired. The English are courteous, unassuming and they are very proud of their long and rich history.

Scots are passionate about their country, guarding its uniqueness and refusing to go along with English ideas. While cool and aloof externally, they are extremely sentimental about their family and their country. Overall Scots are free of class consciousness and social elitism, except in religion.

Generally, Protestants mix only with Protestants and Catholics, and they mix only with Catholics. Scots have a keen, subtle sense of humor and value generosity, respectability. Wales has been a part of the United Kingdom for more than 400 years, but has kept its own language, literature and traditions. The most residents of Wales are of Welsh or English heritage. Many immigrants from former British colonies and other parts of U.K., for example Welsh take a great pride for their country

and their heritage. The Welsh love to sing and talk and spend much of their free time with their families (Batel, 2020).

Two-thirds of the Northern Irish have Scottish or English roots. The others are of Irish descent. Irish value friendliness, sincerity and nature. They dislike pretentious behavior and possess a strong ethnic activity. Family ties are very important in Northern Ireland.

Let us describe *meeting and greeting* in England:

1. The British are reserved, which may cause them to appear cool and indifferent or overly formal. In fact, they are very friendly and helpful to foreigners.

2. Shake hands with everyone present – men, women, and children – at business and social meetings. Shake hands again when leaving.

3. Handshakes are light – not firm.

4. Women should extend their hand to men first.

5. Use the last names and the appropriate titles until specifically invited by your British hosts or colleagues to use their first names.

Let's characterize *body language* in England:

1. The British are not back slappers or touches and generally do not display affection in public.

2. Hugging, kissing and touching are usually reserved for family members and very close friends.

3. The British like a certain amount of personal space. Do not stand too close to another person or put your arm around someone's shoulder.

4. Staring is considered rude.

Communicative behavior in a large degree depends on *a corporate culture* in England:

1. In Great Britain punctuality is important for business meetings. Be on time.

2. Brits prefer a congenial business relationship, but tend to get right down to business after a few moments of polite conversation.

3. Business is well initiated through a well-connected third party.

4. The Board of Directors is the source of power and the principal decision making unit in a company. Formal approval of the board is required for most decisions. Decisions may be slow in their modeling.

5. Expect formalities and protocol to be observed for business, especially in London.

6. Business organization traditionally is multi-layered with a vertical chain of a command. A network of committees, formal and informal, is existed in larger companies. Group consensus is preferred to individual initiative.

7. In older companies, business still centers around the «old boy network» with prep schools, universities and family ties being of great importance. Newer companies are more progressive.

8. Meetings should be scheduled well in advance.

9. Meetings generally have a concrete objective, such as: making a decision, developing a plan or arriving for any agreement.

10. Presentations should be detailed and subdued.

11. Scots are known for being skilled business persons, priding themselves for being internationalists. They also are suspicious of «go-getters» and have gained respect success only when it is achieved over time.

Let's show *dining and entertainment* in England:

1. Summon a waiter by raising your hand. Don't wave or shout.

2. The most business entertaining is done restaurants or pubs over lunch. The host, the one who extends the invitation, pays the bill.

3. British business may invite you to watch cricket or to the regatta. Both are prestigious events. Wear your tweed sport coat or blue blazer.

4. The invitation to someone's home is more common in England than in the rest of Europe.

5. Do not discuss business at dinner in someone's home unless the host initiates the conversation.

6. In England, when invited to someone's home, arrive at least 10–20 minutes after the stated time. Never arrive early. In Scotland and Wales, arrive on time.

7. A male guest of honor is seated at the head of the table or to the right of the hostess. A female guest of honor is seated to the right of the host.

8. Wait for your host to begin eating before you eat.

9. Host or hostess always initiates the first toast, which is usually only given at a formal dinner.

10. At a formal dinner, do not smoke until after the toast to the Queen or until otherwise indicated by the host.

11. Keep your hands on the table at all times during the meal – not on your lap. However, take care to keep your elbows off the table.

12. When finished eating, place knife and fork side by side on the plate at the 5:25 position.

13. You should leave a very small amount of food on your plate when finished eating.

14. The guest of honor should initiate leaving a party.

15. When the host folds his / her napkin, this signals that the meal is over.

16. Leave a dinner party shortly after dinner ends.

17. Write a thank you note to the hostess.

18. It is considered impolite to ask for a tour of your host's home.

19. Entertain anyone who has entertained you, but don't try to impress British guests with an extravagant dinner. The Brits prefer understatement.

Dress in England is also unique, it also influences communicative behavior of English people:

1. People in the larger cities dress more formally, especially in London.

2. Men and women wear wools and tweeds for casual occasions. Slacks, sweaters and jackets are appropriate for men and women.

3. Avoid striped ties that are copies of British regimentals.

4. Men's clothing often expresses affiliation rather than style. Ties are the most important symbols. School, army, university or club ties are worn.

5. For business meetings, men should wear dark suits and ties. Women should wear suits, dresses or skirts and blouses.

6. Do not wear a blazer to work. A blazer is country or weekend wear.

7. For formal events men may wear black ties, business suits, morning coats or tails. Inquire which something or somebody is required. Women generally wear cocktail suits or dresses.

Very specific are *gifts* in England, and communicative behavior also depends on them:

1. Gifts are normally not exchanged in business settings.

2. When invited to someone's home, always bring a small gift for the hostess. Give flowers, chocolates, wine, champagne or books. Present the gift upon arrival.

3. Gifts are opened upon receiving.

4. It is polite to send flowers in advance of a dinner party. Do not send white lilies, which denote death.

Let us describe *helpful hints* in England:

1. Men should open doors for women and stand when a woman enters a room.

2. Always hold the door for a person following behind you.

3. Honor rank when entering a room. Allow higher rank to enter first.

4. Don't insult a royal family or show a great interest in their private lives.

5. Respect the British desire for privacy. Don't ask personal questions, such as where a person lives or what a person does for his / her profession or job. Don't talk about money.

6. Do not violate a queue. It is considered very rude to push ahead in a line.

7. Do not shout or be loud in public places and don't use excessive, demonstrative hand gestures when speaking.

8. Staring is considered quite impolite.

9. Do not be too casual, especially with the English language.

10. The English avoid speaking in superlatives. «I am quite pleased», means, that people are extremely happy.

11. Never try to sound British or mimic their accent.

12. Humor is ever-present in English life. It is often self-deprecating, ribbing, sarcastic, sexist or racist. Try not to take offense.

13. In Scotland, kilts are worn by men at formal occasions (for ex. a black tie, weddings, etc.). Don't make jokes about or ask a Scot what he wears under his kilt.

14. In Northern Ireland, religion and politics have created conflict for many years. Avoid these discussing topics if it is possible.

There are some details which are useful and for distinguishing the communicative behavior of English people. Especially for women for distinguishing their communicative behavior:

1. The «Old Boy Network» is alive and well in the United Kingdom. However, women are becoming more common in managerial positions in the United Kingdom than in most EC countries, especially in service industries and public sector jobs.

2. Foreign women will have little difficulty conducting business in Great Britain.

3. Don't be insulted if someone calls you love, dearie, or darling. These are commonly used and not considered rude.

4. It is acceptable, but may be misconstrued, for a foreign woman to invite an English man to dinner. It is best to stick with lunch.

5. If a woman would like to pay for a meal, she should state this at the outset.

6. Crossing your legs at the ankles, not at the knees, if it is proper.

So, we propose some basic types of nonverbal communication and body language of English people. There are many different types of nonverbal communication. If taking together, the following nonverbal signals and cues for productive communication depend on the person's interest and investment from the side of others.

Facial expressions. The human face is extremely expressive, it is able to express countless emotions without saying a word. And unlike some forms of nonverbal communication, facial expressions are universal. The facial expressions for happiness, sadness, anger, surprise, fear, and disgust are the same among different cultures.

Body movements and posture. Consider how your perceptions of people are affected by the way they sit, walk, stand up or hold their head. The way you move and carry yourself, communicate in a paradigm of wealth of information around the world. This type of nonverbal communication includes your posture, bearing, stance, and subtle movements.

Gestures. Gestures are woven into the fabric of our daily lives. We wave, point, beckon and use our hands when we're arguing or speaking animatedly –expressing ourselves with gestures often without thinking. However, the meaning of gestures can be very different across cultures and regions, so it's important to be careful to avoid misinterpretation.

Eye contact. Since the visual sense is dominant for the most people, eye contact is the especially important type of nonverbal communication. The way you look at someone can communicate many things, including interest, affection, hostility or attrac-

tion. Eye contact is also important in maintaining the flow of conversation and for gauging the other person's response.

Facial Expression. The face is more highly developed as an organ of expression of people. Some of these become quite habitual, almost fixed into the chronic muscular structure of the face. For instance, in some parts of the South the regional pattern of holding the jaw tight creates a slight bulge in the temples due to an overgrowth or «hypertrophy» of those jaw muscles that arise in this or that area. This creates a characteristic appearance. The squint of people who live a lot in the sun is another example.

In such a way there are many different meanings in different cultures, and what may be friendly in one country or region can be insult for partners of communication.

Touch. How one person touches another partner of communication with a great deal of information: «Is a grip gentle or firm, and does one hold the other person on the back of the upper arm, on the shoulder or in the middle of the back. Is the gesture a push or a tug? Is the touch closer to a pat, a rub or a grabbing? People have different areas of personal intimacy, and this refers not only to the sexual dimension, but also the dimension of self-control. Many schoolchildren are particularly sensitive to any touching that could be interpreted as patronizing or undue familiarity. Even the angle of one's holding another's hand might suggest a hurrying or coercive implicit attitude, or on the other hand, a respectful, gentle, permission-giving approach.

Locomotion: The style of physical movement in space also communicates a great deal, as well as affecting the feelings of the person doing the moving:

Slither	Crawl	Totter	Walk
Stroll	Shuffle	Hurry	Run
Jog	Spring	Tiptoe	March
Jump	Hop	Skip	Climb
swing	Acrobatics	Swim	Slink

Facing: This is the way an action is done.

Jerky	Pressured	Nervous	Gradual
Graceful	Fatigued	Tense	Easy
Shaky	Deliberate	Furtive	Clumsy

A related variable is the time it takes to react to a stimulus, called «latency of response». Some people seem to react to different questions, interact in conversations or are slower or faster «on the uptake» than others.

Nonverbal communication can be divided into several categories: facial expressions, head movements, hand and arm gestures, physical space, touching, eye contact and physical postures.

Facial expressions are also different:

- Although smiling is the expression of happiness in the most cultures, it can also signify other emotions. Some Chinese, for example, may smile when they are discussing something sad or uncomfortable.

- Winking has very different connotations in different cultures. In some Latin American cultures winking is a romantic or sexual invitation. In Nigeria, Yorubas may wink at their children if they want them to leave the room. Many Chinese consider winking to be rude.

- In Hong Kong, it is important not to blink one's eyes conspicuously, as this may be seen as a sign of disrespect and boredom.

- Some Filipinos will point to an object by shifting their eyes toward it or pursing their lips, and point with their mouth, rather than using their hands.

- Some Venezuelans may use their lips to point at something, because pointing with a finger is impolite.

- Expressions of pain or discomfort such as crying are also specific to various cultures; some cultures may value a stoic affect while others may encourage a more emotive state.

© Ivashkevych Ernest

DOI (article): <https://doi.org/10.32626/2227-6246.2021-51.33-53>

Expressions of pain or discomfort are also learned from one's family illness experiences, expressions and idioms of distress.

Kinesics	body motions (blushes, shrugs, eye movement, foot-tapping, drumming fingers)
Proxemics	spatial separation (in relation both the social and physical environment)
Haptics	touch
Oculesics	eye contact
Chronemics	use of time, waiting, pausing
Olfactics	smell
Vocalics	tone of voice, timbre, volume, speed
Sound Symbols	grunting, mmm, er, ah, uh-huh, mumbling,
Silence	absence of sound (muteness, stillness, secrecy)
Adornment	clothing, jewellery, hairstyle
Posture	position of the body (characteristic or assumed)
Locomotion	walking, running, staggering, limping
Expression	frowns, grimaces, smirks, smiles, pouting
Form Main Function (in some cultures)	nod (Yes); repeating; shrug (I don't know); substituting; scratch head, quizzical look; complementing; tone of voice, pointing; accenting; hand raised; regulating, turn taking; head shake; contradicting; eye movements; staring / looking down or away; dominating / submitting; raised fist; aggression; hand-shake; socializing; touching, kissing; arousal; over-adornment; boasting.

Conclusions

So, we'll propose some psychological conditions of the perception and understanding of communicative behavior of people from English-speaking countries:

1. We think that the perception and understanding of communicative behavior of people from English-speaking countries in a great degree is actualized through the image. The latter is not just the result of the person's imagination, but a visual generalization that accompanies the verbal explication of the

man's thoughts through the Englishmen / women pointing gestures. If the pointing gesture is separated from the whole paradigm of perception as a certain object of interest from the environment, especially situational, then the separation, for example, is a part of this object in relations to a specially selected or constructed space indicates the supra-situational attitude of the recipient to a certain object and the creation of the most stable way of existence of the object itself, in addition to its connections with the pointing gesture. Thus, the pointing gesture is transformed into a paradigm of conditional space, further transformations of which facilitates the emergence of the «pointing field» in the system of the perception and understanding of communicative behavior of people from English-speaking countries.

2. In the initial period of formation of communicative behavior of people from English-speaking countries of recipients, when language and comprehension are based on the structure of meaning, the leading role in these processes is played by subject affiliation, visual, visual image (= image), performing the role of «internal form» support of communicative behavior of people from English-speaking countries and further – verbal thinking.

3. The actualization of communicative behavior of people from English-speaking countries by recipients takes place in a conditional space close to a real life. Communicative behavior of people from English-speaking countries contributes to the fact that speech activity will be «grouped» around the image and creative practices. Conditionally, space becomes a paradigm of the most significant and valuable content, which initially embodied a certain image, specially created by the addressee. In other words, the selection of this speech image became the basis for the construction of the individual model of the world by recipients. Ritualized real actions, which contain the «products» of all kinds of creative practices in their structure, represent a symbolic form of the primary image,

which is created by recipients from the very beginning of the actualization of communicative behavior of people from English-speaking countries.

4. Stimulating the development of communicative behavior of people from English-speaking countries of recipients allows us to assert the fact of the coincidence of the structure of the subject action of the person with the structure of the expanded statement (the addressee – the action – the object). In this case, the special significance of the game in the development of communicative behavior of people from English-speaking countries can be argued about the unifying (between practice and foreign language) nature of the image (for us it is a game) activities. This does not mean a separate action, but an art system that provides the dominant role of the recipients as a figure who, by the conditions of «imaginary situation» was excluded into the space of everyday life. The actions associated with it (are usually irrelevant, conditional), and the depicted objects will resemble a simple, everyday situation, such as playing with a toy, or drawing, dancing, etc.). It is the system that is reflected in foreign language speech. The conditional visual system and the system of foreign language speech are closely interconnected and they are in a situation of mutual generation. That is why communicative behavior of people from English-speaking countries is a link, not a «mediator» between the practice and the language, but a speech-generating mechanism.

5. By stimulating the communicative behavior of people from English-speaking countries of recipients, the addressee creates an image that focuses on the image in a situation of limited conditional field. It is the mechanism that brings learning situations closer to real ones, which will be continued in the next life of recipients, will allow them to «transfer» the knowledge, skills and abilities acquired at the process of their studying to further situations of foreign language interaction with native speakers in cross-cultural space.

Literature

- Гончарук Наталія, Онуфрієва Ліана. Психологічний аналіз рівнів побудови комунікативних дій. *Psycholinguistics. Психолінгвістика. Психолінгвістика*. 2018. Вип. 24 (1). С. 97–117. DOI 10.31470/2309-1797-2018-24-1-97-117.
- Максименко С., Ткач Б., Литвинчук Л., Онуфрієва Л. Нейропсихолінгвістичне дослідження політичних гасел із зовнішньої реклами. *Psycholinguistics. Психолінгвістика. Психолінгвістика*. 2019. Вип. 26 (1). С. 246–264. DOI 10.31470/2309-1797-2019-26-1-246-264. URL : <https://psycholing-journal.com/index.php/journal/article/view/715>.
- Batel, E. (2020). Context Effect on L2 Word Recognition: Visual Versus Auditory Modalities. *Journal of Psycholinguist Research*, 49, 223–245. URL : <https://doi.org/10.1007/s10936-019-09683-6>.
- Mykhalchuk, N., & Bihunova, S. (2019). The verbalization of the concept of «fear» in English and Ukrainian phraseological units. *Cognitive Studies | Études cognitives*, 19, 11. Warsaw (Poland). URL : <https://doi.org/10.11649/cs.2043>.
- Mykhalchuk, N., & Ivashkevych, E. (2019). Psycholinguistic Characteristics of Secondary Predication in Determining the Construction of a Peculiar Picture of the World of a Reader. *Psycholinguistics. Психолінгвістика. Психолінгвістика*, 25 (1), 215–231. DOI 10.31470/2309-1797-2019-25-1-215-231.

References

- Honcharuk, Nataliia, & Onufrieva, Liana (2018). Psykholohichnyi analiz rivniv pobudovy komunikatyvnykh dii [Psychological analysis of the levels of construction of communicative actions]. *Psycholinguistics. Psykholinhvistyka. Psikholingvistika – Psycholinguistics. Psycholinguistics. Psycholinguistics*, 24 (1), 97–117. DOI 10.31470/2309-1797-2018-24-1-97-117.
- Maksymenko, S., Tkach, B., Lytvynchuk, L., & Onufrieva, L. (2019). Neiropsykholinhvistychnе doslidzhennia politychnykh hasel iz zovnishnoi reklamy [A neuropsycholinguistic research of political slogans from outdoor advertising]. *Psycholinguistics. Psykholinhvistyka. Psikholingvistika – Psycholinguistics. Psycholinguistics. Psycholinguistics*, 26 (1), 246–264. DOI 10.31470/2309-1797-2019-26-1-246-264. Retrieved from <https://psycholing-journal.com/index.php/journal/article/view/715> [in Ukrainian].

- Batel, E. (2020). Context Effect on L2 Word Recognition: Visual Versus Auditory Modalities. *Journal of Psycholinguist Research*, 49, 223–245. Retrieved from <https://doi.org/10.1007/s10936-019-09683-6>.
- Mykhalchuk, N., & Bihunova, S. (2019). The verbalization of the concept of «fear» in English and Ukrainian phraseological units. *Cognitive Studies | Études cognitives*, 19, 11. Warsaw (Poland). Retrieved from <https://doi.org/10.11649/cs.2043>.
- Mykhalchuk, N., & Ivashkevych, E. (2019). Psycholinguistic Characteristics of Secondary Predication in Determining the Construction of a Peculiar Picture of the World of a Reader. *Psycholinguistics. Psycholinguistics. Psycholinguistics. Psikholingvistika – Psycholinguistics. Psycholinguistics. Psikholingvistika*, 25 (1), 215–231. DOI 10.31470/2309-1797-2019-25-1-215-231.

Івашкевич Ернест. Психологічні особливості розуміння комунікативної поведінки людей з англomовних країн

АНОТАЦІЯ

Метою дослідження є визначення психологічних особливостей розуміння комунікативної поведінки людей з англomовних країн.

Методи дослідження. Використано такі загальнонаукові методи, як індукція, дедукція, аналіз і синтез, методи порівняння й опису, метод обґрунтування тощо.

Результати дослідження. Показано, що розуміння комунікативної поведінки людей з англomовних країн в особистості актуалізується через образ, який є не просто результатом уявлення, але зоровим узагальненням, що супроводжує мовленнєву експлікацію думки реципієнтів завдяки вказівним жестам носія мови. У випадку, якщо вказівний жест виокремлює з усієї парадигми сприймання певний об'єкт, що цікавить реципієнта з навколишнього середовища, передусім, ситуативно, то виокремлення, наприклад, частини цього об'єкта щодо окремо обраного або ж сконструйованого простору свідчить про надситуативне його ставлення до певного об'єкта і створення стійкішого способу існування самого об'єкта, крім його зв'язку з вказівним жестом, тобто з руховою активністю реципієнтів. Таким чином вказівний жест трансформується в парадигму умовного простору, подальші перетворення якого фасилітують появу «вказівного поля» у системі розуміння комунікативної поведінки людей з англomовних країн.

Висновки. Актуалізація сприймання та розуміння комунікативної поведінки людей з англомовних країн відбувається в умовному просторі, наближеному до реальної життєдіяльності. Ці процеси сприяють тому, що мовленнєва діяльність «групуватиметься» навколо образу і творчих практик. Умовно простір стає парадигмою найбільш значущого і ціннісного змісту, що спочатку уособлював певний образ, спеціально створений носієм мови. Інакше кажучи, виокремлення цього мовленнєвого образу стало підставою для побудови рецепієнтами індивідуальної моделі світу. Ритуалізовані реальні дії, що вміщують у своїй структурі «продукцію» всіх видів творчих практик, презентують собою символічну форму первинного образу, який створюється рецепієнтами із самого початку сприймання та розуміння комунікативної поведінки людей з англомовних країн.

Ключові слова: комунікативна поведінка, люди з англомовних країн, образ, візуальне узагальнення, побудова індивідуальної моделі світу.

Ивашкевич Эрнест. Психологические особенности понимания коммуникативного поведения людей из англоязычных стран

АННОТАЦИЯ

Целью исследования является определение психологических особенностей понимания коммуникативного поведения людей из англоязычных стран.

Методы исследования. Используются такие основные научные методы, как индукция, дедукция, анализ и синтез, методы сравнения и описания, метод обоснования.

Результаты исследования. Показано, что понимание коммуникативного поведения людей из англоязычных стран личностью актуализируется через образ, являющийся не просто результатом представления, но также и зрительным обобщением, которое сопровождает речевую экспликацию мысли рецепиентов благодаря указательным жестам носителя языка. В случае, если указательный жест выделяет из всей парадигмы восприятия определенный интересующий рецепиента момент, прежде всего, ситуативно, то выделение, например, части этого объекта по отдельности фасилитирует избранное или сконструированное пространство, что свидетельствует о надситуативном отношении рецепиента к определенному объекту и созданию более устойчивого

способа существования самого объекта, кроме его связи с указательным жестом, то есть с двигательной активностью реципиентов. Таким образом указательный жест трансформируется в парадигму условного пространства, дальнейшие преобразования которого фасилитируют появление «указательного поля» в системе понимания коммуникативного поведения людей из англоязычных стран.

Выводы. Актуализация восприятия и понимания коммуникативно-го поведения людей из англоязычных стран происходит в условном пространстве, приближенном к реальной жизнедеятельности. Эти процессы способствуют тому, что речевая деятельность будет «группироваться» вокруг образа и творческих практик. Условно пространство становится парадигмой наиболее значимого и ценностного содержания, которое сначала олицетворяло собой определенный образ, специально созданный носителем языка. Иначе говоря, выделение этого речевого образа стало основанием для построения реципиентами индивидуальной модели мира. Ритуализированные реальные действия, содержащиеся в своей структуре «продукцию» всех видов творческих практик, представляют собой символическую форму первичного образа, который создается реципиентами с самого начала восприятия и понимания коммуникативного поведения людей из англоязычных стран.

Ключевые слова: коммуникативное поведение, люди из англоязычных стран, образ, визуальное обобщение, индивидуальная модель мира.

Original manuscript received December 26, 2020

Revised manuscript accepted February 05, 2021

Changing Negative Personality Protection to Successful Strategies for Coping with Stress in the Psycholinguistic Aspect

Зміна негативного захисту особистості на успішні стратегії опанування стресом у психолінгвістичному аспекті

Oleksandra Kohut

Ph.D. in Psychology, Assistant Professor of Social Sciences
and Humanities, Donetsk Law Institute of the Ministry of Internal
Affairs of Ukraine, Kryvyi Rih (Ukraine)

ORCID ID: <https://orcid.org/0000-0003-0116-2274>

E-mail: Aleksandra13-76@ukr.net

Олександра Когут

Кандидат психологічних наук, доцент кафедри соціально-гуманітарних дисциплін, Донецький юридичний інститут МВС України, м. Кривий Ріг (Україна)

ABSTRACT

The aim of the article. Based on the theoretical analysis of cognitive schemes, scenario matrices of destructive games and their transactions, the author tries to apply his own psychotherapeutic method «Exit from the triangle of S. Karpman».

Methods. Theoretical analysis of psychotherapeutic areas of work with the problem of Victim in psychological science is used. The attention is paid to the causes of the stress problem, in particular, the usual ways of human response to stress: schemes, scenarios, scenario prescriptions, scenario matrices. Research

Address for correspondence, e-mail: kpnu_lab_ps@ukr.net

Copyright: © Kohut Oleksandra



The article is licensed under **CC BY-NC 4.0 International**
(<https://creativecommons.org/licenses/by-nc/4.0/>)

© Kohut Oleksandra

DOI (article): <https://doi.org/10.32626/2227-6246.2021-51.54-75>

of empirical indicators of efficiency of application of a new method: projective technique of O. S. Romanova and T. I. Sitko «Man in the rain»; stress diagnosis, based on Max Luscher's colour cards; author's method «Diagnosis of stress resistance of the individual»; E. P. Ilyin's method of «Transaction analysis»; method of clinical conversation.

The results of the research. *Most people who need to develop stress resistance in the initial stages raise the issue of interdependent relationships with aggressors or victims and apply negative protections, which generally contributes to inadequate responses to stress. Exemption from the internal causes of dependence, from destructive defences and schemes and the transition to a state of voluntary observer gives a person the opportunity to choose ways to react to stress, coping strategies, life scenarios, plan for the future, live your own life. The author carried out a theoretical analysis of the psycholinguistic aspect of personality development. In particular, the communicative behaviour of the individual is studied: communicative-cognitive schemes, transactional script prescriptions and drivers. The study paid special attention to such psychotherapeutic areas as psychoanalytic, Gestalt, cognitive-behavioural, neurolinguistic integrated programming. They provided an opportunity to reveal the essence and content of the psycholinguistic messages of the Victim, the Persecutor and the Saviour.*

Conclusion. *The results of empirical diagnostics indicate the effectiveness of the method «Exit from the triangle of S. Karpman». Observations and conversations provided an opportunity to state the following: patients achieved the integration of all triangle roles, the level of self-awareness expanded, there was a change of negative programs to successful stress management strategies, the Victim's role was changed to successful stress management strategies. The projective technique «Man in the rain» revealed elements of security and the absence of anxiety; M. Luscher's colour test – the absence of internal conflict and the presence of healthy conditions. More than 100 participants of the training on the development of personality stress resistance were tested in the new method.*

Key words: *defence mechanisms, S. Karpman's triangle, state of the Victim, state of Tirana, state of the Saviour, state of the Observer, successful coping strategies.*

Introduction

Stress is the cause of many somatic diseases, it worsens the immune system, forms a person's predisposition to infectious

diseases, some forms of cancer and autoimmune diseases, drug addiction, affects the formation of psychosomatic disorders (Nagolnik, 2015; Selye, 1992), is the cause of emotional burn-out at work, maladjustment of personality in society (Kohut, 2021). The causes of stress associated with the maladjustment of a person in society are destructive games (Berne, 1992), frustrations (Dollard, 1939), maladaptive coping strategies (Lazarus, 1970), destructive schemes (Sardarzade, 2019; Yang, 2003), neuroses (Horney, 2019), excessive cognitive dissonance (Festinger, 2018), internal disintegration (Jung, 1997) of the personality. All these reasons are united by one truth: a person who is powerless in the face of the problems of society, feels himself a *Victim*, resorts to extremes in actions.

Despite a significant number of modern methods of dealing with stressful problems, the stress associated with the psychology of the victim remains poorly researched. For the first time, the psychology of victim began to be investigated by criminologists in the aspect of victimology, which studied victims of criminal behaviour: D. V. Rivman developed a classification of personal characteristics of the victim property (Rivman, 2002), V. A. Tulyakov proposed a motivational classification of victims (Malkina-Pykh, 2016), A. Plotnikov described a variety of victims of «guilty without guilt» and those who are really guilty, but constantly repeat their actions (Malkina-Pykh, 2016). Victimologists single out Murder Victims, Rape Victims, Torture Victims, Fraud Victims. There are few studies conducted in non-criminal victimology today.

The relevance of the chosen topic has a wide meaning: the *scientific and theoretical one* covers the theoretical analysis of modern and domestic directions in the study of the communicative behaviour of an individual (pre-verbal and verbal language schemes, script prescriptions, drivers) (Berne, 1992; Goulding, 1997; Kovalyov, 2016; Malkina-Pykh, 2016; Karpman, 2016), as components of the scenario matrix, on the basis of which the self-organization of its life is carried out (Dyakov, 2020).

The methodical one reveals modern psychotherapeutic practices of getting out of the Victim script (Aaron T. Beck, 1991; Karpman, 2016; Kohut, 2021). *The empirical-methodological one* has applied value in dealing with stressful issues. We see the problematic of the study in the search for techniques for replacing negative programs of protection of the Victim with successful coping strategies of the individual.

Psychologists argue that the role of the *Winner or Victim* of stressful situations is determined by the scenario matrix, the model of world perception (Kucher & Baksanskyi, 2010). The model of the world of personality is considered by psychologists as an established cognitive scheme (Yang, 2003), life plan of the scenario (Berne, 1992), beliefs (Aaron T. Beck, 1991). Scientists believe that the basis for the formation of a model of the world and a scenario matrix of personality is the relationship of a child with a mother in the early stages of development, as stated in the theory of attachment by J. Bowlby and M. Ainsworth (Malkina-Pykh, 2016). P. Crittenden identified the basic properties of mother that contribute to the formation of positive attachment: emotional acceptance of the child, the mother's responsiveness to the child's states and needs, the constancy, consistency of the mother's behavior, and a high level of subjectivity of communication (Malkina-Pykh, 2016).

This type of attachment provides the child with a positive background of trust in the world. Dangerous attachment is formed in children whose mothers were overly anxious, with ambivalent reactions to the child's actions, disorganized (violent). K. Bartalomew and L. Horowitz proposed models of four types of adult attachment: reliable «I am ok, you are ok»; anxious «I am not ok, you are ok», avoiding-repulsive «I am ok, you are not ok», fearfully avoiding «I am not ok, you are not ok» (Malkina-Pykh, 2016). A person who has incomplete gestalts of childhood is guided by double motives: adult life requires movement towards goals, and internal needs motivate to seek love and protection. Not feeling safe and comfortable

in the world, a person who is broken at the beginning of his life feels like a *Victim*.

The goal of the study is to test a new author's method «Way out of S. Karpman's triangle».

Object of the article

Considering the above mentioned information, we strive to carry out the analysis of scientific works and psychotherapeutic practices of transformation of the state of the Victim; explore the communicative behaviour of the *Victim and the Winner*; reveal the essence of the roles of *Victim, Persecutor, Rescuer* and understand the deep mechanisms of dramatic games. And also we will supplement the psychotherapeutic subject with a new method «Way out of S. Karpman's triangle».

Methods and methodology of the research

The theoretical and methodological foundations of the research are: A. Adler's concept of neuroses; the theory of frustration – aggression by L. Berkovets, J. Dollar, N. Miller (Berkovets, 1969); E. Berne's theory of transactional analysis (Berne, 1992); theory of information stress V.A. Bodrov; attachment theory by J. Bowlby and M. Ainsworth (Malkina-Pykh, 2016); delineating the personality of B. Weinhold and J. Weinhold; research of coping strategies in neurotics B. D. Karvasarskyi; the concept of integral neuroprogramming by S. V. Kovalev (Kovalyov, 2016), the cognitive theory of stress by R. S. Lazarus (Lazarus, 1970); studies of the psychology of victim behaviour by I. Malkin-Pykh (Malkina-Pykh, 2016) the concept of stress by G. Selye (Selye, 1992); L. Festinger's theory of cognitive dissonance (Festinger, 2018), B. Helinger's constellation method (Helinger 2013), definition of the concept of «victim» in the work of V.E. Khristenko (Khristenko, 2004); psychotherapy of the essence and the «developing role of neurosis» by C. Jung (Jung, 1997), the theory of early maladaptive schemes by J. Yang (Yang, 2003), and others.

© Kohut Oleksandra

DOI (article): <https://doi.org/10.32626/2227-6246.2021-51.54-75>

The following empirical methods were also applied: the projective technique by A.S. Romanova and T.I. Sitko «Man in the Rain»; stress diagnostics using color cards by Max Lucher; author's methodology «Diagnostics of personality stress resistance»; method of «transactional analysis» by E. P. Ilyin; method of clinical conversation; method of O. A. Kohut «Way out of S. Karpman's triangle».

The discussion results

Developing the ideas of Eric Berne, his student Stefan B. Karpman showed in 1968 that all the variety of roles that underlie «games that people play can be» reduced to three main ones: *Rescuer*, *Persecutor*, and *Victim* (Karpman, 2016). The scientist developed the psychoanalytic direction of the study of unhealthy interactions between people, which is now called «S. Karpman's dramatic triangle». All three roles are interrelated: the Rescuer helps the Victim tyrannized by the Persecutor. Let's consider their hidden mechanisms and schemes. The persecutors can be aggressors, domineering natures and despotic tyrants. They are characterized by a strategy of «all-out war» according to K. Horney, they are guided by the dominant need to «survive», which prompts them to directly demonstrate power, sadistic inclinations, rivalry, and exploit others (Horney, 2019). Eric Berne described them in transactional analysis as authoritarian parents. A cornered child loses contact with his creative source, the spontaneous manifestation of his own impulses, does not feel «involved» in life. The behavior of the Persecutor, as described in the gestalt of integrated psychotherapy by Irwin and Miriam Polster, is based on a protective mechanism of «fusion» or «confluence», it allows building relationships only according to the established rules of one of the interlocutors. If the rules are violated by another interlocutor, then he / she is considered an enemy. The Victims' psyche has its own defence mechanisms that support unhealthy transactional games – «introjection» helps them maintain unhealthy

relationships with confluent persons, they sacrifices their interests, impulses for life, trying to avoid conflicts.

Diagnostics of neurotic patients in a psychotherapeutic day patient department using Max Luscher's colour cards showed the following: the presence of stress caused by the inability to maintain relationships in the desired state all the time; tries to match his ideal concepts, ignoring reality; desire to independently control their own destiny; stress caused by frustration and fear of further failure; anxiety and impulsivity caused by emotional dissatisfaction; the presence of psychological conflict and distress, which is a source of anxiety. Having studied their stories deeper during the clinical conversation, we came to the conclusion that all these diagnoses are united by the scenario of a tragic triangle.

Aaron Beck, one of the founders of cognitive-behavioural psychotherapy, noted that behind every maladaptive emotion there is a negative belief that prevents a person from perceiving the world more adequately (Aaron T. Beck, 1991). In Victims they are: if I am not at the top, then I am in the pit; if I made a mistake, then I am nothing; it's good to be popular, but it's terrible to be unknown; I cannot live without love, if my loved ones DO NOT love me, then this is terrible; if I don't use every opportunity to get ahead, then I'll have to pay a heavy price; I must be successful in any business; I need to be loved, to be accepted as such, to be admired by everyone and all the time; my value as a person depends on what people think of me; if someone does not agree with me, it means that he does not love me. These beliefs compensate for the true needs and values of a person. The neurotic is NOT aware of the reasons for his anxiety and continues to play games that DO NOT provide him with full emotional satisfaction. A constant source of stress remains UNDETERMINED. Bert Helinger noted that games lead to death, not life (Helinger, 2013).

A neurotic person does not see the real reasons for his acting, at the moment of stress he is forced to change roles, like

an actor on stage: now the Victim, then the Persecutor, then the Rescuer. The game can be played by two, for example, in a family or friendly couple; three or more participants, for example, a husband-wife-psychotherapist. Such a game resembles a run in a circle, there are always three main roles, and this is what allows the game to go on forever: Winner, Loser, Filure. It can be recognized by the positions described by E. Berne. The victims may be suicidal; or they may be depressing – consider others better than themselves. The Rescuers consider themselves good and the others bad. The Persecutors take the position of a snob and also consider themselves good and others pagans. Black and white thinking makes it easier for people to orient themselves in relationships with others. But dichotomous positions in a two-dimensional plane do not reflect the essence of human relations and make people unhappy. According to the principle of systems analysis, if they realize that something is repeating in their lives, they have a chance to change their usual roles into more effective ways of interacting with others.

Having become familiar with the patient's communication behaviour, you can determine his scenario. The winner is usually expressed like this: «Now I know how to do it», «Next time I will not miss». The Winner's Scenario is programmed by caring parents. Losers are expressed like this: «If only...», «I would of course...», «Yes, but...». They are often virtuous citizens who harbour destructive scenarios of the intimidated Child. If they get into trouble, they drag everyone around them into it. A script-free person can say, «I did exactly what I wanted».

The neurotic himself is an obstacle encoded in his life script. It is difficult to get rid of it on your own, because each participant receives some benefit from his role. The victims can shift responsibility for their problems onto another people, can revel in self-destruction, a sense of self-pity. The persecutors receive a sense of righteous anger, a sense of their

righteousness, a release of tension, aggression. The Rescuer receive a special, perverse pleasure. They seem to be above this couple, and this fact gives them a sense of superiority over others.

Most of the advices of psychologists on their Internet pages refers to the cognitive aspect of a strong-willed personality. The victims needs to realize that in order to satisfy their own desires, people need only themselves; they must learn to take responsibility for themselves, to act without looking back; do not make excuses. The persecutors should stop blaming other people and circumstances for their problems; understand that no one is obliged to conform to their ideas about what is right and wrong; learn to accept others as they are, without changing them, to resolve misunderstandings peacefully, without aggression and anger; stop being affirmed at the expense of those who are weaker. For Rescuers, there are such tips: do not help if no one asks; not to think that you know better how others should live; do not promise rashly; DO NOT expect gratitude and praise; DO NOT assert yourself at the expense of those who complain about life. All these tips are correct, but, unfortunately, as practice shows, they work after we discover and change the mechanisms of personal protection, remove energy blocks, expose negative scenarios and destructive schemes, add resources.

The website of S. Karpman notes the following: to get out of the dramatic triangle, you need to find out the reasons for the game. For this, you need to immerse yourself more deeply in yourself, in the inner world of another person and show compassion, accept the unrecognized positive and negative feelings of the Victim. The outer triangle shows scenarios for social roles. The internal one shows how a person decides to act in a certain way. The exploration of the Victim's position reveals the feelings of the Child in scenes of the family scenario. Analysis of the Rescuer's position shows how people interpret the world and discovers how they defend themselves

in situations of stress. We find limiting prohibitions in the Persecutor. The drama turns into a triangle of Empathy.

S. Karpman pays special attention to the study of the *communicative behaviour* of the roles involved in the triangle. According to the scientist I. A. Sterlin, communicative behaviour includes certain rules and traditions of communication of one or another linguocultural community (Sterlin, 23). Karpman, as a representative of the English-speaking culture, notes that active verbs are more attractive to children because they like movement. They often identify themselves with the Persecutor because their role seems more attractive to them than the role of Victims, who use passive verbs to reflect their indecision. In the communication messages of the Victim, one can hear the manifestation of irresponsibility for their own actions: «The pencil has broken», which must be changed to «I have broken the pencil».

To analyse the situation of a personality's personal drama, psychotherapists analyse the script Matrix using fairy tales. They reveal prohibitions on the part of the Persecutor: «Do not think», «Do not notice», «Do not pay attention to the ending», «Do it over and over again». Psychologists Goulding (1997) found 12 themes of early negative decisions: don't live, don't be yourself, don't be a child, don't grow up (stay little), don't make progress, don't do (don't do anything), don't be the first (don't be a leader, don't stand out), don't belong to anyone, don't be close, don't feel good (don't be healthy), don't think, don't feel (Goulding, 1997). The tale reveals the family myth about the Child. Scripted victims lose control of their own impulses and unmet needs, take solace in food, gambling, sex, power, spending money, drug addiction. The tension that grows from underestimating the Victim is transformed into the violence of the Persecutor, who then repents, promises change, and this cycle repeats.

In the unfavourable psychological climate of the group, the Victim serves as a «scapegoat», the Rescuer serves as a «light-

ning rod» for angry individuals, the Persecutor complicates the game. The latter may covertly protect others by fearing the unfair consequences of past experiences. Such games are supported by communication drivers. The victims believe in salvation: «I will get approval from others if I am perfect, strong, diligent and pleasing». They need to change the language context: «I must be obedient» to «I have the right to love, showing both turbulent and balanced emotions»; «I have to be inconspicuous and comfortable» to «I have the right to stand out from others» and so on. To change them, you can apply cognitive-behavioural psychotherapy, which was started by A. Ellis and A. Beck. The conceptual model of cognitive-behavioural psychotherapy is represented by three aspects: A (activating event) – an event in a person's life is a stimulus for it; B (belief) – the cognitive structure of a person's perception of an event is reflected in the form of thoughts, representations, the individual's personal belief system; C (emotional consequences) – emotional and behavioural consequences.

The inconsistency of the motives and roles of the dramatic triangle causes an internal conflict of the personality, distorts the realistic perception of informational reality. Festinger, the founder of the theory of cognitive dissonance, noted that each person strives for inner harmony (Festinger, 2018). Their views and attitudes tend to unite into groups characterized by the coherence of elements. The existence of dissonance motivates a person to search for balance, integrity, according to K. Jung.

Modern researcher S. Sardarzade noted that in cognitive psychology there are linguistic schemes for understanding a message. These patterns are formed early in life, continue to evolve, and then overlap with later life experiences. They are necessary to maintain a stable view of yourself and the world. People live according to schemes only when external events provoke them. Patients view schemes as a priori truths, which complicates the psychotherapeutic process.

Jeffrey Young identified five domains and 18 maladaptive patterns of perception of reality by the Victim. The schemes are composed of memories, emotions, cognitions, bodily sensations. Early maladaptive schemes: safety acceptance and understanding / breakdown of contact and rejection; need for autonomy, competence and a sense of identity / violation of autonomy; the need for freedom of expression of emotions / focus on others; the need for spontaneity and play / over-caution and inhibitions; need for realistic constraints and self-control / boundary violation. Victims with the domain «Broken ties and rejection» revealed the following maladaptive schemes: rejection / instability, distrust / expectation of tough behaviour, emotional deprivation, defectiveness, social alienation. Victims with the «Autonomy Violation» domain were found to have: addiction / helplessness, vulnerability to harm or disease, confusion / undeveloped identity, academic failure. Victims with the «Violated Boundaries» domain: privilege / grandeur, lack of self-control. For Victims with the «Focus on Others» domain (conditional acceptance of children, if they meet the parents' expectations): obedience, self-sacrifice, seeking approval. Victims with the «Overvigilance and Inhibitions» domain: negativism / pessimism, suppression of emotions, strict standards / pickiness, punishment. The schemes form the victims' complex, which determines their susceptibility to stressful traumatization.

The styles of upbringing of the Victim were distinguished in 2005 at the University of Sheffield in the UK according to the above maladaptive schemes: *pessimistic-coward, conditionally-narcissistic, emotionally repulsive, overprotective, humiliating, controlling, ordering, perfectionist, emotionally suppressive upbringing*. The narcissistic victim has the following characteristics: irresponsibility, self-deprecation, martyrdom, sadistic tendencies, insatiable thirst for love, low self-esteem, anxiety, compensatory arrogance, fear of failure, fear of success, the need to be always right, difficulty making decisions,

alienation from one's own feelings, need in continuous self-admiration, fear of closeness, fear of being abandoned, torn off, dependence on the opinions of others, apathy, lack of initiative.

The Martyr Victim Complex is the belief that I am the victim and everyone is to blame for this except me. Victims demonstrate their unhappiness and mancipation in various situations, experiencing anger, shame, fear, anxiety, sadness, guilt, resentment. They use blackmail: «If I'm unhappy enough, he will change». Victims seek allies in their misfortunes. Therefore, empathic listening is not enough here, the therapist may be trapped by the client, playing along with him.

Only an adult can cope with extreme and stressful situations. It is possible to recode negative defences thanks to the psychotherapy of neurolinguistic reprogramming of the four codes of the personality's subconscious, as described by the modern psychologist S.V. Kovalyov (Kovalyov, 2016). The *neurological code* reflects the sensations that the human body possesses: I see, hear, feel, anticipate, smell. The *psychosemantic code* reveals the psychological meanings of concepts in terms of value and meaning for a particular person. The spatial code is described in their work with projections and dispositions of personality projections in space by B. Helinger. In the most difficult situations, where logic is often powerless, a character code is used.

The author's method «Way out of S. Karpman's triangle» includes all the above studies of famous scientists and has the following successive stages:

- the participant lays out on the floor four sheets of paper with the words: *Victim, Persecutor, Rescuer, Observer*;
- then the psychologist invites the patient to stand on a piece of paper with the inscription *Victim* and describe his bodily sensations, emotions, reveal their meaning for himself, find the belief that stands behind these emerging memories;

the psychologist observes the patient and provides him with information about those changes that are taking place in him, which he does not notice, because they manifest themselves subconsciously (the above script prescriptions, a feeling of discomfort, negative images of the past) gradually brings him to the self-awareness of the repressed;

– then the psychologist invites the patient to stand on a piece of paper with the inscription Persecutor and perform the same procedure for describing the unconscious, which manifests itself in emotions, feelings, beliefs and leads to the patient's awareness of himself in this role; the psychologist has the opportunity to identify and change the script prohibitions of the Parents;

– then the psychologist invites the patient to stand on a piece of paper with the inscription Rescuer and asks to repeat the procedure; the patient is aware of himself as a Rescuer, recalls some events from the past; at this stage, it is important to answer the question: «What advice can you give to the victim?»; when information has acquired a level of awareness of previous roles, the patient has the resource to change the undesirable state of events; the psychologist can offer him various options for successful coping behaviour, if the patient himself cannot create them;

– then the psychologist invites the patient to stand on a piece of paper with the inscription Observer and go through the same procedure; as a rule, people are comfortable in this state; the psychologist tells them that they have the right to take such a position until they gain awareness and intelligibility in the situation;

– then the psychologist asks to repeat the movement in a circle, stand on each of the sheets, repeating the procedure; as a rule, new insights come to patients, but they no longer has past manifestations; the patients achieve internal integration.

Conclusions

The state of the victim is considered by the author as the role of a neurotic personality from S. Karpman's dramatic triangle. The Victim has signs of increased anxiety, specific negative defences, suspicion, does not distinguish sincerity from insincerity, is rigid, constantly suffers, does not have emotionally warm relationships, is in an internal conflict, imbalance, in a distortion of the structure of character, inconsistency in actions, inconsistency in behaviour, obsessions. The inner conflict of the Victim is unconscious, and in order to manifest and transform it, it is necessary to apply psychotherapy. In stressful situations, inappropriate reactions of the Victim lead to a violation of psychological defence. Frustration, along with conflict, prompts a person to master new ways of stress reduction, possibly through mechanisms such as identification and substitution. By identifying with the aggressive father, the Child learns the Persecutor's scripts or becomes the Victim.

Conclusions about the effectiveness of the method «Way out of S. Karpman's triangle» was created on the basis of practical experience and empirical diagnostics. Monitoring the condition of patients in the process of applying the new method, the results of testing the level of stress resistance before its use and a month after the practice, the use of a projective method for identifying protective mechanisms, clinical conversation with patients provided an opportunity to state the following: the patient achieved the integration of all the roles of the triangle, the level of self-awareness increased, the repertoire of actions in stressful situations has expanded, the negative programs of the Victim have changed to successful strategies for coping with stress, the role of the Victim has been changed to the state of the Observer, who can think reflectively, and the Rescuer, who can effectively carry out self-help in stress. The application of the four codes of the unconscious reveals destructive schemes and script prescriptions for dramatic play and at the same time serves as an indicator

for further psychotherapeutic work. Repeated psycho-practice no longer manifests the repressed coded drama programs. The projective technique «Man in the Rain» shows the elements of security; M. Luscher colour test – absence of internal conflict and anxiety; the subjects demonstrate the Adult's position in stress. More than 100 participants of the author's training on the development of personality stress resistance passed the approbation of the new method.

The prospect for further research is to investigate the techniques for transforming the values of a person experiencing a biographical life crisis or stress.

Literature

- Баксанский О. Е., Кучер Е. Н. Когнитивный образ мира. Москва : РООИ «Реабилитация», 2010. 224.
- Берн Э. Игры, в которые играют люди. Психология человеческих взаимоотношений. Люди, которые играют в игры. Психология человеческой судьбы. Минск : ПРАМБЕР, 1992. 384 с.
- Гулдинг М., Гулдинг Р. Психотерапия нового решения. Теория и практика. Москва : Независимая фирма «Класс», 1997. 288 с.
- Дьяков С. Семантична репрезентація соціально-рольової ідентифікації в суб'єктній самоорганізації особистості. *Психолінгвістика. Психолінгвістика. Psycholinguistics: Зб. наук. праць ДВНЗ «Переяслав-Хмельницький пед. ун-т імені Григорія Сковороди»*. Переяслав-Хмельницький : ФОП Домбровська Я. М., 2020. Вип. 27 (1). С. 52–79. URL : <https://doi.org/10.31470/2309-1797-2020-27-1-52-79>.
- Карпман С. Жизнь, свободная от игр. Санкт-Петербург : Метанойя, 2016. 342 с.
- Ковалев С. В. НЛП: программа «Счастливая судьба». Ставим, запускаем, используем! Москва : Издательство «АСТ», 2016. 416 с.
- Когут О. О. Психологія стресостійкості особистості: монографія. Кривий Ріг : ДЮІ МВС України, 2021. 435 с.
- Лазарус Р. Теория стресса и психофизиологические исследования. Эмоциональный стресс: физиологические и психологические реакции / под ред. Л. Леви, В. Н. Мясищева. Ленинград, 1970. С. 127–208.
- Малкина-Пых И. Виктимология. Психология поведения жертвы. Санкт-Петербург : Издательство «Питер», 2016. 832 с.

- Моїсєєв Є. М., Джужа О. М., Василевич В. В. та ін. Кримінологічна віктимологія / за заг. ред. професора О. М. Джужі. Київ : Київський національний ун-т внутрішніх справ, 2006. 416 с.
- Наугольник Л. Б. Психологія стресу. Львів : Львівський державний університет внутрішніх справ, 2015. 324 с.
- Одинцова М. Психология жертвы. Сказкотерапия для жертвы. Самара : Бахрах-М, 2010. 240 с.
- Ривман Д. В. Криминальная виктимология. Санкт-Петербург : Питер, 2002. 304 с.
- Сардарзаде С. Взаємодія когнітивних та емоційних схем у осіб з тривожними, депресивними та спричиненими стресом розладами: дис. ... канд. психол. наук: спец. 19.00.04 «Медична психологія». Київ : Інститут психології імені Г. С. Костюка НАПН України, 2019. 201 с.
- Сельє Г. Стресс без дистресса. Рига : Виеда, 1992. 109 с.
- Фестингер Л. Теория когнитивного диссонанса. Москва : Эксмо, 2018. 256 с.
- Хеллингер Б. Порядок помощи. Москва : Институт консультирования и системных решений, 2013. 224 с.
- Хорни К. Невроз и личностный рост: борьба за самореализацию. Санкт-Петербург : ПИТЕР, 2019. 520 с.
- Христенко В. Е. Психология поведения жертвы. Ростов-на-Дону : Феникс, 2004. 416 с.
- Юнг К. Г. Сознание и бессознательное: сборник / пер. с англ. Санкт-Петербург : Университетская книга, 1997. 544 с.
- Язык и культура: взгляд молодых исследователей: сборник статей студентов и магистрантов факультета прикладной лингвистики. Иркутск : Изд. ИрГТУ, 2014. С. 9–10.
- Aaron, T. Beck (1991). *Cognitive Therapy and the Emotional Disorders*. Penguin. 255 p.
- Dollard, J., Miller, Neal E., Doob, Leonard W., Mowrer, Orval H., & Sears, Robert R. (1939). *Frustration and Aggression*. New Haven, CT, US : Yale University Press.
- Yang, D. (2003). *Schema Therapy: A Practitioner's Guide*. Publishing house : The Guilford Press. 436 p.

References

- Baksanskii, O. E., & Kucher, E. N. (2010). *Kognitivnyi obraz mira [Cognitive image of the world]*. Moskva : ROOI «Reabilitatsiia» [in Russian].
- Bern, E. (1992). *Igry, v kotoryie igraiat liudi. Psikhologiya chelovecheskikh vzaimootnoshenii. Liudi, kotoryie igraiat v igry. Psikhologiya chelo-*

- vcheskoi sudby [Games that people play. Psychology of human relationships. People who play games. Psychology of human destiny].* Minsk : PRAMBER [in Russian].
- Gulding, M., & Gulding, R. (1997). *Psikhoterapiia novogo resheniia: Teoriia i praktika [Psychotherapy of a new solution: Theory and practice].* Moskva : Nezavisimaia firma «Klass» [in Russian].
- Diakov, S. (2020). Semantychna reprezentatsiia sotsialno-rolivoi identyfikatsii v subiektnei samoorganizatsii osobystosti [Semantic representation of socio-role identification in the subjective self-organization of the individual]. *Psykholinhvistyka. Psikholingvistika. Psycholinguistics: Zb. nauk. prats DVNZ «Pereiaslav-Khmelnyskyi ped. un-t imeni Hryhorii Skovorody» – Psycholinguistics. Psycholinguistics. Psycholinguistics: Collection of Scientific Papers of Pereiaslav-Khmelnyskyi Hryhorii Skovoroda Pedagogical University*, 27 (1), 52–79. Pereiaslav-Khmelnyskyi : FOP Dombrovska Ya. M. Retrieved from <https://doi.org/10.31470/2309-1797-2020-27-1-52-79> [in Ukrainian].
- Karpman, S. (2016). *Zhizn, svobodnaia ot igr [Life free from games].* Sankt-Peterburg : Metanoia [in Russian].
- Kovalev, S. V. (2016). *NLP: programma «Schastlivaia sudba». Stavim, zapushkaem, ispolzuiem! [NLP: Happy Fate program. Put, run, use!].* Moskva : AST [in Russian].
- Kohut, O. O. (2021). *Psykholohiia stresostiikosti osobystosti [Psychology of personality stress].* Kryvyi Rih : DYU MVS Ukrainy [in Ukrainian].
- Lazarus, R. (1970). *Teoriia stressa i psikhofiziologicheskii issledovaniia. Emotsionalnyi stress: fiziologicheskii i psikhologicheskii reaktsii [Stress theory and psychophysiological research. Emotional stress: physiological and psychological reactions].* L. Levi, B. H. Myasishcheva (Eds.). (pp. 127–208). Leningrad [in Russian].
- Malkina-Pykh, I. (2016). *Viktimologiia. Psikhologiia povedeniia zhertvy. [Victimology. Psychology of victim behavior].* Sankt-Peterburg : Izdatelstvo «Piter» [in Russian].
- Moiseiev, Ye. M., Dzhuzha, O. M., Vasylevych, V. V., at al. (2006). *Kryminolohichna viktymolohiia [Criminological Victimology].* Kyiv : Kyiv. nats. un-t vnutr. sprav [in Ukrainian].
- Nauholnyk, L. B. (2015). *Psykholohiia stresu [Psychology of stress].* Lviv : Lvivskiy derzhavnyi universytet vnutrishnikh sprav [in Ukrainian].
- Odintsova, M. (2015). *Psikhologiia zhertvy. Skazkoterapiia dlia zhertvy [Psychology of victim. Fairy tale therapy for the victim].* Samara : Bakhrah-M [in Russian].

- Rivman, D. V. (2002). *Kriminalnaia viktimologiya [Criminal victimology]*. Sankt-Peterburg : Piter [in Russian].
- Sardarzade, S. (2019). Vzaiemodiia kohnityvnykh ta emotsiinykh skhem u osib z tryvozhnymy, depresyvnymy ta sprychynenymy stresom rozladamy [Interaction of cognitive and emotional patterns in people with anxiety, depression and stress-induced disorders]. *Extended abstract of candidate's thesis*. Kyiv : Instytut psykholohii imeni G. S. Kostiuka NAPN Ukrainy [in Ukrainian].
- Sele, G. (1992). *Stress bez distressa [Stress without distress]*. Riga : Vieda [in Russian].
- Festinger, L. (2018). *Teoriia kognitivnogo dissonansa [Cognitive dissonance theory]*. Moskva : Eksmo [in Russian].
- Hellinger, B. (2013). *Poriadok pomoshchi [The order of help]*. Moskva : Institut konsultirovaniia i sistemnykh reshenii [in Russian].
- Khorni, K. (2019). *Nevroz i lichnostnyi rost: borba za samorealizatsiiu [Neurosis and personal growth: the struggle for self-realization]*. Sankt-Peterburg : Piter [in Russian].
- Khristenko, V. E. (2004). *Psikhologiya povedeniia zhertvy [Psychology of victim behavior]*. Rostov-na-Donu : Feniks [in Russian].
- Yung, K. G. (1997). *Soznaniie i bessoznatelnoie [Consciousness and unconscious]*. Sankt-Peterburg : Universitetskaia kniga [in Russian].
- Yazyk i kultura: vzgliad molodykh issledovatelei: sbornik statei studentov i magistrantov fakulteta prikladnoi lingvistiki [Language and culture: the view of young researchers: a collection of articles by students and undergraduates of the Faculty of Applied Linguistics]*. (2014). (pp. 9–10). Irkutsk : Izd. IrGTU [in Russian].
- Aaron, T. Beck. (1991). *Cognitive Therapy and the Emotional Disorders*. Penguin.
- Dollard, J., Miller, N. E., Doob, L. W., Mowrer, O. H., & Sears, R. R. (1939). *Frustration and Aggression*. New Haven, CT, US : Yale University Press.
- Yang, D. (2003). *Schema Therapy: A Practitioner's Guide*. Publishing house : The Guilford Press.

Когут Олександра. Зміна негативного захисту особистості на успішні стратегії опанування стресом у психолінгвістичному аспекті

АНОТАЦІЯ

Мета статті. На основі теоретичного аналізу когнітивних схем, сценарних матриць деструктивних ігор та їх трансакцій автором зроблено

© Kohut Oleksandra

DOI (article): <https://doi.org/10.32626/2227-6246.2021-51.54-75>

спробу застосувати власний психотерапевтичний метод «Вихід із трикутника С. Карпмана».

Методи та методики дослідження. Застосовано теоретичний аналіз психотерапевтичних напрямів роботи з проблемою Жертви в психологічній науці. Приділено увагу причинам стресової проблеми, зокрема, звичним способам реакції людини на стрес: схемам, сценаріям, сценарним приписам, сценарним матрицям. Досліджено емпіричні показники ефективності застосування нових методів, серед яких: проєктивна методика О. С. Романової та Т. І. Ситько «Людина під дощем»; діагностика стресу за кольоровими картками Макса Люшера; авторська методика «Діагностика стресостійкості особистості»; метод «Трансактного аналізу» Е. П. Ільїна; метод клінічної бесіди.

Результати дослідження. Більшість осіб, які мають потребу в розвитку стресостійкості, на початкових етапах актуалізують проблему співзалежних стосунків з агресорами або жертвами й застосовують негативні захисти, що загалом сприяє неадекватним реакціям у стресі. Звільнення від внутрішніх причин залежності, від деструктивних захистів і схем, перехід у стан добровільного спостерігача надають людині можливість самій обирати способи реакцій у стресі, копінг-стратегії, життєві сценарії, планувати майбутнє, жити власним життям. Авторкою здійснено теоретичний аналіз психолінгвістичного аспекту розвитку особистості. Зокрема, досліджено комунікативну поведінку особистості: комунікативно-когнітивні схеми, трансактні сценарні приписи та драйвери. Особливу увагу в дослідженні приділено таким психотерапевтичним напрямам, як психоаналітичний, гештальт-напрямок, когнітивно-поведінковий, нейролінгвістичне інтегроване програмування. Вони надали змогу розкрити сутність і зміст психолінгвістичних повідомлень Жертви, Переслідувача та Рятівника.

Висновки. Про ефективність застосування методу «Вихід із трикутника С. Карпмана» свідчать результати емпіричної діагностики. Спостереження та бесіда надали підстави констатувати таке: пацієнти досягли інтеграції всіх ролей трикутника, рівень самосвідомості розширився, відбулася зміна негативних програм на успішні стратегії опанування стресом, роль Жертви змінено на успішні стратегії опанування стресом. Проєктивна методика «Людина під дощем» виявила елементи захищеності та відсутність тривожних станів; кольоровий тест М. Люшера – відсутність внутрішнього конфлікту та наявність

здорових станів. Апробацію нового методу пройшло понад 100 учасників тренінгу з розвитку стресостійкості особистості.

Ключові слова: механізми захисту, трикутник С. Карпмана, стан Жертви, стан Переслідувача, стан Рятівника, стан Спостерігача, успішні копінг-стратегії, когнітивна психотерапія.

Когут Александра. Изменение негативной защиты личности на успешные стратегии овладения стрессом в психолингвистическом аспекте

АННОТАЦИЯ

Цель статьи. На основе теоретического анализа когнитивных схем, сценарных матриц деструктивных игр и их трансакций автором сделана попытка применить собственный психотерапевтический метод «Выход из треугольника С. Карпмана».

Методы и методики исследования. Применен теоретический анализ психотерапевтических направлений работы с проблемой Жертвы в психологической науке. Уделено внимание причинам стрессовой проблемы, в частности, привычным способам реакции человека на стресс: схемам, сценариям, сценарным предписаниям, сценарным матрицам. Исследованы эмпирические показатели эффективности применения новых методов, среди которых: проективная методика А. С. Романовой и Т. И. Ситько «Человек под дождем»; диагностика стресса за цветными карточками Макса Люшера; авторская методика «Диагностика стрессоустойчивости личности»; метод «трансактного анализа» Е. П. Ильина; метод клинической беседы.

Результаты исследования. Большинство лиц, нуждающихся в развитии стрессоустойчивости, на начальных этапах актуализируют проблему созависимых отношений с агрессорами или жертвами и применяют негативные защиты, что в целом способствует неадекватным реакциям в стрессе. Освобождение от внутренних причин зависимости, от деструктивных защит и схем, переход в состояние добровольного наблюдателя позволяют человеку самому выбирать способы реакций в стрессе, копинг-стратегии, жизненные сценарии, планировать будущее, жить своей жизнью. Автором осуществлен теоретический анализ психолингвистических аспектов развития личности. В частности, исследовано коммуникативное поведение личности: коммуникативно-когнитивные схемы, трансактные сценарные предписания и драйверы.

© Kohut Oleksandra

DOI (article): <https://doi.org/10.32626/2227-6246.2021-51.54-75>

Особое внимание в исследовании уделено таким психотерапевтическим направлениям, как психоаналитический, гештальт-направление, когнитивно-поведенческий, нейролингвистическое интегрированное программирование. Они предоставили возможность раскрыть сущность и содержание психолингвистических сообщений Жертвы, Преследователя и Спасителя.

Выводы. *Об эффективности применения метода «Выход из треугольника С. Карпмана» свидетельствуют результаты эмпирической диагностики. Наблюдения и беседа предоставили основания констатировать следующее: пациенты достигли интеграции всех ролей треугольника, уровень самосознания расширился, произошла смена негативных программ на успешные стратегии освоения стрессом, роль Жертвы изменена на успешные стратегии освоения стрессом. Проективная методика «Человек под дождем» обнаружила элементы защищенности и отсутствие тревожных состояний; цветной тест М. Люшера – отсутствие внутреннего конфликта и наличие здоровых состояний. Апробацию нового метода прошли более 100 участников тренинга по развитию стрессоустойчивости личности.*

Ключевые слова: *механизмы защиты, треугольник С. Карпмана, состояние Жертвы, состояние Преследователя, состояние Спасителя, состояние Наблюдателя, успешные копинг-стратегии, когнитивная психотерапия.*

Original manuscript received January 09, 2021

Revised manuscript accepted February 13, 2021

Psychological Features of Students' Role Competence Formation

Психологічні особливості формування рольової компетентності студентів

Marharyta Lysechko

Postgraduate Student, Department of Applied Psychology,
Kryvyi Rih State Pedagogical University, Kryvyi Rih (Ukraine)

ORCID ID: <https://orcid.org/0000-0002-2943-5302>

E-mail: ritalysechko@ukr.net

Маргарита Лисечко

Аспірантка, Криворізький державний педагогічний університет, м. Кривий Ріг (Україна)

ABSTRACT

The aim of the research is to define and theoretically substantiate psychological content of the role competency by describing the features of the process of its formation in the student's age.

*To achieve this goal, the theoretical **research methods** were used: the categorical method, structural and functional methods, the methods of the analysis of psychological literature, generalization.*

The results of the research proved that one should study the peculiarities of students' role competence formation from the integrative approach. The personality's role competence is found out to be complex cognitive-affective-behavioral characteristics of a personality identifying the students' ability to perform a role according to the role expectations in order to achieve goals of educational activities. The structure of the process of students' role competence formation is

Address for correspondence, e-mail: kpnu_lab_ps@ukr.net

Copyright: © Lysechko Marharyta



The article is licensed under **CC BY-NC 4.0 International**
(<https://creativecommons.org/licenses/by-nc/4.0/>)

© Lysechko Marharyta

DOI (article): <https://doi.org/10.32626/2227-6246.2021-51.76-104>

proved. The correlation between individual psychological characteristics and the ability to meet role expectations at the stage of professional development is defined. The basic directions of studying the students' role competence are formed.

Conclusions. *The role competence is defined to be complex characteristics of student's personality, which has certain structural and procedural peculiarities of formation. The procedural components reflecting the stages of formation are highlighted: motivational and notional, purposeful, regulative, the block of «reaction to failure», motivational and behavioral, cognitive and emotional factors of students' role competence formation and proper competence. The prospects of further researches were defined on the basis of held analysis, consisting in further justification of correlation between role competence and other individual psychological characteristics of students' personalities. They cause the success of education and solving the problem of developing effective methods for the professional diagnosis of the role competence of students.*

Key words: *competence, role competence, role expectations, process of formation of role competence, educational and professional activities.*

Introduction

The high level of competence is required from citizens in all spheres of social life. The central link in the formation of competence is education that is noted in the Concept of vocational education development in Ukraine (2010–2020). However, the results of training in a particular field of education are not often related to the development of skills and motives, the development of new types of competence. The modern higher education faces important tasks, which are not only to provide students with a certain amount of knowledge and skills, but also to form the role competence as the ability to meet the role requirements in the educational and future professional activities stipulating the raise of theoretical and practical interest of scientists in this problem.

Today, Ukrainian and foreign researches of roles are characterized by interdisciplinarity and diversity, because the concept of role reflects the personality's individual characteristics, the interaction of external and internal factors of its

© Lysechko Marharyta

development (Андрєєва, 2005; Горностай, 2004, 2007). The researches have shown that a role is a dynamic aspect of status, a pattern of behaviour, a model of behavior adopted in the situation of interaction with others; any role is an aspect of holistic behavior, and its description can be done in behavioral terms.

Identifying the factors that influence an individual's perception and performance of a role, H. Andrieieva emphasizes: knowledge of the role, or the notion of rights and duties related to the role (cognitive aspect); significance of the performed role (emotional aspect); ability to perform the given role (behavioral aspect); ability to reflect on the role behaviour (Андрєєва, 2005). Т. Тютаренко examines the process of role formation in accordance with the personal identity and through experiencing a life crisis (Титаренко, 2003). L. Chorna studies the role identity as a type of personality's identity (Чорна, 2011). А. Odintsova has created her own typology of life roles in relation to the conception of a personality's life, which make up his / her role repertoire. The researcher presented it in the form of paired constructs: axiological-informative and axiological-neutral; consequent-inconsequent; active-passive; full in content-neutral in sense; conscious and unconscious (Одінцова, 2013). V. Horbunova in the study reveals a value-role approach to the formation of teams (Горбунова, 2014). М. Tkalych identifies peculiarities of gender roles in gender interaction of personnel (Ткалич, 2015). L. Sobutska identifies the structural components of the professional role: norms and rules that society imposes on the role performer; personal characteristics of the role subject; psychological readiness to perform a professional role; role behaviour; internal evaluation of the role performance; external evaluation and social consequences. The formation of professional role, as noted by the author, is accompanied by mutual influence of individual and social factors (Собуцька, 2012).

The current Ukrainian psychological and pedagogical literature indicates that the researches on roles and role competence of a person are not numerous. There is a need for theoretical understanding of the role competence of a personality as a scientific phenomenon. The majority of Ukrainian researches on the role competence are based on the approach of P. Hornostai. The main goal of the study is to identify the role competence of a personality, namely the ability to solve life problems, related to the role behaviour, functioning of life roles, to manage their psychological roles effectively, to be an equal subject of these roles, to include the role behaviour in their own living process and living life, which contributes to harmonious role self-actualization (Горностай, 2004). Being noted by contemporary researchers, the formation of role competence is important and necessary in various spheres of life, ensuring the ability to perform effectively life and professional roles, productivity of activity, educational and professional achievements, the ability to regulate own emotional states, control behavioural reactions, and prevent various forms of addictive and deviant behaviour (Горностай, 2004, 2007; Коробанова, 2017; Кушель, 2014; Лепіхова, 2002; Лякішева, 2012; Михайленко, 2016; Мірошник, 2014; Одінцова, 2013; Собуцька, 2012; Титаренко, 2003; Фруктова, 2013; Хомуленко, 2015 and others). The role competence is considered as an integral characteristic of a personality (Вольнова, 2010; Горностай, 2004; Сірко, 2018), which high level is often associated with the success and efficiency of life in general, while a low level of its development is associated with the emergence of many social and personal problems. In the opinion of O. Mykhailenko, the role competence of the practicing psychologist is a personality-based new formation characterized by «motivated ability to move smoothly from one professional role to another in order to solve tasks, adequate to the nature of the professional activity and the specific situation of interaction (Михайленко, 2016). B. V. Khomulenko's research focuses on the nature of profes-

© Lysechko Marharyta

sional roles and the development of the role structure of a psychologist's personality. The author presents a corresponding program that includes three stages: motivational, emotional-reflexive and role-playing, which involve the development of emotional intellect, empathy, reflexivity and professionally important attributes (Хомуленко, 2015). Z. Miroshnyk examining the role structure of a primary school teacher's personality emphasizes that one of the ways of realizing role behaviour is the rolegram (a system of actions of a particular person; conceptual experience of the person who performs the role; a specific process of role acquisition) and gives recommendations on how to create rolegram and implement the system of actions that make up the meaningful characteristic of a given role (Мірошник, 2014). I. Talash defines the rolegram as a mechanism of holistic and systematic managing a role aimed at the formation of role competence in the process of interpersonal interaction. In her opinion, the role competence as a motivational ability to perform roles effectively includes cognitive, motivational, emotional and value elements of a personality's status set (Талаш, 2016). The results of the study of women's role competence, its interrelation with individual and typological features of the personality are presented in the work of A. Kasian (Касьян, 2020). There is a number of works devoted to the study of role conflicts of personality (Yang, Wang, Zhang & Weidman, 2017; Ткалич, 2015), changes in gender roles and attitudes and their impact on human well-being (Sweeting, Bhaskar, Benzeval, Popham & Hun, 2014), multiplicity of women's roles and the role tension associated with them (Spurlock, 1995).

A significant number of foreign studies on the role competence of a personality is devoted mainly to identifying the role competences of a professional, especially in the hiring process, when they are used as criteria for selecting candidates for a certain position during the interview. Having identified the key role competences one can find out the capabilities and

the potential of effectiveness, the «personal resource» of the employee. For this purpose «the competence models» can be used, i. e. behavioural models which should be used by employee in order to achieve a successful result (Campion et al., 2011; Shippmann et al., 2000). The role competence defines the specific behaviour and skills that need to be professionally demonstrated to achieve success.

Analysis of the scientific literature and practice allows us to conclude that the study of the problem of role competence has significant theoretical and practical scientific significance. Most of the existing researches in recent years are devoted to the analysis of the role acquisition process, the formation of role competence, determining the content characteristics of roles and their gender, building the role structure of students, defining the parameters of role competence analysis of employees.

However, Ukrainian literature has insufficient terminological definition of this concept; the analysis of students' role competence is mostly reduced to defining the roles to be performed by a professional in a particular field of training, providing their general characteristics, establishing a hierarchy of such roles, defining the specific parameters for assessing the role competence (role flexibility, depth), gender features of roles, etc. At the same time, students as future professionals who are candidates for a certain position, at the stage of studying should know about their competencies, consciously form the necessary knowledge, skills and develop the skills needed to succeed in the chosen activity. The developed role competence characterizes the ability of students to meet the role requirements for them in the process of educational and future professional activities.

Although a considerable amount of theoretical and empirical researches in the field of role psychology has been done today, the issue on defining the concept of role competence remains controversial, and any holistic concept of role compe-

tence formation hasn't been developed yet. The peculiarities of its formation, especially at the student age, have not been determined. The determinants and factors of role development, interrelation of individual and psychological peculiarities of personality and its ability to meet role expectations at the stage of professional development are not sufficiently considered.

So, **the purpose of our research** is to identify the psychological meaning of the concept of role competence by describing the peculiarities of the process of its formation at the student age.

The tasks of the research

Considering the relevance of the topic and lack of elaboration of the problem we determined the following research tasks: 1) to analyze the concept of role and role competence as a scientific category; 2) to study the structure of the role competence formation of a student as a subject of educational activity.

Methods of the research

In order to solve the problems formulated in the article, the following theoretical research methods were used: categorical method, structural and functional method, method of analysis of scientific literature, generalization.

Results and their discussions

Social role as a separate aspect of holistic behaviour is a typical behaviour associated with the social status of the personality, which has a prosocial orientation. Modern researchers mostly consider three aspects that have developed in sociological and psychological science to define the concept of role: sociological, social and psychological, psychological.

1) The sociological – as a system of role expectations, i. e. a socially defined role model forming the personality. The analysis of the most important sociological studies where this cate-

gory was used showed difficulties in interpreting this concept (Biddle, 1986; Turner, 1991, 1990; Бергер, 1996; Гофман, 2000; Кош, 1999; Лінтон, 1999; Парсонс, 2000 and others). The common denominator among the definitions of role within sociological science is that a role is a series of actions or deeds of a person corresponding to his social position in a social group, a dynamic aspect of social status. A person occupying a certain social position is compelled to take into consideration the expectations (expectations-demands) of the group concerning the performance of the corresponding role. At the same time, there is a risk of a role conflict, noted by T. Shybutani, such a conflict occurs when «a person is faced several reference groups» who demand different roles from him / her. The researcher outlined this type of conflict as «the conflict of alternative ways of understanding the same situation». At the same case, when «people are forced to play roles that have overlapping rights and responsibilities» the so-called «marginal» conflict can arise (Шибутані, 2002: 163–167).

As noted by I. Kohn: «In sociology the notion of social role means a non-personal social function or norm, which is mandatory for everyone who occupies this position» (Кош, 1999: 190).

2) The social and psychological aspect involves the performance of the role and the implementation of interpersonal interaction. Social psychology uses the concept of role to describe repetitive, standardized forms and modes of behaviour.

According to H. Andrieieva «the essence of impersonal social relations consists in the interaction of social roles that indicate a certain position occupied by an individual in the social system. The subject of roles is society which, through the system of expected behavioral patterns (group norms and sanctions), corresponding to a particular role, controls the activity of its members» (Андрєєва, 2005: 53).

The role of social expectations in the formation and development of a personality is the subject of research of I. Popo-

vych. The author assumes that «the junior school age is sensitive for the formation of social expectations of a personality and comes to the conclusion that they are the basic component of the system of behaviour regulation of a personality as a subject of self-activity» (Попович, 2015: 160).

A. Petrovskyi considers the role as normatively approved form of behaviour expected from an individual who occupies a certain position in the system of interpersonal relations (Петровський, 2001).

The role behaviour of a personality depends on his / her knowledge and skills, the degree of the performed role significance, the presence of prosocial motivation, the desire to meet the expectations of society. American psychologist E. Aronson (Аронсон, 1998) defined the role behaviour as the ability of an individual to perform a wide range of different behaviours and behavioral responses conditioned by the requirements and characteristics of the social role, as well as the characteristics of a social group and social environment. Man is the performer of many social roles, which are not always expressed in his behaviour. Accordingly, the performance of roles requires some experience and competence.

3) The psychological aspect determines the internal perception of the role, which can be realized in the role behaviour and influence it. From the point of view of this approach the personality is seen as a complex of his / her social roles, certain social functions and social norms. Thus, in J. Moreno's theories, the structure of the personality is composed of a set of roles, divided into primary (somatic or psychosomatic, caused by physiological needs and emotions); psychological; social, which is determined by the structure of social relations with the participation of a person, and transcendent actions (in which the person perceives the transcendence inherent in the world and comes to the general view of the world). The researcher considered the ontogenetic development process as social and emotional (the formation of the ability for interper-

sonal relations) and role development one (gaining experience through role-based training) (Морено, 2001). The mental development takes place in the process of performing certain social role functions, and the process of their social roles formation is in the heart of socialization of a person.

It is difficult to define a clear borderline between the sociological, socio-psychological and psychological aspects of the study of roles, it is appropriate to consider sociological roles in the integrity of all three aspects.

Summarizing the results of the analysis of socio-psychological researches on the role and role competence, we point out, that the concept of «role competence» is mainly meant as the ability to perform the roles effectively in accordance with the role expectations, to act as a subject of these roles, to include the role behaviour in the process of their own activity. This definition emphasizes the fact that the student as a future specialist has to meet certain requirements, to have knowledge, skills and abilities necessary for the successful completion of tasks in the relevant field.

The role competence is a complex characteristic of a personality, because practically all the knowledge, skills and abilities the person possesses can be attributed to this sphere. The concept «to be competent» means that the subject has a range of characteristics ensuring the processes of goal setting, goal implementation, activity planning, reacting to failure, demonstrating persistence and, as an effect, achieving an effective result.

In order to appreciate the student's role competence it is necessary to identify the indicators that would allow evaluating his / her ability to solve educational and professional tasks effectively in accordance with the requirements of the activity. Our research shows that the formation of role competence is a very complex process, which is composed of individual components. We made an attempt to integrate the notion of forming the role competence by identifying the procedural components that reflect the stages of its formation.

We distinguish the following components in the process of students' role competence formation: 1) motivational and notional – the hierarchy of internal and external motives of activity, needs, values; 2) purpose-based – peculiarities of goal setting; 3) regulative – planning of activity and self-control (self-regulation) of its performance; 4) reaction to failure – reaction to the situations of obstacles, difficulties and failure arising in the process of activity performing; 5) motivational and behavioural characterizing an integrative manifestation of persistence when performing activities aimed at achievement; 6) cognitive factors of students' role competence formation, including the system of ideas about the role of different means for achieving a successful result, belief in one's own potential, causal attributions of success and failure; 7) emotional determinants of role competence formation and properly competence.

The identified structural components are reflected in the peculiarities of goal-setting, interest in the activity, as well as in the level of efforts the student shows in the process of achieving the result, the time the student takes to the activity and the nature of reacting to difficulties and failure (see Fig. 1).

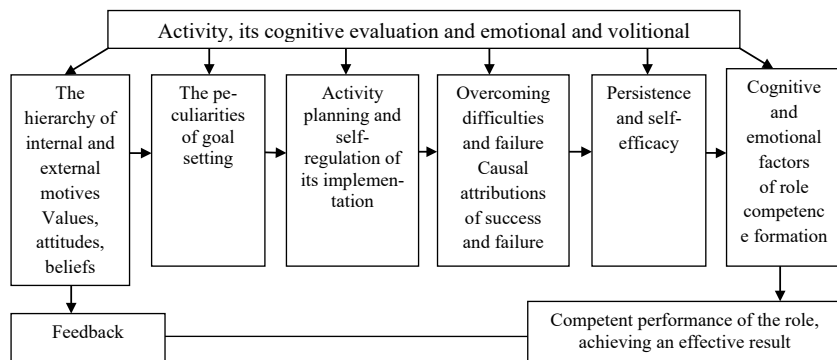


Fig. 1. The structure of the process of role competence formation of a student as a subject of educational activity

The hierarchy of internal and external motives (motivational-semantic block). The optimal variant of functioning motivation of student's productive educational activity includes domination of intrinsic motivation in its structure, in particular, an interest in the activity being carried out, pleasure from its implementation, understanding of its importance and sense, as well as a sense of competence and control (Deci & Ryan, 2008; Ku, Dittmar & Banerjee, 2012).

Values, attitudes and beliefs can be considered as predictors of motives and goals of students' educational activity. Values, as socially set priorities in activity, have an incentive force, determining the nature and concrete content of the tasks set for the subject (Леонтьев, 1997: 23). Knowledge of a personality's basic values and their hierarchy is an important prerequisite for understanding their motives and goals, describing and predetermining behaviour. Today there is a list of works on the role of values in setting learning goals and academic achievement (Wigfield, Hoa & Klauda, 2008; Simpkins, Davis-Kean & Eccles, 2006). In order to identify the peculiarities of forming the role competence of a student as a subject of educational activity it is important to know the level of values of achievement: creation, success, improvement, growth; their place in relation to the values of interpersonal relations, as well as external values of achievement.

Activity planning and self-regulation involves processes related to activity planning, monitoring the success of the activity, achieving the objectives and fulfilling the intentions. The information concerning the purpose of the activity subject includes: specific meaning (object orientation), levels of complexity of the objectives (Каппара & Сервон, 2003; Кові, 2017), as well as the degree of their clarity, concreteness or abstractness, breadth, proximity or remoteness (time perspective).

In order to understand the meaning of the concept of student's role competence and its functioning, it is important to

know the goals he / she sets, as well as how he / she plans to achieve the result. The goals are hierarchically linked, so it is important to clarify the specifics of their interrelationship.

Competent, achievement-oriented people, while making plans, set realistic but challenging goals, they look for tasks in which the outcome depends on their own skills, abilities and propositions, which they are able to control (Макклелланд, 2007). Highly accomplished people being prone to risk in some respects, strive for self-improvement. Setting simultaneously important and specific goals leads to greater achievement (Locke & Latham, 1990). Near-term goals or the combination of near-term and distant goals are often more motivating for the individual to achieve them than distant, long-term goals. Self-determined goals have more motivational power than goals set by others, provided the latter have not been successfully interiorized (Bandura, 1997).

Competent individuals, who demonstrate a high level of achievement in activity, are more likely to use self-regulation strategies that help to optimize: 1) active purposefulness, by setting clear, close and distant objectives of a high level of complexity; 2) effective behavioural functioning through the organization of a system of feedback, various kinds of commands and punishments, reflexion of own achievements; 3) interaction and organization of the closest relationship, which facilitates the achievement of goals.

Coping with difficulties and reacting to failure. The next important component of the process of the student's role competence formation is the peculiarities of reacting to difficulties and failure occurring in the process of performing activities (Хекхаузен, 2003). A competent personality efficiently performs activities, reacts actively and adequately to disadvantages and failure, using a variety of adaptive coping strategies (behavioural, cognitive, emotional), without reducing (or only temporarily reducing) the level of persistence.

Motivational and behavioural block is the final stage of realization of plans and intentions in activity, which is manifested in the persistence, concentration on activity, duration and intensity of forces directed to its implementation. The contribution of persistence to the training success of students can be compared to the level of intelligence (Poropat, 2009), which can be revealed in the readiness to apply intensive effort, work continuously over a long period of time, despite difficulties and obstacles, hesitation, criticism, and completion of the work. The efficiency and hard-working contribute to achieving the required high level of competence and knowledge in the relevant professional field.

Cognitive factors of the students' role competence formation. The basis of the role competence is not only competence in activity, but also positive self-attitude, belief in one's potential, ability to compete with the task and to achieve high results in it. The expectation of rewards and punishments, as well as getting pleasure of pro-social behaviour, explains why the personality tends to fulfill the requirements of the roles. It is also important to believe in the controllability of the means and results of activities, the impossibility of such control often leads to negative emotional reactions. It is optimal to develop the ability to distinguish between problems that are in the realm of direct control, indirect control and problems that are beyond the control and cannot be solved (Кові, 2017; Столц, 2003).

Causal attributions of success and failure are adaptive cognitive, emotional and behavioural reactions to failure and difficulties that arise in the activity performance process; they play an important role in achieving a successful outcome of the activity. Accordingly, causal attributions of success and failure, as well as optimistic / pessimistic attitudes can be considered as cognitive predictors of the subject's reaction to failure in activity, as well as the nature of goal setting and persistence in achieving it.

Emotional factors in the student's role competence formation and their role in the success of educational activities. The role of emotions in the process of forming the role competence is not sufficiently specified. However, it is generally believed that negative emotions interfere with purposeful behaviour and contribute to poor performance, while positive emotions support purposeful behaviour and contribute to achieve high results (Изард, 2000). From our point of view, emotional processes in the structure of role competence derived from motivational, value-purposeful and cognitive ones. It is proved by the researches that demonstrate how emotional processes reflect the peculiarities of the cognitive, motivational processes – the level of correspondence of the results to the set goals, dependence of emotions on the assessment of the situation and its prediction etc. (Bandura, 1997; Сімонов, 1981; Фестінгер, 1999; Дружинин, 2003; Бикова, 2017).

There are numeral studies where emotions are considered as a person's properties that reveal the attitude (positive or negative) of an individual to certain objects, spheres of activity, to other people, to oneself (Дмитріюк, 2010; Киреева & Демин, 2016; Мясіщев, 1995); studying emotions and will as mechanisms of regulation, functional states of organism in human activity (Hebb, 1949; Вилюнас, 1976; Додонов, 1978; Изард, 2000; Ильин, 2009; Леонтьев, 1971; Павлова, 2014; Трофімов, 2016 and others).

Conclusions

As a result we define the student's role competence to be an integral cognitive and affective and behavioural ability, which conditions the productivity of his / her educational and future professional activity. In describing the psychological features of the role competence the researchers focus their attention mainly on the emotional, cognitive and behavioural manifestations of this competence.

The study of structural and procedural peculiarities of role competence formation of a student as a subject of educational activity reveals the possibility to create a holistic concept of its formation in order to determine the main directions of its further study. The structural components of role competence formation provide encouragement, orientation, support and regulation of student's productive learning activity.

The prospects for further research consist in establishing the correlation between the role competence and other individual and psychological features of students' personality, which determine the success of educational activities, the essence of which and the link with the studied phenomenon require further clarification, and the definition of criteria and parameters of empirical study of the student's role competence.

Literature

- Андреева Г. М. Психология социального познания. Москва : Аспект Пресс, 2005. 304 с.
- Аронсон Э. Общественное животное. Введение в социальную психологию. Москва : Наука, 1998. 517 с.
- Бергер П. Приглашение в социологию: гуманистическая перспектива. Москва : Аспект Пресс, 1996. 168 с.
- Бикова М. М. Емоційна культура креативної особистості в процесі самовизначення. *Педагогічні науки: теорія, історія, інноваційні технології: науковий журнал / МОН України, Сумський державний педагогічний університет ім. А. С. Макаренка*. Суми : СумДПУ ім. А. С. Макаренка, 2017. № 3 (67). С. 129–139.
- Вилюнас В. К. Психология эмоциональных явлений. Москва : Издательство Московского университета, 1976. 142 с.
- Вольнова Л. М. Рольовий репертуар і рольова компетентність студента – майбутнього соціального педагога. *Актуальні питання психологічного забезпечення навчально-виховного процесу у вищих навчальних закладах*: матеріали міжвуз. наук.-практ. конф. (Київ, 21 травня 2010 р.). Київ : Київський національний університет внутрішніх справ, 2010. С. 95–97.
- Горбунова В. В. Психология командотворения: Ціннісно-рольовий підхід до формування та розвитку команд: монографія. Житомир : Вид-во ЖДУ ім. І. Франка, 2014. 380 с.

- Горноста́й П. П. Личность и роль: Ролевой подход к социальной психологии личности. Киев : Интерпресс ЛТД, 2007. 312 с.
- Горноста́й П. П. Рольова компетентність як умова гармонійності життєвого світу особистості. *Психологічні перспективи*. 2004. № 6. С. 23–35.
- Гофман И. Представление себя другим в повседневной жизни / пер. с англ. А. Д. Ковалева. Москва : КАНОН-пресс-Ц; Кучково поле, 2000. 304 с.
- Дмитріюк Н. С. Вплив емоцій на формування та становлення особистості. *Проблеми сучасної психології: Збірник наукових праць Кам'янець-Подільського національного університету імені Івана Огієнка, Інституту психології ім. Г. С. Костюка НАПН України* / за ред. С. Д. Максименка, Л. А. Онуфрієвої. Кам'янець-Подільський : Кам'янець-Подільський національний університет імені Івана Огієнка, 2010. № 8. С. 261–271.
- Додонов В. И. Эмоция как ценность. Москва : Политиздат, 1978. 272 с.
- Дружинин В. Е. Психология эмоций, чувств, воли. Москва : Сфера, 2003. 94 с.
- Изард Кэррол Э. Психология эмоций / пер. с англ. А. М. Татлыбаевой. Санкт-Петербург : Питер, 2000. 464 с.
- Ильин Е. П. Психология воли. 2-е изд. Санкт-Петербург : Питер, 2009. 368 с.
- Капра Дж., Сервон Д. Психология личности. Санкт-Петербург : Питер, 2003. 288 с.
- Касьян А. Рольова компетентність жінок: індивідуально-типологічні особливості. *Psychological Journal: Scientific Review H. S. Kostyuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine*. Kyiv, 2020. No 5. Vol. 6. С. 109–116.
- Киреева О. В., Демин А. Н. Когнитивный и эмоциональный компоненты отношения человека к кредитам. *Психолог*. 2016. № 4. С. 126–139.
- Кови С. Р. Семь привычек высокоэффективных людей. Мощные инструменты развития личности / пер. с англ. 12-е изд., доп. Москва : Альпина Паблишер, 2017. 390 с.
- Кон И. С. Социологическая психология. Воронеж : Издательство НПО «МОДЭК», 1999. 560 с.
- Коробанова О. Л. Особистісно-рольове моделювання молоддю активної соціальної поведінки. *Наукові студії із соціальної та політичної психології*. 2017. Вип. 40. С. 147–156.
- Кушель Н. А. Особливості рольових концепцій в психології: культурологічний аспект. *Науковий часопис НПУ імені М. П. Драгоманова. Серія 12: Психологічні науки*. 2014. Вип. 44. С. 68–73.

- Кушель Н. А. Теоретичний аналіз рольових моделей особистості. *Збірник наукових праць. Серія: Філософія. Педагогіка. Психологія.* Київ : Вид-во НПУ ім. М. П. Драгоманова, 2014. Вип. 33. С. 143–147.
- Леонтьев А. Н. Потребности, мотивы, эмоции. Москва : МГУ, 1971. 41 с.
- Леонтьев Д. А. От социальных ценностей к личностным: социогенез и феноменология ценностной регуляции деятельности (статья вторая). *Вестник Московского университета. Сер. 14: Психология.* 1997. № 1. С. 20–27.
- Лепіхова Л. А. Соціально-психологічна компетентність як передумова успішної самореалізації особистості. *Наукові студії з соціальної та політичної психології. Зб. статей.* Київ : Міленіум, 2002. Вип. 6 (9). С. 57–71.
- Линтон Р. Статус и роль. Человек и общество: хрестоматия / под ред. С. А. Макеева. Киев : Институт социологии НАН Украины, 1999. 272 с.
- Лякішева А. В. Соціальна поведінка: сутність, типологічні та видові ознаки. *Наукові записки Ніжинського державного університету імені Миколи Гоголя. Сер.: Психолого-педагогічні науки.* 2012. № 2. С. 23–26.
- Макклелланд Д. Мотивация человека / пер с англ. ООО «Питер Пресс»; научн. ред. проф. Е. П. Ильина. Санкт-Петербург : Питер, 2007. 672 с.
- Михайленко О. Ю. Шляхи та засоби розвитку рольової компетентності майбутніх практичних психологів. *Вісник Харківського національного педагогічного університету імені Г. С. Сковороди. Психологія.* 2016. Вип. 54. С. 174–181.
- Мірошник З. М. Методи дослідження рольової структури особистості вчителя. *Кривий Ріг : Видавець Роман Козлов,* 2014. 152 с.
- Мірошник З. М. Рольова структура особистості вчителя початкових класів: монографія. Харків : ХНПУ, 2011. 306 с.
- Морено Дж. Социометрия: Экспериментальный метод и наука об обществе. Москва : Академический проект, 2001. 384 с.
- Мясищев В. Н. Психология отношений: Избранные психологические труды / под ред. А. А. Бодалева. Москва : Модэк МПСИ, 2004. 158 с.
- Одінцова А. М. Зміни в рольовій структурі особистості під впливом тренінгових занять. *Вісник післядипломної освіти.* 2013. Вип. 9 (2). С. 268–274.
- Павлова Е. М. Эмоциональный интеллект: от иерархических моделей к представлению о единой когнитивной способности. *Психологи-*

- ческие исследования: электронный научный журнал*. 2014. Т. 7. № 37. С. 4–18.
- Парсонс Т. О структуре социального действия. Москва : Академический проект, 2000. 880 с.
- Петровский А. В. Основы теоретической психологии. Москва : ИН-ФРАМ, 2001. 528 с.
- Попович И. С. Роль социальных ожиданий в становлении и развитии личности. *Известия Саратовского университета. Серия: Акмеология образования*. 2015. № 2 (14). С. 158–161.
- Симонов П. В. Эмоциональный мозг. Москва : Наука, 1981. 215 с.
- Сірко В. З. Рольова компетентність як чинник ресоціалізації наркозалежних: програма дослідження. *Наукові студії із соціальної та політичної психології*. 2018. Вип. 42. С. 189–204.
- Собуцька Л. І. Структурні компоненти професійної ролі. *Науковий часопис Національного педагогічного університету імені М. П. Драгоманова. Серія 12. Психологічні науки*. Київ, 2012. С. 337–341.
- Столец П. Г. Показатель стойкости: как обратить препятствия в новые возможности. Минск : Попурри, 2003. 352 с.
- Талаш І. О. Теоретичні засади побудови ролеграми. *Вісник Харківського національного педагогічного університету імені Г. С. Сковороди. Психологія*. 2016. Вип. 52. С. 151–158.
- Титаренко Т. М. Життєвий світ особистості: у межах і за межами буденності: монографія. Київ : Либідь, 2003. 376 с.
- Ткалич М. Г. Психологія гендерної взаємодії персоналу організації: монографія. Київ – Запоріжжя : ЗНУ, 2015. 315 с.
- Трофімов А. Ю. Психологічні особливості емоційно-вольової сфери особистості залежно від професійної спрямованості (на прикладі професії актора). *Психологія і особистість*. 2016. № 1. С. 264–277.
- Фестингер Л. Теория когнитивного диссонанса. Санкт-Петербург : Ювента, 1999. С. 15–52.
- Фруктова Я. С. Рольова ідентичність як базовий конструкт соціальної компетентності фахівця. *Неперервна професійна освіта: теорія і практика*. Київ, 2013. Вип. 1–2. С. 72–79.
- Хекхаузен Х. Мотивация и деятельность. 2-е изд. Санкт-Петербург : Питер; Москва : Смысл, 2003. 860 с.
- Хомуленко Б. В. Розвиток функціонально-рольової структури особистості психолога. *Проблеми сучасної психології: Збірник наукових праць Кам'янець-Подільського національного університету імені Івана Огієнка, Інституту психології імені Г. С. Костюка НАПН України*. Кам'янець-Подільський : Аксіома, 2015. Вип. 29. С. 706–717.

- Чорна Л. Г. Рольова ідентичність: її локалізація серед інших видів ідентичності особистості. *Наукові студії із соціальної та політичної психології*. Київ, 2011. Вип. 27. С. 120–129.
- Шибутани Т. Социальная психология / пер. с англ. В. В. Ольшанского. Ростов-на-Дону : Феникс, 2002. 544 с.
- Bandura, A. (1997). Self-efficacy and health behaviour. In A. Baum, S. Newman, J. Wienman, R. West, & C. McManus (Eds.). *Cambridge handbook of psychology, health and medicine*. Cambridge : Cambridge University Press. P. 160–162.
- Biddle, B. J. (1986). Recent Development in Role Theory. *Annual Review of Sociology*, 12, 67–92.
- Campion, M. A., Fink, A. A., Ruggeberg, B. J., Carr, L., Phillips, G. M., & Odman, R. B. (2011). Doing competencies well: Best practices in competency modeling. *Personnel Psychology*, 64, 225–262.
- Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development and health. *Canadian Psychology*, 49, 182–185.
- Hebb, D. O. (1949). *The organization of behavior: A neuropsychological theory*. New York : John Wiley and Sons, Inc. 335 p.
- Ки, Л., Dittmar, H., & Banerjee, R. (2012). Are materialistic teenagers less motivated to learn? Cross-sectional and longitudinal evidence from UK and Hong Kong. *Journal of Educational Psychology*, 104, 74–86.
- Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting and task performance*. Englewood Cliffs (NJ) : Prentice-Hall. P. 212–247.
- Poropat, A. A. (2009). Meta-analysis of the Five-factor model of personality and academic performance. *Psychological Bulletin*, 135, 322–338.
- Shippmann, J. S., Ash, R. A., Battista, M., Carr, L., Eyde, L. D., Hesketh, B., Keyhoe, J., Pearlman, K., Prien, E. P., & Sanchez, J. I. (2000). The practice of competency modeling. *Personnel Psychology*, 53, 703–740.
- Simpkins, S. D., Davis-Kean, P. E., & Eccles, J. S. (2006). Math and science motivation: A longitudinal examination of the links between choices and beliefs. *Developmental Psychology*, 42, 1, 70–83.
- Spurlock, J. (1995). Multiple roles of women and role strains. *Health Care for Women International*, 16, 6, 501–508.
- Sweeting, H., Bhaskar, A., Benzeval, M., Popham, F., & Hunt, K. (2014). Changing gender roles and attitudes and their implications for well-being around the new millennium. *Social Psychiatry Psychiatric Epidemiology*, 49, 5, 791–809.
- Turner, J. H. (1991). *The Structure of Sociological Theory*. 5th ed. Wadsworth, Ins. 661 p.

- Turner, R. H. (1990). Role Change. *Annual Review of Sociology*, 16, 87–110.
- Wigfield, A., Hoa, L. W., & Lutz Klauda, S. (2008). The role of achievement values in the regulation of achievement behaviors. In D. H. Schunk, B. J. Zimmerman (Eds.). *Motivation and self-regulated learning. Theory, research and applications*. New York : Lawrence Erlbaum Associates. P. 169–197.
- Yang, X., Wang, X., Zhang, L., & Weidman, J. (2017). Gender role conflict, professional role confidence, and intentional persistence in engineering students in China. *Studies in Higher Education*, 42, 2, 248–263.

References

- Andreieva, G. M. (2005). *Psikhologiiia sotsialnogo poznania [Psychology of social cognition]*. Moskva : Aspekt Press [in Russian].
- Aronson, E. (1998). *Obshchestvennoie zhivotnoie. Vvedeniie v sotsialnuiiu psikhologiiuu [Social animal. Introduction to Social Psychology]*. Moskva : Nauka [in Russian].
- Berger, P. (1996). *Priglaseniie v sotsiologiiuu: gumanisticheskaia perspektiva [An invitation to sociology: a humanistic perspective]*. Moskva : Aspekt Press [in Russian].
- Bykova, M. M. (2017). Emotsiina kultura kreatyvnoi osobystosti v protsesi samovyznachennia [Emotional culture of creative personality in the process of self-determination]. *Pedahohichni nauky: teoriia, istoriia, innovatsiini tekhnolohii – Pedagogical science: theory, history, innovative technologies*, 3 (67), 129–139. Sumy : SumDPU im. A. S. Makarenka [in Ukrainian].
- Viliunas, V. K. (1976). *Psikhologiiia emotsionalnykh yavlenii [Psychology of emotional phenomena]*. Moskva : Izdatelstvo Moskovskogo universiteta [in Russian].
- Volnova, L. M. (2010). Roliovyi repertuar i roliova kompetentnist studenta – maibutnoho sotsialnoho pedahoha [Role repertoire and role competence of a student – a future social educator]. *Aktualni pytannia psikhologichnoho zabezpechennia navchalno-vykhovnoho protsesu u vyshehykh navchalnykh zakladakh – Actual issues of psychological support of the educational process in institutions of higher education: Proceedings of interinstitutional scientific and practical conference*, (pp. 95–97). Kyiv : Kyivskiy natsionalnyi universytet vnutrishnikh sprav [in Ukrainian].
- Horbunova, V. V. (2014). *Psykholohiia komandotvorenna: Tsinnisno-roliovyi pidkhdid do formuvannia ta rozvytku komand [Psychology of*

- team building: Value-role approach to the formation and development of teams*]. Zhytomyr : Vyd-vo ZhDU im. I. Franka [in Ukrainian].
- Hornostai, P. P. (2007). *Lichnost i rol: Rolevoi podkhod k sotsialnoi psikhologii lichnosti* [Personality and role. Role approach to social psychology of personality]. Kiiev : Interpress LTD [in Ukrainian].
- Hornostai, P. P. (2004). Roliova kompetentnist yak umova harmoniinosti zhyttievoho svitu osobystosti [Role competence as a condition for the harmony of the life world of the personality]. *Psikhologichni perspektyvy – Psychological perspectives*, 6, 23–35 [in Ukrainian].
- Gofman, I. (2000). *Predstavleniie sebja drugim v povsednevnoi zhizni* [Introducing oneself as another in everyday life]. A. D. Kovaleva (Trans.). Moskva : KANON-press-Ts; Kuchkovo pole [in Russian].
- Dmytriuk, N. S. (2010). Vplyv emotsii na formuvannia ta stanovlennia osobystosti [The influence of emotions on the formation of personality]. *Problemy suchasnoi psikhologii – Problems of modern psychology: Collection of research papers of Kamianets-Podilskyi National Ivan Ohienko University, G. S. Kostiuk Institute of Psychology of NAES of Ukraine*, 8, 261–271. Kamianets-Podilskyi [in Ukrainian].
- Dodonov, B. I. (1978). *Emotsiia kak tsennost* [Emotion as a value]. Moskva : Politizdat [in Russian].
- Druzhinin, V. E. (2003). *Psikhologiiia emotsii, chuvstv, voli* [Psychology of emotions, feelings and freedom]. Moskva : Sfera [in Russian].
- Izard, K. E. (2000). *Psikhologiiia emotsii* [Psychology of emotions]. A. M. Tatlybaieva (Trans.). Sankt-Peterburg : Piter [in Russian].
- Ilin, E. P. (2009). *Psikhologiiia voli* [Psychology of freedom]. Sankt-Peterburg : Piter [in Russian].
- Kaprara, Dzh., & Servon, D. (2003). *Psikhologiiia lichnosti* [Psychology of Personality]. Sankt-Petersburg : Piter [in Russian].
- Kasian, A. (2020). Roliova kompetentnist zhinok: indyvidualno-typolohichni osoblyvosti [Role competence of women: individual typological peculiarities]. *Psychological Journal: Scientific Review*, 5 (6), 109–116. Kyiv : H. S. Kostiuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine [in Ukrainian].
- Kireieva, O. V., & Demin, A. N. (2016). Kognitivnyi i emotsionalnyi komponenty otnosheniia cheloveka k kreditam [Cognitive and emotional components of a person's attitude to loans]. *Psikholog – Psychologist*, 4, 126–139 [in Russian].
- Kovi, S. R. (2017). *Sem privyчек vysokoeffektivnykh liudei. Moshchnyye instrumenty razvitiia lichnosti* [Seven habits of highly effective people. Powerful personality development tools]. Moskva : Alpina Publisher [in Russian].

- Kon, I. S. (1999). *Sotsiologicheskaia psikhologiya [Sociological psychology]*. Voronezh : Izdatelstvo NPO «MODEK» [in Russian].
- Korobanova, O. L. (2017). Osobystisno-roliove modeliuvannia moloddui aktyvnoi sotsialnoi povedinky [Personality-role modeling of active social behaviour by young people]. *Naukovi studii iz sotsialnoi ta politychnoi psykholohii – Scientific studies on social and political psychology*, 40, 147–156 [in Ukrainian].
- Kushel, N. A. (2014). Osoblyvosti rolivoykh kontseptsii v psykholohii: kulturolohichnyi aspekt [Peculiarities of role concepts in psychology: culturological aspect]. *Naukovyi chasopys NPU im. M. P. Drahomanova – Scientific journal of Drahomanov NPU*, 44, 68–73. (Ser. 12: Psychological Sciences). Kyiv [in Ukrainian].
- Kushel, N. A. (2014). Teoretychnyi analiz roliovoykh modelei osobystosti [Theoretical analysis of role models of personality]. *Zbirnyk naukovykh prats – Collection of research papers*, 33, 143–147. (Ser.: Philosophy. Pedagogy. Psychology). Kyiv : Vyd-vo NPU im. M. P. Drahomanova [in Ukrainian].
- Leontiev, A. N. (1971). *Potrebnosti, motivy, emotsii [Needs, motives, emotions]*. Moskva : MGU [in Russian].
- Leontiev, D. A. (1997). Ot sotsialnykh tsennostei k lichnostnym: sotsiogenez i fenomenologiya tsennostnoi reguliatsii deiatelnosti [From social to personal values: sociogenesis and phenomenology of value regulation of activity]. *Vestnik Moskovskogo universiteta – Moscow State University Vestnik*, 1, 20–27. (Ser. 14: Psychology). Moskva [in Russian].
- Liepikhova, L. A. (2002). Sotsialno-psykholohichna kompetentnist yak peredumova uspishnoi samorealizatsii osobystosti [Socio-psychological competence as a prerequisite for successful self-realization of personality]. *Naukovi studii z sotsialnoi ta politychnoi psykholohii – Scientific studies on social and political psychology: Collection of papers*, 6 (9), 57–71. Kyiv : Milenium [in Ukrainian].
- Linton, R. (1999). *Status i rol. Chelovek i obshchestvo [Status and role. Man and society]*. Kiiev : Institut sotsiologii NAN Ukrainy [in Ukrainian].
- Liakisheva, A. V. (2012). Sotsialna povedinka: sutnist, typolohichni ta vydovi oznaky [Social behaviour: essence, typological and specific features]. *Naukovi zapysky Nizhynskoho derzhavnoho universytetu imeni Mykoly Hoholia – Scientific Notes of Nizhyn Mykola Gogol State University*, 2, 23–26. (Ser.: Psychological and Pedagogical Sciences). Nikopol [in Ukrainian].
- Maklelland, D. (2007). *Motivatsiia cheloveka [Motivation of man]*. E. P. Ilin (Ed.). Sankt-Peterburg : Piter [in Russian].

- Mykhailenko, O. Yu. (2016). Shliakhy ta zasoby rozvytku rolivoi kompetentnosti maibutnykh praktychnykh psykholohiv [Ways and means of developing role competence of future practical psychologists]. *Visnyk Kharkivskoho natsionalnoho pedahohichnoho universytetu imeni H. S. Skovorody – Visnyk of Kharkiv H. S. Skovoroda National Pedagogical University*, 54, 174–181 [in Ukrainian].
- Miroshnyk, Z. M. (2014). *Metody doslidzhennia rolivoi struktury osobystosti vchytelia [Methods of research of role structure of the teacher's personality]*. Kryvyi Rih [in Ukrainian].
- Miroshnyk, Z. M. (2011). *Rolivna struktura osobystosti vchytelia pochatkovykh klasiv [Role structure of a primary teacher's personality]*. Kharkiv : KhNPU [in Ukrainian].
- Moreno, Dzh. (2011). *Sotsiometriia: Eksperimentalnyi metod i nauka ob obshchestve [Sociometry: An Experimental Method and the Science of Society]*. Moskva : Akademicheskii proiekt [in Russian].
- Miasishchev, V. N. (2004). *Psikhologiya otnoshenii [Psychology of relations]*. A. A. Bodalev (Ed.). Moskva : Modek MPSI [in Russian].
- Odintsova, A. M. (2013). Zminy v rolivii strukturi osobystosti pid vplyvom treninhovykh zaniat [Changes in the role structure of the personality under the influence of training]. *Visnyk pislidyplomnoi osvity – Visnyk of postgraduate education*, 9 (2), 268–274. Kyiv [in Ukrainian].
- Pavlova, E. M. (2014). Emotsionalnyi intelekt: ot iierarkhicheskikh modelei k predstavleniiu o yedynoi kognitivnoi sposobnosti [Emotional intelligence: from hierarchical models to the idea of a single cognitive ability]. *Psikhologicheskiie issledovaniia – Psychological studies*, 7 (37), 4–18 [in Russian].
- Parsons, T. (2000). *O strukture sotsialnogo deistviia [On the structure of social action]*. Moskva : Akademicheskii proiekt [in Russian].
- Petrovskii A. V. (2001). *Osnovy teoreticheskoi psikhologii [Fundamentals of theoretical psychology]*. Moskva : IN-FRAM [in Russian].
- Popovich, I. S. (2015). Rol sotsialnykh ozhidanii v stanovlenii i razvitii lichnosti [The role of social expectations in the formation and development of personality]. *Izvestiia Saratovskogo universiteta – News of Saratov University*, 2 (14), 158–161. (Ser.: Akmeologiya obrazovaniia). Saratov [in Russian].
- Sirko, V. Z. (2018). Rolivna kompetentnist yak chynnyk resotsializatsii narkozaleznykh: prohrama doslidzhennia [Role competence as a factor in drug resocialization: a research program]. *Naukovi studii iz sotsialnoi ta politychnoi psykholohii – Scientific studies on social and political psychology*, 42, 189–204 [in Ukrainian].

- Sobutska, L. I. (2012). Strukturni komponenty profesiinoi roli [Structural components of professional role]. *Naukovyi chasopys Natsionalnoho pedahohichnoho universytetu imeni M. P. Drahomanova – Scientific journal of Dragomanov National Pedagogical University*, 12, 337–341. Kyiv [in Ukrainian].
- Stolts, P. G. (2003). *Pokazatel stoikosti: kak obratit prepriatstviia v novyie vozmozhnosti [Resistance indicator: how to turn obstacles into new opportunities]*. Minsk : Popurri [in Russian].
- Talash, I. O. (2016). Teoretychni zasady pobudovy rolehramy [Theoretical bases of rolegram construction]. *Visnyk Kharkivskoho natsionalnoho pedahohichnoho universytetu imeni H. S. Skovorody – Visnyk of H. S. Skovoroda Kharkiv National Pedagogical University*, 52, 151–158. Kharkiv [in Ukrainian].
- Tytarenko, T. M. (2003). *Zhyttievyi svit osobystosti: u mezhakh i za mezhamy budennosti [The life world of the individual: within and outside of everyday life]*. Kyiv : Lybid [in Ukrainian].
- Tkalych, M. H. (2015). *Psykhoholohiia hendernoi vzaiemodii personalu orhanizatsii [Psychology of gender interaction of the organization's staff]*. Kyiv – Zaporizhzhia : ZNU [in Ukrainian].
- Trofimov, A. Yu. (2016). Psykhoholohichni osoblyvosti emotsiino-voliovoi sfery osobystosti zalezno vid profesiinoi spriamovanosti (na prykladni profesii aktora) [Psychological features of the emotional and volitional sphere of personality depending on the professional orientation (on the example of the actor's profession)]. *Psykhoholohiia i osobystist – Psychology and personality*, 1, 264–277 [in Ukrainian].
- Festinger, L. (1999). *Teoriia kognitivnogo dissonansa [Cognitive dissonance theory]*. Sankt-Peterburg : Yuventa [in Russian].
- Fruktova, Ya. S. (2013). Roliova identychnist yak bazovyi konstrukt sotsialnoi kompetentnosti fakhivtsia [Role identity as a basic construct of social competence of a specialist]. *Nepererвна profesiina osvita: teoriia i praktyka – Continuing professional education: theory and practice*, 1–2, 72–79. Kyiv [in Ukrainian].
- Hekhauzen, H. (2003). *Motivatsiia i deiatelnost [Motivation and activity]*. Sankt-Peterburg : Piter; Moskva : Smysl [in Russian].
- Khomulenko, B. V. (2015). Rozvytok funktsionalno-roliovoi struktury osobystosti psykhologa [The development of the functional and role structure of psychologist's personality]. *Problemy suchasnoi psykhoholohii – Problems of Modern Psychology: Collection of research papers of Kamianets-Podilskyi Ivan Ohienko National University, G. S. Kostiuk Institute of Psychology of the National Academy of Pedagogical Science of Ukraine*, 29, 706–717. Kamianets-Podilskyi : Aksioma [in Ukrainian].

- Chorna, L. G. (2011). Roliova identychnist: yii lokalizatsiia sered inshykh vydiv identychnosti osobystosti [Role identity: its localization among other types of personal identity]. *Naukovi studii iz sotsialnoi ta politychnoi psykhologii – Scientific studies on social and political psychology*, 27, 120–129 [in Ukrainian].
- Shibutani, T. (2002). *Sotsialnaia psikhologiiia [Social psychology]*. V. V. Olshanskii (Trans.). Rostov-na-Donu : Feniks [in Russian].
- Bandura, A. (1997). Self-efficacy and health behaviour. In A. Baum, S. Newman, J. Wienman, R. West, & C. McManus (Eds.). *Cambridge handbook of psychology, health and medicine*. Cambridge : Cambridge University Press. P. 160–162.
- Biddle, B. J. (1986). Recent Development in Role Theory. *Annual Review of Sociology*, 12, 67–92.
- Campion, M. A., Fink, A. A., Ruggeberg, B. J., Carr, L., Phillips, G. M., & Odman, R. B. (2011). Doing competencies well: Best practices in competency modeling. *Personnel Psychology*, 64, 225–262.
- Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macro-theory of human motivation, development and health. *Canadian Psychology*, 49, 182–185.
- Hebb, D. O. (1949). *The organization of behavior: A neuropsychological theory*. New York : John Wiley and Sons, Inc.
- Ku, L., Dittmar, H., & Banerjee, R. (2012). Are materialistic teenagers less motivated to learn? Cross-sectional and longitudinal evidence from UK and Hong Kong. *Journal of Educational Psychology*, 104, 74–86.
- Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting and task performance*. Englewood Cliffs (NJ) : Prentice-Hall. P. 212–247.
- Poropat, A. A. (2009). Meta-analysis of the Five-factor model of personality and academic performance. *Psychological Bulletin*, 135, 322–338.
- Shippmann, J. S., Ash, R. A., Battista, M., Carr, L., Eyde, L. D., Hesketh, B., Keyhoe, J., Pearlman, K., Prien, E. P., & Sanchez, J. I. (2000). The practice of competency modeling. *Personnel Psychology*, 53, 703–740.
- Simpkins, S. D., Davis-Kean, P. E., & Eccles, J. S. (2006) Math and science motivation: A longitudinal examination of the links between choices and beliefs. *Developmental Psychology*, 42 (1), 70–83.
- Spurlock, J. (1995). Multiple roles of women and role strains. *Health Care for Women International*, 16 (6), 501–508.
- Sweeting, H., Bhaskar, A., Benzeval, M., Popham, F., & Hunt, K. (2014). Changing gender roles and attitudes and their implications for well-being around the new millennium. *Social Psychiatry Psychiatric Epidemiology*, 49 (5), 791–809.

- Turner, J. H. (1991). *The Structure of Sociological Theory*. Wadsworth, Ins.
- Turner, R. H. (1990). Role Change. *Annual Review of Sociology*, 16, 87–110.
- Wigfield, A., Hoa, L. W., & Lutz Klauda, S. (2008). The role of achievement values in the regulation of achievement behaviors. In D. H. Schunk, B. J. Zimmerman (Eds.). *Motivation and self-regulated learning. Theory, research and applications*. New York : Lawrence Erlbaum Associates. P. 169–197.
- Yang, X., Wang, X., Zhang, L., & Weidman, J. (2017). Gender role conflict, professional role confidence, and intentional persistence in engineering students in China. *Studies in Higher Education*, 42 (2), 248–263.

Лисечко Маргарита. Психологічні особливості формування рольової компетентності студентів

АНОТАЦІЯ

Мета дослідження – визначити психологічний зміст поняття рольової компетентності шляхом опису особливостей процесу її формування у студентському віці.

Для розв'язання поставлених у роботі завдань використано такі теоретичні **методи дослідження**: категоріальний, структурно-функціональний, аналіз, узагальнення.

Результати дослідження показали, що вивчення особливостей формування рольової компетентності студентів слід здійснювати з позиції інтегративного підходу. З'ясовано, що рольова компетентність особистості є комплексною когнітивно-афективно-поведінковою характеристикою особистості, що визначає здатність студента ефективно виконувати роль відповідно до рольових очікувань задля досягнення цілей навчальної діяльності й отримання її результатів. Обґрунтовано структуру процесу формування рольової компетентності студента. Визначено особливості взаємозв'язку між індивідуально-психологічними особистісними характеристиками та здатністю відповідати рольовим очікуванням на етапі професійного розвитку. Сформульовано основні напрямки вивчення рольової компетентності студентів.

Висновки. Визначено, що рольова компетентність є комплексною характеристикою особистості студента, що має певні структурно-процесуальні особливості формування. Виокремлено процесуальні скла-

дові, що відображають етапи її становлення: мотиваційно-сміслову; цільову; регуляційну; блок «реакція на невдачу»; мотиваційно-поведінкову; когнітивні й емоційні чинники формування рольової компетентності студентів і власне компетентність. На основі проведеного аналізу було визначено перспективи досліджень, що полягають у подальшому обґрунтуванні зв'язку рольової компетентності з іншими індивідуально-психологічними особливостями особистості студентів, які обумовлюють успішність виконання навчальної діяльності, та вирішенні проблеми розробки ефективних методів професійної діагностики рольової компетентності особистості у студентському віці.

Ключові слова: компетентність, рольова компетентність, рольові очікування, процес формування рольової компетентності, навчальна та професійна діяльність.

Лисечко Маргарита. Психологические особенности формирования ролевой компетентности студентов

АННОТАЦИЯ

Цель исследования – определить психологическое содержание понятия ролевой компетентности путем описания особенностей процесса ее формирования в студенческом возрасте.

Для решения поставленных в работе задач использованы следующие теоретические **методы исследования:** категориальный, структурно-функциональный, анализ, обобщение.

Результаты исследования показали, что изучение особенностей формирования ролевой компетентности студентов следует осуществлять с позиции интегративного подхода. Выяснено, что ролевая компетентность личности является комплексной когнитивно-аффективно-поведенческой характеристикой личности, которая определяет способность студента эффективно выполнять роль в соответствии с ролевыми ожиданиями для достижения целей учебной деятельности и получения ее результатов. Обосновано структуру процесса формирования ролевой компетентности студента. Определены особенности взаимосвязи между индивидуально-психологическими личностными характеристиками и способностью отвечать ролевым ожиданиям на этапе профессионального развития. Сформулированы основные направления изучения ролевой компетентности студентов.

Выводы. *Определено, что ролевая компетентность является комплексной характеристикой личности студента, которая имеет определенные структурно-процессуальные особенности формирования. Выделены процессуальные составляющие, отражающие этапы ее становления: мотивационно-смысловую; целевую; регуляционную; блок «реакция на неудачу»; мотивационно-поведенческую; когнитивные и эмоциональные факторы формирования ролевой компетентности студентов и собственно компетентность. На основе проведенного анализа были определены перспективы исследований, которые заключаются в дальнейшем обосновании связи ролевой компетентности с другими индивидуально-психологическими особенностями личности студентов, обуславливающими успешность выполнения учебной деятельности, и решении проблемы разработки эффективных методов профессиональной диагностики ролевой компетентности личности в студенческом возрасте.*

Ключевые слова: *компетентность, ролевая компетентность, ролевые ожидания, процесс формирования ролевой компетентности, учебная и профессиональная деятельность.*

Original manuscript received December 29, 2020

Revised manuscript accepted February 09, 2021

Categorization Features of the Concept of «Sacrament» by Active Adult Internet Users

Особливості класифікації концепту «Таїнство» активними дорослими користувачами Інтернету

Elena Medvedskaia

Ph.D. in Psychology, Assistant Professor, Brest State University
named after A.S. Pushkin, Brest (the Republic of Belarus)
ORCID ID: <https://orcid.org/0000-0003-2033-510X>
Researcher ID: <http://www.researcherid.com/rid/M-4006-2019>
E-mail: EMedvedskaja@mail.ru

Елена Медведская

Кандидат психологічних наук, доцент, Брестський держав-
ний університет імені О. С. Пушкіна, м. Брест (Білорусь)

ABSTRACT

The aim of the article is to analyze the specifics of categorization of abstract concepts by adults who use different information sources: traditional / printed and innovative / digital.

Methods. An author used a questionnaire method with the open-ended type of questions as the primary tool to study the choice of the preferred information coding system by adults. To reconstruct the categorical structure of the respondents' consciousness in their understanding of the concept «sacrament», the method of the semantic differential was used. The differential includes 40 adjectives, which form 7 categories of an average consciousness according to their factorial structure («Assessment», «Strength», «Activity», «Complexity», «Orderliness», «Reality» and «Usuality»). The above categories have been

Address for correspondence, e-mail: kpnu_lab_ps@ukr.net

Copyright: © Medvedskaia Elena



The article is licensed under **CC BY-NC 4.0 International**
(<https://creativecommons.org/licenses/by-nc/4.0/>)

© Medvedskaia Elena

DOI (article): <https://doi.org/10.32626/2227-6246.2021-51.105-120>

<http://journals.urau.ua/index.php/2227-6246>

established in a previous study of individuals of different age groups and cultures.

Results of the research. *The results of a comparative analysis of the category structure and the meaning of the concept «Sacrament» are contained in two groups of adults: the reading subjects and the active Internet users. It is determined that the cognitive complexity of consciousness of the web users is lower than the one of the reading subjects, according to two parameters: 1) decreasing of categories' quantity that form the concept; 2) simplifying the organization of the category, represented by only one pole. For the active Internet users, the content of the concept «sacrament» is close to the «secret».*

Conclusions. *The empirical data proves the tendency to simplify the categorization in understanding the abstract concepts of active Internet users. This allows designating a new scientific-practical issue of cognitive deformation of adults as the effect of Internet exposure.*

Key words: *abstract concept, categories of consciousness, cognitive complexity, semantic differential, cognitive deformation.*

Introduction

The emergence and the rapid evolution of the Internet into new digital media (web 2.0, online media, etc.) have affected most spheres of human life significantly. Based on one of the leading postulates of Soviet psychology (about the sociocultural determination of all higher mental functions) it can be stated that new conditions of activity give rise to some new, previously unknown features of the psyche.

These new features have incrementally become an intense object of empirical study for recent decades. One of the first to draw attention to the specifics of the cognitive activity of representatives of the digital generation was the American writer and game designer M. Prensky (Prensky, 2001). Based on his observations, he revealed a contradiction between the capabilities of young people (the speed of reaction and thinking, the ability to instantly grasp a variety of information) and the traditional for an educational sphere (verbal, logically consistent) form of information representation. The classification of

generations of students and teachers as «Digital Natives» and «Digital Immigrants», proposed by M. Prensky, has become widespread among the specialists.

As a result of studying the cognitive processes of «digital natives», it was found that constant digital stimulation forms «the skill of simultaneous (nonlinear) perception, it is not step-by-step attention to details but instantaneous «grasping» of the entire image» (Golubinksaya, 2015: 163). This kind of superficial perception and erratic attention accustom the brain to a constant dopamine stimulation and lead to a deterioration in the development of the frontal lobes of the brain, which no doubt «impairs cognitive abilities and social skills» (Small, Vorgan, 2012: 13). There are also memory changes recorded (the Google effect). The active Internet users remember not as much the information itself as the place of its storage on the Internet (Sparrow, Liu, Wenger, 2011).

In this research, the studies of Russian clinical psychologists are of particular interest. Several years ago, they identified the problem of revising the normative indicators in pathopsychology diagnostics (Sultanova, Ivanova, 2017). The use of classical methods of studying the thinking («Classification of Objects», «Pictogram», «Interpretation of Proverbs») in a group of 50 mentally healthy people aged 20 to 39 years revealed such features of thinking, which the authors characterized as «the pathopsychology of everyday life», by analogy with the famous work of Z. Freud. These characteristics include a decrease in the critical assessment of the results of their activity, neurodynamic disorders (fatigue, difficulty in working out, difficulties in concentrating on the tasks), inconsistency and versatility of thinking, and a self-centered way of thinking.

Significant data were obtained in another clinical study (Kobzova, Zvereva, Shchelokova, 2018), where two fundamental facts were established using the Fourth Extra Technique. First, the characteristics based on which generalization is

being made changed compared to the data in the same age groups in the 1960s-90s. Second, there was no difference in answers between the groups of mentally healthy males aged 17 to 25 years and their peers with a schizotypic disorder of adolescence. Representatives of the first group demonstrated an orientation of attention towards the secondary, non-typical features of objects, which is traditionally considered as a diagnostic indicator of «disordered» thinking.

The modern youth thinking diagnosis the scientists characterized as «pseudo-psychopathological» thinking phenomena (PPF). The PPF is a thinking disorder similar to the pathological one (Schizophrenia), but it has a different cultural and historical genesis. (Grekova, 2018) The statistics show the PPF is more widespread among the modern youth in comparison with the adults who grew up in the pre-digital era. While the thinking of adults corresponds to the conventional hierarchy of generic and species characteristics, in the thinking of young people they are of equal order. «New thinking is flexible, comprehensive, multitasking. The measure of the ratio of symbols and meanings in terms of abstractness / concreteness is highly variable. Representatives of new thinking perceive symbols as hyperlinks, new symbols are layered over other symbols, on which new meanings are strung like beads» (Grekova, 2018: 35).

Thus, the studies of clinical psychologists prove that the thinking of young people differs from the thinking of representatives of the pre-digital era and moves towards the properties that are classical attributions of the thinking of subjects with a schizotypal disorder. According to the data, it can be assumed that Internet use affects not only «digital natives» cognitive activity but also «digital immigrants». The aim of the present empirical research is to check the hypothesis mentioned above. The object of the research is a process of categorization (as a basic cognitive process) and a perception of abstract concepts (as a product of a higher form of verbal and logical thinking). This article examines the structure and

content of the categories of consciousness that mediate the understanding of an abstract concept «sacrament» by adults.

Research objective

This article contains a comparative analysis of the structure and content of a concept «sacrament» in adults' consciousness who prefer different information coding systems: traditional printed and new digital.

Methods and methodology of the research

The study involved 720 respondents from 37 to 62 years, including females (n = 402) and males (n = 318). All respondents have higher education and work in the field of specialization (medical, economic, educational, and cultural spheres). The sample is homogeneous according to three criteria: 1) completion of basic processes of cognitive and personal development in equal social and cultural environment (the pre-digital era); 2) intellectual labor involved in everyday activity; 3) ability to use different coding systems on a professional level (both written-verbal and digital).

Homogeneity on the mentioned criteria is the key principle in the research of categorization since A. Luria proved in the 1930s that «the fundamental process of cognition – the formation of concepts – has a unique structure in the different historical conditions» (Luria, 2017). Data collection was carried out throughout 2019 and early 2020.

The differentiation of the homogeneous sample into two groups was carried out based on the respondents' preferences in the information carriers in their free time through an open-ended questionnaire. After processing the collected data, respondents were divided into three groups: 1) subjects who prefer printed sources and books as a main coding system (108 respondents or 15%); 2) subjects who choose the Internet as the most preferable source of information (252 respondents or 35%); 3) subjects who do not give preference to any spe-

cific type of information carrier (360 respondents or 50%). To achieve reliable data from the analysis, the last group was excluded from processing. Representatives of the first group previously mentioned will further be «reading subjects», representatives of the second group will be «active Internet users» respectively.

To model the categorical structure and content of the concept of «sacrament», the method of the semantic differential in the author's version was applied, the technology of creation of the author's version was described in the previous article (Medvedskaia, 2020: 175–176). Therefore, it would be reasonable to point out only the key features of the method. The descriptors were 40 adjectives, which imminently reflect the 7-factor structure of the concepts of different classes, which was revealed in earlier researches (Osgood, Suci & Tannenbaum, 1957; Bentler & LaVoie, 1972; Petrenko, 2005; etc.). Adjectives were monopolar. However, to avoid a specific answer pattern of the respondents, adjectives randomly had positive and negative connotations. Respondents used a 7-point rating system to answer the questionnaire where 1 point meant the absence of the quality and 7 points was a maximum expression of the quality.

Primary data processing comprised compiling average assessment profiles in the groups of reading subjects and active Internet users. Secondary processing was to model a categorical structure of a concept «sacrament» in the consciousness of the respondents through the factor analysis (a centroid method with the extraction of the major components, including a varimax rotation technique). Mathematical and statistical analysis was carried out using the program SPSS v. 16.

Results and their discussion

The construction of averaged rate profiles of reading subjects group and active Internet users group showed statistically identical results ($t = 0.45$ at critical $t = 2.02$ for $p \leq 0.05$).

Table 1 depicts descriptors with max rates in both groups of respondents.

Table 1

Concept «Sacrament» max rates

№	Reading subjects		Active Internet users	
	Quality	M	Quality	M
1	Clean	5.38	Clean	5.21
2	Beautiful	5.38	Beautiful	5.13
3	Useful	5.09	Pleasant	5.06
4	Kind	5.02	Kind	4.95
5	Fantastic	4.64	Useful	4.86

The results presented in the table show the actual identity of the leading characteristics attributed to the concept of «sacrament», most of which are of an assessment category. Reading subjects turned out to be more realistic («useful», «fantastic») in assessing the concept than active Internet users.

Table 1 depicts descriptors with min rates in both groups of respondents.

Table 2

Concept «Sacrament» min rates

№	Reading subjects		Active Internet users	
	Quality	M	Quality	M
1	Silly	2.39	Silly	1.91
2	Miserable	2.63	Disgusting	2.16
3	Monotonous	2.66	Miserable	2.21
4	Bitter	2.69	Bitter	2.34
5	Banal	2.94	Banal	2.93

As expected, the data from Table 2 depicts the coincidence of the minimal rates in the assessments of both groups. Again, the dominant parameters are of an assessment type («mise-

rable», «bitter», «disgusting»). Parameters of Strength («intelligent») and Ordinarity («banal») are also represented in the sample. In the reading subject group, another axis of coordinate appears – Activity («monotonous»).

The process of factor analysis detected 13 orthogonal factors in the reading subjects group and 11 factors in the active Internet users group, which are significant according to the Kaiser criterion. Only factors that are significantly essential in terms of valence will be used for further discussion (contribution to the total variance of which exceeds the randomness threshold). In the reading subjects group, there is one more factor than in the active Internet users group. The results of the factorization are presented in Table 3 for the convenience of comparative analysis. The names of the categories are according to their key descriptors, which represent categories of an everyday consciousness and were established in previous researches. Next to the category name, there is a percentage of the variance of the factor, and the characteristics that form it, which have a high level of statistical significance (for 40 variables, $r = 0.4$ for $p \leq 0.01$).

Table 3

A concept «Sacrement»: results of factorization

№	Reading Subjects	Active Internet users
1	2	3
1	«Negative assessment» – «Reality» (16.79%)	«Activity» (20.03%)
	Miserable	0.836
	Disgusting	0.721
	Bitter	0.474
	Mysterious	-0.505
	Fantastic	-0.418
		Hot
		0.801
		Silly
		0.595
		Fast
		0.562
		Massive
		0.552
		Active
		0.532
		Banal
		0.472
		Full
		0.469
		Energetic
		0.446

1	2		3	
2	«Activity» – «Ordinariness» (10.81%)		«Assessment» (10.35%)	
	Energetic	0.708	Pleasant	0.825
	Pleasant	0.626	Good looking	0.791
	Brave	0.535	Strong	0.537
	Hard	-0.407	Clean	0.529
	Banal	-0.412	Kind	0.462
3	«Complexity» (7.42%)		«Strength» (6.69%)	
	Constructed	0.783	Hard	0.761
	Simple	0.747	Old	0.631
	Obvious	0.482	Certain	0.615
			Organized	0.540
			Constructed	0.517
Long lasting			0.508	
4	«Positive assessment» (5.91%)		«Ordinariness» (5.81%)	
	Clean	0.870	Rare	0.765
	Kind	0.684	Mysterious	0.638
	Good looking	0.527	Useful	0.624
	Organized	0.425	Unique	0.525
			Exciting	0.448
5	«Strength» (5.06%)		—	
	Strong	0.665		
	Long lasting	0.631		
	Hard	0.629		
	Massive	0.595		
	Firm	0.469		

The most peculiar fact is that there is a complex 2 polar organization of the categories (1 and 2) in the group of reading subjects. A qualitative analysis of the content of the poles allows to designate them as «Negative reality» (1) and «Unusual activity» (2). There are not only fewer factors in the group of active Internet users but also they are all of a unipolar organization.

Thus, the greater cognitive complexity of the reading subjects testifies to their greater reflexivity over the existences, where the concept of «sacrament» belongs to. A sacrament is a touch to another world, which is beyond the space-time dimensions of reality, something extraordinary. A sacrament is (Losev, 1994) experienced as a participation in the world (Marcel, 2012), and only then it is realized, and as a result, it changes a person who has joined it and experienced exceptional events, relationships, states (Znakov, 2018).

There is another interpretation of the concept on a simpler level as «a secret, information», which is hidden till some moment. To reveal such a secret is to make it public (Gilmutdinova, 2020: 128). One can reveal and transmit the secret (while the sacrament can only be lived through), and it is rather a communicative process that does not affect the foundations of the personality of both its owner and recipient. A simpler categorical structure and the leading category «Activity» evidence that active Internet users have a more simplified understanding of a sacrament as a secret. It fully corresponds to the significance for the classification of signs «Movement – static» established in the studies of «digital natives». It may be assumed that one of the reasons is Internet use («Everything is on the Internet, you just need to know where to look for it»), which largely nullifies secrets, not to mention the sacredness of the sacrament. Observations of the philosophers prove this conclusion: «There are less and less secrets that are making the time of our existence super significant. With the loss of the secret, we lose the personality. The times of undifferentiated human are coming: when he is extremely standard, collective, and has absolutely nothing innermost» (Galmutdinova, 2020: 135).

It is necessary to draw the parallels between the results of the present research and research of V. Petrenko. According to his data, the connotative meanings of «sacrament» in terms of semantic space factors have the following loads in descending

order: «Complexity» (5.3), «Assessment» (4.9), «Strength» (4.7), «Activity» (4.1), «Ordinariness or frequency of occurrence» (3.2). (Petrenko, 2005: 95–96). Comparative analysis of different researches shows matching of three key coordinates of human consciousness («Assessment – Strength – Activity»). There are some differences as well, while in the study of V. Petrenko factor «Complexity» has the biggest load, there is a factor «Ordinariness» among other valent categories in the present study. The explanation of the difference mentioned above is in the respondents' age group rather than in the method of the research, as in the study of Petrenko respondents were 100 students from the 3rd course of the faculty of psychology. Obviously that a 20-year-old person has quite a modest life experience, especially in existential matters, therefore students' understanding of the concept «sacrament» is mediated by its complexity.

Conclusions

Average rates of semantic differential scale are identical in both groups of respondents, category «Assessment» has the highest and lowest indexes.

As a result of factorization, 4 categories have been revealed. They represent the concept of «Sacrament» in everyday consciousness, and are as follows: three dominant categories of everyday consciousness («Assessment», «Strength», «Activity»), and the category «Ordinariness».

The categorical structure of reading subjects is more complex in comparison with the structure of active Internet users. It is expressed in a bigger quantity of categories and more complex organization. In the sample, the complication occurred due to the splitting of the leading category «Assessment» into two independent factors and the emergence of new categories «Complexity» and «Reality».

The discovered phenomenon of flattening of an abstract concept categorization is a basis for further study of cogni-

tive abilities of adults who prefer different information coding systems (written-verbal and digital). Possibly, the Internet-environment not only forms «digital natives» with the new parameters of thinking but also affects cognitive abilities of «digital immigrants», causing deformation.

Literature

- Гильмутдинова Н. А. Осознать тайну: опыт цивилизационной и исторической компаративистики. *Сознание как феномен бытия человека и общества: сб. науч. тр. VII Всерос. науч.-теорет. конф.* (г. Ульяновск, 23–24 апр. 2020 г.). Ульяновск : УлГТУ, 2020. С. 127–135.
- Голубинская А. В. Нейрокогнитивный подход к исследованию поколения Z. *International Journal of Humanities and Natural Science*. 2015. Vol. 1. P. 1. P. 161–167. URL : <https://cyberleninka.ru/article/v/neyrokognitivnyu-podhod-k-issledovaniyu-pokole-niya-z>. Дата доступа: 14.04.2018.
- Грекова А. А. Особенности мышления представителей «цифрового поколения». *Вестник ЮУрГУ. Серия: «Психология»*. 2019. Т. 12. № 1. С. 28–38. DOI 10.14529/psy190103.
- Знаков В. В., Касавина Н. А., Синеокова Ю. В. Экзистенциальный опыт: таинство и проблема. *Философский журнал*. 2018. Т. 11. № 2. С. 123–137.
- Кобзова М. П., Зверева Н. В., Щелокова О. А. О некоторых особенностях вербально-логического мышления в норме и при шизотипическом расстройстве. *Клиническая и социальная психология*. 2018. Т. 7. № 3. С. 100–118. DOI 10.17759/psyclin.2018070306.
- Лосев А. Ф. Самое само. *Миф. Число. Сущность*. Москва : Мысль, 1994. С. 300–526.
- Лурия, А. Р. Психология как историческая наука. К вопросу об исторической природе психологических процессов. *Историческая и социально-образовательная мысль*. 2017. Т. 9. № 3/1. URL : <http://www.hist-edu.ru>.
- Марсель Г. О смелости в метафизике. Санкт-Петербург : Наука, 2012. 409 с.
- Петренко В. Ф. Основы психосемантики. Санкт-Петербург : Питер, 2005. 480 с.
- Смолл Г., Ворган Г. Мозг онлайн. Человек в эпоху Интернета. Москва : КоЛибри, 2011. 352 с.

- Султанова А. С., Иванова И. А. К проблеме нормативных показателей в патопсихологической диагностике. *Клиническая и социальная психология*. 2017. Т. 6. № 2. С. 83–96. DOI 10.17759/psyclin.2017060207.
- Bentler, P. M., & LaVoie, A. L. (1972). An Extension of semantic Space. *Journal of Verbal Learning and Verbal Behaviour*, 109, 123–144.
- Medvedskaia, E. (2020). Categorization of the Concept of Freedom by the Representatives of Different Information Subcultures. *Problemy suchasnoi psykhologii: zb. naukovykh prats Kamianets-Podil'skoho natsionalnoho universytetu imeni Ivana Ohienka, Instytutu psykhologii imeni H.S. Kostiuka NAPN Ukrainy*, 50, 167–187. Kamianets-Podil'skyi.
- Osgood, C. E., Suci, G., & Tannenbaum, P. (1957). The measurement of meaning. Chicago and London : University of Illinois Press. 342 p.
- Prensky, M. (2001). Digital natives, Digital immigrants. *On the Horizon*, 9 (5), 1–6.
- Sparrow, B., Liu, J., & Wenger, D. M. (2011). Google effects on memory: cognitive consequences of having information at our fingertips. *Science*, 333 (6043), 776–778.

References

- Gilmudtinova, N. A. (2020). Osoznat tainu: opyt tsivilizatsionnoi i istoricheskoi komparativistiki [Realizing the Mystery: The Experience of Civilizational and Historical Comparative Studies]. Proceedings of All-Russian scientific and theoretical conference: *Soznaniie kak fenomen bytiia cheloveka i obshchestva – Consciousness as a phenomenon of being of a person and society*, (pp. 127–135). (April, 23–24). Ulianovsk, UIGTU [in Russian].
- Golubinskaia, A. V. (2015). Neirokognitivnyi podkhod k issledovaniiu pokoleniia Z [A neurocognitive approach to researching generation Z]. *International Journal of Humanities and Natural Science*, 1 (1), 161–167. Retrieved from <https://cyberleninka.ru/article/v/neirokognitivnyy-podhod-k-issledovaniyu-pokole-niya-z>. Data dostupa: 14.04.2018 [in Russian].
- Grekoa, A. A. (2019). Osobennosti myshleniia predstavitelei «tsifrovogo pokoleniia» [Features of thinking of representatives of the «digital generation»]. *Vestnik YUUrGU. Serii: «Psikhologiya» – Vestnik of SUSU*, 12 (1), 28–38. DOI 10.14529/psy190103 [in Russian].
- Znakov, V. V., Kasavina, N. A., & Sineokova, Yu. V. (2018). Ekzistentsialnyi opyt: tainstvo i problema [Existential Experience: Sacrament and

- Problem]. *Filosofskii zhurnal – Philosophy journal*, 11 (2), 123–137 [in Russian].
- Kobzova, M. P., Zvereva, N. V., & Shchelokova, O. A. (2018). O nekotorykh osobennostiakh verbalno-logicheskogo myshleniia v norme i pri shizotipicheskom rasstroistve [On some features of verbal-logical thinking in health and in schizotypal disorder]. *Klinicheskaiia i sotsialnaia psikhologiiia – Clinical and social psychology*, 7 (3), 100–118. DOI 10.17759/psyclin.2018070306 [in Russian].
- Losev, A. F. (1994). Samoie samo [The very one]. *Mif. Chislo. Sushchnost – Myth. Number. The essence*, (pp. 300–526). Moskva : Mysl [in Russian].
- Luriiia, A. R. (2017). Psikhologiiia kak istoricheskaiia nauka. K voprosu ob istoricheskoi prirode psikhologicheskikh protsessov [Psychology as a historical science. On the question of the historical nature of psychological processes]. *Istoricheskaiia i sotsialno-obrazovatelnaia mysl – Historical and social-educational thought*, 9 (3/1). Retrieved from <http://www.hist-edu.ru>. Data dostupa: 14.04.2020 [in Russian].
- Marsel, G. (2012). *O smelosti v metafizike [Courage in metaphysics]*. Sankt-Peterburg : Nauka [in Russian].
- Petrenko, V. F. (2005). *Osnovy psikhosemantiki [Basics of psychosemantics]*. Sankt-Peterburg : Piter [in Russian].
- Smoll, G., & Vorgan, G. (2011). *Mozg onlain. Chelovek v epokhu Interneta [The brain online. People in the Internet age]*. Moskva : KoLibri [in Russian].
- Sultanova, A. S., & Ivanova, I. A. (2017). K probleme normativnykh pokazatelei v patopsikhologicheskoi diagnostike [On the problem of normative indicators in pathopsychological diagnostics]. *Klinicheskaiia i sotsialnaia psikhologiiia – Clinical and social psychology*, 6 (2), 83–96. DOI 10.17759/psyclin.2017060207 [in Russian].
- Bentler, P. M., & LaVoie, A. L. (1972). An Extension of Semantic Space. *Journal of Verbal Learning and Verbal Behaviour*, 109, 123–144.
- Medvedskaia, E. (2020). Categorization of the Concept of Freedom by the Representatives of Different Information Subcultures. *Problemy suchasnoi psikhologii: zbirnyk naukovykh prats Kamianets-Podilskoho natsionalnoho universytetu imeni Ivana Ohiiienka, Instytutu psikhologii imeni H. S. Kostiuks NAPN Ukrainy – Problems of Modern Psychology: Collection of research papers of Kamianets-Podilskyyi National Ivan Ohiiienko University, G. S. Kostiuks Institute of Psychology of the National Academy of Educational Sciences of Ukraine*, 50, 167–187. Kamianets-Podilskyyi.
- Prensky, M. (2001). Digital natives, Digital immigrants. *On the Horizon*, 9 (5), 1–6.

- Osgood, C. E., Suci, G., & Tannenbaum, P. (1957). *The measurement of meaning*. Chicago and London : University of Illinois Press.
- Sparrow, B., Liu, J., & Wenger, D. M. (2011). Google effects on memory: cognitive consequences of having information at our fingertips. *Science*, 333 (6043), 776–778.

Медведська Олена. Особливості класифікації концепту «Таїнство» активними дорослими користувачами Інтернету

АНОТАЦІЯ

Мета статті – проаналізувати особливості класифікації абстрактних понять дорослими, які використовують різні джерела інформації: традиційні / друковані й інноваційні / цифрові.

Методи дослідження. Використано метод опитування з відкритим типом питань як основний інструмент для вивчення вибору переважної системи кодування інформації дорослими. Для реконструкції категоріальної структури свідомості респондентів у розумінні ними поняття «Таїнство» було використано метод семантичного диференціалу. Диференціал включає 40 прикметників, що утворюють 7 категорій свідомості за своєю факторіальною структурою («Оцінка», «Сила», «Активність», «Складність», «Упорядкованість», «Реальність» і «Звичайність»). Вищезазначені категорії були встановлені в попередньому дослідженні осіб різних вікових груп і культур.

Результати дослідження. Порівняльний аналіз структури категорії та значення концепту «Таїнство» було здійснено у двох групах дорослих: суб'єкти читання й активні користувачі Інтернету. Визначено, що когнітивна складність свідомості користувачів Інтернету нижча, ніж у суб'єктів читання, за двома параметрами: 1) зменшення кількості категорій, що формують концепт; 2) спрощення організації категорії, представленої лише одним полюсом. Для активних користувачів Інтернету зміст поняття «Таїнство» є близьким до «секрету».

Висновки. Емпіричні дані доводять тенденцію до спрощення категоризації в розумінні абстрактних концептів активних користувачів Інтернету. Це дає підстави позначити нову науково-практичну проблему когнітивної деформації дорослих як вплив Інтернету.

Ключові слова: абстрактне поняття, категорії свідомості, когнітивна складність, семантичний диференціал, когнітивна деформація.

Медведская Елена. Особенности классификации концепта «Таинство» активными взрослыми пользователями Интернета

АННОТАЦИЯ

Цель статьи – проанализировать особенности классификации абстрактных понятий взрослыми, использующими различные источники информации: традиционные / печатные и инновационные / цифровые.

Методы исследования. Использован метод опроса с открытым типом вопросов как основной инструмент для изучения выбора подавляющей системы кодирования информации взрослыми. Для реконструкции категориальной структуры сознания респондентов в понимании ими понятия «Таинство» был использован метод семантического дифференциала. Дифференциал включает 40 прилагательных, образующих 7 категорий сознания по своей факториальной структуре («Оценка», «Сила», «Активность», «Сложность», «Упорядоченность», «Реальность» и «Обыкновенность»). Вышеупомянутые категории были установлены в предыдущем исследовании лиц различных возрастных групп и культур.

Результаты исследования. Сравнительный анализ структуры категории и значения концепта «Таинство» был осуществлен в двух группах взрослых: субъекты чтения и активные пользователи Интернета. Определено, что когнитивная сложность сознания пользователей Интернета ниже, чем у субъектов чтения, по двум параметрам: 1) уменьшение количества категорий, формирующих концепт; 2) упрощение организации категории, представленной только одним полюсом. Для активных пользователей Интернета содержание понятия «Таинство» близко к «секрету».

Выводы. Эмпирические данные показывают тенденцию к упрощению категоризации в понимании абстрактных концептов активных пользователей Интернета. Это позволяет обозначить новую научно-практическую проблему когнитивной деформации взрослых как влияние Интернета.

Ключевые слова: абстрактное понятие, категории сознания, когнитивная сложность, семантический дифференциал, когнитивная деформация.

Original manuscript received January 09, 2021

Revised manuscript accepted February 12, 2021

Psychological Mechanisms of Understanding Contemporary Texts of American Writers

Психологічні механізми розуміння сучасних текстів американських письменників

Nataliia Mykhalchuk

Dr. in Psychology, Professor, Rivne State University of the
Humanities, Rivne (Ukraine)

ORCID ID: <https://orcid.org/0000-0003-0492-9450>

Researcher ID: <http://www.researcherid.com/rid/A-9440-2019>

Scopus Author ID: 57214227898

E-mail: natasha1273@ukr.net

Наталія Михальчук

Доктор психологічних наук, професор, Рівненський державний гуманітарний університет, м. Рівне (Україна)

Iryna Koval

Ph. D. in Psychology, Assistant Professor, Department of
Foreign Language Education and Intercultural Communication,
Khmelnitskyi National University, Khmelnytskyi (Ukraine)

ORCID ID: <https://orcid.org/0000-0002-2048-0000>

Researcher ID: <http://www.researcherid.com/rid/B-2173-2019>

E-mail: iry-na-koval@i.ua

Ірина Коваль

Кандидат психологічних наук, доцент, доцент кафедри іншомовної освіти і міжкультурної комунікації, Хмельницький національний університет, м. Хмельницький (Україна)

Address for correspondence, e-mail: kpnu_lab_ps@ukr.net

Copyright: © Mykhalchuk Nataliia, Koval Iryna



The article is licensed under **CC BY-NC 4.0 International**
(<https://creativecommons.org/licenses/by-nc/4.0/>)

© Mykhalchuk Nataliia, Koval Iryna

DOI (article): <https://doi.org/10.32626/2227-6246.2021-51.121-141>

<http://journals.uran.ua/index.php/2227-6246>

The author's contribution: Mykhalchuk N. – 50%, Koval I. – 50%.

Авторський внесок: Михальчук Н. – 50%, Коваль І. – 50%.

ABSTRACT

The purpose of the article is to define the style of the novel as complex and multi-layered process, and to propose psychological mechanisms of understanding contemporary texts of American writers.

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

The results of the research. The degree of closeness of such a secondary text to the source will depend on many factors – the level of human understanding of the source text, the expectations and attitudes of the reader, the level of reader's interests, reading goals and so on. The understanding of the text will include its division into relatively independent attitude in terms of actual content passages (text elements) with their subsequent regrouping in order to separate the main and the secondary context, the establishment of a hierarchy of meanings.

Conclusions. There were proposed psychological mechanisms of understanding contemporary texts of American writers. The first one is the mechanism of Decentralization: keeping in the minds of the reader of two contradictory ideas at the same time and while maintaining the ability to act, analyzing novels, creating their own stories, solving situations; overcoming personal egocentric manifestations; show tolerant, impartial attitude to the opinions and statements of communication partners; the transformation of the meaning of images, concepts, ideas, taking into account the author's own emotional and cognitive positions, points of view, actions, lifestyle of others; change of views and positions of the reader by comparison of own point of view with representations and positions of other people and others. The next one is the mechanism of Empathy: taking into account the nature of independently selected novels (romantic, realistic, philosophical ones) for psychological analysis; recognition of mental states of people depicted in novels (a plot, a portrait, music, painting, psycho-artistic situations); determination of emotional states of characters of novels, communication partners, congruence of behavior in non-standard-stimulating situations or situations of cognitive dissonance. And the third mechanism is the mechanism

of Reflection: the implementation of the relationships of the elements of a novel into a constructive system; substantiation of one's own attitude to a certain situation, its participants, identification of personal and situational determinants of the behavior of the subjects of this situation (including if these subjects are the author and the heroes of the novel).

Key words: *psychological mechanisms of understanding the texts, the style of the novel, the mechanism of Decentralization, the mechanism of Empathy, the mechanism of Reflection.*

Introduction

Today, one of the most important researches in the paradigm of psycholinguistics is the relationship between the syntactical design of the novel and the individual style of the author. The complex composition of the text includes: the selection of text's fragments, their organization, placement and the integration into the whole text structure which depends on the individual syntax of each writer. This individual syntax is the author's own way which denotes the selection and providing the definitions of methods which, in turn, apply using syntactic constructions by this author. The author defines his / her own image system, as well as events and situations, taking into account the genre of literature, chosen era, the ideological content.

The problem of studying the style of the novel was described in the researches of many scholars. Thus, the study of the individual style of the writer was presented in a lot of researches (Brédart, 1991; Mykhalchuk & Kryshevych, 2019). Global scientific reviews of the problems of artistic style in relations to each language mean that the concept of style is multifaceted. Style is considered as a universal category, because in the history of linguistic and cultural development of each language this concept has acquired the description of art and its philological understanding. Researchers mean the style of the day, the style of direction and flow, the style of the writer and the style of a certain period of his / her novels (stories,

© Mykhalchuk Nataliia, Koval Iryna

poetry), the style of the text's structure and the style of the text's individual elements. However, the most common in literature is the understanding of style as the individual creative manner, so called «creative face» of the individual manner of a writer (Гончарук & Онуфрієва, 2018).

In contemporary psychology the emphasis is placed on the fact that style includes a lot of text's structures which are realized only at the textual level. Thus, a style is understood as a synonym of artistic direction or artistic trend. But more often this term describes the author's, individual style of writing, or such kind of idiosyncrasy (Crookes, 1989).

Artistic modeling of the reality is based on verbal communication, which was included into the text, usually had been involving penetration into the creative objective world of the artist of the text. Thus, scientists note that a piece of art transmits a small number of impulses and signals that can cause a whole set of detailed ideas that together create a picture of readers' ideas, and also this picture may be different for different readers (Blagovechtchenski, Gnedykh, Kurmaeva, Mkrtychian, Kostromina & Shtyrov, 2019).

Pointing out that the artistic model is always broader than its interpretation, some scientists focus on a single type of interpretation, without taking into account a set of numerous possible interpretations. Each model generates different interpretations, but also acts as a representation of a broader model, having been formed by the infinite number of other interpretations (Максименко, Ткач, Литвинчук & Онуфрієва, 2019).

So, **the purpose** of this article is to define the style of the novel as complex and multi-layered process, and to propose psychological mechanisms of understanding contemporary texts of American writers.

Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical

method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization.

Results and their discussion

According to its structure, the style of the novel is complex and multi-layered, so there are four main functions of each text. The first factor is the creative process, the orientation of the writer on the relations to the reality, so called artistic tradition. Individual style is defined as a factor in each novel. It determines its existence as a complete artistic phenomenon and expresses the nature, the direction and a degree of aesthetic perception of the world by the reader. Style is a main factor in the artistic process and guides the writer in the development of art. In addition, style is a factor in artistic communication (between the author and the recipient) (Mykhalchuk & Bihunova, 2019).

It is important in the psychological research that they clarify the concept of «individual style». According to N. Chepeleva each writer creates his / her own style, looking for original ways and means of implementing their ideas and images. Individual style is an indicator of the highest degree of the development of creative personality (Чепелева, 2006).

There are different approaches according to the typology of individual style. Thus, some scientists distinguish between realistic and romantic types of creativity. It is also worth to note that the study of the typology of styles is a search for the relationships of different individual styles as the main components of the stylistic development of literature (Mykhalchuk & Onufriieva, 2020). According to this idea M. Vovk, O. Emishyants, O. Zelenko, O. Drobot & L. Onufriieva (2020) identify the following factors that are fundamental in the typology of stylistic differentiation: the role of the author's image in the novel and the degree of its presence in it, the similarity of composition and linguistic image, also selected details.

The concept of individual style of the writer is determined by the type of the author's worldview and his / her own picture of the world. These factors determine the author's aesthetic consciousness. When studying a writer's style, scholars mostly use a deductive approach, when firstly it constants and dominants of a certain piece of art or a trend, then these features are fixed in the researches of different writers which belong to a certain style in literature, and it is traced how they are reflected in a particular text.

The inductive approach in the researches of the author's style involves the analysis from the individual style to a general definition of it, which requires focusing on a particular text, on the paradigm of style of a particular text, and then – on the manner of writing of the writer in general. Taking into account that fact that each author is a representative of a certain direction, the material in the study of the problem of the author's style should be a specific artistic work carrier and the expression of stylistic patterns.

The subjective intentions of the author, his / her inner world and psychological features significantly affect the understanding, systematization, aesthetic and creative selection of psycholinguistic elements of the content of author's expressions. These requirements in our research are the psycholinguistic basis of the creative process of writing the novels. Some scientists noted that theories about the connection of a word as a sign with what it means are based on psychological explanations – so called associations, which provided the connections of cause and effect, means and ends, general agreements. So, the impression of the word does not depend on its specific features, and from the ways and means of emotional expressions of feelings and emotions (Cilibrasi, Stojanovik, Riddell & Saddy, 2019). Recognizing the word as the most powerful weapon of psychological cognition, the scientists note that a style of the text consists not only of individual, inherent in the text of the author ideas, but also it includes historical, cultural, social

factors. This motivates the importance of studying not only the meaning of the word in the novel, but also its nuances, because psychological factors, in addition to lexical meaning of the texts, may have semantic or emotional layers, which reflect individual understanding and attitude of the phenomena of objective reality, special expressiveness of each writer.

Valuable for stylistics of individual artistic language and stylistics of fiction there are the researches of N. Mykhalchuk & E. Ivashkevych (2019). The scientist firstly put forward the idea of the system of the novel, and provided the main system, which helps to form some elements having been identified the author's word.

There are some categories of individual style of the writer, such as: a category of style which determines a certain period of creativity and a category of style of a novel. The individual style of the writer reflects the peculiarities of his / her artistic thinking. The style of a creative period is changed in different periods of the writer's life. The unique stylistic integrity that is characterized by novels distinguishes them from other pieces of art of the same writer.

The systemic nature of the individual style is based on the connection between the language and thinking, on the formation of a psychological picture of the world, which combines some general and individual aspects of understanding. Knowledge of the individual style of writing involves identifying not only the formal differences of this style from another one, but also a great penetration into the style of a novel, establishing the content of the text's form as the important component of the individual style. The idiosyncrasy of a writer has a close connection to a literary language, its folklore, also oral and literary traditions.

To determine the individual style of the writer it is necessary to conduct a linguistic analysis of the novel, during which data on the use of language tools, features of their combination and functioning in specific texts of the author are se-

lected. This information allows us to draw conclusions about the idiolect and idiosyncrasy of the writer. Thus, the author's style includes a number of morphological, lexical and syntactical units of a language that the writer chooses to implement the author's general idea.

The individual syntax of the writer is one of the main features of the expression of the author's style in the novel. The structure of the sentences within the text is closely connected with the author's worldview, the general life position of the author. It is through a whole set of sentences that one can trace how the writer interprets the surrounding reality.

The author's depiction of how the characters perceive the world around them is through authorial and indirect language. While trying to express the main thing in a small piece of text, the author can resort to generalization, omitting even the most interesting details. Choosing certain forms of sentences' organization, the writer can emphasize on the nature of the image of the object, emotional and rhythmic tasks, existing traditions and genre patterns.

One of the author's methods is to use commentary sentences, which are typical for the syntactic structure of spoken language. Among the huge number of structural and semantic types of connecting constructions, each author chooses those ones that in the best way can correspond to the author's depicting system. Comments of the sentences are the means of artistic and pictorial expression, according to the author can perform a number of stylistic tasks. In addition, the emotional content of fiction can be achieved through the use of elliptical sentences and other linguistic means.

In the research of the author's syntax, it is also important to pay attention to the frequency of use of certain language forms in each novel. At the same time, a considerable attention has to be paid to the research of sentence size and the identification of significant grammatical differences, characteristics of different types of texts, including artistic ones.

The growth of the communicative depth of the message (due to the communicative secondary patterns) can be one-staged, two- and three-staged. This is observed, for example, in novels, where each letter is quoted the degree of communicative deepening, which in turn includes someone's quote (the second degree of deepening of understanding).

The researches of the specifics of novels, made by us, allowed us to claim that the longest sentences are characteristic of the author's speech, and the shortest ones can be presented in the dialogues. In addition, we can note the following conclusion: the longer the author's statements are, the longer the sentences of the characters of the novel. We can also assume that the length of the sentence is directly related to its content, distribution and stylistic functions of the novel, as there is a hypothesis that is the most specific in the content of the novel, there are the shorter the sentences in it.

Taking into account the length of the sentences, within the author's discourse there are two types of variability, so called inter-author, which is a reflection of the uniqueness and features of the author's idiolect and intra-author, which indicates the evolution of the author's idiostyle. It is internally that the author's variability is taken into account during the statistical study of individual author's artistic speech.

Investigating textual formations, we introduce the concept of «supporting text». We claim that the communicative inequality of the main and auxiliary components of the text structure can be traced in the structure of the meta-text. On the one hand, the main text is a single graphic array, fully or predominantly placed in the structure of the text. Graphic arrays of auxiliary messages, on the other hand, are always separated from the main text paradigm and from each text component.

The font in these messages which has been printed is usually different from the font of the main text and indicates the subordinate status of the corresponding fragment. The same applies to the placement of the graphic text structure of each

page – or at the bottom after the main text (a footnote, a note), or with enlarged left or right margin (an epigraph, a dedication, the annotation).

The peculiarities of the use of stylistic devices in the novel during the study of the specifics of the author's style draw our attention. Stylistic reception, according to the author, is always a realization of the potential of a common language. However, it correlates general and individual context of the text's paradigm. Stylistic technique, in terms of its specific implementation, has its individual character. The individuality of the stylistic reception, the uniqueness of its psychological use was the reason that it began to be considered as a deviation from the linguistic norm. This is explained by the fact that in the language of fiction the authors often use techniques of syntactic communication, which are typical for spoken language and they are considered to be deviations from the norms of written speech.

However, we think that the person use the stylistic techniques which can not be considered as a deviation from the system of natural language. This is a certain change in the paradigm of individual features of the stylistic reception through the category of «natural». That is why it is possible to distinguish structural and semantic types of each stylistic device, also the construction of its model.

Each stylistic device can include two levels: the level of language structure and the level of a separate message. At the structural level, stylistic reception is considered by us as a type of a message in which the sense of the idea is generalized, typified features of stylistic receptions are analyzed. The identification of patterns is in the structural and semantic organization of stylistic reception (the construction of individual message according to identified generalized types of features), study of the person, unique characteristics of stylistic reception. The analysis of specific application of stylistic reception is the task of literary stylistics.

In addition, when analyzing the individual style of the writer, it is necessary to refer to a specific literary material. In such a way there is no author who is the representative of any direction throughout the text. Thus, the material in the study of individual style of the author should be a specific activity as its carrier and expression. A better idea of individual style can be obtained by analyzing several texts of the writer, establishing intertextual connections between them.

Thus, the analysis of the novel allows us to trace the peculiarities of the author's selection of certain sentence structures, stylistic devices and other means that distinguish this text of the author. The research of the author's style and linguistic means of the expression of his / her worldview involves a step-by-step analysis of the novel, taking into account general stylistic features of the text, as well as the research of units at all levels of the language.

Psychological analysis of the novel involves the study of stylistic features of the text at all levels. Psycho-stylistic analysis of novels of R. Bach will allow us more thorough study of the author's philosophical worldview in his famous pieces of art.

The allegory of the writer, which can be traced in the most of his novels, is similar to the manner of the Impressionists, which allows the reader to determine what is important. In addition a free style of the author allows us to combine different meanings of statements, to draw parallels. The reader can give his / her own definitions of evaluative words.

The study shows that in the novels of R. Bach there are often examples of alliteration. Planned multiple repetition of the same sounds or sound combinations help the reader to understand means of increasing expressiveness of the novel:

But Jonathan Livingston Seagull, unashamed, stretching his wings again in that trembling hard curve – slowing, and stalling once more – was no ordinary bird (Bach, 2003: 9);

Even his parents were dismayed as Jonathan spent whole day alone, making hundreds of low-level glides, experimenting (Bach, 2003: 9);

From a thousand feet, flapping his wings as hard as he could, he pushed over into a blazing steep dive toward the waves... (Bach, 2003: 11);

Ten times he tried, and all ten times he passed through seventy miles per hour... (Bach, 2003: 11);

He pushed wearily away from the dark water and flew toward the land, grateful for what he had learned about work-saving low altitude (Bach, 2003: 14).

The main prerequisite for studying the sound system of the text is in that fact that sounds are «carriers» of information, its «hidden content». There is a hypothesis that there is a certain correlation between the meaning of a word and its sound. That is why the author of the novel consciously uses sound schemes to enhance the impact of the text on the reader.

One of the features of novels of R. Bach is the use of numerous graphic means of punctuation and spelling, which distinguishes his pieces of art among others. In analyzed texts the writer often uses numerous words and the whole sentences, printed by capital letters, italics to highlight key phrases, as well as sentences with incomplete thoughts. It is obvious that in this way he emphasizes the importance of expressed thoughts, their emotionality, draws the reader's attention to them, makes him / her think about the deep meaning of the statements:

Dark! The hollow voice cracked in alarm. Seagulls never fly in the dark (Bach, 2003: 14);

Short wings! A falcon's short wings! (Bach, 2003: 15);

A seagull at two hundred miles per hour! (Bach, 2003: 18);

I am a perfect, unlimited gull! (Bach, 2003: 37);

Jonathan made a screen of delight, the first sound he had made since he had left Earth. IT WORKS! (Bach, 2003: 38);

A ... a ... mosquito does that! (Bach, 2003: 43);

YES, I WANT TO FLY! (*Bach, 2003: 45*);
He lives! He that was dead *lives!* (*Bach, 2003: 59*);
Me leading? What do you mean, *me* leading? *Me?* Jon, I'm
just a plain seagull, and you you're... (*Bach, 2003: 62*);

«MAN!» he shouted a second before the next dynamite
went off, «I'M REALLY LEARNING A LOT ABOUT METEOROLOGY!» (*Bach, 2003: 104*);

«I learned a *tremendous amount,*» he had written (*Bach, 2003: 112*);

«ONE MORE TIME? REMEMBER THIS IS A HUMAN
LIFE YOU'RE DEALING WITH!» (*Bach, 2003: 25*);

*Also discussed at the Briefing, I'm sure, was You've Got To
Be A Mighty Good Aviator To Land Old Biplanes In A Cross-
wind On A Hard-Surface Runway* (*Bach, 2003: 45*);

*Miss that Big Briefing In The Sky, and you have to find
out for yourself about flying coast to coast in old airplanes*
(*Bach, 2003: 52*);

*One of the primal points covered in the Big Briefing appar-
ently was that People Don't Fly Old Airplanes From Coast To
Coast. People In Their Right Minds, that is. Then along comes
old Bach, who misses the Briefing* (*Bach, 2003: 45*).

By using italics and changing the font size of the letters,
the logical or emotional reinforcement of the thoughts having
been expressed in the text carried out. In this way, keywords
are highlighted, which indicate their importance for the devel-
opment of the plot of the novel. The selection of single words
or sentences indicates the special emotionality with which it is
pronounced by the character. Graphical stylistic devices from
the text give us general visual expressiveness.

As for the sentences with an incomplete thought, they usu-
ally convey the pause of the characters' speech, their indeci-
sion, doubts or excitement, which can be traced at the begin-
ning, in the middle and at the end of the sentences.

*He narrowed his eyes in fierce concentration, held his
breath, forced one ... single ... inch ... of ... curve* (*Bach, 2003: 7*);

«...one day, Jonathan Livingston Seagull, you shall learn that irresponsibility does not pay» (Bach, 2003: 22);

«Chiang...» he said, a little nervously (Bach, 2003: 33);

«At last you've got the idea,» Chiang said, «but your control needs a little work...» (Bach, 2003: 37);

«Help me,» he said very quietly, speaking in the way that the dying speaks. «I want to fly more than anything else in the world...» (Bach, 2003: 54);

«... saw them flying low over Nilson's place there, and a figure was in trouble» (Bach, 2003: 107);

«If you had taken the time to examine my logbook,» I said icily, «you would have seen that...» (Bach, 2003: 126);

«Well, of course. I could turn...» (Bach, 2003: 127).

So, the text always consists of words that are carriers of information. Virtually any neutral word, depending on the speech or situational context in which it is used, can take on different meanings. It is known that in addition to the basic, subject-logical meaning, words also have a connotative meaning. Depending on the features of this meaning, there are words of high stylistic level; words are used in literary language and vocabulary is used in the paradigm of colloquial language.

We also consider the research of N. V. Chepeleva to be the basis for distinguishing psychological mechanisms of the reader's comprehension of novels. The latter is carried out by forming a certain subject-structural code, which allows to record the content of the text in the form of a generalized semantic scheme by the reader. We also took into account the theory of N. V. Chepeleva on the creation in the mind of the recipient of a semantic skeleton, which, if it is necessary, can unfold into a complete message. The degree of closeness of such a secondary text to the source will depend on many factors – the level of human understanding of the source text, the expectations and attitudes of the reader, the level of reader's interests, reading goals and so on. Understanding the text

will include its division into relatively independent attitude in terms of actual content passages (text elements) with their subsequent regrouping in order to separate the main and the secondary context, the establishment of a hierarchy of meanings (Чепелева, 2006).

Conclusions

In such a way we proposed *psychological mechanisms of understanding contemporary texts of American writers*. They are:

1. The mechanism of *Decentralization*:

– keeping in mind of the reader two contradictory ideas at the same time and while maintaining the ability to act, analyzing novels, creating their own stories, solving situations;

– tolerant, impartial attitude to the opinions and statements of communication partners; the transformation of the meaning of images, concepts, ideas, taking into account the author's own emotional and cognitive positions, points of view, actions, lifestyle of others; changing of views and positions of the reader by comparison of own point of view with representations and positions of other people;

– conducting parity dialogues: the internal one (the ability to appeal to one's own point of view) and the external dialogue (in the context of novels, in the process of solving problematic creative tasks and situations during their discussion in conversations, discussions, dialogues), psychological readiness for cooperation.

2. The mechanism of *Empathy*:

– taking into account the nature of independently selected novels (romantic, realistic, philosophical ones) for psychological analysis;

– recognition of mental states of people depicted in novels (a plot, a portrait, music, painting, psycho-artistic situations);

– determination of emotional states of characters of novels, communication partners, congruence of behavior in

non-standard-stimulating situations or situations of cognitive dissonance.

3. The mechanism of *Reflection*:

– the implementation of the relationships of the elements of a novel into a constructive system; substantiation of one's own attitude to a certain situation, its participants, identification of personal and situational determinants of the behavior of the subjects of this situation (including if these subjects are the author and the heroes of the novel).

Literature

- Гончарук Наталія, Онуфрієва, Ліана. Психологічний аналіз рівнів побудови комунікативних дій. *Psycholinguistics. Психолінгвістика. Психолінгвістика*. 2018. Вип. 24 (1). С. 97–117. DOI 10.31470/2309-1797-2018-24-1-97-117.
- Максименко С., Ткач Б., Литвинчук Л., Онуфрієва Л. Нейропсихолінгвістичне дослідження політичних гасел із зовнішньої реклами. *Psycholinguistics. Психолінгвістика. Психолінгвістика*. Переяслав-Хмельницький : ФОП Домбровська Я. М., 2019. Вип. 26 (1). С. 246–264. DOI 10.31470/2309-1797-2019-26-1-246-264. URL : <https://psycholing-journal.com/index.php/journal/article/view/715>.
- Чепелева Н. В. Смысловая структура текста как чинник його розуміння. *Актуальні проблеми психології / за ред. С. Д. Максименка, М.-Л. А. Чепи*. Київ : Міленіум, 2006. Т. 9, ч. 1. С. 113–123.
- Bach, R. (2003). Jonathan Livingston Seagull. Москва : Айрис Пресс. 103 с.
- Blagovechtchenski, E., Gnedykh, D., Kurmakaieva, D., Mkrtychian, N., Kostromina, S., & Shtyrov, Y. (2019). Transcranial direct current stimulation (tDCS) of Wernicke's and Broca's areas in studies of language learning and word acquisition. *Journal of Visualized Experiments*, (pp. 37–59). URL : <https://doi.org/10.3791/59159>.
- Brédart, S. (1991). Word interruption in self-repairing. *Journal of Psycholinguistic Research*, 20, 123–137. URL : <https://doi.org/10.1007/bf01067879>.
- Cilibrasi, L., Stojanovik, V., Riddell, P., & Saddy, D. (2019). Sensitivity to Inflectional Morphemes in the Absence of Meaning: Evidence from a Novel Task. *Journal of Psycholinguist Research*, 48, 747–767. URL : <https://doi.org/10.1007/s10936-019-09629-y>.

- Crookes, G. (1989). Planning and interlanguage variation. *Studies in Second Language Acquisition*, 11, 367–383. URL : <https://doi.org/10.1017/s0272263100008391>.
- Mykhalchuk, N., & Bihunova, S. (2019). The verbalization of the concept of «fear» in English and Ukrainian phraseological units. *Cognitive Studies | Études cognitives*, 19, 11. Warsaw (Poland). URL : <https://doi.org/10.11649/cs.2043>.
- Mykhalchuk, N., & Ivashkevych, E. Psycholinguistic Characteristics of Secondary Predication in Determining the Construction of a Peculiar Picture of the World of a Reader. *Psycholinguistics. Psykholinhvistyka. Psiholingvistika*. Переяслав-Хмельницький : ФОП Домбровська Я. М., 2019. Вип. 25 (1). С. 215–231. DOI 10.31470/2309-1797-2019-25-1-215-231.
- Mykhalchuk, Nataliia, & Kryshevych, Olga. The peculiarities of the perception and understanding of Sonnets written by W. Shakespeare by the students of the Faculty of Foreign Languages. *Psycholinguistics. Психолінгвістика. Психолінгвістика: збірник наукових праць. Серія: Психологія*. Переяслав-Хмельницький : ФОП Домбровська Я. М., 2019. Вип. 26 (1). С. 265–285. DOI 10.31470/2309-1797-2019-26-1-265-285.
- Mykhalchuk, Nataliia, & Onufriieva, Liana. Psycholinguistic features of representation of emotions by the concept of «Fear». *Проблеми сучасної психології: Зб. наук. праць Кам'янець-Подільського національного університету імені Івана Огієнка, Інституту психології імені Г. С. Костюка НАПН України*. Кам'янець-Подільський, 2020. Вип. 48. С. 206–227.
- Vovk, M., Emishyants, O., Zelenko, O., Drobot, O., & Onufriieva, L. (2020). Psychological Features of Experiences of Frustration Situations in Youth Age. *International Journal of Scientific & Technology Research*, 8 (01), 920–924. URL : <http://www.ijstr.org/paper-references.php?ref=IJSTR-0120-28117>.

References

- Honcharuk, Nataliia, & Onufriieva, Liana (2018). Psykolohichniy analiz rivniv pobudovy komunikativnykh dii [Psychological analysis of the levels of construction of communicative actions]. *Psycholinguistics. Psykholinhvistyka. Psiholingvistika – Psycholinguistics. Psycholinguistics. Psycholinguistics*, 24 (1), 97–117. DOI 10.31470/2309-1797-2018-24-1-97-117 [in Ukrainian].
- Maksymenko, S., Tkach, B., Lytvynchuk, L., & Onufriieva, L. (2019). Neiropsykholinhvistyczne doslidzhennia politychnykh hasel iz zovnish-

© Mykhalchuk Nataliia, Koval Iryna

DOI (article): <https://doi.org/10.32626/2227-6246.2021-51.121-141>

- noi reklamy [A neuropsycholinguistic research of political slogans from outdoor advertising]. *Psycholinguistics. Psykholinhvistyka. Psikholingvistika – Psycholinguistics. Psycholinguistics. Psycholinguistics*, 26 (1), 246–264 [in Ukrainian].
- Chepeleva, N. V. (2006). Smyslova struktura tekstu yak chynnyk yoho rozuminnia [The semantic structure of the text as a factor in its understanding]. S. D. Maksymenko, M.-L. A. Chepa (Eds.). *Aktualni problemy psykholohii – Current problems of Psychology*, 9 (1), 113–123. Kyiv : Millennium [in Ukrainian].
- Bach, R. (2003). *Jonathan Livingston Seagull*. Moskva : Iris Press.
- Blagovechtchenski, E., Gnedykh, D., Kurmakaieva, D., Mkrtychian, N., Kostromina, S., & Shtyrov, Y. (2019). Transcranial direct current stimulation (tDCS) of Wernicke's and Broca's areas in studies of language learning and word acquisition. *Journal of Visualized Experiments*, (pp. 37–59). Retrieved from <https://doi.org/10.3791/59159>.
- Brédart, S. (1991). Word interruption in self-repairing. *Journal of Psycholinguistic Research*, 20, 123–137. Retrieved from <https://doi.org/10.1007/bf01067879>.
- Cilibrasi, L., Stojanovik, V., Riddell, P., & Saddy, D. (2019). Sensitivity to Inflectional Morphemes in the Absence of Meaning: Evidence from a Novel Task. *Journal of Psycholinguist Research*, 48, 747–767. Retrieved from <https://doi.org/10.1007/s10936-019-09629-y>.
- Crookes, G. (1989). Planning and interlanguage variation. *Studies in Second Language Acquisition*, 11, 367–383. Retrieved from <https://doi.org/10.1017/s0272263100008391>.
- Mykhalchuk, N., & Bihunova, S. (2019). The verbalization of the concept of «fear» in English and Ukrainian phraseological units. *Cognitive Studies | Études cognitives*, 19, 11. Warsaw (Poland). Retrieved from <https://doi.org/10.11649/cs.2043>.
- Mykhalchuk, N., & Ivashkevych, E. (2019). Psycholinguistic Characteristics of Secondary Predication in Determining the Construction of a Peculiar Picture of the World of a Reader. *Psycholinguistics. Psykholinhvistyka. Psikholingvistika – Psycholinguistics. Psycholinguistics. Psycholinguistics*, 25 (1), 215–231. Pereiaslav-Khmelnyskyi : FOP Dombrovska Ya. M. DOI 10.31470/2309-1797-2019-25-1-215-231.
- Mykhalchuk, Nataliia, & Kryshevych, Olga (2019). The peculiarities of the perception and understanding of Sonnets written by W. Shakespeare by the students of the Faculty of Foreign Languages. *Psycholinguistics. Psykholinhvistyka. Psiholingvistika – Psycholinguistics. Psycholinguistics. Psycholinguistics*, 26 (1), 265–285. Pereiaslav-Khmelnyskyi.

nytskyi : FOP Dombrovska Ya. M. DOI 10.31470/2309-1797-2019-26-1-265-285.

- Mykhalchuk, Nataliia, & Onufriieva, Liana (2020). Psycholinguistic features of representation of emotions by the concept of «Fear». *Problemy suchasnoi psykholohii: Zb. nauk. prats Kamianets-Podilskoho natsionalnoho universytetu imeni Ivana Ohiienka, Instytutu psykholohii imeni H. S. Kostiuka NAPN Ukrainy – Problems of Modern Psychology: Collection of research papers of Kamianets-Podilskyyi National Ivan Ohiienko University, G. S. Kostiuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine*, 48, 206–227.
- Vovk, M., Emishyants, O., Zelenko, O., Drobot, O., & Onufriieva, L. (2020). Psychological Features of Experiences of Frustration Situations in Youth Age. *International Journal of Scientific & Technology Research*, 8 (01), 920–924. Retrieved from <http://www.ijstr.org/paper-references.php?ref=IJSTR-0120-28117>.

Михальчук Наталія, Коваль Ірина. Психологічні механізми розуміння сучасних текстів американських письменників

АНОТАЦІЯ

Мета статті – запропонувати психологічні механізми розуміння сучасних текстів американських письменників через визначення стилю роману як складного і багатозарового процесу.

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

Результати дослідження. Показано, що ступінь близькості вторинного тексту до вихідного залежатиме від багатьох чинників – рівня розуміння людиною вихідного тексту, очікувань і настановлень читача, рівня читацьких інтересів, цілей читання тощо. Розуміння тексту включатиме його розчленування на відносно самотійні щодо фактичного змісту уривки (текстові елементи) з наступним їх перегрупуванням із метою виокремлення головного та другорядного, тобто встановлення ієрархії смислів.

Висновки. Запропоновано психологічні механізми розуміння сучасних текстів американських письменників. Першим є механізм децентрації: утримування в свідомості суб'єкта двох суперечливих ідей одночасно і при цьому – збереження можливості діяти, аналізуючи художні твори; створення власних оповідань, розв'язання ситуацій; подолання особис-

© Mykhalchuk Nataliia, Koval Iryna

тісних егоцентричних проявів; толерантне, неупереджене ставлення до думок і висловлювань партнерів по спілкуванню; перетворення смислу образів, понять, уявлень з урахуванням власної емоційно-когнітивної позиції, точок зору, вчинків, способу життя інших; зміна поглядів і позицій читача при зіставленні власної точки зору з уявленнями і позиціями інших людей тощо. Наступним є механізм емпатії: характер самостійно обраних для психологічного аналізу творів художньої літератури (романтичні, реалістичні, філософські); розпізнавання психічних станів людей, зображених у творах мистецтва (сюжет, портрет, музика, картина, психомистецька ситуація); визначення емоційних станів персонажів літературного твору, партнерів по спілкуванню; конгруентність поведінки у нестандартно-стимулюючих ситуаціях чи ситуаціях когнітивного дисонансу. І, нарешті, останнім механізмом є механізм рефлексії: здійснення взаємозв'язку елементів літературного твору в конструктивну систему; обґрунтування власного ставлення до певної ситуації, її учасників, виявлення особистісних і ситуативних детермінант поведінки суб'єктів ситуації (у тому числі, якщо цими суб'єктами є автор і герої літературного твору).

Ключові слова: психологічні механізми розуміння текстів, стиль роману, механізм децентралізації, механізм емпатії, механізм рефлексії.

Михальчук Наталия, Коваль Ирина. Психологические механизмы понимания современных текстов американских писателей

АННОТАЦИЯ

Цель статьи – предложить психологические механизмы понимания современных текстов американских писателей через определение стиля романа как сложного и многогранного процесса.

Для решения поставленных в работе задач использованы следующие теоретические **методы исследования:** категориальный, структурно-функциональный, анализ, систематизация, моделирование, обобщение.

Результаты исследования. Показано, что степень близости вторичного текста к исходному будет зависеть от многих факторов – от уровня понимания человеком исходного текста, ожиданий и установок читателя, уровня читательских интересов, целей чтения. Понимание текста предполагает его расчленение на относительно самостоя-

тельные, независимые относительно фактического содержания отрывки (текстовые элементы) с последующей их перегруппировкой с целью выделения главного и второстепенного, то есть установление иерархии смыслов.

Выводы. Предложены психологические механизмы понимания современных текстов американских писателей. Первым механизмом является механизм децентрации: содержание в сознании субъекта двух противоречивых идей одновременно и при этом – сохранение возможности действовать, анализируя художественные произведения; создание собственных рассказов, решений определенных ситуаций; преодоление личностных эгоцентричных проявлений; толерантное, непредвзятое отношение к мыслям и высказываниям партнеров по коммуникации; преобразование смысла образов, понятий, представлений с учетом собственной эмоционально-когнитивной позиции, точек зрения, поступков, образа жизни других; изменение взглядов и позиций читателя при сопоставлении собственной точки зрения с представлениями и позициями других людей и др. Следующим является механизм эмпатии: характер самостоятельно избранных для психологического анализа произведений художественной литературы (романтические, реалистические, философские); распознавание психических состояний людей, изображенных в произведениях искусства (сюжет, портрет, музыка, картина, ситуация искусства); определение эмоциональных состояний персонажей литературного произведения, партнеров по общению; конгруэнтность поведения в нестандартно-стимулирующих ситуациях или ситуациях когнитивного диссонанса. И, наконец, последним механизмом является механизм рефлексии: осуществление взаимосвязи элементов литературного произведения в конструктивную систему; обоснование собственного отношения к определенной ситуации, ее участникам, выявление личностных и ситуативных детерминант поведения субъектов ситуации (в том числе, если этими субъектами являются автор и герои литературного произведения).

Ключевые слова: психологические механизмы понимания текстов, стиль романа, механизм децентрации, механизм эмпатии, механизм рефлексии.

Original manuscript received December 30, 2020

Revised manuscript accepted February 08, 2021

© Mykhalchuk Nataliia, Koval Iryna

DOI (article): <https://doi.org/10.32626/2227-6246.2021-51.121-141>

<http://journals.uran.ua/index.php/2227-6246>

Thinking Styles of Understanding Creative Mathematical Problems in the Process of Solving Them

Мисленнєві стилі розуміння творчих математичних задач у процесі їх розв'язування

Lidiia Moiseienko

Dr. in Psychology, Professor, Ivano-Frankivsk National Technical University of Oil and Gas, Ivano-Frankivsk (Ukraine)

ORCID ID: <https://orcid.org/0000-0001-9288-7355>

Researcher ID: <http://www.researcherid.com/rid/X-7506-2018>

E-mail: Lmoiseyenko@i.ua

Лідія Мойсеєнко

Доктор психологічних наук, професор, Івано-Франківський національний технічний університет нафти і газу, м. Івано-Франківськ (Україна)

Liubov Shehda

Ph.D. in Physical and Mathematical Sciences, Assistant Professor, Ivano-Frankivsk National Technical University of Oil and Gas, Ivano-Frankivsk (Ukraine)

ORCID ID: <https://orcid.org/0000-0003-4721-7832>

Researcher ID: <http://www.researcherid.com/rid/Z-2516-2019>

E-mail: shегда.luba@gmail.com

Любов Шегда

Кандидат фізико-математичних наук, доцент, Івано-Франківський національний технічний університет нафти і газу, м. Івано-Франківськ (Україна)

Address for correspondence, e-mail: kpnu_lab_ps@ukr.net

Copyright: © Moiseienko Lidiia, Shehda Liubov



The article is licensed under **CC BY-NC 4.0 International**
(<https://creativecommons.org/licenses/by-nc/4.0/>)

© Moiseienko Lidiia, Shehda Liubov

DOI (article): <https://doi.org/10.32626/2227-6246.2021-51.142-164>

The author's contribution: Moiseienko L. – 60%, Shehda L. – 40%.

Авторський внесок: Мойсеєнко Л. – 60%, Шегда Л. – 40%.

ABSTRACT

The results of research of creative mathematical thinking are analyzed and the expediency of studying its individual differences through the analysis of mental styles of solving mathematical problems is stated.

The aim of the article is to identify thinking mathematical styles of students and to analyze the influence of style on the process of understanding the creative mathematical problem.

For identifying and determining the essence of mathematical thinking styles, the method of analysis of search actions of subjects during the solution of mathematical problems of different classes was used. The experiment involved 100 students of a technical university, 1000 processes for solving mathematical problems were analyzed.

The results of the research. It is stated that mental mathematical style is a holistic system of interconnected actions, by means of which the mental mathematical result is achieved, which distinguishes the activities of one person from another one.

The authors identify three thinking styles in creative mathematical process of students: the differential, the integral and the differential-integral. It is established that the thinking style is manifested during all processes micro-stages of understanding.

It is proved that the different thinking mathematical styles lead to the formation of different purports of the same problem.

It is established that unconscious mental guesses have different meanings in the process of understanding a mathematical problem by students with different styles of mathematical thinking.

Conclusions. Thinking mathematical style is manifested throughout the process of understanding a mathematical problem, provides a different content of the search process aimed at understanding a mathematical problem.

Key words: creative mathematical thinking, process of understanding, thinking mathematical styles.

Introduction

Perceiving the growing importance of mathematics in the development of many areas of research (mathematics is the language of various sciences), we will focus on psychological research of creative mathematical thinking. On one hand, the unusualness of mathematical objects, their apparent difference from natural objects, creates the problem of their inter-subjective status (Moreno-Armella, Hegedus & Kaput, 2008). Therefore, obtaining reliable results, based on logical considerations, from abstract data encoded with certain symbols makes it possible to elucidate mechanisms of thinking action (Salomon, 1993). On the other hand, there is a need to study real thinking (not necessarily correct, as in logic) through the establishment of patterns of its flow (Zekeriya Karadag, 2009; Cengiz, Kline & Grant, 2011).

The productive nature of thinking process is manifested in the fact that it goes infinitely far beyond the known situations. The reserves of the hidden features of human brain are not manifested in the formal application of previously acquired knowledge, but in the ability to choose arbitrarily the starting point of thinking, which is selected by the subject itself. This is why thinking often unfolds as a process of solving a new problem that involves irrelevant information (Rubinstein, 1958; Mumford & Gustafson, 1988; Molyako, 2007; Yaftian, 2016). This requires the activation of various kinds of information, and the ability to use them to create beyond experience. This state of things was expressed by Ya. O. Ponomarev in his scientific position: «...thinking is always creative. It occurs in situations of problems which the subject does not have the means to solve». (Ponomarev, 1976: 194). Therefore, the study of creative mathematical thinking is based on the analysis of search for solutions to creative mathematical problems.

Relying on various features, the researchers divide the thinking process into species, types, etc. The allocation of practical and theoretical thinking (for example, Rubinstein, 1954;

Teplov, 1961), of productive and reproductive (for example, Stepanov & Semenov, 1981) types of thinking is quite common. A slightly different approach to the division of intellectual activity into types was proposed by V. O. Molyako (Molyako, 2007). This is a strategic-tactical approach. It consists in isolation in the intellectual activity of a holistic system that organizes and manages it throughout the creative process.

In general, in each searching thinking process the researchers distinguish *procedural-dynamic and personal aspects*. At the same time, in general process of creative thinking aimed at solving a problem, they conditionally distinguish the components: the process of understanding the problem, the process of constructing a solution project and the approbation process (Salomon, 1993; Molyako, 2007; Moiseienko, 2003; Fan & Zhu, 2007). It is believed that a prerequisite for the success of any thinking process is *understanding* of the task to be accomplished (Molyako, 1983; Kovalenko, 1999). However, understanding of the problem is not an one-time act, it is formed in the solving process (Ziff, 1972; Mayer & Hegarty, 1996; Znakov, 2005; Molyako, 2007; Mahwah, 2015; Yaftian, 2015; Jaleel, 2015; Ortiz, 2016). Understanding is not only the result of thinking, but it is one of its processes (Moiseienko, 2003; Moiseienko & Shegda, 2019), it takes an active part in solving the problem, ensures the success of its solution. Therefore, the study of the process of understanding in solving various mathematical problems is *an important component of the problem of elucidating the psychological essence of creative mathematical thinking*.

Today it remains actual to clarify the essence of psychological aspects of *individual-personal differences* in the thinking process in general and in the understanding process in particular. Regarding mathematical thinking, there is a division into «algebraists» and «geometers» in the literature. The point is that a great number of people solving a mathematical problem prefer an analytical or a visual method of interpreting the

condition and finding a solution. Many mathematicians and researchers of mathematical creativity adhere to the division into logicians and intuitionists. According to this division, logicians are mathematicians with a narrowly directed flow of thoughts which produce ideas that can be traced from a start to a positive result (thoughts lay on the surface). Intuitionists are characterized by a wide scattering of thoughts produced largely unconsciously.

Recently, scientists have turned their attention to clarifying the individual style of the activity as an integral concept that provides information about the individual-personal singularity of the activity.

M.O. Kholodna (Kholodnaya, 2002) considers that different subjects mentally «see» the same situation in different ways and, accordingly, react to it differently (evaluate, make decisions, judgments, etc.). This scientific point of view has become the foundation of the ideology of stylistic approach. A. V. Libin (Libin, 1991) emphasizes that the style is a phenomenon that has a dual nature and arises at the intersection of individuality and environment. That is the style occupies a boundary position between the individual and the environment and is both a human invention and means of any activity or activity aimed at transforming the environment (drawing style, writing style, cognition style, etc.). This creates a basis for the study of human style through the study of its individuality *or through the study of the activity in the process of which this style operates.*

Regarding the style of mathematical thinking V. Y. Perminov (Perminov, 1999) draws attention of scientists to two fundamentally different systems of ideas which exist in the structure of mathematical knowledge – empirical and categorical. Therefore, according to his point of view, the combination of empirical and categorical systems in the thinking of mathematicians is the basis that gives the right to differentiate their thinking about the styles. V. E. Wojciehowicz (Wojciehowicz,

© Moiseienko Lidiia, Shehda Liubov

DOI (article): <https://doi.org/10.32626/2227-6246.2021-51.142-164>

1999) identifies three factors that, in his opinion, underlie the classification of mathematical thinking of the scientists. He marks out three styles: personality of the scientist; specific properties of mathematical knowledge and socio-cultural context of the time. L. B. Sultanova (Sultanova, 1999) ascertains that implicit knowledge and intuition determine the style of mathematical thinking.

Thus, the mathematical thinking style is such combination of features that distinguishes the activity of one person from the same activity of another person in the field of mathematics; it is a holistic system of interconnected actions, by means of which a mathematical result is achieved. This system depends on objective requirements of mathematical activity and on personality traits. It includes individual application of operations, methods, intermediate goals, etc. The mathematical style is a mathematical handwriting, an individual feature of a person who solves a mathematical problem. *This point of view is basic for the analysis of thinking styles of understanding process in this article.*

The purpose of this article is to analyze the influence of the mathematical style of a person on understanding process of a creative mathematical problem with an emphasis on qualitative characteristics of its micro-stages: general acquaintance with the condition of the problem; division of the condition into main and secondary parts; recoding the task into «this person's language»; supplementing the text with drafts and sketches; highlighting the essence of the problem.

The task of the article is to identify thinking styles of understanding process of creative mathematical problems and describe their content; to find out the essence of the influence of mental mathematical style on this process.

Research methods and techniques

The method of research is the analysis of students' search actions during the solution of creative mathematical problems

of different classes. We conducted an experimental study of creative mathematical thinking of the students, which study at Ivano-Frankivsk National Technical University of Oil and Gas. 100 students took part in the experiment.

We used a problem-based research method. It relies on the process of solving mathematical problems, which reveals patterns and advantages of mental actions in mathematical creativity in the best way (Moreno-Armella, Hegedus & Kaput, 2008). That is, having developed a series of relevant mathematical problems, we have analyzed the process of understanding them, focusing on the study *of individual differences* of the students.

At first, to identify the styles of mathematical thinking of the people under study, we selected three problems and analyzed the search process in solving them. There were multifaceted tasks that contained hidden problems. The first and the third problems involved several solutions. Each of these solutions is based on various generalized schemes that reflect a certain meaning of the problem. In the process of solving these problems thinking had to rely on logical, numerical and spatial components. In addition, their solution involves conjecture, so we have taken into consideration these two components (logical and intuitive) for differentiation of mathematical thinking by styles. As a criterion for this division, we have chosen the nature of the conscious logical steps in the search process and the place and role of unconscious thinking acts. In analyzing the research activities of students, aimed at solving several special problems, three mathematical thinking styles were identified.

For further and deeper analysis of mental actions according to the selected styles of mathematical thinking, 23 series of problems were selected, so that each series can contribute to the study of a certain aspect of mathematical thinking. In total, 160 tasks have been used. All problems, regardless of the series, were divided into 4 classes: problems of finding an unknown quantity, problems of proof, problems of construction

and heuristic problems, which are divided by the nature of the requirements. Each of 100 students solved 10 different mathematical problems (to find an unknown quantity, to prove, to construct, heuristic problems).

The tasks have been performed by each student in the presence of the experimenter. The work has been carried out individually. The student has been given the opportunity to work independently, there have been no direct instructions on how to solve it. The tasks have not been limited to a certain time.

It should be emphasized that for us understanding any problem means understanding the condition (basic structural elements, functions, connections between them), understanding what is the solution, and understanding how to achieve this solution.

Results and discussions

In our opinion, we have found three different ways to overcome each mathematical problem and have established the statistical significance of the differences between the indicators of the first, second and third groups. Thus, the mathematical thinking of the students has been divided into three styles: the differential, the integral and the differential-integral. As a result of this division, it has been found that the creative mathematical activity of almost 51% of students who participated in the experiment is subject to the differential style, almost 20% – to the integral style and almost 23% refer to the differential-integral style. The mathematical style of a small number of the students (about 6%) could not be identified by solving these problems.

The main content of the thinking process of *differential style* is a detailed analysis of the problem situation in order to reduce the new problem in whole or in part to a known problem for the subject. To achieve this and from this point of view the condition of the problem is studied, and hypotheses of the solution process are produced and tested. As a result, certain

structural elements, their combinations, their properties motivate the subject to certain mathematical actions. They often start at random and contribute more to the study of the problem condition than to the search for a solution. The idea of a solution is not initially defined and is an amorphous formation with various variants.

This is an analytical-synthetic activity, which consists in the alternation of logically possible steps that contribute to the reduction of a new task situation to the known ones. Such activity is concretized in search of an opportunity to carry out a known mental method in new conditions. Logical steps aimed at a thorough study of the problem are supplemented by conjectures, which speed up the search.

The students with an *integrated style* of thinking at first have a guess without systematic mental actions. This guess often consists in reconstructing the constituent components of the problem, in abandoning the traditional vision of the problem. The search for confirmation of the guess that has arisen is carried out analytically – synthetically later, using known logical techniques. Therefore, the hypotheses that arise in the subsequent search process are aimed at confirming (or denying) assumptions, so they are related to the methods of their rationale.

Thinking activity, which is attributed to the *differential-integral* style, is based on both standard logical steps and innovative techniques. The search process can begin with the both guesswork and the traditional logical thinking steps. At the same time, in the process of developing one direction of the solution, another idea suddenly appears, which may even be quite distant from the first. This replacement occurs repeatedly, easily, without significant dependence on the initiated search operations. By studying the components of mathematical problem, such students activate different structural elements in different ways: some are associated with a specific operational meaning, other – with several meanings. If a «single-

operation» element gains a subjective advantage, it directs the search in a certain way which often produces a conjecture. The purpose of the following mental actions is the study of the conjecture. If this advantage is not found, the students continue to study the structural elements, linking them to different operational meanings.

The style of the mathematical thinking of the students was manifested in the self-regulation of the search mathematical process: in how the students plan their actions; to what extent they are able to take into account the conditions of the problem important for achieving the solution; what is their individual control, evaluation and correction of their own actions; as far as how they are purposeful, able to take into account changes in the mathematical situation that occur in the search process. This aspect of the stylistic differences in the creative mathematical thinking is largely expressed through the operational component, the content of which is the subject to the thinking strategies of the search process.

It should be emphasized, that individual style is not always «the best» (the most optimal, the most rational, the most effective, etc.). Use of individual style, leads more to emotional satisfaction from the activity than to the expected results. Choice of rational, but «not one's personal» style leads to degradation of emotional satisfaction.

The effectiveness of the selected groups of students, characterized by different styles of mathematical thinking, was statistically the same. Note that the students with differential and integral styles used fewer steps to solve the problems than the students with differential-integral style. However, the time, which they spent for searching for a solution, in all three cases was almost the same. The students with the differential and integral styles spent more time for considering and implementing some thinking steps while moving along their «trajectory» of finding a solution. Having outlined a way of search, they did not hurry to change it, and tried to find means for

its realization. The third group of students, who actually followed two search paths, moved faster in the direction of each of them, and easily abandoned the action plan in case it could not be implemented.

We will give a more detailed analysis of the differences in the process of understanding a mathematical problem related to the selected mathematical thinking styles.

The process of understanding a creative mathematical problem begins with a *general acquaintance of the problem condition*. Even at this, the very first, micro-stage, we observed differences in the search actions of the students with different styles. Because the first part of the students tried to read the task in detail from the beginning of acquaintance with the task, the second part instantly «ran» the text with their eyes (it seemed they even remembered a little), and the third part of the students read it at the usual pace. However, later it became clear that both groups clearly realized that it was a mathematical problem, they could even indicate the section of mathematics to which it should be attributed and describe its general scheme: «The problem of the motion of a boat moving in different ways.», «This is an exponential equation with a parameter» etc.

The result of the first acquaintance of the subjects with the differential-integral style of thinking was different. They confused equations with inequalities, a type of a quadrilateral, the direction of motion of two objects (towards or in the opposite direction). That is, the bearers of this style often have a rather vague idea of the content of the task at the first acquaintance with it. They clearly needed another reading of the condition, after that they easily changed the first characteristic of the problem. It is worthwhile noting that most of the students in this group answered yes to our question whether they had understood the task.

At the stage of *dividing the condition of the problem into the main and secondary parts* (the second micro-stage of the

understanding the problem), the solvers distinguish what is given and what needs to be done. The first group of students paid more attention to clarification of the condition content and less to the requirements. We made this conclusion on the basis of the analysis of their statements and questions at this stage of solving. The second part of the students focuses more on the task requirements. That is, they focus their mental efforts on what needs to be found, proved, built, in the conditions proposed by the task. The main part for them is the requirement and only some parts of the condition, so they try to focus primarily on the content of the requirements for the solution. It is worth noting that this orientation occurs fairly quickly. The differential-integral style of mathematical thinking is characterized by a more or less equivalent study of the both «poles»: the condition and the requirement. At the same time they are examined alternately.

Later on the students with a differential style break down the text of the problem in detail into simple elements, differentiate them into known and unknown. They try to separate unknown elements from the context and study them by artificially including them in different connections with other elements, with existing theoretical facts (theorems, properties, etc.). This is a process of *likening a new object to a known one* (the third micro-stage of the understanding the problem), by comparing it with the mathematical constructions which are known to the subject, on the basis of interpretation through known mathematical techniques. This, in turn, leads to the development and testing of the hypotheses, which are mainly aimed at alternate detailed study of the structural elements of the problem. Such hypotheses are multifaceted, so they cover much more mathematical information than the one that leads to the solution. That is, when the students with this style of mathematical thinking *interpret the problem into* «their own» language, having found the area of the incomprehensible, they attract a wide range of analogues (mathematical problems,

mathematical elements, mathematical connections between elements) and try to get to know the incomprehensible.

The process of likening a new problem to a known problem occurs fairly quickly in the integrated style of thinking of the students. At the same time, the mathematical situations to which the new problem is related by the students can be quite remote. Their «own» standard arises without visible prior variation in capabilities, without many special actions aimed at studying the structural elements. Such standard arises in the form of a hypothesis that covers a number of structural elements of the problem, and further mental activity is aimed at its implementation or denial. The result of such point of view is a synthetic thinking product, which requires a detailed analysis in the future.

The bearers of the differential-integrated thinking style achieve their «own» vision of the problem by manipulating structural elements, which at one time may be a detailed examination of the known elements of the problem, and at another – the study of the idea of likening of a part of the task to the remembered standard.

It is worth mentioning that the students with the first two thinking styles, likening the new task to their standards, have a quite clear idea about them, and the students with the third style do not have such idea. At the initial stage of the solution, they do not rely on a clear idea of the standard: «As if, ..., this task would be about ...». This is the most common expression of the students with an integral-differential style of thinking at the stage of studying the problem condition.

The next micro-stage of the understanding process of the problem condition is *supplementing the text with sketches*. The subject with a differential style of thinking tries to study the problem more in detail, so, if it is possible, he often resorts to different illustrations. He willingly uses existing illustrations and creates his own ones. Such illustrations are studied and constructed in detail: additional constructions are gradually

superimposed on the drawing, the nature of the relationship between the elements is studied and new structural connections are depicted. The final illustration is sufficiently examined both on the basis of information coming from the text of the problem, and on the basis of various conjectures and ideas of the solver. Further mental actions are closely related to the chosen illustration. These students use the illustrations based on existing subjective experience often while trying to identify the elements of the known task in a new one.

The hypotheses about the solution are connected with these illustrations: the content of the hypotheses is connected with the illustrations regardless of whether it is a drawing to a geometric problem or a topological scheme of an algebraic problem. The detailed examination of the «possibilities» of a scheme or a drawing turns it into an «operating» element of the problem which is not revisioned for some time. The most popular expression in this case was: «As it can be seen from the picture...»

The students with the integrated thinking style have their «own» different illustration. It's more of a scheme, without over-detailing. It should be noted that innovations are observed even in the construction of the illustrations: geometric drawings are often made in a non-traditional perspective, the texts of the problems are «equipped» with original topological images. There is a tendency to construct several illustrations of the same problem, but they are all approximations to the final illustration. «It will be even clearer», they say in this case, changing illustrations one after another. The bearers of this style rely on drawings and schemes too, however, they are not very closely attached to them. Therefore, they can generate the idea of the solution often independently of the illustration, and later they can change the illustration itself. But at the stage of studying the condition, in the process of understanding the creative mathematical problem, building an illustration is a process of deepening of the understanding of the problem for

them. The same applies to the process of verbalization of diagrams, graphs, drawings.

In the differential-integrated style of mathematical thinking, the subjects, trying to illustrate a new problem, build several schemes, drawings, which in the future will operate in parallel. They are different, because they are based on different personal conception of the problem, which is ambiguous, and change as if under the influence of the desire to experiment visually with the components of the problem. Although such experiments eventually reduce to a concrete idea of the problem, there are often several variants of schemes, that the subject will use while looking for a solution. Such schemes, drawings cannot be divided into correct – incorrect, exact – inexact. The content of these illustrations rather demonstrate the emphasis on different elements of the problem, its various aspects, these are illustrations of different understandings of the essence of the problem.

The content of the details of the problem is clarified on the same basis as described above. The first group of students actualizes their various properties, study all possible connections between them. Gradually, the content of the problem requirement is studied more in detail. This is how the problem is reformulated, with a further emphasis on what is known to solve the reformulated problem, what still needs to be determined, how it can be defined. The second group creates new mathematical objects at the expense of different operations and uses them in the future. Actualization of knowledge and experience contributes to their creation. The problem is reformulated with the help of such newly created notions, because through their content the conditions and tasks of the problem are investigated and evaluated, which, in turn, forms an idea of the expediency of using some updated information and the content of what still needs to be obtained (the essence of tasks is formed). Both the first and the second groups in this way find for themselves the gaps in understanding the conditions of

the problem and then try to overcome them. Such gaps – areas of misunderstanding – are localized in certain places in the content of the problem.

With a differential-integrated style of thinking, the examination of details is aimed at clarifying the conditions and requirements of the problem at the same time. And the reformulation of the problem is not clear and unique in its own way. It contains gaps that do not have a specific localization (each variant of its reformulation of the problem reveals its gaps). And since in parallel there are several variants of the problem reformulated «in their own way», then, depending on their content, gaps exist in different places. Such reformulations often concern only conditions or only requirements.

It should be noted that in general the task is presented to the subject in the form of a holistic system of mathematical objects, more precisely, in the form of several variants of the holistic system at this solution stage.

Subsequently, the condition of mathematical problem is included in the chain of student experience and the first hypothesis about the solution of the problem is set up.

Conclusions

The style of mathematical thinking is manifested throughout the whole process of understanding a mathematical problem, at all its micro-stages. The psychological content of the mathematical thinking style consists in self-regulation of the search mathematical process; in individual control, assessment and correction of personal actions by the solver of the problem, in his purposefulness, in his ability to take into account the changes in mathematical situations, that arise in the process of studying the conditions of the problem and finding the solution. The phenomenon of mathematical style is manifested at all micro-stages of the process of understanding a mathematical problem.

The style of creative mathematical thinking is an individual characteristic of the student's understanding process of creative mathematical problems, it is stable in various problem situations. In the search thinking process in the field of mathematics, we can distinguish three styles that differ from each other in the nature, place and role of unconscious thinking acts.

The prospect of further research on this problem is to study the nature of impact of the determined mathematical styles on the content and effectiveness of other components of creative mathematical thinking: formation of solving idea of a mathematical problem, testing the solution.

Literature

- Войцехович В. Э. Господствующие стили математического мышления. *Стили в математике: социокультурная философия математики*. Санкт-Петербург : РХГИ, 1999. С. 495–505.
- Знаков В. В. Психология понимания: Проблемы и перспективы. Москва : Изд-во «Институт психологии РАН», 2005. 448 с.
- Коваленко А. Б. Проблема розуміння в працях українських психологів. *Теоретичні і прикладні проблеми психології*. 2015. № 1 (36). С. 190–197.
- Либин А. В. Стилевые особенности познавательных процессов и учебная деятельность. *Способности и обучение*. Москва : Просвещение, 1991. С. 102–115.
- Мойсеєнко Л. А. Психологія творчого математичного мислення. Івано-Франківськ : Факел, 2003. 481 с.
- Мойсеєнко Л. А., Шегда Л. М Трансформація розуміння творчих математичних задач у процесі їх розв'язання. *Проблеми сучасної психології: Збірник наукових праць Кам'янець-Подільського національного університету імені Івана Огієнка, Інституту психології ім. Г. С. Костюка НАПН України / за наук. ред. С. Д. Максименка, Л. А. Онуфрієвої*. Кам'янець-Подільський : Аксіома, 2019. Вип. 46. С. 289–308.
- Моляко В. А. Творческая конструкторология (пролегомены). Киев : Освіта України, 2007. 388 с.
- Перминов В. Я. Априорность и реальная значимость исходных представлений математики. *Стили в математике: социокультурная философия математики*. Санкт-Петербург : РХГИ, 1999. С. 80–100.

- Пономарёв Я. А. Психология творчества. Москва : Наука, 1976. 303 с.
- Рубинштейн С. Л. О мышлении и путях его исследования. Москва : Изд-во АН СССР, 1958. 147 с.
- Степанов С. Ю., Семенов И. Н. Методологический анализ психологических подходов к проблеме формирования творческого мышления. *Философско-методологические аспекты гуманитарных наук*. Москва : Политиздат, 1981. С. 69–72.
- Султанова Л. Б. Роль интуиции и неявного знания в формировании стиля математического мышления. *Стили в математике: социокультурная философия математики*. Санкт-Петербург: РХГИ, 1999. С. 66–76.
- Теплов Б. М. Ум полководца. *Проблемы индивидуальных различий*. Москва : АПН РСФСР, 1961. 536 с.
- Холодная М. А. Психология интеллекта. Парадоксы исследования. Санкт-Петербург : Питер, 2002. 272 с.
- Fan, L., & Zhu, Y. (2007). From convergence to divergence: the development of mathematical problem solving in research, curriculum, and classroom practice in Singapore. *ZDM Mathematics Education*, 39, 491–501. URL : <https://doi.org/10.1007/s11858-007-0044-1>.
- Jaleel, S, & Titus, B. (2015). Effectiveness of Gaming Strategy on Mathematical Creativity of Students at Secondary Level. *Indian Journal of Applied Research*, 5 (10), 243–245. DOI 10.15373/2249555X.
- Mayer, R. E., & Hegarty, M. (1996). The Process of Understanding Mathematical Problems. R. J. Sternberg, T. Ben-Zeev (Eds.). *The nature of mathematical thinking*, (pp. 29–53).
- Moreno-Armella, L., Hegedus, S. J., & Kaput, J. J. (2008). From static to dynamic mathematics: Historical and representational perspectives. *Educational Studies in Mathematics*, 68, 99–111. DOI 10.1007/s10649-008-9116-6.
- Ortiz, Enrique (2016). The Problem-Solving Process in a Mathematics Classroom. *Transformations*, 1 (1), 257–289. URL : <https://nsuworks.nova.edu/transformations/vol1/iss1/1>.
- Salomon, Gavriel (1993). No distribution without individual's cognition: a dynamic interactional view. *Distributed Cognition: Psychological and Educational Considerations*, (pp. 4–128). Cambridge, UK : Cambridge University Press.
- Yaftian, N. (2015). The outlook of the Mathematicians' Creative Processes. *Procedia. Social and Behavioural Sciences*, 191, 2515–2519. URL : <https://www.journals.elsevier.com/procedia-social-and-behavioral-sciences/special-issues>.

- Zekeriya, Karadag (2009). Analyzing students' mathematical thinking in technology-supported environments. *Extended abstract of candidate's thesis*. Toronto. 195 p.
- Ziff, P. (1972). *Understanding Understanding*. Ithaca – London. 146 p.

References

- Voitsekhovich, V. Ye. (1999). Gospodstvuiushchiie stili matematicheskogo myshleniia [Dominant styles of mathematical thinking]. *Stili v matematike: sotsiokulturnaia filosofiiia matematiki – Styles in Mathematics: sociocultural philosophy of mathematics*. Sankt-Peterburg : RKhGI [in Russian].
- Znakov, V. V. (2005). Psikhologiiia ponimaniia: Problemy i perspektivy [The psychology of understanding: problems and prospects]. Moskva : Izd-vo «Institut psikhologii RAN» [in Russian].
- Kovalenko, A. B. (2015). Problema rozuminnia v pratsiakh ukrainskykh psykholohiv [The problems of understanding in the works of Ukrainian psychologists]. *Teoretychni i prykladni problemy psykholohii – Theoretical and applied problems of psychology, 1* (36), 190–197 [in Ukrainian].
- Libin, A. V. (1991). Stilevyie osobennosti poznavatelnykh protsessov i uchebnaia deiatelnost [Style features of cognitive processes and educational activities] *Sposobnosti i obuchenie – Abilities and training*, (pp. 102–115). Moskva : Prosveshcheniie [in Russian].
- Moiseienko, L. A. (2003). *Psykholohiia tvorchoho matematychnoho myshlenia [Psychology of creative mathematical thinking]*. Ivano-Frankivsk : Fakel [in Ukrainian].
- Moiseienko, L. A., & Shehda, L. M. (2019). Transformatsiia rozuminnia tvorchykh matematychnykh zadach u protsesi yikh rozviazannia [Transformation of understanding of creative mathematical problems in the process of solving them]. *Problemy suchasnoi psykholohii: zb. nauk. prats Kamianets-Podilskoho natsionalnoho universytetu imeni Ivana Ohienka, Instytutu psykholohii imeni H. S. Kostiuka NAPN Ukrainy – Problems of Modern Psychology. Collection of research papers of Kamianets-Podilskyi National Ivan Ohienko University, G. S. Kostiuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine, 46*, 289–308. Kamianets-Podilskyi : Aksioma [in Ukrainian].
- Moliako, V. A. (2007). *Tvorcheskaia konstruktologiiia (prolegomeny) [Creative Constructology (prolegomans)]*. Kiiev : Osvita Ukrainy [in Ukrainian].

- Perminov, V. Ya. (1999). Apriornost i realnaia znachimost iskhodnykh predstavlenii matematiki [A priory and real significance of the original concepts of mathematics]. *Stili v matematike: sotsiokulturnaia filosofiiia matematiki – Styles in mathematics: sociocultural philosophy of mathematics*, (pp. 80–100). Sankt-Peterburg : RKhGI [in Russian].
- Ponomariov, Ya. A. (1976). *Psikhologiiia tvorchestva [Psychology of creativity]*. Moskva : Nauka [in Russian].
- Rubinshtein, S. L. (1958). *O myshlenii i putiakh eho issledovaniia [About thinking and ways of studying it]*. Moskva : Izd-vo AN SSSR [in Russian].
- Stepanov, S. Yu., & Semenov, Y. N. (1981). Metodologicheskii analiz psikhologicheskikh podkhodov k probleme formirovaniia tvorcheskogo myshleniia [Methodological analysis of psychological approaches to the problem of the formation of creative thinking]. *Filosofsko-metodologicheskie aspekty gumanitarnykh nauk – Philosophical and methodological aspects of the humanities*, (pp. 69–72). Moskva : Politizdat [in Russian].
- Sultanova, L. B. (1999). Rol intuitsii i neiavnogo znaniia v formirovaniia stilia matematicheskogo myshleniia [The role of intuition and tacit knowledge in the formation of the style of the mathematical thinking]. *Stili v matematike: sotsiokulturnaia filosofiiia matematiki – Styles in mathematics: sociocultural philosophy of mathematics*, (pp. 66–76). Sankt-Peterburg : RKhGI [in Russian].
- Teplov, B. M. (1961). Um polkovodtsa [General's mind]. *Problemy individualnykh razlichii – Problems of individual differences*. Moskva : APN RSFSR [in Russian].
- Kholodnaia, M. A. (2002). *Psikhologiiia intellekta. Paradoksy issledovaniia [The psychology of intelligence. Research paradoxes]*. Sankt-Peterburg : Piter [in Russian].
- Fan, L., & Zhu, Y. (2007). From convergence to divergence: the development of mathematical problem solving in research, curriculum, and classroom practice in Singapore. *ZDM Mathematics Education*, 39, 491–501. Retrieved from <https://doi.org/10.1007/s11858-007-0044-1>.
- Jaleel, S, & Titus, B. (2015). Effectiveness of Gaming Strategy on Mathematical Creativity of Students at Secondary Level. *Indian Journal of Applied Research*, 5 (10), 243–245. DOI 10.15373/2249555X.
- Mayer, R. E., & Hegarty, M. (1996). The Process of Understanding Mathematical Problems. R. J. Sternberg, T. Ben-Zeev (Eds.). *The nature of mathematical thinking*, (pp. 29–53).

- Moreno-Armella, L., Hegedus, S. J., & Kaput, J. J. (2008). From static to dynamic mathematics: Historical and representational perspectives. *Educational Studies in Mathematics*, 68, 99–111. DOI 10.1007/s10649-008-9116-6.
- Ortiz, Enrique (2016). The Problem-Solving Process in a Mathematics Classroom. *Transformations*, 1 (1), 257–289. Retrieved from <https://nsuworks.nova.edu/transformations/vol1/iss1/1>.
- Salomon, Gavriel (1993). No distribution without individual's cognition: a dynamic interactional view. *Distributed Cognition: Psychological and Educational Considerations*, (pp. 4–128). Cambridge, UK : Cambridge University Press.
- Yaftian, N. (2015). The outlook of the Mathematicians' Creative Processes. *Procedia. Social and Behavioural Sciences*, 191, 2515–2519. Retrieved from <https://www.journals.elsevier.com/procedia-social-and-behavioral-sciences/special-issues>.
- Zekeriya, Karadag (2009). Analyzing students' mathematical thinking in technology-supported environments. *Extended abstract of candidate's thesis*. Toronto.
- Ziff, P. (1972). *Understanding Understanding*. Ithaca – London.

Мойсеєнко Лідія, Шегда Любов. Мисленнєві стилі розуміння творчих математичних задач у процесі їх розв'язування

АНОТАЦІЯ

Проаналізовано результати досліджень творчого математичного мислення і констатовано доцільність вивчення його індивідуальних відмінностей шляхом аналізу мисленнєвих стилів розв'язування творчих математичних задач.

Мета статті – виокремити мисленнєві математичні стилі у студентів і проаналізувати вплив стилю на процес розуміння творчої математичної задачі.

Для виокремлення та визначення сутності мисленнєвих математичних стилів було використано **метод** аналізу пошукових дій суб'єктів упродовж розв'язування творчих математичних задач різних класів. У експерименті взяло участь 100 студентів технічного університету, проаналізовано 1000 процесів розв'язування математичних задач.

Результати дослідження. Констатовано, що мисленнєвий математичний стиль – цілісна система взаємопов'язаних дій, за допомогою яких досягається мисленнєвий математичний результат. Саме ця си-

стема відрізняє діяльність у галузі математики однієї людини від такої ж діяльності іншої людини.

Авторами виокремлено три мисленнєві стилі у творчому математичному мисленні студентів: інтегральний, диференціальний, інтегрально-диференціальний.

Установлено, що мисленнєвий стиль проявляється у студентів упродовж усіх мікроетапів процесу розуміння задачі, за допомогою процедур упізнання старого в новому, прогнозування майбутнього структурних об'єктів задачі, об'єднання розрізнених елементів у ціле. Він є стійким щодо задач різних класів.

Доведено, що різні мисленнєві математичні стилі сприяють актуалізації різних частин умови задачі, визначають різний характер дослідження структурних елементів, призводять до формування різних смислів однієї і тієї ж задачі.

Установлено, що неусвідомлені мисленнєві здогадки мають різний зміст, різну значущість у процесі розуміння математичної задачі студентами з різними стилями математичного мислення.

Висновки. Мисленнєвий математичний стиль проявляється впродовж усього процесу розуміння математичної задачі, забезпечує різний зміст пошукового процесу, спрямованого на розуміння математичної задачі.

Ключові слова: творче математичне мислення, процес розуміння математичної задачі, мисленнєві стилі математичного мислення.

Мойсеенко Лидия, Шегда Любовь. Мыслительные стили понимания творческих математических задач в процессе их решения

АННОТАЦИЯ

Проанализированы результаты исследований творческого математического мышления и констатировано целесообразность изучения его индивидуальных отличий, используя анализ мыслительных стилей процесса решения творческих математических задач.

Цель статьи – выделить мыслительные математические стили у студентов и проанализировать влияние стиля на процесс понимания творческой математической задачи.

Для выделения и определения сущности мыслительных математических стилей был использован **метод** анализа поисковых действий

субъектов на протяжении решения творческих математических задач разных классов. В эксперименте приняло участие 100 студентов технического университета, проанализировано 1000 процессов решения творческих математических задач.

Результаты исследования. Констатировано, что мыслительный математический стиль – это целостная система взаимосвязанных действий, с помощью которой достигается математический результат. Именно такая система отличает математическую деятельность одного человека от такой же деятельности другого человека.

Авторами выделено три мыслительных стиля в творческом математическом мышлении студентов: интегральный, дифференциальный, интегрально-дифференциальный.

Установлено, что мыслительный стиль проявляется у студентов на протяжении всех микроэтапов процесса понимания задачи, с помощью процедур узнавания старого в новом, прогнозирования будущего структурных объектов, объединения разрозненных элементов в целое. Он является стойким относительно задач разных классов.

Доказано, что разные мыслительные математические стили содействуют актуализации разных частей условия задачи, определяют разный характер исследования структурных элементов, способствуют формированию разных смыслов одной и той же задачи.

Установлено, что неосознанные мыслительные догадки имеют различное содержание, различную значимость в процессе понимания математической задачи студентами с различными стилями мышления.

Выводы. Мыслительный математический стиль проявляется на протяжении всего процесса понимания математической задачи, обеспечивает разное содержание поискового процесса, устремленного на понимание математической задачи.

Ключевые слова: творческое математическое мышление, процесс понимания математической задачи, мыслительные стили математического мышления.

Original manuscript received December 14, 2020
Revised manuscript accepted January 20, 2021

The Productive Approach to the Problem of Facilitative Interaction and the Development of the Person's Creativity

Продуктивний підхід до проблеми фасилітативної інтерації та розвитку творчості особистості

Oleksandr Nabochuk

Ph. D. in Psychology, Head Adviser of Rivne Regional Council,
Rivne (Ukraine)

ORCID ID: <https://orcid.org/0000-0002-1448-7687>

Researcher ID: <http://www.researcherid.com/rid/AAE-4773-2021>

E-mail: nab_ol@ukr.net

Олександр Набочук

Кандидат психологічних наук, радник голови Рівненської об-
ласної ради, м. Рівне (Україна)

ABSTRACT

The aim of our research is: to show the context of the productive approach to the problem of facilitative interaction and the development of the person's creativity in this connection.

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

The results of the research. Theoretical analysis of psychological researches on this issue allows us to identify several basic approaches to the study of creativity in Foreign Psychology: 1) psychodynamic approach, which describes

Address for correspondence, e-mail: kpnu_lab_ps@ukr.net

Copyright: © Nabochuk Oleksandr



The article is licensed under **CC BY-NC 4.0 International**
(<https://creativecommons.org/licenses/by-nc/4.0/>)

© Nabochuk Oleksandr

DOI (article): <https://doi.org/10.32626/2227-6246.2021-51.165-189>

<http://journals.urau.ua/index.php/2227-6246>

165

creativity through the interaction of «It», «Me», «Super-Me»; 2) behavioral approach, which considers creativity as a result of behavior with strict adherence to the scheme «stimulus – reaction»; 3) pragmatic approach, which emphasizes the possibilities of practical use of a creative product and, as a result, the allocation of other resources for the creative use of this product; 4) psychopathological approach, which considers creativity as a by-product of mental disorders of the person; 5) productive approach, which evaluates creativity in a view of the novelty of a final product; 6) procedural approach, which considers creativity as a process; 7) humanistic approach, which emphasizes the actual self-expression of the creator.

It was proved that creativity is a source product of creative activity. This approach calls creative not only masterpieces of world, such as culture and art, inventions of technologies, new concepts in science, but also pieces of original interior design, unusual clothing design, etc. A wide range of creative products should actualize person's abilities to differentiate according to the levels of individual creativity. Thus, the representatives of the productive approach for the first time argue about a natural level of creative activity.

Conclusions. *Thus, we conclude that facilitative interaction is characterized by the following suggestions. Firstly, creative activity is seen as a person's need to adapt to new conditions of the reality. It is the ability of the person to include something new into the process of his / her life, to adapt to external conditions of the activity, which, as a rule, promotes greater flexibility of the subject in solving problems and situations, increases the possibility of personal improvement and growth. Creative activity is seen as the process of inventing a product that did not yet exist for a given person (although this product may already exist in principles). The characteristics of these new products or processes are their novelty, originality, expediency, validity, the ability to meet their own needs, adequacy.*

Productive approach to study of the development of creativity in the process of facilitative interaction shows that this approach to some extent reduces a person's creative ability to manifest his / her individual characteristics. The productive approach offers a very original and balanced understanding of the creativity, which is based on the universality of the creativity, its accessibility for everyone, the role of creativity not only as a way to adapt to external environmental conditions, but also as a tool for qualitative change.

Key words: *productive approach, facilitative interaction, the person's creativity, the universality of the creativity, the accessibility of the creativity for everyone, to adapt to external environmental conditions.*

Introduction

The study of the problem of creativity nowadays becomes complex, it is the subject of the analysis of various social disciplines, and it is the important area of different psychological, sociological and psycholinguistic researches, which are influenced by other areas of knowledge about a Man – Philosophy, Sociology and Psychology. Defining the essence of creativity and the formation of creative potential of a teacher is one of the most actual issues for the Psychology of the Personality and its development.

Theoretical analysis of psychological researches on this issue allows us to identify several basic approaches to the study of creativity in Foreign Psychology:

1. *Psychodynamic approach*, which describes creativity through the interaction of «It», «Me», «Super-Me» (Amabile, 1983; Enkvist, 1990; Ludwig, 1992).

2. *Behavioral approach*, which considers creativity as a result of behavior with strict adherence to the scheme «stimulus – reaction» (Bolle, 2014; Flossdorf, 1981).

3. *Pragmatic approach*, which emphasizes the possibilities of practical use of a creative product and, as a result, the allocation of other resources for the creative use of this product (Boden, 1991; Ekvall & Britz, 2001).

4. *Psychopathological approach*, which considers creativity as a by-product of mental disorders of the person (Collins & Amabile, 1999; Gehrman, 2015).

5. *Productive approach*, which evaluates creativity in a view of the novelty of a final product (Гончарук & Онуфрієва, 2018; Jamison, 1995; Mykhalchuk & Kryshevych, 2019).

6. *Procedural approach*, which considers creativity as a process (Kraus, 2015; Renzulli, 1991; Zubiashvily, Kocharian, Lunov, Barinova & Onufriieva, 2020).

7. *Humanistic approach*, which emphasizes the actual self-expression of the creator (Mykhalchuk & Ivashkevych, 2018).

The representatives of the productive approach (Гончарук & Онуфрієва, 2018; Jamison, 1995; Mykhalchuk & Kryshevych, 2019) emphasize that creativity is a source product of creative activity. These scientists call creative not only masterpieces of world, such as culture and art, inventions of technologies, new concepts in science, but also pieces of original interior design, unusual clothing design, etc. A wide range of creative products should actualize person's abilities to differentiate according to the levels of individual creativity. Thus, the representatives of the productive approach for the first time argue about a natural level of creative activity (Amabile, Conti, Lazenby & Herron, 1996).

Thus, M. Boden (1991) in his researches identifies two levels of creativity, which were defined by the researcher as Self-creativity (or historical creativity) and IP-creativity (individual personal creativity). According to this concept, a human-generated idea is IP-creative if it is completely new to himself / herself, no matter how many times other individuals have already generated this idea; on the contrary, Self-creative is the idea that has never arisen in the entire history of mankind.

The researchers also emphasize that fact that the model of a creative activity will be incomplete without taking into account the significance of the creative product both for the individual and for his / her social environment (Mykhalchuk & Kryshevych, 2019). However, the issue of creative product criteria remains controversial for proponents of a productive approach. For example, G. Ekvall (1997) believes that the creative product must be distinguished by some originality, and it must be needed by the social environment in general.

In such a way **the aim** of our research is: to show the context of the productive approach to the problem of facilitative interaction and the development of the person's creativity in this connection.

Methods of the research

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

Results and their discussion

At foreign language classes the form of studying and control the results is a dialogue that takes place at all stages of the learning activity and to which pupils would involve the teacher, inducing reasoning, summarizing and concluding, expressing opinions and evaluating. Learning dialogical speech in the practice of teaching foreign languages is often reduced to developing the ability to exchange short replicas (exclamations, elliptical sentences).

Dialogical speech can be classified, based on the number of participants of communication, their social and communicative characteristics, the ratio of the language motives of the partners, the size of the dialogical text, the volume and the structure of individual statements, the psychological nature, which underlies the content of the statements and their other characteristics. The teacher has to pay a great attention to the number of participants in dialogue communication. Dialogue can take place between two, three and much more partners of communication. To indicate the dialogue that is held between two partners, the teacher'll accept the term of a dialogue. A trilogy is between three partners, when there are more than three people it is a polylogue.

In this article we will mainly consider dialogical contacts of two persons. The communicative structure of dialogical speech is the simplest one. It is realized within the limits of individual communication, which is usually inherent in confidential, intimacy situations. However, individual communication can also have an official character, which requires the participants

of the task manager to perform certain etiquette, officially – business style of speech.

The dialogue can be individual, between two or more persons, but the conversation of two people can take place in the presence of the third person (for example, a teacher) or the third pupil.

Educational dialogue should be considered a frontal conversation of the teacher with a group of pupils, when he / she consistently introduces the communicative activities of one pupil to another person, while the latter does not communicate with each other, does not respond to the replica of their colleagues. Psychological task consists of the fact that such polydialogical contact of the teacher with a group of pupils became a group conversation. In such a way a polylogue is characterized by multi-directional character. A special place in the system of oral communication is a theatrical dialogue, when the participant has the audience in the whole.

Let us show the social and communicative nature of dialogical communication. There are *three varieties of dialogical speech*: a social contact, a business conversation and a free conversation.

A social contact is the most common in the social sphere of communication (buying a newspaper in a shop or an airline ticket in the air-flight) and it is preceded in the form of a «jogging» dialogue with a relatively rapid change of the roles of the speaker and the listener.

For example:

S.1. To me and Nataliia ten postcards, this are these.

S.2. Fourteen hryvnias, please.

S.1. Please.

A business conversation is observed in the spheres of oral communication: professional, social, everyday life and the sphere of education.

A free conversation is not limited to a circle of persons, nor at times, and it becomes a form of interpersonal, informal

communication, the purpose of which is the speech activity itself. Example:

S.1. Yesterday we and Helen went to the country house.

S.2. And I did not go out of the house: there was a lot of work.

S.1. Listen, and where is Deville? I have not seen him for a long time.

S.2. He is in town. I met him at a book exhibition.

S.1. By the way, is it still open, the exhibition, I mean? I was not on it, I wonder?

Let's analyze the ratio of linguistic motives of partners in a dialogue. From this point of view we can distinguish: there is so called balanced dialogue, a dialogue-questioning (the afferent dialogue), a dialogue-discussion, a dialogue-disagreement. In the balanced «quiet» dialogue plays the role of the initiator of the conversation when it is not well seen, there is a conversation of equal partners.

In the afferent dialogue the role of partners is sufficiently fixed: one partner asks, the other one responds (an interview, the exam, the interview with a patient, an investigator and a witness). For example:

S.1. What hours did you pass past the Semaphore carriage?

S.2. Somewhere around 11 o'clock in the evening.

S.1. Have you seen a one-room mansion with a green gateway to the car?

S.2. Yes, I saw.

S.1. Could you recall the brand and color of the car?

Pupils usually respond to replicas with the help of other suggestions, at the level of the corresponding passive speech. The teacher should pay the particular attention to the development of pupils' ability to start a dialogue. In the practice of teaching dialogical speech it was not given the necessary attention to the formation of a culture of actualization of the inner world of pupils with the aim of issuing speech acts which are initially active.

When the partners adhere to different points of view according to the same problem, then there is a debate, a dispute. At the same time the motives of the communicants are identical: each of them tries to prove his / her own point of view, insists on his / her own mind. For example:

S.1. You did! S.1. You did! You did!

S.2. I didn't! S.2. No, I didn't!

S.1. You did! S.1. Ouch! You hit me!

S.2. I didn't! S.2. I did!

A dialogue of incomprehension can be caused by various reasons. It's a reluctance to listen, and misunderstandings between the partners, and just bad listening to the partners. Example:

S.1. Where are you going?

S.2. Pardon?

S.1. I asked you where were you going?

S.2. I'm going to the stationer's.

S.1. To the station? Are you going away?

S.2. I said I was going to the stationer's. I have to buy some envelopes. I want to write some letters today.

S.1. I beg your pardon?

S.2. I said I wanted to write some letters.

S.1. Do you want to write a letter at the station?

S.2. No! At home.

S.1. But you said you were going to the station.

S.2. No, to the STATIONER'S!

S.1. Ah, the stationer's! Why didn't you say so at once?

The partners have to ensure that the speech acts of each of the participants in the dialogue cover as many different types of expression as it is possible. The dialogue is usually characterized by short replicas. If a pupil actively participates in a dialogue, successfully selects replicas, that is his / her speech it is communicatively meaningful, then the teacher should be put into the example of such a pupil.

Let us show such stages as the readiness of speech in the process of dialogical communication. In real conditions communication is prepared, thought over before dialogical speech is relatively rare, mainly in situations of administrative sphere – legal, professional communication, in the field of social activity. Prepared dialogue is inherent in the field of education, it often has the appearance of a monologue that has not been realized (for example, the teacher, making sure that the pupil can not present the material, tries to ask questions, that is, through a dialogue, to look at the creative information, get the correct answers). If one of the partners can think of his / her verbally meaningful party in the conversation, then the whole dialogue is impossible: it is difficult to reliably predict the reaction of the partner, all the sides of this or that topic.

Thus, from the methodological point of view dialogical communication (statements of each partner) should be divided into prepared and unprepared. The unprepared dialogical communication may be home-done and spontaneous. The latter is characterized by an unpreparedness of the speech act and is carried out by itself, without control from the side of teacher's perception. The teacher should encourage pupils to develop both prepared and unprepared dialogical speech to form their creative potential.

Also, the productive creative approach in Psychology the teacher has to use at the lessons the ways of organizing *facilitative interaction*. Facilitative interaction at the English lessons is also possible when the teacher organizes the heuristic conversation. The teacher should be understood as the theory of teaching methods of foreign languages, that is, the set of methods of studying and learning by means of guidance questions.

For the pupil the same word «heuristics» is understood as the art of finding truth in the ideal sense, which has to master the joy, the satisfaction of the emergence of a successful thoughts or a desire to discover something. The dominant way

of realizing this method can be the conversation itself and the educational debate in general.

The purpose of the heuristic conversation is the development of pupils' *creative thinking*. For the in-depth understanding of the content of artistic text it is expedient to conduct a *heuristic conversation*, which can be divided into *three stages*:

1. Pre-emptive questions, which have the aim of revealing the degree of general perception of the text.

2. Questions about the poetics context of the novel.

3. Common questions for understanding the ideological and artistic content of the text.

The effectiveness of the method of heuristic conversation depends on two main conditions: pupils' readiness; thought by the teacher of a clear system of questions. Applying the heuristic method (in such a way the teacher largely prepares pupils for creative analytical activity).

It should be noted that any conversation (reproducing, systematizing, heuristic) is a dialogical method of teaching in which the teacher with the help of well-posed questions urges pupils to reproduce previously acquired knowledge, make independent conclusions – so called generalizations based on the acquired actual material.

The conversation may start *the discussion*. This technique is divided into some stages: 1) preparatory stage; 2) stage of conducting; 3) stage of conclusions.

One of the natural ways to achieve the development of facilitative interaction and interference is the discussion (the higher level of the heuristic conversation), that is the discussion according to a particular problem through the exchange of thoughts in coincidence or dissenting of ideas. The discussion as a practice in speech involves the development of skills in a clear, logical way to formulate pupils' thoughts, namely to help them to be able to make generalizations on the basis of examples, to conduct analogies, to evaluate priorities, to give reasons, etc., and the ability to conduct a discussion, that is to

be able to listen without interrupting, to express relevant and clear information.

The main feature of the discussion is the attractiveness of the subject of this discussion, clearly defined and interesting for the participants in the process of communication. Interesting does not necessarily mean controversial, and the discussion is not just a «dispute». In a real communication, as a rule, we discuss the usual, interesting things for us, and only some of them are really controversial.

Proposing a subject for the discussion, the teacher should not provide pupils with all the information necessary for the discussion, so as not to deprive them of their initiatives. Pupils must independently put forward convincing evidence, bring new facts, examples into discussion, and not paraphrase ready-made ideas.

The success of the discussion depends, firstly, on the number of pupils who participate in the discussion, and secondly, how motivated there are their speech actions. If the attention of the participants is focused on someone who speaks, if they are interested, react to humor, etc., the motivation of speech activity is rather high. Consequently, absolute participation and high motivation are the factors that indicate the effectiveness of the discussion.

An optimally active discussion is a talk in which all the pupils of the group participate, can not be carried out when working with the whole group, that is when conducting the discusses material in a centralized manner. Decentralization and grouping of pupils into groups / couples makes it possible to avoid this organizational disadvantage. The main thing here is to guarantee the heterogeneity or homogeneity of the groups so that there are no serious conflicting relationships between the pupils. It is desirable that the composition of each group be permanent, this will help to eliminate stress and problems with this discipline.

When working in groups, the time of active participation of each pupil in the discussion increases. At the same time, the state of anxiety for shy schoolchildren is reduced, which helps them to overcome the fear of mistakes.

Also the physical aspect of group activity is important: the participants in the discussion are at a close distance, face to face, and turn to each other directly, especially, using the necessary auxiliary material. In addition, group work opens teachers' opportunities for mutual learning: pupils correct each other, help pick up means of expressing thoughts. When working in groups, the role of a teacher greatly changes. From the instructor, the controller, the corrector if it is necessary turns into an organizer, assistant or a partner.

Group discussion can take place as a role-playing game. In the role organization of the discussion the group is divided into small groups – micro-groups – or pairs of pupils, which are offered closely to real psychological situations and roles for playing. The role-playing game reveals great opportunities for communicative practice. Reincarnation in different ways allows pupils to express the most diverse communicative intentions and mood according to a real purpose of communication.

The right choice of subject matter is equally important. Pupils' interest in problems can cause materials that are as close as it is possible to their livelier orientations, while an unusual, exotic topic of discussion can stimulate a more lively response of participants.

Discussions are preceded by preparatory work. Pupils report a problem for the discussion, after which it is advisable to carry out a brainstorming exercise in which pupils express their ideas about the problem and note them to use in the discussion. The teacher then proposes assignments between groups, assigns, leads, distributes auxiliary materials. Here it is timely to remind pupils of the rules of a discussion: a balanced participation of all group members, respect for the leader, a ban on interrupting the speaker.

Encouraging participation in the discussion is one of the problems during the discussion. To include all pupils the teacher can distribute separate questions, problems between the members of the group. Thus, the final solution to the problem is achieved by combining the versions.

The end of the group discussion is not the end of the discussion according to the problem. The activity of pupils should be appreciated by the teacher and the whole group. Feedback can be made in different ways: summing up the discussion by a representative from each micro-group in front of the group, comparing the conclusions of different micro-groups, comparing proposals and combining them into a general version of the group, or just repeating the discussion of one of the micro-groups in front of the whole group.

The discussion can be completed both by a teacher and pupils. In addition, not all issues can be resolved. The discussion will have an open outcome and can be continued at any time, in another place and with the presence of other persons.

The discussion may be based on the material of the text having been read. To achieve facilitative interaction at the English lessons it is advisable to organize the activity in three stages:

I. *Conditional-managed interaction* (group work, 10 min.). At this stage the expressions of pupils are largely confined to the text. After individual reading of the text pupils firstly discuss in the groups its title, and then each one in turn passes in one foreign language according to one of the events described in the text, using, for example, such a table:

Place	Approximate	Time	Event	Significance
-------	-------------	------	-------	--------------

When one pupil says, the rest of children interact with him / her, helping him / her to pick up the linguistic means, reminiscent of certain details of the content of the text, so that communication can continue. Pupils work in groups of 4 participants, one of whom is the leader of the discussion.

A task for a group: Form groups of four. Each group has 10 minutes; at first, discuss the meaning of the title and try to reach the group agreement; for the second, retell one milestone according to the text.

2. **Managed interaction** (paired work, 5 min.). Pupils work with a set of drawings that illustrate story lines or certain important events described in it. Each pupil describes his / her drawing without showing his / her partner. The partner summarizes the message and gives the title for a picture. The pupils' statements support the questions that are written on the board.

Who are the characters?

What are they doing there?

What is the setting?

At what date does it take place?

How do the characters feel about themselves?

This stage is optional.

A task for a group: Select a partner to form a pair. Take turns and use 5 minutes each to describe your «secret picture» to your partner. The partner should summarize the significance of the picture and then give a title. Use the list on the blackboard as a reference for the description.

3. **Free interaction** (work in pairs, 10 min.). During the previous activity, pupils got a complete picture of both the subject of the discussion and the means of expressing their thoughts. They are ready for free communication with a partner: to discuss their own life experiences, certain events from the experience of other people whose roles they perform, or before conducting a survey, a questioning, the interviewing, acting as a journalist, a columnist, a writer, etc.

A task for a group: Each pair should take 10 minutes for a free conversation about some significant events for your partner can be:

A: two friends recalling your schooldays;

B: a journalist and a well-known writer talking about a memorable event;

C: a social surveyor and his / her informant in a questionnaire.

Our teaching practice at school № 12 in Rivne, makes it possible the natural transition from precommunicative to communicative speech activity, arguing the appropriate positive mood in the class, which is a necessary factor in reducing the level of affective filter – the negative emotional state of pupils.

The given examples of exercises testify that the best opportunities for practice in the process of free communication in a foreign language are created, provided that there is an interesting subject of the discussion and its organization as a group role-playing game. In this case, the discussion is a model of the natural process of communication.

Next, we will offer some variations of discussion-based exercises, which can be used by the teacher to conduct educational discussions.

PRIORITIES

The group is provided with a set of discrete items – usually in the form of a list the components of which may not be distributed among participants – and at least one criterion. The pupils have to order these in a scale according to how far they conform, a young couple who have bought a tumbledown cottage may make a list of what needs are doing to it, in order of urgency; or a panel of judges may assess the relative merits of the contestants in a singing competition. These particular situations are difficult to be simulated in the classroom, but we can easily make up parallel problems which are appropriate for our classes.

The language having been used consists mostly of comparisons, and lower – level classes may benefit from a little practice in comparative and superlative constructions beforehand. In particular, the following words and phrases may be useful:

© Nabochuk Oleksandr

more / less important than, the most / least important, more / less than, better / worse than, as good as, not so good as, I would rather..., I prefer..., That comes above / below / before / after... Which is better / more important?

The significant role in the achievement of the development of internal interference and conceptual correlation plays a controversy.

A *dispute* (from the Latin «Dispute» – to investigate, argue) is a public dispute according to a scientific or socially important topic. Disputes create optimal conditions for enriching pupils with educational information, preventing possible interpretations, teaching arguments, proving, defending their own opinions, criticizing their own minds and contributing to a climate of benevolence and respect for the opinions with others.

To develop the dialogical speech of pupils we use a definite methodological system that includes the principles of teaching oral communication, selection of subjects and linguistic material, its organization with the calculation of pupils' interests and opportunities, a set of exercises and forms of the activity, which determines a certain structure of the lessons of a foreign language.

Let us show the main methodological requirements, such as «communicative orientation». This is the guiding principle of learning a dialogue, as well as oral speech in general.

So, *psychological requirements of facilitative interaction* for the developing of teachers and pupils' creativity at the English lessons are:

a) the acquisition of a linguistically justifiable minimum of linguistic equipment that provides a level of communicative maturity;

b) an assessment of each linguistic creature in terms of the reality of its appearance in ordinary to act in the process of oral communication;

c) the formation of a situational or thematic minimum taking into account interests and future needs of pupils;

d) the communicative activity of speech operations when working with linguistic material;

e) the creation of a defined system of the activity, which is motivated by the need for linguistic communication.

The method of training dialogical speech should be specified, clearly selecting lexical and grammatical material. It is also necessary to take into account the age-specific features of pupils, to identify the motives and objects that interest them, which can be effective components of the communicative model of a real communication in the paradigm of educational settings.

Communicative orientations have two main forms of their implementation. The first is international communication. It is necessary that training is oriented on the need to communicate with native speakers. The second, very important form of communicative orientation is communication between compatriots in a foreign language (intranet communication is especially relevant at secondary school).

The instructor should select appropriate topics for dialogical communication, develop and specify it and offer pupils models of real situations that would satisfy their interests and stimulate dialogue. Such situations can arise both in the process of international and in the internal communication.

The training program should be based on the following series of typical communicative situations selected and processed in accordance with the principles of teaching dialogical communication and facilitative interaction as the types of communicative activity, with educational and didactic needs.

The problem is that in any dialogues pupils clearly knew their role having been skillfully improvised. To reach this the teacher needs a well thought out, clearly painted atlas – so called a situation report, situational and roles determined, a list of rational exercises for dialogical communication.

Conclusions

So, we conclude that facilitative interaction is characterized by the following suggestions. Firstly, creative activity is seen as a person's need to adapt to new conditions of the reality. It is the ability of the person to include something new into the process of his / her life, to adapt to external conditions of the activity, which, as a rule, promotes greater flexibility of the subject in solving problems and situations, increases the possibility of personal improvement and growth. Creative activity is seen as the process of inventing a product that did not yet exist for a given person (although this product may already exist in principles). The characteristics of these new products or processes are their novelty, originality, expediency, validity, the ability to meet their own needs, adequacy.

So, productive approach to the study of the development of creativity in the process of facilitative interaction shows that this approach to some extent reduces a person's creative ability to manifest his / her individual characteristics. The productive approach offers a very original and balanced understanding of the creativity, which is based on *the universality* of the creativity, its accessibility *for everyone*, the role of creativity not only as a way *to adapt* to external environmental conditions, but also as a tool for qualitative change.

Literature

- Гончарук Наталія, Онуфрієва Ліана. Психологічний аналіз рівнів побудови комунікативних дій. *Психолінгвістика. Психолінгвістика. Psycholinguistics: Зб. наук. праць ДВНЗ «Переяслав-Хмельницький пед. ун-т імені Григорія Сковороди». Переяслав-Хмельницький : ФОП Домбровська Я. М., 2018. Вип. 24 (1). С. 97–117. DOI 10.31470/2309-1797-2018-24-1-97-117.*
- Amabile, T. M., Conti, H., Lazenby, J., & Herron, M. (1996). Assessing the work environment for creativity. *Academy of Management Journal*, 39, 1154–1184.
- Amabile, T. M. (1983). *The social psychology of creativity*. New York : Springer-Verlag. 245 p.

- Boden, M. A. (1991). *The creative mind: myths and mechanisms*. New York : Basic Books; London : Abacus. 171 p.
- Bolle, R. (2014). *Eignung für den Lehrerberuf?* Leipziger Univ. Verl. 154 s.
- Collins, M. A., & Amabile, T. M. (1999). Motivation and creativity. *Handbook of Creativity*, (pp. 297–313). R. Sternberg (Ed.). Cambridge.
- Ekvall, G. (1997). Organizational conditions and levels of creativity. *Creativity and innovation management*, 6 (4), 195–205.
- Ekvall, G., & Britz, A. (2001). Perceptions of the best and worst climates for creativity: preliminary validation evidence for Situational Outlook Questionnaire. *Creativity Research Journal*, 13 (2), 171–184.
- Enkvist, N. E. (1990). On the Interpretability of Texts in General, and Literary Texts in Particular. *Literary Pragmatics*. R. D. Sell (Ed.). New York – London : Longman. 363 p.
- Flossdorf, B. (1981). *Kreativität. Handbuch psychologischer Grundbegriffe*, (ss. 572–579). In: G. Rexelius & S. Grubitzsch (Hrsg.). Reinbek : Rowohlt.
- Gehrmann, S. (2015). *Bildungskonzepte und Lehrerbildung in europäischer Perspektive*. Münster – New York : Waxmann. 206 s.
- Jamison, K. R. (1995). Manic-depressive illness and creativity. *Scientific American*, 272, 62–67.
- Kraus, K. (2015). *Bildung von Lehrerinnen und Lehrern: Herausforderungen in Schule, Hochschule und Gesellschaft*. Berlin – Toronto : Budrich UniPress. 145 s.
- Ludwig, A. M. (1992). Creative achievements and psychopathology: comparison among professions. *Journal of Psychotherapy*, 46, 330–356.
- Mykhalchuk Nataliia, Ivashkevych Eduard. Psycholinguistic features of the development of social intelligence of the teacher. *Психолінгвістика. Психолінгвістика. Psycholinguistics: Зб. наук. праць ДВНЗ «Переяслав-Хмельницький пед. ун-т імені Григорія Сковороди»*. Переяслав-Хмельницький : ФОП Домбровська Я. М., 2018. Вип. 23 (1). С. 242–257. DOI <https://doi.org/10.5281/zenodo.1211618> (ISSN 2415-3397, Index Copernicus, Web of Science).
- Mykhalchuk Nataliia, Kryshevych Olga. The peculiarities of the perception and understanding of Sonnets written by W. Shakespeare by the students of the Faculty of Foreign Languages. *Психолінгвістика. Психолінгвістика. Psycholinguistics: Зб. наук. праць ДВНЗ «Переяслав-Хмельницький пед. ун-т імені Григорія Сковороди»*. Переяслав-Хмельницький : ФОП Домбровська Я. М., 2019. Вип. 26 (1). С. 265–285. DOI 10.31470/2309-1797-2019-26-1-265-285.
- Renzulli, J. S. (1991). The National Research Center on the Gifted and Talented. *Gifted Child Quarterly*, 32 (2), 156.

Zubiashvili, I., Kocharian, A., Lunov, V., Barinova, N., & Onufrieva, L. (2020). Phenomenon of money: Social and psychological essence and functions. *International Journal of Psychosocial Rehabilitation*, 24 (3), 1629–1642. DOI 10.37200/IJPR/V24I3/PR200911. URL : <https://www.scopus.com/record/display.uri?eid=2-s2.0-85080985552&origin=resultslist&sort=plf-f&src=s&sid=b36af771df0576b1b8108dc4de3433b4&sot=autdocs&sdt=autdocs&sl=18&s=AU-ID%2857214601047%29&relpos=0&citeCnt=0&searchTerm=>.

References

- Honcharuck, Nataliia, & Onufrieva, Liana (2018). Psykholohichniy analiz rivniv pobudovy komunikatyvnykh dii [Psychological analysis of levels of communicative actions' constructing]. *Psykholingvistyka. Psikholingvistika. Psycholinguistics – Psycholinguistics. Psycholinguistics. Psycholinguistics: Collection of Scientific Papers of Hryhorii Skovoroda University in Pereiaslav*, 24 (1), 97–117. Pereiaslav-Khmelnytskyi : FOP Dombrovska Ya. M. DOI 10.31470/2309-1797-2018-24-1-97-117 [in Ukrainian].
- Amabile, T. M., Conti, H., Lazenby, J., & Herron, M. (1996). Assessing the work environment for creativity. *Academy of Management Journal*, 39, 1154–1184.
- Amabile, T. M. (1983). *The social psychology of creativity*. New York : Springer-Verlag.
- Boden, M. A. (1991). *The creative mind: myths and mechanisms*. New York : Basic Books; London : Abacus.
- Bolle, R. (2014). *Eignung für den Lehrerberuf?* Leipziger Univ. Verl. [in German].
- Collins, M. A., & Amabile, T. M. (1999). Motivation and creativity. *Handbook of Creativity*, (pp. 297–313). R. Sternberg (Ed.). Cambridge.
- Ekvall, G. (1997). Organizational conditions and levels of creativity. *Creativity and innovation management*, 6 (4), 195–205.
- Ekvall, G., & Britz, A. (2001). Perceptions of the best and worst climates for creativity: preliminary validation evidence for Situational Outlook Questionnaire. *Creativity Research Journal*, 13 (2), 171–184.
- Enkvist, N. E. (1990). On the Interpretability of Texts in General, and Literary Texts in Particular. *Literary Pragmatics*. R. D. Sell (Ed.). New York – London : Longman.
- Flossdorf, B. (1981). *Kreativität. Handbuch psychologischer Grundbegriffe*, (ss. 572–579). In: G. Rexelius & S. Grubitzsch (Hrsg.). Reinbek : Rowohlt [in German].

- Gehrmann, S. (2015). *Bildungskonzepte und Lehrerbildung in europäischer Perspektive*. Münster – New York : Waxmann [in German].
- Jamison, K. R. (1995). Manic-depressive illness and creativity. *Scientific American*, 272, 62–67.
- Kraus, K. (2015). *Bildung von Lehrerinnen und Lehrern: Herausforderungen in Schule, Hochschule und Gesellschaft*. Berlin – Toronto : Budrich UniPress [in German].
- Ludwig, A. M. (1992). Creative achievements and psychopathology: comparison among professions. *Journal of Psychotherapy*, 46, 330–356.
- Mykhalchuk, Nataliia, & Ivashkevych, Eduard (2018). Psycholinguistic features of the development of social intelligence of the teacher. *Psykholinhvistyka. Psikholingvistika. Psycholinguistics – Psycholinguistics. Psycholinguistics. Psycholinguistics: Collection of Scientific Papers of Hryhorii Skovoroda University in Pereiaslav*, 23 (1), 242–257. Pereiaslav-Khmelnitskyi : FOP Dombrovska Ya. M. DOI <https://doi.org/10.5281/zenodo.1211618> (ISSN 2415-3397, Index Copernicus, Web of Science).
- Mykhalchuk, Nataliia, & Kryshevych, Olga (2019). The peculiarities of the perception and understanding of Sonnets written by W. Shakespeare by the students of the Faculty of Foreign Languages. *Psycholinguistics. Psykholinhvistyka. Psikholingvistika – Psycholinguistics. Psycholinguistics. Psycholinguistics: Collection of Scientific Papers of Hryhorii Skovoroda University in Pereiaslav*, 26 (1), 265–285. Pereiaslav-Khmelnitskyi : FOP Dombrovska Ya. M. DOI 10.31470/2309-1797-2019-26-1-265-285.
- Renzulli, J. S. (1991). The National Research Center on the Gifted and Talented. *Gifted Child Quarterly*, 32 (2), 156.
- Zubiashvili, I., Kocharian, A., Lunov, V., Barinova, N., & Onufrieva, L. (2020). Phenomenon of money: Social and psychological essence and functions. *International Journal of Psychosocial Rehabilitation*, 24 (3), 1629–1642. DOI 10.37200/IJPR/V24I3/PR200911. Retrieved from <https://www.scopus.com/record/display.uri?eid=2-s2.0-85080985552&origin=resultslist&sort=plf-f&src=s&sid=b36af771df0576b1b8108dc4de3433b4&sort=autdocs&sdt=autdocs&sl=18&s=AU-ID%2857214601047%29&relpos=0&citeCnt=0&searchTerm=>.

Набочук Олександр. Продуктивний підхід до проблеми фасилітативної інтеракції та розвитку творчості особистості

АНОТАЦІЯ

Мета статті – висвітлити психологічні особливості продуктивного підходу до проблеми фасилітативної інтеракції та розвитку творчості особистості.

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

Результати дослідження. Теоретичний аналіз психологічних досліджень із порушеної проблеми дає підстави виокремити декілька основних підходів до вивчення творчості у зарубіжній психології: 1) психодинамічний підхід, що описує творчість через взаємовплив «Воно», «Я», «Над-Я»; 2) біхевіористичний підхід, який розглядає творчість як результат поведінки з чітким дотриманням схеми «стимул – реакція»; 3) прагматичний підхід, що наголошує на можливостях практичного використання людиною творчого продукту і, як наслідок, – виокремленні інших ресурсів творчого використання цього продукту; 4) психопатологічний підхід, що розглядає творчість як побічний продукт психічних розладів особистості; 5) продуктивний підхід, який оцінює творчість з огляду на новизну кінцевого продукту; 6) процесуальний підхід, що розглядає творчість як процес; 7) гуманістичний підхід, який робить акценти на власне самовираженні творця.

Доведено, що представники продуктивного підходу роблять акцент на креативності як вихідному продукті творчої діяльності. Творчими називаються не лише шедеври світової культури і мистецтва, винаходи в техніці, нові концепції в науці, але також й оригінальне оформлення інтер'єру приміщення, незвичний дизайн одягу тощо. Широкий діапазон креативних продуктів має актуалізувати здатність людини до їх диференціації відповідно до рівнів прояву творчості. Отже, представники продуктивного підходу вперше стверджують про рівневий характер творчої діяльності.

Висновки. Можемо зробити висновок про те, що для більшості досліджень фасилітативної інтеракції характерні такі положення. По-перше, творча діяльність розглядається як потреба людини пристосовуватися до нових умов дійсності. Це – здатність індивіда включати в процес свого життя децю нове, адаптуватися до зовнішніх умов діяльності, що, як правило, сприяє більшій гнучкості суб'єкта у розв'язанні задач і проблем, підвищує можливість особистісного вдосконалення та зростання.

Творча діяльність розглядається як процес винайдення продукту, якого ще не існувало для даної людини (хоча цей продукт уже може існувати в принципі). Характеристиками цих нових продуктів чи процесів є їх новизна, оригінальність, доцільність, валідність, здатність задовольняти власні потреби, адекватність.

Аналіз психологічних особливостей продуктивного підходу до вивчення творчості показує, що цей підхід тією чи іншою мірою редукує творчу здатність людини до прояву її окремих характеристик. Продуктивний підхід пропонує досить оригінальне і збалансоване розуміння креативності, в основу якого покладено положення про універсальність творчості, її доступність для кожного, про роль творчості не лише як способу адаптації людини до зовнішніх умов оточуючої дійсності, але й як інструменту їх якісних змін.

Ключові слова: продуктивний підхід, фасилітативна взаємодія, творчість людини, універсальність творчості, доступність творчості для кожного, адаптація особистості до зовнішніх умов навколишнього середовища.

Набочук Александр. Продуктивный подход к проблеме фасилитативного взаимодействия и развития творческой личности

АННОТАЦИЯ

Целью статьи является экспликация психологических особенностей продуктивного подхода к проблеме фасилитативного взаимодействия и развития творческой личности.

Для решения поставленных в работе задач использованы следующие теоретические **методы исследования:** категориальный, структурно-функциональный, анализ, систематизация, моделирование, обобщение.

Результаты исследования. Теоретический анализ психологических исследований по данной проблеме позволил выделить несколько основных подходов к изучению творчества в зарубежной психологии: 1) психодинамический подход, который описывает творчество через взаимовлияния «Оно», «Я», «Сверх-Я»; 2) бихевиористский подход, рассматривающий творчество как результат поведения с четким соблюдением схемы «стимул – реакция»; 3) прагматический подход, который провозглашает возможности практического использования человеком творческого

© Nabochuk Oleksandr

продукта и, как результат, – выделение других ресурсов творческого использования данного продукта; 4) психопатологический подход, который рассматривает творчество как побочный продукт психических расстройств личности; 5) продуктивный подход, оценивающий творчество через новизну конечного продукта; 6) процессуальный подход – рассматривает творчество как процесс, 7) гуманистический подход, который делает акценты собственно на самовыражении творца.

Доказано, что представители продуктивного подхода акцентируют внимание на креативности в исходном продукте творческой деятельности. Творческими называются не только шедевры мировой культуры и искусства, изобретения в технике, новые концепции в науке, но также и оригинальное оформление интерьера помещения, необычный дизайн одежды и др. Широкий диапазон креативных продуктов способен актуализировать способность человека к их дифференциации в соответствии с уровнями проявления творчества. Таким образом, представители продуктивного подхода впервые заявляют касательно уровневого характера творческой деятельности.

Выводы. Можем сделать вывод о том, что для большинства исследований фасилитативного взаимодействия являются характерными следующие положения. Во-первых, творческая деятельность рассматривается как потребность человека приспособляться к новым условиям действительности. Это – способность индивида включать в процесс своей жизни нечто новое, адаптироваться к внешним условиям деятельности, что, как правило, способствует большей гибкости субъекта в решении задач и проблем, повышает возможность личностного совершенствования и роста. Творческая деятельность рассматривается как процесс изобретения продукта, которого еще до тех пор не существовало для данного человека (хотя этот продукт уже может существовать в принципе). Характеристиками этих новых продуктов или процессов являются их новизна, оригинальность, целесообразность, валидность, способность удовлетворять собственные потребности, адекватность.

Анализ психологических особенностей продуктивного подхода к изучению творчества показывает, что этот подход в той или иной мере редуцирует творческую способность человека к проявлению ее отдельных характеристик. Продуктивный подход предлагает достаточно оригинальное и сбалансированное понимание креативности, в основе

котрого находится положение касательно универсальности творчества, его доступности для каждого, роли творчества не только как способа адаптации человека к внешним условиям окружающей действительности, но и как инструмента ее качественных изменений.

Ключевые слова: *продуктивный подход, фасилитативное взаимодействие, творчество личности, универсальность творчества, доступность творчества для каждого, адаптация личности к внешним условиям окружающей среды.*

Original manuscript received January 12, 2021

Revised manuscript accepted February 17, 2021

Heuristic Talk as a Means of Forming a Teenager as a Subject of Educational Activity

Евристична бесіда як засіб формування підлітка як суб'єкта пізнавальної діяльності

Nataliia Ternovyk

Ph. D. in Psychology, Assistant Professor, International Economic and Humanities University named after Stepan Demianchuk, Rivne (Ukraine)

ORCID ID: <https://orcid.org/0000-0002-1425-2423>

Researcher ID: <http://www.researcherid.com/rid/AAH-8779-2020>

E-mail: nato4ka66@ukr.net

Наталія Терновик

Кандидат психологічних наук, доцент, Міжнародний економіко-гуманітарний університет імені академіка Степана Дем'янчука, м. Рівне (Україна)

Oleksandr Hudyma

Ph.D. in Psychology, Assistant Professor, Department of General and Applied Psychology, Kamianets-Podilskiy National Ivan Ohiienko University, Kamianets-Podilskiy (Ukraine)

ORCID ID: <https://orcid.org/0000-0001-8244-7284>

Researcher ID: <http://www.researcherid.com/rid/F-8900-2019>

E-mail: hyduma1979@ukr.net

Олександр Гудима

Кандидат психологічних наук, доцент, кафедра загальної та практичної психології, Кам'янець-Подільський національний університет імені Івана Огієнка, м. Кам'янець-Подільський (Україна)

Address for correspondence, e-mail: kpnu_lab_ps@ukr.net

Copyright: © Ternovyk Nataliia, Hudyma Oleksandr



The article is licensed under **CC BY-NC 4.0 International**
(<https://creativecommons.org/licenses/by-nc/4.0/>)

© Ternovyk Nataliia, Hudyma Oleksandr

DOI (article): <https://doi.org/10.32626/2227-6246.2021-51.190-214>

The author's contribution: Ternovyk N. – 50%, Hudyma O. – 50%.

Авторський внесок: Терновик Н. – 50%, Гудима О. – 50%.

ABSTRACT

The purpose of our research is to justify methodological backgrounds for the purpose of investigating subjectivity of the person and to test the level of person's formation of adolescents empirically in the heuristic talk.

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. The questionnaire method was used as the experimental one. In order to conduct the empirical part of the research, the author's questionnaires were developed for both parents and teachers.

The results of the research. Current experimental data suggest that group activity has a positive effect on individual pupils' activity. In our experiments we found that the productivity of random memorization of words (the reproduction) of pupils in the presence of others increased by 3%, and in terms of joint activities – by 25%. Thus, in the conditions of interaction of pupils the exchange of information communication performs the function of forming a common memory fund. The results of experiments conducted under the direction to solve problems that require a creative approach are indicative for the confirmation of greater efficiency of group activity in comparison with individual. In this research a large number of pupils were offered the same task. During 30 minutes provided for solving the problems, none of the pupils were able to cope with it, working individually. Then the task was offered to groups of the same pupils, united by 2–3 and 4 people. 70% of the groups found the right solution without going beyond the same 30 minutes.

Practical experience in the use of group forms of the activity at the lessons allows us to explore the relationships between the effectiveness of joint activities of pupils in the process of group activity on the effectiveness of individual solution by partners in the process of communication of mental problems. At the lessons groups of pupils (3–4 pupils in each group) were asked to solve some problem. As an indicator to assess the effectiveness of joint activities of adolescents in the process of group activity, we used the measure of a teacher's assistance to pupils. As a result, teenagers were divided into subgroups (depending on how much help they needed from the teacher in solving the problem). The first (best)

© Ternovyk Nataliia, Hudyma Oleksandr

DOI (article): <https://doi.org/10.32626/2227-6246.2021-51.190-214>

subgroup included groups of pupils who showed the highest level of efficiency in solving problems in the process of joint activity, the second (average) – groups with average efficiency, the third (worst) – triads with the least efficiency in the performance of tasks.

Conclusions. *These factors must be taken into account by teachers in the classroom to increase the level of knowledge of pupils in this or that subject and improve the methods of working with pupils within the implementation of an individual approach to each individual adolescent. It should be emphasized that the effectiveness of group forms of work at the lessons is largely determined by the level of the activity of pupils' thinking, which in turn will depend on several conditions: whether pupils will receive knowledge ready, if the teacher fully explains the new topic (but does not retell the task, accompanying the translation with the only correct explanation and evaluation of the material, which sometimes occurs in the pedagogical practice of teachers); whether the teacher seeks to include pupils into the process of studying the material through leading questions; whether the study of new material is carried out in the process of independent search activity of pupils who, when faced with a problem situation, themselves seek a way out of it, thus solving a cognitive problem.*

Key words: *heuristic talk, a subject of educational activity, pupils' thinking, the process of joint activity, the interaction of pupils, the communication, mental problems.*

Introduction

The humanization of the educational process of the contemporary school is primarily focused on preserving the exclusivity and uniqueness of each person (Brédart, 1991). After all, we have to tell about all children, the future of our society and state. Therefore, it is necessary to pay attention to the development of the person's subjectivity and those important qualities that reflect the individuality. The widest possibility of the realization of individual qualities of a child appears in the process of educational activity (Beauvillain, 1994). And last but not at least it is the creation of effective psychological conditions for the development of pupils as subjects of their cognitive activity (Crookes, 1989).

One of the ingrained trends at school teaching is that a pupil is perceived more as the object of the pedagogical influence than as a subject of learning. The teacher and the schoolboy / girl are in a situation of threat of misunderstandings and conflicts. This is especially true for adolescents with a higher level of self-awareness, the ability to self-realization and the desire for self-affirmation (Britell, 1980; Chen, 1993).

Thus, the formation of the adolescent, the development of his / her independence, the growth of the person as a subject of cognitive activity, the fullest realization of the creative potential of a student remain the most important tasks of the educational process of the contemporary school.

The purpose of our research is to justify methodological backgrounds for the purpose of investigating subjectivity of the person and to test the level of person's formation of adolescents empirically in the heuristic talk.

Methods of the research

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

Results and their discussion

It should be emphasized that along with the psychology of the person, the psychology of the individuality as a traditional direction of the world psychology, the psychology of subjectivity is actively trying to assert itself. It is known that one of the most common norms is the image of the subject. The subject in this context is considered as a source of consciousness of human activity. The image of the subject performs a regulatory function in the society and historically develops in the process of social practice. Its main features are learned by a person during communication and especially actively during training.

Before manifesting oneself in the process of social interaction, a person tries to anticipate his / her actions, to rebuild his / her self-image in a certain situation (Mykhalchuk & Bihunova, 2019). Such awareness of himself / herself as an actor, as a source of one's own activity, is based on generally accepted ideas about the subject. They are the basis of the individual's reflections, his / her vision of his / her «Self» from the side of others (Adler, Lindzey & Hall, 1997).

Thus, in order to influence the development of adolescents purposefully in the process of cognitive activity, scientists have to present the image of subjectivity clearly, which is reflected in certain aspects of the activity, such as: conditionality of mental image by past experience, needs, attitudes, emotions, goals and motives controllability and selectivity of the activity. The formation of the subject involves the emergence of processes of the development and prioritization of goals, problems and choices for solving and shaping tasks and solutions. In such a way subjectivity is essentially socio-cultural in nature, as the ultimate cause of an individual's actions is always characterized in time, space, meaning, and among the direct and indirect participants in the activity.

The learning process would promote the development of the adolescent as a subject of the activity, strengthen pupils' interest in learning, discovering new, ensuring the reliability of acquired knowledge and at the same time promoting the formation of each child's traits of having been cognitive active, characterizing by real and creative thinking, self-critical personality.

The experience shows that psychological and pedagogical material has been collected, which allows to see us the ways of specific psychological and pedagogical activity that activates the subjective forces of the adolescent's person (Bennett, 1998; Bondarenko & Levenetz, 2000). But to date, there have been no special psychological studies that would consider the problem of forming a teenager as a subject as one of the important

components of personality's development in cognitive activity in the process of schooling.

In the context of this problem we note that subjectivity affects the development of the personality primarily because it serves as the important form of individual connection with the society, the realization of personal and social interests, the identification of the individuality, self-awareness, self-organization and self-realization during cognitive activity. It also confirms the contradiction between the growing demands of the contemporary school and the individual qualities of the adolescent's personality and the level of the development of his / her subjective essence (subjectivity). Theoretical development and practical significance have identified the problem of our research – what psychological conditions are the most effective in terms of the development of the adolescent as a subject of cognitive activity.

The idea of the personality, or «human of a man» has always worried scientists, philosophers, psychologists, educators, because not a man belongs to the body, but the body to a man (Abrams & Hogg, 1999). Individuals are born, they become a personality, they defend individuality (Dubovyk, Mytynyk, Mykhalchuk, Ivashkevych & Khupavtseva, (2020). The famous scientists consider the idea of human subjectivity as a kind of self-determination of his / her existence in the world (Das, 2009; Onufriieva, Chaikovska, Kobets, Pavelkiv & Melnychuk, 2020). The phenomenon of subjectivity is that man sees himself / herself as the cause of his / her personal existence in the world, which is manifested in acts of free going beyond the established process (detection of active human maladaptation), reflection of himself / herself in other people (being in the other person and for the other one) and in himself / herself (being in himself / herself and for himself / herself). Psychology, being separated from Philosophy over time, does not abandon the personal subject, but continues to develop it due to its own specifics. We have to note that historically,

© Ternovyk Nataliia, Hudyma Oleksandr

Ukrainian psychology has relied and still relies mainly on materialist views. Since 1920s, the problem of the methodological role of the category of «subject» for determining the subject of psychology has been actively developed in the world psychology. The development of a subjective approach is associated with the names of many scientists (Drobot, 2013).

Thus, scientists point out that the activity can not be performed by itself, the activity can only be the activity of one's entity (he / she is the author, the creator, the performer) or entities that perform joint activities. In addition, the activity is always objective, real, creative and independent. Independence does not contradict joint activity, it is realized in it. Researchers pointed out to the relationships between the development and being of the subject. The subject is a part of being, knowing which one creates it. In turn, changes in being lead to a change of the subject as a component of being. Thus, being creates the subject, and he / she, in turn, creates his / her own being (Caljuve, Marx & Petry, 1993).

Also scientists made a significant contribution onto the development of a subjective approach. In such a way the scientist noted that active relations with the reality are not individual acts of mental activity of the subject, but the subject himself / herself. In addition, they believed that the man is a subject at all levels of his activity, as any activity means the subject's attitude to the surrounding reality (Vovk, Emishyants, Zelenko, Drobot & Onufrieva, 2020). We believe that such a view is acceptable only in a case of conscious activity. It is clear that the unconscious individual is incapable of reflection as a structural component of consciousness. Therefore, he cannot separate himself from the world, separate himself from his own life; does not know that his activity depends on him. Therefore, in addition to unconscious activity the individual must initiate his conscious activity. Then we can really say that at all levels of conscious activity a person is a subject.

Among the luminaries of the subjective approach is A. Bine (1987), who, highlighting the triad «the individual – the personality – the individuality» correlated it with the understanding of a man as a subject of knowledge, communication and the activity. A. Bine (1987) believed that the integration of all the characteristics of man as an individual, personality, the subject of the activity, their merger is individuality. Individuality is one of the latest products of human development, the highest level of the development of subjective activity, due to the fact that a high coefficient of exteriorization, of the activity allows a person to build himself / herself from the very beginning.

A. Bine (1987) noted that the formation of the person occurs much later than the formation and the development of the individual. In addition, in his opinion, the subject is always a person, and the person is a subject. But he / she does not identify these concepts, as there is a difference in their characteristics (activities and attitudes), and in the affiliation of these characteristics to more general structures. Therefore, scientists note that the subject is not only the individual, but the individual is not only the subject. So, if we compare these two statements, we get that a person does not born as a subject. Continuing the analysis of human ontogenesis by A. Bine (1987), we find that the social formation of a man is not limited to the formation of the person – the subject of social behavior and communication. This is at the same time the creation of a man as a subject of knowledge and the activity. And we must admit that the formation of these qualities precedes the formation of personal qualities.

So, it is logical to assume that in terms of genesis, according to scientists, we have an individual, a subject, a Person. We do not believe that the subject is always a Person. Personality, in our opinion, is a qualitatively new level of the development of the subject. The opinion of researchers is close to us, that at a certain stage of life every child becomes a person,

and each person is a subject (although the latter, as we have seen the subject is not reduced to a person) (Blagovechtchenski, Gnedykh, Kurmakaeva, Mkrtychian, Kostromina & Shtyrov, 2019). However, perhaps it should be added – every conscious child.

The dialectical relationship between the concepts of a Subject, a Person, an Individual is concretized and revealed. We think that the subject is a kind of nucleus, which contains the activity and consciousness of human existence as an individual and as a person. The author points out to the subjective existence of the person and individuality. An entity acts as an individual one if it knows and acts within the normative field of the society, masters these norms and implements them in people's activities. If the subject creates norms and a fundamentally new activity is based on their basis, then he / she acts as an individual. Thus, the relevance-introduction is determined by the criterion of dilution of these concepts. Unfortunately, the author does not raise the issue of the pre-personal existence of the subject, which, apparently, was not the subject of the research. Therefore, the relationships between these concepts in the genesis are unclear.

Another way of organizing a discussion of a problem situation was to use several options to solve problems from which pupils chose the best. For example, when organizing a discussion of the problem «What is the best hobby?» the teacher conducted a questionnaire and found out the preferences of the pupils. In teacher's address to the pupils he / she noted that each of their preferences in their own way is interesting and useful. Then the pupils had a task with identifying the most exciting and useful lesson. The choice of one of several solution options stimulated foreign language activities of the pupils. In the same way, the discussion of the following problem situations was organized: What is the best way to spend your leisure time? What is the most interesting way to travel? What do you want to be?

Teacher:

– The week-ends are coming. Each of you has your own plans to spend a free-time. Very often we can hear different discussions about the best ways to spend the leisure time. What is your opinion according to this? Is it important to choose the way of spending your leisure time carefully or let it go by itself?

Group I.

Pupil 1:

– I think that we don't have to sit and choose what way is better and what is not. It's not for us to decide. Everything must be natural. When you want to do something the only thing you need is desire. Only in this case you will have the real holiday, not expectable and surprising.

Pupil 2:

– I totally disagree. In order to have a good leisure time you must plan it forehead. Of course you can't plan every detail but in general you must know what to do. To my mind planning a walking trip is better than just sit, read a book and wait for a somebody's call.

Pupil 3:

– Easier said than done. It never happens as you wish. Sometimes it seems to you that everything is planed and nothing can go wrong. But you cannot tell forehead what can happen and your dream can be broken to pieces.

In control groups the discussion of these topics was carried out according to the traditional question-answer methodology.

Teacher:

– What can you tell me about your leisure time? Where do you prefer to spend it?

Group II.

Pupil 1:

– I am always looking forward for my free-time. In this period I can finally relax and do whatever I want.

Pupil 2:

– The leisure time is the most precious time for me. I prefer playing chess because I am a big fan of this game.

Pupil 3:

– I don't have any leisure time so I can't say what I prefer. During so called «leisure time» I have practical lessons with my tutor.

The important place in the teaching of a foreign language was moral and ethical problem situations. They had not only educational but also cultural effect on schoolchildren. To organize a discussion of the moral and ethical problem the teacher reported to the pupils incomplete output data. So, to create one of the problem situations on «What is wrong?» a great introduction of the teacher and a series of sequential pictures were prepared. In the introduction, the teacher set a problem for pupils in the form of a problem: «One day some pupils went to the theatre. They were two boys and three girls. The performance was splendid but the girls didn't like their visit to the theatre. Explain why the girls didn't like it. Find the answer in the cards». After that pupils looked through the cards and analyzed the schoolchildren's behaviour at the theatre: «The boys didn't help with their coats and hats. The boys spent too much time eating their cakes and drinking lemonade, and they came back late to their seats». These facts allowed the pupils to fill in the information that was missing during the problem setting and to conclude some moral and ethical norms of conduct.

Incomplete output, without which the search for an answer to the question put by the teacher was impossible, served as an incentive for the thought-making activity of pupils. Similarly it was organized the topic «The world around teens is full of problems».

After the introductory word of the teacher, the pupils were asked to write a letter of how they would like people to behave in their ideal world. Then a discussion of the topic was held: «The relations between friends».

At the previous stage pupils were invited to discuss the words of famous people regarding friendship.

Teacher:

– The sea of friendship is now calm and beautiful. But sometimes it can be horrible and dangerous! Do you want to sail in it? Are you sure you are ready for that voyage? There are some expressions of famous people written on the blackboard. Agree or disagree with them and prove your ideas. It will be your ticket to our ship.

«Be slow in choosing a friend, slower in changing».

Benjamin Franklin

«The best way to destroy your enemy is to make him your friend».

Abraham Lincoln

«Money can't buy friends, but you get a better class of enemy».

Spike Milligan, Irish comedian

«Associate with men of good quality, if you esteem your own reputation, for it is better to be alone than in bad company».

George Washington

This task helped the pupils to determine their position on friendship in such a way, and also helped to reduce the fear of expressing their own thoughts before the whole class. Here are some of their answers.

Group III.

Pupil 1:

I fully agree with Benjamin Franklin. Choosing a friend is a very important mission and we mustn't make it easy, otherwise we may choose the wrong person and feel sorry for the rest of our lives.

Pupil 2:

– People say: «Tell me who is your friend and I'll tell you who you are.» I couldn't say better. Everybody knows that to find a real friend is very difficult. But when you have found such person you must do everything in order not to lose it.

Group II.

Pupil 1:

– I prefer the expression of Abraham Lincoln to the expression of Benjamin Franklin. Because we all know the fact that from love to hate is one step and on the contrary. And a loyal enemy can be turned into the loyal friend. Of course it requires great efforts, but such friend is dangerous because under the certain circumstances he may turn back into the enemy.

Pupil 2:

– Spike Milligan had a very good point. Though money and friendship cannot be put into one line, we all are aware in the importance of it. But on the other hand I must say that it doesn't matter how much money your enemy has, the only thing that can be better is the method he will use to destroy you. That is a disadvantage. You can also see a good point of such enemy. He can teach you lots of useful things and for the future you will know how to protect yourself correctly.

Pupil 3:

– I can only partly agree with George Washington. Yes, there are some people who prefer loneliness to a bad company, but it is very difficult to be lonely. Mostly it depends on the character of the person.

The task for control groups was simply to express their views on the above-mentioned expressions.

Group I.

Pupil 1:

– As for me I like to choose friends fast without thinking. That's why I have a lot of friends.

Pupil 2:

– I like the expression of Abraham Lincoln though I can't even imagine how to make your enemy your friend.

Group II.

Pupil 1:

– I don't agree with the expression of Spike Milligan because, for example, rich people have a great number of friends

and acquaintances. With their help they can do everything and not to be afraid of anything.

Pupil 2:

– I like the expression of George Washington but I can only partly agree with him. Sometimes bad company has its own advantages. I mean after spending time with such company you already know what to expect from your enemies.

The next stage was the consideration of problem situations.

Group I.

Teacher to pupil A:

– You notice that your friend B doesn't look very well. Find out what the matter is. Give your friend a word of advice.

Teacher to pupil B:

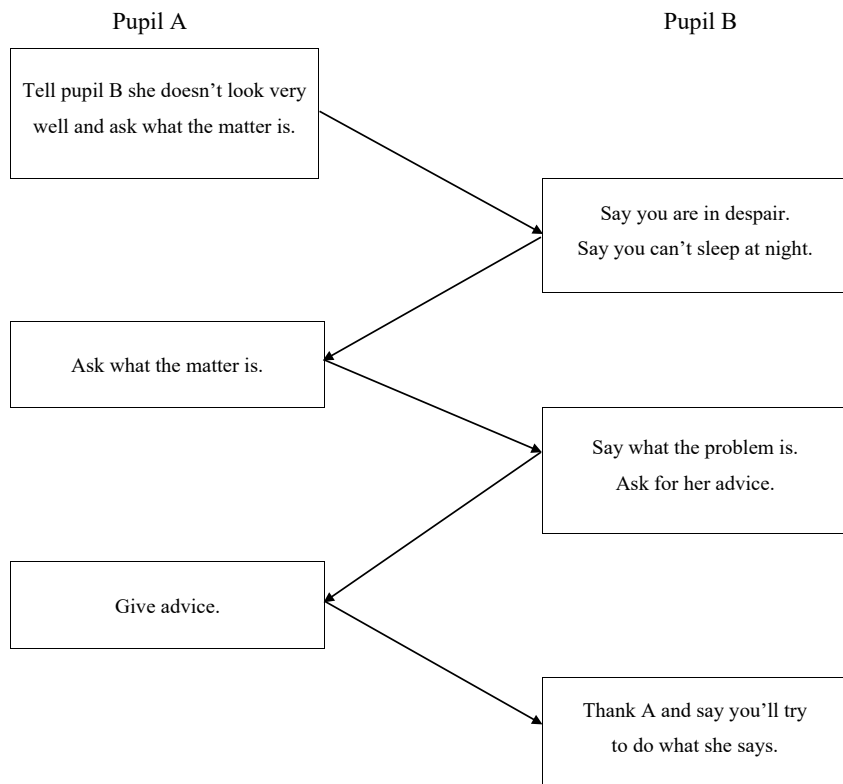
– You are worried. You can't sleep at night. You're tired of your relationships with your boy-friend. You are really good friends with him. But the problem is he explodes about little things and takes the blame out on you by punching you. Ask pupil A for her advice.

In the process of a heuristic conversation, the pupils were offered a table for help. After that the teacher turns to the whole class with a question:

– Do you agree with your classmate's opinion? Will it be better to leave her boy-friend without any explanations in order to save her nerves, or to have a serious conversation and find the way out of this situation? Prove your opinion.

Pupil 1:

– To my mind it will be better to have a serious talk about their problems and to discover the reasons of his behavior. Maybe it is just a misunderstanding. But in order to make all these actions she will have to try hard otherwise there will be no result. We all know that to achieve something you need to use the best efforts you have ever had. If she wants to stay with her boy-friend and be happy it is necessary for her to take hazards and decide the destiny by herself. Nobody will help. It's all up to her.



Pupil 2:

– You are probably right. But don't you think that it will be much easier to forget about everything negative that you've had and to start building the relations from the very beginning. While discovering the reason you can make everything only worse. I guess it's high time for them to move in different directions. They both must realize it and leave taking a good memories with themselves.

Pupil 3:

– I agree with you only to a certain extent, but still it seems to me that she must have courage and face up all the

problems. Only after that she will be able to get rid of this headache. To mind it doesn't matter what difficulties you may meet in your life. The only thing that matters is the way you will stand before them.

Current experimental data suggest that group activity has a positive effect on individual pupils' activity. In our experiments we found that the productivity of random memorization of words (the reproduction) of pupils in the presence of others increased by 3%, and in terms of joint activities – by 25%. Thus, in the conditions of interaction of pupils the exchange of information communication performs the function of forming a common memory fund.

The results of experiments conducted under the direction to solve problems that require a creative approach are indicative for the confirmation of greater efficiency of group activity in comparison with individual. In this research a large number of pupils were offered the same task. During 30 minutes provided for solving the problems, none of the pupils were able to cope with it, working individually. Then the task was offered to groups of the same pupils, united by 2–3 and 4 people. 70% of the groups found the right solution without going beyond the same 30 minutes.

Practical experience in the use of group forms of the activity at the lessons allows us to explore the relationships between the effectiveness of joint activities of pupils in the process of group activity on the effectiveness of individual solution by partners in the process of communication of mental problems. At the lessons groups of pupils (3–4 pupils in each group) were asked to solve some problem. As an indicator to assess the effectiveness of joint activities of adolescents in the process of group activity, we used the measure of a teacher's assistance to pupils. As a result, teenagers were divided into subgroups (depending on how much help they needed from the teacher in solving the problem).

The first (best) subgroup included groups of pupils who showed the highest level of efficiency in solving problems in the process of joint activity, the second (average) – groups with average efficiency, the third (worst) – triads with the least efficiency in the performance of tasks (see Table 1).

Table 1

The effectiveness of groups of adolescents
in the process of solving by them mental problems
(in the paradigm of group activity)

Groups	The average rank of the measure of the assistance for each group (the scale from 1 to 20)
I	2.4–6.5
II	7.9–10.1
III	11.3–16.6

Thus, the effectiveness of the members of the primary groups in the individual solution of problems influenced the success of the joint activity of pupils. These data allow us to conclude that the joint activities of adolescents during group activity are characterized by specific factors that, despite the equal composition of groups of teenagers, lead to different effectiveness of the activity in these groups, which, in turn, depends on the effectiveness of the solution problem task by each participant of communication separately.

Conclusions

These factors must be taken into account by teachers in the classroom to increase the level of knowledge of pupils in this or that subject and improve the methods of working with pupils within the implementation of an individual approach to each individual adolescent. It should be emphasized that the effectiveness of group forms of work at the lessons is largely determined by the level of the activity of pupils' thinking, which in turn will depend on several conditions:

- whether pupils will receive knowledge ready, if the teacher fully explains the new topic (but does not retell the task, accompanying the translation with the only correct explanation and evaluation of the material, which sometimes occurs in the pedagogical practice of teachers);
- whether the teacher seeks to include pupils into the process of studying the material through leading questions;
- whether the study of new material is carried out in the process of independent search activity of pupils who, when faced with a problem situation, themselves seek a way out of it, thus solving a cognitive problem.

Literature

- Abrams, D., & Hogg, M. (1999). *Social Identity and Social Cognition*. Oxford. 350 p.
- Adler, A., Lindzey, G., & Hall, C. (1997). *Individual Psychology. Theories of Personality*, (pp. 114–156). New York : New York Wiley.
- Beauvillain, C. (1994). Morphological structure in visual word recognition: Evidence from prefixed and suffixed words. *Language and Cognitive Processes*, 9 (3), 317–339.
- Bennett, M. (1998). *Basic concepts of Intercultural Communication: Selected Readings*. Yarmouth. 232 p.
- Binet, A. (1984). *Modern ideas about children*. S. Heisler (Transl.). Cambridge : Cambridge University Press. 235 p.
- Blagovechtchenski, E., Gnedykh, D., Kurmakaeva, D., Mkrtychian, N., Kostromina, S., & Shtyrov, Y. (2019). Transcranial direct current stimulation (tDCS) of Wernicke's and Broca's areas in studies of language learning and word acquisition. *Journal of Visualized Experiments*, (pp. 37–59). URL : <https://doi.org/10.3791/59159>.
- Bondarenko, A. F., & Levenetz, A. E. (2000). Emotionale Abhängigkeiten in Sachen Liebe: eine experimentelle Studie. *Psychologie in Österreich*, 1, pp. 24–29).
- Brédart, S. (1991). Word interruption in self-repairing. *Journal of Psycholinguistic Research*, 20, 123–137. URL : <https://doi.org/10.1007/bf01067879>.
- Britell, T. K. (1980). Competence and Excellence. *Minimum Competency Achievement Testing*, (pp. 23–29). R. M. Taeger, C. K. Titlt (Eds.). Berkeley.

- Caljuve, A. de, Marx, E., & Petra, M. (1993). *School Development: Models and Changes*. Luxembourg. 252 p.
- Chen, R. (1993). Responding to Compliments. A Contrastive Study of Politeness Strategies between American English and Chinese Speakers. *Journal of Pragmatics*, 20 (1), 49–73.
- Crookes, G. (1989). Planning and interlanguage variation. *Studies in Second Language Acquisition*, 11, 367–383. URL : <https://doi.org/10.1017/s0272263100008391>.
- Das, J. P. (2009). *Das-Naglieri cognitive assessment system*. Chicago : Riverside Publishing. 135 p.
- Drobot, O. V. (2013). Managerial Mentality: Scientific Paradigm of Research. *Middle-East Journal of Scientific Research*, 13 (Special Issue on Socio-Economic Sciences and Humanities), 101–107. URL : [http://www.idosi.org/mejsr/mejsr13\(sesh\)13/19.pdf](http://www.idosi.org/mejsr/mejsr13(sesh)13/19.pdf).
- Dubovyk, S. H., Mytynyk, A. Ya., Mykhalchuk, N. O., Ivashkevych, E. E., & Khupavtseva, N. O. (2020). Preparing Future Teachers for the Development of Students' Emotional Intelligence. *Journal of Intellectual Disability – Diagnosis and Treatment*, 8 (3), pp. 430–436. URL : <https://www.lifescienceglobal.com/journals/journal-of-intellectual-disability-diagnosis-and-treatment/volume-8-number-3/82-abstract/jiddt/4038-abstract-preparing-future-teachers-for-the-development-of-students-emotional-intelligence>. DOI <https://doi.org/10.6000/2292-2598.2020.08.03.20>. Published: September 14, 2020.
- Mykhalchuk, N., & Bihunova, S. (2019). The verbalization of the concept of «fear» in English and Ukrainian phraseological units. *Cognitive Studies | Études cognitives*, 19, 11. Warsaw (Poland). URL : <https://doi.org/10.11649/cs.2043>.
- Onufrieva, L., Chaikovska, O., Kobets, O., Pavelkiv, R., & Melnychuk, T. (2020). Social Intelligence as a Factor of Volunteer Activities by Future Medical Workers. *Journal of History Culture and Art Research*, 9 (1), 84–95. DOI <http://dx.doi.org/10.7596/taksad.v9i1.2536>. URL : http://apps.webofknowledge.com/full_record.do?product=WOS&search_mode=GeneralSearch&qid=3&SID=C2rooGzb9Eyq4lCkoTY&page=1&doc=1.
- Vovk, M., Emishyants, O., Zelenko, O., Drobot, O., & Onufrieva, L. (2020). Psychological Features of Experiences of Frustration Situations in Youth Age. *International Journal of Scientific & Technology Research*, 8 (01, January), 920–924. URL : <http://www.ijstr.org/paper-references.php?ref=IJSTR-0120-28117>.

References

- Abrams, D., & Hogg, M. (1999). *Social Identity and Social Cognition*. Oxford.
- Adler, A., Lindzey, G., & Hall, C. (1997). Individual Psychology. *Theories of Personality*, (pp. 114–156). New York : New York Wiley.
- Beauvillain, C. (1994). Morphological structure in visual word recognition: Evidence from prefixed and suffixed words. *Language and Cognitive Processes*, 9 (3), 317–339.
- Bennett, M. (1998). *Basic concepts of Intercultural Communication: Selected Readings*. Yarmouth.
- Binet, A. (1984). *Modern ideas about children*. S. Heisler (Transl.). Cambridge : Cambridge University Press.
- Blagovetchchenski, E., Gnedykh, D., Kurmakaeva, D., Mkrtychian, N., Kostromina, S., & Shtyrov, Y. (2019). Transcranial direct current stimulation (tDCS) of Wernicke's and Broca's areas in studies of language learning and word acquisition. *Journal of Visualized Experiments*, (pp. 37–59). Retrieved from <https://doi.org/10.3791/59159>.
- Bondarenko, A. F., & Levenetz, A. E. (2000). Emotionale Abhängigkeiten in Sachen Liebe: eine experimentelle Studie. *Psychologie in Österreich*, 1, 24–29.
- Brédart, S. (1991). Word interruption in self-repairing. *Journal of Psycholinguistic Research*, 20, 123–137. Retrieved from <https://doi.org/10.1007/bf01067879>.
- Britell, T. K. (1980). Competence and Excellence. *Minimum Competency Achivement Testing*, (pp. 23–29). R. M. Taeger, C. K. Titlt (Eds.). Berkeley.
- Caljuve, A. de, Marx, E., & Petry, M. (1993). *School Development: Models and Changes*. Luxembourg.
- Chen, R. (1993). Responding to Compliments. A Contrastive Study of Politeness Strategies between American English and Chinese Speakers. *Journal of Pragmatics*, 20 (1), 49–73.
- Crookes, G. (1989). Planning and interlanguage variation. *Studies in Second Language Acquisition*, 11, 367–383. Retrieved from <https://doi.org/10.1017/s0272263100008391>.
- Das, J. P. (2009). *Das-Naglieri cognitive assessment system*. Chicago : Riverside Publishing.
- Drobot, O. V. (2013). Managerial Mentality: Scientific Paradigm of Research. *Middle-East Journal of Scientific Research*, 13 (Special Issue on Socio-Economic Sciences and Humanities), 101–107. Retrieved from [http://www.idosi.org/mejsr/mejsr13\(sesh\)13/19.pdf](http://www.idosi.org/mejsr/mejsr13(sesh)13/19.pdf).

- Dubovyk, S. H., Mytnyk, A. Ya., Mykhalchuk, N. O., Ivashkevych, E. E., & Khupavtseva, N. O. (2020). Preparing Future Teachers for the Development of Students' Emotional Intelligence. *Journal of Intellectual Disability – Diagnosis and Treatment*, 8 (3), 430–436. Retrieved from <https://www.lifescienceglobal.com/journals/journal-of-intellectual-disability-diagnosis-and-treatment/volume-8-number-3/82-abstract/jiddt/4038-abstract-preparing-future-teachers-for-the-development-of-students-emotional-intelligence>. DOI <https://doi.org/10.6000/2292-2598.2020.08.03.20>. Published: September 14, 2020.
- Mykhalchuk, N., & Bihunova, S. (2019). The verbalization of the concept of «fear» in English and Ukrainian phraseological units. *Cognitive Studies | Études cognitives*, 19, 11. Warsaw (Poland). Retrieved from <https://doi.org/10.11649/cs.2043>.
- Onufriieva, L., Chaikovska, O., Kobets, O., Pavelkiv, R., & Melnychuk, T. (2020). Social Intelligence as a Factor of Volunteer Activities by Future Medical Workers. *Journal of History Culture and Art Research*, 9 (1), 84–95. DOI <http://dx.doi.org/10.7596/taksad.v9i1.2536>. Retrieved from http://apps.webofknowledge.com/full_record.do?product=WOS&search_mode=GeneralSearch&qid=3&SID=C2rooGzb9EYq4lCkoTY&page=1&doc=1.
- Vovk, M., Emishyants, O., Zelenko, O., Drobot, O., & Onufriieva, L. (2020). Psychological Features of Experiences of Frustration Situations in Youth Age. *International Journal of Scientific & Technology Research*, 8 (01, January), 920–924. Retrieved from <http://www.ijstr.org/paper-references.php?ref=IJSTR-0120-28117>.

Терновик Наталія, Гудима Олександр. Евристична бесіда як засіб формування підлітка як суб'єкта пізнавальної діяльності

АНОТАЦІЯ

Мета дослідження – обґрунтувати методологічні засади з метою дослідження суб'єктності особистості й емпірично перевірити рівень сформованості суб'єктності школярів у підлітковому віці у процесі організації вчителем евристичної бесіди на уроках в освітньому процесі школи.

Для розв'язання поставлених у роботі завдань використано такі теоретичні **методи дослідження**: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. В якості експериментального методу використано метод анкетування. 3

© Ternovyk Nataliia, Hudyma Oleksandr

DOI (article): <https://doi.org/10.32626/2227-6246.2021-51.190-214>

метою проведення емпіричної частини дослідження було розроблено авторські анкети як для батьків, так і для вчителів.

Результати дослідження. Отримані експериментальні дані свідчать про те, що групова робота позитивно впливає на індивідуальну діяльність учнів. У наших експериментах установлено, що продуктивність довільного запам'ятовування слів (відтворення) в умовах присутності інших школярів збільшилася на 3%, а в умовах спільної діяльності – на 25%. Отже, в умовах взаємодії учнів обмін інформацією, спілкування виконують функцію утворення спільного фонду пам'яті. Показовим для підтвердження більшої ефективності групової діяльності порівняно з індивідуальною є результати проведених нами експериментів із розв'язання задач, що вимагають творчого підходу. В цьому дослідженні великій кількості учнів пропонували одну й ту ж саму задачу. Впродовж 30 хвилин, які відводилися на розв'язання задач, жоден з учнів не зміг упоратися з нею, працюючи індивідуально. Потім задача була запропонована групам із тих самих школярів, об'єднаних по 2–3 та 4 учні. 70% груп знайшли правильний розв'язок, не виходячи за рамки тих самих 30 хвилин.

Практичний досвід застосування групових форм роботи на уроках дав нам змогу дослідити залежність між ефективністю спільної діяльності школярів у процесі групової роботи від ефективності індивідуального розв'язання мисленневих задач партнерами по спілкуванню. На уроках групам школярів (по 3–4 учні в кожній групі) пропонували розв'язати проблемну задачу. Як показник для оцінки ефективності спільної діяльності підлітків у процесі групової роботи ми використовували міру допомоги вчителя учням. У результаті учні були поділені на підгрупи (залежно від того, якої допомоги вони потребували від вчителя у процесі розв'язання проблемної задачі). До першої (кращої) підгрупи увійшли школярі, які показали найвищий рівень ефективності в розв'язанні завдань у процесі спільної роботи, до другої (середньої) – учні, які мають середні показники ефективності, до третьої (гіршої) – тріади з найменшою ефективністю у виконанні завдань.

Висновки. Окреслені чинники необхідно враховувати вчителям на уроках для підвищення рівня знань школярів із навчальних предметів й удосконалення прийомів роботи з учнями в межах здійснення індивідуального підходу до кожного окремого підлітка. Необхідно підкреслити, що ефективність групових форм роботи на уроках значною мірою визначається рівнем активності мислення школярів, що, своєю чергою, залежатиме від

декількох психологічних умов: чи отримують учні знання готовими, тобто вчитель повністю пояснює нову тему (але не розтлумачує завдання досить детально, супроводжуючи обґрунтування єдиним «правильним» поясненням та оцінюванням матеріалу, що нерідко трапляється в педагогічній практиці вчителів); чи прагне вчитель шляхом навідних запитань включити у процес вивчення матеріалу самих учнів; чи вивчення нового матеріалу здійснюється у процесі самостійної пошукової діяльності учнів, які, опинившись перед проблемною ситуацією, самі шукають із неї вихід, розв'язуючи таким чином пізнавальну задачу.

Ключові слова: евристична бесіда, суб'єкт навчальної діяльності, мислення учнів, процес спільної діяльності, взаємодія учнів, спілкування, психічні проблеми.

Терновик Наталя, Гудыма Александр. Евристическая беседа как средство формирования подростка как субъекта познавательной деятельности

АННОТАЦИЯ

Цель исследования – обосновать методологические основы с целью исследования субъектности личности и эмпирически проверить уровень сформированности субъектности школьников в подростковом возрасте в процессе организации учителем эвристической беседы на уроках в образовательном процессе школы.

Для решения поставленных в работе задач использованы следующие теоретические **методы исследования:** категориальный, структурно-функциональный, анализ, систематизация, моделирование, обобщение. В качестве экспериментального метода использован метод анкетирования. С целью проведения эмпирической части исследования были разработаны авторские анкеты как для родителей, так и для учителей.

Результаты исследования. Полученные экспериментальные данные свидетельствуют о том, что групповая работа положительно влияет на индивидуальную деятельность учащихся. В наших экспериментах установлено, что производительность произвольного запоминания слов (воспроизведение) в условиях присутствия других школьников увеличилась на 3%, а в условиях совместной деятельности – на 25%. Следовательно, в условиях взаимодействия учащихся обмен информацией, общение выполняют функцию создания совместного фонда памяти.

Показательными для подтверждения большей эффективности групповой деятельности по сравнению с индивидуальной были результаты проведенных нами экспериментов по решению задач, требующих творческого подхода. В этом исследовании большому количеству учеников предлагали одну и ту же задачу. В течение 30 минут, которые отводились на решение задач, ни один из учеников не смог справиться с ней, работая индивидуально. Затем задача была предложена группам из тех же школьников, объединенных по 2–3 и 4 ученика. 70% групп нашли правильное решение, не выходя за рамки тех же 30 минут.

Практический опыт применения групповых форм работы на уроках позволил нам исследовать зависимость между эффективностью совместной деятельности школьников в процессе групповой работы и эффективностью индивидуального решения мыслительных задач партнерами по общению. На уроках группам школьников (по 3–4 ученика в каждой группе) предлагали решить проблемную задачу. В качестве показателя для оценки эффективности совместной деятельности подростков в процессе групповой работы мы использовали меру помощи учителя ученикам. В результате ученики были разделены на подгруппы (в зависимости от того, какую помощь они требовали от учителя в процессе решения проблемной задачи). В первую (лучшую) подгруппу вошли школьники, которые показали наиболее высокий уровень эффективности в решении задач в процессе совместной работы, во вторую (среднюю) – учащиеся, имеющие средние показатели эффективности, в третью (худшую) – триады с наименьшей эффективностью в выполнении заданий.

Выводы. Данные факторы необходимо учитывать учителям на уроках для повышения уровня знаний школьников по учебным предметам и совершенствования приемов работы с учащимися в рамках осуществления индивидуального подхода к каждому отдельному подростку. Следует отметить, что эффективность групповых форм работы на уроках во многом определяется уровнем активности мышления школьников, в свою очередь, будет зависеть от нескольких психологических условий: получают ли учащиеся знания готовыми, то есть учитель полностью объясняет новую тему (но не обосновывает задание целиком, сопровождая его пояснение единственным «правильным» объяснением и оценкой материала, как нередко случается в педагогической практике учителей); стремится ли учитель путем наводящих вопросов вклю-

чить в процесс изучения материала самих учащихся; осуществляется ли изучение нового материала в процессе самостоятельной поисковой деятельности учащихся, которые, оказавшись перед проблемной ситуацией, сами ищут из нее выход, решая таким образом познавательную задачу.

Ключевые слова: *эвристическая беседа, субъект учебной деятельности, мышление учащихся, процесс совместной деятельности, взаимодействие учащихся, общение, психические проблемы.*

Original manuscript received January 08, 2021
Revised manuscript accepted February 14, 2021

Psychological Ways of Providing Primary Medical Sanitary Help for People who Use Psychoactive Substances

Психологічні шляхи надання первинної медичної санітарної допомоги людям, які вживають психоактивні речовини

Yevhen Kharchenko

Dr. in Medicine, Professor, Rivne Medical Academy, Rivne
(Ukraine)

ORCID ID: <https://orcid.org/0000-0002-4340-8503>

Researcher ID: <http://www.researcherid.com/rid/AAU-7523-2020>

E-mail: kharchenko.yevh@gmail.com

Євген Харченко

Доктор медичних наук, професор, Рівненська медична академія, м. Рівне (Україна)

Denys Kurytsia

Ph.D. in Psychology, Senior Lecturer, Kamianets-Podilskyi National Ivan Ohienko University, Kamianets-Podilskyi (Ukraine)

ORCID ID: <https://orcid.org/0000-0002-1192-1003>

E-mail: deniskouritsa@gmail.com

Денис Куриця

Кандидат психологічних наук, старший викладач, Кам'янець-Подільський національний університет імені Івана Огієнка, м. Кам'янець-Подільський (Україна)

Address for correspondence, e-mail: kpnu_lab_ps@ukr.net

Copyright: © Kharchenko Yevhen, Kurytsia Denys



The article is licensed under **CC BY-NC 4.0 International**
(<https://creativecommons.org/licenses/by-nc/4.0/>)

© Kharchenko Yevhen, Kurytsia Denys

DOI (article): <https://doi.org/10.32626/2227-6246.2021-51.215-240>

<http://journals.urau.ua/index.php/2227-6246>

The author's contribution: Kharchenko Ye. – 50%, Kurytsia D. – 50%.

Авторський внесок: Харченко Є. – 50%, Куриця Д. – 50%.

ABSTRACT

The purpose of the research is to study the state of the problem of the usage of psychoactive substances in the institutions of primary health care of Ukraine and in other countries all over the world.

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. Also in our research we used empirical methods, such as the observation, the interview, a questionnaire, testing, the method of expert assessments.

The results of the research. The urgency of the provision of comprehensive primary health care to those who use psychoactive substances is in line with the strategic task of preserving and improving the health of Ukrainian citizens. The problem of the usage of psychoactive substances among the population of different countries, in particular in Ukraine, is one of the most important medical and social issues of nowadays. At the beginning of 2016, 1.7 million of people in Ukraine who were in need of psychiatric and narcological care had been registered in the health care system. It is almost 4% of the total population of the country. In the structure of mental disorders in 2015, the most common mental and behavioral disorders due to the use of psychoactive substances (alcohol, narcotic substances), representing 58.41% of all reported cases. There were 8.9% of health disorders which are related to stress, neurotic and somatoform disorders, there were 1.8% mood disorders. Among persons with a pathology of the psyche and behavior there were registered in 2015, there had been 62.7% of people of working age. In 2020 there were 1.9 million of people in Ukraine who were in need of psychiatric and narcological care had been registered in the health care system. There were 10.1% of health disorders which are related to stress, neurotic and somatoform disorders, there were 2.3% mood disorders.

Our own researches data for 2020 also indicate a high level of PS usage among young people: on average, 86.1% of pupils used any alcohol drink at least once in their lives. In the age of 17 this figure is 79.4%, and at 16–17 years old it is approaching 88%.

Conclusions. We explain these results having been obtained by us by COVID-19 pandemic in the whole world. In Ukraine people began to use more

psychoactive substances. Let's try to explain this logic with the help of psychological frames. It should be noted that the rich phenomenology of ecopsychological expeditions and the small number of scientific researches of the mental state of individuals during the COVID-19 pandemic allowed us to identify some phenomena of Environmental Psychology categorically and, for the first time, although to determine well-known scientific concepts which have been used.

It should be noted at once that under the influence of the COVID-19 pandemic human behavior acquires a sufficiently explicit eco-attribution. Eco-attribution (from the Greek oikos – the environment and from Latin – attribuo – to give, to provide) is a lifestyle that provides the primary importance of the environment, the natural expediency of caring for nature, a kind of harmony of a man and a nature, as well as the world around us. Eco-attribution or eco-attributive behavior presupposes the understanding not only of well-balanced harmonizations in the space of nature, but also in the living environment in general, as well as adequate inclusion of human activity in the environment, performance of its activities, on the one hand, in accordance with the laws of nature taking into account the conditions of existence in the society, taking into account the pandemic COVID-19 and working out its own style of the behavior, which is natural and viable under such conditions.

Eco-attributive behavior and the activity involve the search for adequate forms and principles, especially for biological adaptation and protection in changes of living conditions. As we predicted, the characteristic features of eco-psychological stress, manifested in the person's desire to change the situation, significantly changes the very behavior and activities of people. Personal content, which is now formed in the case of absence of practical experience and practical skills of adaptation to such experiences and actions, forms, as it turned out, not flexible behavior. The basis of such behavior was rigid, torpedo mental states, pandemic or «covid» accentuations, anxiety and fear.

Key words: *primary health care, family medicine, psychoactive substances, the influence of the COVID-19 pandemic human behavior, the explicit eco-attribution, eco-attributive behavior.*

Introduction

A distinctive feature of primary care is its priority focus on counseling and disease prevention within the existing health care system, which is based on the long-term contact of

a healthcare doctor with a patient. In foreign countries such as assistance is provided to the population by general practitioners or family physicians, as well as by middle-range medical personnel (Choi, Chau, Tsang, Tso, Chiu, Tong, Lee, Tak, Wai, Lee, Lam, Yu, Lai, Lai & Sik, 2003). In Ukraine, in the conditions of reforming the health care system, the issue of providing primary health care to people who use psychoactive substances (PS) requires careful scientific, theoretical and practical justification on the basis of both Ukrainian researchers and the study of analogical experiences of economically developed countries.

The purpose of the research is to study the state of the problem of the usage of psychoactive substances in the institutions of primary health care of Ukraine and in other countries all over the world.

Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. Also in our research we used empirical methods, such as the observation, the interview, the questionnaire, testing, the method of expert assessments.

Results and their discussion

Despite the diversity of specific forms of organization of the public health system, the specifics of economic relations in this area of life of the society, we can identify a number of parameters that reflect the commonality of the directions of the development of this industry, inherent in different states:

- the characteristics of basic types of property;
- financing methods (obtaining resources);
- the mechanisms for stimulating doctors (or producers)

and the population (consumers);

- forms and methods for controlling the volume and the quality of medical care (Epstein, Blake & González, 2017).

In each state, an authentic way of attracting economic instruments for the provision of medical care, preservation and improvement of public health is historically established and developed. The quantity and quality of the resources allocated by the community, the effectiveness of their usage in the healthcare sphere are determined by a complex system of economic, political, moral, ethical and other relations that have historically developed in the country (Li, Guan, Wu, Wang, Zhou, Tong, Ren, Leung, Lau & Wong, 2020).

The presence in a particular state of the relevant health care system is determined by many circumstances which underlie the classification of the health care system (Hayden, Farrar & Peiris, 2014). Some authors believe that within the modern approach according to the typology of different systems of this industry the legal characteristics of the universal relations between the physician and the patient might be dominant. These characteristics, in turn, are predetermined by the fundamental (constitutional) liberties of the person (Villar, Blanco & del Campo, 2015).

The experts of the World Health Organization (WHO) proposed a classification that distinguishes three primary types of health care system:

- 1) State or Beveridge system;
- 2) a system based on comprehensive health insurance, or a system of Bismarck;
- 3) non-state or private health care system (Huang, Wang & Li, 2020).

At the primary level, medical care begins and ends with up to 80% of the patients in the diagnostic and treatment. According to the statistics, from 1000 citizens 750 people have health problems each month. About 250 people are also seek and they allow medical help, and only 5 of them require consultations of a specialist of a specified profile, 9 people require

in-patient care, 1 person requires high-tech health care, the others – the help of a primary care physician (Hardeman, Rachel, Medina, Eduardo & Kozhimannil, 2016).

The main causes of mortality and population disability that can potentially be alerted are partly due to increased availability and quality of health care. Therefore, today the role of the primary care physician is becoming more and more relevant in improving the health of the population, especially when appealing to people who use psychoactive substances (Onufriieva, Chaikovska, Kobets, Pavelkiv & Melnychuk, 2020). The activities of the doctor of the outpatient clinic are aimed at:

- detecting the use of psychoactive substances during conducting preventive medical examination, medical treatment help;
- carrying out necessary preventive measures (in order to prevent the use of psychoactive substances), therapeutic and rehabilitation procedures (if it is available addictive status associated with the use of psychoactive substances).

A doctor of outpatient clinic determines the indications and scope of necessary diagnostic studies to clarify the use of psychoactive substances, the presence or absence of addictive status, indicates the indication for hospitalization, selects patients who require specialized treatments, conducts a dynamic observation of patients with detected species of chemical addiction, as well as carries out treatment and rehabilitation in accordance with the individual plan of treatment and rehabilitation measures (Khwaja, 2012).

Turning to the experience of the most economically developed countries of the world, we have to note the following. A general practitioner is the foundation of the primary health-care sector in the Netherlands, where the drug treatment system began to emerge in the 30s of the XX century. In 1953, the Federation of Alcoholics was founded in the country, in 1988 the Netherlands Institute of Alcoholism and Drug Addiction was established in the Netherlands, which carries out the

necessary studies, analyzes the situation in the country, develops recommendations for the government, coordinates the work of advisory centers and training personnel. The National Drug Addiction System forms Consultative Centers for people with alcoholism and drug addiction that are independent from the outpatient psychiatric care system. There are about 1000 professionals working in the Advisory Centers – they are nurses, social psychologists, psychologists and psychiatrists. At the municipal level, projects on drug treatment with own sources of temporary funding are being implemented. In the Netherlands, medical institutions are funded primarily by insurance funds. The state also finances prevention programs, science and medical education. Social services, when they receive funds from different sources, cooperate with medical institutions (Holshue, DeBolt, Lindquist, Lofy, Wiesman, Bruce, Spitters, Ericson, Wilkerson & Tural, 2020).

The UK primary care provider is represented by general medical practices, which are in a form of group or individual. Such practices are independent non-profit organizations. In the most cases, the doctor (or a group of doctors) has their own practice (premises, equipment) on the right of ownership. They hire the rest of the staff. Only in rare cases, practitioners rent a room for their work. General practitioners build their activities on the basis of the individual contract with the family health departments. The contract form is the only one for the whole country. The staff of practitioners consists of nurses, administrative staff. In one of the English cities, 8 thousand people are served by 5 doctors (4.5 rates) with a total staff of 30 people. These institutions provide assistance to the adult population and children. With such a job, one general practitioner in England has an average of 1.900 patients (Chen, Zhou & Dong, 2020).

Structurally, in Germany about half of the doctors working in ambulatory care, are doctors-specialist; 5% of all doctors who practice privately have the right to treat patients in a hos-

pital; others send their patients for in-patient treatment into the hospital, and after discharge they take them for treatment and rehab. In recent years, outpatient care in Germany has also been provided by special departments at hospitals. A contract has been developed to provide such assistance at hospitals for 400 interventions, and for 150 diseases, outpatient (one-day) surgery has become mandatory. The most part of the urgent help in working hours and non-working hours is provided by ambulatory doctors in their reception rooms. The vast majority of family doctors visit patients at home, and in rural areas, and even during non-working hours. Clinical care is often provided by outpatient departments of hospitals. Emergency assistance in Germany is also combined with various types of emergency services and centers with single telephone numbers and the ability to call an emergency rescue or emergency medical team (Edwards, Lee & Esposito, 2019).

In France, primary and specialized ambulatory medical care that does not require hospitalization is carried out by private practitioners, other health professionals, and also doctors who work at hospitals and in clinics. The share of hospitals accounts for about 15% of all outpatient counseling. Ambulatory care, albeit on a smaller scale, with a large family about 1000 clinics are provided (state-owned, mutual-liability insurance companies, charitable foundations, etc.). As a rule, patients directly pay for medical services, and then receive from their insurance fund a refund in the prescribed amount (Kalil, Metersky & Klompas, 2016). Ambulatory care in France is provided mainly by private practitioners, most of them work alone. Only 38% of physicians are grouped together, thus seeking to optimize the time of admission of patients, as well as to share the usage of expensive equipment. The treatment without hospitalization is organized in two directions: the structure of reception and orientation of the open type, as well as the structure of rehabilitation of the patients. An important role is played by medical and psychological centers. Usually they are located outside

the hospitals and provide advice to all those who wish the help, in the direction of the doctor or on their own initiative (Chan, Ng & Chan, 2003). Medical psychological centers do not only consult, but also conduct outpatient treatment, organize visiting home. They provide post-hospital therapies and social integration. The primary and current receptions are carried out by the nurses. They «lead» patients, coordinate meetings with a psychiatrist, a narcologist, a psychologist, social psychologists. Together with doctors, nurses develop a treatment plan, performing the necessary administrative and financial demarche, help patients to organize their daily lives in the interests of therapy (Ranieri, Rubenfeld & Thompson, 2012).

It should be noted that the peculiarity of primary care is that the same specialist provides such assistance to patients of different ages and socio-economic groups; citizens who want to prevent the development of diseases and maintain a healthy lifestyle, and who have chronic or acute physical, mental illnesses (Mykhalchuk, Pelekh, Kharchenko, Eduard Ivashkevych, Ernest Ivashkevych, Prymachok, Hupavtseva & Zukow, 2020). That is, a doctor, providing such broadly-targeted assistance, should have a significant amount of knowledge in many branches of medicine and have clearly regulated contact with specialists of the specialized profile in cases where the patient will need more specified care (Lane, Marston & Fauci, 2016). For example, in the United States, in order to become a general practitioner, for a family doctor, to full medical education or already for existing degree, it is necessary to complete a three-year residency (with studying therapy, pediatrics, obstetrics and gynecology, psychiatry and gerontology with a special focus on holistic treatment of a man at all stages of his / her life, additional training on adolescent, palliative, sports medicine), providing family medicine, after which the doctor has to take the exam and obtain the right to be certified as a family one. The period of a three-year residency also includes the need for certification every 7–10 years. During this

© Kharchenko Yevhen, Kurysia Denys

DOI (article): <https://doi.org/10.32626/2227-6246.2021-51.215-240>

<http://journals.uran.ua/index.php/2227-6246>

period, the doctor is a subject to audit in order to improve the quality of the provision of medical services. Since 1969 in the US, the entire district service has moved to family medicine. In Canada, general practitioners and family physicians become real doctors after 2 years of admission to basic education and certification of the College of Family Medicine with the obligatory regular confirmation of this certificate. In Sweden, a doctor's certificate of this specialty is obtained after 5 years of additional basic education. In India, the additional training period is for 3 years (Arabi, Balkhy, Hayden, Bouchama, Luke, Baillie, Al-Omari, Hajeer, Senga, Denison, Nguyen-Van-Tam, Shindo, Bermingham, Chappell, Van Kerkhove & Fowler, 2017).

Family medicine, with effective organization and training of specialists, occupies the most important place in the health system of any state. In the United States, for example, approximately 25% of visits to doctors are visits to general practitioners or family doctors: 208 million visits to doctors per year, about 83 million of these visits to general practitioners or family physicians, and the need for people of such specialists today is far exceeded the offer. Since 1998, the number of residents specializing in family medicine has dropped significantly: from 3.292 in 1998 to 1.172 in 2008, and as a result, since 2000, 4/5 of all programs in institutions involving the preparation of residents for family medicine, were closed. In 2006, there were 100.431 practitioners of general practice in the country, and according to the calculations of the American Academy of Family Medicine, by 2020, the real need for doctors would be 139.531. In the United States, several types of the activities of family doctors were legalized: private practice (one doctor or group of doctors), practice in municipal, private health care facilities. Family medicine practitioners can work as consultants in various medical and insurance companies (Yang, Yang & Shen, 2020).

The world experience, generalized by the World Health Organization, shows that the development of primary care on the basis of family medicine is the most effective mean of achieving equitable distribution and rational usage of resources, and improving the performance of the health sector. In the most countries, primary health care in quality organizations provides up to 90% of the total volume of medical care. The number of doctors in general practice, family medicine is 30-50% of the total number of doctors (Zou, Ruan & Huang, 2020).

Today, the basis of the national health care system in Ukraine is primary care and preventive care, which is provided mainly by the general practitioner. Polyclinics, medical ambulatory clinic, nursing and midwifery centers and health centers are structural subdivisions of primary medical care providing primary pre-hospital medical-sanitary, primary medical-sanitary, primary specialized medical-sanitary, urgent, and also palliative medical care to the population.

The principle of availability of medical and preventive care is implemented in accordance with Article 49 of the Constitution of Ukraine, according to which «everyone has the right to health care, medical care and medical insurance. The state creates positive conditions for effective and accessible medical services for all citizens. In state and communal health care facilities, medical care is provided free of charge; the existing network of such facilities can not be reduced. The state promotes the development of medical institutions of all forms of ownership».

In our country primary health care is represented by structures that are functionally, organizationally and financially combined with specialized outpatient care. For a long time, attention has been focused on the development of sufficiently expensive types of specialized and emergency medical care. The financial support of the primary link was less than 10% of the funds allocated for health care, which did not allow to achieve optimal distribution of work volumes between types

© Kharchenko Yevhen, Kurysia Denys

DOI (article): <https://doi.org/10.32626/2227-6246.2021-51.215-240>

of medical services. In Ukraine, at primary level, only 30% of patients in cities and up to 50% of patients in rural areas start and end treatment. However, until now, indicators of quality of primary care have not been improved and implemented into widespread practice.

The irrational organization of primary care and its inadequate funding have led to a loss of complexity and continuity in providing medical care, a formal approach to prevention and dispensary treatment. As a result, there are high rates of late detection of severe illnesses and complications of chronic diseases, including chemical addictions, which cause an excessive need for expensive, specialized treatment.

In the current conditions of management of the primary health-care unit, the usage of economic instruments is practically impossible. There are also other primary health care problems that are caused by:

- the irrational healthcare infrastructure;
- low availability of primary care for the population, especially in rural areas;
- insufficient quality of primary health care due to technological backwardness of medical institutions, lack of staff motivation, treatment standards that do not meet current conditions of funding principles of health care institutions;
- improper personnel support;
- lack of effective primary health care and management system;
- lack of scientific substantiation and regulatory framework for the functioning and development of primary health care.

According to Article 35 of the Law of Ukraine «Fundamentals of Ukrainian Health Law», the state guarantees the provision of affordable socially acceptable primary health care as the main part of medical care for the population, which involves consultation of a doctor, simple diagnosis and treat-

ment of the most common diseases, injuries and poisoning, preventive measures, referral of the patient for the provision of specialized and highly specialized care.

Thus, in Ukraine today the process of reforming the health care system is at the stage of initial structuring in extremely difficult economic conditions, which does not allow to formulate rapidly and implement in medical practice the most expedient and effective model of provision of primary medical care to those who use psychoactive substances. In spite of this, based on similar experience in economically developed countries of the world, representatives of scientific and practical sectors of health care in Ukraine formulate the basic principles of primary health care, including those who use psychoactive substances.

The urgency of the provision of comprehensive primary health care to those who use psychoactive substances is in line with the strategic task of preserving and improving the health of Ukrainian citizens. The problem of the usage of psychoactive substances among the population of different countries, in particular in Ukraine, is one of the most important medical and social issues of nowadays. As of the beginning of 2016, 1.7 million of people in Ukraine who were in need of psychiatric and narcological care had been registered in the health care system. It is almost 4% of the total population of the country. In the structure of mental disorders in 2015, the most common mental and behavioral disorders due to the use of psychoactive substances (alcohol, narcotic substances), representing 58.41% of all reported cases. There were 8.9% of health disorders which are related to stress, neurotic and somatoform disorders, there were 1.8% mood disorders. Among persons with a pathology of the psyche and behavior there were registered in 2015, there had been 62.7% of people of working age. In 2020 there were 1.9 million of people in Ukraine who were in need of psychiatric and narcological care had been registered in the health care system. There were 10.1% of health

disorders which are related to stress, neurotic and somatoform disorders, there were 2.3% mood disorders.

According to the WHO, psychiatric disorders are most often recorded in countries of Eastern Europe, which also belongs to Ukraine. Indicators of suicide in the Eastern Europe are particularly high, and the level of alcohol consumption is super-high and continues to grow.

The negative variability of moral and ethical criteria, the practical availability of various types of PS (alcohol, drugs, and tobacco products) have become a real cause of active growth and the spread of psychoactive substances among adolescents and young people. Undoubtedly, this problem has similar grounds for dependence on psychoactive substances in the countries of near and far abroad, therefore, the features of the model of medical and social assistance for this pathology have a common ground. According to epidemiological data, in recent years, mental and behavioral disorders due to the use of surfactants in Ukraine exceed the incidence of disorders of other registers. In addition, the situation in our country is characterized by a gradual increase of the indicators of chemical (alcohol, tobacco, narcotic, etc.) and non-chemical addictions.

According to the WHO, alcohol is the most widely used surfactant among children and adolescents in Ukraine. One person from four Ukrainians who suffers from alcohol dependence is a person under the age of 35.

According to the WHO, Ukraine ranks the first position in terms of the development of adolescent alcoholism. According to the researches, among adolescents in the age of 13–15 the teenagers drink alcohol (about 90% of them); smoking tobacco – 63%; have an experience of using narcotic substances – more than 14% of respondents. The cause of mortality of two thirds of young people in the age from 15 to 20 years old is poisoning with alcohol or accidents due to intoxication with surfactants. According to the Institute of Sociological Studies of Ukraine, alcoholic beverages were used by 36% of ten-years-

old people, 49% and 54% – of eleven and twelve years old; 78% teenagers are in the age of 14 years old, 85% – 15 years old. Most of the respondents in the age of 16 and 22 used alcohol (93% and 98%). Researches of specialists of the National Medical Academy of Postgraduate Education named after. P. L. Shupyka of the Ministry of Health of Ukraine and the Institute of Pediatrics, Obstetrics and Gynecology of the National Academy of Medical Sciences of Ukraine testify that at the age of seven, the experience of using alcohol of children is acquired in families in the presence of parents (that is, on their initiative) on average from 11% to 16% of cases. One of the most common types of PS is tobacco. According to statistics, the number of people who smoke cigarettes daily is 10.2 million people, more than 500 thousand new consumers are joining for tobacco smoking every year. The most widespread age of smoking among children in Ukraine is 12–15 years old. Those who start smoking less than 11 years old, there are about a quarter. According to the latest data, among adolescents in age 14–17, a marked increase in tobacco smoking is from 3.3% to 4.3%. Girls, in general, begin to smoke a little later than boys (we speak about the age), gradually «catching up» boys studying in high school and after high school.

One of the factors that increases tobacco usage is alcohol and drugs. 37% of adolescents reported smoking much more preferable after drinking alcohol and drugs. Our research on «Youth and Youth Policy in Ukraine: Socio-Demographic Aspects» having been done in 2020 showed that 9% of respondents in the age of 15–34 have had the experience in the use of any narcotic substances during their lives. Significantly widespread among young people are cannabis, opioids, and psychostimulators. The first use of narcotic substances in 32% of respondents was at the age of 12–16 years old, in another 32% – from 17 to 18 years old, and at the age of 19–28 – 30% of young people have used narcotic substances. Among men, 34.4% tested drugs for the first time at the age of 12–16 years

© Kharchenko Yevhen, Kurysia Denys

old, and among women – 44.4% at the age of 19–28 years old. The given data confirms a dangerous period for taking narcotic drugs, it's the period of adolescence. Our results of the research among schoolchildren «Health and Behavioral Orientation of School-age Children (HBSC) (2020)» showed that 16% of all students had the experience of using alcohol, but they didn't use alcohol or marijuana. The highest percentage was observed among the students of vocational schools and universities of the I–III levels of accreditation – by three percent, much lower – by 1.5%, among pupils of 10–11 grades of secondary schools. Guys use drugs two times more often than girls.

The level of PS usage among young people shows low effectiveness of preventive measures according to using psychoactive substances among this target group. The majority of respondents started to use PS at the age of 13–15 years old. However, 15% of respondents at the first time tried PS at the age of 11 years old or even earlier. According to a lot of researches, the most risky age is 15 years old. The respondents who have used PS proved that among adolescents and youth (15–20 years old) had confirmed that 10–15% of them, besides alcohol, had the experience in taking different types of drugs. Among high school students, 80–90% have already taken alcohol occasionally, and regularly take it 3 or more times a month every 4–5 teenagers. Consumption of surfactants at this age leads to significant deterioration of health, as well as a deviant behavior, suicidal actions, also criminogenicity and injuries.

Our own researches data for 2020 also indicate a high level of PS usage among young people: on average, 86.1% of pupils used any alcohol drink at least once in their lives. In the age of 17 this figure is 79.4%, and at 16–17 years old it is approaching 88%.

Prophylactic work in Ukraine to prevent the usage of PS by the population, of course, is carried out, but its scale and features of the organization do not provide the proper effect.

Thus, the formation of the principles of the effective primary health care for those who use PS requires careful scientific, theoretical and practical substantiation according to their own developments and also because of studying similar experiences of economically developed countries all over the world. The leading factor of the implementation of healthcare reform in Ukraine is the development and providing the effective economic mechanism for the development of the above-mentioned medical care in a market environment, justifying the introduction of necessary changes to the laws of Ukraine and the decisions of the Government of our country.

In addition, the problem of implementation highly professional training of personnel of family doctors, general practitioners, medical psychologists and middle-level staff for the provision of medical care to the citizens of our country at a high level is still open.

Conclusions

We explain the results having been obtained in a great degree by COVID-19 pandemic in the whole world. In Ukraine people began to use more psychoactive substances. Let's try to explain this logic with the help of psychological frames. It should be noted that the rich phenomenology of ecopsychological expeditions and the small number of scientific researches of the mental state of individuals during the COVID-19 pandemic allowed us to identify some phenomena of Environmental Psychology categorically and, for the first time, although to determine well-known scientific concepts which have been used.

It should be noted at once that under the influence of the COVID-19 pandemic human behavior acquires a sufficiently explicit eco-attribution. Eco-attribution (from the Greek *oikos* – the environment and from Latin – *attribuo* – to give, to provide) is a lifestyle that provides the primary importance of the environment, the natural expediency of caring for na-

ture, a kind of harmony of a man and a nature, as well as the world around us. Eco-attribution or eco-attributive behavior presupposes the understanding not only of well-balanced harmonizations in the space of nature, but also in the living environment in general, as well as adequate inclusion of human activity in the environment, performance of its activities, on the one hand, in accordance with the laws of nature taking into account the conditions of existence in the society, taking into account the pandemic COVID-19 and working out its own style of the behavior, which is natural and viable under such conditions.

Eco-attributive behavior and the activity involve the search for adequate forms and principles, especially for biological adaptation and protection in changes of living conditions. As we predicted, the characteristic features of eco-psychological stress, manifested in the person's desire to change the situation, significantly changes the very behavior and activities of people. Personal content, which is now formed in the case of absence of practical experience and practical skills of adaptation to such experiences and actions, forms, as it turned out, not flexible behavior. The basis of such behavior was rigid, torpedo mental states, pandemic or «covid» accentuations, anxiety and fear.

Literature

- Arabi, Y. M., Balkhy, H. H., Hayden, F. G., Bouchama, A., Luke, T., Bailie, J. K., Al-Omari, A., Hajeer, A. H., Senga, M., Denison, M. R., Nguyen-Van-Tam, J. S., Shindo, N., Bermingham, A., Chappell, J. D., Van Kerkhove, M. D., & Fowler, R. A. (2017). Middle East respiratory syndrome. *New England Journal of Medicine*, 376 (6), 584–94. DOI 10.1056/NEJMsr1408795.
- Chan, J. W. M., Ng, C. K., & Chan, Y. H. (2003). Short term outcome and risk factors for adverse clinical outcomes in adults with severe acute respiratory syndrome (SARS). *Thorax*, 58, 686–89.
- Chen, N., Zhou, M., & Dong, X. (2020). Epidemiological and clinical characteristics of 99 cases of 2019 novel coronavirus pneumonia in Wu-

- han, China: a descriptive study. *The Lancet*, 395, 507–513. DOI 10/1016/S0140-6736(20)30211-7.
- Choi, K. W., Chau, T. N., Tsang, O., Tso, E., Chiu, M. C., Tong, W. L., Lee, Po O., Ng, Tak K., Wai, Fu Ng, Lee, Kam Ch., Lam, W., Yu, Wai Ch., Lai, Jak Y., & Lai, Sik T. (2003). Outcomes and prognostic factors in 267 patients with severe acute respiratory syndrome in Hong Kong. *Ann Intern Med*, 139, 715–23. DOI 10.7326/0003-4819-139-9-200311040-00005.
- Edwards, F., Lee, H., & Esposito, M. (2019). Risk of being killed by police use of force in the United States by age, race-ethnicity, and sex. *Proceedings of the National Academy of Sciences of the United States of America*, 116 (34), 16793–16798. DOI 10.1073/pnas.1821204116.
- Epstein, R., Blake, J. J., & Gonz6lez, T. (2017). *Girlhood interrupted: the erasure of black girls' childhood*. Washington, DC : Georgetown Law Center on Poverty and Inequality. URL : <https://www.law.georgetown.edu/poverty-inequality-center/wp-content/uploads/sites/14/2017/08/girlhood-interrupted.pdf>.tab.
- Hardeman, Rachel R., Medina, Eduardo M., & Kozhimannil, Katy B. (2016). Structural Racism and Supporting Black Lives – The Role of Health Professionals. *New England Journal of Medicine*, 375 (22), 2113–2115. DOI 10.1056/NEJMp1609535.
- Hayden, F. G., Farrar, J., & Peiris, J. S. (2014). Towards improving clinical management of Middle East respiratory syndrome coronavirus infection. *Lancet Infect Dis.*, 14 (7), 544–546. DOI 10.1016/S1473-3099(14)70793-5.
- Holshue, Michelle L., DeBolt, C., Lindquist, S., Lofy, Kathy H., Wiesman, J., Bruce, H., Spitters, Ch., Ericson, K., Wilkerson, S., & Tural, A. (2020). First Case of 2019 Novel Coronavirus in the United States. *New England Journal of Medicine*, 382 (10), 929–936. DOI 10.1056/NEJMoa2001191.
- Huang, C., Wang, Y., & Li, X. (2020). Clinical features of patients infected with 2019 novel coronavirus in Wuhan, China. *The Lancet*, 395, 497–506.
- Kalil, A. C., Metersky, M. L., & Klompas, M. (2016). Management of adults with hospital-acquired and ventilator-associated pneumonia: 2016 clinical practice guidelines by the Infectious Diseases Society of America and the American Thoracic Society. *Clin Infect Dis.*, 63, 61–111.
- Khwaja, A. (2012). KDIGO clinical practice guidelines for acute kidney injury. *Nephron Clin Pract.*, 120, 179–184.

- Lane, H. Clifford, Marston, Hilary D., & Fauci, Anthony S. (2016). Conducting clinical trials in outbreak settings: Points to consider. *Clinical trials*, 13 (1), 92–95. DOI 10.1177/1740774515618198.
- Li, Q., Guan, X., Wu, P., Wang, X., Zhou, L., Tong, Y., Ren, R., Leung, Kathy S. M., Lau, Eric H. Y., & Wong, Jessica Y. (2020). Early Transmission Dynamics in Wuhan, China, of Novel Coronavirus-Infected Pneumonia. *New England Journal of Medicine*, 382 (13), 1199–1207. DOI 10.1056/NEJMoa2001316.
- Mykhalchuk Nataliia, Pelekh Yurii, Kharchenko Yevhen, Ivashkevych Eduard, Ivashkevych Ernest, Prymachok Lyudmyla, Hupavtseva Nataliia, & Zukow Walery (2020). The empirical research of the professional reliability of 550 doctors during the COVID-19 pandemic in Ukraine (March-June, 2020). *Balneo Research Journal*, 11 (3), 393–404. DOI <http://dx.doi.org/10.12680/balneo>.
- Onufriieva, L., Chaikovska, O., Kobets, O., Pavelkiv, R., & Melnychuk, T. (2020). Social Intelligence as a Factor of Volunteer Activities by Future Medical Workers. *Journal of History Culture and Art Research*, 9 (1), 84–95. DOI <http://dx.doi.org/10.7596/taksad.v9i1.2536>.
- Ranieri, V. M., Rubenfeld, G. D., & Thompson, B. T. (2012). Acute respiratory distress syndrome: the Berlin Definition. *JAMA-Journal of the American Medical Association*, 307, 2526–2533. DOI 10.1001/jama.2012.5669.
- Villar, J., Blanco, J., & del Campo, R. (2015). Spanish Initiative for Epidemiology, Stratification & Therapies for ARDS (SIESTA) Network. Assessment of PaO₂/F_{IO} for stratification of patients with moderate and severe acute respiratory distress syndrome. *BMJ Open*, 5 (3). DOI 10.1136/bmjopen-2014-006812.
- Yang, Y., Yang, M., & Shen, C. (2020). Evaluating the accuracy of different respiratory specimens in the laboratory diagnosis and monitoring the viral shedding of 2019-nCoV infections. *MedRxiv*. Preprint posted online February 17, 2020. DOI 10.1101/2020.02.11.20021493.
- Zou, L., Ruan, F., & Huang, M. (2020). SARS-CoV-2 viral load in upper respiratory specimens of infected patients. *New England Journal of Medicine*, 382, 1177–1179. Published online March 19. DOI 10.1056/NEJMc2001737.

References

- Arabi, Y. M., Balkhy, H. H., Hayden, F. G., Bouchama, A., Luke, T., Bailie, J. K., Al-Omari, A., Hajeer, A. H., Senga, M., Denison, M. R., Nguyen-Van-Tam, J. S., Shindo, N., Bermingham, A., Chappell, J. D., Van Kerkhove, M. D., & Fowler, R. A. (2017). Middle East respira-

- tory syndrome. *New England Journal of Medicine*, 376 (6), 584–94. DOI 10.1056/NEJMSr1408795.
- Chan, J. W. M., Ng, C. K., & Chan, Y. H. (2003). Short term outcome and risk factors for adverse clinical outcomes in adults with severe acute respiratory syndrome (SARS). *Thorax*, 58, 686–689.
- Chen, N., Zhou, M., & Dong, X. (2020). Epidemiological and clinical characteristics of 99 cases of 2019 novel coronavirus pneumonia in Wuhan, China: a descriptive study. *The Lancet*, 395, 507–513. DOI 10.1016/S0140-6736(20)30211-7.
- Choi, K. W., Chau, T. N., Tsang, O., Tso, E., Chiu, M. C., Tong, W. L., Lee, Po O., Ng, Tak K., Wai, Fu Ng, Lee, Kam Ch., Lam, W., Yu, Wai Ch., Lai, Jak Y., & Lai, Sik T. (2003). Outcomes and prognostic factors in 267 patients with severe acute respiratory syndrome in Hong Kong. *Ann Intern Med*, 139, 715–723. DOI 10.7326/0003-4819-139-9-200311040-00005.
- Edwards, F., Lee, H., & Esposito, M. (2019). Risk of being killed by police use of force in the United States by age, race-ethnicity, and sex. *Proceedings of the National Academy of Sciences of the United States of America*, 116 (34), 16793–16798. DOI 10.1073/pnas.1821204116.
- Epstein, R., Blake, J. J., & González, T. (2017). *Girlhood interrupted: the erasure of black girls' childhood*. Washington, DC: Georgetown Law Center on Poverty and Inequality. Retrieved from <https://www.law.georgetown.edu/poverty-inequality-center/wp-content/uploads/sites/14/2017/08/girlhood-interrupted.pdf>.tab.
- Hardeman, Rachel R., Medina, Eduardo M., & Kozhimannil, Katy B. (2016). Structural Racism and Supporting Black Lives – The Role of Health Professionals. *New England Journal of Medicine*, 375 (22), 2113–2115. DOI 10.1056/NEJMp1609535.
- Hayden, F. G., Farrar, J., & Peiris, J. S. (2014). Towards improving clinical management of Middle East respiratory syndrome coronavirus infection. *Lancet Infect Dis.*, 14 (7), 544–546. DOI 10.1016/S1473-3099(14)70793-5.
- Holshue, Michelle L., DeBolt, C., Lindquist, S., Lofy, Kathy H., Wiesman, J., Bruce, H., Spitters, Ch., Ericson, K., Wilkerson, S., & Tural, A. (2020). First Case of 2019 Novel Coronavirus in the United States. *New England Journal of Medicine*, 382 (10), 929–936. DOI 10.1056/NEJMoa2001191.
- Huang, C., Wang, Y., & Li, X. (2020). Clinical features of patients infected with 2019 novel coronavirus in Wuhan, China. *The Lancet*, 395, 497–506.
- Kalil, A. C., Metersky, M. L., & Klompas, M. (2016). Management of adults with hospital-acquired and ventilator-associated pneumonia:

© Kharchenko Yevhen, Kurysia Denys

- 2016 clinical practice guidelines by the Infectious Diseases Society of America and the American Thoracic Society. *Clin Infect Dis*, 63, 61–111.
- Khawaja, A. (2012). KDIGO clinical practice guidelines for acute kidney injury. *Nephron Clin Pract.*, 120, 179–184.
- Lane, H. Clifford, Marston, Hilary D., & Fauci, Anthony S. (2016). Conducting clinical trials in outbreak settings: Points to consider. *Clinical trials*, 13 (1), 92–95. DOI 10.1177/1740774515618198.
- Li, Q., Guan, X., Wu, P., Wang, X., Zhou, L., Tong, Y., Ren, R., Leung, Kathy S. M., Lau, Eric H. Y., & Wong, Jessica Y. (2020). Early Transmission Dynamics in Wuhan, China, of Novel Coronavirus-Infected Pneumonia. *New England Journal of Medicine*, 382 (13), 1199–1207. DOI 10.1056/NEJMoa2001316.
- Mykhalchuk Nataliia, Pelekh Yurii, Kharchenko Yevhen, Ivashkevych Eduard, Ivashkevych Ernest, Prymachok Lyudmyla, Hupavtseva Nataliia, & Zukow Walery (2020). The empirical research of the professional reliability of 550 doctors during the COVID-19 pandemic in Ukraine (March-June, 2020). *Balneo Research Journal*, 11 (3), 393–404. DOI <http://dx.doi.org/10.12680/balne>.
- Onufriieva, L., Chaikivska, O., Kobets, O., Pavelkiv, R., & Melnychuk, T. (2020). Social Intelligence as a Factor of Volunteer Activities by Future Medical Workers. *Journal of History Culture and Art Research*, 9 (1), 84–95. DOI <http://dx.doi.org/10.7596/taksad.v9i1.2536>.
- Ranieri, V. M., Rubinfeld, G. D., & Thompson, B. T. (2012). Acute respiratory distress syndrome: the Berlin Definition. *JAMA-Journal of the American Medical Association*, 307, 2526–2533. DOI 10.1001/jama.2012.5669.
- Villar, J., Blanco, J., & del Campo, R. (2015). Spanish Initiative for Epidemiology, Stratification & Therapies for ARDS (SIESTA) Network. Assessment of PaO₂/FiO₂ for stratification of patients with moderate and severe acute respiratory distress syndrome. *BMJ Open*, 5 (3). DOI 10.1136/bmjopen-2014-006812.
- Yang, Y., Yang, M., & Shen, C. (2020). Evaluating the accuracy of different respiratory specimens in the laboratory diagnosis and monitoring the viral shedding of 2019-nCoV infections. *MedRxiv*. Preprint posted online February 17. DOI 10.1101/2020.02.11.20021493.
- Zou, L., Ruan, F., & Huang, M. (2020). SARS-CoV-2 viral load in upper respiratory specimens of infected patients. *New England Journal of Medicine*, 382, 1177–1179. Published online March 19. DOI 10.1056/NEJMc2001737.

Харченко Євген, Куриця Денис. Психологічні шляхи надання первинної медичної санітарної допомоги людям, які вживають психоактивні речовини

АНОТАЦІЯ

Метою статті є вивчення стану проблеми використання психоактивних речовин і лікування хворих у закладах первинної медико-санітарної допомоги України й інших країн світу.

Для роз'язання сформульованих у роботі завдань було використано такі теоретичні **методи дослідження**: категоріальний, структурно-функціональний, методи аналізу, систематизації, моделювання, узагальнення. Також у дослідженні нами використано емпіричні методи, такі як спостереження, інтерв'ю, анкетування, тестування, метод експертних оцінок.

Результати дослідження. Актуальність надання комплексної первинної медико-санітарної допомоги тим, хто вживає психоактивні речовини, відповідає стратегічному завданню збереження та поліпшення здоров'я громадян України. Проблема вживання психоактивних речовин серед населення різних країн, зокрема України, є однією з найважливіших медичних і соціальних проблем сучасності. На початок 2016 року в Україні в системі охорони здоров'я було зареєстровано 1,7 млн людей, які потребували психіатричної та наркологічної допомоги. Це – майже 4% від загальної кількості населення країни. У структурі психічних розладів у 2015 р. діагностовано найпоширеніші психічні та поведінкові розлади внаслідок вживання психоактивних речовин (алкоголю, наркотичних речовин), що становить 58,41% від усіх зареєстрованих випадків. Діагностовано 8,9% розладів здоров'я, пов'язаних зі стресом, невротичними та соматоформними розладами, серед яких було 1,8% ментальних розладів. Серед зареєстрованих у 2015 р. осіб із патологією психіки та поведінки було 62,7% людей працездатного віку. У 2020 р. в Україні на обліку перебувало 1,9 млн осіб, які потребували психіатричної та наркологічної допомоги. Серед цих людей діагностовано 10,1% розладів здоров'я, пов'язаних зі стресом, невротичними та соматоформними розладами, у тому числі 2,3% розладів настрою.

Дані власних досліджень за 2020 рік також свідчать щодо високого рівня використання психоактивних речовин серед молоді: в середньому 86,1% учнів хоч раз у житті вживали будь-які алкогольні напої. У віці 17

років цей показник становить 79,4%, а у 16–17 років він наближається до 88%.

Висновки. Отримані результати ми великою мірою пояснюємо пандемією COVID-19 у цілому світі. В Україні люди стали вживати більше психоактивних речовин. Слід зазначити, що феноменологія екопсихологічних експедицій і невелика кількість наукових досліджень психічного стану людей під час пандемії COVID-19 дозволили вперше звернути увагу на деякі явища екологічної психології, відомі наукові концепції, що використовувалися. Слід одразу зазначити, що під впливом пандемії COVID-19 поведінка людини набуває досить явних екологічних характеристик.

Екоатрибуцію ми розглядаємо як спосіб життя, який забезпечує охорону довкілля, природну доцільність дбайливого ставлення до природи, своєрідну гармонію людини та природи і світу навколо нас. Екоатрибуція, або екоатрибутивна поведінка, передбачають розуміння не тільки збалансованих гармонізацій у просторі природи, але й у життєвому середовищі загалом, а також адекватне включення людської діяльності в парадигму навколишнього середовища, виконання її діяльності, з одного боку, відповідно до законів природи з урахуванням умов існування в суспільстві, з урахуванням пандемії COVID-19 і вироблення власного стилю поведінки, який є природним і життєздатним за таких умов.

Екоатрибутивна поведінка та діяльність передбачають пошук адекватних форм і принципів, особливо для біологічної адаптації та захисту в змінних умовах життєдіяльності. Як ми і передбачали, характерні риси еколого-психологічного стресу, що виявляються в прагненні людини змінити ситуацію, суттєво змінюють як саму поведінку, так і діяльність людей. Особистісно значущий зміст, що зараз формується у разі відсутності практичного досвіду та практичних навичок адаптації до таких переживань і дій, формує, як виявилось, негнучку поведінку. В основу такої поведінки покладено ригідні, торпедні психічні стани, пандемічні або «ковідні» акцентуації, тривогу і страх.

Ключові слова: первинна медична допомога, сімейна медицина, психоактивні речовини, вплив пандемії COVID-19 на поведінку людини, експліцитна екоатрибуція, екоатрибутивна поведінка.

Харченко Евгений, Курица Денис. Психологические пути оказания первичной медицинской санитарной помощи людям, которые употребляют психоактивные вещества

АННОТАЦІЯ

Целью статьи является изучение состояния проблемы использования психоактивных веществ и лечения больных в учреждениях первичной медико-санитарной помощи Украины и других стран мира.

Для нахождения путей решения сформулированных в работе задач были использованы следующие теоретические **методы исследования**: категориальный, структурно-функциональный, методы анализа, систематизации, моделирование, обобщение. Также в исследовании нами использованы эмпирические методы, такие как наблюдение, интервью, анкетирование, тестирование, метод экспертных оценок.

Результаты исследования. Актуальность предоставления комплексной первичной медико-санитарной помощи тем, кто употребляет психоактивные вещества, соответствует стратегической задаче сохранения и улучшения здоровья граждан Украины. Проблема употребления психоактивных веществ среди населения разных стран, включая Украину, является одной из важнейших медицинских и социальных проблем современности. На начало 2016 года в Украине в системе здравоохранения было зарегистрировано 1,7 млн человек, которые нуждались в психиатрической и наркологической помощи. Это – почти 4% от общего населения страны. В структуре психических расстройств в 2015 г. диагностированы распространенные психические и поведенческие расстройства вследствие употребления психоактивных веществ (алкоголя, наркотических веществ), что составляет 58,41% от всех зарегистрированных случаев. Диагностированы 8,9% расстройств здоровья, связанных со стрессом, невротическими и соматоформными расстройствами, среди которых было 1,8% ментальных расстройств. Среди зарегистрированных в 2015 г. лиц с патологией психики и поведения было 62,7% людей трудоспособного возраста. В 2020 г. в Украине на учете находилось 1,9 млн человек, нуждающихся в психиатрической и наркологической помощи. Среди этих людей диагностированы 10,1% расстройств здоровья, связанных со стрессом, невротическими и соматоформными расстройствами, в том числе было 2,3% расстройств настроения.

Данные собственных исследований, проведенных в 2020 году, также свидетельствуют о высокой степени использования психоактивных веществ среди молодежи: в среднем 86,1% учащихся хотя бы раз в жизни употребляли любые алкогольные напитки. В возрасте 17 лет этот показатель составляет 79,4%, а в 16–17 лет он приближается к 88%.

Выводы. *Полученные результаты мы во многом объясняем пандемией COVID-19 во всем мире. В Украине люди стали употреблять больше психоактивных веществ. Следует отметить, что феноменология экопсихологических экспедиций и небольшое количество научных исследований психического состояния людей во время пандемии COVID-19 позволили впервые акцентировать внимание на некоторых явлениях экологической психологии, известных используемых научных концепциях. Следует сразу отметить, что под влиянием пандемии COVID-19 поведение человека приобретает достаточно явные экологические характеристики.*

Экоатрибуцию мы рассматриваем как образ жизни, который обеспечивает охрану окружающей среды, естественную целесообразность бережного отношения к природе, своеобразную гармонию человека и природы и мира вокруг нас. Экоатрибуция, или экоатрибутивное поведение, предусматривают понимание не только сбалансированных гармонизаций в пространстве природы, но и в жизненной среде в целом, а также адекватное включение человеческой деятельности в парадигму окружающей среды, выполнение ее деятельности, с одной стороны, согласно законам природы с учетом характеристик существования в обществе с пандемией COVID-19 и выработки собственного стиля поведения, который является естественным и жизнеспособным при таких условиях.

Экоатрибутивное поведение и деятельность предусматривают поиск адекватных форм и принципов, особенно для биологической адаптации и защиты в постоянно изменяющихся условиях жизнедеятельности. Как мы и предполагали, характерные черты эколого-психологического стресса эксплицируются в стремлении человека изменить ситуацию, существенно меняют как само поведение, так и деятельность людей. Личностно значимый смысл, который сейчас формируется в случае отсутствия практического опыта и практических навыков адаптации к таким переживаниям и действиям, формирует, как оказалось, негибкое поведение. В основе такого поведения находятся ригидные, торпедные психические состояния, пандемические или «ковидные» акцентуации, тревога и страх.

Ключевые слова: *первичная медицинская помощь, семейная медицина, психоактивные вещества, влияние пандемии COVID-19 на поведение человека, эксплицитная экоатрибуция, экоатрибутивное поведение.*

Original manuscript received January 14, 2021

Revised manuscript accepted February 16, 2021

The Model of Assistance to People with Problem Eating Behavior and Weight Disorders

Модель допомоги людям із проблемною харчовою поведінкою та порушеннями ваги

Vitaliia Shebanova

Dr. in Psychology, Professor, Professor of the Department of Practical Psychology, Kherson State University, Kherson (Ukraine)
ORCID ID: <https://orcid.org/0000-0002-1658-4691>
Researcher ID: <http://www.researcherid.com/rid/D-2740-2019>
E-mail: vitaliashebanova@gmail.com

Віталія Шебанова

Доктор психологічних наук, професор, професор кафедри практичної психології, Херсонський державний університет, м. Херсон (Україна)

ABSTRACT

The aim of the research is to determine the peculiarities of assistance to people with problem eating behavior and weight disorders in different fractals based on the principles of synergetic concept of the formation and development of problem eating behavior in the continuum «norm – pathology».

*To solve the tasks set in the paper such theoretical **research methods** as the method of analysis of the scientific literature and generalization have been used.*

The results of the research showed that synergetics in the field of psychology of eating behavior has significant heuristic potential, which determines the evolutionary methodology of the therapy and psychocorrection taking into account the phenomena of self-organization in the therapeutic space (autonomy,

Address for correspondence, e-mail: kpnu_lab_ps@ukr.net

Copyright: © Shebanova Vitaliia



The article is licensed under **CC BY-NC 4.0 International**
(<https://creativecommons.org/licenses/by-nc/4.0/>)

© Shebanova Vitaliia

DOI (article): <https://doi.org/10.32626/2227-6246.2021-51.241-265>

<http://journals.uran.ua/index.php/2227-6246>

241

competence, self-worthiness, spiritual maturity, etc.). It is substantiated that a synergetic methodology is a tool for analyzing the nonlinear situation of the development of eating behavior. It is described that the task of specialists is to organize assistance to people with problem forms of eating behavior, aimed at finding resources to normalize patterns of eating behavior and body weight.

Conclusions. *Synergetic principles and fractal modular components of the conceptual model as a holistic system give grounds to claim that the trajectory of the development at bifurcation points can be changed due to the mobilization of resource potential – activation of protective and compensatory processes of corporeity.*

It may allow to outline the possibility of increasing effective assistance to people with problem eating strategies and weight deformities by: 1) identifying the peculiarities of subjective discourses as internal guidelines that determine the distorted patterns of eating behavior and, accordingly, are targets for correction; 2) rethinking the ontological problems of existence and the importance of spirituality as a resource potential of the individual, which through the activity of the spirit improves himself or herself and the socio-cultural environment; 3) organization of preventive work at the stages of latent and initial fractals, taking into account the influencing factors; 4) creation of multidisciplinary brigade forms, which include specialists from different fields of knowledge (psychologists, teachers, sociologists, clergy, physicians of various specializations, etc.); 5) creation of individual programs for normalization of eating behavior on the basis of general principles and a new approach to prevention, correction and rehabilitation of people with problem strategies of eating behavior and weight deformities.

Key words: *psychology of eating behavior, problem eating behavior, body weight disorders, synergetic model of bio-psycho-socio-spiritual development of eating behavior in the continuum «norm – pathology», model of assistance.*

Introduction

The relevance of the study of the psychology of human eating behavior is primarily stipulated by the social significance of the problem. The scale and rate of spreading problem eating behavior and its consequences in the form of weight disorders threaten the physical and psychological health of the population. Fixation on distorted strategies of problem eating beha-

avior (EB) leads to the emergence and development of serious diseases of today (including obesity, psychogenic overeating, anorexia, bulimia), which have received the status of the social non-infectious epidemic today (according to WHO and UNESCO). On the other hand, the development of this topic has significant scientific potential, requires comprehensive research that combines different aspects of eating behavior, such as medical, psychological, pedagogical, cultural, valeological, philosophical, and others.

In our previous publications, we noted that within the traditional linear classical theories of psychosomatic development of eating behavior in the continuum «norm – pathology» there is no theory that could satisfactorily explain the causes of problem eating behavior as unsystematic destructive disorders and unstable dynamics of their development (Шебанова, 2014б; 2016в; 2017).

The concept of modern psychology of eating behavior is based on the general scientific trend of using the synergetic methodology, as it allows to combine distinctions – body and mind, material and spiritual, external and internal, collective and individual, individual and cultural-historical development, and the two most relevant methodological approaches – holistic and systemic. The use of conceptual and terminological apparatus of synergetic methodology in psychological research helps to understand common for different scientific disciplines general processes, to recognize new meanings in them, to understand the prospects of new psychological knowledge on psychosomatic development of eating behavior.

The proposed synergetic model of bio-psycho-socio-spiritual development of eating behavior in the continuum «norm – pathology» contains four vectors of ontogenetic development (somatic-, psycho-, socio-, existential genesis) and four fractals, representing certain phases of the formation of problem strategies of eating behavior in the spectrum «overeating – food restriction». Three fractals (predispositions, latent and initial)

constitute the pre-nosological period of the development, respectively, in this period it is possible to be limited to the methods of psychotherapeutic correction and general psychoprophylactic measures. The fourth fractal appears as a period of a detailed clinical picture of food-dependent diseases, and therefore in this period the normalization of eating behavior, as a restorative therapy of holistic health, requires the involvement of specialists from different fields: psychologists, physicians of various specializations, and others (Шебанова, 2014б; 2016в; 2017).

The phenomenology of the formation and the course of problem eating behavior in the synergetic bio-psycho-socio-spiritual model are positioned by the multi-vector ontogenetic development and the scale of fractals that determine the diversity of dynamic nonlinear development. The model allows to trace the process of the development of problem variants of eating behavior in the spectrum of pathological mode «over-eating – food restriction» from the moment of favorable pre-conditions to the detailed clinical picture of the corresponding nosological forms (obesity, psychogenic overeating, anorexia, bulimia), moreover bodyweight deformities (weight deficit or overweight) are considered as somatic equivalents of problem patterns of eating behavior.

The peculiarity of the conceptual model of the development of eating behavior in the continuum «norm – pathology» is that it allows considering the emergence of various deviations at the bifurcation points as ways of spontaneous self-organization of the system to its disintegration and self-destruction which corresponds to the extreme variants of the detailed clinical picture of food-dependent diseases. Thus, the processes of formation of different problem types of eating behavior are the variants of self-development of the metasyndrom system of metacasual nature, which arise in the conditions of imbalance and are determined by attractors of the system as new ordered structures to which disordered structures gravitate. The model

provides grounds for understanding food-dependent diseases as scenarios of transition from problem eating behavior strategies in the spectrum «overeating – food restriction» to chaos (attractors of obesity and eating disorders) through a cascade of bifurcations in the corporal system. It is important to take into account the retrospective and perspective of the system, because its current state, on the one hand, is the result of past and future development of the system.

The development of nonlinear dynamic theory made it possible to establish how the interaction of various factors affects the evolution of metasyndrom formation of eating behavior as a phenomenological phenomenon of corporeality – from relative equilibrium to intrasystem endogenous chaos (as an attractor of food-dependent diseases) and to find out how reverse processes develop in this system that contributes to the normalization of eating behavior. The synergetic concept of the formation of eating behavior in the continuum «norm – pathology» takes into account the adverse effects of external and internal factors that distort EB patterns and their further pathogenetic development in the direction of multiple disorders at all levels of corporeality. The model takes into account the main conditions of psychosomatic diseases, which were identified by several authors, in particular, the vulnerability of organs and systems due to hereditary burden («X» factor), features of the intrapsychic level of corporeality; «Starting situation» (as a trigger stress mechanism), the power of the subjective «Self», etc., which was considered by us in our previous publications (Шебанова, 2014а; 2014б, 2014в; 2014г; 2016а; 2016б; 2016в; 2017).

The aim of the article is to determine the peculiarities of providing assistance to people with problem eating behavior and weight disorders in different fractals based on the principles of synergetic concept of the formation and development of problem eating behavior in the continuum «norm – pathology».

The task of the article

Based on the relevance and insufficient development of the problem concerned, we have identified the following research objectives: 1) to identify the categories of people who can provide assistance to people with problem eating behavior and weight disorders based on the principles of synergetic concept of the formation and development of problem eating behavior in the continuum «norm – pathology»; 2) to determine the peculiarities of providing assistance to people with problem eating behavior and weight disorders in different fractals of the synergetic model.

Research methods and techniques

In order to solve the tasks formulated in the article, the following theoretical research methods were used: the method of analysis of the scientific literature and generalization.

Results and discussions

Our theoretical and methodological principles of the synergetic concept of the emergence and development of problem eating behavior in the continuum «norm – pathology» make it possible to organize early prevention of problem forms of eating behavior and weight deformities at the subclinical (prenosological) level (Шебанова, 2014б; 2016в; 2017). Taking into account the need to help people with different forms of problem eating behavior in the realization of their life potential, this is a particularly urgent task. Thus, the combination of a synergetic approach with the concept of ontogenetic development (somato-, psycho-, socio-, and existential genesis) allowed to build a single methodology of analysis for the whole variable spectrum of problem eating behavior (all types and forms) and explain their formation regardless of nosological form and age.

Based on the principles of the synergetic concept, it is possible to answer current questions of the psychology of eating

behavior, in particular, on some issues of eating disorders in the spectrum «overeating – refusal to eat» and their somatic equivalents (in the form of weight deficit or overweight):

1) What triggers do determine the appearance of distorted patterns of eating behavior and stipulate the further process of psychopathogenetic development?

2) Why do stimulus traumatic situations distort the patterns of eating behavior with the further development of the psychopathogenic process for some people, and for others – don't; why is «food» or «eating situation» the stimulus traumatic factors in some cases, and in others, these are «standards of the body», «reactions of others», etc.?

3) Why do the same types of mental trauma in different people lead to different types of eating disorders and why can different psychogenic injuries in different people lead to a certain type of eating disorder?

The synergetic approach leads to a significant revision of the ideology and methodology for prevention, psycho-correctional measures, and rehabilitation strategies to help people with problem forms of eating behavior and its negative consequences – real or imagined overweight.

Psychotherapeutic correction of strategies of the pathological mode of EB in the spectrum «overeating – refusal to eat» based on a synergetic model opens new opportunities and prospects for helping people with problem eating behavior (subclinical and clinical signs of EB disorders). The main rehabilitation and prevention priority of this model is a high quality of life based on the normalization of eating behavior and weight, as a choice of healthy lifestyle and style of life.

Synergetic model of bio-psycho-socio-spiritual development of eating behavior in the continuum «norm – pathology» focuses on the creation of multidisciplinary (psychological, medical, and social) brigade forms of assistance to people with problem eating behavior, including medical professionals (psychiatrists, endocrinologists, therapists, and in case of compli-

cations – gynecologists, gastroenterologists, dermatologists, cardiologists, etc.); specialists in the field of mental health (practical and clinical psychologists, psychotherapists), specialists in the field of education, social services, representatives of the patriarchal psychotherapy and other specialists in the mental health service.

The fractal of predisposition of the considered model focuses on carrying out preventive and corrective measures with the alimentary family. At the same time, on the one hand, organizational work should be aimed at identifying family dysfunctions and hereditary psychophysiological predisposition to problem eating behavior in the spectrum «overeating – refusal to eat», on the other hand, it should be aimed at harmonization of family relationships and increasing personal maturity (formation of a harmonious image of subjective «Self»).

The latent fractal of the model focuses on the detection of dysfunctional physiological and psychosomatic reactions caused by alimentary diathesis. Among the important measures of this stage there are anthropometric measurements (body diameter, body mass index, percentage of fat and muscle tissue in the body, etc.), diagnosis and correction (feeling of chronic dissatisfaction with weight, body, self, and life in general, stylistic features of eating behavior: a tendency to manifestations of problematic stereotypes of eating behavior by emotional, external and restrictive types; disharmonious socialization of personality and value-semantic disharmonies, etc.).

Adequate psychoprophylaxis and psychocorrection within this fractal are very important measures, as their main task is to prevent the transition of problematic forms of eating behavior to the next initial fractal.

Within the initial fractal, when specific problem strategies of eating behavior in the spectrum «overeating – refusal to eat» and their somatic equivalents in the form of a tendency to weight deficit or overweight are revealed, it is possible to use drug-free and pharmacological measures preventing the

pathogenetic development of the disorders of eating behavior and weight.

It should be noted the possibility of assisting with the use of non-pharmacological products. Among them there are psychophysiological and psychological methods of psychotherapeutic correction: «control of hunger and satiation», «control of food strategies and taste preferences against the background of weight control and nutrition»; «control and correction of the emotional state»; clarification of the psychological meaning of food in the situation of food consumption, increasing self-esteem and the need to take care of yourself, conflict resolution, optimization of interpersonal relationships; dosed physical activity, etc. (Вознесенская, Сафонова & Платонова, 2000; Гетманчук, 2012; Гряділь, Чубірко, Чопей & Гечко, 2015; Дука, 2016; da Luz, Hay, Touyz & Sainsbury, 2018; Fisher, Skocic, Rutherford & Hetrick, 2018; Saltzman & Liechty, 2016; Schaumberg, Welch, Breithaupt, Hübel & et all., 2017; Troscianko & Leon, 2020).

The specificity of the life situation that arises due to the presence of problem forms of eating behavior in the spectrum «overeating – refusal to eat» is determined by «sudden» weight shifts (overweight and weight deficit). Accordingly, the first diagnosis at this stage stipulates the necessity of conducting targeted correction and psychorehabilitation, as «failure to respond» to the first clinical signs of «a future illness» leads to serious psychosomatic complications in the future.

The fractal of the developed clinical picture focuses on conducting early qualified medical, psychological, spiritual and moral, social, educational / pedagogical assistance. The specificity of the life situation of this fractal is determined by the vital threat (due to «overlying» the symptoms of other serious disorders), the risk of disability, loss of social status, low level of social protection, and the need to carry out individual psychotherapeutic correction and rehabilitation program. Differences which are stipulated by the peculiarities of

the pathogenetic development of eating behavior in the spectrum of «overeating – refusal to eat» and disorders of body weight determine different approaches to non-pharmacological (psychotherapeutic correction, diet, physical activity) and pharmacological therapy. Leading specialists in the field of psychosomatics, the psychology of corporeality, and psychiatry express the opinion about the need to include *a psychotherapeutic correction in the arsenal of mandatory treatment of patients with eating disorders and obesity* (Вознесенская, Сафонова & Платонова, 2000; Гетманчук, 2012; Гряділь, Чубірко, Чопей & Гечко, 2015; Дука, 2016; Chevinsky, Wadden & Chao, 2020; Rousselet, Guérineau, Paruit, Guinot & et all., 2017; Zipfel, Giel, Bulik, Hay & et all., 2015).

According to them, the means of correction allow correcting various psychological causes of painful eating behavior (thoughts with cognitive defects that cause problems with eating, automatic thoughts, unhealthy attitude to food and its consumption, inadequate perception of their appearance, etc.).

Besides, the means of psychotherapeutic correction can reveal hidden internal resources, which will significantly increase the chances of effective therapy. According to S. O. Kulakov, internal resources form an internal contour of self-organization, which has its hierarchical structure and functions in parallel with the contour of the disease (Кулаков, 2009: 129). However, M. V. Savchin, defining the spiritual as a deep subjectivity and causal series that fundamentally affects a person's mental health, optimizing their life, emphasizes that the consequences of the interaction of spiritual with mental are to reduce levels of egocentrism, passion, dependence from material and physical, mental and social needs: «It is established that when a person masters the higher spiritual states, the center of his or her Self shifts from the somatic, psychological and social spheres to the spiritual sphere, the Self-ideal is identified with these states» (Савчин, 2013: 194–195).

Sharing these positions, we believe that the restoration of resource status is possible due to the ability to accept help (psychological, social, moral), awareness of the severity of problem forms of eating behavior, recognition of painful / abnormal EB, the need to take responsibility for their lives and change behavior and lifestyle, philosophical and religious attitude to the end of existence, the revival of the power of spirit, readiness to overcome difficulties on the way to their health, and so on.

The use of multidimensional diagnostics makes it possible to systematize data according to the main planes of the biopscho-socio-spiritual model, to analyze the relationships and evaluate the provoking and resource factors, which in synergetics are called «disease attractors» or «health attractors» (attractors), which will allow making an individual program of psychocorrection and rehabilitation.

The model allows determining the ways of psychotherapeutic correction for different types of problem eating behavior and weight disorders, taking into account their fundamental differences. First of all, the model points to the necessity of conducting psychocorrectional work in four areas: restoration of contact with the body (according to the vector of somatogenesis); harmonization of «relationship with food» (clarification of the psychological meaning of food in the eating process), optimization of relations with others and focus on true self-care (according to the vectors of psycho-, socio-, and existential genesis) (Шебанова, 2014д). In case of complications or recurrences of problem eating behavior, secondary and tertiary psychoprophylaxis measures are carried out, i.e. rehabilitation (psychological, medical, social) is carried out.

Synergetics in the field of the psychology of eating behavior has significant heuristic potential, which determines the evolutionary methodology of therapy and psychocorrection taking into account the phenomena of self-organization of the individual in the therapeutic space (autonomy, competence,

self-worthiness, spiritual maturity, etc.). Thus, the synergetic methodology is a tool for analyzing the nonlinear situation of the development of eating behavior. This follows from the positive attitude of the synergetic approach: *the individual has the resource to self-organization and self-restoration*. The task of specialists is to help people with problem forms of eating behavior, aimed at finding resources to normalize patterns of eating behavior and body weight. This is particularly relevant in connection with the complexity of living requirements, with an increase of unfavorable stress effects, resulting in an increase in morbidity and mortality from such «diseases of civilization» as disorders of eating behavior (anorexia, bulimia, psychogenic overeating) and obesity. The synergetic approach makes it possible to see the complexity of the interaction of various factors that may affect the course of problematic strategies of eating behavior in the continuum «norm – pathology». It is noted that the span of life is affected not only by the ratio of pathogenic and protective factors but also by coincidences that occur near the bifurcation points. Psychotherapeutic correction, therapy, rehabilitation, and prevention of problem eating behavior provide the ability to rely on protective personality factors that make up the resource potential of the individual. We also refer health protection eating behavior to the resource potential of the individual, which is both an individual resource of the individual (personal choice of life) and collective socio-cultural orientation of the individual on eating behavior (which we considered in Shebanova's publication, 2019). Resource (sanogenic) potential makes it possible to choose the most optimal strategies and tactics for overcoming difficulties in normalizing eating behavior and weight, reducing stress, maintaining freedom of behavior, including food. In other words, the resource potential of the individual allows one to choose consciously the option of life that corresponds to his or her individual development and allows living a healthy

and prosperous life. Resource potential is divided into three groups:

– the first group of resource potential contains protective factors that are formed by the social environment (micro-, macro-society, upbringing, education, media), and determine the way and conditions of life (it is external to the individual);

– the second group contains «hidden resources» of the individual, which are activated («revealed») under the influence of joint work with specialists (psychologist / psychotherapist / psychiatrist, nutritionist, doctor, social worker, teacher, fitness trainer, etc.). The subject «discovers» these resources in psychotherapeutic correction sessions, in personal development groups, fitness groups, and others, which help to increase physical and psychological stability, communicative competence, self-confidence, etc.;

– the third group of resource potential contains such protective qualities which the subject reveals and develops in themselves independently due to the expansion of the zone of awareness of internal resources and spirituality, as their responsibility for eating behavior, for their body, their health, for themselves as a whole, their way of life. Responsibility for one's eating behavior, one's body, and one's health, in general, is a process aimed at taking care of one's «external» and «internal» body, the ability to make decisions following one's internal feelings; the ability to resist the «blind», meaningless copying of fashion trends as to corporeity, mastering the skills necessary to maintain health at a high level. Thus, the responsibility for health protection eating behavior, as a manifestation of spirituality, is one of the most important resources for the normalization of problem eating behavior.

The main strategy of psychological assistance in the field of the existential genesis of the presented model is to expand the internal potential by realizing the «to be» tendency», through which the individual rethinks the circumstances of his or her life and his or her potential, transforms meanings

and becomes a self-sufficient subject of vital activity. From that moment, he or she can change his or her attitudes about the possibility of normalizing the patterns of eating behavior and his or her body weight, and to provide self-help (meaning to find the resources to overcome the difficulties of life due to the presence of problem eating behavior). A special danger for people with problem eating behavior is the feeling of helplessness, the possibility of losing control over eating behavior, and consequently, over their body weight, which often leads to a suicidal mood. We share the position of some authors of humanistic and existential directions of psychology and psychotherapy, who claim that an effective counteraction to suicidal intentions is to increase the level of spirituality (Боришевський, 2010; Климишин, 2012; Колісник, 2010; Осьодло, 2009; Ставицька, 2014; Титаренко, 2011). «Thanks to spirituality, a person becomes significantly less dependent on external circumstances (he or she is not even afraid of the prospect of being left without the support of others, he or she sees no point in being liked by others in all situations, feels his or her ability to influence the events, develops capabilities, etc.) and becomes a self-sufficient subject who is responsible for his or her life (Savchin, 2013: 195).

Concluding this section, we note that we share the opinion of a pleiad of authors (М.-Л. А. Чєпа, V. F. Matsenko, Zh. M. Matsenko, A. D. Tereshchuk, etc.), who note that the synergistic approach is not another escape into metaphors and is not a disguise of psychology into fashionable natural science terminology: we are dealing here with an elegant possibility of synthesizing phenomenological and categorical knowledge about the psyche and society» (Чєпа, Мацєнко, Мацєнко, Терещук та ін., 2015: 195).

Conclusions

Synergetic principles and fractal modular components of the conceptual model as a holistic system give grounds to claim

that the trajectory of the development at bifurcation points can be changed due to the mobilization of resource potential – activation of protective and compensatory processes of corporeity.

It may allow to outline the possibility of increasing effective assistance to people with problem eating strategies and weight deformities by: 1) identifying the peculiarities of subjective discourses as internal guidelines that determine the distorted patterns of eating behavior and, accordingly, are targets for correction; 2) rethinking the ontological problems of existence and the importance of spirituality as a resource potential of the individual, which through the activity of the spirit improves itself and the socio-cultural environment; 3) organization of preventive work at the stages of latent and initial fractals, taking into account the influencing factors; 4) creation of multidisciplinary brigade forms, which include specialists from different fields of knowledge (psychologists, teachers, sociologists, clergy, physicians of various specializations, etc.); 5) creation of individual programs for normalization of eating behavior on the basis of general principles and a new approach to prevention, correction and rehabilitation of people with problem strategies of eating behavior and weight deformities.

Literature

- Боришевський М. Й. Дорога до себе: від основ суб'єктності до вершин духовності. Київ : Академвидав, 2010. 416 с.
- Вознесенская Т. Г., Сафонова В. А., Платонова Н. М. Нарушения пищевого поведения и коморбидные синдромы при ожирении и методы их коррекции. *Журнал неврологии и психиатрии им. С. С. Корсакова*. 2000. № 12. С. 49–52.
- Гетманчук Є. І. Медико-психологічні та патоперсоналогічні аспекти психогенної гіперфагії. *Медична психологія*. 2012. № 3. С. 17–21.
- Гряділь Т. І., Чубірко К. І., Чопей І. В., Гечко М. М. та ін. Діагностика, лікування та профілактика ожиріння. *Україна. Здоров'я нації*. 2015. № 1. С. 96–100.

- Дука Ю. М. Патогенетичне обґрунтування діагностики, лікувальної тактики та профілактики виникнення системних порушень у вагітних жінок з надмірною масою тіла: автореф. дис. ... д-ра мед. наук: 14.01.01. Київ, 2016. 40 с.
- Кулаков С. А. Биопсихосоциодуховная и синергетическая модель развития онкологического заболевания: системный подход. *Известия Российского государственного педагогического университета им. А. И. Герцена*. 2009. Вып. 100. С. 124–131.
- Климишин О. І. Духовна терапія адиктивних осіб: християнсько-орієнтований підхід. Івано-Франківськ : Гостинець, 2012. 121 с.
- Колісник О. П. Духовні практики як активний метод саморозвитку особистості в перехідний період суспільства. *Психологічні перспективи*. 2010. Вип. 16. С. 101–118.
- Осьодло В. І. Когнітивні та екзистенційні феномени психіки в контексті самодетермінації. *Вісник НАОУ*. 2009. № 4 (12). С. 107–112.
- Савчин М. В. Духовна парадигма в психології. Київ : Академвидав, 2013. 252 с.
- Ставицька С. О. Теоретичний аналіз проблеми механізмів розвитку духовної самосвідомості особистості в юнацькому віці. *Проблеми сучасної психології: зб. наук. праць Кам'янець-Подільського національного університету імені Івана Огієнка, Інституту психології імені Г. С. Костюка НАПН України* / за ред. С. Д. Максименка, Л. А. Онуфрієвої. Кам'янець-Подільський : Аксіома, 2014. Вип. 24. С. 630–645.
- Титаренко Т. М. Його величність випадок: несподівані конфігурації людського життя. *Психологія особистості*. 2011. № 1 (2). С. 153–158.
- Чепа М.-Л. А., Маценко В. Ф., Маценко Ж. М., Терещук А. Д. та ін. Психосинергетичні особливості сталих та кризових періодів життя людини: монографія / за ред. Чепа М.-Л. А. Київ : Педагогічна думка, 2015. 197 с.
- Шебанова В. І., Шебанова С. Г. Перекручені патерни харчової поведінки як невротичний ритуал. *Науковий вісник Херсонського державного університету: зб. наук. праць. Серія: Психологічні науки* / гол. ред. О. Є. Блинова. Херсон : Видавничий дім «Гельветика», 2014а. Вип. 2. Т. 1. С. 148–155.
- Шебанова В. І. Синергетична модель розвитку розладів харчової поведінки. *Практична психологія та соціальна робота*. 2014б. № 12. С. 1–18.
- Шебанова В. І. Харчова поведінка в структурі тілесності: теоретичні й методологічні основи тілесності. *Науковий вісник Херсонського державного університету: зб. наук. праць. Серія: Психологічні на-*

- уки / гол. ред. О. Є. Блинова. Херсон : Видавничий дім «Гельветика», 2014в. Вип. 1. С. 186–192.
- Шебанова В. І. Іпохондричний дискурс сучасності як базова основа викривленої турботи про себе (нав'язливе прагнення зниження ваги). *Проблеми сучасної психології: зб. наук. праць Кам'янець-Подільського національного університету імені Івана Огієнка, Інституту психології ім. Г. С. Костюка НАПН України* / за наук. ред. С. Д. Максименка, Л. А. Онуфрієвої. Кам'янець-Подільський : Аксіома, 2014г. Вип. 25. С. 638–651.
- Шебанова В. І. Тренінг нормалізації пищевого поведіння: Програма психологического супроводження на пути к свободе от передання. Практическое руководство. Херсон : ПП Вишемирский В. С., 2014д. 394 с.
- Шебанова В. І. Ситуація харчового насильства як детермінація викривлення патернів харчової поведінки. *Науковий вісник Херсонського державного університету: зб. наук. праць. Серія: Психологічні науки* / гол. ред. О. Є. Блинова. Херсон : Видавничий дім «Гельветика», 2016а. Вип. 1. Т. 1. С. 111–118.
- Шебанова В. І. Вплив різноманітних форм харчового насильства на особливості суб'єктивної картини життєвого шляху. *New Trends of Global scientific ideas 2016: material of proceedings of the International scientific-practical congress of pedagogues, psychologists and medics the of 10ht of May, Geneva (Switzerland)*. 2016б. С. 158–161.
- Шебанова В. І. Феноменологія харчової поведінки у континуумі «норма – патологія». Херсон : ПП Вишемирський В. С., 2016в. 612 с.
- Шебанова В. І. Психологія харчової поведінки: дис. ... д-ра психол. наук: 19.00.01. Київ, 2017. 562 с.
- Шебанова В. І. Психологічні умови та технології формування здоров'язбережувальної компетентності щодо харчової поведінки. *Психологічні технології ефективного функціонування та розвитку особистості: монографія* / за ред. С. Д. Максименка, С. Б. Кузікової, В. Л. Зливкова. Суми : Вид-во СумДПУ імені А. С. Макаренка, 2019. С. 506–530.
- Chevinsky, J. D., Wadden, T. A., & Chao, A. M. (2020). Binge Eating Disorder in Patients with Type 2 Diabetes: Diagnostic and Management Challenges. *Diabetes, metabolic syndrome and obesity: targets and therapy*, 13, 1117–1131. URL : <https://doi.org/10.2147/DMSO.S213379>.
- da Luz, F. Q., Hay, P., Touyz, S., & Sainsbury, A. (2018). Obesity with Comorbid Eating Disorders: Associated Health Risks and Treatment

- Approaches. *Nutrients*, 10 (7), 829. URL : <https://doi.org/10.3390/nu10070829>.
- Fisher, C. A., Skocic, S., Rutherford, K. A., & Hetrick, S. E. (2018). Family therapy approaches for anorexia nervosa. *The Cochrane database of systematic reviews*, 10 (10), CD004780. URL : <https://doi.org/10.1002/14651858.CD004780.pub3>.
- Gutierrez, E., & Birmingham, C. L. (2020). Editorial: New Perspectives to Unlock the Current Impasse in Treating Anorexia Nervosa. *Frontiers in psychology*, 11, 207. URL : <https://doi.org/10.3389/fpsyg.2020.00207>.
- Rousselet, M., Guérineau, B., Paruit, M., Guinot, M., & et all. (2017). Disordered eating in French high-level athletes: Association with type of sport, doping behavior, and psychological features. *Eating and Weight Disorders*, 22, 61–68. URL : <https://doi.org/10.1007/s40519-016-0342-0>.
- Saltzman, J. A., & Liechty, J. M. (2016). Family correlates of childhood binge eating: A systematic review. *Eating Behaviors*, 22, 62–71. URL : <https://doi.org/10.1016/j.eatbeh.2016.03.027>.
- Schaumberg, K., Welch, E., Breithaupt, L., Hübel, C., & et all. (2017). The Science Behind the Academy for Eating Disorders' Nine Truths About Eating Disorders. *European eating disorders review: the journal of the Eating Disorders Association*, 25 (6), 432–450. URL : <https://doi.org/10.1002/erv.2553>.
- Troschianko, E. T., & Leon, M. (2020). Treating Eating: A Dynamical Systems Model of Eating Disorders. *Frontiers in psychology*, 11, 1801. URL : <https://doi.org/10.3389/fpsyg.2020.01801>.
- Zipfel, S, Giel, K. E, Bulik, C. M, Hay, P., & et all. (2015). Anorexia nervosa: Aetiology, assessment, and treatment. *Lancet Psychiatry*, 2, 1099–1111. URL : [https://doi.org/10.1016/S2215-0366\(15\)00356-9](https://doi.org/10.1016/S2215-0366(15)00356-9).

References

- Boryshevskiy, M. Y. (2010). *Doroha do sebe: vid osnov subiektnosti do vershyn dukhovnosti [The road to oneself: from the foundations of subjectivity to the peaks of spirituality]*. Kyiv : Akademvydav [in Ukrainian].
- Voznesenskaia, T. G., Safonova, V. A., & Platonova, N. M. (2000). Narushe-niia pishchevogo povedeniia i komorbidnyie sindromy pri ozhireni-i i metody ikh korrektsii [Eating disorders and comorbid syndromes in obesity and methods of their correction]. *Zhurnal neurologii i psi-khiatrii im. S. S. Korsakova – Journal of Neurology and Psychiatry named after S. S. Korsakov*, 12, 49–52 [in Russian].

- Hetmanchuk, Ye. I. (2012). Medyko-psykholohichni ta patopersonolohichni aspekty psykhoheanoi hiperfahii [Medico-psychological and pathoperonal aspects of psychogenic hyperphagia]. *Medychna psykholohiia – Medical psychology*, 3, 17–21 [in Ukrainian].
- Hriadil, T. I., Chubirko, K. I., Chopei, I. V., Hechko, M. M., & and others (2015). Diahnostyka, likuvannia ta profilaktyka ozhyrinnia [Diagnosis, treatment and prevention of obesity]. *Ukraina. Zdoroviia natsii – Ukraine. Health of the nation*, 1, 96–100 [in Ukrainian].
- Duka, Yu. M. (2016). Patohenetychne obruntuvannia diahnostyky, likovalnoi taktyky ta profilaktyky vynykennia systemnykh porushen u vahitnykh zhinok z nadmirnoiu masoiu tila [Pathogenetic substantiation of diagnostics, treatment tactics and prevention of systemic disorders in pregnant women with overweight]. *Extended abstract of Doctor's thesis*. Kyiv [in Ukrainian].
- Kulakov, S. A. (2009). Biopsikhosotsiodukhovnaia i sinergeticheskaia model razvitiia onkologicheskogo zablevaniia: sistemnyi podkhod [Biopsychosocio-spiritual and synergetic model of oncological disease development: systemic approach]. *Izvestiia Rossiiskogo gosudarstvennogo pedagogicheskogo universiteta im. A. I. Gertsena – Proceedings of the Russian State Pedagogical University named after A. I. Herzen*, 100, 124–131 [in Russian].
- Klymyshyn, O. I. (2012). *Dukhovna terapiia adyktivnykh osib: khrystyiansko-orientovanyi pidkhid [Spiritual therapy of addictive persons: a Christian-oriented approach]*. Ivano-Frankivsk : Gostynets [in Ukrainian].
- Kolisnyk, O. P. (2010). Dukhovni praktyky yak aktyvnyi metod samorozvytku osobystosti v perekhidnyi period suspilstva [Spiritual practices as an active method of personal self-development in the transition period of society]. *Psykhologichni perspektyvy – Psychological perspectives*, 16, 101–118 [in Ukrainian].
- Osiadlo, V. I. (2009). Kohnityvni ta ekzystentsiini fenomeny psykhyky v konteksti samodeterminatsii [Cognitive and existential phenomena of the psyche in the context of self-determination]. *Visnyk NAOU – Visnyk NAOU*, 4 (12), 107–112 [in Ukrainian].
- Savchyn, M. V. (2013). *Dukhovna paradyhma v psykholohii [Spiritual paradigm in psychology]*. Kyiv : Akademydav [in Ukrainian].
- Stavytska, S. O. (2014). Teoretychnyi analiz problemy mekhanizmiv rozvytku dukhovnoi samosvidomosti osobystosti v yunatskomu vitsi [Theoretical analysis of the problem of mechanisms of development of spiritual self-consciousness of a person in adolescence]. *Problemy suchasnoi psykholohii: zb. nauk. prats KPNU imeni Ivana Ohiiienka*,

- Institutu psykholohii imeni H. S. Kostiuka NAPN Ukrainy – Problems of modern psychology: collection of research papers of Kamianets-Podilskyi National Ivan Ohienko University, G. S. Kostiuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine, 24, 630–645. Kamianets-Podilskyi : Aksioma [in Ukrainian].*
- Tytarenko, T. M. (2011). Yoho velychnist vypadok: nespodivani konfiguratsii liudskoho zhyttia [His Majesty's Case: unexpected configurations of human life]. *Psykhologhiia osobystosti – Personality psychology, 1* (2), 153–158 [in Ukrainian].
- Chepa, M.-L. A., Matsenko, V. F., Matsenko, Zh. M., Tereshchuk, A. D., & others (2015). *Psykhosynerhetychni osoblyvosti stalyykh ta kryzovykh periodiv zhyttia liudyny [Psychosynergetic features of stable and crisis periods of human life]. Kyiv : Pedahohichna dumka [in Ukrainian].*
- Shebanova, V. I., & Shebanova, S. G. (2014a). Perekrucheni paterny kharchovoi povedinky yak nevrotychnyi rytual [Distorted patterns of eating behavior as a neurotic ritual]. *Naukovyi visnyk Khersonskoho derzhavnoho universytetu: Serii: Psykhologichni nauky – Scientific Bulletin of Kherson State University. Series: Psychological Sciences, 2* (1), 148–155. Kherson : Vydavnychiy dim «Helvetyka» [in Ukrainian].
- Shebanova, V. I. (2014b). Synerhetychna model rozvytku rozladiv kharchovoi povedinky [Synergetic model of development of eating disorders]. *Praktychna psykholohiia ta sotsialna robota – Practical Psychology and Social Work, 12*, 1–18 [in Ukrainian].
- Shebanova, V. I. (2014v). Kharchova povedinka v strukturi tilesnosti: teoretychni i metodolohichni osnovy tilesnosti [Food behavior in the structure of corporeality: theoretical and methodological foundations of corporeality]. *Naukovyi visnyk Khersonskoho derzhavnoho universytetu. Serii: Psykhologichni nauky – Scientific Bulletin of Kherson State University. Series: Psychological Sciences, 1*, 186–192. Kherson : Vydavnychiy dim «Helvetyka» [in Ukrainian].
- Shebanova, V. I. (2014g). Ipkhondrychnyi dyskurs suchasnosti yak bazova osnova vykryvlenoi turboty pro sebe (naviazlyve prahnennia znyzhennia vahy) [Hypochondriac discourse of modernity as a basis for distorted self-care (obsessive desire to lose weight)]. *Problemy suchasnoi psykholohii: zb. nauk. prats KPNU imeni Ivana Ohienka, Institutu psykholohii imeni H. S. Kostiuka NAPN Ukrainy – Problems of modern psychology: collection of research papers of Kamianets-Podilskyi National Ivan Ohienko University, G. S. Kostiuk Institute*

- of Psychology of the National Academy of Educational Sciences of Ukraine, 25, 638–651. Kamianets-Podilskyi : Aksioma [in Ukrainian].*
- Shebanova, V. I. (2014d). *Trening normalizatsii pishchevogo povedeniia: Programma psikhologicheskogo soprovozhdeniia na puti k svobode ot pereiedaniia [Training in the normalization of eating behavior: A program of psychological support on the way to freedom from over-eating]*. Kherson : PP Vishemirskii V. S. [in Russian].
- Shebanova, V. I. (2016a). Sytuatsiia kharchovoho nasylstva yak determinatsiia vykryvleniia paterniv kharchovoi povedinky [The situation of food violence as a determination of distortion of patterns of food behavior]. *Naukovyi visnyk Khersonskoho derzhavnoho universytetu. Serii: Psykholohichni nauky – Scientific Bulletin of Kherson State University. Series: Psychological Sciences, 1 (1), 111–118. Kherson : Vydavnychi dim «Helvetyka» [in Ukrainian].*
- Shebanova, V. I. (2016b). Vplyv riznomanitnykh form kharchovoho nasylstva na osoblyvosti subiektyvnoi kartyny zhyttievoho shliakhu [Influence of various forms of food violence on the peculiarities of the subjective picture of life]. *New Trends of Global scientific ideas 2016: material of the proceedings of the International scientific-practical congress of pedagogues, psychologists and medics of 10ht of May, (pp. 158–161). Geneva (Switzerland).*
- Shebanova, V. I. (2016v). *Fenomenolohiia kharchovoi povedinky u kontynumi «norma – patolohiia» [Phenomenology of food behavior in the continuum «norm – pathology»]*. Kherson : PP Vyshemyrskiy V. S. [in Ukrainian].
- Shebanova, V. I. (2017). *Psykholohiia kharchovoi povedinky [Psychology of food behavior]*. *Doctor's thesis*. Kyiv [in Ukrainian].
- Shebanova, V. I. (2019). *Psykholohichni umovy ta tekhnolohii formuvannia zdoroviazberezhualnoi kompetentnosti shchodo harchovoi povedinky. [Psychological conditions and technologies for the formation of health competence in food behavior]. Psykholohichni tekhnolohii efektyvnoho funktsionuvannia ta rozvytku osobystosti – Psychological technologies of effective functioning and development of personality, (pp. 506–530). Sumy : Vyd-vo SumDPU imeni A. S. Makarenka [in Ukrainian].*
- Chevinsky, J. D., Wadden, T. A., & Chao, A. M. (2020). Binge Eating Disorder in Patients with Type 2 Diabetes: Diagnostic and Management Challenges. *Diabetes, metabolic syndrome and obesity: targets and therapy, 13, 1117–1131*. Retrieved from <https://doi.org/10.2147/DMSO.S213379>.

- da Luz, F. Q., Hay, P., Touyz, S., & Sainsbury, A. (2018). Obesity with Comorbid Eating Disorders: Associated Health Risks and Treatment Approaches. *Nutrients*, 10 (7), 829. Retrieved from <https://doi.org/10.3390/nu10070829>.
- Fisher, C. A., Skocic, S., Rutherford, K. A., & Hetrick, S. E. (2018). Family therapy approaches for anorexia nervosa. *The Cochrane database of systematic reviews*, 10 (10), CD004780. Retrieved from <https://doi.org/10.1002/14651858.CD004780.pub3>.
- Gutierrez, E., & Birmingham, C. L. (2020). Editorial: New Perspectives to Unlock the Current Impasse in Treating Anorexia Nervosa. *Frontiers in psychology*, 11, 207. Retrieved from <https://doi.org/10.3389/fpsyg.2020.00207>.
- Rousselet, M., Guérineau, B., Paruit, M., Guinot, M., & et all. (2017). Disordered eating in French high-level athletes: Association with type of sport, doping behavior, and psychological features. *Eating and Weight Disorders*, 22, 61–68. Retrieved from <https://doi.org/10.1007/s40519-016-0342-0>.
- Saltzman, J. A., & Liechty, J. M. (2016). Family correlates of childhood binge eating: A systematic review. *Eating Behaviors*, 22, 62–71. Retrieved from <https://doi.org/10.1016/j.eatbeh.2016.03.027>.
- Schaumberg, K., Welch, E., Breithaupt, L., Hübel, C., & et all. (2017). The Science Behind the Academy for Eating Disorders' Nine Truths About Eating Disorders. *European eating disorders review: the journal of the Eating Disorders Association*, 25 (6), 432–450. Retrieved from <https://doi.org/10.1002/erv.2553>.
- Troscianko, E. T., & Leon, M. (2020). Treating Eating: A Dynamical Systems Model of Eating Disorders. *Frontiers in psychology*, 11, 1801. Retrieved from <https://doi.org/10.3389/fpsyg.2020.01801>.
- Zipfel, S., Giel, K. E., Bulik, C. M., Hay, P., & et all. (2015). Anorexia nervosa: Aetiology, assessment, and treatment. *Lancet Psychiatry*, 2, 1099–1111. Retrieved from [https://doi.org/10.1016/S2215-0366\(15\)00356-9](https://doi.org/10.1016/S2215-0366(15)00356-9).

Шебанова Валерія. Модель допомоги людям із проблемною харчовою поведінкою та порушеннями ваги

АНОТАЦІЯ

Мета статті – спираючись на засади синергетичної концепції виникнення та розвитку проблемної харчової поведінки у континуумі «норма – патологія», визначити особливості надання допомоги людям із проблемною харчовою поведінкою та порушеннями ваги на різних фракталах.

© Shebanova Vitaliia

DOI (article): <https://doi.org/10.32626/2227-6246.2021-51.241-265>

Для розв'язання поставлених у роботі завдань використано такі теоретичні **методи дослідження**: метод аналізу наукової літератури, узагальнення.

Результати дослідження показали, що синергетика у сфері психології харчової поведінки має значний евристичний потенціал, який визначає еволюційну методологію терапії та психокорекції з урахуванням феноменів самоорганізації особистості у терапевтичному просторі (автономності, компетентності, власної самоцінності, духовної зрілості тощо). Обґрунтовано, що синергетична методологія є інструментом аналізу нелінійної ситуації розвитку харчової поведінки. Описано, що завдання фахівців полягає в організації допомоги людям із проблемними формами харчової поведінки, спрямованої на пошук ресурсів для нормалізації патернів харчової поведінки та ваги тіла.

Висновки. Синергетичні принципи та фрактальні модульні компоненти концептуальної моделі як цілісної системи дають підстави стверджувати, що траєкторія розвитку в точках біфуркації може змінитися за рахунок мобілізації ресурсного потенціалу – активізації захисних і компенсаторних процесів тілесності.

Це дозволяє окреслити можливість підвищення ефективної допомоги людям із проблемними стратегіями харчової поведінки та деформаціями ваги за рахунок: 1) з'ясування особливостей суб'єктивних дискурсів як внутрішніх орієнтирів, що детермінують викривлені патерни харчової поведінки та, відповідно, є мішенями корекції; 2) переосмислення онтологічних проблем існування-буття та значення духовності як ресурсного потенціалу особистості, котра через діяльність духу вдосконалює себе і соціально-культурне середовище; 3) організації профілактичної роботи на етапах латентного й ініціального фракталів з урахуванням чинників впливу; 4) створення мультидисциплінарних бригадних форм, які включають фахівців із різних галузей знань (психологів, педагогів, соціологів, духівництво, медиків різних спеціалізацій тощо); 5) створення індивідуальних програм нормалізації харчової поведінки на підставі загальних принципів і нового підходу до профілактики, корекції та реабілітації людей із проблемними стратегіями харчової поведінки та деформаціями ваги.

Ключові слова: психологія харчової поведінки, проблемна харчова поведінка, порушення ваги тіла, синергетична модель біо-психо-соціо-духовного розвитку харчової поведінки у континуумі «норма – патологія», модель допомоги.

Шебанова Валерия. Модель помощи людям с проблемным пищевым поведением и нарушениями веса

АННОТАЦИЯ

Цель статьи – опираясь на принципы синергетической концепции возникновения и развития проблемного пищевого поведения в континууме «норма – патология», определить особенности оказания помощи людям с проблемным пищевым поведением и нарушениями веса на разных фракталах.

Для решения поставленных в работе задач использованы следующие теоретические **методы исследования**: метод анализа научной литературы, обобщение.

Результаты исследования показали, что синергетика в области психологии пищевого поведения имеет значительный эвристический потенциал, который определяет эволюционную методологию терапии и психокоррекции с учетом феноменов самоорганизации личности в терапевтическом пространстве (автономности, компетентности, собственной самооценности, духовной зрелости и др.). Обосновано, что синергетическая методология является инструментом анализа нелинейной ситуации развития пищевого поведения. Описано, что задача специалистов заключается в организации помощи людям с проблемными формами пищевого поведения, направленной на поиск ресурсов для нормализации паттернов пищевого поведения и веса тела.

Выводы. Синергетические принципы и фрактальные модульные компоненты концептуальной модели как целостной системы дают основания утверждать, что траектория развития в точках бифуркации может измениться за счет мобилизации ресурсного потенциала – активизации защитных и компенсаторных процессов телесности.

Это позволяет определить возможность повышения эффективной помощи людям с проблемными стратегиями пищевого поведения и деформациями веса за счет: 1) выяснения особенностей субъективных дискурсов как внутренних ориентиров, детерминирующих искривленные паттерны пищевого поведения и, соответственно, являющихся мишенями коррекции; 2) переосмысления онтологических проблем существования-бытия и значения духовности как ресурсного потенциала личности, которая из-за деятельности духа совершенствует себя и социально-культурную среду; 3) организации профилактической работы

на етапах латентного и инициального фракталов с учетом факторов влияния; 4) создания мультидисциплинарных бригадных форм, включающих специалистов из разных областей знаний (психологов, педагогов, социологов, духовенство, медиков различных специализаций); 5) создания индивидуальных программ нормализации пищевого поведения на основании общих принципов и нового подхода к профилактике, коррекции и реабилитации людей с проблемными стратегиями пищевого поведения и деформациями веса.

Ключевые слова: психология пищевого поведения, проблемное пищевое поведение, нарушения веса тела, синергетическая модель био-психо-социо-духовного развития пищевого поведения в континууме «норма – патология», модель помощи.

Original manuscript received January 04, 2021

Revised manuscript accepted February 11, 2021

Personal Expediency of Psychological Resources Actualization

Особиста доцільність актуалізування психологічних ресурсів

Olena Shtepa

Ph. D. in Psychology, Assistant Professor, Ivan Franko National University of Lviv, Lviv (Ukraine)

ORCID ID: <https://orcid.org/0000-0002-5396-3279>

Researcher ID: <http://www.researcherid.com/rid/S-9557-2018>

E-mail: Olena.Shtepa@lnu.edu.ua

Олена Штепа

Кандидат психологічних наук, доцент, Львівський національний університет імені Івана Франка, м. Львів (Україна)

ABSTRACT

The aim of the article is to characterize empirically the personal expediency of a person's actualization of his own psychological resources.

In the empirical study, the methods of the psychological questionnaire were used, as well as such methods of mathematical and statistical analysis of data as the cluster, regression, correlation, classification, discriminant analysis. The empirical study was carried out according to Nelson's model, which assumed the discrimination of indicators of personal expediency of actualizing a person's own psychological resources by coherence and systemic reflection.

The results of the research. The personal content of the feeling of coherence, which generalizes the expediency of actualizing psychological resources, are experiences and values subject to systemic reflection, namely: aspects of

Address for correspondence, e-mail: kpnu_lab_ps@ukr.net

Copyright: © Shtepa Olena



The article is licensed under **CC BY-NC 4.0 International** (<https://creativecommons.org/licenses/by-nc/4.0/>)

© Shtepa Olena

DOI (article): <https://doi.org/10.32626/2227-6246.2021-51.266-284>

experience – efforts and satisfaction, motivational values – independence and universalism. The indicators of the actualization of the feeling of coherence are personal resourcefulness and the ability of a person to operate with his own resources, that is able to invest and update. Reflected resource content of the feeling of coherence is made up of such resources: positive relationships with others, goals in life, faith, mercy, creative activity, reflections, physical activity, self-confidence, love, creativity, faith in goodness, work on oneself, responsibility.

Conclusions. *The personal content of coherence can be interpreted as a person's achievement of a successful author's way of being through the application of his own efforts. The ability to invest their own resources is the main indicator of the actualization of resources in a sense of coherence, which characterizes the desire for positive relationships with others, creative activity, and physical activity. The personal expediency of actualizing psychological resources is revealed in a person's satisfaction with the application of his own efforts regarding an independent understanding of a merciful attitude towards others as the determining goal of his life.*

Key words: *psychological resources, actualization, personal expediency, experience, values.*

Introduction

We believe that the locus of the problem of actualization of psychological resources is precisely its purpose. The study of resource saturation derived the importance of a person's ability to use their own resources, despite their available number (Штепа, 2020: 247). A study of indicators of relevance (Штепа, 2019: 359) showed that they are certain psychological resources, knowledge of their own resources, as well as coherence. It is in the sense of coherence, as the coherence of a new life situation with past experience, that a person reveals the purpose of the use of psychological resources because their personality contributes to the interpretation of the significance of events (Antonovski, 1993: 729).

At present, the concept of coherence has not lost its scientific relevance and is quite modern for its application in empirical research on psychological well-being (Hochwalder, 2019: 6).

The actualization of resources in modern Ukrainian personality psychology has been studied in the context of the existential crisis (Psychological technologies of effective functioning...: 397) and the success of overcoming life difficulties (Сокур, 2019: 187). Such data allow us to interpret the actualization of resources as a way for a person to overcome difficult life situations, which makes it possible to restore his sense of well-being. It is worth noting that N. Nizovskikh considers resources as mediators of the inner world of man and life tasks (Низовских, 2014: 35). Therefore, we suggested that the purpose of actualizing psychological resources should be determined through the significance of the «inner» and «outer» world of man, which are, in our opinion, experiences and values. In particular, the review of the phenomenon of the experience of N. Bilousova speaks about the possibility of presenting experience as an event of the inner world of man (Білоусова, 2015: 12), and studies of motivational values are about their interpretation as meta-values of culture (Сімків, 2013: 13).

We believe that experiences and values are the personal content of a sense of coherence, and the interpretation of their connection, coherence – the personal expediency of actualizing psychological resources.

The aim of the study was an empirical description of the personal feasibility of updating a person's own psychological resources.

The aim of the article

The aim of the article was to empirically characterize the personal content of the sense of coherence; empirically check the indicators of actualization of psychological resources in the sense of coherence; empirically determine the resource content of coherence.

The empirical study was implemented according to Nelson's model, which provided for discrimination of indicators

of personal expediency of actualization of one's own psychological resources, namely: systemic reflection and coherence. The following psychodiagnostic methods were used in the empirical study: psychological resourcefulness questionnaire by O. Shtepa, test-questionnaire for diagnosing indicators of existential resources of personality of E. Riazantseva, self-assessment questionnaire of «strengths of character», built by Burovikhina, D. Leontiev, E. Osin, methods of Values in Action by K. Peterson and M. Seligman, questionnaire of crisis management strategies by M. Laad, questionnaire of psychological well-being (adaptation of S. Karskanova method by K. Riff), method of determining (in) tolerance to the uncertainty of S. Baudelaire (adaptation of G. Soldatova, L. Shaigerova), methods of assessing and predicting the psychological development of situations of interpersonal interaction of O. Bondarenko, questionnaire of reflection by D. Leontiev, E. Osin, questionnaire of loss and acquisition of personal resources (developed by N. and M. Stein), the coherence scale of A. Antonovsky in the adaptation of E. Osin, the method of diagnostics of experience in the professional sphere by D. Leontiev, E. Osin, the method of S. Schwartz to study the values of personality (adaptation of I. Semkov).

Empirical indicators of the actualization of psychological resources of the individual, we determined, first, the ability to operate with their own resources (knowledge of their own resources, the ability to accommodate and update them), which was diagnosed on the appropriate scales of the psychological resource questionnaire; secondly, the index of personal resourcefulness as a subjective assessment by a person of the ratio of personal (in) material losses and acquisitions, which was diagnosed with the help of the questionnaire of losses and acquisition of personal resources.

The study involved 168 people aged 35–57 years (Mean = 44.95; Mode = 40.0 (Frequency of Mode = 16)) (including 98

women, 70 men) (students of the Institute of Pre-University and Postgraduate Education, private entrepreneurs) small businesses, self-employed persons and freelancers). The subjects were selected by age because, in our opinion, middle-aged and late adults are characterized by both social affiliations, which will determine their sensitivity to socio-cultural values, and the presence of their own reflected life experience, which will characterize the articulation of their personal experiences.

Results and discussions

In order to determine which motivational values as the significance of socio-cultural experience are covered by a sense of coherence and provided with systematic reflection, a step-by-step discriminant analysis was applied, which found that according to Wilks' Lambda (0.77; 0.85) such motivational values are universalism, hedonism, tradition, security, independence (Table 1).

Table 1

Results of discriminant analysis reflected motivational values

Reflected motivational values	Wilks' – Lambda	Partial – Lambda	F-remove (2.412)	p-level	Toler.	1-Toler. (R-Sqr.)
Universalism	0.807	0.951	10.43	0.00	0.80	0.19
Hedonism	0.822	0.934	14.52	0.00	0.97	0.02
Tradition	0.807	0.95	10.39	0.00	0.71	0.28
Security	0.810	0.94	11.10	0.00	0.84	0.15
Independence	0.780	0.98	3.10	0.04	0.92	0.07

Using step-by-step discriminant analysis according to the relevant indicators of Wilks' Lambda (0.68; 0.94), it was found that all aspects of experience are covered by a sense of coherence, while the aspect of «devastation» is not included in the discriminant model of systemic reflection (Table 2).

Table 2

Results of discriminant analysis of reflected aspects of experience

Reflected aspects of experience	Wilks' – Lambda	Partial – Lambda	F-remove (2.415)	p-level	Toler.	1-Toler. (R-Sqr.)
Contentment	0.970	0.97	5.96	0.00	0.92	0.07
Sense	0.959	0.98	3.60	0.02	0.64	0.35
Effort	0.949	0.99	1.36	0.25	0.63	0.36

We believe that the feeling of desolation may not be given to the systemic reflection because it does not have «external» indicators of reality, unlike other aspects of the experience. In particular, a person may find in the culture indicators that are relevant to his experience of contentment, meaning, effort, such as achievements to be proud of, the content to be understood, the level of effort required to succeed; at the same time, a person experiences a sense of desolation through self-immersion.

In order to determine whether motivational values and aspects of experience are factors of a sense of coherence, a step-by-step regression analysis was performed (Table 3).

Table 3

Results of regression analysis of motivational values and aspects of experience as factors of a sense of coherence

Factors of a sense of coherence	Beta	Std. Err. – of Beta	B	Std. Err. – of B	t(414)	p-level
Contentment	0.36	0.0438	0.12	0.015	8.29	0.00
Effort	0.26	0.0436	0.60	0.09	6.14	0.00
Universalism	0.09	0.0443	1.79	0.87	2.05	0.04
Independence	0.10	0.0439	1.96	0.84	2.33	0.02

Regression analysis showed that among the discriminated aspects of experience and motivational values provided by systemic reflection, not all factors are a sense of coherence. In particular, the aspects of experience that determine the sense of coherence are contentment and effort. According to the study, it is the aspects of experience that are the primary factors of coherence, which suggests that experience as an event of the «inner world» precedes the importance that a person attaches to values as the significance of the «outside world». Probably, sense as an aspect of the experience is not a factor of coherence, because in a situation of rethinking life a person does not so much use past experience as comprehend new ones. Based on the available research results, it can be argued that aspects of experience such as satisfaction and effort, as well as motivational values such as universalism and independence, are consistent, i. e. those that accumulate the content of a sense of coherence.

In order to determine the relationship between the agreed aspects of experience and motivational values, a correlation analysis was performed (Table 4).

Table 4

The results of correlation analysis of components of personal content sense of coherence

Components of personal content sense of coherence	Universalism	Independence	Contentment	Effort
Contentment	0.24*	0.30	1.00	0.28
Effort	–	0.28	0.28	1.00
Universalism	1.00	0.25	0.24*	–
Independence	0.25	1.00	0.30	0.28

* $p < 0,01$; $p < 0,001$.

Analysis of the established correlations between the components of the content of the sense of coherence draws attention

to the lack of a statistically significant relationship between the experience of effort and the motivational value of universalism, while the experience of contentment is associated with both the value of universalism and independence. Both aspects of experience and motivational values are related.

In order to single out the resource's content of the coherence, a step-by-step discriminant analysis was applied, which showed that 23 resources are determined by the sense of coherence by the value of the Wilks' – Lambda indicator (0.39); at the same time, discriminant analysis in terms of systemic reflection (Wilks' Lambda (0.73)) clarified the empirical content of coherence resources of 21 components (Table 5).

The discriminant model of systemic reflection did not contain the resource of the relationship of «well-being», as well as the strength of character «sense of humor». The reflected resource content of the sense of coherence according to the results of discriminant analysis includes resources of all types of psychological resources, which contains the resource saturation of the individual, in particular:

- interpretive psychological resources – self-confidence, love, creativity, faith in the good, work on yourself, responsibility, knowledge of own resources, the ability to update their own resources, the ability to accommodate their own resources;
- motivational resources of psychological well-being – positive relationships with others, goals in life;
- existential resources – credence, charity;
- strength of character (resources for a conceptualization of values) – interest in life events, common sense, sense of meaning in life;
- resources of psychological survival – creative activity, considering, physical activity;
- resources of relationships – existential benefits;
- resources of tolerance to uncertainty – novelty.

Table 5

Components of reflected resource content of sense of coherence

Reflected resource content of sense of coherence	Wilks' – Lambda	Partial – Lambda	F-remove (2.394)	p-level	Toler.	1-Toler. (R-Sqr.)
1. Ability to accommodate their own resources	0.427	0.90	21.80	0.00	0.33	0.66
2. Creative activity	0.392	0.98	3.89	0.02	0.51	0.48
3. Prudence	0.447	0.86	31.61	0.00	0.71	0.28
4. Experiencing the meaning of life	0.398	0.96	6.97	0.00	0.65	0.34
5. Self-confidence	0.393	0.97	4.20	0.01	0.61	0.38
6. Knowledge of own resources	0.426	0.90	20.89	0.00	0.69	0.30
7. Mercy	0.414	0.92	14.95	0.00	0.59	0.40
8. Responsibility	0.403	0.93	14.35	0.00	0.56	0.46
9. Goals in life	0.416	0.92	15.73	0.00	0.54	0.45
10. Credence	0.394	0.97	4.76	0.00	0.74	0.25
11. Positive relationships with others	0.414	0.92	14.86	0.00	0.62	0.37
12. Existential benefits	0.408	0.94	11.70	0.00	0.78	0.21
13. Ability to update their own resources	0.401	0.94	11.92	0.00	0.34	0.65
14. Interest in life events	0.399	0.96	7.43	0.00	0.74	0.25
15. Physical activity	0.446	0.86	31.10	0.00	0.13	0.86
16. Considering	0.428	0.89	21.99	0.00	0.13	0.86
17. Belief in good	0.404	0.95	9.72	0.00	0.59	0.40
18. Work on yourself	0.399	0.96	7.11	0.00	0.66	0.33
19. Creativity	0.395	0.97	5.02	0.00	0.60	0.39
20. Love	0.398	0.96	6.30	0.00	0.83	0.16
21. Novelty	0.397	0.96	6.30	0.00	0.83	0.17

It is important to note that the primary components of a sense of coherence are a person's ability to accommodate resources, engage in creativity, be sensible, and, in fact, experience the meaning of life.

In order to establish the resource conditionality of the reflected coherence content, a classification analysis was used (Table 6).

Table 6

Results of classification analysis of psychological resources as predictors of personal content sense of coherence (predictor rank: 0 – least important; 100 – most important)

Reflected coherence content	Personal content sense of coherence			
	Motivational values		Aspects of experience	
	Universalism	Independence	Contentment	Effort
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Self-confidence	82	53	62	58
Love	27	45	27	28
Creativity	28	30	32	45
Belief in good	19	46	31	37
Work on yourself	34	33	24	35
Responsibility	23	39	33	37
Knowledge of own resources	48	39	26	44
Ability to update their own resources	46	44	21	44
Ability to accommodate their own resources	43	40	27	49
Positive relationships with others	99	92	100	90
Goals in life	69	100	84	100

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Credence	60	79	78	73
Mercy	100	91	75	80
Interest in life events	17	27	31	38
Prudence	47	34	42	58
Sense of meaning in life	43	29	54	45
Creative activity	94	61	80	59
Considering	85	67	65	62
Physical activity	89	50	66	51
Existential benefits	64	53	39	51
Novelty	39	27	74	62

According to the results of the classification analysis, it can be stated that the main predictors of personal content of coherence – aspects of experience and motivational values – are motivational resources «positive relationships with others» and «goals in life», existential resources «faith» and «charity», resources of psychological survival «creative activity» and «reasoning». Psychological resources and strengths are characterized by a moderate assessment of the definition of the content of a sense of coherence, while their interpretive nature is important to explain the resource saturation of aspects of experience and motivational values.

To enable the interpretation of the coherence of motivational values, aspects of experience in their resource's contexting cluster analysis was performed (Fig. 1). The results of cluster analysis show that, in fact, the sense of coherence is in the same subcluster with the motivational resources of positive relationships with others and goals in life. It is reasonable to conclude that the main purpose of coherence is a person's understanding of his own life in the context of close relationships with significant others. Motivational values of independence and universalism are in the subcluster of interpretive resources and forces of character, as conceptualizations of values.

© Shtepa Olena

DOI (article): <https://doi.org/10.32626/2227-6246.2021-51.266-284>

The results of the study confirm that values are not given to a person, but are interpreted by him as values. The aspect of experiencing «effort» is included in the cluster of resources for psychological survival and existential resources, so it is appropriate to conclude that human effort is to find existential support (credence and mercy) and continue creativity, physical activity, and generalization of one's own life experience. The experience of contentment generalizes all the content of coherence, as a summary, of how successful the integration of personal experience is.

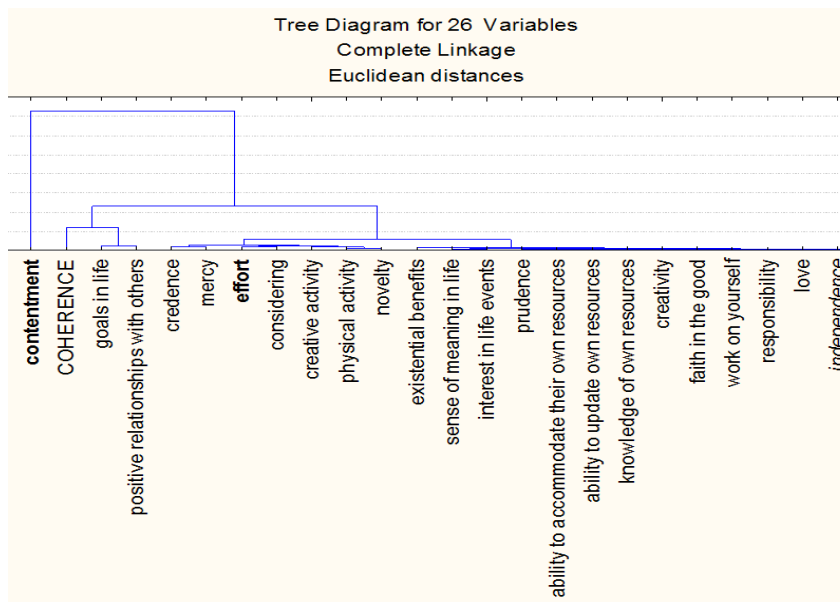


Fig. 1. Clustered tree of reflected resource content of coherence

In order to determine the nature of the relationships of the reflected resource content of coherence and indicators of its relevance, correlation (Table 7), regression, and classification analysis were used.

Table 7

The results of correlation analysis of resource indicators to actualize the sense of coherence

Reflected coherence content	Knowledge of own resources	Ability to update own resources	Ability to place own resources	Personal resourcefulness	Coherence
Positive relationships with others	0.51	0.51	0.51	0.26	0.50
Goals in life	0.45	0.40	0.36	–	0.25*
Credence	0.31	0.36	0.38	–	0.21*
Mercy	0.33	0.24	0.30	–	0.27
Creative activity	0.51	0.49	0.53	–	0.21*
Consideration	0.42	0.46	0.43	0.26	0.35
Physical activity	0.59	0.54	0.53	0.28	0.42
Self-confidence	0.47	0.40	0.42	–	0.38
Love	0.33	0.34	0.39	–	0.33
Creativity	0.46	0.39	0.44	–	0.33
Belief in good	0.37	0.39	0.44	0.30	0.36
Work on yourself	0.35	0.37	0.44	0.31	0.41
Responsibility	0.28	0.28	0.36	0.33	0.42
Personal resourcefulness	0.26	0.30	0.35	–	0.21*
Coherence	0.40	0.52	0.30	0.22*	–

* $p < 0.01$; $p < 0.001$.

The results of the correlation analysis showed a high level of consistency of indicators of the use of resources (knowledge of resources and the ability to place and update them) and consistency; greater coherence is associated with the ability to allocate own resources. Personal ingenuity is more related to interpretive psychological resources.

Regression analysis allowed us to explain that among the indicators of actualization of the sense of coherence, its factor is the ability to allocate own resources. Classification analysis showed that each of the indicators of resource actualization in the sense of consistency is its predictor with a high rating, respectively, knowledge of own resources – 78%, the ability to update own resources – 94%, ability to place own resources – 100%, personal ingenuity – 72%. Therefore, the ability to allocate own resources is the main indicator of resource actualization.

Conclusions

On the basis of the results of empirical research it can be argued that the personal content of the sense of coherence, which generalizes the expediency of actualizing psychological resources, are experiences and values given to systemic reflection, namely: aspects of experience – effort and contentment, motivational values – independence and universalism. The personal content of coherence can be interpreted as the achievement by a person of a prosperous author's way of life through the exertion of one's own efforts. A sign of the coherence of experiences and values as a personal content of a sense of coherence is a person's understanding of positive relationships with others as goals of their own lives.

Indicators of actualization of the sense of coherence should be considered personal resourcefulness and operate with their own resources, i. e. to know them, be able to update and accommodate them, as determined by their connection with the sense of coherence, and they are its predictors.

Reflected resource content of a sense of coherence contains 21 psychological resources from all types of resources covered by resource saturation. Resources related to the actualization of resources in a sense of coherence are positive relationships with others, goals in life, credence, charity, creativity, reason-

ning, physical activity, self-confidence, love, creativity, faith in good, work over yourself, responsibility.

The ability to accommodate their own resources is the main indicator of the actualization of resources in a sense of coherence, which characterizes the desire for positive relationships with others, creative activity, and physical activity.

The resource context of human experience is largely existential and concerns the finding of existential supports (faith and charity), the continuation of the possibility of creative activity of physical activity, as well as generalizations on the successful integration of personal experience. The codes of resource interpretation by a person of the values of independence of reasoning and understanding of themselves, others, life are self-confidence, love, creativity, faith in the good, work on oneself, responsibility.

The personal expediency of actualizing psychological resources is revealed in a person's contentment with making one's own efforts to understand a merciful attitude towards others independently as a defining goal of one's own life.

Literature

- Білоусова Н. М. Феномен «переживання»: теоретичні та прикладні аспекти проблеми. *Вісник Чернігівського національного педагогічного університету. Сер.: Психологічні науки*. 2015. Вип. 126. С. 11–16. URL : http://nbuv.gov.ua/UJRN/VchdpuPH_2015_126_5.
- Низовских Н. А. Человек как автор самого себя: психосемантическое исследование личностного развития: монография. Москва – Берлин : Директ-Медиа, 2014. 405 с.
- Психологічні технології ефективного функціонування та розвитку особистості: монографія / [за ред. С. Д. Максименка, С. Б. Кузікової, В. Л. Зливкова]. Суми : Вид-во СумДПУ імені А. С. Макаренка, 2019. 540 с.
- Семків І. І. Адаптація методики Ш. Шварца «Портрет цінностей» українською мовою. *Практична психологія та соціальна робота*. 2013. № 1. С. 12–28.
- Сокур А. В. Готовність до пробачення як особистісний ресурс успішності подолання життєвих ускладнень: дис. ... канд. психол. наук: 19.00.01. Київ, 2019. 235 с.

- Штепа О. С. Показники актуалізованості психологічних ресурсів. *Проблеми сучасної психології: Збірник наукових праць Кам'янець-Подільського національного університету імені Івана Огієнка, Інституту психології імені Г. С. Костюка НАПН України* / за наук. ред. С. Д. Максименка, Л. А. Онуфрієвої. Кам'янець-Подільський : Аксіома, 2019. Вип. 44. С. 346–367. URL : <https://doi.org/10.32626/2227-6246.2019-44.346-367>.
- Штепа О. С. Ресурсна насиченість особистості. *Проблеми сучасної психології: Збірник наукових праць Кам'янець-Подільського національного університету імені Івана Огієнка, Інституту психології імені Г. С. Костюка НАПН України* / за наук. ред. С. Д. Максименка, Л. А. Онуфрієвої. Кам'янець-Подільський : ТОВ «Друкарня «Рута», 2020. Вип. 47. С. 231–252. URL : <https://doi.org/10.32626/2227-6246.2020-47.231-252>.
- Antonovsky, A. (1993). The structure and properties of the sense of coherence scale. *Soc. Sci. Med.*, 36 (6), 725–733. URL : [https://doi.org/10.1016/0277-9536\(93\)90022-Z](https://doi.org/10.1016/0277-9536(93)90022-Z).
- Hochwalder, J. (2019). Sense of Coherence: Notes on Some Challenges for Future Research. *Psychological Reports*, 9 (2), 1–8. URL : journals.sagepub.com. DOI <https://doi.org/10.1177/2158244019846687>.

References

- Bilousova, N. M. (2015). Fenomen «perezhyvannia»: teoretychni ta prykladni aspekty problemy [The phenomenon of «experience»: theoretical and applied aspects of the problem]. *Visnyk Chernihivskoho natsionalnoho pedahohichnoho universytetu. Ser.: Psykholohichni nauky – Bulletin of Chernihiv National Pedagogical University. Ser.: Psychological Sciences*, 126, 11–16. Retrieved from http://nbuv.gov.ua/UJRN/VchdpuPH_2015_126_5 [in Ukrainian].
- Nizovskikh, N. A. (2014). *Chelovek kak avtor samogo sebia: psikhosemanticheskoie issledovaniie lichnostnogo razvitiia [Man as the author of himself: psychosemantic study of personal development]*. Moskva – Berlin : Direkt-Media [in Russian].
- Maksymenko, S. D., Kuzikova, S. B., Zlyvko, V. L. (Eds.). (2019). *Psykhologichni tekhnologii efektyvnoho funktsionuvannia ta rozvytku osobystosti [Psychological technologies of effective functioning and development of personality]*. Sumy : Vyd-vo SumDPU imeni A. S. Makarenka [in Ukrainian].
- Semkiv, I. I. (2013). Adaptatsiia metodyky Sh. Shvartsa «Portret tsinnosti» ukrainskoiu movoiu [Adaptation of Schwartz's method «Portrait of values» in Ukrainian]. *Praktychna psykholohiia ta sotsialna*

- robota – Practical Psychology and Social Work, 1*, 12–28 [in Ukrainian].
- Sokur, A. V. (2019). Hotovnist do probachennia yak osobystisnyi resurs uspishnosti podolannia zhyttievyykh uskladnen [Readiness to forgiveness as a personal resource of success in overcoming life complications]. *Extended abstract of candidate's thesis*. Kyiv [in Ukrainian].
- Shtepa, O. S. (2019). Pokaznyky aktualizovanosti psykholohichnykh resursiv [Indicators of actualization of psychological resources]. *Problemy suchasnoi psykholohii: Zbirnyk naukovykh prats Kamianets-Podilskoho natsionalnoho universytetu imeni Ivana Ohiiienka, Instytutu psykholohii imeni G. S. Kostiuka NAPN Ukrainy – Problems of Modern Psychology. Collection of research papers of Kamianets-Podilskiy National Ivan Ohiiienko University, G. S. Kostiuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine, 44*, 346–367. Kamianets-Podilskiy : Aksioma. Retrieved from <https://doi.org/10.32626/2227-6246.2019-44.346-367> [in Ukrainian].
- Shtepa, O. S. (2020). Resursna nasychenist osobystosti [Resource-based richness of personality]. *Problemy suchasnoi psykholohii: Zbirnyk naukovykh prats Kamianets-Podilskoho natsionalnoho universytetu imeni Ivana Ohiiienka, Instytutu psykholohii imeni G. S. Kostiuka NAPN Ukrainy – Problems of Modern Psychology. Collection of research papers of Kamianets-Podilskiy National Ivan Ohiiienko University, G. S. Kostiuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine, 47*, 231–252. Kamianets-Podilskiy : TOV «Drukarnia «Ruta». Retrieved from doi.org/10.32626/2227-6246.2020-47.231-252 [in Ukrainian].
- Antonovsky, A. (1993). The structure and properties of the sense of coherence scale. *Soc. Sci. Med.*, 36 (6), 725–733. Retrieved from [https://doi.org/10.1016/0277-9536\(93\)90022-Z](https://doi.org/10.1016/0277-9536(93)90022-Z).
- Hochwalder, J. (2019). Sense of Coherence: Notes on Some Challenges for Future Research. *Psychological Reports, 9* (2), 1–8. Retrieved from journals.sagepub.com. DOI <https://doi.org/10.1177/2158244019846687>.

Штепа Олена. Особиста доцільність актуалізування психологічних ресурсів

АНОТАЦІЯ

Мета дослідження – емпірична характеристика особистої доцільності актуалізування особою власних психологічних ресурсів.

Методи та методики дослідження. В емпіричному дослідженні було застосовано методи психологічного опитування, а також такі методи

© Shtepa Olena

DOI (article): <https://doi.org/10.32626/2227-6246.2021-51.266-284>

математико-статистичного аналізу даних, як кластерний, регресійний, кореляційний, класифікаційний, дискримінантний аналіз. Емпіричне дослідження реалізовано за моделлю Нельсона, що передбачала дискримінування показників особистої доцільності актуалізування особою власних психологічних ресурсів системною рефлексією та когерентністю.

Результати дослідження. Особистим вмістом чуття когерентності, яке генералізує доцільність актуалізування психологічних ресурсів, є переживання і цінності, що надаються системній рефлексії, а саме: аспекти переживання – зусилля і задоволеність, мотиваційні цінності – самостійність і універсалізм. Показниками актуалізування чуття когерентності є персональна ресурсність й уміння особи оперувати власними ресурсами, тобто знати їх, уміти оновлювати і вміщувати. Рефлексований ресурсний контент чуття когерентності складають такі ресурси: позитивні взаємини з іншими, цілі у житті, віра, милосердя, творча діяльність, міркування, фізична активність, упевненість у собі, любов, творчість, віра у добро, робота над собою, відповідальність.

Висновки. Особистий зміст когерентності можна тлумачити як досягнення людиною благополучного авторського способу буття завдяки докладанню власних зусиль. Уміння вміщувати власні ресурси є головним показником актуалізування ресурсів у чутті когерентності, який характеризує прагнення позитивних взаємин з іншими, творчої діяльності та фізичної активності. Особиста доцільність актуалізування психологічних ресурсів розкривається у задоволеності людини докладанням власних зусиль щодо самостійного розуміння милосердного ставлення щодо інших як визначальної цілі власного життя.

Ключові слова: психологічні ресурси, актуалізація, особиста доцільність, переживання, цінності.

Штепа Елена. *Личная целесообразность актуализации психологических ресурсов*

АННОТАЦИЯ

Цель исследования – эмпирическая характеристика личной целесообразности актуализации человеком собственных психологических ресурсов.

Методы и методики исследования. В эмпирическом исследовании были применены методы психологического опроса, а также такие методы математико-статистического анализа данных, как кластерный,

регрессионный, корреляционный, классификационный, дискриминантный анализ. Эмпирическое исследование реализовано по модели Нельсона, предполагавшей дискриминирование показателей личной целесообразности актуализации человеком собственных психологических ресурсов когерентностью и системной рефлексией.

Результаты исследования. *Личным содержанием чувства когерентности, генерализирующего целесообразность актуализации психологических ресурсов, являются переживания и ценности, подданные системной рефлексии, а именно: аспекты переживания – усилия и удовлетворенность, мотивационные ценности – самостоятельность и универсализм. Показателями актуализации чувства когерентности являются персональная ресурсность и умение человека оперировать собственными ресурсами, то есть знать их, уметь вкладывать и обновлять. Отрефлексированный ресурсный контент чувства когерентности составляют такие ресурсы: позитивные отношения с другими, цели в жизни, вера, милосердие, творческая деятельность, размышления, физическая активность, уверенность в себе, любовь, творчество, вера в добро, работа над собой, ответственность.*

Выводы. *Личное содержание когерентности можно истолковать как достижение человеком благополучного авторского способа бытия благодаря приложению собственных усилий. Умение вкладывать собственные ресурсы является главным показателем актуализации ресурсов в чувстве когерентности, характеризующим стремление к позитивным взаимоотношениям с другими, творческой деятельности и физической активности. Личная целесообразность актуализации психологических ресурсов раскрывается в удовлетворенности человека приложением собственных усилий относительно самостоятельного понимания милосердного отношения к другим как определяющей цели своей жизни.*

Ключевые слова: *психологические ресурсы, актуализация, личная целесообразность, переживание, ценности.*

Original manuscript received December 17, 2021
Revised manuscript accepted January 21, 2021

Scientific publication

Problems of modern psychology

Collection of research papers of
Kamianets-Podilskyi National Ivan Ohienko University,
G.S. Kostiuk Institute of Psychology of the National Academy
of Educational Sciences of Ukraine

Issue 51

English translation

O. V. Moshtak

Signed for printing 15.03.2021.

60x84/16 Format.

SchoolBook Type.

Offset paper. Lithographic printing.

Edition 300 copies.

Printed in the LLC «Printing House «Ruta»
(Certificate DK № 4060 of 29.04.2011)
1, Parkhomenka street, Kamianets-Podilskyi, 32300.
Tel/Fax: (03849) 42250, E-mail: drukruta@ukr.net.

Наукове видання

Проблеми сучасної психології

Збірник наукових праць
Кам'янець-Подільського національного університету
імені Івана Огієнка,
Інституту психології імені Г.С. Костюка НАПН України

Випуск 51

Переклад англійською мовою О. В. Моштак

Підписано до друку 15.03.2021 р.
Формат 60x84/16.
Гарнітура SchoolBook.
Папір офсетний. Друк офсетний.
Ум. друк. арк. 16,62.
Тираж 300 прим.

Віддруковано ТОВ «Друкарня «Рута»
(свід. Серія ДК №4060 від 29.04.2011 р.),
м. Кам'янець-Подільський, вул. Пархоменка, 1.
Тел. (03849) 42250, E-mail: drukruta@ukr.net.