

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

**Collection of Research Papers**

**”Problems of Modern  
Psychology”**

**Issue 52**

Kamianets-Podilskyi  
2021

DOI 10.32626/2227-6246.2021-52

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

ISSN 2227-6246 (Print)

ISSN 2663-6956 (Online)



Research Bible

ERIH PLUS

WCOSJ

cejsh.icm.edu.pl

Google Scholar

CROSSREF (DOI)

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 № 6 from 29.04.2021), Kamianets-Podilskyi National Ivan Ohienko University (Minutes № 6 from 29.04.2021)*

**P68** Collection of Research Papers **"Problems of Modern Psychology"** / [Scientific Editing by S. Maksymenko & L. Onufrieva]. Kamianets-Podilskyi, 2021. Issue 52. 300 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. Kostiuik 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, Associate Professor, Professor of the Department of Practical Psychology, 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. Kostiuik 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. Kostiuik 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. Kostiuik Institute of Psychology of the National Academy of Educational Sciences of Ukraine, Kyiv, Ukraine; **Lesia M. Lytvynchuk**, Dr. in Psychology, Senior Researcher, Bohdan Khmelnytskyi National Academy of the State Border Service of Ukraine, Khmelnytskyi, 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. Kostiuik Institute of Psychology of the National Academy of Educational Sciences of Ukraine, Kyiv, Ukraine; **Larysa O. Kondratenko**, Dr. in Psychology, Senior Researcher, G.S. Kostiuik 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

**Збірник наукових праць**

**”Проблеми сучасної  
психології”**

**Випуск 52**

Кам'янець-Подільський  
2021

DOI 10.32626/2227-6246.2021-52

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 № 6 від 29.04.2021 р.),*

*Кам'янець-Подільського національного університету імені Івана Огієнка  
(протокол № 6 від 29.04.2021 р.)*

П68 Збірник наукових праць "Проблеми сучасної психології" / [за наук. ред. С.Д. Максименка, Л.А. Онуфрієвої]. Кам'янець-Подільський, 2021. Вип. 52. 300 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

*Свідectво про державну реєстрацію друкованого  
засобу масової інформації серія KB № 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. Щецін, Республіка Польща; **Інґріда Баранаускіне**, доктор соціальних наук (педагогіка), професор, факультет Наук про здоров'я, Клайпедський університет, м. Клайпеда, Литва; **Людя Радзівічене**, доктор соціальних наук, професор, Шауляйський університет, м. Шауляй, Литва; **Паліт Менджурі**, 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, доцент, професор кафедри практичної психології, Українська інженерно-педагогічна академія, м. Харків, Україна; **Жидко Максим Євгенович**, кандидат психологічних наук, доцент, Національний аерокосмічний університет ім. М.Є. 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. Щецін, 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; **Медведская Єлена Іванівна**, кандидат психологічних наук, доцент, Врестський державний університет імені О.С. Пушкіна, м. Врест, 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, Національна академія Державної прикордонної служби України імені Богдана Хмельницького, м. Хмельницький, 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 Шабацик**, доктор філософії, доцент, Інститут політології та міжнародних зв'язків, уповноважений ректора Мережі Східноєвропейського університету та мережі 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

<b>Valitova Irina.</b> Patterns and Regularities of Psychophysical Development of Early Age Children with Neurological Pathology.....	9
<b>Zaviazkina Nataliia &amp; Yatsenko Viktoriia.</b> Intolerance of Uncertainty as a Factor of Social Anxiety in Student Youth.....	39
<b>Ivashkevych Eduard &amp; Onufriieva Liana.</b> Contemporary Approaches to the Problem of the Development of Pupil's Cognitive Activity According to the Ways of Managing the Young Learner's Classroom.....	61
<b>Ivashkevych Ernest.</b> Psychological Background of the Connection between Learner's Autonomy and Motivation.....	84
<b>Krupelnytska Liudmyla &amp; Burovska Iryna.</b> Motivational and Semantic Profiles in Patients with Diabetes Mellitus.....	106
<b>Mykhalchuk Nataliia &amp; Simko Ruslan.</b> Psychological Ways of the Developing of Teenagers' Sovereignty .....	136
<b>Miroshnyk Zoia &amp; Talash Inna.</b> Role Methods as a Means of Forming the Competence of a Professional.....	159
<b>Nabochuk Alexander.</b> The Developing of the Teacher's Creativity by Using Authentic Material at Lessons .....	182
<b>Nohachevska Inna &amp; Lohvina Oksana.</b> Psychological Approaches for Building up a Monologue-Story.....	204
<b>Telcharov Oleksandr.</b> The Implicit Theory of Mind in the Dependence on Psychoactive Substances and under Standard Conditions.....	225
<b>Ternovyk Nataliia &amp; Simko Alla.</b> Psychological Content of the Problem on the Growth of Pupils as the Subjects of Studying Process .....	253
<b>Kharchenko Yevhen &amp; Komarnitska Liudmyla.</b> Theoretical Foundations of Psychological and Physical Rehabilitation of Patients with Ischemic Stroke .....	275

## ЗМІСТ

<b>Валітова Ірина.</b> Закономірності психофізичного розвитку дітей раннього віку з неврологічною патологією ( <i>англ. мовою</i> ).....	9
<b>Завязкіна Наталія, Яценко Вікторія.</b> Інтолерантність до невизначеності як чинник соціальної тривожності у студентської молоді ( <i>англ. мовою</i> ).....	39
<b>Івашкевич Едуард, Онуфрієва Ліана.</b> Сучасні підходи до проблеми розвитку пізнавальної діяльності учнів за способами управління груповою діяльністю ( <i>англ. мовою</i> ).....	61
<b>Івашкевич Ернест.</b> Психологічні основи зв'язку між автономією студента і мотивацією учіння ( <i>англ. мовою</i> ).....	84
<b>Крупельницька Людмила, Буровська Ірина.</b> Мотиваційно-сміслові профілі хворих на цукровий діабет ( <i>англ. мовою</i> )..	106
<b>Михальчук Наталія, Сімко Руслан.</b> Психологічні засади розвитку Суверенності підлітків ( <i>англ. мовою</i> ).....	136
<b>Мірошник Зоя, Талаш Інна.</b> Рольові техніки як засіб формування компетентності фахівця ( <i>англ. мовою</i> ).....	159
<b>Набочук Олександр.</b> Розвиток творчості вчителя шляхом використання автентичного матеріалу на уроках ( <i>англ. мовою</i> ).....	182
<b>Ногачевська Інна, Логвіна Оксана.</b> Психологічні підходи до побудови монологу-розповіді ( <i>англ. мовою</i> ).....	204
<b>Тельчаров Олександр.</b> Імплицитна теорія свідомості при залежності від психоактивних речовин та в умовах норми ( <i>англ. мовою</i> ).....	225
<b>Терновик Наталія, Сімко Алла.</b> Психологічний зміст проблеми формування учнів як суб'єктів учіння ( <i>англ. мовою</i> ).....	253
<b>Харченко Євген, Комарницька Людмила.</b> Теоретичні основи психологічної та фізичної реабілітації хворих ішемічним інсультом ( <i>англ. мовою</i> ).....	275



## Patterns and Regularities of Psychophysical Development of Early Age Children with Neurological Pathology

### Закономірності психофізичного розвитку дітей раннього віку з неврологічною патологією

**Irina Valitova**

Ph.D. in Psychology, Assistant Professor, Professor of the Department of Social Work, Brest A. S. Pushkin State University, Brest (Republic of Belarus)

ORCID ID: <https://orcid.org/0000-0003-0751-8534>

E-mail: [irvalitova@yandex.ru](mailto:irvalitova@yandex.ru)

**Ірина Валітова**

Кандидат психологічних наук, доцент, професор кафедри соціальної роботи, Брестський державний університет ім. О. С. Пушкіна, м. Брест (Республіка Білорусь)

#### ABSTRACT

*The aim of the article is to describe the characteristics and to identify individual types of psychophysical development of children with neurological pathology in the early age.*

*Research methods.* Munich Functional Diagnostics Development was used to assess children's developmental age, which highlights the areas of child development: motor development, fine motor skills development, perception development, the development of speech and language comprehension, social development, autonomy development. The concept «developmental age» is understood as the level of child development in each sphere. Study sample: children aged

Address for correspondence, e-mail: [kpnu\\_lab\\_ps@ukr.net](mailto:kpnu_lab_ps@ukr.net)

Copyright: © Valitova Irina



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

© Valitova Irina

DOI (article): <https://doi.org/10.32626/2227-6246.2021-52.09-38>

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

*from one to three years with neurological diagnoses of cerebral palsy (n = 99) and CNS PROP (n = 201).*

**Results of the study.** *The indicators of developmental age in all spheres increase with the increase of child chronological age, which indicates the dynamics of psychophysical development in the period from one to three years. The value of the indicator of the discrepancy between the chronological age and the age of development increases by children of the third year of life compared to the children of the second year of life, which means that development speed of children slows down. Based on a set of criteria six types of child development profiles which are presented in the general sample with different frequency, were identified: the most common profiles are those with a significant decrease in the developmental indicators, less often – profiles with a slight decrease in the developmental indicators and the profile with an excess of chronological age indicators is found in rare cases. The types of development profiles are not strictly related to nosological categories.*

**Conclusions.** *The developmental profile reflects the structure of the defect, and allows to define backward and intact function as well as to set objectives for remedial work and to determine the zone of proximal development of the child. The established patterns of development of a child with a neurological pathology will be of interest to neurologists and also have practical significance for dealing with mothers, who have no idea about the slowing down of the child's development with age.*

**Key words:** *early age, psychophysical development, developmental disorders by children, neurological pathology, cerebral palsy, organic lesions of the central nervous system, patterns of developmental disorders, developmental profile.*

## Introduction

The problem of ensuring the successful psychophysical and psychoemotional development of a child in developmental psychology is currently being brought to the fore. Early age holds a special place in ontogenesis – it is characterized by a high tempo of psychophysical development, increased sensitivity to the influence of various hazards on the body and psyche as well as the high importance of the child's relationship with a close adult for its successful development. One of the priorities of

research and practice of pediatric neurology is neurological pathology by young children (Barashnev, 2001; Palchik, 2002). Early age is to be placed into the context of developmental disorders in the field of view of clinical science and practice due to its sensitivity to therapeutic and correctional effects. The effectiveness of the intervention under the influence of other factors is inevitably higher at its early stage and this requires the establishment of interdisciplinary clinical and psychological links. Cerebral pathology of children of an early age leads to disorders in their development in different areas due to lesions of the central nervous system as a biological prerequisite for psychophysical development. Studies of the patterns and dynamics of the psychophysical development of children with neurological pathology in the early age are necessary for the scientific justification of correctional and developmental aid programs.

Neurological pathology at an early age as a consequence of pre-and perinatal brain damage is characterized by a high level of prevalence. In the structure of children's disability, diseases of the system occupy the second place, and in 35–40% of cases, the cause is pre-and perinatal damage of the central nervous system (Smychek, 2009; Palchik, 2002; Khachatryan, 2003). Lesions of the central nervous system of different etiologies are a biological prerequisite for developmental disorders in early childhood and act as a primary defect (Lebedinsky, 1985).

In this paper, two nosological categories of neurological pathology of early age are considered: the consequences of early organic damage of the central nervous system (CEOD CNS), in ICD-10: G96.8 – G96.9; and cerebral palsy (CP), in ICD-10: G80.1 – G80.4. If a child has a neurological pathology of this nosology, specific patterns of psychophysical development are observed. In the Russian-speaking approach, developmental disorders are considered in the logic of the regularities of non-mototypic development: the analysis of activities and commu-

nication with adults as well as cognitive activity at a certain age stage, is carried out. In the foreign approach, the patterns of child development are considered in the logic of diagnostic tools and the level of its development in different spheres is assessed in accordance with the standards of diagnostic scales (Handbook, 2004) as well as psychometric criteria.

Evaluation of the features of the psychophysical development of children under the age of three years with Down syndrome, autism spectrum disorders and neurological pathology was carried out in the work of A. V. Kukuruza (2013) that described the characteristics of the motor, sensory, speech and cognitive development of children. The dependence of the characteristics of psychomotor and socio-emotional development of children on the type of nosology is established; a wide range of development indicators by children with Down syndrome is shown and difficulties in mastering object and play activities by children with motor disorders are emphasized.

From an early age a child with cerebral palsy is developed in specific conditions which determine his relationship with the surrounding world and the deficiency of the motor sphere causes the phenomena of motor, sensory, cognitive, social deprivation and violations of the emotional-volitional sphere (Lebedinsky, 1985). The insufficiency of higher mental functions by the type of mental underdevelopment and mental retardation was observed by children with cerebral palsy at the age of 1–3 years in 53% of cases (Ermolenko et al., 2000).

A comprehensive study of O. G. Prikhodko (2008) concerning types and dynamics of child development with cerebral palsy at the second year of life has shown that all children were having motor disorders of varying severity (general motor skills, manual skills, articulatory motor skills) as well as delayed language development and variable specific disorders of different functions. The rate of motor, social, cognitive and speech development of children varies widely, characterized by

irregular dynamics in different spheres. Objective activity is formed with considerable delay since actions with objects are formed as the general motor skills improve. This leads to a delay in the formation of a holistic view about an object and to insufficient knowledge and ideas about the surrounding world (Kuznetsova, 2002; Mamaichuk, 2003).

The development of speech by children with cerebral palsy is carried out with a significant delay, which is caused by the defeat of the areas of the cerebral cortex responsible for the movement of the speech organs and the limitations of the child's practical experience, its social contacts (Mastyukova & Ippolitova, 1985). Although the degree of speech development delay varies, 85% of two-year-old children with cerebral palsy have speech development delay relative to age standards (Arkhypova, 1989).

The development of speech comprehension by children with cerebral palsy is possible by several trajectories: children with anarthria and severe dysarthria have a significant delay in the development of speech comprehension (Hustad et al., 2018); children with impaired speech motor skills are characterized by a constant delay in the development of speech comprehension. Predictors of low communication development of children with cerebral palsy are gestational age that is less than 32 weeks, the appearance of first words after 24 months and the child's use of other communication tools rather than speech (Hidecker, 2018).

At an early age, children with cerebral palsy are characterized by a decrease in the speed of formation of the main forms of communication, the lack of full use of verbal and non-verbal means of communication and an insufficient degree of involvement of object-manipulative activities in communication (Krutyakova, 2011).

The result of early organic damage of the central nervous system is a decrease of the indicators of psychophysical deve-

lopment of children in comparison with normally developing peers (Tishkova, 2004). Young children with an organic lesion of the central nervous system are characterized by variable characteristics of psychophysical development: they have deviations in speech, motor, mental, emotional-personal and social development. Most children aged 2–3 years with a residual organic lesion of the central nervous system have a lag of varying degrees in the development of motor, perceptual, intellectual, speech, and communication functions (Sindiak, 2007), more than 75% of children have severe and moderate motor and speech disorders.

The term «global developmental disorder» is used to assess developmental delay in children under 5 years of age when there is a lag of more than two standard deviations in two or more spheres of development (Voigt, 2017). However, a reliable, truthful and predictive diagnosis of mental development is possible only from the age of 4 or 5, so it is recommended to avoid the concept of «mental impairment» or «intellectual reduction» in relation to children under 4 years of age (Peters, 2017).

Developmental disorders by children with mental retardation are observed at an early age and are manifested by a lag in the development of all spheres. All the basic movements such as grasping and actions with objects are formed late. Most children in their third year have incomplete stages of manipulative and first objective actions, lack of interest in cooperation with an adult (Bratkova, (2006) as well as delayed formation of self-service skills.

Early-age children with an organic lesion of the central nervous system lack prerequisites necessary for the formation of speech: actions with objects, emotional communication with an adult, the readiness of the articulatory apparatus and phonemic hearing. Most children with cognitive impairments develop first words of active speech after two years. Children of

24 months with cognitive impairment were at risk concerning their speech disorders (Zampini, 2018). Significant strong correlations were found between motor, cognitive and speech domains in the development of children with cognitive impairments (Houwe, 2016). The cognitive development of young children with speech delay is heterogeneous (Henry, 2018), and the delay in the verbal component of cognitive development is associated with a later diagnosis of autism spectrum disorder.

Comparing the characteristics of the psychophysical development of children with cerebral palsy and children with organic damage of the central nervous system, it is necessary to note a significant similarity: all children at an early age are diagnosed with developmental delays in all spheres compared to normal children. Developmental delays can be of varying degrees of severity and the child's development levels (respectively, the levels of developmental delays) in the motor, cognitive, speech and social spheres are closely related to each other. The differences between these categories of children lay in the ratio of primary and secondary defects. Thus the children with cerebral palsy have the primary defect as motor insufficiency (movement disorders) and the secondary defect is a violation in the development of all functions that include the motor component, which in turn includes violations in the development of all typical activities, attention and purposefulness, visual perception, practical thinking, the use of non-verbal means of communication as well as active speech. The children with early organic damage of the central nervous system have the primary disorder as a violation of intelligence or its basic components and the secondary – a violation of all other mental functions that are formed in close connection with intellectual development. In order to characterize the psychophysical development of children with neurological pathology properly, the degree of severity of cerebral disorders and the degree of severity of disorders of psychophysical development due to them must be considered more than neurological nosology.

Literature analysis shows that in case of neurological pathology of early-age children, specific developmental conditions are created, which contribute to various and, therefore, uncertain or unpredictable results in the child's development. By the same neurological diagnosis, the severity of developmental disorders as well as developmental delays may differ in different spheres. The outcomes of neurological pathology and correction of developmental disorders vary widely: from almost complete recovery to the preservation of severe disorders, which can contribute to the reinforcement in parents' confidence that there is a fundamental possibility of recovery (curing) of the child, since they are guided by the best possible outcome. Based on this there is a need to justify the variability of the psychophysical development of a child with neurological pathology as well as to establish the structure of disturbed and preserved functions as a scientific basis for building correctional and developmental programs and including parents in their implementation.

**The aim of the article** is to describe the characteristics and identify individual variants of psychophysical development of children with neurological pathology in the early age.

### **The tasks of the article**

1. To identify indicators of developmental age in different areas by children with neurological pathology at an early age and to determine the diagnostic value of the indicator of the difference between the chronological and the developmental age.
2. Empirically substantiate the variability of the development of children with neurological pathology at an early age by identifying the typology of development profiles.

### **Research methods**

To estimate the developmental age of children, the Munich Functional Diagnostics of Development (Munich, 1995)



was used. This diagnostic procedure identifies several spheres of child development in the first three years of life: motor development, fine motor skills development, perceptual development, speech development and understanding of speech, social development; the sphere of independence (including self-service skills) is also highlighted for child's second and third year. To each of the development spheres the concept of «developmental age» is applied, which is understood as the psychological age or the level of child's development in each sphere. The developmental and the chronological age coincide, if the child develops in accordance with the age standards. If there is a delay in the development, the developmental age is lower than the chronological age; in case of an advanced child development, the developmental age exceeds the chronological age. Based on the results of the diagnosis a child's development profile is compiled, which reflects the indicators of developmental age in each sphere. The development profile is compared with a horizontal line that indicates the chronological age of a child.

Study sample: children aged one to three years with neurological diagnoses of cerebral palsy (n = 99) and CNS PROP (n = 201). The study was conducted in the Brest regional Centre for Medical Rehabilitation of children «Tonus».

## Results and their discussion

*Clinical and psychological assessment of child developmental age.* Indicators of developmental age in different areas were evaluated according to the following diagnostic signs:

- the sphere of manual skills: actions with objects with one and two hands, actions with small objects, correlating actions, drawing, designing, modelling;
- the sphere of perception: the reaction to sensory stimuli, the perception of single objects and the relations of objects (pads), differentiation by size, colour, shape, simple mental actions;
- the sphere of speech understanding: reaction to the

word, an understanding of simple and complex verbal instructions, recognition of objects and actions in the picture, understanding words that denote properties of objects, understanding of complex sentences, understanding of the body names parts, understanding of questions about the appointment of objects etc.;

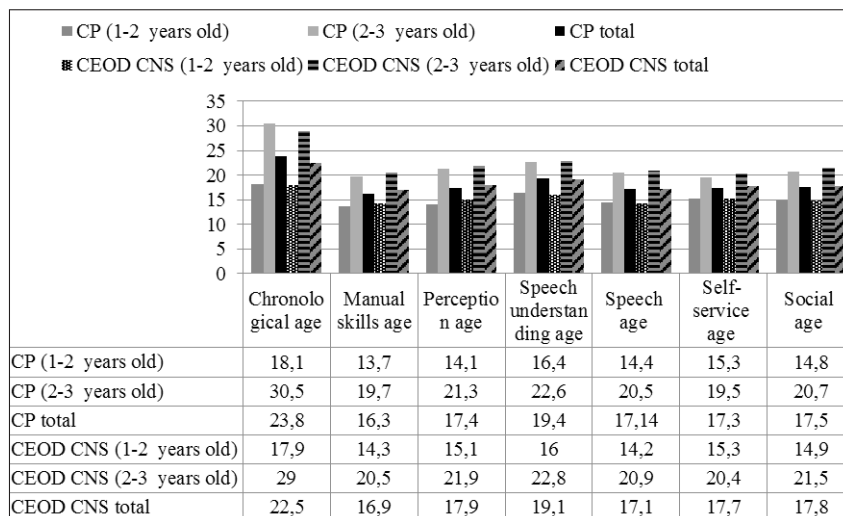
- the sphere of speech: use active individual speech sounds, complex sounds, syllables, words, phrases, sentences;
- self-service sphere: the ability to drink and eat, to use a spoon and a fork, to wash, to dress, hygienic skills, etc.;
- the sphere of social development: reaction to a person, participation in the communication, use of various means of communication, inclusion into joint activities with an adult, story play, understanding of emotions, empathy, etc.

The assessment of the child's developmental age (DA) is based on a comparison of the child's achievements with the performance indicators of tasks corresponding to the chronological age (CA). Figure 1 shows data indicating the level of development of children separately for two nosological groups (CP and CEOD CNS) and two age groups (second and third years of life). These data indicate that there is a similarity in the development profiles for all groups, which is reflected in the lag of all development indicators from the standards reflected in the values of chronological age. However, the degree of difference between developmental age and the chronological age varies by children of different ages and with different diagnoses as well as in different spheres of development. The largest lag – 11.1 months – is observed in the field of self-service, the smallest lag – 2.3 months – in the field of speech understanding.

Indicators of developmental age in two age groups of children with cerebral palsy and CEOD CNS do not significantly differ: the values of the indicator of manual skills age, perception age, self-service age and social age is 0.4–0.5 months higher in the group CEOD CNS; the values of the speech understanding

age is 0.3 months higher in the group with cerebral palsy; metrics of speech age development are the same in both groups.

Comparing the figures in the same age group of children with different diagnosis revealed more similarities than differences: in the group of second year of life only indicators of perception varied significantly (at 1 month), other indicators were equal. In groups of third year of life the values of indicators in all spheres differ by less than 1 month.



**Fig. 1.** Developmental age of children, average values in months

Meanwhile, significant differences between the indicators of two to three years old should be emphasized. In the group of children with cerebral palsy the difference in chronological age between the two and third year of life is 12.4 months, while the difference in manual skills age is 6 months, perception age – 7.2 months, speech understanding age – 3.34 months, speech age – 3 months, self-service age – 2 months, social development age – 3.2 months.

The same differences are observed comparing children from different age groups diagnosed with the CEOD CNS: the difference of children's chronological age between the second and third year of life is 11.1 months, while the difference in manual skills age is 6.2 months, perception age – 6.8 months, speech understanding age – 6.8 months, speech age – 6.8 per month, self-service age – 5.1 per month, social development age – 6.6 months.

These data indicate a slowdown in the developmental process by children with neurological pathology at the third year of life compared to the second year of life, since under favourable conditions the increase of the developmental indicator values should coincide with the increase of the values of chronological age.

The smaller the increase in the values of developmental age is, the slower the process of psychological development of a child is. The smallest increase is marked in the indicators of manual skills age, self-service age, speech age, speech understanding age and social development age of children with cerebral palsy. The slowing down in the developmental process is more typical for children with cerebral palsy compared to children with CEOD CNS.

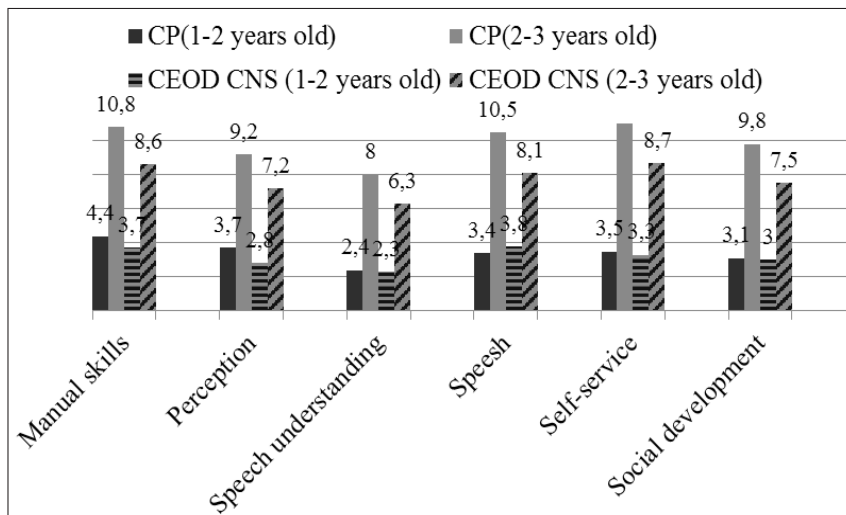
*The indicator of the discrepancy between children's chronological and developmental age and its diagnostic significance.* The difference between the children's chronological and their developmental age in different spheres allows us to estimate, in which spheres the child development differs from the indicators of chronological age and to what extent. Values of this indicator close to zero indicate that there is no lag in this sphere, but values close to the value of chronological age indicate a severe developmental lag in this sphere.

The data in the Figure 2 shows a wide range of differences in the CA–DA index, which differs significantly in different age and nosological groups. In the groups of children of the

second and third years of life, the indicator of CA–DA significantly differs statistically in all spheres (t-test,  $p = 0.000$ ).

The highest values of the discrepancy indicator are observed in all spheres in the group of cerebral palsy (2–3 years), while they are higher than in another groups: from 11.1 months in the field of self-service, 10.8 months in the field of manual skills, 10.5 months in the field of speech, 9.8 months in the field of social development, 9.2 months in the field of perception, 8 months in the field of speech understanding.

The developmental lag of a child with cerebral palsy at the third year of life is from 8 to 11 months. In the group of children with cerebral palsy (1–2 years), the values of the CA–DA index are significantly lower, they range from 4.4 in the field of manual skills to 2.4 in the field of speech comprehension. Therefore the lag in the development of a child with cerebral palsy at the second year of life is from 4.4 to 2–4 months.



**Fig 2.** Differences between chronological age and children's developmental age (CA–DA), in months

These data prove that at the third year there is a slowdown in the tempo of development of a child with cerebral palsy, which is manifested in an increase of difference between the indicators of normal development at a given chronological age and the child's achievements in all spheres of development. Especially obvious lag is in the development of self-service, manual skills and active speech. To a somewhat lesser extent there is a lag in the development of speech understanding, social development and perception.

In the group of children with CEOD CNS, the value of the CA-DA discrepancy is significantly lower than in the group of children with cerebral palsy. In the group of children at the third year of life values of the index vary from 8.7 months in the field of self-service, 8.6 months – in the field of manual skills, 8.7 months – in the field of speech development, to 7.5 months – in the sphere of social development, 7.2 – months in the field of perception and 6.3 months – in the area of comprehension.

Thus the lag in the development of children with CEOD CNS at the third year of life is 6–8 months. In the group of children at the second year of life with this diagnosis the indicators of discrepancies between chronological age and developmental age are ranging from 5.68 months in the field of manual skills to 3.9 months in the sphere of comprehension, the lag of development is 4–6 months. At the third year there is a slowdown in the development of a child with CEOD CNS, which is especially evident in the areas of self-service, manual skills and speech development.

*The relationship of children's developmental age indicators in different spheres.* The data of the correlation analysis (Spearman quotients) between chronological age indicators and developmental age indicators in two nosological and two age groups of children are presented below. The results for two age groups are in Tables 1 and 2.

*Table 1*

Results of the correlational analysis in the group of children at the second year of life (r – correlation quotients)

	Chronological age	Manual skills age	Perception age	Speech understanding age	Speech age	Self-service age	Social age
Chronological age	1.000	0.512**	0.534**	0.521**	0.541**	0.559**	0.542**
Manual skills age	0.512**	1.000	0.922**	0.817**	0.816**	0.884**	0.908**
Perception age	0.534**	0.922**	1.000	0.835**	0.838**	0.861**	0.928**
Speech understanding age	0.521**	0.817**	0.835**	1.000	0.831**	0.806**	0.859**
Speech age	0.541**	0.816**	0.838**	0.831**	1.000	0.769**	0.876**
Self-service age	0.559**	0.884**	0.861**	0.806**	0.769**	1.000	0.883**
Social age	0.542**	0.908**	0.928**	0.859**	0.876**	0.883**	1.000

\*\* p = 0.000.

*Table 2*

Results of the correlational analysis in the group of children at the third year of life (r – correlation quotients)

	Chronological age	Manual skills age	Perception age	Speech understanding age	Speech age	Self-service age	Social age
Chronological age	1.000	0.185*	0.222*	0.281**	0.220*	0.136	0.208*
Manual skills age	0.185*	1.000	0.903**	0.796**	0.727**	0.903**	0.881**
Perception age	0.222*	0.903**	1.000	0.830**	0.765**	0.879**	0.890**
Speech understanding age	0.281**	0.796**	0.830**	1.000	0.808**	0.813**	0.860**
Speech age	0.220*	0.727**	0.765**	0.808**	1.000	0.724**	0.826**
Self-service age	0.136	0.903**	0.879**	0.813**	0.724**	1.000	0.906**
Social age	0.208*	0.881**	0.890**	0.860**	0.826**	0.906**	1.000

\* p ≤ 0.05; \*\* p = 0.000.

The values of the correlation coefficients show that the indicators of chronological age are strongly positively related to the values of the developmental age in all spheres, that is, with the increase of the child's chronological age, the indicators of his developmental age in all spheres also increase. Since the level of development increases by children with cerebral palsy and CEOD CNS, we can say that they do not remain at the same level of development, but develop constantly.

All indicators of the developmental age in all spheres highly correlate with each other, which prove the close connection of all spheres of development at an early age as well as their simultaneous development.

In the second year of life the children with neurological pathology have a high- and very high-degree relationship between all spheres of development, especially the following three areas are closely related: manual skills, perception and social development.

In the period from one to two years, a child learns various actions with objects, which affects the development of perception, forming if a child interacts with an adult. Chronological age is associated with the indicators of the developmental age by the correlation of an average degree at  $p < 0.05$ , which indicates the absence of a very close relationship between them and a certain degree of independence of the child's level of development starting from his chronological age.

The relationship between chronological age and developmental age in all spheres is significantly weakened by children with neurological pathology at the third year of life: the correlation between them is weak and positive, which indicates a slower rate of child development. There is no connection between a chronological and a self-service age at the third year of life: children have difficulties in accumulating self-service skills, which is probably due to a lag in the development of manual skills and perception.



A very high correlation between the indicators of manual skills, perception age, self-service age and social development age is found out in the group of third year children. These areas are developed in a particularly close relationship since the development of manual skills, perception and communication with adults is necessary for mastering self-service skills.

*Types of child development profiles.* The analysis of individual types of development profiles by young children allowed us to distinguish several types of development profiles based on the following criteria: uniformity / unevenness of the profile; the degree of lag in development compared with chronological age; the presence of «descending» spheres of development; lag in the development of some spheres while preserving other spheres. Based on these criteria the following types of child developmental age profiles were identified (Table 3).

Table 3

Types of developmental profiles by early age children  
with neurological pathology

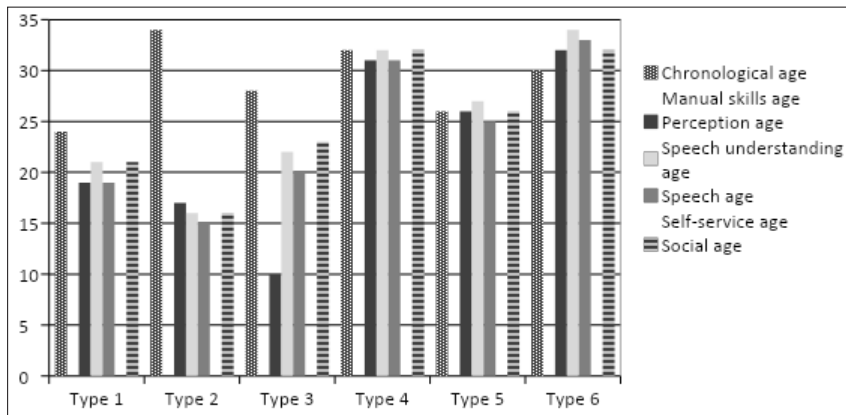
Type	Name	Profile Characteristics	Diagnosis	Number	In %
Type 1	Regular (slight reduction)	Regular slight decrease in the indicators of developmental age in all spheres	G80.1	35	11.67
Type 2	Regular (significant reduction)	Regular significant decrease in the indicators of developmental age in all spheres	G96.8 G80.0 G80.1 G80.4	68	22.6
Type 3	Irregular reduction	The indicators of developmental age decrease in all spheres, but the degree of decline differs	G80.0 G80.1 G80.4	70	23.3

Type	Name	Profile Characteristics	Diagnosis	Number	In %
Type 4	Descending profile	Indicators of the developmental age that are close to the chronological age or a slight lag with a decrease in the level of development indicators in certain spheres («descending developmental spheres») including:	G80.1 G80.4 G96.8	77	25.67
	Variants of descending functions	<i>speech and social development</i>		10	3.33
		<i>perception (cognitive development)</i>		6	2.0
		<i>speech</i>		23	7.66
		<i>manual skills and self-service</i>		38	12.7
Type 5	Approach to chronological age	Developmental indicators close to the chronological age or a slight lag in the indicators of the developmental age from the chronological age	G96.8 G80.1 G80.2	46	15.3
Type 6	Exceeding the chronological age	Excess of indicators of the developmental age in comparison with the chronological age	G80.1 G80.2	4	1.33
	Total			300	100

Figure 3 shows the number of different types of development profiles. Different types of child development profiles occur with different frequency.

© Valitova Irina

DOI (article): <https://doi.org/10.32626/2227-6246.2021-52.09-38>



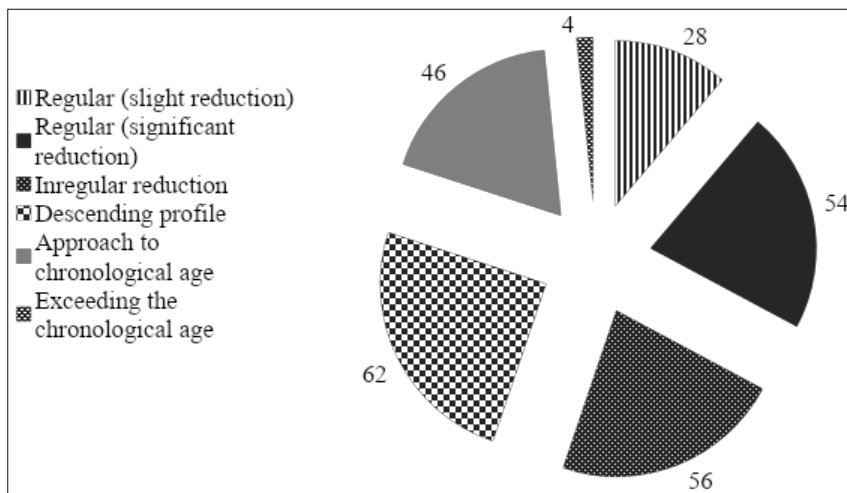
**Fig. 3.** Examples of the developmental profiles types

More often there is a descending profile (25.7%), a regular (significant reduction) profile – 22.6%, an irregular reduction profile – 23.3%, an approach to chronological age profile – 15.4%. There is a rather high frequency (15.4%) of the profile type 5 «approach to chronological age»: the sixth part of children are developed quite successfully, their development indicators either correspond to the chronological age or slightly differ from it. In 1.18% of cases, the development indicators of children exceed the indicators of their chronological age (type 6).

Irregularity or heterochrony of child development in different spheres occurs in half of the cases (49%); among these cases one part of children show developmental delays in all spheres, and the other part – only in one or two spheres, while in the remaining spheres the development is approaching the age norms, that is, these spheres can be considered relatively unharmed.

A profile with a lag in the development of one sphere is called «descending»: as the lagging due to the frequency of symptoms in the whole sample is identified in the spheres of

manual skills and self-service (13%), the development of speech (7.5%), spheres of speech and social development, the sphere of perception (2%). Thus the descending (lagging) sphere is more often the sphere of actions with objects and the area of speech development.



**Fig. 4.** Types of development profiles at early age children with neurological pathology

*Types of development profiles at children of different nosological groups.* Comparing the types of development profiles with nosological categories, it is hardly possible to establish their stable relationship since different types of profiles are found among children with the same diagnosis. However there are exceptions. Thus, the diagnosis G80.2 (cerebral palsy, hemiplegia) occurs only among children with profiles of type 5 and type 6. The children diagnosed with G83.2 (plexitis) have only types 5 and 6 of profile.

Among children with a diagnosis of G80.4 (cerebral palsy, ataxic cerebral palsy), the profile «regular (significant reduction)» and «irregular reduction» are more common and only

in rare cases there is a «descending profile» and a profile «approaching chronological age».

The diagnosis of G80.1 (cerebral palsy, spastic diplegia) occurs among children with all types of development profiles. The diagnosis of G80.0 (cerebral palsy, spastic cerebral palsy, tetraplegia) occurs among children with the development profiles «regular (significant reduction)» and «irregular reduction».

### Conclusion

1. The psychophysical development of early age children with neurological pathology is carried out in the activities and child's communication and refers to the motor, mental, speech and social spheres. Indicators of the child's developmental age reflect the level of his development in the relevant sphere in comparison with the standard indicators for chronological age. Among early age children with neurological pathology the indicators of their developmental age in all spheres increase with the increase of child's chronological age, which indicates the dynamics of psychophysical development in the period from one to three years.

2. All indicators of developmental age in all spheres are connected with each other by a high correlation at  $p < 0.01$ , which proves the relationship of all spheres at an early age as well as their simultaneous development.

3. A regularity of slowing down the development tempo of a child with neurological pathology with age increasing is established. The value of the indicator of the discrepancy between the chronological and the developmental age increases in the third year of life in comparison with the second year of life. In the third year of life the relationship between the chronological and the developmental age is significantly weakened in all spheres, but the slowdown in the child development in the spheres of self-service, manual skills and speech development is especially obvious.

4. Different types of development profiles of a child with neurological pathology were found based on a set of criteria (regularity / irregularity of the profile, the degree of developmental lag compared with the chronological age, the presence of a developmental lag in some spheres by maintenance of relatively unharmed other spheres).

The types of development profiles of children with neurological pathology are presented in a sample with a different frequency: the most common profiles are those with a significant decrease in the development indicators, less often – profiles with a slight decrease in the development indicators and the profile with an excess of chronological age indicators is found in rare cases.

A falling profile with a lag in the development of one sphere is more often found. The types of development profiles of children with neurological pathology are presented in the general sample with a different frequency: the most common profiles are those with a significant decrease in the development indicators, less often – profiles with a slight decrease in the development indicators, and the profile with an excess of chronological age indicators is found in rare cases.

Irregularity or heterochrony of the child development in different spheres occurs in half of the cases; one part in these cases shows developmental delays in all spheres and the other part – only in one or two spheres, while in the remaining spheres the development is approaching the age norms. A descending profile with a lag in the development of one sphere is more often found in a sphere of actions with objects and speech.

5. The types of development profiles are not strictly related to nosological categories since different types of profiles are found among children with the same neurological diagnosis. It was found out that the children with a diagnosis of G80.2 (cerebral palsy, hemiplegia) have only types that indi-

cate a sufficiently favourable course of child development. The diagnosis of G80.0 (cerebral palsy, spastic cerebral palsy, tetraplegia) occurs among children with developmental profiles that indicate a significant lag in the development and limit the favourable prognosis of the child development. The diagnosis of G80.1 (cerebral palsy, spastic diplegia) occurs among children with all types of development profiles. So, this form of cerebral palsy at an early age implies a variety of options for the prognosis of the child development.

6. The identified six types of development profiles indicate a wide range of development options for children with neurological pathology at the age of one to three years. Profile development reflects the structure of the defect and allows to define either lagging or an unharmed function, set objectives for a remedial work as well as to determine the zone of proximal development of a child.

The establishment of patterns of child development, and especially the patterns of slowing down the tempo of child development with age, has not only theoretical, but also practical importance for the work of a therapist with mothers who have no idea about the slowdown in development, so they are confident in the possibility of a complete cure for the child.

Further studies of early age children with neurological pathology development peculiarities should be carried out using methods aimed to diagnose the characteristics of communication and activity of children. An important task of the new research is to identify the maternal attitude towards young children with developmental disorders of different degrees.

### **Literature**

- Архипова Е. Ф. Коррекционная работа с детьми с церебральным параличом (доречевого период): монография. Москва : Просвещение, 1989. 86 с.
- Барашнев Ю. И. Перинатальная неврология. Москва : Триада-Х, 2001. 640 с.

- Браткова М. В. Формирование предметных действий у детей раннего возраста с органическим поражением центральной нервной системы: дисс. ... канд. пед. наук: 13.00.03. Москва, 2006. 183 с.
- Ермоленко Н. А., Скворцов И. А., Неретина А. Клинико-психологический анализ развития двигательных, перцептивных, интеллектуальных и речевых функций у детей с церебральными параличами. *Журнал неврологии и психиатрии*. 2000. № 3. С. 19–23.
- Кузнецова Л. В. и др. Основы специальной психологии: учеб. пособие / под ред. Л. В. Кузнецовой. Москва : Издательский центр «Академия», 2002. 480 с.
- Крутякова Е. Н. Развитие коммуникативной деятельности у детей раннего возраста с церебральным параличом: дисс. ... канд. пед. наук: 13.00.03. Москва, 2011. 132 с.
- Кукуруза Г. В. Міждисциплінарна оцінка порушень психомоторного та соціально-емоційного розвитку у дітей раннього віку в системі раннього втручання. *Вісник Харківського національного університету імені В. Н. Каразіна. Серія: Психологія*. 2012. № 1009. Вип. 49. С. 80–83.
- Лебединский В. В. Нарушения психического развития у детей. Москва : Изд-во МГУ, 1985. 168 с.
- Мамайчук И. И. Психокоррекционные технологии для детей с проблемами в развитии. Санкт-Петербург : Речь, 2003. 400 с.
- Мастюкова Е. М., Ипполитова М. В. Нарушение речи у детей с церебральным параличом. Москва : Просвещение, 1985. 204 с.
- Пальчик А. Б. Эволюционная неврология. Санкт-Петербург : Питер, 2002. 384 с.
- Приходько О. Г. Ранняя помощь детям с церебральным параличом в системе комплексной реабилитации: монография. Санкт-Петербург : Изд-во РГПУ им. А. И. Герцена, 2008. 208 с.
- Синдяк С. А. Организационно-педагогические условия коррекции психофизического развития детей раннего возраста с резидуально-органическим поражением центральной нервной системы в условиях специализированного медицинского учреждения: дисс. ... канд. пед. наук: 13.00.03. Екатеринбург, 2007. 186 с.
- Смычек В. Б. Реабилитация больных и инвалидов. Москва : Медицинская литература, 2009. 560 с.
- Тишкова А. В. Развитие и совершенствование коррекционно-педагогической помощи детям раннего возраста с психоневрологической патологией: дисс. ... канд. пед. наук: 13.00.03. Москва, 2004. 145 с.
- Хачатрян Л. Г. Ранние и отдаленные проявления перинатального поражения нервной системы у детей раннего возраста: дисс. ... д-ра мед. наук: 14.00.09. Москва, 2003. 283 с.



- DelCarmen-Wiggins, R., & Carter, A. (Eds.) Handbook of Infant, Toddler, and Preschool Mental Health Assessment (2004). New York : Oxford University Press. 530 p.
- Hellbruegge, Theodor (Ed.) (1995). Munich Functional Developmental Diagnosis for the First, Second and Third Year of Life. Kerala : Jeevan Prakash Child Centre. 332 p.
- Henry, L. N., & et al. (2018). Trajectories of cognitive development in toddlers with language delays. *Research in Developmental Disabilities*. doi.org/10.1016/j.ridd.2018.04.005. Date of access 26.07.2018.
- Hidecker, M. J. C., & et al. (2018). Early Predictors and Correlates of Communication Function in Children with Cerebral Palsy. *Journal of Child Neurology*. Vol. 33 (4). P. 275–285.
- Houwen, S., & et al. (2016). The interrelationships between motor, cognitive, and language development in children with and without intellectual and developmental disabilities. *Research in Developmental Disabilities*. No. 53–54. P. 19–31.
- Hustad, K. C., & et al. (2014). Speech and language development in 2-year-old children with cerebral palsy. *Development Neurorehabilitation*. Vol. 17. P. 167–175.
- McManus, B., Robinson, C. C., & Rosenberg, S. A. (2016). Identifying Infants and Toddlers at High Risk for Persistent Delays. *Maternal Child Health Journal*. Vol. 20. P. 639–645.
- Peters, H. A., O., & Bredel-Geißler, M. Bartsch (2017). Ätiologie und multiprofessionelle Diagnostik bei Kinder mit Intelligenzminderung. *Entwicklungsstörungen und chronische Erkrankungen. Diagnose, Behandlungsplanung und Familienbegleitung*. München : Verlag Schmidt-Römhild. S. 91–102.
- Voigt, F. (2017). Nachsorge und prospektive Entwicklungsplanung bei globalen Entwicklungsstörungen. *Entwicklungsstörungen und chronische Erkrankungen. Diagnose, Behandlungsplanung und Familienbegleitung*. München : Verlag Schmidt-Römhild. S. 91–102.
- Zampini, L. (2018). Vocal and gestural productions of 24 month old children with sex chromosome trisomies. *International Journal of Language & Communication Disorders*. Vol. 53. No. 1. P. 171–181.

## References

- Arkhipova, E. F. (1989). *Korreksionnaia rabota s detmi s tserebralnym paralichom (dorechevoi period) [Correctional work with children with cerebral palsy (pre-speech period)]*. Moskva : Prosveshcheniie [in Russian].

- Barashnev, Yu. I. (2001). *Perinatalnaia neurologiia [Perinatal neurology]*. Moskva : Triada-Kh [in Russian].
- Bratkova, M. V. (2006). Formirovanie predmetnykh deistvii u detei rannego vozrasta s organicheskim porazheniiem tsentralnoi nervnoi sistemy [Formation of subject actions in young children with organic damage to the central nervous system]. *Candidate's thesis*. Moskva.
- Yermolenko, N. A., Skvortsov, I. A., & Neretina, A. (2000). Kliniko-psikhologicheskii analiz razvitiia dvigatelnykh, pertseptivnykh, intellektualnykh i rechevykh funktsii u detei s tserebralnymi paralichami [Clinical and psychological analysis of the development of motor, perceptual, intellectual and speech functions in children with cerebral palsy]. *Zhurnal neurologii i psikiatrii – Journal of Neurology and Psychiatry*, 3, 19–23 [in Russian].
- Kuznetsova, L. V. i dr. (2002). *Osnovy spetsialnoi psikhologii [Fundamentals of special psychology]*. L. V. Kuznetsova (Ed.). Moskva : Izdatelskii tsentr «Akademiia» [in Russian].
- Krutiakova, E. N. (2011). Razvitiie kommunikativnoi deiatelnosti u detei rannego vozrasta s tserebralnym paralichom [Development of communicative activity in young children with cerebral palsy]. *Candidate's thesis*. Moskva.
- Kukuruza, H. V. (2012). Mizhdystsyplinarna otsinka porushen psichomotorного ta sotsialno-emotsiinoho rozvytku u ditei rannioho viku v systemi rannioho vtruchannia [Interdisciplinary assessment of psychomotor and socio-emotional development of young children in the early intervention system]. *Visnyk Kharkivskoho natsionalnogo universytetu imeni V. N. Karazina – Bulletin of Kharkiv V. N. Karazin National University. Series: Psychology*, 1009, 49, 80–83 [in Ukrainian].
- Lebedinskii, V. V. (1985). *Narusheniia psikhicheskogo razvitiia u detei [Violations of mental development in children]*. Moskva : Izdatelstvo MGU [in Russian].
- Mamaichuk, I. I. (2003). *Psikhokorreksionnyie tekhnologii dlia detei s problemami v razvitii [Psychotechnologies for children with developmental problems]*. Sankt-Peterburg : Rech [in Russian].
- Mastiukova, E. M., & Ippolitova, M. V. (1985). *Narusheniie rechi u detei s tserebralnym paralichom [Speech disorders in children with cerebral palsy]*. Moskva : Prosveshcheniie [in Russian].
- Palchik, A. B. (2002). *Evolutsionnaia neurologiia [Evolutionary neurology]*. Sankt-Peterburg : Piter [in Russian].
- Prikhodko, O. G. (2008). *Ranniaia pomoshch detiam s tserebralnym paralichom v sisteme kompleksnoi reabilitatsii [Early care for children with]*

- cerebral palsy in the system of complex rehabilitation*]. Sankt-Peterburg : Izd-vo RGPU im. A. I. Gertsena [in Russian].
- Sindiak, S. A. (2007). Organizatsionno-pedagogicheskiie usloviia korrektsii psikhofizicheskogo razvitiia detei rannego vozrasta s rezidualno-organicheskim porazheniim tsentralnoi nervnoi sistemy v usloviiah spetsializirovannogo meditsinskogo uchrezhdeniia [Organizational and pedagogical conditions for the correction of the psychophysical development of young children with a residual organic lesion of the central nervous system in the conditions of a specialized medical institution]. *Candidate's thesis*. Ekaterinburg [in Russian].
- Smychek, V. B. (2009). *Reabilitatsiia bolnykh i invalidov [Rehabilitation of patients and invalids]*. Moskva : Meditsinskaia literatura [in Russian].
- Tishkova, A. V. (2004). Razvitiie i sovershenstvovaniie korrektsionno-pedagogicheskoi pomoshchi detiam rannego vozrasta s psikhonevrologicheskoi patologiiie [Development and improvement of correctional and pedagogical assistance to young children with psychoneurological pathology]. *Candidate's thesis*. Moskva [in Russian].
- Khachatryan, L. G. (2003). Ranniie i otdalennyye proiavleniia perinatalnogo porazheniia nervnoi sistemy u detei rannego vozrasta [Early and remote manifestations of perinatal damage to the nervous system in young children]. *Candidate's thesis*. Moskva [in Russian].
- DelCarmen-Wiggins, R., & Carter, A. (Eds.) (2004). *Handbook of Infant, Toddler, and Preschool Mental Health Assessment*. New York : Oxford University Press.
- Hellbruegge, Theodor (Ed.) (1995). *Munich Functional Developmental Diagnosis for the First, Second and Third Year of Life*. Kerala : Jeevan Prakash Child Centre.
- Henry, L. N., & et al. (2018). Trajectories of cognitive development in toddlers with language delays. *Research in Developmental Disabilities*. doi.org/10.1016/j.ridd.2018.04.005. Date of access 26.07.2018.
- Hidecker, M. J. C., & et al. (2018). Early Predictors and Correlates of Communication Function in Children with Cerebral Palsy. *Journal of Child Neurology*, 33 (4), 275–285.
- Houwen, S., & et al. (2016). The interrelationships between motor, cognitive, and language development in children with and without intellectual and developmental disabilities. *Research in Developmental Disabilities*, 53–54, 19–31.
- Hustad, K. C., & et al. (2014). Speech and language development in 2-year-old children with cerebral palsy. *Development Neurorehabilitation*, 17, 167–175.

- McManus, B., Robinson, C. C., & Rosenberg, S. A. (2016). Identifying Infants and Toddlers at High Risk for Persistent Delays. *Maternal Child Health Journal*, 20, 639–645.
- Peters, H. A., Bredel-Geißler, O., & Bartsch, M. (2017). Ätiologie und multiprofessionelle Diagnostik bei Kinder mit Intelligenzminderung. *Entwicklungsstörungen und chronische Erkrankungen. Diagnose, Behandlungsplanung und Familienbegleitung*, (S. 91–102). München : Verlag Schmidt-Römhild [in German].
- Voigt, F. (2017). Nachsorge und prospektive Entwicklungsplanung bei globalen Entwicklungsstörungen. *Entwicklungsstörungen und chronische Erkrankungen. Diagnose, Behandlungsplanung und Familienbegleitung*, (S. 61–72). München : Verlag Schmidt-Römhild [in German].
- Zampini, L. (2018). Vocal and gestural productions of 24 month old children with sex chromosome trisomies. *International Journal of Language & Communication Disorders*, 53 (1), 171–181.

**Валітова Ірина. Закономірності психофізичного розвитку дітей раннього віку з неврологічною патологією**

## АНОТАЦІЯ

**Мета статті** – описати характеристики і виокремити індивідуальні варіанти психофізичного розвитку дітей із неврологічною патологією в період раннього віку.

**Методи дослідження.** Для оцінки віку розвитку дітей використано Мюнхенську Функціональну Діагностику Розвитку, в якій виокремлено такі сфери розвитку дитини, як: руховий розвиток, розвиток дрібної моторики, розвиток перцепції, розвиток мови і розуміння мови, соціальний розвиток, сфера самостійності. Поняття «вік розвитку» розуміється як рівень розвитку дитини в кожній сфері. Вибірка дослідження – діти віком від одного до трьох років із неврологічними діагнозами ДЦП ( $n = 99$ ) і НРОУ ЦНС ( $n = 201$ ).

**Результати дослідження.** У дітей показники віку розвитку в усіх сферах зростають зі збільшенням хронологічного віку дитини, що свідчить про динаміку психофізичного розвитку в період від одного до трьох років. Значення показника розбіжності хронологічного віку і віку розвитку збільшується у дітей третього року життя, порівняно з дітьми другого року життя, що означає уповільнення темпу розвитку дітей. На підставі сукупності критеріїв виявлено шість типів профілів розвитку дитини

з неврологічною патологією, які представлено в загальній вибірці з різною частотою: найчастіше зустрічаються профілі з істотним зниженням показників розвитку, рідше – профілі з невеликим зниженням показників розвитку, а профіль із перевищенням показників хронологічного віку зустрічається в одиничних випадках. Типи профілів розвитку жорстко не пов'язані з нозологічними категоріями.

**Висновки.** Профіль розвитку відображає структуру дефекту в дитини і дає змогу визначити відстаючі й збережені функції, поставити завдання корекційної роботи і визначити зону найближчого розвитку дитини. Установлені закономірності розвитку дитини з неврологічною патологією будуть цікаві лікарям-неврологам, а також мають прикладне значення для роботи з матерями, у яких відсутні уявлення про уповільнення розвитку дитини з віком.

**Ключові слова:** ранній вік, психофізичний розвиток, порушення розвитку в дітей, неврологічна патологія, дитячий церебральний параліч, органічні ураження ЦНС, закономірності порушень розвитку, профіль розвитку.

**Валитова Ирина. Закономерности психофизического развития детей раннего возраста с неврологической патологией**

## АННОТАЦИЯ

**Цель статьи** – описать характеристики и выделить индивидуальные варианты психофизического развития детей с неврологической патологией в период раннего возраста.

**Методы исследования.** Для оценки возраста развития детей использована Мюнхенская Функциональная Диагностика Развития, в которой выделены следующие сферы развития ребенка: двигательное развитие, развитие мелкой моторики, развитие перцепции, развитие речи и понимания речи, социальное развитие, сфера самостоятельности. Понятие «возраст развития» понимается как уровень развития ребенка в каждой области. Выборка исследования – дети в возрасте от одного года до трех лет с неврологическими диагнозами ДЦП ( $n = 99$ ) и ПРОП ЦНС ( $n = 201$ ).

**Результаты исследования.** У детей показатели возраста развития во всех сферах возрастают с увеличением хронологического возраста ребенка, что свидетельствует о динамике психофизического развития

в период от одного года до трех лет. Значение показателя расхождения хронологического возраста и возраста развития увеличивается у детей третьего года жизни по сравнению с детьми второго года жизни, что означает замедление темпа развития детей. На основании совокупности критериев выявлены шесть типов профилей развития ребенка с неврологической патологией, которые представлены в общей выборке с разной частотой: наиболее часто встречаются профили с существенным снижением показателей развития, реже – профили с небольшим снижением показателей развития, а профиль с превышением показателей хронологического возраста встречается в единичных случаях. Типы профилей развития жестко не связаны с нозологическими категориями.

**Выводы.** Профиль развития отражает структуру дефекта у ребенка и позволяет определить отстающие и сохранные функции, поставить задачи коррекционной работы и определить зону ближайшего развития ребенка. Установленные закономерности развития ребенка с неврологической патологией будут интересны врачам-неврологам, а также имеют прикладное значение для работы с матерями, у которых отсутствуют представления о замедлении развития ребенка с возрастом.

**Ключевые слова:** ранний возраст, психофизическое развитие, нарушения развития у детей, неврологическая патология, детский церебральный паралич, органические поражения ЦНС, закономерности нарушений развития.

Original manuscript received February 09, 2021

Revised manuscript accepted March 15, 2021

## **Intolerance of Uncertainty as a Factor of Social Anxiety in Student Youth**

### **Інтолерантність до невизначеності як чинник соціальної тривожності у студентської молоді**

**Nataliia Zaviazkina**

Dr. in Psychology, Assistant Professor, Taras Shevchenko National University of Kyiv, Kyiv (Ukraine)

ORCID ID: <https://orcid.org/0000-0001-5565-8959>

E-mail: [nmuz@ukr.net](mailto:nmuz@ukr.net)

**Наталія Завязкіна**

Доктор психологічних наук, доцент, Київський національний університет імені Тараса Шевченка, м. Київ (Україна)

**Viktoriiia Yatsenko**

Master in Psychology, Student, Taras Shevchenko National University of Kyiv, Kyiv (Ukraine)

E-mail: [victoriayatsenko@knu.ua](mailto:victoriayatsenko@knu.ua)

**Вікторія Яценко**

Магістр психології, студентка, Київський національний університет імені Тараса Шевченка, м. Київ (Україна)

The author's contribution: Zaviazkina N. – 50%, Yatsenko V. – 50%.

Авторський внесок: Завязкіна Н. – 50%, Яценко В. – 50%.

---

Address for correspondence, e-mail: [kpnu\\_lab\\_ps@ukr.net](mailto:kpnu_lab_ps@ukr.net)

Copyright: © Zaviazkina Nataliia, Yatsenko Viktoriiia



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

© Zaviazkina Nataliia, Yatsenko Viktoriiia

DOI (article): <https://doi.org/10.32626/2227-6246.2021-52.39-60>

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

**39**

## ABSTRACT

*During the last couple of decades in clinical psychology the interest in studying the role of intolerance of uncertainty (IU) in the context of the manifestation of anxiety and depression has been prevalent, since a number of studies have shown that IU is an important correlation of various anxiety and neurotic disorders. However, little is known today about the extent to which the relationship between IU and social anxiety remains robust against cultural influences.*

**The aim of the article** is to find out how intolerance of uncertainty is related to social anxiety in different cultural contexts.

**Methods of the research.** 86 university students (22 men and 64 women) agreed to volunteer and anonymously participate in this study. They were asked to answer questions related to social anxiety (fear and avoidance of social situations), fear of negative evaluation, intolerance of ambiguity, and avoidance of ambiguity, retrieved from the following questionnaires: Liebowitz Social Anxiety Scale, Brief Fear of Negative Evaluation Scale, Budner's Tolerance-Intolerance of Ambiguity Scale, McLain's General Tolerance of Ambiguity Scale.

**Results** on correlation and regression analysis showed positive and statistically significant relationship between avoidance of ambiguity and social anxiety, which remained significant even when predictors were ordered in reverse order. At the same time, this relationship was significant for both fear and avoidance of social situations, while fear of negative evaluation was statistically insignificant predictor for the latter.

**Conclusions.** Intolerance of uncertainty makes a significant contribution to the manifestation of social anxiety, independent of fear of negative evaluation, which is consistent with the results of Western researchers. Further research with representative samples is needed for experimental studies of this relationship as well as adaptations or development of contemporary scales for measuring intolerance of uncertainty.

**Key words:** intolerance of uncertainty, avoidance of ambiguity, social anxiety, fear of negative evaluation, student youth.

## Introduction

The modern world is becoming more and more unstable, uncertain, complex and ambiguous (the concept of the VUCA-world), which puts a person in front of the difficult challenges, since it requires him / her to tolerate uncertainty and am-



biguous situations that he / she may face in any area of his / her life. Social interaction is especially overwhelmed with such situations, since it is impossible to program other people to act according to our expectations. Therefore, in order to establish harmonious relationships with other people, it is necessary to accept the fact that people can be different and something can always go not according to the plan. In addition, the modern world is becoming more and more culturally diverse, presenting people with the challenge of accepting this diversity, which can be stressful for some people who are used to living in a world where everything is predictable. If a person does not cope with these challenges, then this may indicate the severity of his / her intolerance to uncertainty (hereinafter IU).

The study of this phenomenon began with the work of Frenkel-Brunswik (1949), who studied the attitude of a person to ambiguous situations that can be considered by his / her either as comfortable enough or as causing considerable discomfort that leads to its avoidance. At the same time, in her works Frenkel-Brunswik used the term «intolerance to ambiguity». However, today it is almost never used in the English-language literature, because it was replaced by the term «intolerance to uncertainty». This transition is related to a conceptual rethinking of this construct, which occurred during the course of studying its role in the context of anxiety. As a result of these studies, IU began to be considered as a feature of the cognition, which affects how an individual perceives information in ambiguous situations and responds to it on a cognitive, emotional and behavioral levels (Freeston et al., 1994).

During the same period, Dugas et al. (1998) used these ideas to build a cognitive-behavioral model of generalized anxiety disorder, supplementing them with research results from a non-clinical sample (Dugas et al., 2001). A little later, he and colleagues conducted a study in which they confirmed that IU is a specific sign of generalized anxiety disorder, and should be taken into account in its differential diagnosis (Du-

gas et al., 2005). In addition, in 2011 a meta-analysis was conducted which confirmed the relationship between IU and generalized anxiety disorder, as well as its relationships with obsessive-compulsive and major depressive disorder (Gentes & Ruscio, 2011).

During investigation of the relationships between IU and various anxiety and depressive disorders, Carleton et al. (2012) began studying its conceptual structure. He defined intolerance of uncertainty as a «dispositional characteristic resulting from negative beliefs about uncertainty and its implications» (Carleton et al., 2012: 1). As a result of checking the factorial structure of IU, he identified two of its main aspects: 1) *prospective* (i. e. cognitively oriented, such as «I can't stand being taken by surprise»), more associated with anxiety and obsessive-compulsive disorder, and 2) *inhibitory* (i. e. behavioral, such as «When it's time to act, uncertainty paralyzes me»), more associated with social anxiety, panic disorder, agoraphobia, and depression. The results obtained by Carlton and colleagues provide additional evidence that the IU can be an important transdiagnostic element of anxiety and depressive disorders. At the same time, McEvoy and Mahoney (2012) conducted research in a treatment-seeking sample, the results of which showed that IU is an important mediator between neuroticism and various anxiety and depressive disorders, confirming the results of previous studies.

Social anxiety is quite common and can occur in all people, depending on the significance of a particular social situation for the individual. It is characterised by a feeling of tension and worry in situations in which a person can become the object of observation or evaluation by others and is associated with false cognitive attitudes (Clark & Wells, 1997). The leading cognitive attitudes of a person with social anxiety are related to fear of negative evaluation, fear of being rejected, as well as fear of showing their weakness in the form of excessive worrying (Clark & Wells, 1997; Heimberg et al., 2010). Such

beliefs can induce a person to avoid such situations, which can lead to a significant impairment in his / her quality of life at different levels of functioning (Aderka et al., 2012), especially during the student years (Krasnova, 2013).

Social anxiety develops into social anxiety disorder, provided that it begins to cause significant discomfort in a person's life and interferes with the normal functioning (American Psychiatric Association, 2013). R. Rapee and S. Spence point out that this last characteristic is especially influenced by cultural factors (Spence & Rapee, 2016), because people with social anxiety rely on the expectations and standards of the people around them. Therefore, the experience and / or manifestation of social anxiety may differ depending on the factors transmitted by their culture (Hofmann, 2010). This fact determines the importance of conducting cross-cultural research on various aspects of social anxiety, as well as the characteristics of their relationships with the other psychological phenomena, including IU.

P. Boelen and A. Reijntjes were among the first who investigated the relationship between IU and social anxiety (Boelen & Reijntjes, 2009). The researchers were interested in the extent to which IU accounted for the differences in social anxiety during the control of neuroticism, fear of negative evaluation, sensitivity to anxiety, self-esteem, perfectionism, and pathological anxiety. In this study, IU was as a unique correlation of social anxiety in addition to neuroticism, which amounted to an additional 5.4% variance. In addition, IU together with neuroticism and fear of negative evaluation accounted for 58.2% of the variance of social anxiety. The results of this study provide the evidence that there is a specific relationship between IU and social anxiety. However, the sample was not representative enough, as it included randomly selected subjects, mostly with higher education and Internet access, and women were the majority of the sample.

In a similar study, R. Carleton and colleagues conceptually supplemented Boelen's study (Carleton et al., 2010). The researchers aimed to replicate the results of the relationship between IU and social anxiety, as well as to study various aspects of IU, social anxiety (fear of social interaction and performance, social distress and avoidance), negative and positive affect and sensitivity to anxiety. Their results confirmed the close relationship between IU and social anxiety, independent of all the other variables, with IU accounting for 48% of the variance at the first entry in the hierarchical regression and remaining significant even if the variables were arranged in the reverse order. In addition, when IU was divided into two components: prospective anxiety and inhibitory anxiety, IU as inhibitory anxiety accounted for a half (51%) of the variance of fear of social interaction and performance and a third part (30%) of the variance of social distress and avoidance.

However, little is known about the extent to which the relationship between IU and social anxiety remains robust against cultural influences. Ukrainian culture has its own specificity, which is different from the western one, which can in a certain way affect the manifestations of social anxiety in our country. So far, we haven't done enough research on this issue, so we decided to try to replicate in part the study of Carleton et al. (2010) to check the original hypothesis about the relationship between IU and social anxiety in the other cultural context, using available measures. Also, we decided to expand it a little, further studying the relationship between IU and the affective and behavioral components of social anxiety.

Therefore, **the aim of the article** is to find out how intolerance of uncertainty is related to manifestation of social anxiety in a different cultural context, using a sample of Ukrainian students.

**Objectives of the article are:**

1. To compare average scores on social anxiety and intolerance of uncertainty in female and male students.

2. To investigate the relationships between intolerance of uncertainty and social anxiety, and its affective and behavioral components.

## Methods

**Design and participants.** The data was collected online using Google Forms during April-May 2020. The link to the Google-form was spread by the group leaders via Telegram messenger. Before completing the questionnaires, participants had to confirm their informed consent for participation in the study, in which information about confidentiality, the right of voluntary participation and investigation procedure was provided; at the end there were questions about demographic information. To avoid missing data all questions in the Google-form were noted as mandatory.

The sample consisted of 86 students from different faculties of Taras Shevchenko National University of Kyiv at the age of 17 to 24 ( $M = 19.6$ ,  $SD = 1.44$ ,  $Me = 20$ ), including 22 men (25.6%) and 64 women (74.4%). The main participants of the study were students from Institute of Biology (59.3%) and Faculty of Psychology (26.7%), the rest – from Faculty of Chemistry (7%), Computer Sciences (4.7%), History (1.2%), and Radiophysics (1.2%). The distribution by years was also uneven: most of the students came from the fourth (38.4%) and third (27.9%) year, the rest were from the second (15.1%), first (16.3%), and fifth (2.3%).

**Measures.** *Intolerance of uncertainty* was measured by the Intolerance of ambiguity scale, retrieved from the questionnaire «Budner's Tolerance-Intolerance of Ambiguity Scale» (Kornilova & Chumakova, 2014), and the Avoidance of ambiguity scale, retrieved from the questionnaire «McLain's General Tolerance of Ambiguity Scale» (Osin, 2010); however, in the final analysis only the McLain's scale was used, as its items were more consistent than the Budner's scale (see Table 1). However, the relationship between these scales was strong

( $r = 0.57$ ,  $p < 0.05$ ). Each of these scales contains a list of statements with which the subject must agree or disagree with using the Likert scale, where 0 – completely disagree, and 7 – completely agree.

*Social anxiety* was measured by the questionnaire «Liebowitz Social Anxiety Scale» (Grigorieva & Yenikolopov, 2016), which consists of two subscales – fear and avoidance of social situations. This questionnaire contains a list of social situations that the subject must assess on the Likert scale in accordance with how strong is the fear that they cause in him / her (0 – not at all; 3 – strong) and how often does she / he try to avoid them (0 – never; 3 – always). «Brief Fear of Negative Evaluation Scale» (Grigorieva & Yenikolopov, 2016) was used to test our theoretical model (see Table 4), since this construct is known to have a close relationship with social anxiety (Weeks et al., 2005); contains a list of statements that need to be assessed according to the degree of agreement from 0 (absolutely disagree) to 4 (absolutely agree).

Table 1

Indicators of reliability-consistency of the received data  
(N = 86)

Scales	Number of items	Cronbach's alpha	McDonald's omega
Social anxiety total score	38	0.90	0.92
Fear of social situations	19	0.88	0.91
Avoidance of social situations	19	0.77	0.81
Fear of negative evaluation	12	0.92	0.94
Avoidance of ambiguity	9	0.84	0.89
Intolerance of ambiguity	7	0.59	0.75

According to the Table 1, almost all scales seem to be reliable: Cronbach's alpha estimates were quite high (from 0.77 to 0.92), but intolerance of ambiguity scale showed unsatisfactory results ( $\alpha = 0.59$ ). However, alpha underestimates reliability

when elements do not have equal covariances and factor loads (Revelle & Condon, 2019), so we supplemented it with McDonald's omega estimates. Total omega scores indicate that all scales are reliable enough, and more specifically: more than 75% of variance of the scales' items explains their total scores (Revelle & Condon, 2019). However, we did not dare to include the intolerance of ambiguity scale for further analysis in order to prevent measurement problems.

Statistical data analysis was carried out in the software environment R (version 4.0.3), using psych package and other additional packages. To compare the means, we used the non-parametric Mann-Whitney test, and for the correlation analysis – the parametric Pearson test. Because we expected (based on the results of Carleton et al., 2010) that all our scales would have a direct relationship with each other, we made a direct hypothesis about the relationships between constructs conducting the correlation analysis. Hierarchical regression analysis was used to build a prognostic model of social anxiety. Firstly, we arranged the predictors in the following sequence: 1 block – avoidance of uncertainty; 2 block – fear of negative evaluation. The predictors were then arranged in the reverse order. Thus, this model determined the amount of additional variance, which was accounted by each subsequent introduction of the predictor.

## **Results**

Comparison of groups. At first, we had to test the hypothesis about the presence of statistically significant differences in the measured constructs among women and men (Table 2).

Almost all scales didn't demonstrate any statistically significant differences ( $p > 0.05$ ), except of the fear of negative evaluation scale ( $U = 400.5$ ,  $p < 0.01$ ); and the average score on this scale was higher in women ( $M = 27.67$ ,  $SD = 11.53$ ), than in men ( $M = 19.05$ ,  $SD = 8.99$ ). Therefore, we decided not

to conduct further analysis separately for men and women, but to investigate the relationship in the total sample of students (N = 86).

Table 2

Comparison of mean scores on scales in women and men

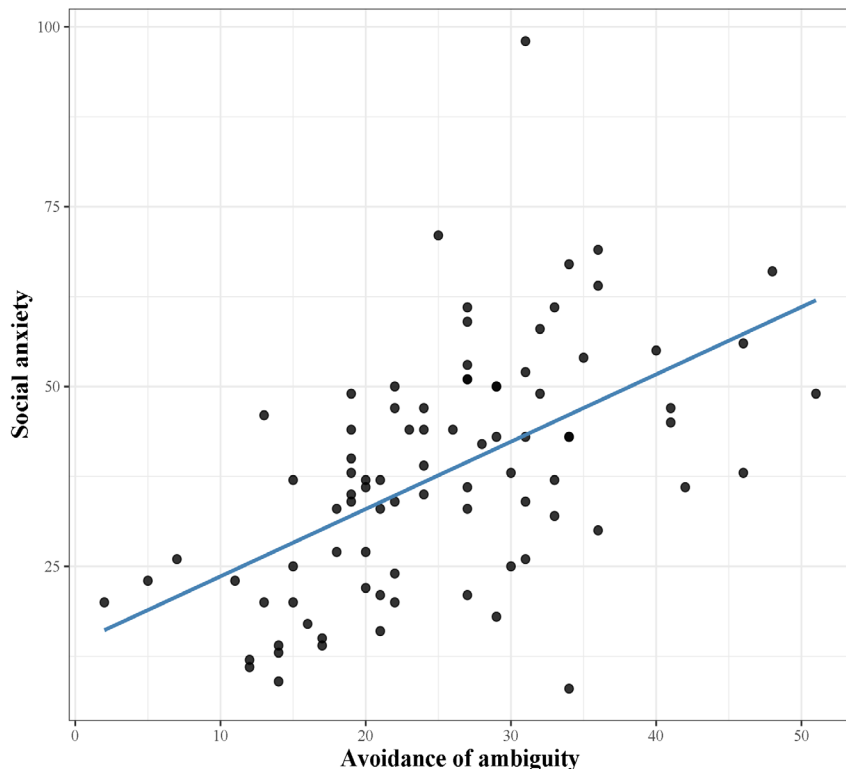
Scales	Women (N = 64)		Men (N = 22)		U	p
	M	SD	M	SD		
Social anxiety total score	39.58	16.41	33.23	16.82	561	0.16
Fear of social situations	19.75	9.86	15.23	9.31	527	0.08
Avoidance of social situations	19.83	7.87	18	9.35	606.5	0.34
Fear of negative evaluation	27.67	11.53	19.05	8.99	400.5	< 0.01
Avoidance of ambiguity	26.28	9.46	22.55	10.06	571	0.19

**Correlation analysis.** Then, we had to test the hypothesis of a direct relationship between intolerance of uncertainty and social anxiety, but first we had to analyse the scatterplot in order to investigate the nature of the relationship and identify possible outliers.

Figure 1 shows that the relationship between avoidance of ambiguity and social anxiety is positive and quite strong, since most of the values lie along the regression line. Also at the top you can see one outlier with extremely high scores on the social anxiety scale. It is possible that this outlier may be from the clinical population, so we decided to remove it from the general sample to prevent possible distortion of the results during the analysis.

After that, we checked the scales for the normality of distribution using the Shapiro-Wilk test: for almost all scales it was normal ( $p > 0.05$ ), except for the fear of negative evaluation scale ( $p < 0.01$ ).





**Fig. 1.** The relationship between avoidance of ambiguity and social anxiety

Table 3 shows that all scales have a direct and statistically significant relationship with each other ( $p < 0.05$ ), while the correlation estimates range from medium to high (Cohen, 1992). Avoidance of ambiguity was most strongly associated with social anxiety total score ( $r = 0.57$ ), while fear of negative evaluation was more strongly associated with fear of social situations ( $r = 0.48$ ) and least strongly with its avoidance ( $r = 0.27$ ).

Table 3

Correlation matrix of the relationships between constructs  
(N = 85)

Scales	1	2	3	4
1. Social anxiety total score	–			
2. Fear of social situations	0.92*** [0.89; 1.0]	–		
3. Avoidance of social situations	0.88*** [0.84; 1.0]	0.64*** [0.52; 1.0]	–	
4. Fear of negative evaluation	0.43*** [0.27; 1.0]	0.48*** [0.33; 1.0]	0.27** [0.10; 1.0]	–
5. Avoidance of ambiguity	0.57*** [0.43; 1.0]	0.52*** [0.37; 1.0]	0.51*** [0.36; 1.0]	0.47*** [0.31; 1.0]

Notes: 1. \*\*\*  $p < 0.001$ , \*\*  $p < 0.01$ .

2. For all scales alternative hypothesis is positive correlation.

3. In square brackets there are 95% of confidence intervals.

**Regression analysis.** Since the obtained correlations were statistically significant, the next step was to build a regression model for social anxiety.

The results of the regression analysis showed a strong relationship between avoidance of ambiguity and the total score of social anxiety, despite of fear of negative evaluation, accounting for 31% of the variance; fear of negative evaluation accounted for additional 3% of the variance of social anxiety (Table 4). Checking of a model quality showed the lack of multicollinearity issues (tolerance  $> 0.30$ , VIF  $< 4.00$ ), the lack of extreme outliers, normal distribution of residuals (SW = 99,  $p = 0.58$ ) and good homoscedasticity (the dispersion spread was uniform) (Tabachnick & Fidell, 2019). When the order of entering the predictors was reversed, the fear of negative evaluation accounted for one and a half times less variance than the avoidance of ambiguity at the first introduction (Table 4).

Table 4

Regression model of social anxiety (N = 85)

Model step	Regression coefficients					Model step statistics		
	B	$\beta$	SE	t	p	$\Delta R^2$	$\Delta F$	p
<b>Social anxiety total score</b>								
1 (2) AA	0.75	0.47	0.16	4.70	< 0.01	0.31 (0.17)	39.26 (22.1)	< 0.01 (< 0.01)
2 (1) FNE	0.28	0.21	0.14	2.05	0.04	0.03 (0.18)	4.21 (22.7)	0.04 (< 0.01)
<b>Fear of social situations</b>								
1 (2) AA	0.36	0.38	0.10	3.72	< 0.01	0.26 (0.11)	30.42 (13.8)	< 0.01 (< 0.01)
2 (1) FNE	0.25	0.30	0.08	2.99	< 0.01	0.07 (0.22)	8.95 (21.1)	< 0.01 (< 0.01)
<b>Avoidance of social situations</b>								
1 (2) AA	0.38	0.49	0.08	4.55	< 0.01	0.25 (0.19)	14.38 (20.7)	< 0.01 (< 0.01)
2 (1) FNE	0.03	0.04	0.07	0.41	0.69	0.00 (0.06)	0.16 (14.4)	0.69 (< 0.01)

Notes:

1. In brackets there is model step statistics for predictors in reversed order.
2. AA – avoidance of ambiguity; FNE – fear of negative evaluation.

In the model of the affective component of social anxiety, fear of social situations was also strongly associated with avoidance of ambiguity, accounting for 26% of the variance; here fear of negative evaluation showed closer relationship and accounted for an additional 7% of the variance of fear of social situations (Table 4). The results of the reverse introduction of predictors showed that fear of a negative evaluation accounted for almost the same proportion of the variance of fear of social situations as avoidance of ambiguity at the first introduction (Table 4).

For the avoidance of social situations only the avoidance of ambiguity scale was a significant predictor accounting for 25% of the variance, which is slightly higher than for the fear of social situations (Table 4).

## **Discussion**

The main objectives of our investigation were: 1) to compare mean scores on social anxiety and intolerance of uncertainty (IU) among female and male students; 2) based on the results of Carleton et al. (2010), to investigate the relationships between IU and social anxiety, further studying it with its affective and behavioral components. So, let's summarize the obtained results.

As a result of a comparative analysis, it was revealed that men and women statistically significantly differ in the degree of fear of negative evaluation: women showed higher scores. However, it is quite difficult to talk about the practical significance of the obtained results, since the sample was unbalanced and not large enough in both groups. Therefore, we cannot be confident enough that obtained difference reflects the situation among the student population, so this issue requires further research.

The results of the correlation analysis confirmed that all our investigated constructs have positive statistically significant relationships with each other. In particular, fear of negative evaluation and avoidance of ambiguity were positively correlated with social anxiety, which is consistent with studies of the relationships between these variables (Weeks et al., 2005; Boelen & Reijntjes, 2009; Carleton et al., 2010). At the same time, a more detailed analysis showed that fear of negative evaluation was weakly associated with the desire of students to avoid social situations. However, it should be noted that this relationship may be inaccurate, since the distribution of values on the scale of fear of negative evaluation showed significant

deviation from the norm, which may be related to the specificity of our sample.

The results of the regression analysis confirmed the robust relationship between IU and social anxiety, despite of fear of negative evaluation, accounting for the third part of the variance of social anxiety. These results are fully consistent with those of Carleton et al. (2010), obtained by the social avoidance and distress scale. At the same time, this relationship remained strong for both affective and behavioral components of social anxiety. When predictors were ordered in reverse order, IU remained a statistically significant predictor, accounting for more additional variance for social anxiety total score (17%) than for fear of social situations (11%). On the other hand, fear of a negative evaluation was a statistically insignificant predictor for avoiding social situations and a comparatively better predictor for fear of social situations (22%) than for social anxiety total score (18%).

However, this study has several limitations. At first, its correlational nature doesn't allow us to make conclusions about causal relationships between IU and social anxiety. So, the prospect research envisages experimental study of the relationship between IU and social anxiety during psychotherapy, and examination of this relationship in a longitude. Secondly, we used IU scales which were grounded in a slightly different theoretical concept than those used in modern Western studies. Therefore, future research is needed for adaptation or development of the modern instruments for measuring IU in our country.

It is also necessary to take into account the conditions in which the data were collected. Due to the quarantine throughout the country, most students were excluded from their usual university environment, so there was a threat to the validity of the obtained results. In the situation of voluntary participation in the study, there is also a threat to the validity, considering that this consent was given by people of a certain per-

sonality type. Another problem may arise when generalizing the obtained results for the entire population of university students, since the sample was insufficiently representative.

## Conclusions

The results of this study show that intolerance of uncertainty has a robust relationship with social anxiety among students, despite of fear of negative evaluation. They are consistent with the results of Western researchers and indicate that intolerance of uncertainty is an important element in the context of the manifestation of social anxiety, regardless of culture.

These results may be used by university psychological services for the development of psychocorrection plans when working with students suffering from social anxiety. However, the future research with bigger samples needs for generalisation these results on the overall population of university students.

**The perspectives for future research** are experimental study of intolerance of uncertainty in the population of patients with social anxiety disorder during psychotherapeutic manipulation, and adaptation or development of modern scales for measuring intolerance of uncertainty.

**Conflict of interests.** Authors have no potential conflict of interests about this research, authorship and / or publication of this article.

**Data accessibility.** All of the materials and analytic script of this project are available at Open Science Foundation site (<https://osf.io/8sz9v/>).

## Literature

Григорьева И. В., Ениколопов С. Н. Апробация опросников «Шкала социальной тревожности Либовица» и «Шкала страха негативной оценки (краткая версия)». *Национальный психологический журнал*. 2016. Т. 1. № 21. С. 31–44.

© Zaviazkina Natalia, Yatsenko Viktoriia

DOI (article): <https://doi.org/10.32626/2227-6246.2021-52.39-60>

- Корнилова Т. В., Чумакова М. А. Шкалы толерантности и интолерантности к неопределенности в модификации опросника С. Баднера. *Экспериментальная психология*. 2014. Т. 7. № 1. С. 92–110.
- Краснова В. В. Социальная тревожность как фактор нарушений interpersonalных отношений и трудностей в учебной деятельности у студентов: автореф. дис. ... канд. психол. наук: спец. 19.00.13. Москва, 2013. 26 с.
- Осин Е. Н. Факторная структура русскоязычной версии шкалы общей толерантности к неопределенности Д. МакЛейна. *Психологическая диагностика*. 2010. № 2. С. 65–86.
- Aderka, I. M., Hofmann, S. G., Nickerson, A., Hermesh, H., Gilboa-Schechtman, E., & Marom, S. (2012). Functional impairment in social anxiety disorder. *Journal of anxiety disorders*. Vol. 26. No. 3. P. 393–400.
- American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders: DSM-5 (5th ed)*. Washington : Author. 947 p.
- Boelen, P. A., & Reijntjes, A. (2009). Intolerance of uncertainty and social anxiety. *Journal of anxiety disorders*. Vol. 23. No. 1. P. 130–135.
- Carleton, R. N., Collimore, K. C., & Asmundson, G. J. G. (2010). «It's not just the judgements – It's that I don't know»: Intolerance of uncertainty as a predictor of social anxiety. *Journal of Anxiety Disorders*. Vol. 24. No. 2. P. 189–195.
- Carleton, R. N., Mulvogue, M. K., Thibodeau, M. A., McCabe, R. E., Antony, M. M., & Asmundson, G. J. (2012). Increasingly certain about uncertainty: Intolerance of uncertainty across anxiety and depression. *Journal of anxiety disorders*. Vol. 26. No. 3. P. 468–479.
- Cohen, J. (1992). Statistical power analysis. *Current directions in psychological science*. Vol. 1. No. 3. P. 98–101.
- Dugas, M. J., Gagnon, F., Ladouceur, R., & Freeston, M. H. (1998). Generalized anxiety disorder: A preliminary test of a conceptual model. *Behaviour research and therapy*. Vol. 36. No. 2. P. 215–226.
- Dugas, M. J., Gosselin, P., & Landouceur, R. (2001). Intolerance of Uncertainty and Worry: Investigating Specificity in a Nonclinical Sample. *Cognitive Therapy and Research*. Vol. 25. No. 5. P. 551–558.
- Dugas, M. J., Marchand, A., & Ladouceur, R. (2005). Further validation of a cognitive-behavioral model of generalized anxiety disorder: Diagnostic and symptom specificity. *Journal of Anxiety Disorders*. Vol. 19. No. 3. P. 329–343.
- Freeston, M. H., Rhéaume, J., Letarte, H., Dugas, M. J., & Ladouceur, R. Why do people worry? (1994). *Personality and individual differences*. Vol. 17. No. 6. P. 791–802.

- Frenkel-Brunswik, E. (1949). Intolerance of ambiguity as an emotional and perceptual personality variable. *Journal of personality*. Vol. 18. No. 1. P. 108–143.
- Gentes, E. L., & Ruscio, A. M. (2011). A meta-analysis of the relation of intolerance of uncertainty to symptoms of generalized anxiety disorder, major depressive disorder, and obsessive-compulsive disorder. *Clinical psychology review*. Vol. 31. No. 6. P. 923–933.
- Heimberg, R. G., Brozovich, F. A., & Rapee, R. M. (2010). A cognitive behavioral model of social anxiety disorder: Update and extension. In *Social anxiety: Clinical, Developmental, and Social Perspectives*. S. G. Hofmann, P. M. DiBartolo (Eds.). New York : Academic Press. P. 395–422.
- Hofmann, S. G., Anu Asnaani, M. A., & Hinton, D. E. (2010). Cultural aspects in social anxiety and social anxiety disorder. *Depression and anxiety*. Vol. 27. No. 12. P. 1117–1127.
- McEvoy, P. M., & Mahoney, A. E. J. (2012). To be sure, to be sure: Intolerance of uncertainty mediates symptoms of various anxiety disorders and depression. *Behavior therapy*. Vol. 43. No. 3. P. 533–545.
- Revelle, W., & Condon, D. M. (2019). Reliability from  $\alpha$  to  $\omega$ : A tutorial. *Psychological assessment*. Vol. 31. No. 12. P. 1395–1411.
- Spence, S. H., Rapee, R. M. (2016). The etiology of social anxiety disorder: An evidence-based model. *Behaviour Research and Therapy*. Vol. 86. P. 50–67.
- Tabachnick, B. G., & Fidell, L. S. (2019). Using multivariate statistics. 7th ed. Boston, MA : Pearson. 848 p.
- Weeks, J. W., Heimberg, R. G., Fresco, D. M., Hart, T. A., Turk, C. L., Schneier, F. R., & et al. (2005). Empirical validation and psychometric evaluation of the brief fear of negative evaluation scale in patients with social anxiety disorder. *Psychological Assessment*. Vol. 17. P. 179–190.

## References

- Grigorieva, I. V., & Yenikolopov, S. N. (2016). Aprobatsiia oprosnikov «Shkala sotsialnoi trevozhnosti Libovitsa» i «Shkala strakha negativnoi otsenki (kratkaia versiiia)» [Approbation of questionnaires «Liebowitz social anxiety scale» and «Brief fear of negative evaluation scale»]. *Natsionalnyi psikhologicheskii zhurnal – National psychological journal*, 1 (21), 31–44 [in Russian].
- Kornilova, T. V., & Chumakova, M. A. (2014). Shkaly tolerantnosti i intolerantnosti k neopredelennosti v modifikatsii S. Badnera [Tolerance and intolerance scales in modification of S. Budner's questionnaire].



- Ekspperimentalnaia psikhologiiia – Experimental psychology*, 7 (1), 92–110 [in Russian].
- Krasnova, V. V. (2013). Sotsialnaia trevozhnost kak faktor narusheni interpersonalnykh otnoshenii i trudnostei v uchebnoi deiatelnosti u studentov [Social anxiety as a factor of interpersonal impairments and difficulties in educational activities in students]. *Extended abstract of candidate's thesis*. Moskva [in Russian].
- Osin, E. N. (2010). Faktornaia struktura versii shkaly obshchei tolerantnosti k neopredelennosti D. MakLeina [Factor structure of version of D. McLain's general tolerance of ambiguity scale]. *Psikhologicheskaia diagnostika – Psychological diagnostics*, 2, 65–86 [in Russian].
- Aderka, I. M., Hofmann, S. G., Nickerson, A., Hermesh, H., Gilboa-Schechtman, E., & Marom, S. (2012). Functional impairment in social anxiety disorder. *Journal of anxiety disorders*, 26 (3), 393–400.
- American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders: DSM-5* (5th ed). Washington : Author.
- Boelen, P. A., & Reijntjes, A. (2009). Intolerance of uncertainty and social anxiety. *Journal of anxiety disorders*, 23 (1), 130–135.
- Carleton, R. N., Collimore, K. C., & Asmundson, G. J. (2010). «It's not just the judgements – It's that I don't know»: Intolerance of uncertainty as a predictor of social anxiety. *Journal of Anxiety Disorders*, 24 (2), 189–195.
- Carleton, R. N., Mulvogue, M. K., Thibodeau, M. A., McCabe, R. E., Antony, M. M., & Asmundson, G. J. (2012). Increasingly certain about uncertainty: Intolerance of uncertainty across anxiety and depression. *Journal of anxiety disorders*, 26 (3), 468–479.
- Cohen, J. (1992). Statistical power analysis. *Current directions in psychological science*, 1 (3), 98–101.
- Dugas, M. J., Gagnon, F., Ladouceur, R., & Freeston, M. H. (1998). Generalized anxiety disorder: A preliminary test of a conceptual model. *Behaviour research and therapy*, 36 (2), 215–226.
- Dugas, M. J., Gosselin, P., & Ladouceur, R. (2001). Intolerance of uncertainty and worry: Investigating specificity in a nonclinical sample. *Cognitive therapy and Research*, 25 (5), 551–558.
- Dugas, M. J., Marchand, A., & Ladouceur, R. (2005). Further validation of a cognitive-behavioral model of generalized anxiety disorder: Diagnostic and symptom specificity. *Journal of Anxiety Disorders*, 19 (3), 329–343.
- Freeston, M. H., Rhéaume, J., Letarte, H., Dugas, M. J., & Ladouceur, R. (1994). Why do people worry? *Personality and individual differences*, 17 (6), 791–802.

- Frenkel-Brunswik, E. (1949). Intolerance of ambiguity as an emotional and perceptual personality variable. *Journal of personality*, 18 (1), 108–143.
- Gentes, E. L., & Ruscio, A. M. (2011). A meta-analysis of the relation of intolerance of uncertainty to symptoms of generalized anxiety disorder, major depressive disorder, and obsessive-compulsive disorder. *Clinical psychology review*, 31 (6), 923–933.
- Heimberg, R. G., Brozovich, F. A., & Rapee, R. M. (2010). A cognitive behavioral model of social anxiety disorder: Update and extension. In *Social anxiety: Clinical, Developmental, and Social Perspectives*, (pp. 395–422). Academic Press.
- Hofmann, S. G., Anu Asnaani, M. A., & Hinton, D. E. (2010). Cultural aspects in social anxiety and social anxiety disorder. *Depression and anxiety*, 27 (12), 1117–1127.
- McEvoy, P. M., & Mahoney, A. E. (2012). To be sure, to be sure: Intolerance of uncertainty mediates symptoms of various anxiety disorders and depression. *Behavior therapy*, 43 (3), 533–545.
- Revelle, W., & Condon, D. M. (2019). Reliability from  $\alpha$  to  $\omega$ : A tutorial. *Psychological assessment*, 31 (12), 1395–1411.
- Spence, S. H., & Rapee, R. M. (2016). The etiology of social anxiety disorder: An evidence-based model. *Behaviour Research and Therapy*, 86, 50–67.
- Tabachnick, B. G., & Fidell, L. S. (2019). *Using multivariate statistics* (7th ed.). Boston, MA : Pearson.
- Weeks, J. W., Heimberg, R. G., Fresco, D. M., Hart, T. A., Turk, C. L., Schneier, F. R., & Liebowitz, M. R. (2005). Empirical validation and psychometric evaluation of the Brief Fear of Negative Evaluation Scale in patients with social anxiety disorder. *Psychological assessment*, 17 (2), 179–190.

**Завязкіна Наталія, Яценко Вікторія. Інтюлерантність до невизначеності як чинник соціальної тривожності у студентської молоді**

## АНОТАЦІЯ

Останні декілька десятиліть у клінічній психології не згасає інтерес до вивчення ролі інтюлерантності до невизначеності (ІТН) у контексті прояву тривоги та депресії, оскільки в низці досліджень показано, що ІТН є важливим корелятом різноманітних тривожних і невротичних порушень. Утім, на сьогодні мало що відомо про те, наскільки зв'язок між ІТН та соціальною тривожністю залишається стійким щодо впливу культурних чинників.

© Zaviazkina Natalia, Yatsenko Viktoriia

DOI (article): <https://doi.org/10.32626/2227-6246.2021-52.39-60>

**Мета статті** полягає у вивченні того, наскільки інтолерантність до невизначеності пов'язана із соціальною тривожністю в іншому культурному контексті.

**Методи дослідження.** 86 студентів університету (22 – чоловіки й 64 – жінки) погодилися на добровільну й анонімну участь у цьому дослідженні. Їм було запропоновано відповісти на запитання, що стосуються соціальної тривожності (страх та уникання соціальних ситуацій), страху негативної оцінки, інтолерантності до невизначеності й уникання невизначеності, взятих з опитувальників: «Шкала Любовіца для оцінки соціальної тривоги», «Шкала страху негативної оцінки (коротка версія)», «Шкала толерантності-інтолерантності до невизначеності Баднера», «Шкала загальної толерантності до невизначеності МакЛейна».

**Результати дослідження.** Результати кореляційного та регресійного аналізу показали прямий статистично значущий зв'язок між униканням невизначеності й соціальною тривожністю, який залишався значущим навіть тоді, коли предиктори було розташовано у зворотному порядку. Водночас цей зв'язок був значущим як для страху, так і для уникання соціальних ситуацій, тоді як страх негативної оцінки виявився статистично незначущим предиктором для останнього.

**Висновки.** Інтолерантність до невизначеності вносить вагомий вклад у прояви соціальної тривожності, незалежно від страху негативної оцінки, що узгоджується з результатами західних дослідників. Подальші дослідження з репрезентативними вибірками необхідні для експериментального вивчення цього зв'язку й адаптації або розробки сучасних методик для вимірювання інтолерантності до невизначеності.

**Ключові слова:** інтолерантність до невизначеності, уникання невизначеності, соціальна тривожність, страх негативної оцінки, студентська молодь.

**Завязкина Наталия, Яценко Виктория. Интолерантность к неопределенности как фактор социальной тревожности у студенческой молодежи**

## АННОТАЦИЯ

Последние несколько десятилетий в клинической психологии не угасает интерес к изучению роли интолерантности к неопределенности (ИТН) в контексте проявления тревоги и депрессии, поскольку в ряде исследо-

ваний показано, що ИТН являється важним коррелятом різних тривожних і невротических порушень. Врешт, сьогодні мало що відомо про те, наскільки зв'язь між ИТН і соціальною тривожністю залишиться стійкою відносно впливу культурних факторів.

**Цель статьи** заключається в вивченні того, наскільки інтолерантність до неопределенності зв'язана з соціальною тривожністю в іншому культурному контексті.

**Методи дослідження.** 86 студентів університету (22 – чоловіки і 64 – жінки) погодились на добровільне і анонімне участь в цьому дослідженні. Їм було запропоновано відповісти на запитання, що стосуються соціальної тривожності (страх і уникання соціальних ситуацій), страху негативної оцінки, інтолерантності до неопределенності і уникання неопределенності, взятих з опитувальників: «Шкала Либовица для оцінки соціальної тривоги», «Шкала страху негативної оцінки (коротка версія)», «Шкала толерантності-інтолерантності до неопределенності Баднера», «Шкала загальної толерантності до неопределенності МакЛейна».

**Результати дослідження.** Результати кореляційного і регресійного аналізу показали пряму статистически значиму зв'язь між униканням неопределенності і соціальною тривожністю, яка залишалася значимою навіть тоді, коли предиктори були розпоряджені в зворотному порядку. В той же час ця зв'язь була значимою як для страху, так і для уникання соціальних ситуацій, тоді як страх негативної оцінки виявився статистически незначимим предиктором для останнього.

**Висновки.** Інтолерантність до неопределенності вносить вагомий внесок в проявлення соціальної тривожності, незалежно від страху негативної оцінки, що узгоджується з результатами західних дослідників. Далішні дослідження з репрезентативними вибірками необхідні для експериментального вивчення цієї зв'язі і адаптації або розробки сучасних методик для вимірювання інтолерантності до неопределенності.

**Ключевые слова:** інтолерантність до неопределенності, уникання неопределенності, соціальна тривожність, страх негативної оцінки, студентська молодь.

Original manuscript received March 14, 2021

Revised manuscript accepted April 18, 2021

## Contemporary Approaches to the Problem of the Development of Pupil's Cognitive Activity According to the Ways of Managing the Young Learner's Classroom

### Сучасні підходи до проблеми розвитку пізнавальної діяльності учнів за способами управління груповою діяльністю

#### **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](mailto:ivashkevych.e@gmail.com)

#### **Едуард Івашкевич**

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

#### **Liana Onufriieva**

Dr. in Psychology, Professor, Head of the Department of General and Applied Psychology, Kamianets-Podilskyi National Ivan Ohiienko University, Kamianets-Podilskyi (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](mailto:kpnu_lab_ps@ukr.net)

---

Address for correspondence, e-mail: [kpnu\\_lab\\_ps@ukr.net](mailto: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/10.32626/2227-6246.2021-52.61-83>

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

## Ліана Онуфрієва

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

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

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

### ABSTRACT

*The aim of article is to describe contemporary approaches to the problem of the development of cognitive activity of pupils according to the ways of managing the young learner's classroom; to explore the effectiveness of group forms of the activity at the lessons which is largely determined by the level of the activity of pupils' thinking.*

*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 experiment of the effectiveness of group forms of the pupils' activity at the lessons.*

*The results of the research. Thus, the effectiveness of the members of the primary groups in the process of individual solution of problems influenced the success of the joint activity of pupils. These data allow us to conclude that the joint activities of secondary school pupils during group activity are characterized by specific factors that, despite the equal composition of groups of pupils, lead to different efficiency of the activity in these groups, which, in turn, depends on the effectiveness of solving problem task by each participant of communication separately. These factors must be taken into account by teachers in the classroom to increase the level of knowledge of pupils in the subjects and improve the techniques of working with pupils within the implementation of an individual approach to each secondary school pupil individually.*

*Conclusions. It should be emphasized that the effectiveness of group forms of the activity 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, such as the teacher fully explains a 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 in the process of studying the material through leading questions; whether the study of a 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.*

*Pupils' cooperation contributes to a better understanding and memorization of the content of reading, activation of the control function. While interpreting the role of group forms of the activity in the educational process we would like to emphasize: «The study of the effectiveness of this group activity shows its great advantages, and so far there has been no case, there was no other example group activity than individual or joint ones».*

*All the above mentioned ways are necessary for full mastering of educational material. But in order for pupils to learn not only the system of knowledge, skills, abilities, but also the experience of creative activity, it is necessary to include them into the process of mental activity, in solving problems which would ensure creative application of acquired knowledge and skills into practice and the development of the pupil's personality.*

**Key words:** *cognitive activity of pupils, a cognitive problem, the joint activity of pupils, the effectiveness of solving problem task, pupils' thinking, the experience of creative activity.*

## Introduction

The problem of managing pupils' English language classroom is one of the central problems of English Methodology. This problem is also carefully studied by Pedagogy, Psychology, because the activity is the basis of all human life and the formation of a pupil as a person. Without activity it is impossible to solve any educational tasks; the principle of education of the person in the activities is one of the leading general pedagogical and didactic principles (Allright & Bailey, 1999). In the activity and through the activity the person is formed, so, the process of managing pupils' English language classroom stimulates children's creative possibilities, interests and requests.

In the life of each person cognitive activity takes a central place. In practice, a child's learning begins at an early age with the assimilation of those skills, which are necessary to carry out even the most elemental actions.

But learning is not only in the field of practical actions of a person. Its main function for the younger generation is to acquire knowledge, skills and abilities systematically. The experience accumulated by the person in the field of knowledge is much wider and richer for the development of the child's personality than the learning of the experience with direct operation of skills from which it is necessary to master the pupils' abilities.

Systematic gnostic activity gradually takes its forms organized by the society (the child enters school in a certain period and moves at predetermined stages of study), therefore, the teaching is often identified with the cognitive activity of a pupil. In fact, a person learns all his / her life.

A cognitive activity of a pupil in contemporary society is a systematic activity of the growing generations. Society determines the time of cognitive activity, provides institutions in which this activity is carried out; its purpose is determined by the content and conditions of the course of the activity (under the direction and by managing of a teacher) (Tarone, 1983).

At the English lessons the subject of cognitive activity is a pupil, and therefore in the center of education there is his / her person, his / her consciousness, his / her attitude to the outside world, both to the process of cognition and to the accomplices of cognitive activity: pupils and teachers who organize and direct, manage the process of teaching. This is a feature of studying in school years, which, depending on the social purpose, from the organization and directing its teachers, at the same time does not lose its subjective as a personal basis.

Another feature of cognitive activity of a pupil is the nature of its course. Since the purpose, the content and the me-



thods of cognitive activity of pupils have been laid down in the program, the learning process can take place in different ways, with different expenditures of forces, the activity, the independence of the subject. In one case, the activity of schoolchildren is reproductive, in the second case – it is constructive, in the other one it is creative (Bachman, 1991). The very nature of the course of study affects its final result which is the nature of acquired knowledge, skills and abilities.

*The reproductive level of knowledge* is knowledge of facts, phenomena, events and their reproduction without significant changes. The processes of thinking, which ensure the functioning of knowledge at this level, are also reproductive in nature and they are the most economically acquired by the information methods of teaching: the narrative ones, the methods of explanation, performance by pupils using training exercises according to the sample, and so on.

*The constructive level of knowledge* is knowledge gained as a result of combining, re-designing the knowledge of the first level (through the selection of main facts, comparison, generalization and other methods of speech activity). Knowledge is achieved through heuristic learning methods: a statement with logical tasks, a heuristic conversation, solving cognitive tasks, exercises that involve significant changes in the structure of knowledge.

*The creative level of knowledge* is knowledge and skills acquired during the independent search activity of pupils, they are acquired by heuristic and research methods, which stimulate schoolchildren to self-creative activity. This level is achieved, as a rule, in the senior classes, and elements of research activity are also possible in this case.

So, we formulated and substantiated the basic principles of the correlation of pupil's reproductive and creative cognitive activity:

1) reproductive and creative knowledge correlate with each other as two independent units of the whole. Reproductive

knowledge acts as a preparatory link, and creative one – as the main link;

2) these two types of knowledge relate to each other as a whole with elements in each link: in the first link, in general, reproduction acts as a whole structure, and the main its element is creativity;

3) both types of cognition are correlated dialectically, dynamically, with a mutual transition to each other.

The peculiarity of learning is also its structure. The structure of training includes the same components as in any other type of the activity (motive – meta – actions – operations). As a reason because the purposeful and programmatic nature of this activity necessarily requires systematic sequences that ensure the order and the logic of mastering knowledge, skills and abilities, their development as if it was limited by the components of the educational process, its content, methods and organization. In the learning process, for example, conditions of its course, tasks, content, and procedure of pupils' activity were determined. But at the same time, the results of learning, which have to realize the goal, depends not only on this, but also on the motives of cognitive activity, on the nature of its course, which is conditioned by the pupils' person.

The peculiarity of learning is also that the pupil himself / herself does not always and necessarily directly affects the area of the reality he / she is studying. Relationships with the substantive world in the process of cognitive activity often takes place not through observations, practical actions with the objects, but it is mediated by knowledge that generalize a reality. It is experimentally proved that a higher level of generalized knowledge stimulates a higher level of pupils' development. Some researchers argued that a real jump in the development of the child is carried out just when he / she becomes able to operate not life-perceptions obtained through direct observations, but scientific concepts, consisting of the generalization

of essential characteristics of the objective world (Гончарук & Онуфрієва, 2018).

Knowledge of a pupil, as well as the path of scientific knowledge, is the process of approaching the truth. But, unlike the latter, the truth is recognized by the disciple with the help of facts of a science, scientific discoveries, assimilation of its historical path.

Nowadays, psychological and pedagogical science has accumulated a large arsenal of means and methods of knowledge of the surrounding reality. But it is impossible to equip pupils with all these components: it is necessary to proceed from the fact that it is accessible to schoolchildren and which is an acute necessity for the development of their cognitive activity. Thus, in the course of systematic training, the generalized knowledge of mankind is assimilated by pupils who become carriers of so called «scientific truths».

In contrast to the scientific activity, for cognitive one of pupils it is also characterized that it is under the control of the teacher and during the deployment of his / her it can be adjusted and regulated. Therefore, virtually all difficulties of gaining knowledge are neutralized. And the most important is when the teacher builds up all the activities in a general system (when he defines the system of the content, the system of cognitive tasks, the system of the practical activity of the pupil, etc.), different approaches as a certain result. But the leadership role of the teacher should not prevent the main task of the activity – the activity of the personality of the pupil himself / herself.

Based on the peculiarities of cognitive activity of pupils, several *ways of managing the young learner's English language classroom* were proposed by us.

*Programmable learning* is one of them. Its essence lies in the precise and accurate selection of information that is given to pupils with small doses (steps). In the course of the steps, a feedback is established that allows you to see immediately,

whether it is understandable or not understandable, assimilated or not mastered, solved or not solved.

There is no doubt that programmable learning implements the idea of *managing the learning process*. It contributes to the autonomy of each learner's activity that the teacher organizes. He / she organizes the acquisition and processing of the educational information that the teacher (or a pupil himself / herself) can follow the movement in mastery of knowledge that a pupil can immediately determine (in which chain there are gaps that on this basis he / she can make adjustments into the learning process).

And yet, despite the enormous advantages, this approach as a single and universal one, is not able to provide solutions to great and complex tasks of our time that face education at school as a whole.

*The process of creative activity*, which must and can be organized by learning and without which it is impossible to form a person that meets the needs of modern society; in the conditions when programmed education is limited the pupils' initiative shakes, if schoolchildren constantly, at the each lesson only follow the text of the programmed textbook or work with the training exercises.

The another way, rather common in modern theory and practice of learning, is *problem education*, which is based on the development of *cognitive autonomy of pupils* in doing researches and according to their person's development. The origins of problem learning can already be seen in the heuristic conversations of Socrates, which, with the help of questions and the logic of constructing a conversation, brought his disciples to contradictions and consistently led them to the need for a conclusion. That's why, it is not without reason, Socrates was called «the paternal grandmother of wisdom».

Of course, *problem-based learning* contributes to the development of creative person's forces, develops a research approach, an initiative in gaining knowledge. But this approach

is not economical, it requires a lot of time in the educational process. In addition, not all program material requires a problematic approach (something that is necessary to take the student axiomatically). Such a circle of information is available in any school subject. In such a way, in English it is spelling, these also are punctuation rules; in the literature – the life and creative way of the writer, to some extent even the texts of novels.

Finally, in some cases problem-solving education is inferior to the programmed one in the sense that it can not provide independent actions for each pupil. So, the frontal problem conversation does not rely on the answer of all 30 or even 20 pupils of the class, so it is very difficult to establish feedback of each pupil's statement.

All this allows us to conclude that problematic studies at the school can not be considered as the universal one.

The research in the field of *learning algorithmization* is significant for the development of didactics at school. This way of managing the classroom confirms a need for clear instructions when solving tasks of a certain type. Extremely tired and hopelessly burdensome would be the process of learning, in which, when performing typical tasks, the pupil again and again would seek an approach and each time went the unprofitable way of attempts and errors. From immemorial time, pupils use instructions (algorithms), for example, from different types of language rules. Without an algorithm, without describing the sequence and the structure of actions, pupils can not use even the simplest devices. The algorithms of learning actions contribute to more organized, easier and quicker implementation of pupils' speech, which makes their cognitive activity more understandable and productive.

However, *the way to learn from the point of view of clear instructions for any content and any training activities* would be a hindrance to the development of pupils' creative powers and capabilities. After all, not all learning actions facilitate

schoolchildren subject to algorithmization, but only those of tasks, in which it is necessary to determine in advance a clear structure of the solution of tasks of a certain type. The tasks of the same creative, research nature do not require this, since their main purpose has been to cause an independent search for a pupil, to find the original approach, to show the originality in the performance of the task.

The another way to manage the young learner's English language classroom, common in contemporary school, is *differentiated learning*. The essential here is the possibility, on the one hand, of relying on the actual level of the development and knowledge of different pupils, and on the other hand, to identify the zone of their immediate development (Mykhalchuk & Ivashkevych, 2018), constantly translate each statement to more advanced mastery of knowledge and ways of their assimilation.

The complexity of these ways lies in the fact that the program of knowledge, skills from any subject area must be mastered by everyone; and the level of this assimilation should be optimal for pupils of different forms. At the same time, it is necessary to promote the fact that all categories of pupils in the educational process were in constant motion and gradually converted to higher knowledge and skills of pupils.

But differentiated learning can not become a universal way to manage the young learner's English language classroom, as the educational process has the other important teaching methods which are valuable for the development of the person of pupils. So, the front-line activity with schoolchildren of all categories is at the same time the important tool for children to measure their own abilities. Here the feedback is provided, which reveals the results of the activity of others to the learner, the value of their own efforts and the value of their own knowledge are recognized in such a way. It is very important that the educational process to be equipped with a cognitive value, logically sound and compelling the information from

which pupils could draw the perfect examples of erudition, the expressiveness and the accuracy of a language, manipulating facts, ideas and evidence.

According to the researches (Dafei, 2007; Benson, 2001), the practice of teaching at contemporary schools is increasingly included in *modular training*. At the same time, all educational material is divided into logically meaningful parts, to which a package of didactic methods is developed which are necessary for mastering the educational material and control of the acquired knowledge.

In school practice the elements of modular training have a long being. After all, the paragraph and section in the school textbook are the didactic units, the rich content information of the finished content. Due to this, there is no need to separate the topic artificially, since each paragraph is a peculiar module. Today we are talking about further development and improvement of the lesson by applying the principles of modular education. The first and the foremost, they are: flexibility, dynamism and validity of knowledge, awareness of the perspective, versatile methodological counseling.

The principle of flexibility provides the possibility of adapting the content of education and the ways of its learning to the individual learning needs, which opens the possibility of individualization of the content and the process of mastering knowledge.

The principle of the flexibility of modular training suggests solving this problem by introducing into each portion of the information material of the system of tasks of three levels of complexity. Different tasks are reproductive and contain minimum information that is accessible to all children. The second one contains tasks of constructive nature and issues of analytical content. The third level involves the application of knowledge and skills in new conditions, the creative activity of pupils. Under such conditions each pupil chooses the option task independently, according to his / her self-esteem.

Such proposed tasks offered by the teacher (varying by a degree of difficulty) are evaluated by a different number of points. This determines the quality of the pupil's educational activity in the classroom. Thus, the intensification of learning is not a result of the hard leadership of the teaching process, but becomes the cause of each pupil. Motivation does not go from the outside, but becomes the pupil's educational need, that is, conditions are created for the appearance of internal motivation for learning, the awareness of the pupil and the further self-development of their motivational sphere and the activity.

Consequently, the searches and new approaches offered by English Methodology reveal a variety of educational process' reserves and, obviously, they are far from exhaustion of all these possibilities. After all, each approach has significant foundations for improving the learning process and, at the same time, it is not universal and unique for providing effective education.

Disclosing the essence of cognitive activity or activating cognitive activity of pupils requires a scientific definition of the concept of «activity». The question of the nature of activity is multidimensional, which indicates the complexity of the concept itself. Therefore, one can not give a single definition, since the activity can be considered as a general category, which has a biological, psychological or physiological nature.

In the biological aspect, the activity is studied in the connection with the adaptation of the organism to the environment; the physiological aspect involves the activity in terms of regulatory function of the brain. Psychologists see the activities in which the subject changes his / her behavior and their psychological characteristics. Epistemology considers the activity as an active knowledge.

As for Psychology, the concept of the activity here must reflect the purpose, the content of science, have a clear psy-



chological orientation, and at the same time the activity takes into account the achievements of other sciences. In psychological and didactic science there is not a single approach to the definition of «cognitive activity». Although in many studies scientists call some general essential features of this concept. Thus, in some researches the volitional and emotional mood of the subject is emphasized as an important indicator of the pupil's activity: readiness and desire for energetic mastery of knowledge (Nunan, 2003), a psychic state that manifests itself in the desire to solve intellectual problems.

Some researchers define cognitive activity as an identification of the person's volitional, emotional and intellectual aspects in the educational process (Mykhalchuk & Kryshevych, 2019).

M. Hořínek considers the cognitive activity of pupils as their mental activity, which has the aim to achieve a certain cognitive result as an increased intellectual-oriented reaction to the educational material on the basis of cognitive need (Hořínek, 2007). In another research, the activity is considered by us as the ability of the activity in which the person himself / herself manifests his / her attitude to the content, the nature of the activity and the desire to mobilize pupils' moral and volitional efforts to achieve educational and cognitive goals.

So, we believe that the activity should be understood as the identification of the transformational, creative attitude of the person to the objects of knowledge, and involves the presence of such components of the activity as the choice of the approach to objects of knowledge, setting goals, tasks that need to be performed, transforming some object into the sphere of the next activity.

Also we define the activity as a pupil's condition, characterized by a desire for learning, mental stress and a manifestation of volitional efforts in the process of mastering know-

ledge. In our definition a cognitive activity is the creation of a person, which manifests an intellectual response to the process of knowledge, living participation, emotional sensitivity of the pupil in the cognitive process.

But some researchers identify the concept of cognitive activity with autonomy. Therefore, P. Benson drew attention to the fundamental errors in the interpretation of the concept of «cognitive activity» and adjacent to it («intellectual activity», «creative activity», «cognitive independence») (Benson, 2001). The researches pointed to the identification of the concepts of cognitive and thoughtful activities. Their main difference is that in the cognitive activity there are not only processes of thinking, but also the attention, will, memory; it expresses the attitude of a man to the surrounding phenomena. It is possible to think without knowing anything, and to find out more often it is simply impossible without thinking.

We also argue that the activation of cognitive activity has also the aim of improving the process of learning knowledge, and the formation of the activity and the autonomy of a pupil's person.

The approach to the problem of the activity of pupils in their relation to a cognitive activity and means of teaching is expressed by us in such a way: careful listening of the teacher, silently focusing on his / her thoughts, despite the lack of external manifestations, is in fact a real activity. Internal activity, the concentration of pupils' thoughts may not have external bright expression. And further we'll emphasize, that the pupil's external activity, his / her fussiness, unlimited attempts to supplement the answers of pupils, and the interference with the teacher's explanation does not at all indicate the orientation of the pupils' thoughts and will.

The distinction between the concepts of «the activity» and «the independence» is also found in our researches (Mykhalchuk & Ivashkevych, 2018). Also we believe that the concept of *the activity* is wider than the concept of *autonomy*: the ac-

tivity of pupils is necessary at all levels of the educational process. The activity necessarily involves one or another degree of autonomy of the pupil's thought. As we see, we consider autonomy as a species phenomenon in relations to generic one – the person's activity.

We also mean the activity as a condition of independence, because we believe that one can not be independent without being active. Also we proposed such a term as «a simple activity», «true autonomy».

**The aim of article** is to describe contemporary approaches to the problem of the development of cognitive activity of pupils according to the ways of managing the young learner's classroom; to explore the effectiveness of group forms of the activity at the lessons which is largely determined by the level of the activity of pupils' thinking.

### 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 experiment of the effectiveness of group forms of the pupils' activity at the lessons.

The most indicative for the confirmation of greater efficiency of group activity in comparison with the individual there are the results of experiments conducted under our direction with the aim to solve problems that require a creative approach. In this research a large number of pupils were offered the same task. During 30 minutes allotted for solving the problems, none of the pupils was 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 each group found a right solution without going beyond the same 30 minutes.

### The results of the research

Practical experience of the application of group forms of the activity at the lessons allows us to investigate the dependence between efficiency of joint activity of schoolchildren in the course of group work by efficiency of the individual decision by partners on communication of mental problems. At the lessons groups of pupils (3–4 pupils in each group) were asked to solve a problem. As the indicator to assess the effectiveness of joint activities of secondary school pupils in the process of group activity, we used the measure of teacher's assistance to pupils. As a result, secondary school pupils were divided into some subgroups (depending on how much help they needed from the teacher in solving the problem).

The first (the 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) subgroup is a group with the average efficiency, the third (worst) subgroup is triads with the least efficiency in performing tasks (see Table 1).

*Table 1*

The effectiveness of joint solution by groups of secondary school pupils' mental tasks in the process of group activity

Subgroups	The average rank of the measure of assistance for each group
I	2.6–6.7
II	8.2–10.3
III	11.5–16.8

Thus, the effectiveness of the members of the primary groups in the process of individual solution of problems influenced the success of the joint activity of pupils. These data allow us to conclude that the joint activities of secondary school pupils during group activity are characterized by specific factors that, despite the equal composition of groups

of pupils, lead to different efficiency of the activity in these groups, which, in turn, depends on the effectiveness of solving problem task by each participant of communication separately. These factors must be taken into account by teachers in the classroom to increase the level of knowledge of pupils in the subjects and improve the techniques of working with pupils within the implementation of an individual approach to each secondary school pupil individually.

### **Conclusions**

It should be emphasized that the effectiveness of group forms of the activity 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 receive knowledge ready, such as the teacher fully explains a 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 in the process of studying the material through leading questions;
- whether the study of a 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.

Pupils' cooperation contributes to a better understanding and memorization of the content of reading, activation of the control function. While interpreting the role of group forms of the activity in the educational process we would like to emphasize that the study of the effectiveness of this group activity shows its great advantages, and so far there has been no case, there was no other example group activity than individual or joint ones.

All the above mentioned ways are necessary for full mastering of educational material. But in order for pupils to learn

not only the system of knowledge, skills, abilities, but also the experience of creative activity, it is necessary to include them into the process of mental activity, in solving problems which would ensure creative application of acquired knowledge and skills into practice and the development of the pupil's personality.

## 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.
- Allright, D., & Bailey, K. M. (1999). *Focus on the Language Classroom*. Cambridge : Cambridge Univ. Press. 250 p.
- Bachman, T. F. (1991). *Fundamental Consideration in Language Testing*. Oxford : Oxford Univ. Press. 408 p.
- 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](http://www.asian-efl-journal.com/pta_Nov_07_dd.pdf?origin=publication_detail).
- 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](http://is.muni.cz/th/12319/ff_m/thesis.pdf).
- 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. URL : <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. 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](http://www.andrasprak.su.se/polopoly_fs/1.84007.1333707257!/menu/standard/file/2003_11_Nunan_eng.pdf).
- Tarone, E. (1983). Some Thoughts on the Notion of Communicative Strategy. *TESOL Quarterly*, 15, 285–295.

## References

- Honcharuk, Nataliia, & Onufriieva, Liana (2018). Psykholohichniy analiz rivniv pobudovy komunikatyvnykh dii [Psychological analysis of levels of communicative actions' constructing]. *Psikholingvistyka. Psikholingvistika. Psycholinguistics: Zb. nauk. prats DVNZ «Pereiaslav-Khmelnyskiy ped. un-t imeni Hryhoriia Skovorody – Psycholinguistics. Psycholinguistics. Psycholinguistics: Collection of Scientific Papers of Pereiaslav-Khmelnyskiy Pedagogical University named after Hryhorii Skovoroda*, 24 (1), 97–117. Pereiaslav-Khmelnyskiy : FOP Dombrovska Ya. M. DOI 10.31470/2309-1797-2018-24-1-97-117 [in Ukrainian].
- Allright, D., & Bailey, K. M. (1999). *Focus on the Language Classroom*. Cambridge : Cambridge Univ. Press.
- Bachman, T. F. (1991). *Fundamental Consideration in Language Testing*. Oxford : Oxford Univ. Press.
- 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 on September 27. Retrieved from [http://www.asian-efl-journal.com/pta\\_Nov\\_07\\_dd.pdf?origin=publication\\_detail](http://www.asian-efl-journal.com/pta_Nov_07_dd.pdf?origin=publication_detail).
- Hořínek, M. (2007). A closer look at learner autonomy – a qualitative study. *Diploma thesis*. Retrieved on August 2. Retrieved from [http://is.muni.cz/th/12319/ff\\_m/thesis.pdf](http://is.muni.cz/th/12319/ff_m/thesis.pdf).
- Mykhalechuk, Nataliia, & Ivashkevych, Eduard (2018). Psycholinguistic features of the development of social intelligence of the teacher. *Psikholingvistyka. Psikholingvistika. Psycholinguistics: Zb. nauk. prats DVNZ «Pereiaslav-Khmelnyskiy ped. un-t imeni Hryhoriia Skovorody» – Psycholinguistics. Psycholinguistics. Psycholinguistics: Collection of Scientific Papers of Pereiaslav-Khmelnyskiy Pedagogical University named after Hrygorii Skovoroda*, 23 (1), 242–257. Pereiaslav-Khmelnyskiy : FOP Dombrovska Ya. M. Retrieved from <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. *Psykhoholnvisytka. Psikhholingvistika. Psycholinguistics: Zbirnyk naukovykh prats. Serii: Psykhoholiiia – Psycholinguistics. Psycholinguistics. Psycholinguistics: Collection of scientific issues. Series: Psychology*, 26 (1), 265–285. Pereiaslav-Khmelnytskyi : FOP Dombrovska Ya. M. DOI 10.31470/2309-1797-2019-26-1-265-285 [in English].
- Nunan, D. (2003). *Nine steps to learner autonomy*. Retrieved on June 20. Retrieved from [http://www.andrasprak.su.se/polopoly\\_fs/1.84007.1333707257!/menu/standard/file/2003\\_11\\_Nunan\\_eng.pdf](http://www.andrasprak.su.se/polopoly_fs/1.84007.1333707257!/menu/standard/file/2003_11_Nunan_eng.pdf).
- Tarone, E. (1983). Some Thoughts on the Notion of Communicative Strategy. *TESOL Quarterly*, 15, 285–295.

**Івашкевич Едуард, Онуфрієва Ліана. Сучасні підходи до проблеми розвитку пізнавальної діяльності учнів за способами управління груповою діяльністю**

#### АНОТАЦІЯ

**Метою статті** є опис сучасних підходів до проблеми розвитку пізнавальної діяльності учнів за способами управління груповою діяльністю, а також дослідження ефективності групових форм діяльності на уроках, що значною мірою визначається рівнем активності мислення учнів.

Для розв'язання поставлених у роботі завдань використано такі теоретичні **методи дослідження**: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. Також у статті використано емпіричні методи, такі як експеримент, із метою дослідження ефективності групових форм роботи школярів на уроках.

**Результати дослідження.** Доведено, що результативність членів початкових груп в індивідуальному розв'язанні задач впливала на успішність спільної роботи школярів. Ці дані дали підстави зробити висновок, що для спільної діяльності школярів під час групової роботи характерні специфічні чинники, що, не зважаючи на рівноцінний склад мікрогруп учнів, призводять до різної ефективності роботи в цих групах, яка, своєю чергою, залежить від ефективності розв'язання проблемної задачі кожним учасником спілкування окремо. Ці чинники необхідно враховувати вчителям на уроках для підвищення рівня знань школярів із навчальних предметів та удосконалення прийомів роботи з учнями в межах здійснення індивідуального підходу до кожного окремого школяра.

© Ivashkevych Eduard, Onufrieva Liana

DOI (article): <https://doi.org/10.32626/2227-6246.2021-52.61-83>



**Висновки.** Визначено, що ефективність групових форм роботи на уроках у закладах середньої освіти великою мірою визначається рівнем активності мислення школярів, що, своєю чергою, залежатиме від декількох умов: чи отримають учні знання готовими, тобто вчитель повністю пояснює нову тему (але не переказує літературний твір, супроводжуючи переказ єдиним «правильним» поясненням та оцінюванням матеріалу, що іноді 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.

Доведено, що співробітництво учнів сприяє кращому розумінню і запам'ятовуванню змісту прочитаного, активізації контрольної функції. Трактуючи роль групових форм роботи в навчальному процесі, ми наголошуємо, що дослідження ефективності цієї роботи показує її значні переваги, і до цих пір не було випадку, щоб у нашому експерименті було зафіксовано меншу продуктивність групової роботи, ніж індивідуальної чи спільної.

Показано, що для повноцінного засвоєння навчального матеріалу необхідні всі названі вище шляхи. Але для того, щоб учні засвоювали не тільки систему знань, умінь, навичок, але й досвід творчої роботи, необхідно включати їх у процес мисленнєвої діяльності, залучати до розв'язування проблемних задач, які забезпечували б творче застосування школярами набутих знань і вмінь у практичній діяльності та розвиток особистості учня.

**Ключові слова:** пізнавальна діяльність учнів, пізнавальна проблема, спільна діяльність учнів, ефективність розв'язання проблемного завдання, мислення учнів, досвід творчої діяльності.

**Ивашкевич Эдуард, Онуфриева Лиана. Современные подходы к проблеме развития познавательной деятельности учащихся по способам управления групповой деятельностью**

## **АННОТАЦИЯ**

**Целью статьи** является описание современных подходов к проблеме развития познавательной деятельности учащихся по способам управле-

© Ivashkevych Eduard, Onufrieva Liana

DOI (article): <https://doi.org/10.32626/2227-6246.2021-52.61-83>

ния групповой деятельностью, а также исследование эффективности групповых форм деятельности на уроках, которая в значительной мере определяется уровнем активности мышления учащихся.

Для решения поставленных в работе задач использованы следующие теоретические **методы исследования**: категориальный, структурно-функциональный, анализ, систематизация, моделирование, обобщение. Также в статье использованы эмпирические методы, такие как эксперимент, с целью исследования эффективности групповых форм работы школьников на уроках.

**Результаты исследования.** Доказано, что результативность членов микрогрупп в индивидуальном решении задач влияла на успешность совместной деятельности школьников. Эти данные позволили сделать вывод, что для совместной деятельности школьников во время групповой работы характерны специфические факторы, которые, несмотря на равноценный состав микрогрупп учащихся, приводят к различной эффективности работы в этих группах, которая, в свою очередь, зависит от эффективности решения проблемной задачи. 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 школьнику.

**Выводы.** Определено, что эффективность групповых форм работы на уроках в учреждениях среднего образования во многом определяется уровнем активности мышления школьников, которая, в свою очередь, будет зависеть от нескольких условий: получают ли учащиеся знания готовыми, то есть учитель полностью объясняет новую тему (например, не пересказывает литературное произведение, сопровождая пересказ единственным «правильным» объяснением и оценкой материала, что иногда случается в педагогической практике учителей); стремится ли учитель путем наводящих вопросов включить 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.

Доказано, что сотрудничество учащихся способствует лучшему пониманию и запоминанию содержания прочитанного, активизации контрольной функции. Трактую роль групповых форм работы в учебном про-

*цессе, мы подчеркиваем, что исследования эффективности этой работы показывают ее большие преимущества, и до сих пор не было случая, чтобы в нашем эксперименте была зафиксирована меньшая производительность групповой работы, чем индивидуальной или совместной.*

*Показано, что для полноценного усвоения учебного материала необходимы все вышеперечисленные условия. Но для того, чтобы ученики усваивали не только систему знаний, умений, навыков, но и опыт творческой работы, необходимо включать их в процесс мыслительной деятельности, в решение проблемных задач, обеспечивающих творческое применение школьниками приобретенных знаний и умений в практической деятельности и развитии личности ученика.*

**Ключевые слова:** познавательная деятельность учащихся, познавательная проблема, совместная деятельность учащихся, эффективность решения проблемной задачи, мышление учащихся, опыт творческой деятельности.

Original manuscript received March 11, 2021

Revised manuscript accepted April 15, 2021

## Psychological Background of the Connection between Learner's Autonomy and Motivation

### Психологічні основи зв'язку між автономією студента і мотивацією учіння

**Ernest Ivashkevych**

Ph.D. in Psychology, Assistant Professor of the Department of Practice of English, the 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](mailto: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 show the connection between learner's autonomy and motivation, to provide the research of the substructures of the motivational component of professional competence of students.*

*Methods of the research.* As for general scientific methods, in particular the method of induction, deduction, analysis and synthesis, comparative and descriptive methods and explanatory ones were used in the research. Also we used experimental method: the ascertaining research. The following psycho-diagnostic questionnaires were used: the questionnaire «Who am I?» (M. Kuhn and T. McPartland), the questionnaires «My way to the profession» and the tech-

Address for correspondence, e-mail: [kpnu\\_lab\\_ps@ukr.net](mailto: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/10.32626/2227-6246.2021-52.84-105>

nique «A pyramid of professional growth», the questionnaire of H. Heckhausen «Motivational tendencies of the person».

**The results of the research.** It should be noted that the vast majority of students in experimental and control groups considered it necessary to appreciate the professional motives of educational activities, although in fact few of them seriously considered the capabilities of a highly qualified specialist with foreign language and skills. Since the professional motives of educational activities contribute to the achievement of the ultimate goals of learning, motivation will greatly facilitate the formation of persons' professional orientation.

The educational and cognitive motives are more important for students: to study successfully, to receive good and high grades in academic subjects, to be constantly ready for classes. In this case, it should be noted that for students with good language skills, these motives are less significant than for students with low levels of language skills. This can be explained by the fact that the student feels more confident in terms of success in learning a foreign language. Others try to correct their situation and close the gaps in knowledge that are appeared for one reason or another one during the study of a foreign language at school.

**Conclusions.** The professional development of a future specialist is a complex integrative process that involves the use of various forms, tools and methods of facilitative influence on a student's personality. In order to select and justify the feasibility of using such forms, tools and methods, etc., we describe a conceptual model of the professional development of a future specialist. This model, in turn, requires special development, description and analysis of its constituents due, first of all, to its integrity, multicomponent and polyfunctionality.

The sense of the category «professional development» can be found in the paradigm of its comparison with the fundamental scientific categories «the development» and «the formation». The development is defined as the objective process of internal consistent quantitative personal change. Professional development involves the inclusion of a person into the functioning of a new social environment, which is characterized by certain norms of communication, behavior, values, moral and ethical norms and some others. Interpersonal relationships that are developed in the professional team, largely determine the course of the professional adaptation of a man, the formation of his / her social status. Therefore, the components of the professional development should include socio-psychological features that determine a person's place in a professional group, his / her social status.

**Key words:** *learner's autonomy, motivation, interpersonal relationships, goals of learning, the formation of persons' professional orientation, professional development.*

## Introduction

Before we start exploring the connection between learner's autonomy and motivation, the term «motivation» has to be defined. Motivation is defined as the process that initiates, guides and maintains goal-oriented behavior. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge (Гончарук & Онуфрієва, 2018). In such a way, motivation is highly valued for being in the core of biological, cognitive and social regulation.

People are moved to action by different types of factors. These are basically differentiated to extrinsic and intrinsic. R. Ryan and E. Deci consider the distinction between extrinsic and intrinsic motivation crucial (Ryan & Deci, 2000). Comparisons between people whose motivation is authentic (literally, self-authored or endorsed) and those who are merely externally controlled for an action typically reveal that the former, relative to the latter, have more interest, excitement, and confidence, which in turn is manifested both as enhanced performance, persistence, and creativity (Ryan & Deci, 2000: 69).

Let us show intrinsic motivation and learner's autonomy. As R. Ryan & E. Deci claim humans are born with intrinsic motivational tendencies (Ryan & Deci, 2000: 70). Children are keen to explore and learn without any external rewards during the early childhood. Therefore, the question is not how to cause intrinsic motivation, but how to sustain it.

In the Cognitive Evaluation Theory (CET) R. Ryan and E. Deci stated three main factors influencing intrinsic motivation (Ryan & Deci, 2000: 68–78). These are relatedness, competence and autonomy. As R. Ryan and E. Deci found out the positive performance feedback (competence) enhances in-

trinsic motivation only when it is accompanied by the sense of autonomy (Ryan & Deci, 2000). People have not only to experience competence or efficacy, they have also to experience the behavior of others as self-determined for intrinsic motivation to be in evidence (Ryan & Deci, 2000: 70).

On the contrary, perceived external locus of causality is represented by deadlines, threads, imposed goals, but also tangible rewards diminish intrinsic motivation. «In contrast, choice, acknowledgment of feelings, and opportunities for self-direction were found to enhance intrinsic motivation because they allow people a greater feeling of autonomy (Ryan & Deci, 2000: 70).

To support intrinsic motivation there is the last but not the least aspect and it is relatedness. As R. Ryan & E. Deci (Ryan & Deci, 2000: 71) report a warm and supportive relationships between educator and learner are of immense importance. In the classes where the teacher was perceived as cold and not be caring the level of intrinsic motivation was significantly lower. As R. Ryan and E. Deci summarize all aforementioned principles apply only to intrinsic motivation, that is to the activities that are perceived as new, challenging or possessing an aesthetic value. In other cases we are driven by extrinsic motivation (Ryan & Deci, 2000: 71).

Also we have to describe extrinsic motivation and learner's autonomy. We as teachers, strive for and are keen to support intrinsic motivation of our students because it is necessary to point out that not many actions in their and even our lives are motivated intrinsically. On the contrary, the further from the early childhood we are, the more extrinsic motivation appears. These are our parents, teachers, bosses, a society or laws that require a particular type of our behavior. These types of behaviors are usually not interesting and their values are not automatically adopted. According to R. Ryan and E. Deci, the question is to what degree the value and regulation of

the requested behavior have been internalized and integrated (Ryan & Deci, 2000: 71).

The terms «internalization» and «integration» play a central role in the theory of extrinsic motivation. «Internalization refers to people's «taking in» a value or regulation, and integration refers to the further transformation of that regulation submits into people's own so that it subsequently will emanate from their sense of Self (Ryan & Deci, 2000: 71). R. Ryan and E. Deci puts forward that there are some perspectives that see extrinsic motivation and autonomy as contradictory phenomenon (Ryan & Deci, 2000: 71). However, R. Ryan and E. Deci's Self Determination Theory proposes, that extrinsic motivation can vary greatly in its relative autonomy.

R. Ryan and E. Deci give some examples of a student doing homework either because the person realizes the value of education for his / her future career – which is totally extrinsically motivated as the person hopes he / she will get something for his / her action or a student who is just under his parents' control. Although both examples involve no real enjoyment, the former one can be considered autonomous behaviour as it includes personal endorsement and feeling of choice (Ryan & Deci, 2000: 71).

To classify the range of different types and degrees of both extrinsic and intrinsic motivation and relevant processes, R. Ryan and E. Deci in their Organismic Integration Theory (OIT) developed the schema of The Self-Determination Continuum (Ryan & Deci, 2000: 72). And there is a motivation. Learners are non-motivated, it means they do not act or act without intention, when they do not value the activity, do not feel competence to do it, or do not expect the activity to bring a desired outcome. According to this point we can see how fostering learner's autonomy may result in solving the problem of non-motivation. Making children aware of the processes either taking place in the classroom or when they are learning makes pupils more competent to take actions. Setting the goals can



help learners to see the value of school work and again makes them more competent – as it requires following their personal objectives. Fostering learner's autonomy may shift the locus of causality from «impersonal» to hopefully «internal» or at least «somewhat internal».

In the middle part of the schema (Ryan & Deci, 2000: 71) described four degrees of extrinsic motivation varying in the extent to which the regulation is autonomous. The far left part represents the classic state of intrinsic motivation, the doing of an activity for its inherent satisfactions. It is highly autonomous and represents the prototypic instance of self-determination.

Despite being described in a kind of a progress way, R. Ryan and E. Deci pointed out that it was not necessary to go through all the stages of the continuum (Ryan & Deci, 2000: 72). Rather, they [people] can relatively readily internalize a new behavioural regulation at any point along this continuum depending on both prior experiences and current situational factors.

R. Ryan and E. Deci illustrated the relationships between relative autonomy and extrinsic motivation in education by numerous examples of educational research (Ryan & Deci, 2000). Some researchers tested the formulation that these different types of motivation, with their distinct properties, lie along a continuum of relative autonomy (Scharle & Szabó, 2000). They investigated achievement behaviors among school children and found that external, introjected, identified, and intrinsic regulatory styles were intercorrelated according to a quasi-simplex pattern, thus providing evidence for an underlying continuum. Other studies in education extended these findings, showing that more autonomous extrinsic motivation was associated with more engagement, better performance, lower dropout, higher quality learning, and better teacher ratings, among other outcomes (Scharle & Szabó, 2000).

In this article we'd like to tell about facilitating integration of external motivation. As we have learned, more autono-

mously regulated extrinsic motivation brings a lot of advantages to both students and teachers. Thus, the issue of effective facilitating of integration of external motivation becomes highly important.

R. Ryan and E. Deci identified three main factors influencing successful internalization and integration (Ryan & Deci, 2000: 73). According to this fact, these are the same factors that in a great degree influenced intrinsic motivation. The first factor is represented by relatedness. R. Ryan and E. Deci (2000: 74) assumed that since the actions people carried out when extrinsically motivated are not basically interesting, the primary reason they performed such actions because the behavior is prompted, modeled or valued by significant others to whom they feel (or want to feel) attached or related (Ryan & Deci, 2000: 74). To put it simply, when children feel safe, connected to and cared for by both – parents and teachers, internalization and integration are more likely to be in evidence.

The second column of successful internalization and integration is undoubtedly competence: again the term mentioned in the chapter on intrinsic motivation. People are more likely to adopt activities that are relevant for social groups' value when they feel efficacious with respect to those activities. In this case with all intentional action, autonomy suggests that supports for competence should facilitate internalization (Ryan & Deci, 2000: 73).

The last but not the least aspect which is supporting internalization and integration of external motivation is autonomy. The experience of autonomy is seen as some critical element for regulation to be in a great degree integrated (Ryan & Deci, 2000: 74). It is possible to expect autonomous regulation if the context is autonomy supportive, it means allowing the person to feel competent, related, and autonomous. To integrate a regulation, people must grasp its meaning and synthesize that meaning with respect to their other goals and values. Such deep, holistic processing is facilitated by a sense of choice,

volition, and freedom from excessive external pressure toward behaving or thinking a certain way. In this sense, support of autonomy allows individual to transform values into their own ones actively (Scharle & Szabó, 2000).

In this article a close relationship between autonomy and motivation will be described. We'll see that autonomy nurtures and it is nurtured by intrinsic motivation as well as it influences successful modes of internalization of extrinsic motivation. We'll see that one of the most important aspects influencing learners' motivation is a rapport between a teacher and a learner.

One of the most effective ways to promote learner's autonomy is using such kind of the activity as group work. Group work is the important part of the learner's autonomous classroom. By shifting the focus from teaching to learning and diminishing the learners' dependence on the teacher, the groundwork is laid for peer assistance. The connection between learner's autonomy and dependence means that at any particular time learners will be able to perform some tasks by themselves but they need help with others. Individual differences will ensure that learners develop their personality at different rates and with different emphases. This means that almost from the beginning learners will be able to support one another in task performances. This is why group work plays a key role from any psychological point of view. In the definition of the zone of proximal development the author relied on adults or more capable peers to take a role of a psychologist. By the principles of learner's autonomy relating to group work this role is assumed firstly by one learner and then another one in a complex structure of interdependence (Максименко, Ткач, Литвинчук & Онуфрієва, 2019).

E. Batel indicates that in the autonomous classroom learners manage their group work by using their own resources (Batel, 2020). N. Mykhalchuk and E. Ivashkevych have built

up some criteria that can be used when training learners in forming their own groups (Mykhalchuk & Ivashkevych, 2019):

- learners are allowed to choose partners by their preferences, those they work well with or they think they can learn from;
- learners can choose partners they have seldom or never worked with before, which provides variety in the group work, helps learners get to know one another and prevent cliques;
- partners who have the same interests in different activities or by materials,
- partners who have certain abilities like good writing;
- partners who can provide peer tutoring.

At the end of each task all the group members, together with the teacher, assess a group work. This helps the learners make the connection between the goals they set collaboratively at the beginning, the strategies used to achieve the goals and understand the outcome, and put them into monologue- or dialogue-based speech. The learners assess their own contribution to solve the task and provide a group activity. The experiences having been accumulated by different groups are shared with the whole class and the teacher, and together they'll try to find solutions according to different problems and find out the most effective way to form groups.

At first the learners may form groups out of habit choosing to work with their friends, but as they get used to this format, different groups begin to appear. At the upper levels of providing the activities the following criteria are a good frame of reference:

1. *«What do I want to be better at? Why?»*
2. *«What do I want to do? Why?»*
3. *«Who would I like to work with? Why?»*

Learning how to choose working partners increases learners' awareness of, for example, their strengths, weaknesses and personal style of the activity.

Successful group activity can boost learner's autonomy and help students to implement a different atmosphere in the classroom (Mykhalchuk & Bihunova, 2019). A teacher has to be very much aware of how the group work is progressing and what steps are necessary. Poor group activity can do as much damage to morale as good group activity can help it. It is important for teachers to give learners all necessary opportunities to develop good group work habits and they may have to be active with the whole class regularly in setting up good group activities' principles.

According to these, **the aim of this research** is to show the connection between learner's autonomy and motivation, to provide the research of the substructures of the motivational component of professional competence of students.

### Methods of the research

Taking into account the impotence 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, such of them as the method of induction, deduction, analysis and synthesis, comparative and descriptive methods and explanatory ones were also used quite successfully.

This stage of the research has *the goal* at assessing the results of the substructures of the motivational component of professional competence of students. It is shown the direction of professional activity and professional expectations, also their autonomy.

Thus, this stage of the ascertainment research has the aim at assessing the motivational component of students' professional competence. At this stage of the research the following psycho-diagnostic questionnaires were used: the questionnaire «Who am I?» (M. Kuhn and T. McPartland) (Кун & Макпартленд, (2019), the questionnaires «My way to the profession» and the technique «A pyramid of professional growth»

(Варбан, 1998), the questionnaire of H. Heckhausen «Motivational tendencies of the person» (2019).

### Results and their discussion

Motivation of learning activity is considered by us as a complex, multi-component and multi-stage process in which the volitional, cognitive and emotional structures of the individual are actualized. The motivational sphere of students is provided with motives of different content, from the desire to become a highly qualified specialist and ending with the desire not to upset their parents. It should be emphasized that quite often the distant perspective gives rise to deep and fully realized motives for learning. Also the most important is a person's attitude to his / her activity, and, accordingly, how he / she performs the process of the activity will largely be determined by how far the specialist sees the prospect of the tasks that lie before him / her.

To assess the formation of students' motivational sphere we used four groups of motives: 1) educational and cognitive motives (passion for studying a foreign language, translation activities, passing a foreign language qualification exam at B2 level or higher); 2) professional motives (acquisition of foreign language professional communicative competence, desire to become a highly qualified specialist); 3) motives for social identification (to achieve respect from teachers, to keep up with classmates in the learning outcomes, to avoid condemnation and criticism for poor learning by adults and socially significant people); 4) utilitarian motives (desire to work abroad, to improve their financial position through learning a foreign language, acquiring translation skills, constantly receiving a scholarship).

The results of the survey of students on the motives for learning a foreign language are given in Table 1 of Appendix B. The analysis of the results of the questionnaire made it pos-

sible to identify the main motives of students' readiness for the performance of educational activities. They are characterized by the presence of motives with both near ones and far perspective motives. These are educational and cognitive motives (sign 3), professional ones (signs 1, 5), social identification motives (signs 11, 12), utilitarian ones (sign 9).

*Table 1*

The formation of motives of educational activity  
of students of experimental and control groups  
(by 7-point scale, N = 303)

№	Motives	The average score	
		Experimen- tal groups	Control groups
1.	To become a qualified specialist with knowledge of a foreign language	5.8	5.7
2.	I like learning a foreign language	6.2	6.1
3.	Successfully study and pass the exams	5.5	5.8
4.	Successfully pass the qualifying exam in a foreign language at the level of B-2 or more higher	3.1	3.3
5.	Knowledge of a foreign language which provides access to gain new professional information	3.6	3.2
6.	My future well-being will depend on my knowledge of a foreign language	6.1	6.3
7.	A great desire to work in a foreign company or abroad after graduating from higher educational establishment	6.8	7.0
8.	A great desire to know a foreign language just in any case of a student's life	0.3	0.5
9.	Constantly receive a scholarship	6.5	6.6
10.	To get parental and environmental approval	3.4	3.8
11.	Do not lag behind classmates	4.1	4.0

№	Motives	The average score	
		Experimen- tal groups	Control groups
12.	To achieve respect from the side of teachers	5.5	3.7
13.	To be the example to classmates	5.8	5.2
14.	To avoid condemnation and punishment for poor foreign language learning	2.4	1.5
<b>Overall level of motivation</b>		<b>4.65</b>	<b>4.48</b>

It should be noted that the vast majority of students in experimental and control groups considered it necessary to appreciate the professional motives of educational activities, although in fact few of them seriously considered the capabilities of a highly qualified specialist with foreign language and translation skills. Since the professional motives of educational activities contribute to the achievement of the ultimate goals of learning, motivation will greatly facilitate the formation of persons' professional orientation.

More important for students there are educational and cognitive motives: to study successfully, to receive good and high grades in academic subjects, to be constantly ready for classes. In this case, it should be noted that for students with good language skills, these motives are less significant than for students with low levels of language skills. This can be explained by the fact that the student feels more confident in terms of success in learning a foreign language. Others try to correct their situation and close the gaps in knowledge that are appeared for one reason or another one during the study of a foreign language at school.

### Conclusions

The professional development of a future specialist is a complex integrative process that involves the use of various forms, tools and methods of facilitative influence on a stu-



dent's personality. In order to select and justify the feasibility of using such forms, tools and methods, etc., we describe a conceptual model of the professional development of a future translator. This model, in turn, requires special development, description and analysis of its constituents due, first of all, to its integrity, multicomponent and polyfunctionality.

The sense of the category «professional development» can be found in the paradigm of its comparison with the fundamental scientific categories «the development» and «the formation». The development is defined as the objective process of internal consistent quantitative personal change. Professional development involves the inclusion of a person into the functioning of a new social environment, which is characterized by certain norms of communication, behavior, values, moral and ethical norms and some others. Interpersonal relationships that are developed in the professional team, largely determine the course of the professional adaptation of a man, the formation of his / her social status. Therefore, the components of the professional development should include socio-psychological features that determine a person's place in a professional group, his / her social status.

Professional development is seen as a long-term process of mastering the profession. Scientists believe that professional formation can be represented in two ways: according to the scheme of the process (as a temporary sequence of stages, periods, parts) and by the structure of the activity (as a set of methods and means, the observance of which one after the other person has not a temporary but a paradigm-purpose determination. Professional development should also be understood as the formation of professional competence, as the process of mastering the means of solving professional and pedagogical tasks and problems, as well as models of their solution, etc.

Thus, the professional development of a person is a holistic, dynamic process well organized in time, characterized primarily by the formation of professional intentions, then – by

the acquisition of knowledge and mastery of skills and abilities, and so to a full realization of oneself in creative pedagogical activity. The main contradiction of professional formation is, as a rule, the contradiction between well-developed personality traits and the objective requirements of leading activity, the significance of which is that it largely determines the further development of the individual as a subject of professional activity. Realizing himself / herself in the process of leading activity, the person gradually changes, which leads to the restructuring of the motives of his / her own professional activity, the formation of new personal characteristics, qualities and traits.

If we take into account the positions of socio-cultural approach in psychology, then the professional formation is directed, first of all, at a specialist in the paradigm of cross-cultural space. Therefore, the professional formation of a future specialist is, first of all, a process of forming a student as a Person of general and professional culture, which ensures his / her general functioning in the surrounding world and the space of our professional activity.

It should be in our mind that the process of professional development is closely related to the formation of professional readiness of a specialist to perform future activities. The structure of professional readiness includes a positive attitude of the individual to his / her future profession, fairly stable motives for future activities, professionally significant personal qualities, professional knowledge, skills and abilities, as well as some experience of their application in practice. Thus, for the professional development of the person it is important for future professionals to master the norms, standards of the profession, the necessary professional personal qualities, knowledge and skills which a specialist needs to successfully solve professional problems, form a motivational and valuable attitudes to their profession, awareness and implementation

areas of their immediate professional development, willingness to carry out a differentiated assessment of the activities having been performed, a combination of professional openness, the ability to learn and provide independent creative pursuits.

In this article the professional development of future specialists is considered from the standpoint of the cultural approach. So, it is a process of forming the person's personal and professional position of the individual, taking into account the diversity of subjective and objective factors, which involve the implementation of strategies for managing the personal resources which are necessary for professional activities on the professional level. It was noted that the professional development of the future specialist also involved the formation of personally significant position, which was understood by us as a system of dominant values-semantic attitudes of a specialist to the socio-cultural environment, of himself / herself and his / her activities.

It was stated that that conceptual model would necessarily include professional readiness for performing the activity. Willingness is characterized by the different nature of the interconnections of its structural components (a cognitive component – knowledge of a foreign language, a linguistic one – linguistic competence, the component of implementation – communication skills). Considering the readiness of a student as a component of person's intercultural communication as a set of individually significant psychological factors of a specialist, (taking into account the diagnostic goals) we have identified the characteristics of different levels of the development of each of the factors of readiness, which we mean as a criterion basis for studying the phenomenon of students' readiness for organizing the process of successful intercultural communication. The first (a cognitive) component is considered in the context of this study as varying levels of foreign language acquisition. In fact, in our opinion, a cognitive component of

readiness contains the linguistic competence of the person, as well as his / her communicative skills and the peculiarities of using them in the process of professional activity. All these tasks will be solved in our further researches.

## Literature

- Варбан М. Ю. Рефлексия профессионального становления в студенческие годы: дис. ... канд. психол. наук: 19.00.01. Самара, 1998. 181 с.
- 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.
- Кун М., Макпартленд Т. Тест «Кто Я?». 2019. URL : [vsetesti.ru/424](http://vsetesti.ru/424).
- 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>.
- Методика Х. Хекхаузена «Мотиваційні тенденції особистості». 2019. URL : <https://murzim.ru/psihologija/psihologija-izuchenija-lichnosti/10555-diagnostika-motivacii-po-testu-x-hekhau-zena.html>.
- 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. Варшава (Польща). 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.
- Ryan, R., & Deci, E. (2000). Self-determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-being. *American Psychologist*, 55 (1), 68–78.
- Scharle, Agota, & Szabó, Anita (2000). Learner autonomy. A guide to developing learner responsibility. Cambridge : Cambridge University Press. 124 p.

## References

- Varban, M. Yu. (1998). Refleksiiia professionalnogo stanovleniia v studentcheskiie gody [The reflection of the professional development in the student years]. *Candidate's thesis*. Samara [in Russian].
- Goncharuk, Nataliia, & Onufriieva, Liana (2018). Psykholohichnyi analiz rivniv pobudovy komunikatyvnykh dii [Psychological analysis of the levels of construction of communicative actions]. *Psycholinguistics. Psykholinhvistyka. Psikhologivistika – Psycholinguistics. Psycholinguistics. Psycholinguistics*, 24 (1), 97–117. DOI 10.31470/2309-1797-2018-24-1-97-117 [in Ukrainian].
- Kun, M., & McPartland, T. (2019). Test «Kto Ya?» [The questionnaire «Who am I?»]. Retrieved from [vtesti.ru/424](https://vtesti.ru/424) [in Russian].
- Maksymenko, S., Tkach, B., Lytvynchuk, L., & Onufriieva, L. (2019). Neiropsykholinhvistychno doslidzhennia politychnykh hasel iz zovnishnoi reklamy [A neuropsycholinguistic research of political slogans from outdoor advertising]. *Psycholinguistics. Psykholinhvistyka. Psikhologivistika – 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].
- Metodika Kh. Khekhauzena «Motyvatsiini tendentsii osobystosti» [The questionnaire of Kh. Khechhausen «Motivational tendencies of the personality»] (2019). Retrieved from <https://murzim.ru/psihologija/psihologija-izuchenija-lichnosti/10555-diaagnostika-motivacii-po-testu-x-hekhauzena.html> [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. Psykholinhvistyka. Psikhologivistika – Psycholinguistics. Psycholinguistics. Psycholinguistics*, 25 (1), 215–231. DOI 10.31470/2309-1797-2019-25-1-215-231.
- Ryan, R., & Deci, E. (2000). Self-determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-being. *American Psychologist*, 55 (1), 68–78.

Scharle, Agota, & Szabó, Anita (2000). *Learner autonomy. A guide to developing learner responsibility*. Cambridge : Cambridge University Press.

### **Івашкевич Ернест. Психологічні основи зв'язку між автономією студента і мотивацією учіння**

#### **АНОТАЦІЯ**

**Мета дослідження** – показати зв'язок між автономією особистості й мотивацією учіння, забезпечити дослідження підструктур мотиваційного компонента професійної компетентності студентів.

**Методи дослідження.** Щодо загальнонаукових методів, то використано такі з них, як індукція, дедукція, аналіз і синтез, методи порівняння й опису, метод обґрунтування тощо. Також було використано експериментальний метод: констатувальне дослідження. Застосовано такі психодіагностичні методики, як: тест «Хто Я?» (М. Кун і Т. Мак-Партленд), методики «Мій шлях у професію» та «Піраміда професійного зростання» (М. Ю. Варбан), методику Х. Хекхаузена «Мотиваційні тенденції особистості».

**Результати дослідження.** Зазначимо, що переважна більшість студентів експериментальних і контрольних груп вважала для себе обов'язковим високо оцінити професійні мотиви навчальної діяльності, хоча насправді небагато хто з них серйозно задумувався над тим, які можливості має висококваліфікований фахівець зі знанням іноземної мови та сформованими навичками здійснення професійної діяльності. Оскільки професійні мотиви навчальної діяльності сприяють досягненню кінцевих цілей навчання, то мотивація великою мірою фасилітуватиме формування професійної спрямованості.

Більш значущими для студентів є навчально-пізнавальні мотиви: успішно вчитися, отримувати хороші та високі оцінки з навчальних предметів, бути постійно готовими до занять. У цьому плані варто зазначити, що для студентів із хорошою мовною підготовкою ці мотиви є менш значущими, ніж для студентів із низьким рівнем мовної підготовки. Це можна пояснити тим, що перші почуваються впевненішими з огляду на досягнення успіху в процесі вивчення іноземної мови. Другі ж намагаються виправити своє становище й ліквідувати прогалини в знаннях, які з'явилися з тієї чи іншої причини під час вивчення іноземної мови у школі.

© Ivashkevych Ernest

DOI (article): <https://doi.org/10.32626/2227-6246.2021-52.84-105>

**Висновки.** Професійне становлення майбутнього фахівця є складним інтегративним процесом, що передбачає використання різноманітних форм, засобів і методів фасилітативного впливу на особистість студента. З метою відбору й обґрунтування доцільності використання таких форм, засобів і методів тощо, в наступних наших дослідженнях доцільно описати концептуальну модель професійного становлення майбутнього фахівця. Ця модель, своєю чергою, вимагає спеціальної розробки, опису й аналізу її складових у силу, насамперед, своєї цілісності, багатокomпонентності та поліфункціональності.

Сутність категорії «професійне становлення» може бути виявлена у парадигмі її зіставлення з фундаментальними науковими категоріями «розвиток» і «формування». Розвиток визначається як об'єктивний процес внутрішнього послідовного кількісного і якісного особистісного змінювання. Професійне становлення передбачає включення людини у функціонування нового соціального середовища, що характеризується певними нормативами спілкування, поведінки, цінностями, морально-етичними нормами тощо. Міжособистісні відносини, що складаються у професійному колективі, багато в чому визначають хід професійної адаптації людини, формування її соціального статусу. Тому до складових професійного становлення мають бути включені й соціально-психологічні особливості, що визначають місце людини у професійній групі, її соціальний статус.

**Ключові слова:** автономія студента, мотивація, міжособистісні стосунки, цілі навчання, формування професійної орієнтації особистості, професійний розвиток.

**Ивашкевич Эрнест. Психологические основы связи между автономией студента и мотивацией учения**

## **АННОТАЦИЯ**

**Цель исследования** – показать связь между автономией личности и мотивацией учения, обеспечить исследование подструктур мотивационного компонента профессиональной компетентности студентов.

**Методы исследования.** Из совокупности основных научных методов были использованы такие из них, как индукция, дедукция, анализ и синтез, методы сравнения и описания, метод обоснования. Также был использован экспериментальный метод: констатирующий эксперимент.

© Ivashkevych Ernest

*Применены следующие психодиагностические методики: тест «Кто Я?» (М. Кун и Т. Мак-Партленд), методики «Мой путь в профессию» и «Пирамида профессионального роста» (М. Ю. Варбан), методика Х. Хекхаузена «Мотивационные тенденции личности».*

**Результаты исследования.** Доказано, что подавляющее большинство студентов экспериментальных и контрольных групп считали для себя обязательным высоко оценить профессиональные мотивы учебной деятельности, хотя на самом деле немногие из них серьезно задумывались над тем, какие возможности имеет высококвалифицированный специалист со знанием иностранного языка и сформированными навыками осуществления профессиональной деятельности. Поскольку профессиональные мотивы учебной деятельности способствуют достижению конечных целей обучения, то мотивация во многом фасилитирует формирование профессиональной направленности личности.

Более значимыми для студентов являются учебно-познавательные мотивы: успешно учиться, получать хорошие и высокие оценки по учебным предметам, быть постоянно готовыми к занятиям. В этом плане стоит отметить, что для студентов с хорошей языковой подготовкой эти мотивы являются в меньшей степени значимыми, чем для студентов с низким уровнем языковой подготовки. Это можно объяснить тем, что первые чувствуют себя более уверенными, учитывая пути достижения успеха в процессе изучения иностранного языка. Вторые же пытаются исправить свое положение и ликвидировать пробелы в знаниях, появившиеся по той или иной причине при изучении иностранного языка в школе.

**Выводы.** Профессиональное становление будущего специалиста является сложным интегративным процессом, который предусматривает использование разнообразных форм, средств и методов фасилитативного воздействия на личность студента. С целью отбора и обоснования целесообразности использования таких форм, средств и методов работы, необходимо в перспективе описать концептуальную модель профессионального становления будущего специалиста. Эта модель, в свою очередь, требует специальной разработки, описания и анализа ее составляющих в силу, прежде всего, своей целостности, многокомпонентности и полифункциональности.

Сущность категории «профессиональное становление» может быть рассмотрена в парадигме ее сопоставления с фундаментальными



*научными категориями «развитие» и «формирование». Развитие определяется как объективный процесс внутреннего последовательного количественного и качественного личностного изменения. Профессиональное становление предполагает включение человека в поле функционирования новой социальной среды, характеризующейся определенными нормативами общения, поведения, ценностями, морально-этическими нормами. Межличностные отношения, складывающиеся в профессиональном коллективе, во многом определяют ход профессиональной адаптации человека, формирования его социального статуса. Поэтому к составляющим профессионального становления должны быть отнесены и социально-психологические особенности, определяющие место человека в профессиональной группе, его социальный статус.*

**Ключевые слова:** *автономия студента, мотивация, межличностные отношения, цели обучения, формирование профессиональной ориентации личности, профессиональное развитие.*

Original manuscript received February 19, 2021

Revised manuscript accepted March 24, 2021

## Motivational and Semantic Profiles in Patients with Diabetes Mellitus

### Мотиваційно-сміслові профілі хворих на цукровий діабет

#### **Liudmyla Krupelnytska**

Dr. in Psychology, Professor, Taras Shevchenko National University of Kyiv, Kyiv (Ukraine)

ORCID ID: <https://orcid.org/0000-0002-0594-2369>

Researcher ID: <http://www.researcherid.com/rid/S-8523-2019>

SCOPUS ID: 57210893985

E-mail: [krlyuda@gmail.com](mailto:krlyuda@gmail.com)

#### **Людмила Крупельницька**

Доктор психологічних наук, професор, Київський національний університет імені Тараса Шевченка, м. Київ (Україна)

#### **Iryna Burovska**

Postgraduate Student of Faculty of Psychology, Taras Shevchenko National University of Kyiv, Kyiv (Ukraine)

ORCID ID: <https://orcid.org/0000-0002-4156-7658>

E-mail: [iryana.burovska@gmail.com](mailto:iryana.burovska@gmail.com)

#### **Ірина Буровська**

Аспірантка факультету психології, Київський національний університет імені Тараса Шевченка, м. Київ (Україна)

The contribution of the author: Krupelnytska L. – 50%, Burovska I. – 50%.

Авторський внесок: Крупельницька Л. – 50%, Буровська І. – 50%.

---

Address for correspondence, e-mail: [kpnu\\_lab\\_ps@ukr.net](mailto:kpnu_lab_ps@ukr.net)

Copyright: © Krupelnytska Liudmyla, Burovska Iryna



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

© Krupelnytska Liudmyla, Burovska Iryna

DOI (article): <https://doi.org/10.32626/2227-6246.2021-52.106-135>

## ABSTRACT

*The introduction shows the relevance of the problem of studying the features of the motivational and semantic sphere of patients with diabetes mellitus; this area plays a leading role in the formation of both «healthy» and «painful» patients' attitudes.*

*The aim of the article is to establish, analyze and describe the motivational and semantic profiles of patients with diabetes mellitus.*

*In our research the following methods were used: theoretical analysis and generalization of the provisions contained in the psychological and medical literature on the research topic; psychodiagnostic methods, such as test «Meaningful life orientations» (Leontiev, 2000), the test «Diagnosis of the motivational structure of personality» (Milman, 1990). Methods of mathematical statistics were also used to analyze the obtained data.*

*The results of the research. The study involved 79 people who were treated at the Kyiv City Endocrinology Center (among them: men – 31, women – 48, average age – 52.22,  $\sigma$  – 16.61. Twenty-five people were diagnosed with type 1 diabetes mellitus and 54 – with type 2 diabetes mellitus.*

*It is established that the generalized motivational and semantic profile of patients with diabetes mellitus reflects the average level of meaningfulness of life, reduced level of life goals, satisfactory interest in life and satisfaction with self-realization. Low locus of control «Me» is combined with a sufficient indicator of locus of control «Life»; consequently, the respondents believe in the fundamental possibility of managing life, but they do not believe in their own ability to control it. The participants are characterized by a predominance of motives for survival in conditions of illness, the tendency to abandon creative self-realization, and participation in public life.*

*With the help of cluster analysis 5 clusters were identified and analyzed. It contains specific profiles of patients with diabetes mellitus: «Typical»; «Meaningful»; «Contradictory isolationists»; «Concerned with self-preservation» and «Meaningless».*

*The analysis made it possible to make conclusions about the content and level of motivational and semantic parameters of patients with diabetes in general; as well as, include people in individual clusters. Prospects for further research include the search for links between motivational and semantic profiles with personal factors, identifying factors that affect the nature of the organization of motivational and semantic structure in patients with diabetes.*

**Key words:** *patients with diabetes mellitus, motivational-semantic profiles, cluster analysis, clusters, motives, meanings, meaningful life orientations.*

## Introduction

In Ukraine, as well as around the world, there is a constant increase in the incidence of diabetes mellitus. The Center for Public Health of the Ministry of Health (Site of Ministry of Health of Ukraine, 2016) notes that the prevalence of diabetes mellitus in Ukraine has increased by half over the past 10 years. Almost 3% of primary disability of the adult population in Ukraine is a consequence of diabetes mellitus. Studies of medical aspects in domestic and foreign publications are widely represented. There aren't numerous psychological researches that cover all-important psychological aspects of this disease. Such topical aspects should include motivational and semantic features of patients with diabetes mellitus and the possibility of influencing it. After all, the motivational and semantic sphere of personality plays a leading role in the formation of both «healthy» and «painful» attitudes (Leontiev, 2007: 152–159), that further contribute to the maintenance of a patient's healthy or unhealthy lifestyle. In this research topic, we find a few domestic and foreign publications.

They are devoted to the motivational component of the patient's internal picture of the disease with a vital threat in somatic diseases (Shtrakhova & Arslanbekova, 2011); teenagers' locus of health control with diabetes mellitus (Kyrylova, 2017); patient's semantic aspects of physical experience with diabetes mellitus (Vasilenko, Mangushev & Selin); features of the internal picture of the disease of people with diabetes at different stages of the disease; in particular, the motivational level of the internal picture of the disease (Kachan & Kulak, 2015), comparison of meaningful life orientations models in patients with diabetes mellitus (García-Alandete, Marco & Pérez, 2017).

In the works that have been written in recent years and belong to Ukrainian authors, the personal traits of patients with diabetes are correlated with the level of risk of increasing the disease and the peculiarities of response to the disease depending on its severity (Tkachenko, 2017a; Tkachenko, 2017b). Moreover, a lot of attention was dedicated to negative psychological factors for the development of psychosomatic diseases (Voloshko, 2015), in the researches the phenomenology and practical aspects of psychological health were analyzed (Shtyfurak & Shportun, 2019), the possibilities of psychological correction of emotional disorders in somatogenic and phenomenology aspects were studied (Maksimenko, 2015; Maksymenko, 2016); additionally, there were studied mechanisms of formation and principles of social rehabilitation of people with disabilities due to somatic diseases (Moroz, 2010), principles of training for specialists in treatment patients with somatic and mental disorders (Mykhailov, Romanova, Andrukh, Sarvir, Havrylenko, Andruh & Aliieva, 2011).

The attention is also paid to the possibilities of spiritual growth and the coherence of spiritual aspects with the quality of life of patients with diabetes mellitus (Panahi, Ahmadi, Amjadian, Khasi, Noori, Ghajari & Ghaderi, 2019; Heidarzadeh & Amohammadi, 2017), age peculiarities of patients with diabetes mellitus (Kyrylova, 2017; Popova, 2019; Rudenko, Havrylenko & Osadcha, 2016; Hajihassani & Naderi, 2020), opportunities for growth of personal resilience (Joyce, Shand, Tighe, Laurent, Bryant & Harvey, 2018), role of which in somatic disease is exacerbated.

However, the motivational and semantic features of this category of people and possible variants of their motivational and semantic profiles remain insufficiently covered.

**The purpose of the article** is to identify, analyze and describe the motivational and semantic profiles of patients with diabetes mellitus.

### The tasks of the article

1) To establish the motivational and semantic features of patients with diabetes mellitus.

2) To identify, analyze and describe different motivational and semantic profiles of patients with diabetes mellitus.

### Methods and methodology

Analysis and generalization of the provisions contained in the psychological and medical literature on the research topic; psycho-diagnostic methods: Test «Meaningful Life Orientations» (MLO), which is an adaptation of the test J. Crambo and L. Maholyk Purpose-in-Life Test (Leontiev, 2000), test «Diagnosis of the motivational structure of personality» (Milman, 1990) are used in this research. Methods of mathematical statistics were also used to analyze the obtained data.

### Results and discussions

In order to study the features of the motivational and semantic sphere of patients with diabetes mellitus and to establish options for the configuration of its components, we examined 79 people who were treated at the Kyiv City Endocrinology Center with the help of psychodiagnostics tools; among them: men – 31, women – 48, average age – 52.22,  $\sigma$  – 16.61. Twenty-five people were diagnosed with type 1 diabetes mellitus and 54 – with type 2 diabetes mellitus.

We obtained indicators measured by tests of MLO and Diagnosis of motivational structure of personality. However, the obtained data needed further systematization. As the most suitable procedure for data classification, we used cluster analysis, because we did not have previous hypotheses about possible classes of data.

We chose the hierarchical cluster analysis, as the number of analyzed observations was relatively small (79 people). Considering the type of variables and the scale to which they

belong, we chose the Ward method. During the clustering, 5 clusters were obtained. The decision on their number was made on the basis of the analysis of the table of the order of agglomeration, obtained using the program of statistical analysis SPSS 26, and the derived tree diagram.

The analysis of the distribution of observations by clusters is shown on the indicators of the average measured variables (Tab. 1).

*Table 1*

Distribution of observations by clusters

№ of cluster	The number of observations depends on the number of clusters			
	At 5	At 4	At 3	At 2
	N	N	N	N
1	32	38	39	41
2	6	3	3	38
3	3	27	38	0
4	27	11	0	0
5	11	0	0	0
N general	79	79	79	79

As we can see from the Tab. 1, observations were divided into 5 clusters. In the case of a solution with a smaller number of clusters (3 or 4) in one of the clusters, as well as in the case of a solution with five clusters, there are three observations; therefore, reducing the number of clusters does not eliminate this problem. In the solution with five clusters, the first, largest cluster obtained in a four-cluster solution is divided into two smaller ones, which are fairly well interpreted. So, the optimal number of clusters is 5, which is the number we will analyze.

In Tab. 2, we can see the data on average values and standard deviations of the studied parameters.

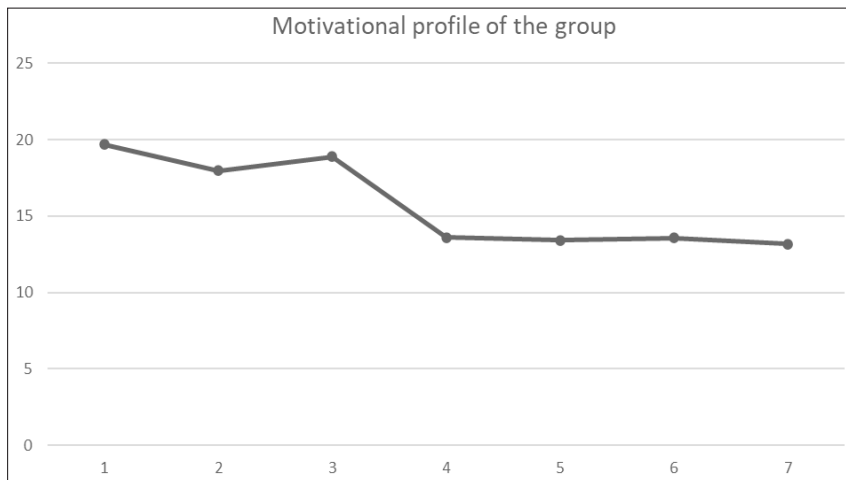
Table 2

Average values by clusters

Indicators	Average and standard deviations by clusters											
	1 N = 32	2 N = 6	3 N = 3	4 N = 27	5 N = 11	6 N = 79						
<i>Motivational profile scales</i>												
Life support	19.72	2.39	19.17	2.23	17.00	4.58	20.00	2.49	19.73	1.85	19.67	2.44
Comfort	17.03	2.76	19.00	1.26	18.67	5.86	18.03	2.79	19.73	3.10	17.96	2.96
Social status	19.94	3.38	17.67	2.88	23.33	5.03	17.70	2.85	18.09	3.27	18.87	3.42
Communication	13.69	2.02	12.83	2.14	20.67	4.73	13.00	1.78	13.27	1.62	13.59	2.45
General activity	13.25	2.36	14.83	2.56	13.00	2.65	13.37	2.31	13.36	2.54	13.42	2.36
Creative activity	12.22	2.19	16.50	5.24	22.67	2.52	13.67	2.48	13.09	2.02	13.56	3.32
Community usefulness	12.25	3.45	14.67	2.73	12.67	3.05	13.29	3.67	14.91	3.05	13.18	3.47
<i>Meaningful life orientations</i>												
Goals	16.59	2.73	16.50	3.27	22.00	4.58	14.11	3.92	15.46	5.72	15.79	4.04
Process	26.56	4.31	30.67	6.44	26.33	9.07	23.85	2.73	23.81	2.40	25.56	4.39
Effectiveness	25.50	3.53	33.83	2.93	21.33	8.08	26.30	2.99	23.55	2.69	27.47	4.25
Locus of control «Me»	15.44	2.27	17.67	2.87	18.00	9.16	14.52	1.89	12.45	1.57	14.97	2.86
Locus of control «Life»	30.00	2.63	44.17	3.37	13.33	1.53	27.63	2.77	25.91	2.98	28.30	4.54
Meaningfulness of life	94.78	3.50	102.50	1.38	94.66	15.27	86.96	3.14	76.27	3.19	90.11	8.21



To illustrate the data obtained, we display them graphically. Firstly, we present the motivational and semantic profile of the group in general, then motivational and semantic profiles of different clusters. Fig. 1 shows the configuration of motivational indicators in general for the group.



**Fig. 1.** Motivational profile scales by group

Note: 1 – life support; 2 – comfort; 3 – social status; 4 – communication; 5 – general activity; 6 – creative activity; 7 – community usefulness.

The motivational profile reflects the peculiarities of the motivation of this group of people. If we focus on the normative indicators (Milman, 1990), patients with diabetes mellitus generally have a high level of motives for life, comfort, and social status. At the same time, the level of motives for communication, general and creative activity, the community usefulness is reduced. This configuration of the motivational profile indicates the predominance of motives for survival in the conditions of illness, refusal of creative self-realization, and participation in public life. Obviously, the situation of life

in the conditions of the disease is a situation of significant motivational adjustment.

Obtained data are in close agreement with the data available in psychological publications. In particular, the results of the study by O. Kachan and O. Kulak (Kachan & Kulak, 2015) indicate that the motivational level of the internal picture of the disease associated with lifestyle changes; therefore, it is reflected in the characteristics of the disease, the nature of activities aimed to returning and maintaining the health. Depending on the duration of the disease, the motivational level of the internal picture of the disease is changed. If at the beginning of the disease the peculiarities of patients' motivation are associated with insufficient seriousness to the disease, then at later stages the specificity of motivation determines the serious acceptance of the fact of the disease and the necessity to change lifestyle in accordance with this fact.

We can continue the opinion of the authors and notice the probability of anosognosia of the disease at the first stage, which at the psychological level is a strengthening of psychological defense mechanisms (Oganessian, Gubina & Karoyan, 2015). It affects the patients' motivational sphere, determining their inability to accept the severity of the health problem consciously and an adequate assessment of the needs that arise during the disease in their daily lives. Therefore, in the structure of the motivational sphere, there are more expectations about a speedy recovery and return to a normal lifestyle, which in diabetes is an unrealistic expectation. Eventually, as the duration of the disease increases, a conscious attitude to the disease and a focus on maintaining a comfortable life as the conditions of a new reality increase as well.

According to the authors, the patients' activity can be seen in different ways, depending on the motivational characteristics and intellectual abilities, which can have both stimulating and deterrent effects. On the one hand, the intellectual ability to compare objective, external possibilities, and subjective in-

ternal possibilities on the other – determine the forecast of the effectiveness of maintaining health actions.

It should be noted that the high levels of motivation do not always involve active action, because motives are refracted through different personal areas: values, will, and intelligence. Therefore, the presence of a desire to act or the presence of an appropriate solution does not necessarily trigger a behavioral activity component. This observation should be taken into account, avoiding a simplistic, reductionist approach to the analysis of the real and resulting aspects of motivation of patients with diabetes.

Fig. 2 shows the configuration of meaningful life indicators in general by the group.



**Fig. 2.** Scales of semantic profile by group

Note: 1 – goals in life; 2 – the process of life; 3 – the effectiveness of life; 4 – locus of «Me» control; 5 – locus of control «Life»; 6 – the general indicator of meaningfulness of life.

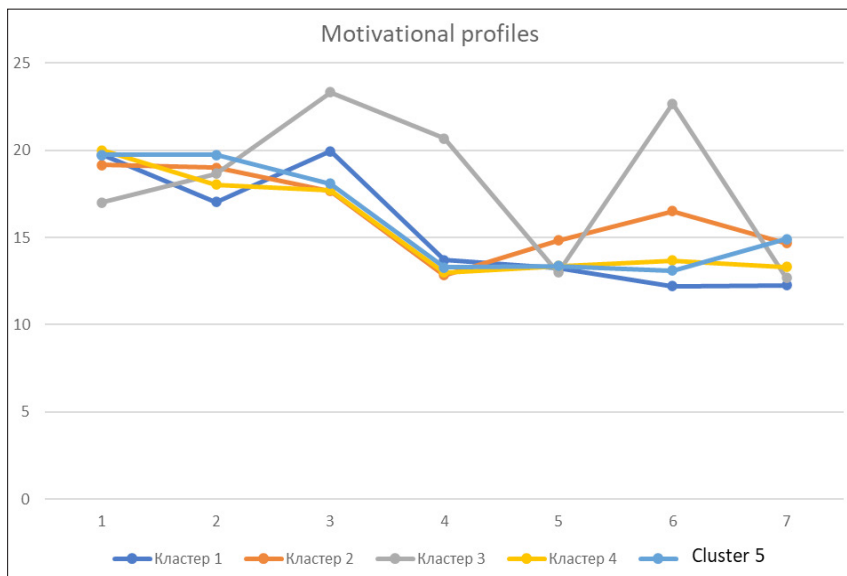
It is noted that there are age-related changes in the emotional and semantic aspects of functioning, which must also be taken into account (Hajihassani & Naderi, 2020). The configu-

ration of the scales of the semantic profile of patients with Mellitus diabetes in comparison with similar configurations of adults and the elderly (Popova, 2019) indicates an average level of meaningfulness of life but fixes the specificity of certain semantic indicators. In particular, the rate of life goals in the group of patients with diabetes mellitus is low. Assessments of the life process, interest, and emotional saturation of life; as well as, satisfaction with self-realization, which associated with the life stage that preceded the disease, are satisfactory. The indicators of the locus of control «Me» and the locus of control «Life» are different in level; with a low indicator of the locus of control «Me», there is a sufficient indicator of the locus of control «Life». It means that the respondents believe in the fundamental possibility of managing life, but do not believe in their own ability to control it. These data are confirmed by the authors (Koshanskaya, 2007; Oganessian, Gubina & Karoyan, 2015), who found a high level of an external focus of the locus control in relation to health and disease in patients with diabetes mellitus.

In this category of patients, this externality of the locus of control is associated with a constant need for help from other people: doctors, relatives, etc., and dependence on them. Consequently, it is a natural specific change in personal response, associated with the situation of the disease and adequate to this situation. On the other hand, such changes in the meaning of life profile are problematic in the personal functioning of these people.

Further, we turn to the presentation of motivational and semantic profiles by clusters. Fig. 3 shows the motivational profiles for each of the 5 clusters.

As you can see from Tab. 2 and Fig. 3, motivational profiles in different clusters are specific: according to some parameters they are similar, to others – significantly different. Before proceeding to their analysis, it is necessary to determine the extent of differences between these profiles.

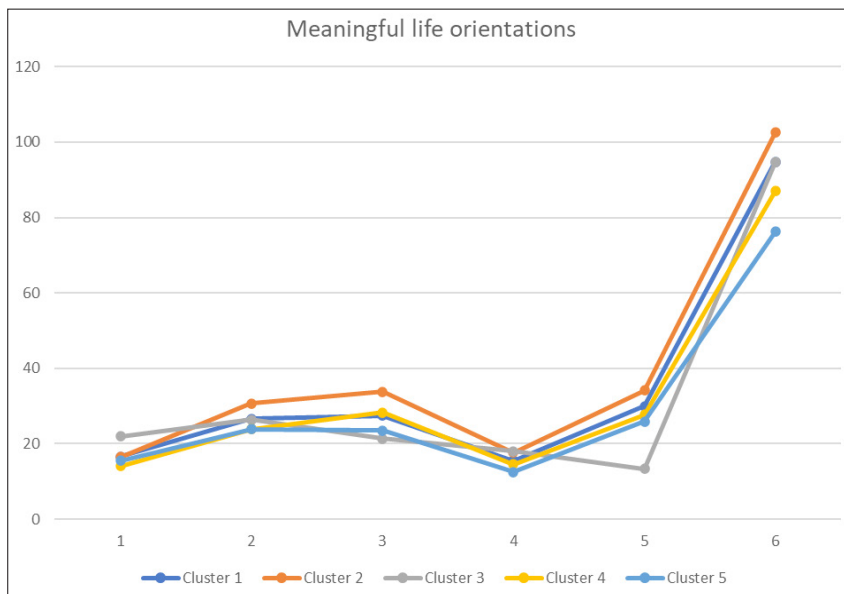


**Fig. 3.** Motivational profile scales for 5 clusters

Note: 1 – life support; 2 – comfort; 3 – social status; 4 – communication; 5 – general activity; 6 – creative activity; 7 – community usefulness.

First of all, we present the semantic profiles of different clusters (Fig. 4), data on the differences of clusters in motivational and semantic parameters are given below.

In Fig. 4 we can see different configurations of meaningful life profiles, but so far, we cannot clearly talk about the extent of their differences. Cluster analysis shows the degree of proximity of observations within the cluster. However, it is also necessary to understand the degree of differences between the parameters by which the clusters are formed. For this purpose, we used the criteria of Kruskal-Wallis (for comparison of clusters in general) and Mann-Whitney for the pairwise comparison of clusters (Tab. 3).



**Fig. 4.** Semantic profile scales for 5 clusters

Note: 1 – goals in life; 2 – the process of life; 3 – the effectiveness of life; 4 – locus of control-«Me»; 5 – locus of control «Life»; 6 – the general indicator of meaningfulness of life.

*Table 3*

Differences between clusters

Clusters	G	P	E	LC «Me»	LC «Life»	ML	S	C	SS	C	GA	CA	CU
All	**	**	**	**	**	**			*	*		**	
1 and 2			**	**	**	**		*				*	
1 and 3	*				**					**		**	
1 and 4	**	**			**	**			**			*	
1 and 5			**	**	**			**					*
2 and 3			*		*					*			
2 and 4		**	**	**	**	**							
2 and 5		**	**	**	**	**							

© Krupelnyska Liudmyla, Burovska Iryna

DOI (article): <https://doi.org/10.32626/2227-6246.2021-52.106-135>

Clusters	G	P	E	LC «Me»	LC «Life»	ML	S	C	SS	C	GA	CA	CU
3 and 4	**				**				*	**		**	
3 and 5					**	*				**		**	
4 and 5			**	**		**							

Note: 1. Only the level of significance of differences is indicated.  
2. G – goals in life; P – process of life; E – effectiveness of life; LC «Me» – locus of control «Me»; LC «Life» – locus of control «Life»; ML – general indicator of meaningfulness of life.  
3. The Motives: S – support; C – comfort; SS – social status; C – communication; GA – general activity; CA – creative activity; CU – community usefulness.

According to the Kruskal-Wallis test, which allows to check the presence of differences between several scales, differences were found for all *meaningful life scales* and for three motivational ones. At the same time, the significance of differences is low on two motivational scales. In general, these are scales of *motives for social status, communication and creative activity*.

To understand better the differences in the performance of individual clusters, it is necessary to analyze the differences obtained by pairwise comparison of the obtained clusters. Taking into account the medians of indicators in each cluster (Tab. 1) and the differences between the indicators included in different clusters (Tab. 3), we recorded the semantic difference between clusters.

*Cluster 1* is the biggest one and contains 32 people. We called the people who came to it «*typical*»; firstly, because it is the largest cluster in terms of number of people; secondly, the people who joined it are most similar in terms of motivation and meaning of life to the group in general. Furthermore, almost all meaningful life indicators (except for the life performance indicator, which is lower than in the group in general) in this cluster are slightly higher than the group average, and the level of indicators of life support and social status is

© Krupelnitska Liudmyla, Burovska Iryna

slightly higher than the group average. However, in general this cluster consists of individuals with predominant motives for survival in the conditions of illness, which largely refuse creative self-realization and participation in public life.

*Cluster 2* is small and contains only 6 people. We called these people «*meaningful*». They have the highest indicators of the process and efficiency of life in the whole group; as well as, the locus of control «Me» (this indicator is approximately the same as the indicator in cluster 3) and the locus of control «Life».

Additionally, in this cluster there is the highest overall indicator of life meaningfulness in the group. The motive of community effectiveness is slightly inferior to the indicator in cluster 5, where it is the highest; motives of general and creative activity are the highest among all clusters. At the same time, the motives of social status and communication are the lowest compared to other clusters. It means that the members of this cluster lead a meaningful lifestyle, they are active both in general and in the creative aspect, without paying much attention to social status and communication. Probably, in this case we can talk about introverted creative people who, even in conditions of illness, feel like masters of their own lives.

*Cluster 3* is the smallest one, includes only 3 people. We called these people «*contradictory isolationists*». They are characterized by the lowest locus of control «Life» in the group; however, the highest locus of control «Me» and the lowest indicators of performance in the group, but the highest rate of life goals. The general meaning of life is average. The motivational profile of these individuals is characterized by a low level of motives of community effectiveness, but the highest level of the motive of creative activity against the other clusters.

However, the overall activity is the lowest in the group. The level of motives of social status and communication is the highest among all in the group, and the motive of life support is the lowest. It means that these individuals are also moti-



vated by creative activity, but this activity is «isolating», it means that they prefer to stay alone with themselves, because the level of motives for general activity and community usefulness is low.

Obviously, creative activity and the presence of goals compensate for the experience of health problems. With a high probability, we can talk about a certain level of anosognosia, which along with the implementation of motivation for creative activity results in a low level of motivation life support.

*Cluster 4* is the second largest and includes 27 people. We called them «*concerned with self-preservation*». These individuals show a rather low rate of meaningfulness of life, medium level of the effectiveness of life and the locus of control «Life» and one of the lowest compared to other clusters indicator of the locus of control «Me». The level of evaluation of effectiveness and satisfaction with the process of life in them is defined as average, and goals are the lowest in the group. Motives of communication, general and creative activity among them are not expressed; they have the lowest level of the social status motive, but the highest indicator of the motive of life support by the group. It means that these individuals are focused on themselves and their problems. Adaptation and self-preservation are important for them, but not development and creativity.

*Cluster 5* is medium in size and includes 11 people. We called them «*meaningless*». They show the lowest indicator of meaningfulness of life by the group, low indicators of life goals, process and effectiveness of life, the lowest in the group indicator of the locus of control «Me». In this cluster, we can see low indicators of motives of creative activity and communication, indicators of motives of life support and comfort are the highest in the group. Cluster 5 is similar to cluster 4; however, as can be seen from Tab. 2 and Tab. 3, indicators of life performance, self-control locus, and meaningfulness of life are significantly lower than in cluster 4. It means that the meaning

of life of individuals in this cluster is significantly reduced and limited by the situation of the disease, which has become dominant in their lifestyle.

It should be noted that clusters 4 and 5 are formed by groups of people with a weak motivational and semantic structure. Cluster 1 has a medium-weak motivational and semantic structure, clusters 2 and 3 – with a strong one. Such features should be noted both in psycho-correctional work and in the organization of the system of therapeutic influence with these groups.

There is no task to increase the indicators for patients who have sufficient indicators of a meaningful life, focused on certain life goals, who are satisfied with the process and results of self-realization, motivated by creative activity, treat themselves as masters of their own lives. They are adapted to the conditions of the disease in a very harmonious way. The «weaknesses» of personal functioning are compensated in them by «strengths», limitations in certain areas related to the disease; additionally, it is compensated by the expansion or removal of restrictions in the field of creative self-realization and a fuller meaning in life.

These categories of people should be tasked with maintaining their motivational and semantic orientation, creating full-fledged conditions for its implementation.

On the other hand, these categories of patients may have problems of a different nature. They may not pay enough attention to their treatment, forgetting about the disease and the need to paying attention to its presence. The implementation of compensatory mechanisms can create a kind of their own world, where is comfortable, and there is no place for a serious attitude to the disease. Therefore, these categories of patients need to be constantly informed about the objective situation with their disease, to report the risks, and seek to increase adherence to treatment.

Many authors have indicated the importance of active and motivating activities to support patients' own health. In particular, A. Shtrakhova and E. Arslanbekova note that the peculiarities of motivation form determinate the patterns of compliance of patients with a vital threat (Shtrakhova & Arslanbekova, 2011). In other words, adherence or non-adherence to treatment depends on the content, intensity, and direction of motivational and semantic tendencies of persons to whom they belong and they have to develop in accordance with the development of the adaptive potential of thinking (Manilov, 2017).

On the contrary, patients who belong to clusters of the weak motivational and semantic structure are completely focused on the problems associated with the disease, which become a kind of semantic axis around which the life of diabetics «revolves». Such a person has the survival motives in the conditions of illness, which prevail on the motives of creative self-realization and participation in public life. In psycho-correctional and rehabilitation work with these categories of people, specialists should focus on expanding the semantic perspective of patients' lives, improving its meaning, awareness of results and goals of life; as well as, discovering additional factors of interest in the process of self-realization. First of all, such factors can include creative activity, meaningful lessons, communication, etc.

Consequently, persons with a weak motivational and semantic structure have a completely different configuration of personal problems, compared to persons with a strong structure. They clearly outline the patterns of compliance. On the one hand, persons with a strong motivational and semantic structure can talk about the potential problem of a deficit in the appointment of a doctor; on the other hand, persons with a weak structure may reflect not only adherence to the prescribed treatment but also a surplus of doctor's appointments (Tkachenko, 2017b). The latter can be expressed in an indepen-

dent increase in the recommended dose of drugs and frequency of administration; as well as, in a kind of «preventive» version of the drug. It means that excessive fixation on the problems of survival in the conditions of the disease is also problematic, and can be corrected by increasing the motives of creative activity, self-realization, and expanding the semantic perspective of life.

Important to pay attention to the distribution in clusters (Tab. 4).

*Table 4*

Distribution in clusters by type of disease

Type MD	Cluster 1		Cluster 2		Cluster 3		Cluster 4		Cluster 5		All	
	N	%	N	%	N	%	N	%	N	%	N	%
MD 1	8	32	2	8	–	–	9	36	6	24	25	100
MD 2	24	44.44	4	7.41	3	5.56	18	33.33	5	9.26	54	100

Note: MD 1 – diabetes mellitus type 1; MD 2 – diabetes mellitus type 2.

As we can see, analyzing the data in Tab. 4, cluster 4 which can be referred to as a cluster with a «strong» motivational and semantic structure contains the largest percentage of people with type 1 diabetes mellitus, approximately the same percentage of these people in cluster 1 with a «medium» motivational-semantic structure. It means that there is no reason to talk about the dependence of the nature of the motivational and semantic structure on the type of disease.

## Conclusions

An empirical study of motivational and semantic parameters in a group of people with diabetes mellitus allowed us to make the following conclusions.

1. The configuration of the motivational and semantic profile of patients with diabetes mellitus reflects the average

level of meaningfulness of life, low level of life goals, but a satisfactory level of assessment of interest and emotional saturation of life; as well as, satisfaction with self-realization, which associated with the pre-disease stage. Furthermore, low locus of control «Me» presents a sufficient locus of control «Life». It means that the respondents believe in the fundamental possibility of managing life, but do not believe in their own ability to control it. There is also a predominance of motives for survival in the disease, the tendency to abandon creative self-realization and participation in public life. Obviously, the situation of life in the conditions of the disease is a situation of significant motivational adjustment. The respondents have a high level of motives for life, comfort, and social status. At the same time, the level of motives for communication, general and creative activity, the community usefulness is reduced.

2. The group of patients with diabetes is heterogeneous in motivational and semantic parameters. During the study, 5 clusters were obtained which differ in content and level of motives and meaningful life orientations of the respondents: cluster 1 – *typical*; cluster 2 – *meaningful*; cluster 3 – *contradictory isolationists*; cluster 4 – *concerned with self-preservation* and cluster 5 – *meaningless*.

- Individuals who are included in *cluster 1* are most similar in terms of motivational and semantic indicators to the group in general. This cluster consists of individuals with predominant motives for survival in the conditions of the disease, who largely refuse creative self-realization and participation in public life.

- The people who are included in *cluster 2* have the highest indicators of the process and efficiency of life, the locus of control «Me» and the locus of control «Life». Members of this cluster lead a meaningful lifestyle, they are active both in general and in the creative aspect, without paying much attention to social status and communication.

• *Cluster 3* is characterized by the lowest locus of control «Life» in the group; at the same time, with the highest locus of control «Me», and the lowest performance of life in the group, but with the highest rate of life goals. These individuals are also motivated by creative activity, but this activity is «isolating», because the level of motives for general activity and community usefulness is low.

• *Cluster 4* is characterized by a fairly low rate of meaningfulness of life, a low rate of locus of control «Me» and the life goals. These individuals focus on themselves and their problems. For them, important is adaptation and self-preservation but not development and creativity.

• Individuals who are included in *cluster 5* have lower indicators of life performance, self-control locus, and meaningfulness of life. The meaning of life of these people is significantly reduced and limited by the situation of the disease, which has become dominant in the organization of their lifestyle.

3. Clusters 4 and 5 are formed by individuals with a weak motivational and semantic structure, cluster 1 consists of people with a medium motivational and semantic structure, and clusters 2 and 3 are formed by individuals with a strong one. The nature of the motivational and semantic structure, according to the results, does not depend on the type of diabetes. The percentage of people with type 1 diabetes who entered cluster 4 with a strong motivational and semantic structure is approximately the same as the percentage of such persons in cluster 1 with a medium motivational-semantic structure.

4. The prospects for further research include the search for links between the obtained motivational and semantic profiles with the personal factors which could be identifiable in the motivational and semantic structure of patients with diabetes mellitus that possibly influence the nature of its organization.

## Literature

- Василенко Т. Д., Мангушев Ф. Ю., Селин А. В. Смысловые аспекты телесного опыта хронического соматического заболевания. *Курский научно-практический вестник «Человек и его здоровье»*. 2016. № 2. С. 116–121.
- Волошко Н. І. Психосоматичні хвороби як результат впливу негативних психологічних факторів. *Збірник наукових праць «Проблеми сучасної психології»*. 2015. № 30. С. 126–135.
- Качан Е. П., Кулак А. И. Особенности внутренней картины болезни у пациентов с сахарным диабетом 2-го типа в зависимости от длительности заболевания. *Журнал Белорусского государственного университета. Философия. Психология*. 2015. № 1. С. 108–114.
- Кирилова О. О. Новий підхід до вивчення локусу контролю здоров'я в підлітків із цукровим діабетом I типу. *Український журнал дитячої ендокринології*. 2017. № 1. С. 16–20.
- Кошанская А. Г. Взаимосвязи психологических и клинических характеристик у больных сахарным диабетом II типа при различных вариантах его течения: дис. ... канд. психол. наук: 19.00.04. Санкт-Петербург, 2007. 161 с.
- Леонтьев Д. А. Психология смысла: природа, строение и динамика смысловой реальности. 3-е изд., доп. Москва : Смысл, 2007. 511 с.
- Леонтьев Д. А. Тест смысложизненных ориентаций (СЖО). 2-е изд. Москва : Смысл, 2000. 18 с.
- Максименко К. С. Личностно-ориентированная терапия эмоциональных расстройств при соматогениях: монография. Киев : Издательский дом «Слово», 2015. 352 с.
- Максименко К. С. Особистісно-орієнтована психотерапія емоційних розладів при соматогеніях у практиці сучасної медичної психології: дис. ... д-ра психол. наук: 19.00.04. Харків, 2016. 414 с.
- Манілов І. Ф. Про концептуальні положення мультимодальної сугестивної психотерапії. *Збірник наукових праць «Проблеми сучасної психології»*. 2017. № 36. С. 197–207.
- Мильман В. Э. Метод изучения мотивационной сферы личности. *Практикум по психодиагностике. Психодиагностика мотивации и саморегуляции*. Москва : Изд-во МГУ, 1990. С. 23–43.
- Михайлов Б. В., Романова І. В., Андрух Г. П., Сарвір І. М., Гавриленко М. А., Андрух П. Г., Кудінова О. І., Алієва Т. А. Принципи побудови підготовки фахівців для лікування хворих на соматичні та психічні розлади. *Медична психологія*. 2011. № 3. С. 65–66.
- Мороз С. М. Психопатологія і патопсихологія інвалідності внаслідок соматичних захворювань (феноменологія, механізми формування,

- принципи соціальної реабілітації): автореф. дис. ... д-ра мед. наук: 19.00.04. Харків, 2010. 39 с.
- Оганесян С. Л., Губина С. Т., Кароян А. А. Психологические изменения личности при сахарном диабете. *Новый университет. Серия: Актуальные проблемы гуманитарных и общественных наук*. 2015. № 10 (55). С. 43–47.
- Попова Т. А. Смыслоразнообразные ориентации и локус контроля личности как ресурсы благополучного старения. *Вестник Пермского государственного гуманитарно-педагогического университета. Серия № 1 «Психологические и педагогические науки»*. 2019. С. 49–58.
- Руденко Л. М., Гавриленко Ю. В., Осадча Т. М. Дослідження емоційних порушень у дітей молодшого шкільного віку, хворих на цукровий діабет типу I. *Науковий вісник Миколаївського національного університету ім. В. О. Сухомилинського. Серія: Психологічні науки*. 2016. № 1. С. 176–180.
- Сайт Міністерства охорони здоров'я України. Всесвітній день боротьби з діабетом: що треба знати про хворобу. URL : <https://moz.gov.ua/article/health/vsesvitnij-den-borotbi-z-diabetom-scho-treba-znati-pro-hvorobu>.
- Ткаченко О. В. Діабетична патоперсоналогія: якості особистості та динаміка їх змін у хворих на цукровий діабет 2-го типу. *Медична психологія*. 2017. № 3. С. 17–20.
- Ткаченко О. В. Особливості реагування на захворювання у хворих на цукровий діабет 2-го типу залежно від ступеня його тяжкості. *Медична психологія*. 2017. № 1. С. 27–30.
- Штифурак В. С., Шпортун О. М. Феноменологія, практика та корекція психологічного здоров'я особистості. Вінниця : Едельвейс, 2019. 342 с.
- Штрахова А. В., Арсланбекова Э. В. Мотивационный компонент внутренней картины болезни как фактор приверженности к терапии у больных соматическими заболеваниями с витальной угрозой. *Вестник ЮУрГУ*. 2011. № 29. С. 82–89.
- García-Alandete, J., Marco, J. H., & Pérez, S. (2017). Purpose-in-Life Test: Comparison of the Main Models in Patients with Mental Disorders. *The Spanish Journal of Psychology*, 20, 1–9. DOI 10.1017/sjp.2017.28.
- Hajihassani, M., & Naderi, N. (2020). Death Anxiety in the Elderly: The Role of Spiritual Health and Perceived Social Support. *Aging Psychology*, 6 (4), 309–319. DOI 10.22126/jap.2020.5778.1473.
- Heidarzadeh, M., & Amohammadi, M. A. (2017). Spiritual Growth in Patients with Type II Diabetes Mellitus: A Qualitative Study. *Journal*



*of Research Development in Nursing & Midwifer*, 14 (2), 34–44. DOI 10.29252/jgbfnm.14.2.34.

- Joyce, S., Shand, F., Tighe, J., Laurent, S. J., Bryant, R. A., & Harvey, S. B. (2018). Road to resilience: a systematic review and meta-analysis of resilience training programmes and interventions. *BMJ Open*, 8. DOI 10.1136/bmjopen-2017-017858.
- Panahi, R., Ahmadi, A., Amjadian, M., Khasi, B., Noori, E., Ghajari, H., ... & Ghaderi, N. (2019). A study on the relationship between spiritual health and quality of life in patients with type 2 diabetes mellitus. *Chronic Diseases Journal*, 7 (2), 73–79. DOI 10.22122/cdj.v7i2.386.

## References

- Vasilenko, T. D., Mangushev, F. Yu., & Selin, A. V. (2016). Smyslovyye aspekty telesnogo opyta khronicheskogo somaticheskogo zabolevaniia [Semantic aspects of corporal experience in a chronic somatic disease]. *Kurskii nauchno-prakticheskii vestnik «Chelovek i ego zdorovie» – Kursk Scientific and Practical Bulletin «Person and His Health»*, 2, 116–121 [in Russian].
- Voloshko, N. I. (2015). Psykosomatychni khvorooby yak rezultat vplyvu nehatyvnykh psykholohichnykh faktoriv [Psychosomatic illnesses as a result of influence of negative psychological factors]. *Zbirnyk naukovykh prats «Problemy suchasnoi psykholohii» – Collection of Research Papers «Problems of Modern Psychology»*, 30, 126–135 [in Ukrainian].
- Kachan, E. P., & Kulak, A. I. (2015). Osobennosti vnutrennei kartiny bolezni u patsientov s sakharnym diabetom 2-go tipa v zavisimosti ot dlitelnosti zabolevaniia [The features of the internal picture of the disease in patients with diabetes mellitus type 2, depending on the duration of the disease]. *Zhurnal Belorusskogo gosudarstvennogo universiteta. Filosofii. Psikhologiiia – Journal of Belarusian State University. Philosophy and Psychology*, 1, 108–114 [in Russian].
- Kyrylova, O. O. (2017). Novyi pidkhid do vyvchennia lokusu kontroliu zdorovia v pidlitkiv iz tsukrovym diabetom I typu [A new approach to studying health locus of control of adolescents with type 1 diabetes]. *Ukrainskyi zhurnal dytiachoi endokrynolohii – Ukrainian Journal of Pediatric Endocrinology*, 1, 16–20 [in Ukrainian].
- Koshanskaia, A. G. (2007). Vzaimosviazi psikhologicheskikh i klinicheskikh kharakteristik u bolnykh sakharnym diabetom II tipa pri razlichnykh variantakh ego techeniia [The relationship of psychological and clinical characteristics in patients with type II diabetes mellitus in different variants of its course]. *Candidate's thesis*. Sankt-Peter-

© Krupelnitska Liudmyla, Burovska Iryna

- burg : V. M. Bekhterev Research Psycho-Neurological Institute of Sankt-Peterburg [in Russian].
- Leontiev, D. A. (2007). *Psikhologiya smysla: priroda, stroeniie i dinamika smyslovoi realnosti [The psychology of meaning: the nature, structure and dynamics of meaningful reality]*. Moskva : Smysl [in Russian].
- Leontiev, D. A. (2000). *Test smyslozhiznennykh orientatsii (SZHO) [Life-meaning orientation test (LMOT)]*. Moskva : Smysl [in Russian].
- Maksimenko, K. S. (2015). *Lichnostno-oriientirovannaia psikhoterapiia emotsionalnykh rasstroistv pri somatogeniiakh (na materiale kliniki gastroenterologicheskikh zabolevanii) [Personality-oriented psychotherapy of emotional disorders in somatogeny (on the material of the clinic of gastroenterological diseases)]*. Kiev : Izdatelskii dom «Slovo» [in Russian].
- Maksymenko, K. S. (2016). *Osobystisno-oriientovana psikhoterapiia emotsiinykh rozladiv pry somatoheniiax u praktytysi suchasnoi medychnoi psikhologii [Personality-oriented psychotherapy of emotional disorders in somatogeny in the practice of modern medical psychology]*. *Doctor's thesis*. Kharkiv : V. N. Karazin national university of Kharkiv [in Ukrainian].
- Manilov, I. F. (2017). *Pro kontseptualni polozhennia multimodalnoi suhestyvnoi psikhoterapii [On conceptual theoretical basics of multimodal suggestive psychotherapy]*. *Zbirnyk naukovykh prats «Problemy suchasnoi psikhologii» – Collection of Research Papers «Problems of Modern Psychology»*, 36, 197–207 [in Ukrainian].
- Milman, V. E. (1990). *Metod izucheniiia motivatsionnoi sfery lichnosti [Method of studying the motivational sphere of personality]*. *Praktikum po psikhodiagnostike. Psikhodiagnostika motivatsii i samo-reguliatsii – Workshop on psychodiagnostics. Psychodiagnostics of motivation and self-regulation*, (pp. 23–43). Moskva : Izd-vo MGU [in Russian].
- Mykhailov, B. V., Romanova, I. V., Andrukh, H. P., Sarvir, I. M., Havrylenko, M. A., Andruh, P. H., ... & Aliieva T. A. (2011). *Pryntsypy pobudovy pidhotovky fakhivtsiv dlia likuvannia khvorykh na somatychni ta psyhichni rozlady [Principles of construction of training for the treatment of patients with somatic and mental disorders]*. *Medychna psikhologhiia – Medical psychology*, 3, 65–66 [in Ukrainian].
- Moroz, S. M. (2010). *Psyhopatolohiia i patopsyhologhiia invalidnosti vnaslidok somatychnykh zakhvoriuvan (fenomenolohiia, mekhaniz-*

- my formuvannya, pryntsyipy sotsialnoi reabilitatsii) [Psychopathology and pathopsychology of disability because of somatic diseases (phenomenology, forming mechanisms, principles of psychosocial rehabilitation)]. *Extended abstract of Doctor's thesis*. Kharkiv : Khark. med. acad. of postgrad. education [in Ukrainian].
- Oganesian, S. L., Gubina, S. T., & Karoyan, A. A. (2015). Psikhologicheskiie izmeneniia lichnosti pri sakharnom diabete [Psychological changes of personality in diabetes mellitus]. *Novyi universitet: aktualnyie problemy gumanitarnykh i obshchestvennykh nauk – New University: Actual Problems of the Humanities and Social Sciences*, 10 (55), 43–47 [in Russian].
- Popova, T. A. (2019). Smyslozhiznennyye orientatsii i lokus kontroliia lichnosti kak resursy blagopoluchnogo stareniiia [Life-meaning orientations and personality control locus as resources for successful aging]. *Vestnik Permskogo gosudarstvennogo gumanitarno-pedagogicheskogo universiteta. Seria № 1 «Psikhologicheskiie i pedagogicheskiie nauki» – Bulletin of Perm State Humanitarian Pedagogical University. Series No. 1 «Psychological and Pedagogical Sciences»*, (pp. 49–58) [in Russian].
- Rudenko, L. M., Havrylenko, Yu. V., & Osadcha, T. M. (2016). Doslidzheniia emotsiinykh porushen u ditei molodshoho shkilnoho viku, khvorykh na tsukrovyyi diabet typu I [Examination of emotional disorders in junior schoolchildren with type 1 diabetes]. *Naukovyi visnyk Mykolaiivskoho natsionalnoho universytetu im. V. O. Sukhomlynskoho. Seria: Psykholohichni nauky – Scientific Bulletin of V. O. Sukhomlynskyi National University of Mykolaiv. Series: Psychological Sciences*, 1, 176–180 [in Ukrainian].
- Sait Ministerstva okhorony zdorovia Ukrainy [Site of Ministry of Health of Ukraine]. Retrieved from <https://moz.gov.ua/article/health/vsesvitnij-den-borotbi-z-diabetom-scho-treba-znati-pro-hvorobu> [in Ukrainian].
- Tkachenko, O. V. (2017). Diabetychna patopersonolohiia: yakosti osobystosti ta dynamika yikh zmin u khvorykh na tsukrovyyi diabet 2-ho typu [Diabetic patho-personology: personality qualities and dynamics of the changes in type 2 diabetes mellitus]. *Medychna psykholohiia – Medical Psychology*, 3, 17–20 [in Ukrainian].
- Tkachenko, O. V. (2017). Osoblyvosti reahuvanniia na zakhvoriuvanniia u khvorykh na tsukrovyyi diabet 2-ho typu zalezho vid stupeniia yoho tiazhkosti [The features of response to disease in patients with type 2 diabetes depending on the disease severity]. *Medychna psykholohiia – Medical Psychology*, 1, 27–30 [in Ukrainian].

- Shtyfurak, V. S., & Shportun, O. M. (2019). *Fenomenolohiia, praktyka ta korektsiia psykhologichnoho zdorovia osobystosti [Phenomenology, practice and correction of psychological health of person]*. Vinnytsia : Edelveis [in Ukrainian].
- Shtrahova, A. V., & Arslanbekova, E. V. (2011). Motivatsionnyi komponent vnutrennei kartiny bolezni kak faktor priverzhennosti k terapii u bolnykh somaticheskimi zabojevaniiami s vitalnoi ugrozoi [The motivational component of the internal picture of the disease as a factor of adherence to therapy in patients with somatic diseases with a vital threat]. *Vestnik YUUrGU – SUSU Bulletin*, 29, 82–89 [in Russian].
- García-Alandete, J., Marco, J. H., & Pérez, S. (2017). Purpose-in-Life Test: Comparison of the Main Models in Patients with Mental Disorders. *The Spanish Journal of Psychology*, 20, 1–9. DOI 10.1017/sjp.2017.28.
- Hajihassani, M., & Naderi, N. (2020). Death Anxiety in the Elderly: The Role of Spiritual Health and Perceived Social Support. *Aging Psychology*, 6 (4), 309–319. DOI 10.22126/jap.2020.5778.1473.
- Heidarzadeh, M., & Amohammadi, M. A. (2017). Spiritual Growth in Patients with Type II Diabetes Mellitus: A Qualitative Study. *Journal of Research Development in Nursing & Midwifer*, 14 (2), 34–44. DOI 10.29252/jgbfm.14.2.34.
- Joyce, S., Shand, F., Tighe, J., Laurent, S. J., Bryant, R. A., & Harvey, S. B. (2018). Road to resilience: a systematic review and meta-analysis of resilience training programmes and interventions. *BMJ Open*, 8. DOI 10.1136/bmjopen-2017-017858.
- Panahi, R., Ahmadi, A., Amjadian, M., Khasi, B., Noori, E., Ghajari, H., ... & Ghaderi, N. (2019). A study on the relationship between spiritual health and quality of life in patients with type 2 diabetes mellitus. *Chronic Diseases Journal*, 7 (2), 73–79. DOI 10.22122/cdj.v7i2.386.

**Крупельницька Людмила, Буровська Ірина. Мотиваційно-сміслові профілі хворих на цукровий діабет**

**АНОТАЦІЯ**

**У вступі** зазначено актуальність проблеми дослідження особливостей мотиваційно-сміслові сфери хворих на цукровий діабет: саме ця сфера відіграє провідну роль у формуванні як «здорових», так і «хворобливих» установок хворих.

**Метою статті** є встановлення, аналіз та опис мотиваційно-смилових профілів хворих на цукровий діабет.

Використано такі **методи**: теоретичний аналіз та узагальнення положень, що містяться у психологічній і медичній літературі за темою дослідження; психодіагностичні методи, а саме: тест «Смисложиттєві орієнтації» (Леонтьєв, 2000), тест «Діагностика мотиваційної структури особистості» (Мильман, 1990). Також використано методи математичної статистики для аналізу отриманих даних.

**Результати дослідження.** У дослідженні взяли участь 79 осіб, які перебували на лікуванні у Київському міському ендокринологічному центрі; з них чоловіків – 31, жінок – 48, середній вік – 52,22,  $\sigma$  – 16,61. У 25 осіб було діагностовано цукровий діабет 1-го типу, у 54 – цукровий діабет 2-го типу.

Установлено, що узагальнений мотиваційно-смиловий профіль хворих на цукровий діабет відображає середній рівень осмисленості життя, знижений рівень цілей, задовільний інтерес до життя та задоволеність самореалізацією. Низький показник локусу контролю-Я поєднується з достатнім показником локусу контролю-життя: досліджувані вірять у принципову можливість керування життям, однак не вірять у власну здатність його контролювати. Досліджуваним характерно переважання мотивів виживання в умовах хвороби, схильність до відмови від творчої самореалізації й участі у суспільному житті.

За допомогою кластерного аналізу виокремлено та проаналізовано 5 кластерів, що містять специфічні профілі хворих на цукровий діабет: «типові»; «осмислені»; «суперечливі ізоляціоністи»; «заклопотані самозбереженням» і «беззмістовні».

Проведений аналіз дав змогу зробити **висновки** щодо змісту та рівня мотиваційно-смилових параметрів хворих на цукровий діабет загалом, а також осіб, які увійшли до окремих кластерів. До перспектив подальших розвідок належать пошук зв'язків мотиваційно-смилових профілів з особистісними чинниками, виявлення чинників, що впливають на характер організації мотиваційно-смилової структури у хворих на цукровий діабет.

**Ключові слова:** хворі на цукровий діабет, мотиваційно-смилові профілі, кластерний аналіз, кластери, мотиви, смисли, смисложиттєві орієнтації.

## **Крупельницькая Людмила, Буровская Ирина. Мотивационно-смысловые профили больных сахарным диабетом**

### **АННОТАЦИЯ**

**Во введении** отмечена актуальность проблемы исследования особенностей мотивационно-смысловой сферы больных сахарным диабетом: именно эта сфера играет ведущую роль в формировании как «здоровых», так и «болезненных» установок больных.

**Цель статьи** состоит в установлении, анализе и описании мотивационно-смысловых профилей больных сахарным диабетом.

Использованы следующие **методы**: теоретический анализ и обобщение положений, содержащихся в психологической и медицинской литературе по теме исследования; психодиагностические методы, а именно: тест «Смыслжизненные ориентации» (Леонтьев, 2000), тест «Диагностика мотивационной структуры личности» (Мильман, 1990). Также использованы методы математической статистики для анализа полученных данных.

**Результаты исследования.** В исследовании приняли участие 79 лиц, находившихся на лечении в Киевском городском эндокринологическом центре; из них мужчин – 31, женщин – 48, средний возраст – 52,22,  $\sigma$  – 16,61. У 25 из них был диагностирован сахарный диабет 1-го типа, у 54 – сахарный диабет 2-го типа.

Установлено, что обобщенный мотивационно-смысловой профиль больных сахарным диабетом отражает средний уровень осмысленности жизни, сниженный уровень целей, удовлетворительные интерес к жизни и удовлетворенность самореализацией. Низкий показатель локуса контроля-Я сочетается с достаточным показателем локуса контроля-жизнь: испытуемые верят в принципиальную возможность управления жизнью, однако не верят в собственную способность ее контролировать. Испытуемым характерно преобладание мотивов выживания в условиях болезни, склонность к отказу от творческой самореализации и участия в общественной жизни.

С помощью кластерного анализа выделены и проанализированы 5 кластеров, содержащих специфические профили больных сахарным диабетом: «типичные»; «осмысленные»; «противоречивые изоляционисты»; «озабоченные самосохранением» и «неосмысленные».

Проведенный анализ позволил сделать **выводы** относительно содержания и уровня мотивационно-смысловых параметров больных са-

*харным диабетом в целом, а также лиц, вошедших в отдельные кластеры. К перспективам дальнейших исследований относятся поиск связей мотивационно-смысловых профилей с личностными факторами, выявление факторов, влияющих на характер организации мотивационно-смысловой структуры у больных сахарным диабетом.*

**Ключевые слова:** *больные сахарным диабетом, мотивационно-смысловые профили, кластерный анализ, кластеры, мотивы, смыслы, смыслжизненные ориентации.*

Original manuscript received March 10, 2021

Revised manuscript accepted April 14, 2021

## Psychological Ways of the Developing of Teenagers' Sovereignty

### Психологічні засади розвитку Суверенності підлітків

#### **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 ID: <https://www.scopus.com/authid/detail.uri?authorId=57214227898>

E-mail: [natasha1273@ukr.net](mailto:natasha1273@ukr.net)

#### **Наталія Михальчук**

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

#### **Ruslan Simko**

Ph.D. in Psychology, Senior Lecturer, Kamianets-Podilskyi  
National Ivan Ohiienko University, Kamianets-Podilskyi (Ukraine)

ORCID ID: <https://orcid.org/0000-0002-9147-9541>

Researcher ID: <http://www.researcherid.com/rid/F-2765-201>

E-mail: [7kort@ukr.net](mailto:7kort@ukr.net)

#### **Руслан Сімко**

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](mailto:kpnu_lab_ps@ukr.net)

Copyright: © Mykhalchuk Nataliia, Simko Ruslan



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

© Mykhalchuk Nataliia, Simko Ruslan

DOI (article): <https://doi.org/10.32626/2227-6246.2021-52.136-158>



The author's contribution: Mykhalchuk N. – 50%, Simko R. – 50%.

Авторський внесок: Михальчук Н. – 50%, Сімко Р. – 50%.

## ABSTRACT

*The purpose of this article is to define levels of the Sovereign individual and propose their characteristics.*

*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. We believe that the subject is most fully manifested by himself / herself in the form of sovereignty. We call the act of providing any activity as a logical cell of the subject, which is the essential form of manifestation of sovereignty.*

*We proved that Sovereignty was a certain level of the person's development reached the quality of the Subject of mental activity. We call such a person the Sovereign individual who creates, organizes, regulates, changes and develops his / her own psyche. As a Subject of mental activity, the individual is affirmed through different actions and in actions. The individual who does not possess the characteristics of the Subject is not, in our opinion, capable for providing creative actions. This person cannot be called the Sovereign individual. We also analyzed the reasons why this may happen. Among them – the lack of necessary mechanisms: the ability to goal-setting and goal-realizing, finding and choosing forms of the activity, decision-making and implementation, evaluation and consolidation of the results in the experience of the Sovereign individual.*

*It was shown that all these mechanisms are impossible without reflection, as well as the ability to act is also impossible, therefore the ability to be the Sovereign subject of mental activity.*

*Conclusions. We distinguish such three levels of the Sovereign individual and propose their characteristics: 1. The position of the Monosubject, which is originally the newborn (we also can call it the Actual Virtual Subject), as its properties are available at the stage of readiness, but not yet updated. Monosubject is engaged in a specific case, in a specific act or activity, which is evaluated in terms of his / her effectiveness and feasibility. The condition for the transition from the first level to the second one is communication with an adult, which forms the dialogical structures of the child's psyche. 2. The characteristics of the*

© Mykhalchuk Nataliia, Simko Ruslan

DOI (article): <https://doi.org/10.32626/2227-6246.2021-52.136-158>

*second level of functioning of the Sovereign individual is the Polysubject. He / she is the assignment of spiritual influences of other people and at the same time provides the facilitation in the process of social interaction. The Sovereign individual commits acts that give rise to behavior of any Subject to moral self-regulation. 3. The third level is a level of a Meta-Sovereign Subject, defines by us as the main task and the ability to comprehend the higher essences of being. This level demonstrates the desire for feat, the actions that correspond to the person's understanding of the highest desire of his / her activity.*

**Key words:** *Sovereignty, the Subject, the position of the Monosubject, the Actual Virtual Subject, the Polysubject, the Meta-Sovereign Subject, dialogical structures, moral self-regulation.*

## Introduction

First of all, at the early beginning of our research we have to admit, that the problem of psychological ways of the developing of teenagers' Sovereignty is rather new in Psychology. It is new, because there is not a definition, a structure of a phenomenon of the Sovereignty of a person. There are only some scientific researches according to the Sovereignty of the individual. D. Barnes & F. Todd (1997) believe that Sovereignty as a specific human quality does not just occur naturally at a certain point in the development of the psyche, but it is formed in the process of socialized upbringing of the child. The formation of subjectivity, the authors point out, is a reflexive self-awareness, which runs along three paradigms:

1. The individual's awareness of his / her body is not just as given to him / her in the immediate senses, but also as an object of his / her control (Somatic Self).

2. The awareness of oneself as a social being capable for providing social activity (Social Self).

3. Reflection of one's own mental world, not identical to the mental world of other people (Mental Self) (Barnes & Todd, 1997).

To our mind, the point about the mechanisms of formation of sovereignty, named by the authors as social education, the

peculiarity of which is the constant attention of the individual to himself / herself, is rather controversial. In this case, sovereignty is derived from social education, which initiates the development of subjectivity, and therefore takes away from the individual the right of authorship in the creation of sovereign product.

Analyzing the problem of freedom, the researchers drew attention to the terminological similarity of the concepts of «freedom» and «agency». But given the context of these terms (when it comes to the ability to be an «agent» as an actor, the driving force of action), the researcher considered the appropriate translation of «agency» as «sovereignty» (Максименко, Ткач, Литвинчук & Онуфрієва, 2019). Also interesting in this case is other theory of sovereignty (Crookes, 1989). As a requirement for the presence of sovereignty, G. Crookes considers the possession of a being as a certain degree of autonomy. He implies that the behavior of the individual should not be completely determined by both environmental conditions and the principles on which it is still based. Other researchers (Camerad & Epling, 1989), considering the subject within certain actions, calls him / her rather perfect, if both the tendency to act and the tendency to refrain from actions are in his / her power. For the emergence of sovereignty, the authors distinguish the following conditions: the ability to represent a wider range of possible futures than those ones that can be realized, and the ability to perform their chosen subset and interrupt any action (Vovk, Emishyants, Zelenko, Drobot & Onufriieva, 2020). Without going into a detailed analysis of this theory of sovereignty, we note such important points as the recognition of the author in the creation of his / her own psyche and the role of choice in its formation and development (Mykhalchuk & Kryshevych, 2019). We consider the choice of the activity, which is carried out in complex and uncertain situations. Reflection is the instrument to make a choice (Mykhalchuk & Bihunova, 2019). The person needs it to ana-

© Mykhalchuk Nataliia, Simko Ruslan

lyze existing alternatives, to go beyond them in order to find non-obvious alternatives, to understand the reasons for his / her own actions and so on. Therefore, without reflection, the choice is impossible. In other theory, choice plays a significant role in the emergence of sovereignty, and we to sovereignty add reflection (Гончарук & Онуфрієва, 2018).

That's why **the purpose of this article** is to define levels of the Sovereign individual and propose their characteristics.

### **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**

From the psychological point of view, monologue speech is characterized by structural completeness-sentences, relative completeness of expression, deployment and fragmentation of phrases. In addition, monologue speech is inherent in a rather complex syntax, as well as connectivity, which involves the possession of linguistic means the process of interfacial communication. Such means are lexical and pronoun repetitions, conjunctions and adverbs, or a combination of a noun with an adjective in the role of place and time circumstances (so-called adverbial adjective), articles. For example: adverbial time and sequence (in English: later, then, after that); adverbial causes and consequences (in English: why, that's why, so, at first, first, in the second place, secondly, so that). As binding agents in the monologue, oral verbal formulas are also used to help begin, continue or end the statement. For example: to begin with, well, I'd like to tell you this, let's leave it at that; it reminds me by the way, speaking of.

The syntactic singularity of the description of monologue is the predominant use of simple and complicated sentences

with a list-connecting and serial-connecting links, grammatical structures with the turn of English phrases: (there is, there are); View-time forms, like (Present Continuous, Present Indefinite, Past Indefinite). In the monologue-narrative there are such pre-time forms of the verb, as: Past Indefinite, Past Perfect; conjunctions, conjugal adverbs and adverbs: when, since, one day, then, the other day, in the afternoon, yesterday, first, after that. In a monologue message there are simple narrative sentences with verbs prevailing in Present Indefinite, Present Perfect, because the message is characterized by time uncertainty. For a monologue-reflection, the causal-consequential relationship between sentences is the main characteristic. In its structure predominantly there are used complex sentences with subordinate causes and consequences, subordinate meaning and complementary sentences, as well as infinitive constructions.

To teach pupils to speak English and to be the Sovereign individual in the process of interaction the teacher has to teach schoolchildren listening. The last is a special type of speech activity. Audition is the understanding of oral speech having been perceived. In terms of psychophysiology, listening is understood as perceptual, mental, mnemonic activity. It is perceptual because of the perception / reception / understanding sense; mental – because it is associated with basic mental operations: analysis, synthesis, induction, deduction, comparison, abstraction, concretization; mnemonic – because of the separation and assimilation of informative features of the linguistic and speech units, the reformation of the image and recognition as a result of comparison with the standard, which is fixed in the person's memory.

The purpose of listening is to comprehend the audible message.

The defining features of listening as a type of speech activity in the methodology of teaching foreign languages is used in such ways:

1. By the nature of the speech communication of the audience, as well as speaking, refers to the types of speech activity, implementing oral communication.

2. In its role in the process of communication listening is a reactive form of speech activity.

3. For the purpose of receiving and issuing speech information of the audience it is a receptive type of speech activity.

4. The form of the process of listening is internal, unexpressed. The basis of the internal mechanism of listening is in the background of such mental processes as perception of hearing, attention, recognition and comparison of language means, their identification, comprehension, generalization, being «memory in memory», inference.

5. The product of listening is the inference, the result of which is the understanding of perceived semantic content and showing speech and infantile behavior (Camerad & Epling, 1989).

Listening is a comprehensive speech activity. It is based on natural ability of the person. The important factors in the formation of such ability are: perceptual and oral speech conditions, general intellectual prerequisites, factual knowledge, knowledge and skills in the native language, foreign language knowledge and skills, motivation. These factors form the basis for the development of specific skills and abilities of pupils, it is based on the process of teaching listening in accordance with the requirements of the State Educational Standard in a foreign language. By this standard at the basic level listening is considered as a component of oral speech communication. Thus, the achievement of the basic level in the field of listening involves the formation of elementary communicative competence in this type of speech activity, such as: the ability to understand literary and spoken language of the native speaker in situations of everyday communication; to determine the subject and the purpose of the conversation, its main content; the ability to provide into the context mediated perception of

the message to understand the basic content of audio texts; the ability to fully and accurately understand the statements of teachers and classmates.

It should be noted that in real conditions in the process of communication listening accounts for 40 to 50% of the whole time of the lesson. In learning process listening is the main source of linguistic knowledge and the important means of speech practice in the classroom and in extra-time, which takes 57% of the academic time.

The success of listening depends on the listener himself / herself (from the level of the development foreign language skills), his / her speech hearing, memory, the ability of attention, interest, etc., his individual psychological characteristics; from linguistic features of audio text and its correspondence with the language experience and knowledge of students; from the conditions of perceiving audio texts. However, there may be some difficulties in listening, such as: the individual-age features of students; language difficulties of listening; lexical difficulties; phonetic difficulties and others. In order to avoid difficulties in teaching listening, the teacher should use different supports, which not only remove the difficulties by different nature, but also determine the success of learning as this type of speech activity.

To have success in the process of communication at the lessons pupils will study reading as a type of speech activity. Reading a foreign language as a communicative ability and the means of communication is provided along with oral speech. It is the important form of speech activity and the most common way of foreign language communication that a pupil has to learn in accordance with the requirements of the current program and by the State standard of foreign languages.

The psycho-physiological basis of reading is the operations of visual perception of the text and its understanding. From a psychological point of view, the process of perception and understanding of the text is directly related to thinking and

memory. These components of the reading process are inextricably linked, in accordance with the nature and the level of understanding the text, its completeness, depth and accuracy depend on the quality of person's perception.

The reason for reading as a communicative activity is communication with the purpose of obtaining the necessary information. The technique of reading includes a complex of automated skills, which ultimately reduces to perceive quickly graphic images of words, automatically correlate them with sound images and the meanings of these words. In the process of learning the technique of reading in a foreign language, transferring the part of the developed skills of reading in the native language into the sphere of a foreign language is carried out. It facilitates the mastery of alphanumeric symbols and other reading skills. Teaching of reading techniques takes place at the early stage of studying and takes the form of learning to read aloud, which is an important means of teaching reading silently.

We conditionally distinguish two periods in the study of reading aloud: the pre-text period and the text period. The purpose of the post-text period is the assimilation of the primary matter, that is for mastering the alphanumeric links, reading words, phrases, simple sentences. The purpose of the text period is to study reading in order to obtain the necessary information to a certain extent.

Our attention should also be given to difficulties in reading a foreign language that may be at the lessons at secondary schools.

The process of studying reading in a foreign language is complicated by a number of objective and subjective factors. First of all, the teacher has to take into account the objective difficulties of the spelling system of the learned language (especially English), which has developed historically. The based characteristic of this is the following one: the quantitative inadequacy between the letters and sounds in the word (be-



tween the graphical and audible structure of the word), for example: *daughter, thorough, nephew* /nevju:/; discrepancies of the same letters and letter combinations: *pin* [pɪn] – *pine* [paɪn], *cut* [kʌt] – *put* [put], *now* [naʊ] – *snow* [snaʊ]; the presence of «dumb» letters in the structure of words: *through* [θru:], *Wednesday* ['wenzdeɪ]; graphic difficulties (transferring the same sound by different letters): [k] – *cat, kitchen, school, question*.

The *language difficulties* of the texts, in turn, can create obstacles for a proper understanding of the content. Let's name some of them:

a) the presence of multivalued and converted words: *At last he became a proud owner of the thing that had real springs and a mattress;*

b) indirect word order (inversion): *No sooner had Miss Sophie noticed her cousin Paul than a pleasant smile touched her lips;*

c) conditional sentences: *Mr. Johnson decided to lock all the doors in the house, should any emergency arise;*

d) word combinations with Gerund: *After having been informed of Mark's arrival, he went downstairs without delay, etc.*

All these difficulties of texts in a foreign language have to be eliminated by pupils gradually: for the first, they learn the technique of reading aloud, learn the specifics of the letters of the alphabet and linguistic material, perform a great training work on reading techniques, obtaining as much load as it is possible for the visual analyzer, and then proceeding to read silently, mastering the techniques themselves providing reading as a speech activity.

Depending on a communicative goal set by the teacher at the lesson, the following types of reading are used because of the nature of the text: familiarization, studying and viewing. Each type of reading has its own communicative goals, we will show them.

In the process of reading the following *communicative goals* are pursued: to identify the topic that is proved in the text, which issues are addressed in it; what exactly is stated in the text in the connection with the problem; to highlight the main idea; to choose the main facts, letting out secondary ones; to express the reader's own attitude to what information has been read. This type of reading is the most widespread and it is based on the material of authentic texts that contain information about the life, traditions, culture, history of the country the language of which has being studied.

To form a pupil as the Sovereign individual of the process of studying in the process of the activity with the text (in the mode of studying reading) it is necessary to achieve the following *communicative goals*: to understand the contents of the text having been read with a sufficiently completeness and depth; to compare the information obtained with the reader's experience; to evaluate information, to express the reader's opinion about the text; to transmit the information extracted from the text to another person (a foreign language based on the text); to comment some facts individually. The volume of texts for studying reading should be much smaller, and the content is more complicated than for teaching reading. These may be simple for authentic or adapted texts of different genres: popular science, journalistic, artistic ones and others.

The purpose of reading is the ability to read a series of materials quickly in order to find some specific information. This kind of reading assumes that pupils have formed the skills which are necessary for orientation in the logical-semantic structure of the text, finding and selecting new or given by the author information, combining it into a logical whole when the information having been obtained from several sources according to a specific problem.

Thus, reading as a type of speech activity is one of the main practical goals of teaching a foreign language at secondary school. It helps in mastering the linguistic material, its

consolidation and accumulation, helps to improve the ability of oral speech. Thus, the mnemonic activity that accompanies the reading process provides memorization of lexical units, the connections between them, as well as providing grammatical phenomena, the filling of grammatical structures, the order of words in sentence structures. Reading also has a lot to do with listening and writing. Reading foreign languages develops the thinking of pupils, helps to understand the peculiarities of the foreign language system and to understand better the peculiarities of the native language. The information received by a teenager from foreign language texts shapes his / her outlook, enriches country-specific knowledge of history, culture, economics, politics, the life of a country, the language of which he / she is studying, and it is anxious to learn a foreign language.

To teach teenagers to speak English and to make them the Sovereign individual of the process of studying we've also to teach them writing as a type of speech activity. Writing is considered by us as a graphical fixation of speech, more precisely – the text of speech, in which writing is the process of such fixation, and written text is its result. Writing plays a prominent role in the creation and preservation of spiritual information, and through them to reach all material values.

At school foreign languages curricula, writing was often defined as a mean rather than a goal of learning. At different stages of teaching foreign languages the role of writing varies. Thus, at the initial stage the goal of mastering the technique of writing, the formation of skills has been associated with the assimilation of acoustic correspondence which is realized in the process of studying. These skills are essential for the development of reading and speaking skills. At the middle level of studying English spelling is important in connection with the accumulation of new language material. At the same time, written speech develops as means of promoting oral language skills and abilities. At the senior level – earlier it was acquired

© Mykhalchuk Nataliia, Simko Ruslan

letter skills, which are improved along with the improvement of verbal communication. The current school program emphasizes that writing is a goal and the important means of teaching a foreign language.

In the State Education Standard of Studying Foreign Languages possession of writing involves the achievement of an elementary communicative competence that provides the pupil with the skills in the most typical situations of daily communication. It should also be considered psycholinguistic mechanisms of writing. In Psychology and Physiology the letter is recognized as the most complex form of speech activity, which involves all speech analyzers: auditory, motor, acoustic ones.

*Also we mean writing as an expressive productive form of speech communication.* The material based on writing is spelling and graphic skills. Writing is based on the use of verbal signs fixed by the neural bonds of the cerebral cortex in the form of visual and hand-motor images that interact with the auditory and speech muscles.

Being able to write graphically and correctly depicting the letters of the alphabet, transforming the sounds into letters, thus assimilating the sound, using graphic and kinesthetic images of the word with its meaning; it means to spell words correctly, to write words, phrases, to put punctuation marks; to operate language structures; to be able to formulate pupils' thoughts in writing.

The process of written speech, as it is well known, begins with internal speech. It is fixed in the internal speech that a program of utterance is being prepared, a selection of lexical units are given. It is a process of grammatical representation of sentences, such as, their logical combination in paragraphs. The whole process consists of internal rehearsing and fixing the prepared material on paper, which requires the automated operation of sound-graphic associations. The process of writing a letter is facilitated by the fact that the person who writes does not experience a shortage of time, which allows a more

thorough reflection of the content and helps to form of a future statement, more precisely to carry out both the previous synthesis and the retrospective analysis of the written material. The ability to find in memory the necessary language means to provide accurate and clear expression of thoughts, the ability to use the dictionary and other directories having been added to the written information, to do this process more confident.

The main purpose of teaching writing technique in a foreign language is to form graphic / calligraphic and spelling skills of pupils. By calligraphy skills we understand the skills of writing letters and letter combinations of this language. Foreign languages taught in school – English, German, French – use Latin graphics. The analysis of the system of printed signs of the Ukrainian and Latin alphabets was indicated by these languages; they have similar letters (Aa, Oo, Ee, Mm, Kk, Pp), letters that were coincided in one part with the writing ones (Tt, Hh, Uu, Bb), letters strokes of which are completely different from the letters of the Ukrainian alphabet (Ss, Ff, Rr, Qq, Ww, Jj, Zz).

Under spelling skills we understand skills of writing words in accordance with the rules of the use of written signs in each particular word. Spelling systems of foreign languages having been studied at secondary schools are based on three basic principles:

- 1) phonetic one, when the letter completely corresponds to the sound, it is the support of a pronunciation (for example, in English: pen);
- 2) morphological principle, when writing is determined by the rules of Grammar (Morphology), regardless of phonetic conditions, for example, in related words or forms (e.g., in English: nation – nationality);
- 3) traditional (historical) principles, when the spelling forms are traditionally fixed and reflected by missing norms of pronunciation (for example, in English: daughter).

Also, there are difficulties in learning spelling: letters combining one sound (for example, English: sh, th, ck); one letter may transmit different phonemes, for example: in English, German and French the letter (s) corresponds to several sounds. Or vice versa – one sound is depicted by the letter with different graphs (for example, English: ir, er, ur). The presence of so-called «dumb» letters (for example, in English: «e» in words with open composition – line, plate; in the letters: wh-, -ght: who, eight).

Consequently, writing can play a significant role in the process of teaching of oral speech, by reading, vocabulary, Grammar. In addition, the important function of writing in teaching foreign languages is that at all stages of studying it can be as the most effective means of control.

Also to speak English well pupils have to study *intonation of a foreign language*. Intonation is a complex of prosocial means, the complex unity of such components, as melody, phrase and logical emphasis, rhythm, timbre, tempo, pause. The purpose of teaching intonation is the formation of receptive rhythmic-intonational skills, or «intonational hearing» in listening and providing productive rhythmic-intonational skills in speaking when reading aloud. It is important to note that the learning process of intonation should include the inseparable formation of both groups of skills.

We have to distinguish Intonation skills are speech skills. Speech is situational in nature, and therefore the intonation always depends on the speech situation: who we talk with, where we are, what communicative intention we want to accomplish with intonation. First of all, this applies to such components of intonation as logical emphasis and melody. Both components can change the meaning of the utterance. So, if in the sentence «Eve is my niece» the logical emphasis falls on the last word, then the speaker is interested in who is Eve, if on the second one – whose niece Eve is, on the first word – who is a niece. For example:

1) Eve is my niece. 2) Eve is my daddy. 3) My niece is Eve.

Changing the melody can also change the content of the sentence. Thus, in English, sentences with a verb in an ordering manner, depending on the final tone, may be expressed by the order (downward tone) or a request (ascending tone). For example: Take a seat, please. Such a  $\uparrow$  seat please.

Instructive exercises and foreign language reproduction exercises are also used. Thus, exercises for reception of intonational models are intended for the development of pupils' intonational hearing and have the following types, such as: recognition exercises, exercises for the differentiation of English words, phrases and their identification. Here are examples: the exercise on recognition (listen to the instructions given by parents to their children). Raise your hand (a signal card) when you hear that the order is made in the form of a request. The request is transmitted in the ascending tone. For example: 1) *Wash up,  $\uparrow$  please.* 2) *Feed the  $\blacktriangledown$  cat and the dog, please.*

Exercises for differentiation (the same situation: decide if they both request children, if so, place a «+» sign next to the corresponding number if there is no «-» sign). For example: 1) *Mother: Wash  $\uparrow$  up, please. Father: Sweep the  $\uparrow$  floor, please.* 2) *Mother: Feed the  $\blacktriangledown$  cat, please. Father: Feed the  $\uparrow$  dog, please.* (A key: 1+, 2-).

Exercises for (re)production of intonational models by their nature are conditional-communicative, receptive-reproductive exercises for simulation, substitution and transformation of the speech patterns, as well as productive exercises on the self-use of English at the level of phrases and over-the-fold unity. Here are examples: an exercise on simulation (ask a friend to do what I ask you for). For example: *T: Give me the  $\uparrow$  book; P (addressing to a friend): Give me the  $\uparrow$  book, please.*

Substitution exercises (asking pupils to give a certain thing to the teacher. Ask a friend with a similar request, but ask for another thing). For example: *T: Give me a  $\uparrow$  rubber; P (asking a friend): Give me a  $\uparrow$  ruler.*

Exercises for transformation (listen to the orders of the teacher and pass them to the friend as a request). For example: *T: Open ↘ the door; P: Open the ↑ door.*

Exercises for self-use of English (there are many things on the table for the teacher: pupils have to ask them in English). For example: *P: Give me a ↑ pencil; T: Here you are; P: Thank you.*

The activity on intonation should be continued with providing communicative exercises in speaking, listening and reading aloud. It is in these conditions that it is necessary to check how well the pupils have learned a foreign language.

We believe that the subject is most fully manifested himself / herself in the form of sovereignty. We call the act of providing any activity as a logical cell of the subject, which is the essential form of manifestation of sovereignty.

We believe that Sovereignty is a certain level of the person's development reached the quality of the Subject of mental activity. We call such a person the Sovereign individual who creates, organizes, regulates, changes and develops his / her own psyche. As a Subject of mental activity, the individual is affirmed through different actions and in actions. The individual who does not possess the characteristics of the Subject is not, in our opinion, capable for providing creative actions. This person cannot be called the Sovereign individual. We also analyzed the reasons why this may happen. Among them – the lack of necessary mechanisms: the ability to goal-setting and goal-realizing, finding and choosing forms of the activity, decision-making and implementation, evaluation and consolidation of the results in the experience of the Sovereign individual.

All these mechanisms are impossible without reflection. Without it, the ability to act is also impossible, therefore the ability to be the Sovereign subject of mental activity.



## Conclusions

We distinguish such three levels of the Sovereign individual and propose their characteristics:

1. The position of the Monosubject, which is originally the newborn (we also can call it the Actual Virtual Subject), as its properties are available at the stage of readiness, but not yet updated. Monosubject is engaged in a specific case, in a specific act or activity, which is evaluated in terms of his / her effectiveness and feasibility. The condition for the transition from the first level to the second one is communication with an adult, which forms the dialogical structures of the child's psyche.

2. The characteristic of the second level of functioning of the Sovereign individual is the Polysubject. He / she is the assignment of spiritual influences of other people and at the same time provides the facilitation in the process of social interaction. The Sovereign individual commits acts that give rise to behavior of any Subject to moral self-regulation.

3. The third level is a level of a Meta-Sovereign Subject, defined by us as the main task and the ability to comprehend the higher essences of being. This level demonstrates the desire for feat, the actions that correspond to the person's understanding of the highest desire of his / her activity.

## 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>.

- Barnes, D., & Todd, F. (1997). Communication and learning in small groups. London. 159 p.
- Camerad, J., & Epling, W. F. (1989). Successful problem solving as a function of interaction style for non-native students of English. *Applied linguistics*. Vol. 10. № 4. Oxford. P. 392–403.
- Crookes, G. (1989). Planning and interlanguage variation. *Studies in Second Language Acquisition*. Vol. 11. P. 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*. Vol. 19. P. 11. Варшава (Польща). URL : <https://doi.org/10.11649/cs.2043>.
- 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.
- 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*. Vol. 8. Issue 01. P. 920–924. URL : <http://www.ijstr.org/paper-references.php?ref=IJSTR-0120-28117>.

## References

- Honcharuk, Nataliia, & Onufrieva, Liana (2018). Psykholohichniy 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. Pereiaslav-Khmelnytskyi : FOP Dombrovska Ya. M. DOI 10.31470/2309-1797-2018-24-1-97-117 [in Ukrainian].
- 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. Pereiaslav-Khmelnytskyi : FOP Dombrovska Ya. M. [in Ukrainian].

- Barnes, D., & Todd, F. (1997). *Communication and learning in small groups*. London.
- Camerad, J., & Epling, W. F. (1989). Successful problem solving as a function of interaction style for non-native students of English. *Applied linguistics*, 10 (4), 392–403. Oxford.
- 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, 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*, 26 (1), 265–285. Pereiaslav-Khmelnitskyi : FOP Dombrovska Ya. M. DOI 10.31470/2309-1797-2019-26-1-265-285.
- 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 (1), 920–924. Retrieved from <http://www.ijstr.org/paper-references.php?ref=IJSTR-0120-28117>.

**Михальчук Наталія, Сімко Руслан. Психологічні засади розвитку Суверенності підлітків**

## **АНОТАЦІЯ**

**Мета статті** – визначити рівні Суверенності особистості й запропонувати їх характеристики.

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

**Результати дослідження**. Ми вважаємо, що суб’єкт найповніше виявляється у формі суверенної особистості. Суттєвою формою прояву особистості ми називаємо вчинок як логічний прояв суверенності.

Ми довели, що суверенність є певним рівнем особистісного розвитку, що досягає якості Суб’єкта психічної активності. Ми називаємо та-

кого суб'єкта Суверенним індивідом, який творить, організовує, регулює, змінює та розвиває свою психіку. В якості суб'єкта психічної активності індивід стверджується через вчинок і у вчинку. Особистість, яка не володіє властивостями суб'єкта, не здатна, на нашу думку, до вияву самостійного вчинку. Ця особистість не може бути названа суверенною. Ми проаналізували причини, за яких це може статися. Серед них – несформованість необхідних механізмів: здатності до цілеутворення і цілепокладання, знаходження та вибору засобів, прийняття і виконання рішень, оцінки та закріплення результатів у досвіді індивіда.

Усі перелічені механізми безпосередньо пов'язані з рефлексією. Без неї постає неможливою здатність до вчинку, а отже, і здатність бути Суверенним суб'єктом психічної активності.

**Висновки.** Ми вирізняємо три рівні суб'єктності й виокремлюємо їх характерні ознаки. 1. Положення Моносуб'єкта, у якості якого первинно виступає новонароджений (ми називаємо цю особу Фактичним Віртуальним Суб'єктом), адже його властивості наявні в стадії готовності, але ще не постають як такі, що актуалізовані. Моносуб'єкт зайнятий конкретною справою, ділом чи діяльністю, які оцінюються з точки зору їх ефективності й доцільності. Умови для переходу з першого рівня на другий покладені у спілкуванні з дорослим, що формує діалогічні структури психіки дитини. 2. Характерним для другого рівня функціонування Суверенного суб'єкта є Полісуб'єкт. Останній вирізняється здатністю до присвоєння йому духовних впливів інших людей і, разом із тим, можливостями здійснення фасилітації соціальної взаємодії. Суверенний суб'єкт здійснює вчинки, які породжують поведінку, що підлягає моральній саморегуляції. 3. Третій рівень названий нами Метасуверенним Суб'єктом, який основним своїм завданням визначає здатність до досягнення вищих сутностями буття, демонструє прагнення до подвигу, діянь, що відповідають його розумінню вищого блага.

**Ключові слова:** Суверенна особистість, Суб'єкт, позиція Моносуб'єкта, Фактичний Віртуальний Суб'єкт, Полісуб'єкт, Метасуверенний Суб'єкт, діалогічні структури, моральна саморегуляція.

**Михальчук Наталія, Симко Руслан. Психологические основы развития Суверенности подростков**

## АННОТАЦІЯ

**Цель статьи** – определить уровни суверенности личности и обосновать их характеристики.

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

**Результаты исследования.** Мы считаем, что субъект наиболее полно проявляется в форме суверенной личности. Существенной формой проявления личности мы называем поступок как логическое проявление суверенности.

Мы доказали, что суверенитет является определенным уровнем личностного развития, который способен достигнуть качества Субъекта психической активности. Мы называем такого субъекта Суверенным индивидом, который творит, организует, регулирует, меняет и развивает свою психику. В качестве субъекта психической активности индивид утверждает себя через поступок и в поступке. Личность, не обладающая свойствами субъекта, не способна, по нашему мнению, к проявлению самостоятельного поступка. Эта личность не может быть названа суверенной. Мы проанализировали причины, по которым это может произойти. Среди них – несформированность необходимых механизмов: способности к целеполаганию и целеустремленности, нахождения и выбора средств, принятия и выполнения решений, оценки и закрепления результатов деятельности в опыте индивида.

Все перечисленные механизмы непосредственно связаны с рефлексией. Без нее невозможна экспликация способности к поступку, а также и способность быть суверенным субъектом психической активности.

**Выводы.** Мы различаем три уровня Суверенности и выделяем их характерные признаки. 1. Позицию Моносубъекта, в качестве которого первоначально выступает новорожденный (мы называем это лицо Фактическим Виртуальным Субъектом), ведь его свойства имеются в стадии готовности, но еще не возникают как такие, которые полностью актуализированы. Моносубъект занят конкретным делом или деятельностью, которые оцениваются с точки зрения их эффективности и целесообразности. Условия для перехода с первого уровня на второй положены в процесс общения со взрослым, и именно это условие формирует диалогические структуры психики ребенка. 2. Характерным для второго

уровня функционирования Суверенного субъекта является Полисубъект. Последний отличается способностью к присвоению ему духовных воздействий других людей и, вместе с тем, характеризуется возможностями осуществления фасилитации социального взаимодействия. Суверенный субъект совершает поступки, порождающие определенное поведение, что, в свою очередь, способствует моральной саморегуляции. 3. Третий уровень назван нами Метасуверенным Субъектом, который основной своей задачей определяет способность к постижению высших сущностей бытия, демонстрирует стремление к подвигу, деяниям, соответствующим его пониманию высшего блага.

**Ключевые слова:** Суверенная личность, Субъект, позиция Моносубъекта, Фактический Виртуальный Субъект, Полисубъект, Метасуверенный Субъект, диалогические структуры, нравственная саморегуляция.

Original manuscript received March 02, 2021  
Revised manuscript accepted April 13, 2021

## Role Methods as a Means of Forming the Competence of a Professional

### Рольові техніки як засіб формування компетентності фахівця

#### Zoia Miroshnyk

Dr. in Psychology, Professor, Kryviy Rih State Pedagogical  
University, Kryviy Rih, (Ukraine)

ORCID ID: <https://orcid.org/0000-0002-3984-6009>

Researcher ID: <http://www.researcherid.com/rid/R-4082-2018>

e-mail: [miroshnik@kdpu.edu.us](mailto:miroshnik@kdpu.edu.us)

#### Зоя Мірошник

Доктор психологічних наук, професор, Криворізький державний педагогічний університет, м. Кривий Ріг (Україна)

#### Inna Talash

Ph.D. in Philology, Assistant Professor, Kryviy Rih State Pedagogical University, Kryviy Rih, (Ukraine)

ORCID ID: <https://orcid.org/0000-0002-1208-4729>

Researcher ID: <http://www.researcherid.com/rid/R-3662-2018>

e-mail: [innatalash@gmail.com](mailto:innatalash@gmail.com)

#### Інна Талаш

Кандидат філологічних наук, доцент, Криворізький державний педагогічний університет, м. Кривий Ріг (Україна)

The author's contribution: Miroshnyk Z. – 50%, Talash I. – 50%.

Авторський внесок: Мірошник З. – 50%, Талаш І. – 50%.

---

Address for correspondence, e-mail: [kpnu\\_lab\\_ps@ukr.net](mailto:kpnu_lab_ps@ukr.net)

Copyright: © Miroshnyk Zoia, Talash Inna



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

© Miroshnyk Zoia, Talash Inna

DOI (article): <https://doi.org/10.32626/2227-6246.2021-52.159-181>

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

## ABSTRACT

*The article presents the characteristics of the structural components of the competence of a specialist of educational institutions, systematizes the methods that contribute to their development.*

**The purpose of the article** is description of role methods aimed at forming the competence of a specialist of an educational institution.

**Research methods and techniques.** The following methods are used in the research: method of theoretical analysis of scientific literature, synthesis method, constructive method, generalization method.

**Results of the research.** The list of role methods aimed at development of components of competence, contains both author's methods and modified ones based on K. Levin's field theory and theoretical foundations of the role approach presented in the works of P. Gornostai. In addition, we propose to use role-playing methods developed and tested within the psychodrama of Ya. Moreno and A. Schutzengerger.

The role methods, we have systematized, contribute to the formation of the individual's awareness of his own value and uniqueness («Dominant roles», «Building the role atom of an individual», «Role regions»); the ability to overcome the negative consequences of the mechanism of alienation that prevails in modern society, to identify the strengths and weaknesses of their personality, integrating them into a holistic self («Who am I?», «Metaphor»); the ability to overcome stereotypes of behaviour and adjust rigid roles, to identify the role expectations of the subjects of social interaction and to realize their own («Reconstruction», «Interaction of symbolic representations»); develop spontaneity and creativity (psychodramatic role-playing methods and «Magic Shop»); to form components of role competence (modelling of role situations and psychodramatic method «Pedagogical role play»).

**Conclusions.** Thus, the proposed methods are only conditionally correlated with certain components of the competence of a specialist as each of them to a greater or lesser extent contributes to the development of all components of competence. Therefore, in our opinion, to achieve the optimal result it is advisable to use the proposed methods in combination, rather than separately.

In further research we plan to develop a program for formation of specialist competence using the proposed role methods.

**Key words:** competence, components of competence, role competence, role methods, specialist of educational institutions.



## **Introduction**

The problem of forming the competence of a modern specialist is associated not only with the transformations in education due to its reform, but also with changes in the personality structure of pedagogues (teachers, lecturers) that occurred under the influence of a number of factors of the social environment such as: declining prestige of the profession; social insecurity; socio-economic and political instability; low general and psychological-pedagogical culture of participants in the educational process; the situation of forced self-isolation in the context of a pandemic. The above factors affect the personality of a professional simultaneously and determine the development of qualities that hinder the professional growth of the specialist and cause the phenomenon of emotional burnout, in particular: low tolerance for frustration, rigidity of thinking, low level of reflection and empathy. Instead, emotional lability increases, while the levels of anxiety, propensity for conflict, uncertainty, and fear heighten.

The low level of resistance of specialists to the negative influences of the social environment can be explained not only by the specialists' individual traits, but also by their weak psychological preparedness for professional activity. In the curricula of institutions of higher education, the number of credits allocated for psychological training of teachers has been disproportionately reduced in recent years in relation to their methodological training. The lack of knowledge in psychology was repeatedly pointed out by experts during a survey we conducted at refresher courses for teachers in the period from 2016 until 2020.

It is obvious that the knowledge of psychology is not enough for an individual to form efficient behaviour patterns that would allow them to adapt quickly to changing conditions and ensure personal and professional growth. It is necessary to seek a specialist's full understanding of the world and man in

it, as emphasized by J. Raven (Равен, 2002), I. V. Yerofeyeva and G. M. Nurullina (Yerofeyeva & Nurullina, 2017). In addition, it is also necessary to provide appropriate tools for applying the acquired knowledge in practice.

The modern science and practice substantiate the expediency of using techniques that are being developed within the role-playing approach. Their efficiency is due to the fact that professional activity is based on social interaction of diverse hierarchical subordination: teacher-colleague, teacher-representatives of the administration, teacher-student, teacher-student's parents, etc. That interaction is determined by the social status of the entity of interaction and is effected through a respective role. As P. Gornostay points out rightly, the role is both a social function of the individual, a behaviour pattern, a way of assimilating social experience and a way of self-fulfilment, as well as a way of correcting inefficient behaviour patterns (Горноста́й, 2007).

Within the framework of the role-playing approach, the specifics of inter-entity interaction in certain social or professional groups were revealed most fully and adequately, which provides a sufficient theoretical basis for the development of practical tools to prepare a specialist for successful pedagogical activities. Thus, Z. Miroshnyk offers a development program using role-playing techniques to train students for their future professional activities as primary school teachers (Мірошник, 2011). O. Mykhailenko substantiated and developed a program of psychological and pedagogical support for the development of role-playing competence of the future practicing psychologists (Михайленко, 2018). L. Beheza proves that the role-playing identification is an efficient mechanism for the adaptation of young specialists to their professional activities (Бере́за, 2011). V. Gorbunova developed techniques for the formation and development of teams on the principles of the axiological role approach (Горбунова, 2014).

**The purpose of the article:** description of role-playing techniques aimed at shaping the competence of a specialist of an educational institution.

**The task of the article:** systematization of role-playing techniques in accordance with the components of the competence of the specialist in the field of education, generalization of psychological conditions of the efficient implementation of those techniques.

### **Research methods and techniques**

In the study, the method of theoretical analysis of the scientific literature made it possible to identify the role-playing techniques used in practical activities to form the competence of a specialist in the field of education. The synthesis method was used in the process of substantiating the content of the structural components of competence identified by us. The constructive method was used to create proprietary role-playing techniques aimed at the formation and development of certain components of competence. The generalization method was used to draw conclusions on the research done and to formulate prospects for the further research.

Based on the analysis and generalization of the structural components of competence presented in the research of some scientists, in particular of P. Gornostay (Горноста́й, 2007), I. Zymniaia (Зимняя, 2004), J. Raven (Равен, 2002), J.A. Hagenaars (Hagenaars 2015), J. Каар-Deeder (Каар-Де́дер, 2018), R. A. Roe (Roe, 2002), L. V. Sadvik (Sadvik, 2019) and others, we identified such components of competence as: 1) the ability to restore authenticity; 2) the ability to identify oneself (capacity for self-identification); 3) the ability to conduct a dialogue with the world and with oneself; 4) the ability to be spontaneous and creative; 5) the ability to have a role-playing experience.

The ability to restore authenticity is inherent in a fully independent person who, despite the changing environment,

despite being conditioned by the outside world, is able to preserve their own identity. As A. Lenglet points out rightly, authenticity is not constant, since an individual is an open and dynamic system. Therefore the individual is always on the move, in interaction with the outside world borrowing something from it, giving something to it, so there is a need to restore their own authenticity, while remaining capable of maintaining adequate relationships with other people. An authentic individual is able, according to A. Lenglet, to live their own self from the very depth and thus be the self in the full sense of the word (Лянглет, 2018:64). Consequently, such an individual is able to recognize the uniqueness of another person and, in the process of interaction, take into account those components (values, attitudes, worldviews and motives) that are different from their own worldview ideas. The behaviour of an individual capable of restoring authenticity therefore becomes more efficient, that is, competent.

To restore the authenticity of an individual, it is necessary to feel one's self very clearly, precisely what is intrinsically valuable in it, unique and inimitable, what will be the core under any conditions and circumstances. It is expedient to shape such a feeling in a comfortable situation, when the individual feels safe and can fully focus on identifying their self. Role-playing techniques such as «Dominant Roles», «Building a Role Atom of an Individual» and «Role Regions» can contribute to achieving that goal. Those techniques allow an individual to explore their own role structure, and to determine the axiological roles and prospects of their development through the actualization of their role-playing repertoire.

The «Dominant Roles» technique is aimed at determining the roles that an individual prefers when interacting with their own social environment in certain areas of the life activities: personal, family, social, professional ones. Those areas of life are symbolically denoted as sectors of a circle drawn on a sheet of paper of the A4 size. It should be noted that not all the roles

that an individual uses as a tool for establishing contact with their environment and for self-fulfilment are obvious and realized by them. In order to obtain more complete information about the roles inherent in the individual, we therefore use a set of metaphorical mind maps. We suggest that the person (the object of the study) focus on a particular sector of the circle and, mentally pronouncing the name of the sector, choose blindly three metaphorical maps that symbolize the roles they most often choose for self-actualization in this particular area of the life activities. Then, we propose them to determine what role, in the opinion of the object of the study, a certain metaphorical map symbolizes. We record those roles in the appropriate sectors of the circle. After that, we analyse, which of those roles are dominant in the sector and why.

The «Building a Role Atom of an Individual» technique was proposed by us on the basis of the method of J. Moreno «Social Atom» (Морено, 2008) that was developed and improved by A. Schutzenberger (Шутценбергер, 2007). A. Schutzenberger gives the following definition of that technique: social atoms are real networks of different shape, compositions and structures endowed with life and real energy that circulates around each individual (Шутценбергер, 2007).

The essence of the technique lies in that a person draws the nucleus of an atom – this is his / her self – while placing around it, in three orbits, people who were or are significant in their life, at the same time indicating whether the interaction with them was positive or negative.

The role atom of an individual consists of the roles that they perform at the current stage of their life: among them there are those that, in the opinion of the person, were mastered by them well enough; those that should be improved, as well as those that are not yet sufficiently mastered or not formed at all, but that need to be mastered for further successful growth (personal or professional). Building the role atom makes it possible to identify the vectors of the forma-

tion of the role-playing competence of the individual, and to determine the axiological roles that make up their self. When analysing the role atom of an individual, we pay attention to the arrangement of the roles: whether there are any roles on one conditional axis, which roles are located at the top (these are relevant, most important roles for the individual); at the bottom (roles that have lost or are losing importance for the individual); on the right (roles, which the individual commits their future to); on the left (roles that the individual has mastered well). It is worth analysing separately the roles marked by triangles (the so-called «forgotten roles» that the object of the study did not mark at the outset, but remembered in the middle of the process of analysing or at our suggestion). They usually indicate the presence of a conflict.

The «Role Regions» technique was developed by us based on the ideas generalized in the field theory of K. Lewin, in particular the idea that our life can be conditionally divided into spheres of the life's activities that the famous psychologist suggested calling regions (Левин, 2000). Each region has a dominant role (for example, in the professional region, it is the role of a teacher) that corresponds most accurately to the social status of the person. Regions and roles do not exist in isolation from each other. Otherwise, the individual would not be able to maintain their integrity. The interaction of regions and roles can be of different nature, in particular: conventional one (regions or roles agree with each other, while remaining as autonomous as possible); complementary one (the development of one region or a certain role is a resource for the development of another region, it helps to perform another role more efficiently); confrontational one (the development of one region or a role significantly impedes the development of another region or makes it difficult or even impossible to fulfil another role).

That technique consists in that the object of the study should identify in a circle drawn on a sheet of paper the re-

regions that are the areas of their life activities, give them names and determine for each of them a dominant role. Then, the nature of interaction between the regions is determined, and the prospects of development of a certain region are analysed. We draw the attention of the object of the study to the opportunities that arise in the event of a decrease in the activity in a particular area of life, because it is natural for certain regions to lose their relevance over time (for example, when the composition of the family changes, when children begin to live independently, when changing jobs or the field of professional activity, etc.). The point is that quite often such changes in life are perceived by a person as undesirable, without noticing the new opportunities, new regions that open up thanks to those changes. Of course, such a perception of reality does not contribute to the development of competence, and, as a result, the adaptive potential of the individual decreases.

As the experience of using that technique shows, it is quite difficult for the objects of the study to differentiate their own lives by individual regions and to identify the dominant roles in each of them. It is especially difficult for them to identify promising regions that are still poorly differentiated, so they are not taken into account by the object of the study.

The capacity for self-identification is another important component of competence that directly determines the sense of one's own self. It is the ability to overcome the alienation imposed by the outside world, to recognize the right to exist not only for the strengths and positive aspects of one's own self, but also for the weak, negative ones. This ability provides an individual with the opportunity to live their own life fully, to say «no» to what does not correspond to their moral principles. The capacity for self-identification creates in the individual the personal that regulates, according to A. Lenglet, dissociation and openness, both in the outside world and in relation to what happens within the individual as such (Лэнгле, 2018: 87). The

capacity for self-identification therefore conditions the sense of integrity of the individual.

In order to determine the development level of the capacity for self-identification, we suggest using a modified version of the «Semantic Space of the Role-playing Positions of a Specialist» questionnaire (Мірошник, 2011: 274), the «Who am I?» technique modified by Z. Miroshnyk, the «Metaphor» technique proposed by T. Khomulenko and modified by us.

The «Semantic Space of the Role-playing Positions of a Specialist» questionnaire contains a list of actions and deeds that respondents are asked to correlate with certain role-playing positions that they most often have to perform in their professional activities. This technique allows the specialist to structure their own ideas about the content of their professional activities, and to identify the roles that require development and improvement.

The «Who am I?» technique allows individuals to explore their role-playing repertoire, realize valuable roles and reveal the uniqueness of those roles. Along with revealing a unique role in one's role-playing repertoire, a sense of self-worth of the individual is born, an intrapersonal phenomenon emerges, with which a person can identify their own self. It is especially important to feel the value of one's unique self in those situations, where it is necessary to say «no» to the reference person or difficult circumstances.

This technique involves asking the object of the study to write, over five minutes period, 5 to 6 sentences that will answer the question «Who am I?». The object of the study then distinguishes a singular role among the roles listed in the sentences, the unique (or valuable for themselves) one, about which we ask them to write an essay. Describing the unique role, the object of the study realizes its value and finds the origins of the uniqueness of their personality.

The practice of using the «Who am I?» technique enabled us to make the following generalizations: the role-playing



repertoire of the objects of the study is dominated by social roles; nearly a third part of the objects of the study answering the question «Who am I?» did not give their names. Since the objects of the study, when describing themselves, prefer social roles that are impersonal behaviour patterns generalizing common stereotypes and rules while «forgetting» to give their names, we can say that we observe the action of the mechanism of alienation described in sufficient detail by H. Marcuse as early as the middle of the twentieth century (Маркузе, 2011). While the phenomenon of alienation, a «performance» (G. Debord's term) massively widespread in the modern society, does not greatly affect the quality of the conveyor-belt production, in the field of cultural and spiritual life, the crisis phenomena acquire threatening proportions. In particular, it manifests itself in worsening of the quality of education and training of skilled personnel, in decreasing of the professionalism of specialists, which primarily becomes apparent in the inefficient performance by them of their duties, in lowering of the quality and efficiency of postgraduate training and retraining of specialists.

The phenomenon of a decrease in the efficiency of an individual's behaviour in the social environment, one aspect of which is the deterioration of their capability for creative adaptation, attracted the attention of psychologists as early as the beginning of the twentieth century. In particular, C. Jung noted that the modern individual descends to a state of a mere function, because only that function has a collective value, and only it makes life possible (Юнг, 1996). According to that prominent psychologist, what is threatening is not so much the desire of the society to reduce a person to a certain function that is useful for the collective culture, but the fact that the person themselves begins to identify themselves with that function only rejecting all other functions as unnecessary. In the words of H. Marcuse, a person becomes «unidimensional». As a result, the person who loses that function in the society

(for example, if they lost their job or were demoted) perceives it as a personal disaster and even loses the sense of their existence. Under such conditions, the need to develop an individual's capacity for self-identification is obvious.

Another technique that, in our opinion, contributes to the development of the capacity for self-identification is the «Metaphor» one. It actually involves searching for a metaphor that reflects the substance of one's professional activities. A metaphor can be a proverb, a saying, an aphorism, etc. It is necessary to draw attention of the object of the study to the emotional colour of the metaphor. For example, when the object of the study described their activities as «Sisyphean's task», we proposed them to replace the phase with a more positive equivalent, in particular «constant dripping wears the stone» focusing on the possibility of personal growth and self-improvement in a difficult and, at first glance, frustrating situation. If the object of the study finds it difficult to select a metaphor with a positive meaning, you can ask group members to help them. Among the proposed variants of metaphors, it is the object of the study, who chooses the one that appeals to them the most. It should be noted that using a metaphor, one could also describe the nature of the role-playing interaction, for example, teacher-student, teacher-colleague, teacher-administration, etc.

Social intelligence lies at the heart of the ability to conduct a dialogue with the world and with oneself. This ability manifests itself in the ability to reflect, explore the depths of one's own self, accept one's own emotions, qualities and properties, determine one's place in this world, and feel one's own self-worth. At the same time, social intelligence implies the ability to make contact with the reality, to respond adequately to challenges, to take into account the traits of another person in the process of interpersonal interaction, to allow another person to enter their own reality as they are, without trying to put them in the Procrustean bed of their own ideas, as well

as the ability to change under the influence of circumstances, experience, while maintaining their own integrity and authenticity.

In order to determine the development level of the ability to conduct a dialogue with the world and with oneself, we suggest using a modified version of the «Situational-Role Test» (Мірошник, 2011: 289–291) and the «Reconstruction» technique. The «Situational-Role Test» allows respondents to identify the features of relationships with participants in the educational process (colleagues, parents and students). The content of the test consists of situations, to which response options are required. Depending on which type of response is preferred, the nature of the respondent's interaction with their environment in the professional sphere of activity is determined, according to the key.

The «Reconstruction» technique develops the ability to analyse role-playing interaction, determine role-playing expectations and role-playing stereotypes, as well as the ability to do role-playing decentralization, in particular the ability to think alternatively, see and assess the situation of interpersonal interaction from different role-playing positions. In order to do that, we suggest reconstructing the proposed situation, in particular: to make assumptions regarding the causes of the child's behavior; to determine what information is missing to complete the reconstruction. The situations proposed for consideration include misunderstandings between the parents and the child due to the adults' erroneous misinterpretation of the motives for the child's behaviour that arises because parents are guided by certain stereotypes. In our opinion, it is the development of divergent thinking that enables an individual to make contact with the reality adequately, taking into account the different role-playing positions of the entities of interpersonal interaction, assuming the presence of different role-playing expectations and motives for the behaviour.

In our opinion, the psycho-dramatic «Interaction of Symbolic Representations» technique proposed by A. Schutzenberger (Шутценбергер, 2007:164) will also be appropriate. This technique allows an individual to explore the problems of interdependence of different regions (areas of their lives) and to identify the nature of role-playing interaction in interpersonal relationships. To do that, the protagonist appoints people from the group members who will play the dominant roles of a particular region or a specific person, with whom the protagonist has a strained relationship. By watching the interaction of the performers of certain roles, the protagonist can realize the causes of misunderstandings, conflict situations, or their own role-playing tension.

The ability to be spontaneous and creative is conditioned by the pronounced desire of the individual to play a role, and is manifested in their willingness to explore the world and themselves in the world, gain new experience, experiment in stressful situations (situations of uncertainty, lack of information) with new behaviour patterns, avoid stereotypical thinking, and feel the transience of life.

In order to develop the ability to be spontaneous and creative, J. Moreno and A. Schutzenberger proposed a number of psycho-dramatic techniques. Thus, J. Moreno offers spontaneity training, whose essence lies in the fact that the protagonist loses a number of rigid roles through role-playing regaining in the process the spontaneity that is inherent in a person in the early stages of their ontogenesis (Морено, 2008: 370–372). The development of creativity will also be facilitated by the technique described by A. Schutzenberger, «The Magic Shop» (Шутценбергер, 2007:166–169). This technique, according to the author, not only develops creativity, but also allows an individual to cognize better their self, to reveal personality problems in a symbolic form, and even to touch upon existential problems.

The ability to have role-playing experience involves the formation and development of components of role-playing competence, such as role-playing flexibility, role-playing variability, role-playing decentring, and role-playing profundity. In our opinion, it is expedient to regard role-playing competence not as a type of competence, but as its integral component, since just as an individual does not exist outside the social, so they do not exist outside the role-playing activity. As N. Korablionova notes rightly: «The process of role-playing activity is a real historical movement of a person's cognizance of their essential nature in their specifically historical implementation ... the social existence of that person being a constant shift of statuses and roles» (Корабльова, 2000:10). Any interaction therefore takes place within the framework of a role-playing activity, which is reflected in the content of all types of competence. That content is primarily characterized by role-playing positions, such as: addresser-addressee; communicator-recipient, etc. (communicative competence); teacher-student, manager-subordinate, etc. (social competence) and so on. In addition, P. Gornostay notes that an individual plays certain roles not only in the process of direct interpersonal interaction, they also have a certain set of internal roles, sometimes imaginary, that determine the features of their interaction with the outside world and ensure a dialogue with themselves (Горноста́й, 2007).

While training specialists, the development of role-playing competence components will be facilitated by the use of role-playing situations, whose efficiency was substantiated by T. Yablonska (Яблонська, 2012). Modelling role-playing situations allows specialists to acquire the necessary skills to apply theoretical knowledge in pedagogy and psychology in practice and, in addition, to correct inefficient behaviour patterns, as well as to find new ways to resolve conflict situations. In order to determine the development level of the ability to form the desired patterns of behaviour and overcome rigid roles, it is

© Miroshnyk Zoia, Talash Inna

advisable to use the «Pedagogical Role Play» technique proposed by A. Schutzenberger (Шутценбергер, 2007: 144–145). The «Pedagogical Role Play» allows professionals not only to overcome rigid roles, but also to cope with situations of frustration acquiring the necessary role-playing competence.

The use of the «Tell Me about Yourself» technique will contribute to the formation of the ability to decentralize. The essence of this technique is that group members are asked to tell in the first person about the object or phenomenon of nature, whose image they blindly pulled out of the set of cards. It is suggested to compose the story according to the following plan: a) I live...; b) my friends...; c) I like when... / that...; d) I am happy when...; e) I am sad when...; f) I would like to...

The «Interpersonal Conflict» technique cultivates the development of the ability to be flexible and variable in role-playing. The members of the group are invited to act out conflict situations that arise between the entities of social interaction due to unjustified role expectations. In the process of performing the technique, the group members are asked to determine the structure and dynamics of the conflict, the causes of its occurrence, and suggest its solution using the theoretical principles of the role-playing approach.

It should be noted that the components of competence listed above are universal for all its types, but their ratio will differ depending on the content of a particular type of competence (some components will be dominant, while others will be secondary). In addition, all components of competence are interconnected and interdependent. Thus, the ability to restore authenticity determines the ability to identify oneself, which, in turn, enables a dialogue of the individual with the world and with themselves. It is obvious that the ability to be spontaneous and creative is directly correlated with other components of competence.

## Conclusions

Consequently, the mechanisms of alienation inherent in modern society, as well as the low level of psychological culture of the overwhelming majority of specialists, make it necessary to search effective methods for development of personality competence. As social interaction, which underlies the professional activity of an individual, is essentially a role interaction, the use of role methods for development of a specialist's competence seems to be the most optimal. The proposed techniques are only conditionally correlated with certain components of a specialist's competence, since each of them contributes to the development of all components of competence to a greater or lesser extent. In our opinion, in order to achieve the optimum result, it is therefore advisable to use the proposed techniques in combination rather than in isolation.

In further research, we plan to work out the development program for the formation of a specialist's competence using the proposed role-playing techniques.

## Literature

- Бегеза Л. Є. Рольова ідентифікація практичного психолога як критерій його адаптованості у професійно-технічному навчальному закладі. *Наукові студії із соціальної та політичної психології*. 2011. Вип. 28. С. 10–18.
- Горбунова В. В. Ціннісно-рольовий підхід у теорії та практиці командотворення. *Наукові студії із соціальної та політичної психології*. 2014. Вип. 34. С. 138–150.
- Горностаї П. П. Личность и роль. Ролевой подход в социальной психологии личности: монография. Киев : Интерпресс ЛТД, 2007. 312 с.
- Зимняя И. А. Психология обучения иностранным языкам в школе. Москва : Просвещение, 1991. 222 с.
- Корабльова Н. Багатомірність рольової реальності: соціально-філософський аналіз: автореф. дис. ... д-ра філософ. наук: спец. 09.00.03 «Соціальна філософія та філософія історії». Харків, 2000. 37 с.
- Левин К. Теория поля в социальных науках. Санкт-Петербург : Сенсор, 2000. 368 с.

- Лэнгле А. Person. Экзистенциально-аналитическая теория личности: сборник статей / пер. с нем. С. В. Кривцовой. Москва : Генезис, 2018. 159 с.
- Маркузе Г. Критическая теория общества: Избранные труды по философии и социальной критике / пер. с англ. А. А. Юдина. Москва : АСТ; Астрель, 2011. 382 с.
- Михайленко О. Ю. Рольова компетентність сучасного психолога: монографія. Кривий Ріг : Криворізький державний педагогічний університет, 2018. 212 с.
- Мірошник З. Рольова структура особистості вчителя початкових класів: монографія. Харків : ХНПУ, 2011. 306 с.
- Морено Я. Психодрама / пер. с англ. Г. Пимочкиной, Е. Рачковой. Москва : Психотерапия, 2008. 496 с.
- Равен Дж. Компетентность в современном обществе. Москва : Когито-Центр, 2002. 185 с.
- Шутценбергер А. А. Психодрама / пер. с фр. Г. Бутенко, К. Бутенко. Москва : Психотерапия, 2007. 448 с.
- Юнг К. Г. Психологические типы / пер. с нем. С. Лорие. Москва : АСТ «Университетская книга», 1996. С. 35–175.
- Яблонська Т. Рольові ситуації в системі структурування педагогічного знання в освітньому процесі університету. *Обрії*. 2012. № 2 (35). С. 52–55. URL : [http://nbuv.gov.ua/UJRN/obrii\\_2012\\_2\\_18](http://nbuv.gov.ua/UJRN/obrii_2012_2_18).
- Hagenaas, J. A. (2015). Methodological issues categorical data analysis. Categorization, linearity, and response effects. *Methodology*, 11, 126–141. URL : <https://doi.org/10.1027/1614-2241/a000102>.
- Каар-Deeder, J., de Houwer, J., Hughes, S., Spruyt, A., & Vansteenkiste, M. (2018). The development and validation of an implicit measure of competence need satisfaction. *Motivation and emotion*, 42 (5), 615–637. URL : <https://doi.org/10.1007/s11031-018-9685-3>.
- Roe, R. A. (2002). What makes a competent psychologist? *European Psychologist*, 7 (1), September, 192–202. URL : <https://pdfs.semanticscholar.org/5155/d6004cd4190c39ff00af2ce7dde685bf5539.pdf>.
- Sandvik, L. V., Solhaug, T., Berg, E. L., Elstad, E., & Christophersen, K.-A. (2019). Predictions of school mentors' effort in teacher education programmes. URL : [https://apps.webofknowledge.com/full\\_record.do?product=WOS&search\\_mode=AuthorFinder&qid=10&SID=C2WSYMBdXPe2skI8Y9D&page=1&doc=6](https://apps.webofknowledge.com/full_record.do?product=WOS&search_mode=AuthorFinder&qid=10&SID=C2WSYMBdXPe2skI8Y9D&page=1&doc=6).
- Yerofeeva, I. V., & Nurullina, G. M. (2017). The study ancient chronicles within the professional philologist educators' training system. *Social and Behavioural Sciences*. Т. 29. P. 953–960. URL : [https://apps.webofknowledge.com/full\\_record.do?product=WOS&search\\_](https://apps.webofknowledge.com/full_record.do?product=WOS&search_)



## References

- Beheza, L. Ye. (2011). Roliova identyfikatsiia praktychnoho psykholoha yak kryterii yoho adaptovanosti u profesiino-tekhnichnomu zakladi [Role identification of a practical psychologist as a criterion of his adaptability at a vocational school]. *Naukovi studii iz sotsialnoi ta politychnoi psykholohii – Scientific studies in social and political psychology*, 28, 10–18 [in Ukrainian].
- Horibunova, V. V. (2014). Tsinnisno-roliovyy pidkhid u teorii ta praktytsi komandotvorennya [Value-role approach in the theory and practice of team building]. *Naukovi studii iz sotsialnoi ta politychnoi psykholohii – Scientific studies in social and political psychology*, 34, 138–150 [in Ukrainian].
- Hornostai, P. P. (2007). *Lichnost i rol. Rolevoi podkhod v sotsianoii psykholohii lichnosti [Personality and role. Role approach to the social psychology of a personality]*. Kiiev : Interpress LTD [in Russian].
- Zimniiaia, I. A. (1991). *Psikhologiiia obucheniiia inostrannym yazykam v shkole [Psychology of teaching foreign languages at school]*. Moskva : Prosveshcheniie [in Russian].
- Korabliova, N. (2000). Bahatomirnist rolivoi realnosti: sotsialno-filosofskyi analiz [Multidimensionality of role reality: socio-philosophical analysis]. *Candidate's thesis*. Kharkiv [in Ukrainian].
- Levin, K. (2000). *Teoriia polia v sotsialnykh naukakh [Field theory in social sciences]*. Sankt-Peterburg : Sensor [in Russian].
- Lynhle, A. (2018). *Person. Ekzistentsialno-analiticheskaiia teoriia lichnosti [Person. Existential-analytical theory of personality]*. Moskva : Genезis [in Russian].
- Markuze, H. (2011). *Kriticheskaiia teoriia obshchestva: Izbranniye trudy po filosofii i sotsialnoi kritike [Critical theory of society: Selected works on philosophy and social criticism]*. Moskva : AST; Astrel [in Russian].
- Mykhailenko, O. Yu. (2018). *Roliova kompetentnist suchasnoho psykholoha [Role competence of a modern psychologist]*. Kryvyi Rih : Kryvorizkyi derzhavnyi pedahohichnyi universytet [in Ukrainian].
- Miroshnyk, Z. (2011). *Roliova struktura osobystosti vchytelia pochatkovykh klasiv [Role structure of a personality of a primary school teacher]*. Kharkiv : KhNPU [in Ukrainian].
- Moreno, Ya. (2008). *Psikhodrama [Psychodrama]*. Moskva : Psikhoterapiia [in Russian].

- Raven, Dzh. (2002). *Kompetentnost v sovremennom obshchestve [Competence in modern society]*. Moskva : Kogito-Tsentr [in Russian].
- Shuttsenberger, A. A. (2007). *Psikhodrama [Psychodrama]*. Moskva : Psikhoterapiia [in Russian].
- Yung, K. G. (1996). *Psikhologicheskiiie tipy [Psychological types]*. Moskva : AST «Universitetskaia kniga» [in Russian].
- Yablonska, T. (2012). Roliovi sytuatsii v systemi strukturuvannia pedahohichnoho znannia v osvitiomu protsesi universytetu [Role situations in the system of structuring pedagogical knowledge in the educational process of a university]. *Obrii – Horizons*, 2 (35), 52–55. Retrieved from [http://nbuv.gov.ua/UJRN/obrii\\_2012\\_2\\_18](http://nbuv.gov.ua/UJRN/obrii_2012_2_18) [in Ukrainian].
- Hagenaas, J. A. (2015). Methodological issues categorical data analysis. Categorization, linearity, and response effects. *Methodology*, 11, 126–141. Retrieved from <https://doi.org/10.1027/1614-2241/a000102>.
- Каап-Deeder, J., de Houwer, J., Hughes, S., Spruyt, A., & Vansteenkiste, M. (2018). The development and validation of an implicit measure of competence need satisfaction. *Motivation and emotion*, 42 (5), 615–637. Retrieved from <https://doi.org/10.1007/s11031-018-9685-3>.
- Roe, R. A. (2002). What makes a competent psychologist? *European Psychologist*, 7 (1), 192–202. Retrieved from <https://pdfs.semanticscholar.org/5155/d6004cd4190c39ff00af2ce7dde685bf5539.pdf>.
- Sandvik, L. V., Solhaug, T., Berg, E. L., Elstad, E., & Christophersen, K.-A. (2019). Predictions of school mentors' effort in teacher education programmes. Retrieved from [https://apps.webofknowledge.com/full\\_record.do?product=WOS&search\\_mode=AuthorFinder&qid=10&SID=C2WSYMBdXPe2skI8Y9D&page=1&doc=6](https://apps.webofknowledge.com/full_record.do?product=WOS&search_mode=AuthorFinder&qid=10&SID=C2WSYMBdXPe2skI8Y9D&page=1&doc=6).
- Yerofeeva, I. V., & Nurullina, G. M. (2017). The study ancient chronicles within the professional philologist educators' training system. *Social and Behavioural Sciences*, 29, 953–960. Retrieved from [https://apps.webofknowledge.com/full\\_record.do?product=WOS&search\\_mode=AuthorFinder&qid=15&SID=C2WSYMBdXPe2skI8Y9D&page=8&doc=75](https://apps.webofknowledge.com/full_record.do?product=WOS&search_mode=AuthorFinder&qid=15&SID=C2WSYMBdXPe2skI8Y9D&page=8&doc=75).

**Мірошник Зоя, Талаш Інна. Рольові техніки як засіб формування компетентності фахівця**

#### **АНОТАЦІЯ**

У статті подано характеристику структурних компонентів компетентності фахівця закладів освіти, систематизовано техніки, що сприяють їх розвитку.

© Miroshnyk Zoia, Talash Inna

DOI (article): <https://doi.org/10.32626/2227-6246.2021-52.159-181>

**Мета статті** – описати рольові техніки, спрямовані на формування компетентності фахівця закладу освіти.

**Методи та методика дослідження.** У дослідженні використано метод теоретичного аналізу наукової літератури; метод синтезу; конструктивний метод; метод узагальнення.

**Результати дослідження.** Перелік рольових технік, спрямованих на розвиток компонентів компетентності, містить як авторські методики, так і модифіковані, що ґрунтуються на теорії поля К. Левіна і теоретичних засадах рольового підходу, поданих у працях П. Горностая. Крім того, пропонуємо використовувати рольові техніки, розроблені й апробовані в межах психодрами Я. Морено й А. Шутцендергер.

Систематизовані нами рольові техніки сприяють формуванню в особистості: усвідомлення власної цінності й унікальності («Домінантні ролі», «Побудова рольового атому особистості», «Регіони ролі»); уміння долати негативні наслідки механізму відчуження, що панує в сучасному соціумі, виявляти сильні та слабкі сторони своєї особистості, інтегруючи їх у цілісне Я («Я – це хто?», «Метафора»); здатності долати стереотипи поведінки та корегувати ригідні ролі, виявляти рольові очікування суб'єктів соціальної взаємодії й усвідомлювати власні («Реконструкція», «Взаємодія символічних уявлень»); уміння розвивати спонтанність і креативність (психодраматичні техніки рольової гри та «Чарівний магазин»); компонентів рольової компетентності (моделювання рольових ситуацій і психодраматична техніка «Педагогічна рольова гра»).

**Висновки.** Отже, запропоновані техніки лише умовно співвіднесені з певними компонентами компетентності фахівця, адже кожна з них більшою чи меншою мірою сприяє розвитку всіх складових компетентності. Тому, на нашу думку, для досягнення оптимального результату доцільно запропоновані техніки використовувати в комплексі, а не ізольовано.

У подальших дослідженнях ми плануємо розробити розвивальну програму формування компетентності фахівця з використанням запропонованих рольових технік.

**Ключові слова:** компетентність, компоненти компетентності, рольова компетентність, рольові техніки, фахівець закладів освіти.

**Мирошник Зоя, Талаш Інна. Рольові техніки як средство формування компетентности специалиста**

## АННОТАЦІЯ

В статті подана характеристика структурних компонентів спеціаліста освітніх закладів, систематизовані техніки, що сприяють їх розвитку.

**Цель статьи** – описать ролевые техники, направленные на формирование компетентности специалиста образовательных заведений.

**Методы и методики исследования.** В исследовании использованы метод теоретического анализа научной литературы; метод синтеза; конструктивный метод; метод обобщения.

**Результаты исследования.** Перечень ролевых техник, направленных на развитие компонентов компетентности, содержит как авторские методики, так и модифицированные, которые основаны на теории поля К. Левина и теоретических основах ролевого подхода, раскрытых в трудах П. Горностая. Кроме того, предлагаем использовать ролевые техники, разработанные и апробированные в рамках психодрамы Я. Морено и А. Шутценбергер.

Систематизированные нами ролевые техники способствуют формированию у личности: осознания собственной ценности и уникальности («Доминантные роли», «Построение ролевого атома личности», «Регионы роли»); умения преодолевать негативные последствия механизма отчуждения, который господствует в современном социуме, определять сильные и слабые стороны своей личности, интегрируя их в целостное Я («Я – это кто?», «Метафора»); способности преодолевать стереотипы поведения и корректировать ригидные роли, определять ролевые ожидания субъектов социального взаимодействия и осознавать собственные («Реконструкция», «Взаимодействие символических представлений»); умения развивать спонтанность и креативность (психодраматические техники ролевой игры и «Волшебный магазин»); компонентов ролевой компетентности (моделирование ролевых ситуаций и психодраматическая техника «Педагогическая ролевая игра»).

**Выводы.** Предложенные техники только условно соотносятся с определенными компонентами компетентности специалиста, поскольку каждая из них в большей или меньшей степени способствует развитию всех составляющих компетентности. Поэтому, по нашему мнению, для достижения оптимального результата целесообразно предложенные техники использовать в комплексе, а не изолированно.

*В дальнейших исследованиях мы планируем разработать развивающую программу формирования компетентности специалиста с использованием предложенных ролевых техник.*

**Ключевые слова:** компетентность, компоненты компетентности, ролевая компетентность, ролевые техники, специалист образовательных заведений.

Original manuscript received March 12, 2021

Revised manuscript accepted April 18, 2021

## The Developing of the Teacher's Creativity by Using Authentic Material at Lessons

### Розвиток творчості вчителя шляхом використання автентичного матеріалу на уроках

**Alexander 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](mailto: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 meaning of proverbs as the notion of authenticity of materials, which may include: the establishment of phenomena and properties; their evaluation; a prescription, a rule, etc. By the help of this material the purpose of our research is to provide the developing of the teacher's creativity by using authentic material at the lessons.*

*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. We think that for the developing of the teacher's creativity by using authentic material at the lessons the main approach*

Address for correspondence, e-mail: [kpnu\\_lab\\_ps@ukr.net](mailto:kpnu_lab_ps@ukr.net)

Copyright: © Nabochuk Alexander



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

© Nabochuk Alexander

DOI (article): <https://doi.org/10.32626/2227-6246.2021-52.182-203>

*has to be the procedural one. This approach defines creative activity as a purely internal process based on human ideas, and as a result of the existence of such ideas should stimulate creative activity, should be in its «external form», through which it will be able to be perceived by other people.*

**Conclusions.** *In such a way we singled out the levels of creative activity and proposed to consider this activity according to two main positions: as a process that takes place at a certain point in time, and as a process in its broad social and historical contexts. We also have to underline the main characteristics of the creative process: creativity is characterized as an idiosyncratic, unpredictable process. It is characterized by inconsistency and randomness. In the creative process we can identify the following main stages: 1. The preparation for creative process. This stage is directly related to a desire of the subject of creative activity to change the existing social situation, which for some reason has ceased to satisfy the person. 2. Frustration in the process of providing the creative activity. The transition to this stage occurs at a time when, after analyzing all the information, as well as working out all the options for solving the problem, the subject of creativity, however, does not find the means and ways to solve the task. 3. Incubation in a creative activity. The incubation stage involves the unconscious solution of the problem by a person, during which the left hemisphere of the brain is activated. 4. The insight in the creative activity. The insight is a short, but quite emotional stage of the creative process, the moment of entering the sphere of consciousness of the decision to solve the problem. This stage is characterized by violent positive emotions, recovery, and sometimes even euphoria. 5. Finding a solution. Finding a solution as a result of verification of hypotheses is a final stage of the creative process, during which the truth is verified using logical means, and the intrigue of this stage is a great possibility of erroneous verification of formulated hypotheses.*

**Key words:** *teacher's creativity, authentic material, creative activity, frustration, incubation stage, insight in the creative activity, finding a solution.*

## Introduction

Authentic fund of the language is a treasury of folk wisdom, which includes the most apt, capacious, artistically expressive words-observations that touch upon all the most essential spheres of life and human activity. This fund is an open system, because it is constantly replenished at the expense of

well-known aphorisms of public figures, artists, writers and scholars who so often use these figures of speech in the media and everyday communication, which eventually lose their authorship and become a national heritage. Acquiring aphorism for the proverb's status is not only, and not in a large degree, due to its direct meaning. In such a way the teacher has to take into account the way of expression of thoughts, the form that serves as a mean of embodying new semantic meanings. The latter gives for the language of folklore poetic speech, which, according to classical expressions, represents «the best words in their best order». Each proverb is, to our mind, a miniature of artistic product, the content and aphoristic force of which are generated by its condensed imagery and peculiarities of the rhythm-based structure.

Recently in psychological researches the interest to authentic fund has increased, because the scientists show their reflections of deep myths and archetypes of human consciousness that can be manifested both in ancient folk structures and in contemporary hints stamps of mass consciousness (advertising, ideological texts, PR-technologies, etc.). Also authentic fund reflects the totality of thoughts made by the people as a linguistic and cultural community, and makes it possible to identify significant mental values of any ethnic group.

A large number of studies of authentic fund show the constant interest of scientists to this phenomenon. As an integral part of a spiritual culture, proverbs and sayings, with all their versatility, are manifested in a great number of languages a certain specificity of verbalization, due to the subjectivity inherent to the speakers of the interpretation of a surrounding reality, which continues to cause interest (Гончарук & Онуфрієва, 2018).

Capacity and informativeness are the essential qualities of a linguistic sign, which underlies its most important functions along with communicative and cumulative functions. The language is as a link between generations, it is so called «reposit-



tory» and a means of transferring extra-language collective experience (Mykhalchuk & Kryshevych 2019).

First of all, the vocabulary reflects fragments of social experience, due to the main activities of people. The existence of these ones or other lexical units is explained by practical needs of a teacher. The connection of the history and culture of people with the language is particularly pronounced at a phraseological level. A large number of proverbs and sayings reflect specific national traits, their roots go deeply into the history of people, their lives, customs and traditions.

In psycho-linguistics the development of the theory of asymmetrical dualism of a linguistic sign is seen in a promising direction, according to which a plan of expression and a plan of contents sometimes violate the principle of a one-to-one correspondence between denotatum and syndicate (Zubiashvili, Kocharian, Lunov, Barinova & Onufrieva, 2020).

Carefully selected vocabulary and the structure of the statement forms not only the content but also the perception of the event. So, well-used vocabulary of feelings allows us to look into the inner psychic world not only of the depicted person with his / her feelings and emotions, but also shows the personality of the author. An empirical reality is infinitely diverse, and, therefore, the structure of proverbs and sayings is equally mobile and unpredictable. That's why proverbs and sayings were the material of our research, such as authentic material and authentic tasks for pupils at the English lessons at a contemporary secondary school (Amabile, 1983; Collins & Amabile, 1999).

In this part of our research we'd like to present the analyses of pupils' authentic materials as a way of the developing of their creativity. Such kind of material was for us the paradigm of English proverbs and sayings with the component of «human activity». Such kind of material is psychologically investigated, that's why it was a purpose of our research.

In such a way **the aim** of our research is: to show the meaning of proverbs as the notion of authenticity of materials, which may include: the establishment of phenomena and properties; their evaluation; a prescription, a rule, etc. By the help of this material the purpose of our research is to provide the developing of the teacher's creativity by using authentic material at the lessons.

### 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

The most number of contemporary paramiological studies begin with the coverage of the issue of a nature of proverbs and sayings as linguistic units and the description of the problem of their common and distinctive features, which can be explained by a lack of a single point of view on this problem in linguistic literature.

According to T. M. Amabile, H. Conti, J. Lazenby & M. Herron (1996), the term «proverb» was understood as a complete sentence with a closed structure, and under the term «saying» we mean a fragment of a sentence.

According to this formal criterion, the boundary between the proverb and the saying takes a great place. In the definition of researches (Ekvall, 1997), proverb is a closed sentence consisting of some permanent members, and the saying is an open sentence complemented by a linguistic context.

Researcher (Gehrmann, 2015) believes that the isomorphism of proverbs and sayings is manifested in the genesis of their formation, representation, paradigmatic relational and expressive-emotional saturation. The sense also manifests itself in the presence of archaic elements in the texture of

proverbs and sayings, in the formation of a special paradigms (synonymy, antonymy), in figurative and concise realization. The significance of the differences of the notion of authenticity of materials and authenticity of tasks is represented at the level of their deep structures, which express a complete / unfinished opinion. Proverbs carry a nominative function, and sayings are communicative ones. Proverbs, unlike sayings, are not marked by didacticity and completeness of thoughts. If in the formal sense the proverbs are sentences with a mono- and polysemantics of structure, the sayings mainly appear as sentence fragments, figurative comparisons and figurative turns. As simultaneous formations, they are constituents of sayings and dislike. Proverbs are characterized by stability and reduced variation. In the presence of a common ontological basis, expressive means of expression and paradigmatic relations, proverbs and sayings are multi-static linguistic units.

A global understanding of the proverb as a communicative phraseological unit of unflattering nature is presented in the researches (Mykhalchuk & Ivashkevych, 2018), which include into this category various structural-semantic types of figurative stable combinations of words: sentences with a closed structure, unclosed predicate structures, stereotypes or lexical units. *All these form the notion of authenticity of materials and authenticity of tasks.*

We have to note that in the English and the American linguistic literature there is no clear distinction between a proverb and a saying. The same opinion is said by N. E. Enkvist (1990). The author proved that the term «proverb» did not have the exact equivalent in Western European languages, where the terms «a proverb», «the idiom», «idiomathetism» were used.

English lexicography uses nine alonims of «a proverb»: *adage, dictum, maxim, motto, precept, saw, truism, saying, proverb*. Onomasiological analysis of these words shows that named alonims basically correlate with the borrowed vocabulary. Al-

most all English words of «proverbs» have the same meaning as *saw, saying*. Derived meanings of *dictum, saw, saying, proverb, adage* indicate their belonging to «talking» paradigm, the precept – for didacticism, maxim – for the presence of judgment. By its nature all above units form a semantic field with an idiosome «to speak the word».

In order to determine the correlation of a proverb and its alonims in our reasearch, a linguistic experiment was carried out using the method of M. A. Boden (1991). This allowed us to set the margins of the field «proverb» by analyzing the content structure of proverbs and their alonims. Based units are *the proverb, saying, maxim, precept, statement, truth, principle, rule*. The peripherals include *saw, adage, byword, dictum, apophthegm, injunction, fact, order, axiom, instruction, admonition, reality, communication, utterance*. A comparative analysis of the content structure of the English word «proverb», the Ukrainian «proverb» and the Russian «proverb» confirmed that the common in all definitions is the mention of the didactic and imaginative proverb.

Proverbs as communicative units of the highest rank belong to the category of nontypical texts of small form (*jokes, anecdotes, limericas, epigrams, maxims, riddles, problems, rules, laws, axioms*). Under certain conditions, the proverb may function as a stand-alone text with all its categories. The lack of strong positions, fantasies, actors, violations of a form and value synthesis, composite aspects of standard texts and the special implementation of text categories explains the status of English proverb as a non-standard text.

But this does not mean that the problem of delimiting proverbs and sayings in foreign linguistics are not discussed at all. More often, researchers raise this question when it comes to a need to separate the proverb from other similar types of phraseologisms or sayings, including those ones of simple orders.

Thus, the criteria for demarcating of proverbs and sayings can be divided into two types.

1. **The meaningful (semantic) criterion**, which is understood as the opposition of partial / general. So, many linguists pay attention to the fact that proverbs have a synthesizing meaning, also they have a generalized character (Садова, 2006; Топоров, 1967). In addition to the mandatory existence of a generalization of the reality regularities, the value of proverbs is often evaluative-ordering, under which we understand the instructive content.

**The meaning of proverbs as the notion of authenticity of materials may include:**

a) **the establishment of phenomena and properties:**

*All work is noble.*

*(Будь-яка праця благородна).*

b) **their evaluation:**

*Doing is better than saying.*

*(Не мели язиком, а роби ділом).*

*A good beginning makes a good ending.*

*(Який початок, такий і кінець).*

c) **a prescription, a rule:**

*Never put off till tomorrow what you can do today.*

*(Не відкладай на завтра те, що можна зробити сьогодні).*

*Do not wait for a rainy day to fix your roof.*

*(Не треба чекати дощового дня, щоб полагодити дах).*

**Unlike proverbs, sayings do not contain generalizations, they consider only a concrete case, expressing a partial meaning.** For example:

*Slow but sure.*

*(Повільно, але вірно);*

d) **a structural criterion (a complementary one)**. Unlike V. Telia (Телия, 1996) who underlined that under the structural criterion in this case it was meant not the distribution of the sentence – the proverb / phrase – or the saying, but a number

of additional grammatical and syntactic data types of utterances. According to the communicative concept of Yu. Sokolov (Соколов, 1941), proverbs and sayings are always sentences.

In turn, the proverbs are complete statements in a form of a narrative (*The devil finds work for idle hands to do. Чорт знайде роботу для ледачих рук*) or inductive sentence (*Bear and forbear. Проявляй терпіння та витримку*) with a closed structure. In this case, the verb in English proverbs stands in a form of the present undefined time (Present Indefinite). In a number of English proverbs there were singled out special syntactic structures, not typical for the occasions. Such sentences are most often elliptical and, as a result, differ in particular laconicity:

*Business before pleasure.*

*(Спочатку діло, потім розваги).*

*No sooner said than done.*

*(Сказано – як зав'язано).*

Unlike the proverbs, syntactic schemes are more diverse. So, we distinguish narrative sayings (*Great cry and little wool. Шуму багато, а толку мало. Chief cooks and bottle washer. І швець, і жнець і на дуді гравець*), stimulating, emotional – such as modal and exciting (*No sweat! З легкістю*), questionable ones. In the English language, questionnaires with the component of «human activity» were not found.

The additional feature that helps to distinguish proverbs and sayings in their external form is the presence of some English words in a form of words that replace the subject of reasoning mentioned in the proverb. So, the pronoun firmly enshrined in the structure of a proverb and can not be freely replaced by another pronoun or name.

The material of this research is 430 sayings and proverbs with the component of «human activity». On the basis of the above criteria, 390 proverbs and 32 sayings were determined.

Proverbs, along with sayings and winged expressions, refer to persistent phrases, which are communicative units that

are characterized by constancy at all levels of the language. The structure of the completed sentence causes the similarity of proverbs and sayings with other types of constant phrases, as well as a number of structural and semantic characteristics which are common to all these categories. However, each type is characterized by distinctive, specific features that allow differentiated approaches to the distribution of stable phrases into independent digests.

The structure of proverbs is marked by peculiarity on the lexical, grammatical and structural-stylistic levels of the language. The peculiarity of English proverbs at the lexical level is determined by *lexical signaling devices*, which include:

**a) non-standard methods of lexical expression of the subject:**

*What is learned in the cradle lasts to the grave.*

*(Вивчене у колисці пам'ятають до могили).*

*The best way to get rid of work is to do it.*

*(Найкращий спосіб позбутися роботи – зробити її).*

*Slow and steady win the race.*

*(Тухливе їдеш – далі будеш);*

**b) archaisms (including words abusive and used in its old sense):**

*The cobbler's wife is the worst shod.*

*(Чоботар ходить без чобіт).*

*He that shoots oft, at last shall hit the mark.*

*(Наполегливість усе здолає);*

**c) names of animals, names of people, names of terrain, etc.:**

*Attempt not to fly like an eagle with the wings of a wren.*  
*(Не намагайся літати як орел, якщо маєш крила королька).*

*Don't carry coals to Newcastle.*

*(Не займайся непотрібною роботою).*

*Rome was not built in a day.*

*(Враз нічого не робиться).*

*Jack of all trades is master in none.*

*(Коли за все візьмешся – нічого не зробиш);*

**d) predominance in the proverbs of nouns of an abstract or collective character, as well as other tokens, which are inherent in this «collectivity»:**

*Lazy people have the most labour.*

*(Ледарі роблять вигляд, що працюють більше за всіх).*

**Specific features at the grammatical level, which include:**

**1) grammatical archaisms in the structure of proverbs:**

*He that is long a-giving knows not how to give.*

*(Поки сонце зійде – роса очі виїсть);*

**2) specific structural schemes:**

*In doing we learn*

*(Хто багато робив, той багато знає).*

Some proverbs are marked by a special laconic form, a high expressiveness and a relatively fuzzy formal expression of the semantic connection between their parts. The specificity of their structure of such proverbs is determined **by parallelism, rhyme, repetition and other stylistic means.**

Intrinsic to some proverbs, the non-standard word order can be explained by the use of rhyme, parallelism and other means of expressiveness, through which proverbs become particularly expressive as well as the desire to highlight the most important component in the content plan.

*Hide not your talents: they for use are given.*

*(Не приховуй своїх талантів: вони даються для того, щоб ними користуватися).*

*No cross, no crown.*

*(Без труда нема плода).*

*Work done, have you fun.*

*(Закінчив діло – гуляй сміло).*

In proverbs and sayings we can identify some specific ways of expressing a subjective, uncharacteristic of free normative constructs, as well as other consistent phrases. So, widely used



in the proverbs of the design, where the subject may be the adjectival, gerund, infinitive, phrase or subordinate sentence:

*To learn is hard, but to unlearn is harder.*

*(Важко навчитися, але ще важче розучитися).*

*Learning makes a good man better and a bad man worse.*

*(Вченість робить хорошу людину кращою, а погану людину – гіршою).*

*He that hesitates is lost.*

*(Як нічим не ризикувати, то нічого і не мати).*

*Well begun is half done.*

*(Добрий початок – то половина роботи).*

*Saying and doing are two things.*

*(Від слова до діла – як від землі до неба).*

In methods of expressing a predicate in proverbs, we can also identify some specific forms.

*All covet, all lose.*

*(Коли за все візьмешся, то нічого не зробиш).*

*To know everything is to know nothing.*

*(Хто робить багато речей нараз, той не зробить жодної гаразд).*

*Self done is soon done.*

*(Сам зробив, швидко зробив).*

In proverbs it is also possible to highlight some features of the use of grammatical means of expressing objective modality. Objective modality is a global category due to all sentences with the meaning of proclamation. It is expressed by the system of time forms in three ways and relates messages to the plan of reality / unreality. The use of the overwhelming majority of the present undefined time is due to the relationship between the formal and substantive sides. For proverbs that express well-known truth, the facts of judgment, teaching in terms of the reality; the present undefined time which is the most acceptable, since it is capable of expressing the action and the state that is characterized by timeless assignment. In addition to it, the analyzed proverbs use the past undefined

time, but very rarely (only in 5 proverbs among 432 of analyzed ones).

The feature of proverbs – the past time – in the most proverbs is not perceived as a rule. In English proverbs and sayings with the component of «human activity» there is no semantic opposition to the present time, that is, the past has a conditional character here. In fact, it is a potential current time. The proof can be that the meaning of the proverb does not change if the proverbs with the past time forms are transformed at the present time, for example: *He that never climbed, never fell.* = *He that never climbs, never falls.* (*Не пізнавши зльоту, не пізнаєш падінь*).

In structure of some proverbs the use of the past time forms where it could be and the present time is associated with the rhyme:

*The sooner begun, the sooner done.*

*(Швидше почнеш – швидше закінчиш).*

The conventional way of expressing the action of an unrealistic, admissible, desirable does not correspond to the semantic «relevance», which is a semantic feature of proverbs, resulting in a conditional way when constructions are very rare phenomenon. In English proverbs the author of them loses his seven «irreality», «assumption», «insecurity» and receives to surrounding us «reality»:

*If you want a thing well you must do it yourself.*

*(Хочеш, щоб діло було добре зроблено, зроби його сам).*

*If you don't make mistakes you don't make anything.*

*(Не помиляється той, хто нічого не робить).*

*If you miss the first buttonhole, you will not succeed in buttoning up your coat.*

*(Який початок, такий і кінець).*

The imperative which performs in a sentence such a communicative task as the expression of an order, an inducement, etc., is used in English proverbs much more than a conventional way. However, there is also the interconnection with the

content plan, which contributes to the loss of the imperative of the seven «prompting», «order», and the expression of «rehearsal», for example:

*Start young at what you wish to become proficient in.*

*(Справу, в якій хочеш стати майстром, треба починати молодим).*

*Score twice before you cut once.*

*(Сім раз відмір – один раз відріж).*

***The specific features of so called structural-stylistic nature, or structural-stylistic signaling of proverbs and sayings, include:***

1) ***parallelism***, which means the symmetrical arrangement of identical or similar grammatical constructions, which are emphasized by comparative or opposing relations between them;

2) ***lexical-stylistic means of expressing the meaning***. Expression in proverbs is conditioned by such lexical-stylistic means as imagery, comparison, repetition, a play of words, and also by the euphonic means of expressiveness, which give the proverb of a connotative character (a metaphor, a metonymy, a comparison, a hyperbole, a play of words, a rhyme, the assonance, the alliteration, etc.).

Specific formal features of English proverbs are often a combination of individual senses, for example:

*Between the cup and the lip a morsel may slip.*

*(Не кажи «гоп», поки не перескочив).*

In this example, the normative order of words is a grammatical signaling device; a rhythm, a rhyme, a metaphor – structurally all these devices are stylistic markers. Such structural features of English proverbs, to our mind, contribute to their allocation in a specific category of stable phrases, which greatly influence the developing of the teacher's creativity by using authentic material at the lessons.

We think that for the developing of the teacher's creativity by using authentic material at the lessons the main has to be

the procedural approach. This approach defines creative activity as a purely internal process based on human ideas, and as a result of the existence of such ideas should stimulate creative activity, should be in its «external form», through which it will be able to be perceived by other people.

### Conclusions

In such a way we singled out the levels of creative activity and proposed to consider this activity according to two main positions: as a process that takes place at a certain point in time, and as a process in its broad social and historical contexts (Mykhalchuk & Kryshevych, 2019). We also have to underline the main characteristics of the creative process: creativity is characterized as an idiosyncratic, unpredictable process. It is characterized by inconsistency and randomness. In the creative process we can identify the following main stages:

1. *The preparation for creative process.* This stage is directly related to a desire of the subject of creative activity to change the existing social situation, which for some reason has ceased to satisfy the person. This social situation is characterized by conscious efforts to find the effective way out of the problem situation. The subject logically processes, analyzes the problem as a whole generalized one, and shows its individual components, processes additional information, makes repeated attempts to apply all known schemes and algorithms to solve the problem situation and make up creative reasons.

2. *Frustration in the process of providing the creative activity.* The transition to this stage occurs at a time when, after analyzing all the information, as well as working out all the options for solving the problem, the subject of creativity, however, does not find the means and ways to solve the task. As a result, there is a situation of frustration. Negative attitude to frustration, a great desire to avoid it due to the extremely uncomfortable nature of experiencing this situation provide: feelings of tension, irritation, embarrassment, inferiority,

boredom, fatigue, apathy. However, the situation of frustration can stimulate a person to perform creative activities.

*3. Incubation in a creative activity.* The incubation stage involves the unconscious solution of the problem by a person, during which the left hemisphere of the brain is activated. If you maintain a positive motivation to solve the problem, the information which the person needs to solve the problem is removed from the right hemisphere of the brain. Another fundamental condition that determines the success of the incubation stage is the quality of creativity. Mistakes and shortcomings made by a person at this stage can block the emergence of the original idea, even if there is «key» information in the right hemisphere of the brain.

*4. The insight in the creative activity.* The insight is a short, but quite emotional stage of the creative process, the moment of entering the sphere of consciousness of the decision to solve the problem. This stage is characterized by violent positive emotions, recovery, and sometimes even euphoria. This is a kind of culmination of the process of creative activity, which reveals the results of prolonged training, timely transition from a state of frustration to finding out the right idea.

*5. Finding a solution.* Finding a solution as a result of verification of hypotheses is a final stage of the creative process, during which the truth is verified using logical means, and the intrigue of this stage is a great possibility of erroneous verification of formulated hypotheses. This stage consists of two stages: 1) the actual verification of the truth of the insight (verification); at this stage the subject of a creative activity checks the truth of solution having been found and sometimes comes to the conclusion that is wrong. In this case, the person often returns to the stages of incubation or frustration, then can begin the creative process again from the early beginning – it is the stage of preparation; 2) carrying out creative activities; after establishing the truth of insightfully made decision, the creative process does not end, it continues, but its duration

varies from a few seconds (for example, the implementation of a variant of behavior in communication) to tens of years; in particular, such a flow of creative activity is a characteristic of ideas in large systems of cross-cultural communication, for interpersonal relationships between people, when each new idea collides with tens of thousands of others.

According to the most researchers of creative activity, the main advantage of this approach is that it was for the first time that the mechanism of formation of creative thought was considered directly, its stages were determined. We believe that the procedural approach offers a more harmonious vision of creative activity compared with the productive approach, because the main characteristics are not the results of human creativity, and feelings, experiences, emotions that arise during creative activity. Although it is obvious that the first and the second ones are the most important.

### 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). Creative environment at work. *The Academy of Management Journal*. Vol. 36. P. 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.
- Collins, M. A., & Amabile, T. M. (1999). Motivation and creativity. *Handbook of Creativity*. R. Sternberg (Ed.). Cambridge. P. 297–313.
- Ekvall, G. (1997). Organizational conditionals and levels of creativity. *Creativity and innovation management*. Vol. 6. P. 195–205.
- Enkvist, N. E. (1990). *Literary Pragmatics: On the Interpretability of Texts in General, and Literary Texts in Particular*. R. D. Sell (Ed.). New York; London : Longman. 363 p.

- Gehrmann, S. (2015). *Bildungskonzepte und Lehrerbildung in europäischer Perspektive*. Münster; New York : Waxmann. 206 s.
- Mykhalechuk, 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. URL : <https://doi.org/10.5281/zenodo.1211618> (ISSN 2415-3397, Index Copernicus, Web of Science).
- Mykhalechuk, 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.
- Zubiashvily, 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

- Honcharuk, Nataliia, & Onufrieva, Liana (2018). Psykolohichnyi analiz rivniv pobudovy komunikatyvnykh dii [Psychological analysis of levels of communicative actions' constructing]. *Psikhoholnhvistyka. Psikhoholnhvistyka. Psycholinguistics: Zb. nauk. prats DVNZ «Pereiaslav-Khmelnyskyi ped. un-t imeni Hryhoriia Skovorody» – Psycholinguistics. Psycholinguistics. Psycholinguistics: Collection of Scientific Papers of the Pereiaslav-Khmelnyskyi Hryhoriia Skovoroda State Pedagogical University*, 24 (1), 97–117. Pereiaslav-Khmelnyskyi : 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). Creative environment at work. *The Academy of Management Journal*, 36, 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.
- Collins, M. A., & Amabile, T. M. (1999). Motivation and creativity. *Handbook of Creativity*, (pp. 297–313). R. Sternberg (Ed.). Cambridge.
- Ekvall, G. (1997). Organizational conditionals and levels of creativity. *Creativity and innovation management*, 6, 195–205.
- Enkvist, N. E. (1990). *Literary Pragmatics: On the Interpretability of Texts in General, and Literary Texts in Particular*. R. D. Sell (Ed.). New York; London : Longman.
- Gehrmann, S. (2015). *Bildungskonzepte und Lehrerbildung in europäischer Perspektive*. Münster; New York : Waxmann [in German].
- Mykhalchuk, Nataliia, & Ivashkevych, Eduard (2018). Psycholinguistic features of the development of social intelligence of the teacher. *Psykholinhvistyka. Psikholingvistika. Psycholinguistics: Zb. nauk. prats DVNZ «Pereiaslav-Khmelnytskyi ped. un-t imeni Hryhoriia Skovorody» – Psycholinguistics. Psycholinguistics. Psycholinguistics: Collection of Scientific Papers of Pereiaslav-Khmelnytskyi Hryhorii Skovoroda State Pedagogical University*, 23 (1), 242–257. Pereiaslav-Khmelnytskyi : 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: Zb. nauk. prats DVNZ «Pereiaslav-Khmelnytskyi ped. un-t imeni Hryhoriia Skovorody» – Psycholinguistics. Psycholinguistics. Psycholinguistics: Collection of Scientific Papers of Pereiaslav-Khmelnytskyi Hryhorii Skovoroda State Pedagogical University*, 26 (1), 265–285. Pereiaslav-Khmelnytskyi : 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).
- Zubiashvily, I., Kocharian, A., Lunov, V., Barinova, N., & Onufriieva, 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](https://doi.org/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&sot=autdocs&sdt=autdocs&sl=18&s=AU-ID%2857214601047%29&relpos=0&citeCnt=0&searchTerm=>.



**Набочук Олександр. Розвиток творчості вчителя шляхом використання автентичного матеріалу на уроках**

**АНОТАЦІЯ**

**Мета дослідження** – показати значення прислів'їв для розвитку творчості вчителя шляхом використання автентичного матеріалу на уроках, що може передбачати: встановлення креативних явищ і властивостей; їх оцінку; окреслення особливостей креативного матеріалу. За допомогою творчого матеріалу можливий розвиток творчої здібності вчителя шляхом використання автентичного матеріалу на уроках.

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

**Результати дослідження.** Для розвитку креативності вчителя шляхом використання автентичного матеріалу на уроках базовим має бути процедурний підхід. Цей підхід визначає творчу діяльність як суто внутрішній процес, орієнтований на людські ідеї, в результаті існування яких відбувається стимулювання творчої активності вчителя. Автентичний матеріал завдяки своїй «зовнішній формі» сприятиме розвитку творчості вчителя.

**Висновки.** Виокремлено рівні перебігу творчої діяльності й запропоновано розглядати цю діяльність із двох позицій: як процес, що відбувається в певний момент часу, і як процес у широкому соціальному й історичному контекстах. З огляду на процесуальний підхід також виокремлено основні характеристики творчого процесу: творчість характеризується як ідіосинкратичний, непередбачуваний процес, що вирізняється несистемністю і випадковістю. У творчому процесі виокремлено такі основні етапи: 1. Підготовка до творчості. Цей етап безпосередньо пов'язаний із бажанням суб'єкта творчої діяльності змінити існуючу соціальну ситуацію, яка за деякими причинами перестала його задовольняти і характеризується свідомими зусиллями з метою пошуку дієвого виходу з проблемної ситуації. 2. Фрустрація у процесі виконання творчої діяльності. Перехід на зазначений етап відбувається в той момент, коли, проаналізувавши весь обсяг інформації, а також опрацювавши всі варіанти розв'язання проблеми, суб'єкт творчості, тим не менше, не знаходить засобів і шляхів для її розв'язання. 3. Інкубація в творчій діяльності. Етап інкубації пов'язаний із несвідомим розв'язанням людиною

певної проблеми, в ході чого активізується ліва півкуля головного мозку. 4. Інсайт у творчій діяльності. Інсайт – це короточасний, але досить емотивний етап творчого процесу, момент надходження у сферу свідомості рішення щодо розв'язання проблеми. Цей етап характеризується бурхливими позитивними емоціями, пожвавленням, іноді навіть ейфорією. 5. Знаходження рішення. Знаходження рішення в результаті верифікації гіпотез є завершальним етапом творчого процесу, в ході якого відбувається перевірка істинності отриманого рішення з використанням логічних засобів, причому інтрига цього етапу постає у можливості помилкової верифікації сформульованих гіпотез.

**Ключові слова:** творчість учителя, автентичний матеріал, творча діяльність, фрустрація, стадія інкубації, інсайт у творчій діяльності, знаходження рішення.

**Набочук Александр. Развитие творчества учителя путем использования аутентичного материала на уроках**

## АННОТАЦИЯ

**Цель исследования** – показать значение пословиц для развития творчества учителя путем использования аутентичного материала на уроках, что может предусматривать: установление креативных явлений и свойств; их оценку; определение особенностей креативного материала. Показано, что с помощью творческого материала является возможным развитие творческих способностей учителя путем использования аутентичного материала на уроках.

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

**Результаты исследования.** Для развития креативности учителя путем использования аутентичного материала на уроках базовым должен быть процедурный подход. Этот подход определяет творческую деятельность как сугубо внутренний процесс, ориентированный на человеческие идеи, в результате существования которых происходит стимулирование творческой активности учителя. Аутентичный материал благодаря своей «внешней форме» будет способствовать развитию творчества учителя.

© Nabochuk Alexander

DOI (article): <https://doi.org/10.32626/2227-6246.2021-52.182-203>

**Выводы.** Выделены уровни протекания творческой деятельности и предложено рассматривать эту деятельность с двух позиций: как процесс, происходящий в определенный момент времени, и как процесс в широком социальном и историческом контекстах. Учитывая особенности процессуального подхода, также выделены основные характеристики творческого процесса: творчество характеризуется как идиосинкратический, непредсказуемый процесс, отличающийся несистемностью и случайностью. В творческом процессе выделены следующие основные этапы: 1. Подготовка к творчеству. Данный этап непосредственно связан с желанием субъекта творческой деятельности изменить существующую социальную ситуацию, которая по некоторым причинам перестала его удовлетворять и характеризуется сознательными усилиями с целью поиска действенного выхода из проблемной ситуации. 2. Фрустрация в процессе выполнения творческой деятельности. Переход на указанный этап происходит в тот момент, когда, проанализировав весь объем информации, а также обработав все варианты решения проблемы, субъект творчества, тем не менее, не находит средства и пути для ее решения. 3. Инкубация в творческой деятельности. Этап инкубации связан с бессознательным решением человеком определенной проблемы, в ходе чего активизируется левое полушарие головного мозга. 4. Инсайт в творческой деятельности. Инсайт – это кратковременный, но довольно эмотивный этап творческого процесса, момент поступления в сферу сознания решения определенной проблемы. Этот этап характеризуется бурными положительными эмоциями, оживлением, иногда даже эйфорией. 5. Нахождение решения. Нахождение решения в результате верификации гипотез является завершающим этапом творческого процесса, в ходе которого происходит проверка истинности полученного решения с использованием логических средств, причем интрига этого этапа заключается в возможности ошибочной верификации сформулированных гипотез.

**Ключевые слова:** творчество учителя, аутентичный материал, творческая деятельность, фрустрация, стадия инкубации, инсайт в творческой деятельности, нахождение решения.

Original manuscript received March 05, 2021

Revised manuscript accepted April 10, 2021

© Nabochuk Alexander

## Psychological Approaches for Building up a Monologue-Story

### Психологічні підходи до побудови монологу-розповіді

#### Inna Nohachevska

Ph.D. in Psychology, Assistant Professor, Rivne State University  
of the Humanities, Rivne (Ukraine)

ORCID ID: <https://orcid.org/0000-0002-1489-6878>

Researcher ID: <http://www.researcherid.com/rid/AAL-7233-2021>

E-mail: [innatella@gmail.com](mailto:innatella@gmail.com)

#### Інна Ногачевська

Кандидат психологічних наук, доцент, Рівненський державний гуманітарний університет, м. Рівне (Україна)

#### Oksana Lohvina

Ph.D. in Psychology, Assistant Professor, Kamianets-Podilskyi  
National Ivan Ohiienko University, Kamianets-Podilskyi (Ukraine)

ORCID ID: <https://orcid.org/0000-0002-0359-5850>

E-mail: [oksanalogvina19@gmail.com](mailto:oksanalogvina19@gmail.com)

#### Оксана Логвіна

Кандидат психологічних наук, доцент, Кам'янець-Подільський національний університет імені Івана Огієнка, м. Кам'янець-Подільський (Україна)

The author's contribution: Nohachevska I. – 50%, Lohvina O. – 50%.

Авторський внесок: Ногачевська І. – 50%, Логвіна О. – 50%.

---

Address for correspondence, e-mail: [kpnu\\_lab\\_ps@ukr.net](mailto:kpnu_lab_ps@ukr.net)

Copyright: © Nohachevska Inna, Lohvina Oksana



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

© Nohachevska Inna, Lohvina Oksana

DOI (article): <https://doi.org/10.32626/2227-6246.2021-52.204-224>

## ABSTRACT

*The purpose of this article is to define the communicative functions which monologue speech performs; to describe the characteristics of monologue speech; to show psychological approaches for building up a monologue-story.*

*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. We distinguish the main psychological approaches which help pupils to understand English texts. The first one is the approach of Hermeneutics. It sees in the interpretation of the subject perceiving the novel, which is based on the imagination and intuition of the recipient, which allows him / her not only to reveal the author's idea, but also to feel the process of creating the text. General theoretical backgrounds of hermeneutics and the approach to understanding as the actualization of reflection will be presented in our further articles. The process of understanding how to build meanings occurs by actualizing reflection, the most important source of the person's experience that allows a person to improve his / her personality.*

*The next approach is psycho-linguistic. We proved that the comprehension of the text was directly connected with the understanding of the person's speech. We formulated the main aspects, which in subsequent psycholinguistic and cognitive studies were explained in the following aspects: 1) the activity basis of speech, such as its extralingual characteristics; 2) internal speech or universal subject code; 3) the concept of meaning and significance.*

*Conclusions. The main for building up a monologue-story is a cognitive approach. The defining feature of the cognitive approach for the study of comprehension was the position that language was only a small part of the holistic phenomenon that speakers are trying to learn. The process of cognition is based on the complex interactions of memory processes, physiological characteristics of a man, his / her knowledge of the world, the social context of utterances, ways of interaction of all the activities of the individual in general and the organization of all types of knowledge in particular.*

*The cognitive approach characterizes two main factors: 1) shifting the attention of researchers from the object (a text) to the subject («Me – the speaker»; «Me – the listener»; «Me – the reader»); 2) shift of the person's attention from clearly identified micro-units, which are considered in isolation, to units with a high degree of complexity. In the first case, the understanding of speech*

*is considered as a constructive activity of the subject, carried out on the basis of his / her knowledge; in the second one, involving more complex units for comprehension analysis instead of relatively simple messages. Accordingly, along with the text, the object of the activity, we try actively studying the subjects-speakers (listeners / readers) processes.*

*The movement from meaning to sense determines the very process of understanding, in which we identify several integrated stages that have semantic independence: a psychophysiological perception of a physical sign (a word, color, spatial form); a recognition of meaning (as «a friend» or «a stranger»); understanding its recurring (general) meaning in language; understanding its significance in the specified context (near or far); active-dialogic understanding (agreement – disagreement), such as the evaluative moment in understanding.*

**Key words:** *monologue speech, psychological approaches, Hermeneutics, psycho-linguistic approach, cognitive approach, psychophysiological perception, a recognition of meaning, active-dialogic understanding.*

## Introduction

Nowadays, at secondary school the teaching of monologue speech is not always given enough attention. This position is erroneous, because it is this aspect of learning that disciplines thinking, teaches to think logically and accordingly build pupils' statements in such a way as to «bring» their thoughts to the listener.

Communication in its oral form, mastering which is one of the main tasks of learning a foreign language at school for practical purposes, is carried out through listening and speaking. The teacher who transmits information to others performs the action of speaking, and all who listen to him / her perform the act of listening. Oral communication, which is carried out in one-sided speech, when one person speaks with a detailed statement, and the other one – only perceives his / her speech, then such oral speech acquires a monologue form. Extended statements during monologue speech are based on the internal logic of the development of the speaker's thoughts and on the context of the whole statement, taking into account the situation of communication.

Monologue speech is a coherent continuous statement of one person, addressed to one or more partners. The purpose of such a statement is usually the need to influence other people in some way, to convince them with something. Monologue speech is closely related to dialogic speech. Most often, a monologue is a special case of dialogic speech, when the statement of one of the partners is presented in an expanded form as a complete message. Therefore, during studying the person's speech, the monologue form is a further development of detailed utterances in the system of a dialogical speech (Cilibrasi, Stojanovic, Riddell & Saddy, 2019).

Pupils begin detailed monologue utterances only when they master the language material in dialogic exercises to the extent necessary for the organization of monologue utterances based on different grammatical structures. Pupils learn monologue utterances, larger in volume, at the stage when they have already accumulated sufficient language material and they are able to use it freely in oral form. This allows pupils to pay full attention to the logical sequence of phrases when they are expressing their own opinion in a foreign language.

One of the main tasks of teaching monologue speech is the development of oral language skills. The ability to understand spoken language and express one's thought is necessary for many people; this is due to the growing of political, economic, cultural ties between our country and many other countries all around the world.

A monologue is an organized type of oral speech with the aim directly influence on the partner of communication or the audience, which involves the utterance of one person. Monologue speech is characterized by certain communicative, psychological and linguistic features that the teacher has to take into account in the process of learning this type of speech activity (Гончарук & Онуфрієва, 2018).

So, **the purpose** of this article is to define the communicative functions which monologue speech performs; to describe

the characteristics of monologue speech; to show psychological approaches for building up a monologue-story.

### 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

Monologue speech performs the following *communicative functions*:

1) the informative one – the message of information about objects or events of the environment, a description of phenomena, actions, conditions;

2) the influential function – the incitement to the action or prevention of undesirable action, belief in the justice or injustice of certain views, opinions, actions, beliefs;

3) the expressive (emotionally expressive) one – the use of communication to describe the state in which the speaker is to relieve emotional tension;

4) the entertaining function – a performance of a person on stage or among friends to entertain the audience (for example, art reading, storytelling in an informal conversation);

5) the function of ritual-cult – the utterances during any ritual rite (Brédart, 1991).

Each of these functions has its own specific linguistic means of the expression, appropriate psychological stimuli and the purpose of the expression (for example, stylistically neutral message, a desire to persuade the listener or in some other way to influence him).

*Monologue speech* has the following characteristics:

1) *a coherence*, which distinguishes monologue speech from a random set of sentences and it is considered in two aspects – psychological and linguistic ones. In the first case it is about



the coherence of thoughts, which is expressed in the compositional and semantic unity of the text as a product of speech, in the second case – it is about the coherence of speech, which involves the possession of linguistic means of interphrase communication;

2) *theme-related characteristic*, as the correlation of the statement with a general theme. Monologue utterance has a certain communicative and semantic organization. First of all, it clearly states the presence of a certain topic, which, in turn, is divided into a number of subtopics or microthemes;

3) *contextuality*, which should not be contrasted with situationality – a characteristic feature of a dialogic speech. A monologue can also be situational (for example, a spontaneous utterance is an expanded cue) (in some cases, a monologue can be visually situational (for example, in a movie, TV show);

4) *a relatively continuous flow of speech*. The monologue is usually not limited to one phrase and lasts for a certain time without interruption, thus achieving completeness of thoughts;

5) *consistency and logic*. These qualities of monologue speech are realized in the development of the idea of the main phrase by clarifying the idea, supplementing it, explaining, justifying, etc. (Mykhalchuk & Bihunova, 2019).

The state educational standard in a foreign language (general secondary education) provides for pupils' language mastering the following types of monologue: a short message, a story, a reflection (persuasion). Proper attitude to foreign monologue speech at the middle stage of learning makes it possible to use a foreign language as a means of communication at the lessons, in particular in the process of explaining and consolidating new lexical and grammatical material.

At the middle stage of learning a foreign language monologue, the teacher has to set himself / herself the following tasks:

- to pay enough attention to pupils' mastery of monologue speech;

- to teach schoolchildren to formulate a monologue using an active lexical vocabulary;
- to organize training in monologue speech correctly;
- to cope with the difficulties that arise before pupils in the process of mastering monologue speech;
- to teach to build independently and coherently their own statements;
- to evaluate objectively this type of speech activity.

In the educational process which is carried out by a foreign language teacher, there is a continuous flow of speech situations that can and should be used with a purpose to communicate with a foreign language. Mastering the monologue language at the secondary stage of learning causes certain difficulties, which also exist in the native language – it is the simultaneous implementation of semantic and language programs. In order to be able clearly and coherently to build his / her statement for a pupil, who speaks, this speech in a whole is pronounced without destructive, the process of communication stops between sentences, there must be intonation bias of the next sentence with the pronunciation of the previous one. It is not easy to formulate a monologue for other reasons as well: for example, limited program material; limited time of communication in a foreign language; individual characteristics of pupils and teachers (Crookes, 1989).

Thus, monologue speech, which is taught for adolescents at foreign language lessons at school, is a common statement that has its own theme and idea and is characterized by communicative, psychological and linguistic features that the teacher has taken into account in learning, as well as structural completeness, completeness of expressions, completeness of speech in general.

*A monologue-narrative* is a type of a monologue speech, which is defined as a coherent continuous statement of one person addressed to one or more partners of communication. The purpose of such a statement is usually the need to influ-

ence other pupils in some a way, to tell something new, interesting, etc.

The varieties of *a monologue-story* are: *a monologue-description* and *a monologue-message*. If the story is about objective facts from the life of the society as a whole, then the description is about the facts from the life of the narrator, which shows the described events, subjective and personal nature. A monologue-message is a relatively brief account of the facts or events of the reality in a concise, informative form.

The monologue-story uses non-linguistic means of communication. In some cases, they have only an ancillary value. Instead of them, the monologue-narrative is characterized by contextuality, it must be clear for understanding. Insufficiency of out-of-order means of communication and limitation of communicative functions of a situation is compensated here by the development of structure of sentences, building logical communications between them. The text of the monologue-story should say everything that is obvious from the situation.

A characteristic feature of the monologue-story is the ability to plan statements (programming), which leads to a clearer sequence and logic of the material. The peculiarity of teaching a monologue-story of teenagers is that it can be thought out and prepared, therefore, it is easier to learn.

An important role in learning a monologue-story is played by the speech situation. Learning speech situation is an effective means of developing skills and abilities of monologue speech. It creates for pupils imaginary conditions close to the conditions of a real communication. This helps to increase pupils' interests in learning a language, as they are convinced that they can realize their language potential in an act of communication close to natural one.

In the process of learning speech situation, everyone can activate the lexical and grammatical material in such a way that it plays a role in building a monologue-story, which will contribute to its better mastery.

Pupils learn about the imagination with the help of studying speech situations. The teacher constantly creates imaginary situations in which pupils are happy to perform the roles offered to them. They are also aware of and perceive the conventionality of speech situations.

The monologue-narrative is characterized by a theme and an idea which determine its composition, sequence and logical expressions of thoughts. The formation of skills of a monologue speech is connected with intensive activity of the person's memory. It is necessary to teach pupils to adhere to the logical harmony of the monologue.

The monologue-narrative is characterized by linguistic means of interphrase communication. Adverbs of time and sequence, conjunctions, pronoun repetitions in a great degree become connecting elements of sentences (*then, so, after that, presently, before long, to make the long story short, in the end, that's how, that's what, to crown it all; but, also, besides, then again, as you see, on the one(other) hand, for one thing, firstly, secondly, thirdly, moreover, after all, for all that, to sum it up*).

While mastering other subjects, pupils gain experience of a monologue speech in their native language, but their statements are directed on the teacher and the textbook material. At foreign language lessons pupils should build independent statements based on their life experience, knowledge, preferences, beliefs, which require a systematic approach.

Learning a monologue-story is done by gradually bringing pupils to the construction of unprepared statements. School-children can perform various roles (class guests, correspondents, newspaper or television reporters), solving communicative tasks related to a monologue speech (prepared or unprepared) of other pupils. The teacher should organize the practice in monologue speech with the help of conditional-communicative and communicative types of exercises. Stages of learning to build a monologue-story should be correlated with

certain stages of the activity on the thematic cycle – *pre-text (preparatory), text and post-text (speech)*.

It would seem that a group conversation has nothing to do with a monologue-story, but it is characterized by signs of a monologue speech. Statements of some pupils are connected in it by rules of construction of a dialogue where language clichés and various types of dialogic units are used. At the same time, pupils' statements can be so detailed that they should be considered as story-monologues.

Group conversations can be carried out starting from the 8th form, when pupils have formed the necessary foreign language skills, accumulated experience in speaking a foreign language, developed intellectual abilities, have some life experience, achieved a certain level of literacy in native and foreign languages. These exercises require from schoolchildren a certain level of intellectual development, developed their attention, the ability to start a conversation in time, logically include their own story into a general context of a conversation.

The teacher should prepare pupils for a group conversation: organizes exercises in monologue speech with a certain speech reaction of those who listen to the teacher or other partners of communication, submits appropriate language clichés.

In the process of communication such types of group conversation as interview, discussion and round table conversation are most often used. The easiest type of group conversation is to learn an interview, which begins learning a conversation that is closely related to a monologue-story. This connection is traced in the preparation of a schoolchild for the interview: the teacher helps to select interesting information, learn new words which need to be presented before the conversation (Mykhalchuk & Ivashkevych, 2019).

Participating in the discussion, pupils move away from the pre-prepared, memorized, begin to express their personal opinions. At this time, consciousness completely switches to the subject of the discussion, to its content. Schoolchildren

may experience a lack of language skills, in which case they interrupt speaking, asking the teacher for help, who should suggest pupils how to use well learned vocabulary, to express an opinion.

A monologue-story during the discussion will be successful only if it is properly organized. It is important to find an interesting subject for the discussion (characters of novels, their actions, thoughts, as well as the author's reasoning). It can be organized on the basis of a conversational topic. For example, while learning vocabulary on the topic of «Travelling» (the 8<sup>th</sup> form), the teacher can suggest a topic of discussion «The best and most interesting way to travel».

Having chosen the problem for discussion, the teacher should acquaint the pupils with it in advance, invite them to express their attitude to it and justify their own views. For several days, schoolchildren reflect on their position and arguments. Before the conversation begins, the teacher finds out who and what opinion he / she will defend, for what he / she can use the cards on which pupils will write whether they agree with a certain opinion or not (I agree, I don't agree). The teacher should collect the cards and place the pupils in such a way that the teams of «like-minded» sit opposite each other, and he / she should sit between them and regulate the process of the discussion.

It is advisable to start the conversation with the «weakest» pupils so that they can make the most of the story prepared in advance. At first, two or three schoolchildren who share the same views speak. Pupils who hold a different opinion, listen and receive tasks (listen and give your counter-arguments). The teacher should praise pupils for activity and independence of thinking, express an opinion on the problem having been discussed.

An important role in teaching a foreign language monologue-story of teenagers is played by such a group conversation as *a round table discussion* – a group exchange of views on the

topic being studied or dates or holidays approaching, seen a movie, play, book read, exhibition visited, etc. Pupils should sit in a circle and see each other during the conversation. At the previous lesson the teacher, having thought out a plan for a future conversation, should give specific tasks to schoolchildren: what to prepare, where to get the necessary information.

At the lesson during *the round table discussion* the teacher should sit in a circle with pupils, announce the topic of conversation, describe the range of issues for the discussion and prepare each schoolchild individually for the conversation. Firstly, pupils exchange prepared stories, and then gradually move on to the conversation, where the prepared speeches of some pupils stimulate the unprepared speech of others. In *a round table discussion* teenagers learn to build detailed monologues-stories, logically and consistently reveal their thoughts, show their attitude to the event.

Thus, the monologue-narrative is an active productive type of monologue speech. Learning a monologue-story is done by gradually bringing pupils to the construction of unprepared statements. The teacher should organize the practice in monologue speech with the help of conditional-communicative and communicative types of exercises. The complexities of the monologue-story is in its detailed, logical, consistent structure and coherence of the elements of the text. Learning a foreign monologue-story involves firstly the formation of stories that consists of simple sentences of the same type, then – the creation of their own monologues.

In such a way we distinguish the main psychological approaches which help pupils to understand English texts. The first one is the approach of *Hermeneutics*. It sees in the interpretation of the subject perceiving the novel, which is based on the imagination and intuition of the recipient, which allows him / her not only to reveal the author's idea, but also to feel the process of creating the text. General theoretical backgrounds of hermeneutics and the approach to understanding as

© Nohachevska Inna, Lohvina Oksana

the actualization of reflection will be presented in our further articles. The process of understanding how to build meanings occurs by actualizing reflection, the most important source of the person's experience that allows a person to improve his / her personality.

We understand this process as *the method of interpretive type*, which is based on the statement that hermeneutics – it is the science of understanding texts and, at the same time – *the activity of understanding*. In hermeneutics the verbal aspect of understanding is seen as the art of finding the hidden meaning in the text in the direction from understanding to explanation, and vice versa. It is the science not so much of the means of comprehending the directly perceived text as of the hidden interrelationships and determinants that form a more general context, and through the disclosure of which the directly perceived one becomes clear. Hermeneutics remains the most theoretically developed concept of studying the personified product of human creativity – it is the text.

***The next approach is psycho-linguistic one.*** It studies the comprehension of the text which is directly connected with the understanding of the person's speech. We formulated the main aspects, which in subsequent psycholinguistic and cognitive studies were explained in the following aspects: 1) the activity basis of speech, such as its extralingual characteristics; 2) internal speech or universal subject code; 3) the concept of meaning and significance.

Understanding in Psychology is one of the cognitive processes, which is the disclosure of really existing, essential connections of objects and phenomena of objective reality. Psycholinguistic approaches to understanding the text as a process that takes place during the interaction of perception, thinking and memory, actualizes the word as a significant linguistic unit, and the process of perception itself which is carried out by establishing semantic connections between words.



We, as the proponents of the psycholinguistic approach consider understanding as the construction of a text projection. At the same time, according to the national tradition (Максименко, Ткач, Литвинчук & Онуфрієва, 2019), the text is interpreted as an approximate basis of complex and multi-faceted mental activity of the active and biased subject of this activity, which occurs under the interaction of memory, thinking, inner speech, etc. Within this direction, the understanding of the text is as a hierarchy of predicates or a hierarchy of informative-target blocks having been studied on the level of macro- and microstructure of the text, which differ in speech acts of people. For example, we note that the main pattern of understanding the text is the ability of information to collapse, in the process of which it is translated into internal speech. At the same time, the highest degree of understanding of the message is characterized by the ability of the subject to freely express the information he / she understands in his / her own words, and this is possible only if the perceived information is translated into the internal code of the recipient.

## Conclusions

The main for building up a monologue-story is *a cognitive approach*. The defining feature of the cognitive approach for the study of comprehension was the position that language is only a small part of the holistic phenomenon that speakers are trying to learn. The process of cognition is based on the complex interactions of memory processes, physiological characteristics of a man, his / her knowledge of the world, the social context of utterances, ways of interaction of all the activities of the individual in general and the organization of all types of knowledge in particular.

The cognitive approach characterizes two main factors: 1) shifting the attention of researchers from the object (a text) to the subject («Me – the speaker»; «Me – the listener»; «Me – the reader»); 2) shift of the person's attention from clearly

identified micro-units, which are considered in isolation, to units with a high degree of complexity. In the first case, the understanding of speech is considered as a constructive activity of the subject, carried out on the basis of his / her knowledge; in the second one, involving more complex units for comprehension analysis instead of relatively simple messages. Accordingly, along with the text, the object of the activity, we try actively studying the subjects-speakers (listeners / readers) processes.

In the paradigm of cognitive theory the problems of text comprehension are reflected in symbolic (symbolic), hybrid (integrative) models of text comprehension. We, as the proponents of the cognitive approach consider understanding as the construction of a mental model of the world. A model is a construct in episodic memory that represents the event or a situation referred to in the whole text. Different sources are used to construct such models of situations, as: knowledge about language, knowledge about the world in general and about a specific communicative situation. The personal experience of the reader is added to a common knowledge. When reading different texts, the recipient applies specific strategies which are necessary to understand the features of the poem, rhythm, organizational principles of the activity, etc., while understanding literary texts is associated with emotional experience and aesthetic experience of the reader.

The review of the main aspects of the problem of text comprehension in Cognitive Linguistics makes us possible to identify a new range of problems which are important for text comprehension in Psychology, such as: a study of communicative features of the subject in the process of understanding poetic text, a study of thesaurus organization of linguistic personality, a study of the process of obtaining information from the text of the author and its transfer to the text of the recipient.

The dialogical nature of understanding is realized through the leading concept in any theory of understanding, and the

main in this case is *the meaning*. The category of meaning in contemporary researches serves as the starting point for the universalization of the procedure of understanding. To reveal the essence of the category helps the opposition «the meaning – the sense», which are characterized by the language, by any cultural activity.

The movement from meaning to sense determines the very process of understanding, in which we identify *several integrated stages* that have semantic independence: a psychophysiological perception of a physical sign (a word, color, spatial form); a recognition of meaning (as «a friend» or «a stranger»); understanding its recurring (general) meaning in language; understanding its significance in the specified context (near or far); active-dialogic understanding (agreement – disagreement), such as the evaluative moment in understanding.

Thus, according to our theory of a monologue speech, understanding is a movement from the meaning of a recognizable object, a text: from repeated and reproduced, the actual semantic side of the text, the external form of a culture – to the meaning that is always personalized, dialogical, which involves the experience, a sense of the activity, the evaluation.

## 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>.
- Bredart, S. (1991). Word interruption in self-repairing. *Journal of Psycholinguistic Research*. Vol. 20. P. 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*, Vol. 48. P. 747–767. URL : <https://doi.org/10.1007/s10936-019-09629-y>.
- Crookes, G. (1989). Planning and interlanguage variation. *Studies in Second Language Acquisition*, Vol. 11. P. 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*, Vol. 19. P. 11. Варшава (Польща). 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. Психолінгвістика. Психолінгвістика*. Переяслав-Хмельницький : ФОП Домбровська Я. М., 2019. Вип. 25 (1). С. 215–231. DOI 10.31470/2309-1797-2019-25-1-215-231.

## References

- Honcharuk, Nataliia, & Onufrieva, Liana (2018). Psykhologichnyi analiz rivniv pobudovy komunikativnykh dii [Psychological analysis of the levels of construction of communicative actions]. *Psycholinguistics. Psykholinhvistyka. Psikholingvistika – Psycholinguistics. Psycholinguistics. Psycholinguistics*, 24 (1), 97–117. Pereiaslav-Khmelytskyi : FOP Dombrovska Ya. M. DOI 10.31470/2309-1797-2018-24-1-97-117 [in Ukrainian].
- 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. Pereiaslav-Khmelytskyi : FOP Dombrovska Ya. M. DOI 10.31470/2309-1797-2019-26-1-246-264 [in Ukrainian].
- 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 cognitive*, 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. Psykhohlinhivistyka. Psikholingvistika – Psycholinguistics. Psycholinguistics. Psycholinguistics*, 25 (1), 215–231. Pereiaslav-Khmelnytskyi : FOP Dombrovska Ya. M. DOI 10.31470/2309-1797-2019-25-1-215-231.

**Ногачевська Інна, Логвіна Оксана. Психологічні підходи до побудови монологу-розповіді**

#### АНОТАЦІЯ

**Мета статті** – визначити комунікативні функції, які виконує монологічне мовлення; описати характеристики монологічного мовлення; показати психологічні підходи до побудови монологу-розповіді.

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

**Результати дослідження.** Ми розрізняємо певні психологічні підходи до побудови монологу-розповіді. Перший підхід є герменевтичним. Герменевтика вбачає в розумінні інтерпретацію людини, яка сприймає художній текст автора; в основі цього процесу покладено уяву й інтуїцію реципієнта, що дає змогу йому не лише розкрити задум автора, а й відчувати процес створення тексту. Зазначено, що процес розуміння як побудова смислів відбувається шляхом актуалізації рефлексії, найважливішого джерела досвіду, що дозволяє людині удосконалювати її особистість.

Наступний напрямок є психолінгвістичним. Доведено, що цей напрямок дослідження розуміння тексту безпосередньо пов'язаний із розумінням мовлення. Сформульовано основні положення, які в подальших психолінгвістичних і когнітивних дослідженнях були експліковані в таких аспектах: 1) діяльнісна основа мовлення, тобто її екстралінгвальні характеристики; 2) внутрішнє мовлення, або універсальний предметний код; 3) поняття значення й смислу.

**Висновки.** Показано, що для побудови монологу-розповіді базовим є когнітивний підхід. Визначальною ознакою цього підходу стало положення про те, що мова є лише незначною частиною цілісного явища, яке співрозмовники намагаються пізнати. Процес пізнання відбувається на основі комплексної взаємодії процесів пам'яті, фізіологічних властивостей людини, її знань про світ, соціального контексту висловлювань, способів взаємодії всієї діяльності особистості загалом та організації всіх типів знань зокрема.

Когнітивний підхід характеризується двома основними чинниками: 1) зміщення уваги дослідників від об'єкта (тексту) до суб'єкта («я – адресант»; «я – адресат»; «я – читач»); 2) зміщення уваги від чітко виявлених мікроодиниць, які розглядаються ізольовано, до одиниць, що вирізняються високим ступенем складності. У першому випадку розуміння мовлення розглядається як конструктивна діяльність суб'єкта, що здійснюється на основі його знань; у другому – як залучення складніших одиниць для аналізу розуміння замість порівняно простих повідомлень. Відповідно, поряд із текстом – об'єктом діяльності – слід також активно вивчати суб'єктів-адресантів (адресатів / читачів).

Визначено, що рух від значення до смислу визначає сам процес розуміння, у якому ми виокремлюємо декілька інтегрованих етапів, що мають змістову самостійність: психофізіологічне сприйняття фізичного знаку (слова, кольору, просторової форми); впізнання його (як знайомого чи незнайомого); розуміння його повторюваного (загального) значення в мові; розуміння його значення в певному контексті (найближчому чи далекому); активно-діалогічне розуміння (погодження – непогодження), тобто експлікація оціночного моменту в розумінні.

**Ключові слова:** монологічне мовлення, психологічні підходи, герменевтика, психолінгвістичний підхід, когнітивний підхід, психофізіологічне сприйняття, розпізнавання значення, активно-діалогічне розуміння.

**Ногачевская Инна, Логвина Оксана. Психологические подходы к построению монолога-рассказа**

## АННОТАЦИЯ

**Цель статьи** – определить коммуникативные функции, которые выполняет монологическая речь; описать характеристики монологической речи; показать психологические подходы к построению монолога-рассказа.

© Nohachevska Inna, Lohvina Oksana

DOI (article): <https://doi.org/10.32626/2227-6246.2021-52.204-224>

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

**Результаты исследования.** Мы различаем определенные психологические подходы к построению монолога-рассказа. Первый подход – герменевтический. Герменевтика видит в понимании интерпретацию человека, который воспринимает художественный текст автора; в основе этого процесса лежит воображение и интуиция реципиента, что позволяет ему не только раскрыть замысел автора, но и почувствовать процесс создания текста. Отмечено, что процесс понимания как построение смыслов происходит путем актуализации рефлексии, важнейшего источника опыта, позволяющего человеку совершенствовать его личность.

Следующее направление является психолингвистическим. Доказано, что данное направление исследования понимания текста непосредственно связано с пониманием речи. Сформулированы основные положения, которые в дальнейших психолингвистических и когнитивных исследованиях были эксплицированы в следующих аспектах: 1) деятельностная основа речи, то есть ее экстралингвистические характеристики; 2) внутренняя речь, или универсальный предметный код; 3) понятие значения и смысла.

**Выводы.** Показано, что для построения монолога-рассказа базовым является когнитивный подход. Определяющим признаком данного подхода стало положение о том, что язык является лишь незначительной частью целостного явления, которое собеседники пытаются узнать. Процесс познания происходит на основе комплексного взаимодействия процессов памяти, физиологических свойств человека, его знаний о мире, социального контекста высказываний, способов взаимодействия всей деятельности личности в целом и организации всех типов знаний в частности.

Когнитивный подход характеризуется двумя основными факторами: 1) смещение внимания исследователей от объекта (текста) к субъекту («я – адресант», «я – адресат», «я – читатель»); 2) смещение внимания от четко выявленных микроединиц, которые рассматриваются изолированно, к единицам, которые отличаются высокой степенью сложности. В первом случае понимание речи рассматривается как кон-

*структивная деятельность субъекта, осуществляемая на основе его знаний; во втором – как привлечение более сложных единиц для анализа понимания вместо сравнительно простых сообщений. Соответственно, наряду с текстом – объектом деятельности – следует также активно изучать субъектов-адресантов (адресатов / читателей).*

*Определено, что движение от значения к смыслу определяет сам процесс понимания, в котором мы выделяем несколько интегрированных этапов, имеющих смысловую самостоятельность: психофизиологическое восприятие физического знака (слова, цвета, пространственной формы); опознание его (как знакомого или незнакомого); понимание повторяющегося (общего) значения в языке; понимание его значения в определенном контексте (ближайшем или далеком); активно-диалогическое понимание (согласование – несогласование), то есть экспликация оценочного момента в понимании.*

**Ключевые слова:** *монологическая речь, психологические подходы, герменевтика, психолингвистический подход, когнитивный подход, психофизиологическое восприятие, распознавание значения, активно-диалогическое понимание.*

Original manuscript received February 26, 2021

Revised manuscript accepted April 16, 2021



## The Implicit Theory of Mind in the Dependence on Psychoactive Substances and under Standard Conditions

### Імплицитна теорія свідомості при залежності від психоактивних речовин та в умовах норми

**Oleksandr Telcharov**

Postgraduate Student of the Department of Psychodiagnostics  
and Clinical Psychology, Taras Shevchenko National University of  
Kyiv, Kyiv (Ukraine)

ORCID ID: <https://orcid.org/0000-0002-3381-6693>

e-mail: [oleksandr.telcharov@gmail.com](mailto:oleksandr.telcharov@gmail.com)

**Олександр Тельчаров**

Аспірант кафедри психодіагностики та клінічної психології,  
Київський національний університет імені Тараса Шевченка,  
м. Київ (Україна)

#### **ABSTRACT**

*The aim of the article is to compare the features of Theory of Mind between people dependent on psychoactive substances, at different stages of recovery and the group of conditional norm.*

*98 individuals participated in the research. In the study, the following groups were compared by different parameters: 1) persons dependent on psychoactive substances. This group includes patients of the rehabilitation center, i. e. people in the early stages of recovery who are dependent on alcohol and / or other psychoactive substances; 2) persons dependent on alcohol which are part of the previous group; 3) persons addicted to alcohol, at later stages of recovery.*

Address for correspondence, e-mail: [kpnu\\_lab\\_ps@ukr.net](mailto:kpnu_lab_ps@ukr.net)

Copyright: © Telcharov Oleksandr



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

© Telcharov Oleksandr

DOI (article): <https://doi.org/10.32626/2227-6246.2021-52.225-252>

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

*This group includes members of the Alcoholics Anonymous community; 4) persons belonging to the group of conditional norm.*

**Methods.** *There were used such instruments as Theory of Mind assessment scale (Th.o.m.a.s, Bosco, Gabbatore, Tirassa & Testa, 2016); Toronto Alexithymia Scale TAS26, adapted by Bekhterev Psychoneurological Research Institute (Eresko, Isurina, Koidanovskaia, Karvasarskyi, Karpova, Korepanova & Shifrin, 2005); 5PFQ personality questionnaire, adapted by Hromov (Hromov, 2000). For further analysis, descriptive statistics as well as several non-parametric criteria (U-Mann-Whitney test; Kolmogorov-Smirnov criterion) has been used.*

**The results.** *A number of statistically significant differences were found between the 4 groups. In particular, differences were found in ToM structure, in the severity of alexithymia, as well as in the strength of the manifestation of various factors and subfactors by the personal questionnaire 5PFQ. The complexity of the allocative perspective has been established in both groups of dependent persons, in patients of the rehabilitation center and within the group of Alcoholics Anonymous. It was found that these two groups are not statistically different in the Toronto alexithymic scale, although in both groups there are high median indicators, which are moderately higher the upper limit of normal scores, and there is a statistically significant difference between these groups and the conditional norm group.*

**Conclusions.** *ToM of persons dependent on psychoactive substances is characterized by a reduced understanding of their own emotions, if usage of psychoactive substances continues or has stopped recently, but it is resumed over the term of sobriety; while a high rate of alexithymia is remained. Also, persons dependent on psychoactive substances have a complication of the allocative perspective of ToM, even during the long-term sobriety.*

**Key words:** *persons dependent on psychoactive substances, Alcoholics Anonymous members, Theory of Mind, alexithymia, allocative perspective, personality factors.*

## Introduction

High rates of dependence on psychoactive substances (hereinafter – DPAS), which have been recorded in recent decades (Pinchuk, Kolodezhnij & Zdorik, 2017), as well as significant psychological, social and economic consequences of this problem encourage researchers to seek new constructs and

approaches that could help to slow down this dangerous tendency. Theory of Mind (hereinafter – ToM) is one of those constructs. Since the psychological phenomenon denoted by this concept provides a significant part of the effects of mutual understanding and effective interaction between people, it can be considered as a factor that impacts psychological well-being and, in the case of mental problems, the quality and duration of remission.

Theory of Mind (Premack & Woodruff, 1978) (Dubyaga & Mescheryakov, 2010) is the ability to explain and attribute mental states – beliefs, desires, emotions, knowledge, etc. – to oneself and others, as well as the understanding that others have beliefs, desires, intentions and attitudes that are different from their own.

Because of ToM higher primates and humans interact socially when analyzing, evaluating, and trying to understand the behavior of others (Gweon & Saxe, 2013).

Persons who are dependent on psychoactive substances show reduced ToM. For instance, this was described in the meta-analysis (Onuoha, Quintana, Lyvers & Guastella, 2016) in which the affective deficit of ToM in persons addicted to alcohol is recorded first of all. Researchers conclude that the cause of this deficiency is damage in certain areas of the brain due to long-term alcohol consumption. Interestingly, the results did not depend on factors such as education and intelligence of the subjects. Today it has been established that people addicted to alcohol have a tendency to inadequate perception and assessment of other people's emotions, which highlights the importance of clarifying the obtained scientific facts and finding ways to correct the affective deficit of ToM in persons dependent on psychoactive substances.

A number of authors describe in detail the phenomenon of dependence on psychoactive substances, psychological and neurophysiological mechanisms, as well as changes in personality associated with the usage of psychoactive substances and in-

dividual psychological traits of persons dependent on psychoactive substances (Haponov, 2018; Darvishov, 2019; Minko, Lisna & Markozova, 2018; Chemerys, 2017; Minnaard, 2020; Svanberg, 2018).

Other authors have thoroughly studied the features of the affective sphere in persons addicted to surfactants and other disorders, established certain dependencies on the identified changes in affective processes, in particular, the manifestation of alexithymia (Voznyi, 2013; Husak, Martyniuk & Sydoruk, 2013; Martsenkovskiy & Martsenkovska, 2019).

N. Burmaka (2003) has found in groups of adolescents and youth, dependent on alcohol, alexithymic symptom complex, with a «high threshold of actualization of emotionality», which is reflected in the reduction of emotional profile and semantic transformation of emotionality. The author concludes about the role of alexithymia as a psychological mechanism for the formation the forms of dependence, which are associated with overcoming infantile traumatic experience. L. Shcherbyna's study (2004) revealed two variants of structural reorganization of the motivational-meaning trait of persons dependent on psychoactive substances in the period of complete remission: further formation of maturity of motivation-meaning trait or retardation reduction of its restructuring processes.

Other researchers have outlined the main methods and results of the study of ToM under normal conditions and pathology (Sprong, Schothorst, Vos, Hox & Engeland, 2007; Gweon & Saxe, 2013; Schiffer, Pawliczek, Müller, Wiltfang, Brüne, Forsting & Hodgins, 2017; Jacobs & Nader-Grosbois, 2020).

At the same time, in the literature there is practically no data of results of research on features of ToM and its various components at the persons dependent on psychoactive substances, different from alcohol (Onuoha, Quintana, Lyvers & Guastella, 2016).

It should be noted that the research of aspects related to the dynamics of ToM in the process of recovery from DPAS

and the establishment of connections between ToM and personal factors remains relevant.

The **aim of the article** is to compare the features of ToM in persons dependent on psychoactive substances at different stages of recovery to the group of conditional norms.

### **The tasks of this article**

1. To identify the features of ToM, and related alexithymia and personality factors of persons dependent on psychoactive substances at different stages of recovery, as well as those features in the group of conditional norm.
2. To identify differences in the studied parameters between subgroups of the sample.
3. Based on the obtained results, to formulate hypotheses that can be tested in further investigations.

### **Research methods**

When studying ToM in persons dependent on psychoactive substances, we followed certain rules determined by peculiarities of this sample: 1) reduced ability to self-regulation, which is observed in these persons due to congenital features and damage to areas of the neural substrate responsible for executive functions, as well as areas that are considered to be correlates of ToM and emotional intelligence; 2) low motivation to participate in a study; 3) high reactivity, 4) possible complications of cognitive processes due to recent prolonged intoxication.

All of the above mentioned issues negatively affect the ability to undergo psychological research effectively, they can be expressed in increased fatigue, inability to concentrate for a long time, the tendency to random or simple answers, partial or complete inability to understand some test tasks etc. To solve and partially control these features, we chose the tools that, in our opinion, were the most appropriate for comprehensive research and obtaining high quality data. Such tools

© Telcharov Oleksandr

should be as short as possible, providing an opportunity to assess the personal characteristics of the subject, previously used and adapted in the clinical sample.

To measure ToM in persons dependent on psychoactive substances, we used Theory of Mind assessment scale, abbreviated – Th.o.m.a.s. (Bosco, Capozzi, Colle, Marostica & Tirassa, 2014; Bosco, Gabbatore, Tirassa & Testa, 2016). Taking into account the connection between the dependence on psychoactive substances and the negative impact of this factor on areas of the brain, the peculiarities of which are considered to be correlates of ToM and emotional intelligence, we also included the Toronto Alexithymic Scale TAS26, adapted in Bekhterev's Research Institute (Eresko, Isurina, Koidanovskaia, Karvasarskii, Karpova, Korepanova & Shifrin, 2005). TAS is used to measure how preserved is the ability to recognize their own emotions and bodily sensations, emotional response, as well as the ability to understand the emotions of others and the ability to put yourself in the place of another invested in the conceptual field of emotional intelligence.

Taking into account the functioning of ToM and its manifestations in behavior largely depends on personal characteristics, we also used the Five-Factor Personality Questionnaire 5PFQ, adapted by Hromov (Hromov, 2000).

Th.o.m.a.s. is a questionnaire consisting of 39 open-ended questions (some of them are optional, so in fact there are 37 questions in the test), which are aimed to explore various features of ToM.

The *procedure* of passing this test is quite simple: the researcher offers a number of questions to which the respondent answers as he / she wants. If the subject has difficulties, the researcher can pay attention to this and try to paraphrase the question (without creating bias). Then the answers must be transferred from qualitative data into a quantitative scale. In the original version, the form of the procedure is a semi-struct-

tured interview, during which the conversation is recorded and then given to two assistants who did not participate in the interview. The assistants independently encode the answers into a scale, after this the results are compared. Taking into account the existing realities in hospitals and rehabilitation centers, we modified the procedure, namely: it was proposed to the subjects in the form of a subjective questionnaire in a battery of three tests and a short questionnaire. The study was conducted in small groups to ensure the ability to record behavioral characteristics and help the respondents in case of any difficulties with passing the test. Groups of people at a later stage of recovery and conditionally healthy ones were provided with online questionnaires.

The answer to each question can be evaluated from 0 to 4 points, depending on the characteristics of the respondent's result.

***Score of 0 points is given:***

- in case the subject is silent, although the interviewer encourages him / her to answer;
- in case the answer is incomprehensibly confused, or has absolutely nothing to do with the question, or detached from reality.

***Point 1 is given:***

- in case the subject spends time, but in fact did not provide any meaningful answer;
- in case the subject says that he does not know how to answer, or is limited to answers yes or no, without adding anything more significant;
- in case the answer is confusing or contradictory regarding the question;
- in case the subject provides an example (involuntarily, or after the request of the researcher), which does not correspond to the answer itself.

***A score of 2 points is given under the following conditions:***

- the answer gives the feeling that the subject is «confused», although he gives the correct answer;
- it is simply a repetition of a question without further development or explanation (for example, a tautological answer);
- the subject expresses an emotional tone that does not answer the question (for example, an emotionally positive answer to a question about negative emotions);
- it is incorrectly conformed with the perspective required by the question, for example, when the question concerns the emotional states of another person (allocentric perspective), and the answer concerns only the subject him / herself (egocentric perspective).

***A score of 3 points is given if:***

- the answer is clearly formulated and consistent, but provided with difficulty, or not extensive (if in the form of an interview, then after several attempts by the interviewer to clarify);
- the context corresponds to the question, but does not have a specific, meaningful example;
- a provided example is approximate, general, meaningless or relates only to behavior and not to mental states or events;
- the answer is coherent and consistent, but general, stereotypical or only slightly contextualized.

***A score of 4 points is assigned to the answer that:***

- is coherent, detailed and organized, with meaningful, coherent and contextualized examples;
- refers differently to the subject's own mental states and events, as well as to the events of others, thus providing not a general or dry answer, but a contextualized one that is relevant to the personal experience of the respondent.

To get a score of 4, it is not necessary to give an example based on personal experience: it is enough that the answer is contextualized in a sufficiently detailed manner, that there are



clear gradations of understanding the question, and the example or answer reflects questions from several sides.

### **Test scales:**

**Scale A: I-Me** – questions are in the area of understanding one's own emotions and their impact on the respondent, how well a person understands his / her own emotional states, desires, can affect his / her own emotional state (egocentric perspective), hereinafter ToMA.

**Scale B: Other-Self** – questions lie in the area of how well the respondent understands other people's emotional states and how they are reflected in the respondent's behavior, how well the respondent can represent emotional states, other people's desires, and whether people can influence other people's conditions (allocative perspective), hereinafter ToMB.

**Scale C: I-Other** – questions lie in the area of how a person relates to hypothetical others and whether he / she understands the change in their emotional experiences, whether a respondent can put him / herself in place of another person and imagine what that person can feel or want. The scale also is related to whether a respondent can influence the emotional states and desires of another person (egocentric perspective), hereinafter ToMC.

**Scale D: Other-Me** – questions lie in an area of how the respondent thinks about the attitude of others to his / her emotional states, experiences and behavior of others towards him (allocative perspective), hereinafter ToMD (Bosco, Gabbatore, Tirassa & Testa, 2016).

## **Results and discussions**

*Overview of the study sample.* 98 individuals took part in the study at different stages of recovery. Among them 42 people are ones dependent on psychoactive substances at the initial stage of recovery (27 people addicted to alcohol and 15 – dependent on other psychoactive substances). At the time when this survey was done, they were treated at the Medlux

Rehabilitation Center in Kyiv. All subjects have had an episode of long-term use of psychoactive substances no more than 3 weeks before the study, which was a mandatory criterion for the homogeneity of the sample. All subjects were included into one of three following categories: 1) dependence on alcohol (ICD code F10); 2) dependence on stimulants (ICD code F15); 3) dependence on the simultaneous use of several drugs (ICD code F19.2). The survey was conducted in person, in small groups in several stages.

Also as a control group we involved people (15 people) who had a history of previous episodes of long-term and systematic use of psychoactive substances in the past, but for a long time (from 1 month or more, maximum 15 years) are now sober, are on the further stage of recovery, comparing to the previous group, and do not accept any psychoactive substances. All subjects of the control group are representatives of the Ukrainian Alcoholics Anonymous community. The study was conducted remotely in the form of an e-survey due to quarantine restrictions.

Another group of comparison (41 people), were the subjects assigned to the group of conditional norm. There are people without any dependencies on psychoactive substances or gambling. The study was also conducted remotely in this group.

In the study, the following groups were compared by different parameters.

1. People dependent on psychoactive substances. This group includes patients of the rehabilitation center, i. e. people in the early stages of recovery who are dependent on alcohol and / or other psychoactive substances. This group will be abbreviated hereinafter as DPAS.

2. People dependent on alcohol that are part of the DPAS group. This group will be abbreviated as DA.

3. People addicted to alcohol, at later stages of recovery. This group includes members of the Alcoholics Anonymous community, abbreviated AA.

4. Persons belonging to the group of conditional norm. This group will be denoted by CN.

*Gender distribution of the sample:* 53 males and 45 females. In particular, in the subgroups the distribution is as follows. Among the DPAS group, 34 are males and 8 are females. Among the AA group, 14 are males and one is a female. CN group: 36 females and 5 males. Unfortunately, there is gender inhomogeneity between groups. Most people dependent on psychoactive substances are males, and the control group of the conditional norm mostly consists of females, so there is a possible influence of gender. This can be attributed to the prospects for further research. However, it should also be noted that the main control group (AA) also mainly consists of males, so in comparison with these groups, results are not influenced by gender.

*Distribution of the sample by dependence on a specific type of a psychoactive substance:* 27 people were assigned to the group of Dependent on Alcohol (F10), 5 persons – to the group of Dependent on Stimulators (F15), and 13 – to a group of Dependence on multiple psychoactive substances (F19.2). It is also worth noting that three subjects were diagnosed with dependence on several drugs in combination with alcohol consumption, which is reflected in the study.

*Distribution of the sample by age:* subjects under study were persons aged 19 to 70 years, median – 35 years, SD = 14.2. One third of the sample (35.7%) is in the range of 20–22 years, and 81.6% is in the range of 20 to 50 years. Although the sample is not generally homogeneous in terms of age, because there is a predominance of respondents aged 20–22 years (mostly a group belonging to the conditional norm), other age categories are widely represented. We assume that the age factor may have an impact, but this impact may not be very significant.

*Verification of the normality of the sample distribution:* since the study was conducted on three groups which were se-

lected according to certain criteria, we assume that the sample will not meet the normal distribution criterion. For verification we use the nonparametric Kolmogorov-Smirnov criterion. According to the results of applying the Kolmogorov-Smirnov criterion (the results were checked according to the main variables, namely according to the TAS 26, 4 scales of the Th.o.m.a.s test and the main factors 5PFQ), it was found that according to 6 scales out of 11 the sample corresponds to normal distribution (Sig. 2 tailed > 0.05), the exceptions are the results on the ToMA scale (I-Me), (sig. 2 tailed = 0.021); on the scale of ToMC (I-Other), (sig. 2 tailed = 0.011); on the scale ToMD (Other-Me), (sig. 2 tailed = 0.028); according to the second (Separation – Attachment) (sig. 2 tailed = 0.029) and third (Impulsivity - Self-control) (sig. 2 tailed = 0.005) factors of the 5PFQ questionnaire.

Taking into consideration findings described above, we consider it appropriate to use non-parametric methods of statistical processing, because the distribution of almost half of the basic parameters differs from normal. Another factor that determines the use of non-parametric methods is the fact that part of the study sample belongs to the clinical group. Furthermore, the sample size of the experimental and control groups is relatively small (27 and 15 people, respectively). Therefore, we use U - Mann-Whitney test to check a statistically significant difference between groups.

*The differences between the DA group (N = 27) and the AA control group (N = 15).* As a result, the differences between these groups were determined by the Th.o.m.a.s test scale ToMA (sig = 0.002), the fifth factor of the 5PFQ (Pragmatism – Expressiveness), (sig = 0.02), and the second subscale of the fifth factor 5PFQ (Realism – Curiosity), (sig = 0,001).

*The differences between the DPAS group (N = 42) and the CN group (N = 41).* As a result, differences were found in the indicators of the Alexithymia TAS 26 questionnaire, in the Th.o.m.a.s test (integrative result and all four ToM

scales), ( $\text{sig} = 0.000$ ). Differences were also found in a number of scales of the 5PFQ questionnaire, namely on the 5th scale (Pragmatism – Expressiveness); the fifth subscale of the first factor (Avoidance of attention – attraction of attention); the fifth subscale of the fourth factor (Emotional stability – Emotional lability); the second subscale of the fifth factor (Realism – Curiosity); the third subscale of the fifth factor (Lack of artistry – Artistry); the fourth subscale of the fifth factor (Insensitivity – Sensitivity); and the fifth subscale of the fifth factor (Rigidity – Plasticity).

*The differences between the UN group ( $N = 41$ ) and the AA group ( $N = 15$ ).* As a result, several statistically significant differences were found between the groups, namely in the alexithymia parameter, as well as in the Th.o.m.a.s test (integrative result and three ToM scales, namely ToMB, ToMC, and ToMD). On the first scale, the difference is statistically insignificant.

Based on the above mentioned issues, we can notice the following. The structure of ToM differs significantly between dependent on psychoactive substances individuals and individuals without any dependencies identified. This also applies to the affective sphere (the level of alexithymia in dependent persons) and personal characteristics, in particular, emotional self-regulation, as well as attitudes to changes in the environment and readiness for change.

At the same time, the DA group also differs in the structure of ToM in comparison with the AA group. In particular, according to the ToMA scale, there is a difference in understanding a person's own emotions, feelings, attitudes and beliefs, as well as the curiosity factor. One of the groups is more open to active perception of the surrounding world, including the social one. However, no statistically significant difference on the alexithymia scale was found. This means that the level of alexithymia (i. e. preservation of the ability to understand one's own experiences and physiological manifestations) dif-

fers significantly in the DPAS group (even under conditions of prolonged sobriety) from the similar level in the CN group. The fact that the fifth factor of the 5PFQ is statistically different in the DPAS group and other groups, taking into account the change in values towards the median indicators of relatively healthy individuals, in our assumption, may indicate some adaptation, i.e. such individuals become healthier. To follow in details how exactly these results differ, see the median values of statistically different indicators in each group.

Table 1 shows the median values of the test result for measuring ToM among four groups: 1) DPAS; 2) DA; 3) AA; 4) CN.

*Table 1*

Median values of the ToM test

Group	N	ToM Integrative	ToMA	ToMB	ToMC	ToMD
DPAS	42	2.1	2.3	2	2.1	1.8
DA	27	2	2.2	2	2.1	1.8
AA	15	2.3	2.9	2	2.2	1.7
CN	41	2.7	3.1	2.8	2.6	2.3

Note: ToM integrative is the indicator of the general level of ToM; ToMA – level of ToM on scale A (I-Me); ToMB – level of ToM on scale B (Other-Self); ToMC – level of ToM on scale C (I-Other); ToMD – level ToM on a scale of D (Other-Me).

According to the procedure of analysis of the Th.o.m.a.s test, each answer of the subject can have from 0 to 4 points. These points are added, and the average values for each scale are calculated, so the maximum value that can be obtained is 4 points. As we see in Table 1, the obtained data differs significantly in the three groups, while in the groups DA and DPAS the results are nearly the same. It should be noted that although we have modified the procedure for testing ToM using this technique, the general trends in dependent persons coincide with the results of the study of the authors of this

test (Bosco et al., 2014), although there is a relatively strong artifact lowering the score of the ToMD scale, as well as the subjects surveyed by us both in person and in the form of an online survey, on average scored less points than those studied by the authors of the method. This may be due to the specifics of the sample, or also influenced by the factor of modification of the ToM measurement procedure.

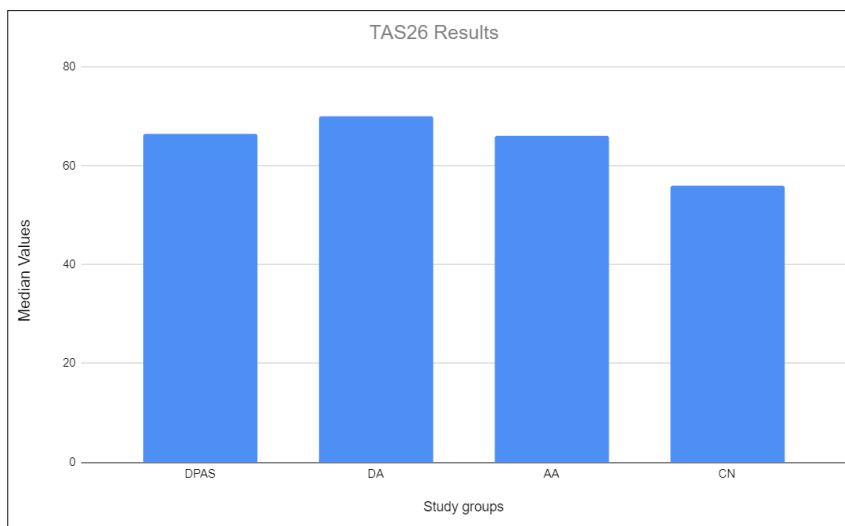
As we can see, according to the ToMA (I-Me) scale, the group DA, which has only recently stopped taking psychoactive substances, understands their own emotions, feelings, desires much worse than people who have not used psychoactive substances for a long time (group AA): median values are 2.2 and 2.9 respectively. Median indicators on other scales are nearly identical. This means the following pattern: both representatives of the DPAS and DA groups, who are in the early stages of recovery, and representatives of the AA group have difficulty in understanding the emotions of others, allocative perspective in general (after all, a score of 2 points is usually obtained when the answer is egocentric or inaccurate).

In addition, we see a difference in the ToMA score between the groups at early stages of recovery (DPAS and DA) and the group in the later stage of recovery (AA). Thus, in the AA group the median value is 2.9 points, in contrast to 2.1 and 2 (DPAS, DA), which demonstrates that people who do not use psychoactive substances for a long time have a higher level of understanding of their emotions, feelings, body sensations and beliefs than those people who have recently stopped taking psychoactive substances. Although subjects under study understand their own emotions better, the study shows that they have difficulties in understanding emotions, experiences, etc. of the other people. We can see this tendency both in people who have recently taken psychoactive substances and in people who have been sober for a long time. Unfortunately, we cannot claim the influence of the factor of alcohol consumption, because such persons could have, for example, congenital fea-

tures that cause both difficulties in understanding other people and a tendency to drink alcohol.

Although, based on the results of the ToMA scale, we can assume that the lack of alcohol consumption has a positive effect on the understanding of a person's own affective and bodily manifestations. As we can see, the main trend reflected in the results is the problem of allocative perspective of ToM (difficulty or inability to put oneself in someone's place, look at the situation from the outside, from the position of another person) in people addicted to psychoactive substances, even with prolonged sobriety. The results on allocative scales are lower than similar results on conditionally egocentric scales. The egocentric perspective is reflected in the ToMA and ToMC scales, the allocative perspective is illustrated by the ToMB and ToMD scales.

See the analysis of the alexithymia parameter. Fig. 1 shows a comparative diagram of the median values of the TAS 26 test in four groups: 1) DPAS; 2) DA; 3) AA; 4) CN.



**Fig. 1.** Median meanings of Toronto Alexithymia Scale



According to the results of the *alexithymia test*, three groups of four have a median value higher than the maximum normal rate set by this test (up to 62 points). In particular, the DPAS group has a value of 66.5 points (SD = 12.5); the group DA has a value of 70 points (SD = 14.6), which is the highest among all groups; control group AA has a median value of 66 points (SD = 12.08). The CN group has a median of 56 points (SD = 11.3), which is below the maximum allowable norm. As noted above, the group of relatively healthy people has a statistically significant difference in the results of the TAS26 test in comparison with the groups of dependent persons, or the control group (AA). There are no statistically significant differences between the group DA and AA.

Summarizing the above mentioned information, we can establish that people dependent on psychoactive substances have the rate of alexithymia statistically higher than normal, which is expressed in the complication of the feeling of their own experiences and their definition. At the same time, the fact of long-term alcohol non-consumption does not affect a significant decrease in the level of alexithymia: the ability to feel their own feelings still remains impaired, and the person needs to look for ways to compensate for this defect.

We will also analyze the results on the scales of the *Five-Factor Personality Questionnaire 5PFQ*: Table 2 shows the median values of those scales and subscales of the 5PFQ test, where we have observed statistically significant differences between the following groups: 1) DPAS; 2) DA; 3) AA; 4) CN.

As a result, it was found that in comparison with the DPAS group, CN has a statistically significantly higher level of emotional lability, a more pronounced desire to communicate with others, as well as greater expressiveness, i.e. they are more focused on internal implicit experiences and desires, which manifests in higher sensitivity and plasticity. At the same time, such difference was not found on the fifth scale 5PFQ (Prag-

matism – Expressiveness) between the control group (AA) and the group of conditional norm.

*Table 2*

Median values of statistically different scales and subscales of the 5PFQ Five-Factor Personality Questionnaire

	DPAS	DA	AA	CN
Avoidance of attention – Attraction of attention	9	9	10	11
Emotional stability – Emotional lability	10	10	11	11
Pragmatism – Expressiveness	48	49	54	59
Realism – Curiosity	10	10	13	13
Lack of artistry – Artistry	10	10	11	12
Insensitivity – Sensitivity	11	10	11	12
Rigidity – Plasticity	9	9	10	11

Note: DPAS is a group of dependent to PAS people; DA is a group of dependent on alcohol people at the initial stage of recovery (part of the DPAS group); AA is a group of dependent persons at a later stage of recovery (members of the Alcoholics Anonymous community); CN is a group of conditional norm without dependence on PAS.

Regarding the differences in the results of the 5PFQ Five-Factor Personality Questionnaire between the DA and AA groups, statistically significant differences were found in the Pragmatism – Expressiveness factor, namely in the Realism-Curiosity subscale. Thus, the results on these scales for representatives of group AA and group CN do not differ significantly, while group DA is less «inquisitive». We can assume that the cessation of alcohol consumption over time has a positive effect on the manifestation of this personal factor and, in this case, the differences may be caused by alcohol dependence, but we cannot confirm this at the moment, so this aspect is the prospect of our future studies.

## Conclusions

Based on the obtained data, we established a number of features of ToM in individuals dependent on psychoactive substances. In particular, a comparison of groups of people dependent on psychoactive substances was made, and a group of people dependent on alcohol was identified. This group was analyzed separately in the study. We have compared these groups with a control group of individuals at a later stage of recovery (members of the Alcoholics Anonymous community), as well as with a group of conditional norms (representatives of this group have no dependence on any psychoactive substances). A number of statistically significant differences have been found. This makes it possible to describe the specifics of ToM clearly and the affective sphere of persons dependent on psychoactive substances, and persons addicted to alcohol in particular.

The complexity of the allocative perspective in the DPAS group, as well as in the AA group, was established. We can put forward two hypotheses in this regard: 1) the hypothesis of the negative impact of alcohol on the biological substrate responsible for ToM, which is expressed in the difficulty of putting oneself in someone's place. However, we cannot confirm this at the moment, as we have not used the appropriate methods of statistical verification. 2) The hypothesis of the existence of a certain biologically determined factor, which indirectly affects the fact that people dependent on psychoactive substances have similar problems. The psychological manifestation of this factor may be alexithymia or certain alexithymic traits.

It was found that individuals dependent on psychoactive substances do not differ in the results of the alexithymia scale compared with the control group of persons at a later stage of recovery (AA). At the same time in both groups (both DPAS, and AA) high median meanings of alexithymia scale are observed, moderately above the upper limit of the norm, and there is a statistically significant difference between these

groups and the group of the conditional norm. Obviously, there is a certain biological mechanism, which is associated with a tendency to dependence on alcohol and a difficulty in understanding the emotions, experiences, thoughts and intentions of others. It is also possible that the factor of alcohol consumption impacts these features, but we cannot confirm this with the available research tools.

Statistical analysis has shown differences in SA and AA groups. According to the results of the scale ToMA, the AA group has a better understanding of their own affects, states, experiences and desires; these states are more complex. With the prolonged sobriety, the subjects improve understanding of their own affective manifestations and increase the expressiveness and desire for something new. We assume that these are several complexly interconnected phenomena, in particular, people dependent on psychoactive substances usually have simplified desires associated with the object of their dependence, due to prolonged substances intake they are less able to distinguish their own emotions (both positive and negative), tend to tell more about bodily affective manifestations, not about their own feelings. As their own feelings become relatively closed for them, the factor of pragmatism – expressiveness becomes more rational, emotionless. In this case, we will consider the fifth factor of the 5PFQ Five-Factor Personality Questionnaire as informative at the initial stages of rehabilitation, and we assume that it will be changed in the direction of greater expressiveness with the restoration of the ability to understand one's own experiences.

Summing up, ToM in persons dependent on psychoactive substances (who take substances now or have just recently stopped) is manifested with a reduced understanding of their own experiences (as evidenced by high scores on the TAS-26 test). ToM can be restored when a person is sober for some time, but alexithymia rate remains high anyway. Therefore, there is a certain adaptation towards greater rationality, ana-

lysis than feeling. Also, persons, dependent on psychoactive substances, have a complication of the allocative perspective of ToM, even despite a long-term sobriety. As for concomitant factors, there is an increase in emotional stability (the person doesn't understand emotions well, so this doesn't cause any concern, additionally emotions are constrained by rational «reflection» of them). Another concomitant factor is a lower manifestation of the expression factor under the conditions of recent systematic intake of psychoactive substances, which recovers with sobriety increase. However, we cannot confirm certain linear relationships between the severity of this factor and the duration of sobriety at present.

Perspectives for further research include examining the influence of certain factors on the structure of ToM in individuals dependent on psychoactive substances, examining the relationship between the duration of sobriety and the manifestation of the fifth factor of the Five-Factor Personality Questionnaire 5PFQ and increasing homogeneity of the control group.

## Literature

- Бурмака Н. П. Психологічні чинники формування алкогольної адиктивної поведінки у підлітків та юнацтва: автореф. дис. ... канд. психол. наук: 19.00.04. Київ : КНУ імені Тараса Шевченка, 2003. 18 с.
- Возний Д. В. Психоемоційні особливості чоловіків, хворих на алкогольну залежність. *Загальна патологія та патологічна фізіологія*. 2013. Т. 8. № 3. С. 97–101.
- Гапонов К. Д. Алкогольна залежність і соціальний стрес: біохімічні, нейрофізіологічні і психосоціальні механізми взаємовпливу (огляд літератури). *Український вісник психоневрології*. 2018. Т. 26. № 1. С. 104–109.
- Гусак П. М., Мартинюк Т. А., Сидорук І. І. Профілактика вживання психоактивних речовин підлітками: монографія. Луцьк : Вежа-Друк, 2013. 484 с.
- Дарвішов Н. Особистісні риси і прийняття рішень у залежних від психоактивних речовин осіб. *Збірник наукових праць «Проблеми сучас-*

- ної психології». Кам'янець-Подільський : Аксіома, 2019. Вип. 46. С. 88–113. DOI <https://doi.org/10.32626/2227-6246.2019-46.88-113>.
- Дубяга Е. В., Мещеряков Б. Г. ИмPLICITная теория разума: краткий обзор. *Психологический журнал Международного университета природы, общества и человека*. 2010. № 1. URL : <https://psyanima.su/journal/2010/1/2010n1a4/2010n1a4.pdf>.
- Ересько Д. Б., Исурина Г. Л., Кайдановская Е. В., Карвасарский Б. Д., Карпова Э. Б., Смирнова Т. Г., Шифрин В. Б. Алекситимия и методы ее определения при пограничных психосоматических расстройствах. Санкт-Петербург : Санкт-Петербургский научно-исследовательский психоневрологический институт имени В. М. Бехтерева, 2005. 25 с.
- Марценковський І. А., Марценковська І. І. Стабілізатори настрою: дискусійні питання терапії алкогольної залежності. *Міжнародний неврологічний журнал*. 2019. № 3. С. 70–76.
- Мінко О. І., Лісна Н. М., Маркозова Л. М. Індивідуально-психологічні особливості осіб з алкогольною залежністю та їх співзалежних родичів, які впливають на формування терапевтичного альянсу. *Український вісник психоневрології*. 2018. Т. 26. № 3. С. 39–42.
- Пінчук І. Я., Колодежний О. В., Петриченко О. О., Здорик І. Ф. Аналіз статистичних показників розладів психіки та поведінки внаслідок уживання психоактивних речовин у 2015–2016 роках. *Архів психіатрії*. 2017. Т. 23. № 4. С. 252–260.
- Хромов А. Б. Пятифакторный опросник личности: учеб.-метод. пособие. Курган : Курганский государственный университет, 2000. 23 с.
- Чемерис Н. М. Медико-соціальні аспекти проблеми вживання психоактивних речовин молоддю (огляд наукової літератури). *Україна. Здоров'я нації*. 2017. № 3. С. 285–291.
- Щербина Л. Ф. Динаміка смислових структур осіб, залежних від психоактивних речовин, у процесі психологічної реабілітації: автореф. дис. ... канд. психол. наук: 19.00.04. Київ : КНУ імені Тараса Шевченка, 2004. 21 с.
- Bosco, F. M., Capozzi, F., Colle, L., Marostica, P., & Tirassa, M. (2014). Theory of mind deficit in subjects with alcohol use disorder: an analysis of mindreading processes. *Alcohol and Alcoholism*. Vol. 49. No. 3. С. 299–307.
- Bosco, F. M., Gabbatore, I., Tirassa, M., & Testa, S. (2016). Psychometric properties of the Theory of Mind Assessment Scale in a sample of adolescents and adults. *Frontiers in psychology*. Vol. 7. No. 7. P. 1–12.
- Goldman, A. (2012). Theory of Mind. *Oxford Handbook of Philosophy and Cognitive Science*. Oxford : Oxford University Press. P. 402–424.

- Gweon, H., & Saxe, R. (2013). Developmental cognitive neuroscience of theory of mind. *Neural circuit development and function in the brain*. No. 3. P. 367–377.
- Jacobs, E., & Nader-Grosbois, N. (2020). Affective and Cognitive Theory of Mind in children with intellectual disabilities: how to train them to foster social adjustment and emotion regulation. *J. Educ. Train. Stud.* No. 8. P. 80–97.
- Minnaard, A. M. (2020). Loss of control over substance use: Preclinical studies into the behavioural and neural mechanisms of addiction. *Extended abstract of doctor's thesis*. Utrecht : Utrecht University. DOI 10.33540/163.
- Onuoha, R. C., Quintana, D. S., Lyvers, M., & Guastella, A. J. (2016). A Meta-analysis of Theory of Mind in Alcohol Use Disorders. *Alcohol and Alcoholism*. Vol. 51. No. 4. P. 410–415. DOI 10.1093/alcalc/aggv137.
- Premack, D., & Woodruff, G. (1978). Does the chimpanzee have a theory of mind? *Behavioral and brain sciences*. Vol. 1. No. 4. P. 515–526.
- Schiffer, B., Pawliczek, C., Müller, B. W., Wiltfang, J., Brüne, M., Forsting, M., & Hodgins, S. (2017). Neural mechanisms underlying affective theory of mind in violent antisocial personality disorder and / or schizophrenia. *Schizophrenia bulletin*. Vol. 43. No. 6. P. 1229–1239.
- Sprong, M., Schothorst, P., Vos, E., Hox, J., & Engeland, H. (2007). Theory of mind in schizophrenia: meta-analysis. *British Journal of Psychiatry*. Vol. 191. P. 5–13.
- Svanberg, J. (2018). *The psychology of addiction*. London; New York : Routledge, Taylor & Francis Group. 128 p.

## References

- Burmaka, N. P. (2003). Psykholohichni chynnyky formuvannia alkoholnoi adyktivnoi povedinky u pidlitkiv ta yunatstva [Psychological factors of formation of alcohol addictive behavior in adolescents and youth]. *Extended abstract of candidate's thesis*. Kyiv : KNU imeni Tarasa Shevchenka [in Ukrainian].
- Voznyi, D. V. (2013). Psykhoemotsiini osoblyvosti cholovikiv, khvorykh na alkoholnu zalezhnist [Psycho-emotional features of men with alcohol dependence]. *Zahalna patolohiia ta patolohichna fiziolohiia – General pathology and pathological physiology*, 8 (3), 97–101 [in Ukrainian].
- Haponov, K. D. (2018). Alkoholna zalezhnist i sotsialnyi stres: biokhimichni, neirofiziolohichni i psykhosotsialni mekhanizmy vzaïmovplyvu (ohliad literatury) [Dependence on alcohol and social stress: biochemi-

- cal, neurophysiological and psychosocial mechanisms of interplay (literature review)]. *Ukrainskyi visnyk psykhonevrolohii – Ukrainian visnyk of psychoneurology*, 26 (1), 104–109 [in Ukrainian].
- Husak, P. M., Martyniuk, T. A., & Sydoruk, I. I. (2013). *Profilaktyka vzhivannia psykhoaktyvnykh rehovyn pidlitkamy [Prevention of substance use by adolescents]*. Lutsk : Vezha-Druk [in Ukrainian].
- Darvishov, N. (2019). Osobystisni rysy i pryiniattia rishen u zaleznykh vid psykhoaktyvnykh rehovyn osob [Personality traits and decision making of substance addicts]. *Zbirnyk naukovykh prats «Problemy suchasnoi psykholohii» – Collection of research papers «Problems of Modern Psychology»*, 46, 88–113. DOI <https://doi.org/10.32626/2227-6246.2019-46.88-113> [in Ukrainian].
- Dubiaga, E. V., & Meshcheriakov, B. G. (2010). Implitsitnaia teoriia razuma: kratkii obzor [Theory of Mind: a brief review]. *Psikhologicheskii zhurnal Mezhdunarodnogo universiteta prirody, obshchestva i cheloveka – Psychological journal of International university of nature, society and human, (Vol. 1)*. Retrieved from <https://psyanima.su/journal/2010/1/2010n1a4/2010n1a4.pdf> [in Russian].
- Eresko, D. B., Isurina, G. S., Kaidanovskaia, E. V., Karvasarskii, B. D., Karpova, Ye. B., Korepanova, T. G., & Shifrin, V. B. (2005). *Aleksitiimiia i metody yeie opredeleniia pri pogranychnykh psikhosomaticheskikh rasstroistvakh [Alexithymia and methods of its definition at borderline psychosomatic disorders]*. Sankt-Peterburg [in Russian].
- Martsenkovskiy, I. A., & Martsenkovska, I. I. (2019). Stabilizatory nastroiu: dyskusiini pytannia terapii alkoholnoi zalezhnosti [Mood stabilizers: controversial issues in the treatment of alcohol dependence]. *Mizhnarodnyi nevrolohichniy zhurnal – International neurological journal*, 3, 70–76 [in Ukrainian].
- Minko, O. I., Lisna, N. M., & Markozova, L. M. (2018). Indyvidualno-psykholohichni osoblyvosti osob z alkoholnoi zalezhnosti ta yikh spivzaleznykh rodychiv, yaki vplyvaiut na formuvannia terapevtychnoho aliantsu [Individual psychological characteristics of people with dependence on alcohol and their interdependent relatives, that influence the formation of a therapeutic alliance]. *Ukrainskyi visnyk psykhonevrolohii – Ukrainian visnyk of psychoneurology*, 26 (3), 39–42 [in Ukrainian].
- Pinchuk, I. Ya., Kolodieznyi, O. V., Petrychenko, O. O., & Zdoryk, I. F. (2017). Analiz statystychnykh pokaznykiv rozladiv psykhyky ta povedinky vnaslidok uzhyvannia psykhoaktyvnykh rehovyn u 2015–2016 rokakh [Analysis of statistical indicators of mental and behavioral disorders due to the use of psychoactive substances in 2015–



- 2016]. *Arkhiv psykhiatrii – Archive of psychiatry*, 23 (4), 252–260 [in Russian].
- Khromov, A. B. (2000). *Piatifaktornyi oprosnik lichnosti [Five-factor personality questionnaire]*. Kurgan : Kurganskii gosudarstvennyi universitet [in Russian].
- Chemerys, N. M. (2017). Medyko-sotsialni aspekty problemy vzhyvannia psykhoaktyvnykh rehovyn moloddu [Medical-social aspects of the problem of psychoactive substance use by young people]. *Ukraina. Zdorovia natsii – Ukraine. Health of the nation*, 3, 285–291 [in Ukrainian].
- Shcherbyna, L. F. (2004). Dynamika smyslovykh struktur osib, zaleznykh vid psykhoaktyvnykh rehovyn, u protsesi psykhologichnoi reabilitatsii [Dynamics of semantic structures of persons addicted to psychoactive substances in the process of psychological rehabilitation]. *Extended abstract of candidate's thesis*. Kyiv : KNU imeni Tarasa Shevchenka [in Ukrainian].
- Bosco, F. M., Capozzi, F., Colle, L., Marostica, P., & Tirassa, M. (2014). Theory of mind deficit in subjects with alcohol use disorder: an analysis of mindreading processes. *Alcohol and Alcoholism*, 49 (3), 299–307.
- Bosco, F. M., Gabbatore, I., Tirassa, M., & Testa, S. (2016). Psychometric properties of the Theory of Mind Assessment Scale in a sample of adolescents and adults. *Frontiers in psychology*, 7 (7), 1–12.
- Goldman, A. (2012). Theory of Mind. *Oxford Handbook of Philosophy and Cognitive Science*, (pp. 402–424). Oxford : Oxford University Press.
- Gweon, H., & Saxe, R. (2013). Developmental cognitive neuroscience of theory of mind. *Neural circuit development and function in the brain*, 3, 367–377.
- Jacobs, E., & Nader-Grosbois, N. (2020). Affective and Cognitive Theory of Mind in children with intellectual disabilities: how to train them to foster social adjustment and emotion regulation. *J. Educ. Train. Stud*, 8, 80–97.
- Minnaard, A. M. (2020). Loss of control over substance use: Preclinical studies into the behavioural and neural mechanisms of addiction. *Extended abstract of doctor's thesis*. Utrecht : Utrecht University. DOI 10.33540/163.
- Onuoha, R. C., Quintana, D. S., Lyvers, M., & Guastella, A. J. (2016). A Meta-analysis of Theory of Mind in Alcohol Use Disorders. *Alcohol and Alcoholism*, 51 (4), 410–415. DOI 10.1093/alcalc/agg137.
- Premack, D., & Woodruff, G. (1978). Does the chimpanzee have a theory of mind? *Behavioral and brain sciences*, 1 (4), 515–526.

- Schiffer, B., Pawliczek, C., Müller, B. W., Wiltfang, J., Brüne, M., Forsting, M., ... & Hodgins, S. (2017). Neural mechanisms underlying affective theory of mind in violent antisocial personality disorder and / or schizophrenia. *Schizophrenia bulletin*, 43 (6), 1229–1239.
- Sprong, M., Schothorst P., Vos, E., Hox, J., & Engeland, H. (2007). Theory of mind in schizophrenia: meta-analysis. *British Journal of Psychiatry*, 191, 5–13.
- Svanberg, J. (2018). *The psychology of addiction*. London; New York : Routledge, Taylor & Francis Group.

### **Тельчаров Олександр. Імплицитна теорія свідомості при залежності від психоактивних речовин та в умовах норми**

#### **АНОТАЦІЯ**

**Мета статті** – порівняти особливості ІТС в осіб, залежних від ПАР, на різних етапах одужання й у групі умовної норми. Дослідження проводилося на 98 особах.

За різними параметрами порівнювалися: 1) пацієнти реабілітаційного центру, які мають залежність від алкоголю або / та від інших ПАР і перебувають на ранньому етапі одужання; 2) особи, залежні від алкоголю, які є частиною першої групи; 3) особи, залежні від алкоголю, на пізніших етапах одужання (члени Співтовариства анонімних алкоголіків); 4) особи, які належать до групи умовної норми.

**Методи.** Використано методика *Theory of Mind assessment scale* (Th.o.m.a.s, Bosco, Gabbatore, Tirassa & Testa, 2016); Торонтську Алекситимічну шкалу ТАС26, адаптовану в НДІ ім. Бехтерева (Ересько, Исурина, Кайдановская, Карвасарский, Карпова, Смирнова & Шифрин, 2005); П'ятифакторний особистісний опитувальник 5PFQ, адаптований Хромовим (Хромов, 2000). Для аналізу отриманих даних використано описові статистики, а також непараметричні критерії: U-критерій Манна – Вітні й Тест Колмогорова – Смірнова.

**Результати дослідження.** Знайдено низку статистично значущих відмінностей між 4 групами, зокрема у структурі ІТС, вираженості алекситимії, а також у силі прояву різних чинників і субчинників за особистісним опитувальником 5PFQ. Установлено ускладненість алокативної перспективи як у пацієнтів реабілітаційного центру, так і в осіб, які перебувають на пізніших етапах одужання та є членами Співтовариства анонімних алкоголіків. Установлено, що ці дві групи не відрізняються за

результатами Торонтської алекситимічної шкали, проте водночас в обох групах спостерігаються високі медіанні показники, помірно вищі за верхню межу норми, і статистично значуща відмінність між зазначеними групами та групою умовної норми.

**Висновки.** ІТС в осіб, залежних від ПАР, вирізняється редукованим розумінням власних переживань, за умови, якщо вживання ПАР триває або припинилося нещодавно, проте відновлюється з плином часу тверезості; при цьому високий показник алекситимії зберігається. Також в осіб, залежних від ПАР, спостерігається ускладнення алокативної перспективи ІТС навіть за умов довготривалої тверезості.

**Ключові слова:** особи, залежні від психоактивних речовин, члени Співтовариства анонімних алкоголіків, імпліцитна теорія свідомості, алекситимія, алокативна перспектива, особистісні чинники.

**Тельчаров Александр. Импліцитная теория разума при зависимости от психоактивных веществ и в условиях нормы**

## АННОТАЦИЯ

Целью статьи является сравнение ИТС у людей, зависимых от ПАВ, на разных этапах выздоровления и в группе условной нормы. Исследование проводилось на 98 лицах.

По разным параметрам сравнивались: 1) пациенты реабилитационного центра, зависимые от алкоголя и / или других ПАВ и пребывающие на раннем этапе выздоровления; 2) лица, зависимые от алкоголя, которые являются частью первой группы; 3) лица, зависимые от алкоголя на более поздних этапах выздоровления (члены Сообщества анонимных алкоголиков); 4) лица, принадлежащие группе условной нормы.

**Методы.** Использовано методика Theory of Mind assessment scale (Th.o.m.a.s, Bosco, Gabbatore, Tirassa & Testa, 2016); Торонтскую Алекситимическую шкалу ТАС26, адаптированную в НИИ им. Бехтерева (Ересько, Исурина, Кайдановская, Карвасарский, Карпова, Смирнова & Шифрин, 2005), Пятифакторный личностный опросник 5PFQ в адаптации Хромова (Хромов, 2000). Для анализа полученных данных использованы описательные статистики, а также непараметрические критерии: U-критерий Манна – Уитни и Тест Колмогорова – Смирнова.

**Результаты исследования.** Найдено ряд статистически значимых отличий между 4 группами, в частности в структуре ИТС, выраженнос-

*ти алекситимии, а также в силе проявления разных факторов и субфакторов по личностному опроснику 5PFQ. Установлено затрудненность аллокативной перспективы как у пациентов реабилитационного центра, так и у лиц, пребывающих на более поздних этапах выздоровления и являющихся членами Сообщества анонимных алкоголиков. Установлено, что эти две группы не отличаются по результатам Торонтской Алекситимической шкалы, при том, что в обеих группах наблюдаются высокие медианные показатели, умеренно выше верхней границы нормы, и статистически значимое отличие между данными группами и группой условной нормы.*

**Выводы.** ИТС у лиц, зависимых от ПАВ, отличается редуцированным пониманием собственных переживаний, при условии если употребление ПАВ продолжается или прекратилось недавно, но восстанавливается с длительностью трезвости; при этом высокий показатель алекситимии сохраняется. Также у лиц, зависимых от ПАВ, наблюдается усложненность аллокативной перспективы ИТС даже при условии длительной трезвости.

**Ключевые слова:** лица, зависимые от психоактивных веществ, члены Сообщества анонимных алкоголиков, имплицитная теория сознания, алекситимия, аллокативная перспектива, личностные факторы.

Original manuscript received February 27, 2021

Revised manuscript accepted March 30, 2021

## **Psychological Content of the Problem on the Growth of Pupils as the Subjects of Studying Process**

### **Психологічний зміст проблеми формування учнів як суб'єктів учіння**

#### **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>  
scopus.com

E-mail: [nato4ka66@ukr.net](mailto:nato4ka66@ukr.net)

#### **Наталія Терновик**

Кандидат психологічних наук, доцент, Міжнародний економіко-гуманітарний університет імені академіка Степана Дем'янука, м. Рівне (Україна)

#### **Alla Simko**

Ph.D. in Psychology, Senior Lecturer, Kamianets-Podilskyi National Ivan Ohienko University, Kamianets-Podilskyi (Ukraine)

ORCID ID: <https://orcid.org/0000-0002-6197-9086>

E-mail: [7kort@ukr.net](mailto:7kort@ukr.net)

#### **Алла Сімко**

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](mailto:kpnu_lab_ps@ukr.net)

Copyright: © Ternovyk Nataliia, Simko Alla



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

© Ternovyk Nataliia, Simko Alla

DOI (article): <https://doi.org/10.32626/2227-6246.2021-52.253-274>

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

**253**

The author's contribution: Ternovyk N. – 50%, Simko A. – 50%.

Авторський внесок: Терновик Н. – 50%, Сімко А. – 50%.

## ABSTRACT

**The purpose of our research** is to provide the experiment at secondary school with the aim to establish the degree of the development of pupils as Subjects of cognitive activity based on the analysis of the content of internal communication between schoolchildren and novels at different stages of understanding its content in situations of solving discursive creative tasks in a diverse literary and personal environment.

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. As the experimental method we used author's methodology «A questionnaire for schoolchildren».

**The results of the research.** We have to note that all levels of the Subject's positions are concentrated in one person. Also we assume that depending on pupils' activity, the individual manifests himself / herself functionally at one level or another one by his / her own subjectivity, remaining structurally at a certain level of spirituality.

Subjectivity as a tendency to reproduce, to create oneself in appropriate and sometimes unfavorable conditions, is a universal characteristic of a person. Man's own activity is qualitatively transformed at each stage of ontogenesis, its role in mental development increases at the time of mental generation. Subjectivity does not arise suddenly and is not introduced from outside, it is a genetic consequence of the transformation of lower forms into higher ones due to the self-development of the subjective principle of a person who actively interacts with the outside world. In this case, the social environment of the individual as a subject of activity plays an adequate role of external factors, conditions, but not determinants, which do not cause a mental development of the Subject.

**Conclusions.** Thus, the subject of mental activity can be considered as the individual if the object for him / her is his / her own psyche in its functioning and development; the regulation of the development processes is carried out by the Subject himself / herself, and not by any external forces, both on the conscious and unconscious levels (in the direction from what is not realized to what is increasingly realized with the transition of learned forms of self-regu-

lation to subconscious levels). The Subject of mental activity provides individual acts only by the conditions of the development of own Subjective structures and building of the corresponding potentialities. In such a way, we think, that mature subject of mental activity will be characterized by such needs and abilities: 1) «goal-setting» of pupils' mental self-development as a regulators of this process; 2) providing «choice», «finding», «production» of psychological means which are necessary to achieve this goal; 3) «decision-making» about when and under what conditions the goal can be achieved by selected means to the maximum extent; 4) the implementation of decisions; 5) the «evaluation» of the results of implementation, the analysis of the causes of success and failure; 6) the «accumulation» of individual experience, the «fixation» of results and ways of the development of the psyche and the Subjective qualities of the person.

**Key words:** the Subject, subjectivity, understanding novels, a certain level of spirituality, the «evaluation» of the results of implementation, the «accumulation» of individual experience.

## Introduction

The problem of the growth of pupils as the Subjects of studying is rather new in psychological literature. We'll explain this statement in such a way. Psychological ideology forced to shift the emphasis into the analyzed problem in the direction of the function of a man's activity, which appeared in the concept of this activity. This version of the activity approach emphasized the structure of the activity (its motives, different subjects, their purposes, a result), its objectivity, and the problem of the subject became on the secondary place. The activity gradually turned into a self-sufficient, capable process of developing as the independent category.

Over time, the concept of Subject has been differentiated. For example, researchers distinguished between the Subject of cognition, the Subject of the activity, the Subject of communication (Adler, Lindzey & Hall, 1997). Nowadays this differentiation became even more noticeable: it was appeared as the Subject of morality, the Subject of mental activity, the Subject of Ethics, the Subject of joint activity, the Society as a Subject,

the Subject of education, upbringing of children. Common to these concepts was the methodological recognition of human activity and an indication of their differences. The dynamics of the historical process intensified a great need for further theoretical and methodological development of the problem of the Subject as an integral characteristic. In addition, it can be the basis for the convergence of a number of areas in Psychology (Onufriieva, Chaikovska, Kobets, Pavelkiv & Melnychuk, 2020).

Today, in the psychological and philosophical literature everyone can find different definitions of the concept of «Subject»: from essentially identical to exactly opposite ones.

The philosophical understanding provides a definition according to which the Subject is a delineation of the theoretical-cognitive «Me», which is opposed to «Non-Me», or the designation of the individual, which directs to the object to which he / she opposes, opposes his / her knowledge as the «Object of cognition» or the certain action («The Subject of the action») (Brédart, 1991). In our opinion, although in this definition the individual is endowed with a certain activity, it is not clear who opposes the object and the subject.

According to researchers, the Subject is the carrier of the subjective, externally objectified. The authors note that this is not only a man, but also any animal capable of mental reflection (Abrams & Hogg, 1999). Thus, it is not the individual or the animal that acts as a Subject, but their psyche, which, by absorbing individuals, animals as material, possesses them. But, as some researchers note, the Subject is not the human psyche, but the person who possesses the psyche, not its certain mental characteristics, but the person who acts, communicates, etc. (Dubovyk, Mytnyk, Mykhalchuk, Ivashkevych & Khupavtseva, 2020). These researchers convinced that Subjects could be only people, not animals and not machines. The scientists call the most important quality of a person the ability to be a Subject, such as the creator of his / her life. Man as a subject initially



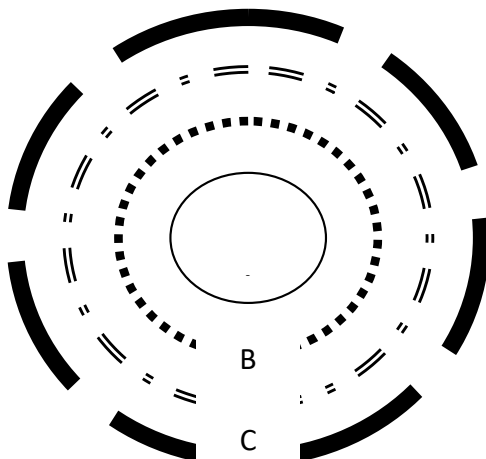
initiates and carries out practical activities, communication, behavior, cognition and other types of the activities (Vovk, Emishyants, Zelenko, Drobot & Onufrieva, 2020).

In other researches (Bennett, 1998; Mykhalchuk & Kryshevych, 2019) we find that the Subject is an individual or a group of people as a source of knowledge and transformation of reality; the carrier of the activity, which makes a change in other people and in himself / herself as another one. The Subjectivity of a person is manifested in his / her vitality, in the activity, communication, self-awareness (Beauvillain, 1994). In this source, the Subject is understood as a purposeful, integral, free being that develops himself / herself.

Let us show the relationship between the concepts of «individual», «Subject», «Personality», «Individuality». All of these concepts are interrelated, but not identical. Each of them means a certain, qualitatively new stage of the development of a human psyche. In terms of genesis, we would place them in such a way: an individual, a Subject, a Personality, an Individuality. Because, as R. Descartes noted, nothing is more obvious than a figure, because it can be perceived and it was seen.

Let's show schematically the relationship of these concepts. First of all, let's try to describe the understanding of this issue, finding the terminology of formal logic. Let us denote by A, B, C, D some sets, the elements of which are the qualities of the individual, the Subject, the Personality, the Individuality. Then the relationships between these sets can be described as belonging the set A to the set B ( $A \subset B$ ), the set B to the set C ( $B \subset C$ ), the set C to the set D ( $C \subset D$ ). Then,  $A \subset B \subset C \subset D$  (Fig. 1).

Structurally, Subjectivity occurs both at the Personal stage and at the level of the Individuality. That is, when we talk, for example, about the Individuality, we take into account the bodily existence of a man (as the Individual), his / her attitude to the activity (as a Subject) and his / her social existence (as a Person).



**Fig. 1.** The Subjective structure of a man

Symbols: A is an individual; B is a Subject; C is a Personality; D is an Individuality.

We've to note that Subjective qualities do not firstly develop, and then a function within the Individual is displayed at the postpersonal-individual level of the genesis of the psyche, but it is developed by functioning at these levels.

**The purpose of our research** is to provide the experiment at secondary school with the aim to establish the degree of the development of pupils as Subjects of cognitive activity based on the analysis of the content of internal communication between schoolchildren and novels at different stages of understanding its content in situations of solving discursive creative tasks in a diverse literary and personal environment.

### 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. As the

experimental method we used author's methodology «A questionnaire for schoolchildren».

## Results and their discussion

To get to know the state of the formation of Subjectivity of adolescent we provided the experiment. The experiment was conducted from 2019 to 2020. Its purpose was to establish the degree of the development of pupils as Subjects of cognitive activity based on the analysis of the content of internal communication between schoolchildren and novels at different stages of understanding its content in situations of solving discursive creative tasks in a diverse literary and personal environment (we organized our experiment at the lessons of Foreign Literature).

We formed experimental and control groups by random method (125 adolescents):

– *experimental groups*:

E1 (35 pupils) – 8-B form of secondary school № 12 (city of Rivne).

E2 (25 pupils) – 7-A form of Gorokhiv Secondary School № 1 (Rivne region);

– *control groups*:

C1 (35 pupils) – 8-A form of secondary school № 12 (city of Rivne).

C2 (30 pupils) – 7-B form of Gorokhiv Secondary School № 1 (Rivne region).

At the first stage, the questionnaire method was used. We proposed our author's questionnaire for pupils.

*A questionnaire for schoolchildren*

1. Do you like to read novels?
2. How many novels did you read last year?
3. Who do you discuss novels with?
4. Do you always understand the novel you have read?
5. What novels do you like most of all (classic, detective, fiction, others)?

6. What novels do your parents like and why?
7. Do you love and understand classical literature? If not, explain.
8. If you were the author of a novel, what would you tell in it?
9. What can a novel tell better than music, painting?
10. What do you think about when reading a novel?
11. Why do you think the author of the novel wants his / her text to be read by people?
12. What novels would you like to read and discuss in class?

The content of the questionnaire has the aim of studying the qualitative characteristics of the literary environment of adolescents: the number of novels read by pupils last year, the complexity and diversity of the latter, the means of assigning literary culture, the degree of self-awareness (the last two points appear as reflexive moments). Accordingly, the data obtained from the survey allowed:

- a) to state the number of novels read by pupils the last year;
- b) to identify reference of different persons (those people with whom pupils read novels are discussed by them);
- c) to reveal the semantic side of the pupils' internal communication with a novel;
- d) to establish the means of communication between pupils and the novel and to distinguish the degree of awareness of the latter.

The analysis of the answers of pupils who studied both the program with in-depth research of Foreign Literature (forms E1, C1) and the standard program (forms E2, C2), allows us to identify common to this age group of pupils characteristics of the literary environment. Thus, Foreign Literature is the subject of communication for 65% of adolescents in form E1, 61% – for C1, 53% – for E2, 74% – for C2). The most active is the communication of pupils on literary issues with friends

and parents (respectively 56% of pupils in E1, 52% – in C2, 48% – in E2, 73% – in C2. Teachers of Foreign Literature are real partners of communication with pupils on literary topics for 27% of schoolchildren in E1 form, 25% – in C1, 38% – in E2, 22% – in C2. The tendency to narrow the circle of competent adults, namely teachers (compared with friends and parents), is one of the reasons for declining the level of literary development of pupils.

The semantic aspect of adolescents' communication is characterized by an imbalance of their interests in relations to different areas of literary culture. The latter is largely represented by fiction and detective fiction. This data is higher in form C2. In this control form there is a slight increase in the percentage of pupils (for the period from the 6th to the 8th forms), who are more interested in these novels than in classical ones: 55% of pupils – in the 6th form (C1), 77% – in the 8th form (C1). In form E1 the values of this indicator are respectively 38–39%, in E2 – 66–74%, in C2 – 63–68%.

We determined the percentage of conversations or discussions of novels in the communication of pupils (such as the discussion of the plot of novels, about main characters, unfolding events, etc.): in the form E1 – 31% and 32%, in E2 – 29% and 37%, in C1 – 33% and 34%, in C2 – 27% and 25% (data for 2019–2020, 2020–2021 academic years).

There is also a general tendency to displace literary classics from the sphere of literary interests of adolescents. This trend is confirmed by the answers of pupils to the questionnaire about their literary interests, which was asked in the indirect form («What novels would you like to read and discuss in the learning process?»). Answering this question, the percentage of novels is for E1 from the 6th to the 8th forms, respectively, 48% and 35%, for E2 from the 6th to the 8th forms – 36% and 22%, for C1 – 30% and 29%, for C2 – 24% and 21%. The difference in the quantitative values of these data and the data above suggests that the motivation of «communication» of

adolescents with serious literary novels is external: teenagers like classical novels more because of their personal interests and needs.

At the stage of proposing pupils the questionnaire, we tried to imagine the degree of the development of the adolescent as a subject of cognitive activity due to the influence of the literary environment, which was determined at the level of studying pupils' opinions about literature, the specifics of literary reality, means of literary culture. For this purpose, questions were used that required the choice of one of the proposed answers, as well as open-ended questions. It should be noted that the majority of pupils had difficulty answering open-ended questions. This was manifested in the teenagers' appeals to the experimenter: «I don't know», «We weren't told...». Such difficulties indicate a focus on knowledge rather than on the thinking of pupils, which generally reflects the predominant focus of schooling. This is also confirmed by the fact that the experimenter's instruction («In cases of difficulty in a case of answering a difficult question not to answer it immediately, but to think and to answer it later») pupils usually did not do the second part.

The formation of adolescents' ideas about the specifics of the figurative reflection of the reality in literature was determined by analyzing their answers to the questionnaire: «If you were the author of a novel, what would you tell in it?», «What can a novel tell better than music, painting?». Such questions were more difficult for pupils of forms E2, C2. Thus, the first question in the form E1 was not answered by 16% of pupils, in C1 – 21%, and in the form E2 – respectively 48% of adolescents, in C2 – 59%; the second question in the form E1 was not answered by 34% of pupils, in C1 – by 48%, and in the form E2 – by 62% of teenagers, in C2 – 68%. These data emphasize the opposite trends in the understanding of pupils of forms E1, C1 and E2, C2 specifics of the literary image. This trend is confirmed by the results below.

Thus, the understanding of the specifics of the content of a novel as a personal experience of a man was manifested in the answers of pupils to the question posed in the indirect form: «Why do you think the author wants his / her novel to be read by people?» and it was expressed by the following values: 54% of pupils of the form E1 and 51% – in C1, 65% of schoolchildren in E2 and 62% of pupils of the form C2 answered that the author writes a novel especially for people, so he / she is interested in reading it; 26% of teenagers in the form E1, 34% – in C1, 18% – in E2, 17% – in C2 answered that the author through a novel wants to tell people a certain truth, to tell about a question or a problem that worries him / her; 16% of pupils from E1 and 29% of C1 believe that people who write a novel necessarily have a talent that is expressed in this form. The answers to the questionnaire allowed us to determine whether pupils are aware of contact with novels as a communicative situation. This question was answered positively by 18% of pupils in the form E1, 19% – in E2, 28% – in the form C1, 23% – in C2. These data indicate that literature is perceived as a form of communication only by some pupils.

These questionnaires show a weak expression of adolescents' focus on another person, the penetration into his / her inner world in a situation of a real communication with other pupils and teachers. Thus, after surveying pupils, it was found that only 58% of teens in the form E1, 69% – in E2, 43% – in C1, 46% – in C2 were able to name their parents' favorite novels and only a quarter of teens in each group correctly indicated the reasons for parental sympathy (this conclusion is made by comparing the responses of pupils and their parents. For parents we proposed the same questionnaire as for pupils).

Including into the questionnaire the question «What do you think when reading a novel?», we intended to find out both the general orientation of pupils to understand its content, and the nature of their thoughts. The analysis of the answers to this question allows us to talk about two tendencies

in the communication of adolescents with literature – «the adequate one» and «the inadequate tendency». The first characterizes the focus of pupils on understanding the content of a novel and it was represented by the answers: «I think about what the author says in the novel», «I try to understand the content of the novel», «I imagine the pictures having been told in the novel», etc.

An inadequate tendency is characterized by the use by pupils of the text as a background on which often there were unrelated to its content some unfold reflections: «I think about everything», «About the thoughts which have been arisen», «About yesterday», «About me, read more or not», «Who of my friends read this novel?». Although these answers include adolescents' self-appeal, personal orientations, they lack the necessary conditions to understand the novel of the separation of the positions of the subjects of literary communication, which is a condition for reaching a higher level of understanding the content of a novel. These answers characterize the low level of formation of adolescents as subjects of cognitive activity in experimental and control groups before the start of our author's experimental learning.

In the presence of different degrees of the expression of results according to each of these two trends in the experimental and control forms (see Table 1), there were clearly expressed common to all groups some increase in data according to the second trend.

*Table 1*

The results of adequate and inadequate trends in the communication of pupils of experimental and control forms with literature (in %) (ascertaining experiment)

The trend	2019–2020				2020–2021			
	E1	E2	C1	C2	E1	E2	C1	C2
Adequate	33.8	32.5	27.6	46.1	34.4	44.7	33.9	38.0
Inadequate	45.3	76.7	54.0	61.5	71.2	62.1	51.0	49.9



A comparison of the table data with pupils' answers to the questionnaire about the reasons for their misunderstanding of classical literature suggests that the growth of «inadequate» tendency in the perception of novels by adolescents is a natural process and it is due to the assimilation of stereotypes in their social environment as modern and not useful.

This is also evidenced by the growing percentage of answers to this question, such as: «I do not know why you need to read classical fiction at all», «I consider classical fiction unnecessary for a contemporary man», «I do not want to waste time understanding novels». Practically both in the tendencies, and in degrees of their expression there is no essential difference in control and experimental classes.

Thus, when we tell about a high level of understanding novels by the teens, we have to emphasize that pupils tried to analyze linguistic means of reflecting the individual style of the author. We'll give the examples from the lesson of Foreign Literature, where pupils discussed the novel «The Seagull» by R. Bach.

A pupil Nina S. from the form E1: «R. Bach's philosophical tale «The Seagull» is an allegorical story in which the author, through a realistic depiction of the land, a sea and a sky, the flight of seagulls, managed to give stories about an unusual seagull of amazing authenticity. It seems that an inner voice told it to Richard Bach, and the author only conveyed in words the strange duality of impressions, on the verge of possible and impossible, which seems to exist in the «psychology» of birds.

The novel corresponds to the definition of a parable, it is a short story that contains a message of moral or religious content and draws parallels with well-known things. The plot of the novel has a gospel structure: exile, death and resurrection, sermon, miracles and apostles. The author's conscious modification of the plot is also obvious, which consists in depicting the removal by transferring it to another, already allegorical, reality.

The first and the second techniques, that is, the imitation of gospel motifs and their modifications, show the commonality of the only genre and the material of the story «The Seagull» with a much wider range of phenomena called the neo-romantic wave. The delineation of the traditional gospel myth, renewed and somewhat corrected in the history of the unusual seagull, which tries to overcome time, space and death through improvement, is not the only one.

All the novels of R. Bach are characterized by metaphysical philosophy. The author defends the idea that our existence is not limited to space and time, we are not even born and die, but come to this world to enjoy the joy of self-improvement, to share experiences with those people or animals who care about us, to learn to love and forgive.

The story «The Seagull» depicts three stages in the formation of a seagull's personality: exile, which was the impetus for self-improvement, the importance of experience gained in constant training, and transfer to another reality, such as resurrection. There is also a pattern that for a more effective and expressive depiction of the reality is in the novel, the author uses the antithesis, the opposition of concepts. The antithesis reveals the main conflicts of the novel and helps the readers to form their own thoughts about what was happening:

*«But way off alone, out by himself beyond boat and shore, Jonathan Livingston Seagull was practicing»* (Bach, 2003: 7);

*«...till the crowd of a thousand seagulls came to dodge and fight for bits of food»* (Bach, 2003: 7).

When seagulls from Jonathan Livingston's entourage tried to find food, the Seagull learned to fly alone, like no other bird in a flock of seagulls. It is this episode that begins the story of the adventures of a seagull, who saw the purpose of life in something greater than just getting food. The author reveals to the reader the essence of the conflict that unfolds throughout the story, from the early beginning:

*«Most gulls don't bother to learn more than the simplest facts of flight – how to get from shore to food and back again. For most gulls, it is not flying that matters, but eating. For this gull, though, it was not eating that mattered, but flight. More than anything else, Jonathan Livingston Seagull loved to fly» (Bach, 2003: 10).*

Also we've to show the monologue speech of another pupil, Petro V., from the form C1: «The seagull's distance from the flock was due to the peculiarity of his worldview. Jonathan's beliefs contradicted the opinion of the majority, even though the general opinion was still wrong. The typicality of such a situation can be traced during the confrontation of the individual and the society with established norms and rules. The situational allegory of the parable allows the reader to draw conclusions while reading and perceiving the value concepts depicted by the author.

Still remaining a part of the whole flock, the seagull is already formed as a free, intelligent individual. By perfecting the technique of his flights, Jonathan learns to understand the meaning of life, which must also be perfect. In heaven he attains perfect speed, love, honesty, freedom, wisdom, truth, self-respect and beauty. These concepts, together with such categories as time and knowledge, accumulate the energy of the activity, combining in the end into a single whole:

*«But the speed was power, and the speed was joy, and the speed was pure beauty» (Bach, 2003: 17);*

*«The only true law is that, which leads to freedom» (Bach, 2003: 55);*

*«You have to practice and see the real gull, the good in every one of them, and to help them see it in themselves. That's what I mean by love» (Bach, 2003: 61).*

In such a way we have to note that all levels of the Subject's positions are concentrated in one person. Also we assume that depending on pupils' activity, the individual manifests

himself / herself functionally at one level or another one by his / her own subjectivity, remaining structurally at a certain level of spirituality.

Subjectivity as a tendency to reproduce, to create oneself in appropriate and sometimes unfavorable conditions, is a universal characteristic of a person. Man's own activity is qualitatively transformed at each stage of ontogenesis, its role in mental development increases at the time of mental generation. Subjectivity does not arise suddenly and is not introduced from the outside, it is a genetic consequence of the transformation of lower forms into higher ones due to the self-development of the subjective principle of a person who actively interacts with the outside world. In this case, the social environment of the individual as a subject of activity plays an adequate role of external factors, conditions, but not determinants, which do not cause a mental development of the Subject.

### Conclusions

Thus, the subject of mental activity can be considered as the individual if the object for him / her is his / her own psyche in its functioning and development; the regulation of the development processes is carried out by the Subject himself / herself, and not by any external forces, both on the conscious and unconscious levels (in the direction from what is not realized to what is increasingly realized with the transition of learned forms of self-regulation to subconscious levels). The Subject of mental activity provides individual acts only by the conditions of the development of own Subjective structures and building of the corresponding potentialities. In such a way, we think, that mature subject of mental activity will be characterized by such needs and abilities:

1) «goal-setting» of pupils' mental self-development as a regulators of this process;

2) providing «choice», «finding», «production» of psychological means which are necessary to achieve this goal;

3) «decision-making» about when and under what conditions the goal can be achieved by selected means to the maximum extent;

4) the implementation of decisions;

5) the «evaluation» of the results of implementation, the analysis of the causes of success and failure;

6) the «accumulation» of individual experience, the «fixation» of results and ways of the development of the psyche and the Subjective qualities of the person.

### 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*. New York : New York Wiley. P. 114–156.
- Bach, R. Jonathan Livingston Seagull. Москва : Айрис Пресс, 2003. 103 с.
- Beauvillain, C. (1994). Morphological structure in visual word recognition: Evidence from prefixed and suffixed words. *Language and Cognitive Processes*. Vol. 9 (3). P. 317–339.
- Bennett, M. (1998). *Basic concepts of Intercultural Communication: Selected Readings*. Yarmouth. 232 p.
- Brédart, S. (1991). Word interruption in self-repairing. *Journal of Psycholinguistic Research*. Vol. 20. P. 123–137. URL : <https://doi.org/10.1007/bf01067879>.
- 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*. Vol. 8. No. 3. P. 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>.
- 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 : ФООП Дом-

- бровська Я. М., 2019. Вип. 26 (1). С. 265–285. DOI 10.31470/2309-1797-2019-26-1-265-285.
- 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*. Vol. 9. No. 1. P. 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](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*. Vol. 8. Issue 01. P. 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.
- Bach, R. (2003). *Jonathan Livingston Seagull*. Moscow : Iris Press.
- 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.
- Bredart, S. (1991). Word interruption in self-repairing. *Journal of Psycholinguistic Research*., 20, 123–137. Retrieved from <https://doi.org/10.1007/bf01067879>.
- 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>.
- 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. *Psycholinguis-*

- tics. Psykholingvistyka. Psikholingvistika – Psycholinguistics. Psycholinguistics. Psycholinguistics, 26 (1), 265–285. Pereiaslav-Khmelnytskyi : FOP Dombrovska Ya. M. DOI 10.31470/2309-1797-2019-26-1-265-285.*
- 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=C2rooGzb9Euyq4lCkoTY&page=1&doc=1](http://apps.webofknowledge.com/full_record.do?product=WOS&search_mode=GeneralSearch&qid=3&SID=C2rooGzb9Euyq4lCkoTY&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), 920–924.* Retrieved from <http://www.ijstr.org/paper-references.php?ref=IJSTR-0120-28117>.

**Терновик Наталія, Сімко Алла. Психологічний зміст проблеми формування учнів як суб'єктів учіння**

## АНОТАЦІЯ

**Метою дослідження** є проведення експерименту в закладі загальної освіти з метою встановлення ступеня розвитку учнів як Суб'єктів пізнавальної діяльності на основі аналізу змісту внутрішнього спілкування школярів і їх квазіспілкування з романами на різних етапах розуміння їхнього змісту в ситуаціях розв'язання дискурсивних творчих завдань у різноманітному літературному й особистісному середовищі.

Для розв'язання поставлених у роботі завдань використано такі теоретичні **методи дослідження**: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. У якості експериментального методу використано авторську анкету «Анкета для школярів».

**Результати дослідження.** Доведено, що всі рівні позицій суб'єкта концентруються в одному діючому індивіді. Обґрунтовано, що залежно від своєї активності індивід виявляє себе функціонально на одному чи іншому рівні суб'єктності, залишаючись структурно на певному рівні духовності.

Показано, що суб'єктність як схильність до відтворення, творення себе у відповідних, а часом і в несприятливих умовах, є універсальною

© Ternovyk Nataliia, Simko Alla

DOI (article): <https://doi.org/10.32626/2227-6246.2021-52.253-274>

властивістю живої матерії. Власна активність людини якісно перетворюється на кожному етапі онтогенезу, її роль у психічному розвитку зростає в моменти породження психічного змісту. Суб'єктність не виникає раптово і не привноситься ззовні, вона є генетичним наслідком трансформації нижчих форм у вищі завдяки саморозвитку суб'єктного початку в людині, яка активно взаємодіє із зовнішнім світом. При цьому соціальне оточення індивіда як суб'єкта активності відіграє адекватну йому роль зовнішніх чинників, умов, але не детермінант, не причин психічного розвитку тощо.

**Висновки.** Отже, суб'єктом психічної активності індивід може вважатися в тому випадку, якщо об'єктом для нього постає його власна психіка в її функціонуванні й розвитку; регуляцію процесів розвитку здійснює сам суб'єкт, а не будь-які зовнішні сили, причому як на свідомому, так і на неусвідомлюваному рівнях (в напрямку від того, що не усвідомлюється, до того, що все більшою мірою усвідомлюється з переходом опанованих форм саморегулювання на підсвідомі рівні). Суб'єктом психічної активності індивід може поставати лише за умов розвитку власних суб'єктних структур і нарощування відповідних потенцій. Доведено, що зрілого суб'єкта психічної активності характеризують його потреби і здатності до: 1) «цілепокладання» свого психічного розвитку і себе як регулятора цього процесу; 2) «вибору», «знаходження», «продукування» психологічних засобів, необхідних для досягнення поставленої мети; 3) «прийняття рішень» щодо того, коли і за яких умов поставлена мета може бути досягнута обраними засобами максимальною мірою; 4) виконання прийнятих рішень; 5) «оцінки» результатів виконання, аналізу причин успіху-неуспіху; 6) «накопичення» індивідуального досвіду, «фіксації» результатів і способів розвитку своєї психіки і своїх суб'єктних якостей.

**Ключові слова:** Суб'єкт, суб'єктність, розуміння романів, певний рівень духовності, «оцінка» результатів виконання, «накопичення» індивідуального досвіду.

**Терновик Наталія, Симко Алла. Психологическое содержание проблемы формирования учащих как субъектов учения**

## АННОТАЦИЯ

**Целью исследования** является проведение эксперимента в общеобразовательной средней школе с целью установления степени развития уча-

© Ternovyk Nataliia, Simko Alla

DOI (article): <https://doi.org/10.32626/2227-6246.2021-52.253-274>



щихся как Субъектов познавательной деятельности на основе анализа содержания внутреннего общения школьников и их квазиобщения с романами на разных этапах понимания содержания последних в ситуациях решения дискурсивных творческих задач в широкой литературной и лично значимой среде.

Для решения поставленных в работе задач использованы следующие теоретические **методы исследования**: категориальный, структурно-функциональный, анализ, систематизация, моделирование, обобщение. В качестве экспериментального метода использована авторская анкета «Анкета для школьников».

**Результаты исследования.** Доказано, что все уровни позиций субъекта концентрируются в одном действующем индивиде. Обосновано, что в зависимости от своей активности индивид проявляет себя функционально на одном или другом уровне субъектности, оставаясь структурно на определенном уровне духовности.

Показано, что субъектность как склонность к воспроизводству, созданию себя в соответствующих, а порой – и в неблагоприятных условиях, является универсальным свойством живой материи. Собственная активность человека качественно превращается на каждом этапе онтогенеза, ее роль в психическом развитии возрастает в моменты порождения психического содержания. Субъектность не возникает внезапно и не привносится извне, она является генетическим следствием трансформации низших форм в высшие благодаря саморазвитию субъектного начала в человеке, который активно взаимодействует с внешним миром. При этом социальное окружение индивида как субъекта активности играет адекватную роль внешних факторов, условий, но не детерминант, не причин психического развития личности.

**Выводы.** Таким образом, субъектом психической активности индивид может считаться в том случае, если объектом для него является его собственная психика в ее функционировании и развитии; регуляцию процессов развития осуществляет сам субъект, а не какие-либо внешние силы, причем как на сознательном, так и на неосознаваемом уровнях (в направлении от того, что не осознается, к тому, что все в большей степени осознается с переходом освоенных форм саморегулирования на подсознательном уровне). Субъектом психической активности индивид может быть лишь при условии развития собственных субъектных структур и наращивания соответствующих потенциалов. Доказано,

*что зрелого субъекта психической активности характеризуют его потребности и способности к: 1) «целеполаганию» своего психического развития и себя как регулятора этого процесса; 2) «выбору», «нахождению», «воспроизводству» психологических средств, необходимых для достижения поставленной цели; 3) «принятию решений» относительно того, когда и при каких условиях поставленная цель может быть достигнута избранными средствами в максимальной степени; 4) выполнению принятых решений; 5) «оценке» результатов выполнения, анализа причин успеха-неуспеха; 6) «накоплению» индивидуального опыта, «фиксации» результатов и способов развития своей психики и своих субъектных качеств.*

**Ключевые слова:** *Субъект, субъектность, понимание романов, определенный уровень духовности, «оценка» результатов выполнения, «накопление» индивидуального опыта.*

Original manuscript received March 04, 2021  
Revised manuscript accepted April 14, 2021

## **Theoretical Foundations of Psychological and Physical Rehabilitation of Patients with Ischemic Stroke**

### **Теоретичні основи психологічної та фізичної реабілітації хворих ішемічним інсультом**

#### **Yevhen Kharchenko**

Doctor 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](mailto:kharchenko.yevh@gmail.com)

#### **Євген Харченко**

Доктор медичних наук, професор, Рівненська медична академія, м. Рівне (Україна)

#### **Liudmyla Komarnitska**

Ph.D. in Philology, Lecturer of the Department of Social Work and Psychology, Podilskyi Special Educational and Rehabilitation Social-Economical College, Kamianets-Podilskyi (Ukraine)

ORCID ID: <https://orcid.org/0000-0002-6742-8314>

E-mail: [kob-1974@ukr.net](mailto:kob-1974@ukr.net)

#### **Людмила Комарніцька**

Кандидат філологічних наук, викладач кафедри соціальної роботи та психології, Подільський спеціальний навчально-реабілітаційний соціально-економічний коледж, м. Кам'янець-Подільський (Україна)

---

Address for correspondence, e-mail: [kpnu\\_lab\\_ps@ukr.net](mailto:kpnu_lab_ps@ukr.net)

Copyright: © Kharchenko Yevhen, Komarnitska Liudmyla



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

© Kharchenko Yevhen, Komarnitska Liudmyla

DOI (article): <https://doi.org/10.32626/2227-6246.2021-52.275-298>

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

**275**

The author's contribution: Kharchenko Ye. – 50%, Komarnitska L. – 50%.

Авторський внесок: Харченко Є. – 50%, Комарницька Л. – 50%.

## ABSTRACT

**The objectives of our article** are: to study the characteristics of disorders of psychomotor function and psycho-emotional state of patients with ischemic stroke according to the initial examination; to develop a method of physical rehabilitation of patients with ischemic stroke at the inpatient stage of rehabilitation, depending on the severity of psychomotor functions and features of the psycho-emotional state; in a psychological and pedagogical experiment to evaluate the effectiveness of the proposed method of physical rehabilitation of patients with ischemic stroke at the inpatient stage of rehabilitation.

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, the method of psychological observation, psychological and medical experiment, testing (M. Lucher's test is used).

**The results of the research.** It was developed a «Functional methodology for the restoration of motor function of patients with ischemic stroke, taking into account their psycho-physiological features», based on the psychological principles of stepwise, sequencing and complexity, as well as on the maximum and adequate psychological impact of the rehabilitation therapist on the patient.

Also we proposed the «Functional methodology of physical rehabilitation in the early period of ischemic stroke». The main provisions of this methodology are: 1. The stabilization of the psycho-emotional state of the patient: reducing the level of anxiety, increasing motivation to exercise in the course of physical rehabilitation.

2. The actualization of stable static and dynamic stereotypes of the patient in all initial positions – from horizontal to vertical ones, using the influence of simple, eye-motor, tonic (labyrinthine tonic reflexes, symmetrical cervical tonic reflex, cervical asymmetric tonic reflex, etc.). Restoration and maintenance of stress resistance of patients is provided by symmetrical maintenance of a projection of the general center of gravity on a basic surface in such initial positions in which normal proper afferentation of joints and muscles will be stimulated. These are the positions that the human body consistently takes in the process of

*verticalization: a supine position on the back; a lying position on the side (right and left); a supine position; a standing position on the knees; a standing position on the knees (with additional vertical support and without such a support); a standing position (with additional vertical support and without such a support).*

*It was proved that the starting position became a directly activated position with a torso extension, which had the aim to support all muscle groups of the patient, provided by the stimulation of a successive chain of muscle contractions directed from the center to the periphery of the body. The symmetry of maintaining the initial position of the patient during the lesson is constantly adjusted (passively or actively) in order to stimulate proper afferentation.*

**Conclusions.** *The main directions of psychotherapy and psycho-correction of patients who suffered from ischemic stroke are: the assistance in the process of understanding the patients, his / her basic needs, motives, instructions, relationships; his / her internal conflicts and mechanisms of psychological protection; features of his / her behavior and emotional response, their adequacy and realism; the correction of patients' instructions; the assistance in formulating and securing adequate forms of patients' behavior based on personal achievements in the cognitive, motivational, and emotional spheres; the promotion of positive motivation for recovery and increased activity in treatment at the behavioral level.*

*During the classes according to the proposed methodology, we have the aim to achieve the stabilization of a psycho-emotional state of the patient through the correction of his / her cognitive processes that motivate the patient to actions which generally affect the effectiveness of all rehabilitation measures.*

**Key words:** *ischemic stroke, psycho-emotional state of patients, physical rehabilitation, psychological rehabilitation, personal achievements, a cognitive sphere, a motivational sphere, the emotional sphere.*

## Introduction

A significant spread of vascular diseases of the brain, which is one of the main causes of disability and mortality, makes them one of the most pressing problems of modern neurology in Ukraine. The incidence of ischemic stroke in Ukraine is 390 per 100000 of population. In Kyiv, according to the Ambulance Service, 50–60 strokes have been registered daily in recent years. At the same time, disability after a stroke is

3.2% of cases per 10000 of population, no more than 17.2% of people return to their main place of work, and full physical rehabilitation, according to sociological data, is achieved in only 12% of cases (Mykhalchuk, Pelekh, Kharchenko, Ivashkevych, Ivashkevych, Prymachok, Khupavtseva & Zukow, 2020).

Motor disorders in the acute period of ischemic stroke are developed in 3/4 of patients, and after six months a persistent motor defect persists in 58% of patients who have suffered with a stroke. Six months after the stroke, a significant number of patients retain disorders that characterize the main indicators of the activity in everyday life.

The severity of motor disorders, aggravating for this patient and others, explains the desire of the most researchers, primarily to find ways to correct this defect. Physical rehabilitation, in a modern sense, should have the aim at maximizing the use of adaptive and compensatory functions of a sick person in the fight against the disease. One of the main principles of physical rehabilitation is also taking into account the patient's personality, and this determines the close relationships in the rehabilitation program of biological, psychosocial and psychological-pedagogical methods.

The methodological side of the process of psychomotor retraining is also of great importance. The existing classifications of motor disorders do not reflect the complex pathogenetic mechanisms of the formation of post-stroke motor deficit adequately; the clinical structure of motor deficit is insufficiently studied, the peculiarities of the psychological state of the patient, which arose as a result of the disease, are not taken into account. Nowadays, with all the variety of techniques doctors use to restore lost motor function of patients with ischemic stroke, there is no a single system of differentiated use of means and methods of physical rehabilitation, which take into account not only the development of stroke, but also the development of normal motor function in the process of ontogenesis, the possibility of a rational combination of the

advantages of different schools of movement recovery (kinesitherapy) (Epstein, Blake & González, 2017).

In this case, the results of psychological research can be used to determine the specifics of the use of motor retraining techniques and assess the effectiveness of rehabilitation measures, as one of the criteria for effective rehabilitation measures and changes of the quality of life to improve psychosocial adaptability of the person.

Thus, it will be very important to create new approaches (methods of physical rehabilitation) to restore motor function of patients with ischemic stroke based on current knowledge about the clinical structure of the disease, the peculiarities of motor skills, as well as knowledge of mental health, which can contribute to more effective recovery that have been damaged.

Cerebral stroke, or cerebrovascular accident, is one of the most common diseases today, and, unfortunately, this disease leads to significant qualitative changes in the lives of a large number of patients each year (Hayden, Farrar & Peiris, 2014).

According to the WHO, the incidence of stroke varies from 1.5 to 7.4 per 1000 population each year, and in Europe stroke affects more than 1 million people each year (these data were obtained through clinical trials during 2007–2018). It has been established that 1/3 of patients who have suffered because of a stroke are of working age, but only 20% of them return to work. Mortality due to this disease, according to various authors, is from 17 to 34% in the first 30 days and 25–40% during the first year of the disease. Currently, there is a remarkable trend towards some reduction in mortality from ischemic stroke due to early and accurate diagnosis, due to the development of a system of intensive care for stroke (Villar, Blanco & del Campo, 2015).

The most frequent and severe consequence of cerebral ischemic stroke is the disorder of the motor functions of a person. Characteristic feature is the polymorphism of motor disorders of patients with cerebral ischemic stroke. In this case, general

for patients is only the loss or violation of arbitrary actions (in the cases of hemiparesis or hemiplegia). Other clinical symptoms are largely variable and depend on a certain extent of the size of affected area, also its localization. According to various authors, persistent disturbances of motor function are also observed in the first days after the disease (in 70–80% of cases of patients who had the ischemic stroke).

Disorders of voluntary movements in ischemic stroke can be considered as a result of inconsistency of complex motor programs which provide arbitrary motility of the individual. The implementation of such programs is associated primarily with the functioning of complex multifunctional systems, in which the leading role belongs to the central motor neuron, which has numerous connections in subcortical formations, for example – with the reticular formation of the brain stem (Onufrieva, Chaikovska, Kobets, Pavelkiv & Melnychuk, 2020).

By the attempt to classify motor disorders which take a place when patients have cerebral circulatory disorders, it becomes clear that any disorder can be characterized only by describing it in several paradigms. According to the WHO, pathophysiological signs (*from English – impairments*) are suitable for the description of any other disorder. Motor disorders can be caused by pathological changes in the muscular, skeletal or nervous systems.

Data on pathophysiological signs in many cases allow only a rough idea of what motor functions can actually be performed. Loss or limitation of functionality is called disabilities, according to the WHO. The difficulty of describing motor disorders, in terms of functional limitations, lies in a large number of opportunities to test these functions. Under conditions of cerebral disorders, the attempts have often been made to make a definite, fairly clear order of motor functions, taking into account models of cerebral control over human movements.

Motor disorders can be distinguished (by the type of their genesis) on primary-organic and psychogenic motor disorders.



In the case of primary-organic motor disorders pathological changes are observed in the muscular, skeletal or nervous systems, however, in the conditions of psychogenic motor disorders the presence of such changes proved to be objectively impossible. To describe motor disorders of a patient, first of all, it is necessary to know: a) what functions must be distinguished in the cases of the process of motor regulation of a person; b) in what forms the disorders of these functions are revealed. The main differences observed between disorders are: a) initiation of actions; b) frustration in their presentation. In the cases of doing the actions there are disorders of the programmed control, regulation and coordination.

The main characteristic of the regulation of movements is the integration of regulation of motor processes, through which movements are more or less continuously adapted to the world and other autonomous processes, which are often referred to as regulation by a human psychomotor program. The essence of disorders of regulatory processes is manifested primarily in motor disorders that occur when the distortion of feedback takes a place. The essence of autonomous processes that are independent of sensory feedback coming from the periphery of the body, is manifested in the fact that because of the absence of feedback (including feedback from the senses, feedback in the muscles and joints) the ability to move is still preserved (Hardeman, Medina & Kozhimannil, 2016).

The regulation of movements is also when the movement is initially as if it is listed in the distal relation. Performing a certain action, the muscles should be involved in such a way that the desired result is achieved, in this case we mean the desired psychomotor skills. The relationships between the motor command given to an individual by muscles and the actions we call «movement» as a result of so-called «transformation of the body»; for successful traffic control this transformation must be inverted. Disorders in the case of human mastery of the body transformation are usually processes of disorders'

coordination: different muscles do not «agree» with each other in the appropriate temporal and / or forceful relationships (Khwaja, 2012).

Disorders that occur in the case of actions of ischemic stroke can be compared with so called «initiated actions». From the functional point of view any action does not start at the moment when any muscles are reduced or relaxed. With the help of physiological and psychological methods it can be proved first of all, that there are processes of preparation for actions, which are often called «programming ones»: the previously formed motion program must be ready and its parameters should be adapted to required action. Such kind of disorder appears sometimes only in a case of performance of certain action and then they can be described as disturbances of purposeful management of the program of a patient. But, according to this, there are disorders that relate to fundamentally different motor programs which have not been programmed by the person.

Thus, taking into account the theoretical and methodological analysis of the scientific literature in our research, *the objectives* of our article are:

1. To study the characteristics of disorders of psychomotor function and psycho-emotional state of patients with ischemic stroke according to the initial examination.

2. To develop the method of physical rehabilitation of patients with ischemic stroke at the inpatient stage of rehabilitation, depending on the severity of psychomotor functions and features of the psycho-emotional state.

3. In a pedagogical experiment to evaluate the effectiveness of the proposed method of physical rehabilitation of patients with ischemic stroke at the inpatient stage of rehabilitation.

### 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, the method of psychological observation, Psychological and medical experiment, testing (M. Lucher's test is used).

### Results and their discussion

*Research methods.* The following research methods were used to solve the tasks having been set in our research:

*Psychological and pedagogical research methods:*

1. The analysis of literature sources.
2. The method of psychological observation.
3. Psychological and medical experiment.
4. Providing the research of psycho-emotional state (M. Lucher's test is used).

For our research we proposed «The author's methodology of measuring the amount of active movements in the joints of the patient's limbs» (Table 1).

Table 1

The methodology of measuring the amount of active movements in the joints of the patient's limbs

Movement which has measured and the plane of motor activity	Starting position of the patient	Indexes of the volume of normal movements
Flexion and extension in shoulder joint; sagittal plane	Sitting or lying on your back, a hand is along the torso, unbent in the elbow joint	Bending – 180 times Extension – 60 times
Withdrawal of the arm in the shoulder joints; a frontal plane	Sitting or lying on your back, hand along the torso, unbent in the elbow joint	Bending – 180 times Extension – 180 times

<b>Movement which has measured and the plane of motor activity</b>	<b>Starting position of the patient</b>	<b>Indexes of the volume of normal movements</b>
Internal and external rotation in the shoulder joint; transverse plane	Lying on the abdomen, removal in the shoulder joint – 90 times, flexion in the elbow joint – 90 times, pronated forearm	External rotation – 90 times Internal rotation – 90 times
Flexion in the elbow joint; sagittal plane	Sitting or lying down, forearm is supine	External rotation – 150 times Internal rotation – 150 times
Pronation and supination of the forearm; transverse plane	Sitting or lying down, flexion of the elbow joint – 90 times, wrist joint in a neutral position (intermediate between pronation and supination), fingers are gripping the pencil	Pronation – 90 times Supination – 90 times
Flexion and extension in the wrist joint; sagittal plane	Flexion in the elbow joint – 90 times, forearm pronated	Bending – 80 times Extension – 80 times
Flexion in the hip joint during extension in the knee joint; sagittal plane	Lying on your back or side, a leg is stretched at the knee joint	Bending – 90 times Extension – 90 times
Withdrawal in the hip joint; a frontal plane	Lying on your back or side, a leg is stretched at the knee joint	Bending – 45 times Extension – 45 times

<b>Movement which has measured and the plane of motor activity</b>	<b>Starting position of the patient</b>	<b>Indexes of the volume of normal movements</b>
External and internal rotation in the hip joint; transverse plane	Lying on your back or sitting, flexion is in the hip joint and knee joint – 90 times	External rotation – 45 times Internal rotation – 35 times
Flexion is in the knee joint; sagittal plane	Lying on your stomach or sitting, the hip joint is in a neutral position	Bending – 135 times Extension – 135 times
Posterior and plantar flexion in the ankle joint; sagittal plane	Lying on your back or sitting, bending at the knee – 90 times	Rear flexion – 20 times Plantar flexion – 50 times

Also we proposed «Six-point scale for assessing muscle strength» (Table 2).

*Table 2*

Six-point scale for assessing muscle strength

<b>Points</b>	<b>Muscle strength</b>
0	There are no signs of stress when the person is trying to perform arbitrary movement
1	The feeling of tension when the person is trying to make an arbitrary movement
2	A movement in full in the conditions of physical unloading
3	A movement in full under the action of gravity
4	A movement in full under the action of gravity and slight external resistance
5	A movement in full under the action of force with maximum external resistance

The empirical research was provided at the Department of Human Health and Physical Therapy of the International University of Economics and Humanities named after Academician Stepan Demyanchuk on the basis of Ternopil Regional Municipal Clinical Psychoneurological Hospital, Neurological Department for Patients with Cerebral Circulatory Disorders (Neuroreability Unit).

In accordance with the purpose of the research and in order to solve the tasks, 50 patients with ischemic stroke were participated in our experiment who had disturbances in the area of the internal carotid artery in the acute and residual period, who were treated at the Ternopil Regional Communal Clinical Psycho-neurological Hospital during the period from January to December, 2020.

The diagnosis of ischemic stroke was made in the neurological department for patients with cerebral circulatory disorders on the basis of the characteristic of clinical picture, data of the laboratory and instrumental research methods according to the «International Statistical Classification of Diseases and Related Health Problems».

The criteria for inclusion into the empirical study were: a clear consciousness with sleep disturbance, sufficient to maintain and follow instructions during providing exercises; the absence of severe somatic pathology, acute systemic disease, uncontrolled sinus tachycardia above 120 beats per minute, diabetes mellitus, musculoskeletal defects that in a great degree complicated exercises, a lack of gross sensory aphasia and cognitive disorders patients in the process of providing rehabilitation measures.

The initial examination of patients hospitalized with acute stroke or recurrence of the disease was performed after stabilization of the condition and the main indicators of hemodynamics, general cerebral symptoms (7–14 days), 1.5 hours after meals and medicine in the morning.

A very important point of the planned rehabilitation measures is to control the state of the autonomic nervous system and the level of adaptive capacity of the patient in order to eliminate overload and reduce the efficiency of cardiovascular psychomotor support, which can be the result of destabilization of the cardiovascular system.

Functional tests with changes in the parameters of external respiration (test with respiratory arrest on exhalation, hyperventilation test) were performed at rest in the supine position after measuring heart rate and blood pressure. Obtained results when measuring the average data of heart rate and blood pressure at the beginning of the study are shown in Table 3.

*Table 3*

Heart rate, systolic blood pressure, diastolic blood pressure of patients with ischemic stroke at the beginning of the course of physical rehabilitation ( $M \pm \tau$ )

Indicators that are studied	The average values of indicators (in points)
Heart rate, beats/min., when it is the state of rest for the patient	$97.9 \pm 3.4$
Systolic blood pressure, mm Hg, when it is the state of rest for the patient	$173.2 \pm 10.1$
Diastolic blood pressure, mm Hg, when it is the state of rest for the patient	$93.2 \pm 6.0$

The reaction of patients to the proposed test load at the beginning of the course of physical rehabilitation was characterized in such a way: motor mode 1a was recommended for 50 patients (inadequate response to the test with respiratory arrest was registered). Motor mode 1b was recommended for 40 patients (adequate response to the test with respiratory arrest and inadequate response to the hyperventilation test). The adequate response to both breath tests was observed in 10 patients, and such patients were recommended motor mode 2a. There were no patients with an adequate response to the

orthostatic test who were identified at the time of the initial examination.

Thus, most patients had a fairly low functional state, which required careful monitoring of the level of physical exercises which were being used. The latter also determined the method of further restoration measures (initial position for classes, duration of classes, the number of exercises performed by the symptom complexes, the frequency of repetition of exercises, the need for more frequent recording of changes in the frequency of heart rate and blood pressure in response to physical activity).

In order to the most adequately study of the conditions and changes in muscle functions of patients with ischemic stroke, we divided patients into clinical subgroups, according to the most common combination of motor deficits of the upper and lower extremities: «hemiplegia» – 12 patients (24% cases), «paresis of the upper limb and paresis of the lower limb» – 18 patients (36% of cases), «hemiparesis» – 20 patients (40% of cases).

The data obtained by us on the state of motor function of patients with ischemic stroke of the subgroup «hemiplegia» are presented in Table 4.

According to the empirical results we have obtained, we have developed a «Functional methodology for the restoration of motor function of patients with ischemic stroke, taking into account their psycho-physiological features», based on the psychological principles of stepwise, sequencing and complexity, as well as on the maximum and adequate psychological impact of the rehabilitation therapist on the patient.

Also we proposed the «Functional methodology of physical rehabilitation in the early period of ischemic stroke». The main provisions of this methodology are:

1. *The stabilization of the psycho-emotional state of the patient*: reducing the level of anxiety, increasing motivation to exercise in the course of physical rehabilitation.



*Table 4*

The research data on the volume of active and passive movements, strength and of muscle tone of the affected extremities of patients of the subgroup «hemiplesia» (n = 12) at the beginning of the study (M ± t)

Motor acts being tested	The amount of active movements, in points, a scale from 0 to 200	The amount of passive movements, in points, a scale from 0 to 200	Muscle strength, in points, a scale from 0 to 20	A muscle tone
1	2	3	4	5
Flexion and extension in the shoulder joint (the main group)	9.7 ± 3.5	34.8 ± 2.5	4	Reduced
Flexion and extension in the shoulder joint (the control group)	10.4 ± 2.8	33.1 ± 2.0	3	Reduced
Withdrawal of the arm at the shoulder joint (the main group)	10.3 ± 2.7	26.8 ± 1.5	4	Reduced
Withdrawal of the arm at the shoulder joint (the control group)	11.8 ± 5.2	9.7 ± 2.6	4	Reduced
The external and internal rotation in the shoulder joint (the main group)	7.8 ± 4.1	8.9 ± 2.4	3	Reduced
The external and internal rotation in the shoulder joint (the control group)	8.9 ± 2.5	7.6 ± 1.2	4	Reduced
Bending the arm in elbow joints (the main group)	15.6 ± 6.2	14.3 ± 7.1	5	Reduced

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Bending the arm in elbow joints (the control group)	12.8 ± 6.7	11.0 ± 4.2	4	Reduced
The supination of forearm (the main group)	11.8 ± 1.8	10.3 ± 4.7	3	Reduced
The supination of forearm (the control group)	10.5 ± 2.3	11.8 ± 5.4	4	Reduced
The pronation of forearm (the main group)	12.8 ± 5.1	14.8 ± 1.6	4	Reduced
The pronation of forearm (the control group)	10.1 ± 2.3	16.0 ± 1.8	4	Reduced
Flexion and extension in the wrist (the main group)	17.3 ± 2.7	17.1 ± 4.2	4	Reduced
Flexion and extension in the wrist (the control group)	20.1 ± 4.3	17.8 ± 9.5	4	Reduced
Bending in hip joints (the main group)	45.6 ± 7.8	46.9 ± 2.1	7	Reduced
Bending in hip joints (the control group)	49.1 ± 4.3	44.5 ± 2.0	6	Reduced
The extension in hip joints (the main group)	32.1 ± 6.4	28.5 ± 2.0	5	Reduced
The extension in hip joints (the control group)	33.2 ± 6.7	30.1 ± 5.4	5	Reduced
The assignment in hip joints (the main group)	32.7 ± 7.1	29.5 ± 4.1	5	Reduced
The assignment in hip joints (the control group)	34.5 ± 1.8	30.6 ± 2.9	5	Reduced

1	2	3	4	5
Bringing in hip joints (the main group)	27.6 ± 6.0	23.4 ± 7.1	5	Reduced
Bringing in hip joints (the control group)	31.8 ± 2.4	33.0 ± 5.5	5	Reduced
The external rotation in the hip joint (the main group)	33.9 ± 5.1	27.0 ± 1.9	5	Reduced
The external rotation in the hip joint (the control group)	28.1 ± 7.0	24.5 ± 6.1	5	Reduced
The internal rotation in the hip joint (the main group)	25.9 ± 4.7	22.1 ± 6.1	5	Reduced
The internal rotation in the hip joint (the control group)	23.1 ± 7.4	24.0 ± 8.1	5	Reduced
Bending in knee joints (the main group)	56.0 ± 4.8	76.1 ± 7.6	6	Reduced
Bending in knee joints (the control group)	67.1 ± 7.2	79.4 ± 6.5	6	Reduced
Bending in ankle joints (the main group)	34.9 ± 1.2	38.7 ± 5.2	5	Reduced
Bending in ankle joints (the control group)	30.0 ± 4.1	33.2 ± 7.1	5	Reduced
The extension in ankle joints (the main group)	43.1 ± 6.1	40.0 ± 6.3	5	Reduced
The extension in ankle joints (the control group)	44.9 ± 2.3	41.9 ± 6.4	5	Reduced

2. *The actualization of stable static and dynamic stereotypes of the patient in all initial positions – from horizontal to vertical ones, using the influence of simple, eye-motor, tonic (labyrinthine tonic reflexes, symmetrical cervical tonic reflex, cervical asymmetric tonic reflex, etc.). Restoration and main-*

tenance of stress resistance of patients is provided by symmetrical maintenance of a projection of the general center of gravity on a basic surface in such initial positions in which normal proper afferentation of joints and muscles will be stimulated. These are the positions that the human body consistently takes in the process of verticalization: a supine position on the back; a lying position on the side (right and left); a supine position; a standing position on the knees; a standing position on the knees (with additional vertical support and without such a support); a standing position (with additional vertical support and without such a support).

It was proved that the starting position became a directly activated position with a torso extension, which had the aim to support all muscle groups of the patient, provided by the stimulation of a successive chain of muscle contractions directed from the center to the periphery of the body. The symmetry of maintaining the initial position of the patient during the lesson is constantly adjusted (passively or actively) in order to stimulate proper afferentation.

### **Conclusions**

The main directions of psychotherapy and psycho-correction of patients who suffered from ischemic stroke are:

- the assistance in the process of understanding the patients, his / her basic needs, motives, instructions, relationships; his / her internal conflicts and mechanisms of psychological protection; features of his / her behavior and emotional response, their adequacy and realism;
- the correction of patients' instructions;
- the assistance in formulating and securing adequate forms of patients' behavior based on personal achievements in the cognitive, motivational, and emotional spheres;
- the promotion of positive motivation for recovery and increased activity in treatment at the behavioral level.

During the classes according to the proposed methodology, we have the aim to achieve the stabilization of a psycho-emotional state of the patient through the correction of his / her cognitive processes that motivate the patient to actions which generally affect the effectiveness of all rehabilitation measures.

## Literature

- 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. 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.
- Khwaja, A. (2012). KDIGO clinical practice guidelines for acute kidney injury. *Nephron Clin Pract*, 120, 179–84.
- 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*. Vol. 11. No. 3, September 2020. P. 393–404. DOI <http://dx.doi.org/10.12680/balneo>.
- 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*. Vol. 9. № 1. P. 84–95. DOI <http://dx.doi.org/10.7596/taksad.v9i1.2536>.
- Villar, J., Blanco, J., & del Campo, R. (2015). Spanish Initiative for Epidemiology, Stratification & Therapies for ARDS (SIESTA) Network. Assessment of PaO<sub>2</sub>/FiO<sub>2</sub> for stratification of patients with moderate and severe acute respiratory distress syndrome. *BMJ Open*, 5 (3). DOI 10.1136/bmjopen-2014-006812.

## References

- 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.
- Khawaja, A. (2012). KDIGO clinical practice guidelines for acute kidney injury. *Nephron Clin Pract*, 120, 179–84.
- 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., 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>.
- Villar, J., Blanco, J., & del Campo, R. (2015). Spanish Initiative for Epidemiology, Stratification & Therapies for ARDS (SIESTA) Network. Assessment of PaO<sub>2</sub>/FiO<sub>2</sub> for stratification of patients with moderate and severe acute respiratory distress syndrome. *BMJ Open*, 5 (3). DOI 10.1136/bmjopen-2014-006812.

**Харченко Євген, Комарницька Людмила. Теоретичні основи психологічної та фізичної реабілітації хворих ішемічним інсультом**

### АНОТАЦІЯ

**Завдання статті** – вивчити особливості розладів психомоторної функції та психоемоційного стану хворих на ішемічний інсульт за даними первинного обстеження; розробити методику фізичної та психологічної реабілітації хворих на ішемічний інсульт на стаціонарному етапі реабі-

літації залежно від тяжкості ураження психомоторних функцій і особливостей психоемоційного стану; у психолого-педагогічному експерименті оцінити ефективність запропонованої методики фізичної та психологічної реабілітації хворих на ішемічний інсульт на стаціонарному етапі реабілітації.

Для розв'язання сформульованих у роботі завдань було використано такі теоретичні **методи дослідження**: категоріальний метод, структурно-функціональний метод, методи аналізу, систематизації, моделювання, узагальнення. Також у своєму дослідженні нами використано емпіричні методи, такі як спостереження, інтерв'ю, анкетування, метод психомедичного експерименту, тестування (тест М. Люшера).

**Результати дослідження.** Розроблено «Функціональну методику відновлення рухової функції хворих ішемічним інсультом з урахуванням їх психофізіологічних особливостей», засновану на психологічних принципах поетапності, послідовності та комплексності, а також на максимальному й адекватному психологічному впливові реабілітолога на пацієнта.

Запропоновано «Функціональну методику фізичної реабілітації в ранньому періоді ішемічного інсульту». Основними положеннями цієї методики є: 1. Стабілізація психоемоційного стану пацієнта: зниження рівня тривожності, підвищення мотивації до занять фізичними вправами з курсу фізичної реабілітації.

2. Актуалізація стабільного статичного і динамічного стереотипів пацієнта в усіх вихідних положеннях – від горизонтального до вертикального, з використанням впливу простих, окорухових, тонічних (лабіринтові тонічні рефлекс, симетричний шийний тонічний рефлекс, шийний асиметричний тонічний рефлекс тощо) рефлексів. Відновлення та збереження стресостійкості хворих забезпечується симетричним утриманням проекції загального центру ваги на опорну поверхню в таких вихідних положеннях, у яких стимулюватиметься нормальна належна аферентція суглобів і м'язів. Ідеться про позиції, які послідовно приймає людський організм у процесі вертикалізації: позиція лежачи на спині; позиція лежачи на боці (правому і лівому); позиція лежачи на животі; позиція стоячи навкарачки; позиція стоячи на колінах (із додатковою вертикальною опорою і без опори); позиція стоячи (з додатковою вертикальною опорою і без опори).

Доведено, що вихідна позиція стає безпосередньо активованою позицією з витягуванням тулуба. Вона спрямована на підтримку всіх груп

*м'язів пацієнта, що забезпечується стимуляцією послідовного ланцюжка м'язових скорочень, спрямованих від центру до периферії тіла. Симетричність підтримки вихідного положення пацієнта у процесі заняття постійно коригується (пасивно або активно) з метою стимуляції належної аферентації.*

**Висновки.** Основними напрямками психотерапії та психокорекції у хворих, які перенесли ішемічний інсульт, є: допомога в усвідомленні пацієнтом його основних потреб, мотивів, настановлень, взаємовідносин; його внутрішніх конфліктів і механізмів психологічного захисту; особливостей його поведінки й емоційного реагування, їх адекватності та реалістичності; корекція настановлень пацієнта; допомога у формулюванні та закріпленні адекватних форм поведінки на підставі особистісних досягнень у пізнавальній, мотиваційній, емоційній сферах; сприяння підвищенню позитивної мотивації на одужання і збільшення активності в боротьбі з хворобою на поведінковому рівні.

У ході проведення занять за запропонованою методикою ми досягли стабілізації психоемоційного стану хворого шляхом корекції пізнавальних процесів, які спонукали хворого до дій, що загалом впливали на ефективність усіх реабілітаційних заходів.

**Ключові слова:** ішемічний інсульт, психоемоційний стан пацієнтів, фізична реабілітація, психологічна реабілітація, особисті досягнення, когнітивна сфера, мотиваційна сфера, емоційна сфера.

**Харченко Евгений, Комарницкая Людмила. Теоретические основы психологической и физической реабилитации больных ишемическим инсультом**

## **АННОТАЦИЯ**

**Задачи статьи** – изучить особенности расстройств психомоторной функции и психоемоционального состояния больных ишемическим инсультом на основе данных первичного обследования; разработать методику физической и психологической реабилитации больных ишемическим инсультом на стационарном этапе реабилитации в зависимости от тяжести поражения психомоторных функций и особенностей психоемоционального состояния больных; в психолого-педагогическом эксперименте оценить эффективность предложенной методики физической



*и психологической реабилитации больных ишемическим инсультом на стационарном этапе реабилитации.*

*Для нахождения путей решения сформулированных в работе задач были использованы следующие теоретические **методы исследования**: категориальный метод, структурно-функциональный метод, методы анализа, систематизации, моделирования, обобщения. Также в своем исследовании мы использовали эмпирические методы, такие как наблюдение, интервью, анкетирование, метод психомедицинского исследования, тестирование (тест М. Люшера).*

**Результаты исследования.** Разработана «Функциональная методика восстановления двигательной функции больных ишемическим инсультом с учетом их психофизиологических особенностей», основанная на психологических принципах поэтапности, последовательности и комплексности, а также на максимальном и адекватном психологическом воздействии педагога на пациента.

Предложена «Функциональная методика физической реабилитации в раннем периоде ишемического инсульта». Основными положениями этой методики являются:

1. Стабилизация психоэмоционального состояния пациента: снижение уровня тревожности, повышение мотивации к занятиям физическими упражнениями по курсу физической реабилитации.

2. Актуализация стабильного статического и динамического стереотипов пациента во всех исходных положениях – от горизонтального до вертикального, с использованием влияния простых, глазодеятельных, тонических (лабиринтные тонические рефлекс, симметричный шейный тонический рефлекс, шейный асимметричный тонический рефлекс и др.) рефлексов. Восстановление и сохранение стрессоустойчивости больных обеспечивается симметричным удержанием проекции общего центра тяжести на опорную поверхность в таких исходных положениях, в которых будет стимулироваться нормальная надлежущая афферентация суставов и мышц. Речь идет о позициях, которые последовательно принимает человеческий организм в процессе вертикализации: позиция лежа на спине; позиция лежа на боку (правом и левом); позиция лежа на животе; позиция стоя на четвереньках; позиция стоя на коленях (с дополнительной вертикальной опорой и без опоры); позиция стоя (с дополнительной вертикальной опорой и без опоры).

*Доказано, что исходная позиция становится непосредственно активированной позицией с вытяжкой туловища. Данная позиция направлена на поддержку всех групп мышц пациента; она обеспечивается стимуляцией последовательной цепочки мышечных сокращений, направленных от центра к периферии тела. Симметричность поддержки исходного положения пациента в процессе занятия постоянно корректируется (пассивно или активно) с целью стимуляции надлежащей афферентации.*

**Выводы.** Основными направлениями психотерапии и психокоррекции у больных, перенесших ишемический инсульт, являются: помощь в осознании пациентом его основных потребностей, мотивов, установок, отношений; его внутренних конфликтов и механизмов психологической защиты; особенностей его поведения и эмоционального реагирования, их адекватности и реалистичности; коррекция установок пациента; помощь в формулировании и закреплении адекватных форм поведения на основании личностных достижений в познавательной, мотивационной, эмоциональной сферах; содействие повышению положительной мотивации на выздоровление и увеличение активности в борьбе с болезнью на поведенческом уровне.

*В ходе проведения занятий с использованием предложенной методики мы достигли стабилизации психоэмоционального состояния больного путем коррекции познавательных процессов, которые фасилитировали больного к действиям и в целом влияли на эффективность всех реабилитационных мероприятий.*

**Ключевые слова:** ишемический инсульт, психоэмоциональное состояние пациентов, физическая реабилитация, психологическая реабилитация, личностные достижения, когнитивная сфера, мотивационная сфера, эмоциональная сфера.

Original manuscript received February 23, 2021

Revised manuscript accepted April 18, 2021

Scientific publication

Collection of Research Papers  
**”Problems of Modern Psychology”**

Kamianets-Podilskyi National Ivan Ohiienko University,  
G.S. Kostiuk Institute of Psychology of the National Academy  
of Educational Sciences of Ukraine

Issue 52

English translation

O. V. Moshtak

Signed for printing \_\_.05.2021.

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

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

Випуск 52

Переклад англійською мовою    О. В. Моштак

Підписано до друку \_\_.05.2021 р.  
Формат 60x84/16.  
Гарнітура SchoolBook.  
Папір офсетний. Друк офсетний.  
Ум. друк. арк. 17,44.  
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.