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# "Problems of Modern Psychology"

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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.

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**Збірник наукових праць**

# ''Проблеми сучасної психології''

**Випуск 55**

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П68      Збірник наукових праць **"Проблеми сучасної психології"** / [за наук. ред. С.Д. Максименка, Л.А. Онуфрієвої]. Кам'янець-Подільський, 2022. Вип. 55. 216 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.

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**ABSTRACT**

**The purpose** of our article is to organize the experiment during 2020-2021 years and to establish the relationships between the dialogical qualities of cognitive activity and the literary environment of pupils; to show the problem of psychological nature of the internal dialogue of schoolchildren actualized by text reality.

**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 and individual forms of the pupils' activity at the lessons, which in a great degree are actualized by text reality.

**The results of the research.** In the article we showed that without a true understanding of the psychological nature of the internal dialogue there was no way and it couldn't be able to understand the problem of bringing thoughts to the word according to all real complexity. The primary meanings of "inner speech" were understood by us by internal thinking like verbal memory. You can read the beginning of the verses in memory or you can reproduce it only in memory. The word tends to be replaced by an idea of it or an image of memory, like any other object. In this case, internal speech differs from external as the idea of the subject differs from the real subject. It is in this sense that we consider internal speech, examining in which memory patterns — acoustic, optical, motor, and synthetic — this mention of words is realized, or whether they compare the reproduction of words in memory with internal speech. In fact, there are two different processes, which need to be differentiated.

*Another interpretation of the internal speech, as a rule, is associated with the process of speeding up the splendid movement act. We have proposed terminologically to demarcate the internal movement and internal speech, signifying the remaining term "a context", by which we understand the "internal movement".*

*The third, the most spread term, is giving the inner movement an over-the-top blaze. We internally call everything that precedes the motor act of speaking, the entire inner side of the movement which is blatant, in which two points are blamed: firstly, the motives of speaking, and, in a different way, the manifestation of that it is invisible, non-sensory, motor, specifically moving experience. Each internal movement is not rather movement in the direct meaning of the word, but intellectual and effective-strong action, the shards of it includes into themselves the motives of the movement that was thought, as it is expressed by the word.*

***Conclusions.*** *It was proved that a correct understanding of internal dialogical thinking should be based on the premise that internal speech was a special educational tool in nature, a special type of speech activity that had its own specific features and was in difficult relationships with other types of speech activity. In order to clarify these relations of internal dialogue, on the one hand, to thought, and on the other hand, to speech, it is necessary, first of all, to find its specific differences from one or another form of speech activity and to clarify its very special function.*

***Key words:*** *the internal dialogue, text reality, egocentric speech, speech activity, social speech, cognitive activity, the literary environment of pupils, internal thinking, verbal memory.*

## Introduction

In the psychological literature scientists (Mykhalchuk & Onufriieva, 2020a) analyze mental development as a system of interconnected sensorimotor, mnemonic, imaginative, mental, speech and other formations, considering them as the main components of the whole system. The author argues that each component can be studied as a relatively independent system, qualitative changes of which are determined by the peculiar structure of its elements.

Some scientists (Mytnyk, Matvienko, Guraliuk, Mykhalchuk & Ivashkevych, Er., 2021) believe that practical actions

are included into the paradigm of the system of sensory cognition and become not only the main means of solving a specific problem, but also means of mastering the cognitive activity itself. This concept was the basis for understanding the process of the development of thinking of children: the ontogenesis of the child's thinking is carried out in the process of his/her substantive activities, communication, appropriation of social experience. Thus, the source of mental development is the world around us and the experience of mankind, and this development occurs as a result of purposeful influence of an adult in the form of education and upbringing.

Some scientists (Mykhalchuk & Onufriieva, 2020b) consider thinking as the formation and the development of a system of internalized operations. Some other researchers (Mykhalchuk, Levchuk, Ivashkevych, Er., Yasnohurska & Cherniakova, 2021) theoretically substantiated the operational side of the thought process, showed its basic mechanism as the means of the analysis through synthesis, and considered the variety of mental operations as specific forms of the analysis and synthesis. In his opinion, the beginning of thinking is a problematic situation. This problematic situation determines the involvement of the individual in the thoughtfull process. Scientists also believe that thinking is the solution of a certain problem, which is formulated in the question (Onufriieva, Chaikovska, Kobets, Pavelkiv & Melnychuk, 2020).

Contemporary researchers (Mykhalchuk & Khupavsheva, 2020) understand thinking as a generalized and indirect reflection of reality precisely because it replaces practical actions on things with ideal actions on their images and concepts. So, we see thinking as the process of making connections between knowledge about actions and building new knowledge.

According to some other scientists (Zubiashvily, Kocharian, Lunov, Barinova & Onufriieva, 2020), the process of thinking is often analyzed as a movement from the unknown to the known, from incomprehensible to understandable, from vague to speci-

fic. But this is only one side of the thought process. Its other side which is consisted of opposite movements – from known, clear, concrete to unknown, incomprehensible, vague.

Thus, we see that psychologists do not have a single opinion according to the definition of thinking. Some scholars define thinking as the process of indirectly and generalized human reflection of objects and phenomena of objective reality in their essential abilities, connections and relationships. Other psychologists consider thinking as a mental process of finding and discovering something significantly new, which is the process of indirect and generalized reflection of the reality in the course of its analysis and synthesis. The first definition is more common and includes the second one.

So, **the purpose** of our article is: to organize the experiment during 2020-2021 years and to establish the relationships between the dialogical qualities of cognitive activity and the literary environment of pupils; to show the problem of psychological nature of the internal dialogue of schoolchildren actualized by text reality.

**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 and individual forms of the pupils' activity at the lessons, which in a great degree are actualized by text reality.

We organized the experiment during 2020-2021 years. We formed experimental and control groups by the method of randomization (108 senior pupils):

– experimental groups:

E1 (38 pupils) – 10-B form of secondary school №20.

E2 (27 pupils) – 9-A form of secondary school №23;

– control groups:

C1 **(35 pupil)** – 10-A form of secondary school №20.

C2 **(38 pupil)** – 9-B form of secondary school №23.

We established the relationships between the dialogical qualities of cognitive activity and the literary environment, as well as the specifics of the latter by comparing the data of two samples of pupils. One of them **(experimental class E1 and control class C1)** consisted of schoolchildren studying in the program with in-depth study of World Literature, the other **(experimental class E2 and control class C2)** – pupils who study according to the standard program. Thus, the difference in programs acts as variable criteria of the literary environment.

### The results of the research

The ascertaining experiment was carried out in three stages. At the first stage the method of questionnaire was used. The task of identifying the specifics of the literary environment was the main, and determining the degree of the formation of dialogical qualities of cognitive activity of secondary school pupils – as an additional one. The survey was organized by 389 pupils of 9-11 forms of secondary schools №№ 2, 5, 7, 15, 23, school "The Center of Hope" in Rivne **(in the ascertaining experiment there were participated not only pupils of experimental and control groups, but also other pupils of these schools, which was done by us in order to obtain more accurate data)**.

The content of the questionnaire has the aim at studying the qualitative characteristics of the literary environment of secondary school pupils: the number of literary novels read during the last year, the complexity and diversity of the latter, the means of assigning literary culture, the objects of literary activity **(the last two appeared as reflective moments)**. Accordingly, the data obtained from the survey allowed to us:

a) to state a number of novels read by pupils the last year;

b) to identify reference persons **(those people with whom the pupil read novels are discussed by them)**;

c) to reveal the semantic side of pupils' internal communication with the novel;

d) to establish the means of communication between pupils and the novel and the degree of awareness of the latter.

## QUESTIONNAIRE FOR PARENTS

*Dear Parents!*

We'd like you to answer the questions of the questionnaire so that we can get to know your child better. The results of this questionnaire will be used exclusively for the benefit of the child. We will not, under any circumstances, inform teachers and school management about the places in the questionnaire that may lead to conflicts between parents and teachers.

The name and the surname of your child
_____
The form in which he/she studies
_____

1. Your child is learning World Literature:
   1.1. with "12"
   1.2. with "12-10" and "9"
   1.3. with "9"
   1.4. with "9-7" and "6"
   1.5. with "6"
   1.6. with "6-4" and "3"
   1.7. with "3"
2. How does your child feel about learning World Literature?
   2.1. With great interest.
   2.2. With interest.
   2.3. Without interest.
3. By what do you explain your child's failures in the studying of World Literature?
   3.1. Weak pre-training.
   3.2. Skip of lessons.
   3.3. Because of the illness.
   3.4. Employment on the farm.

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*ЗБІРНИК НАУКОВИХ ПРАЦЬ*
*"ПРОБЛЕМИ СУЧАСНОЇ ПСИХОЛОГІЇ"*

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3.5. The teacher vaguely explains the teaching material.

3.6. The pupil has a great interest to other subjects.

3.7. The pupil spends a lot of time on other types of the activity which are related to learning.

3.8. The pupil is inattentive in class.

3.9. For other reasons.

4. Do you connect your child's future with the profession where they used knowledge of World Literature?

   4.1. Yes.

   4.2. Partly.

   4.3. No.

5. Do you have a philological education?

   5.1. Yes.

   5.2. No.

6. Is your current work related to World Literature?

   6.1. Closely.

   6.2. Partly.

   6.3. Not related at all.

7. How often do you study World Literature with your child?

   7.1. Very often.

   7.2. Often.

   7.3. When there is a free minute.

   7.4. Seldom.

   7.5. I do not do.


   ***Thank you for participating in our research!***

The analysis of the answers of pupils who studied both the program with in-depth study of World Literature (classes E1, C1) and the standard program (classes E2, C2), reveals common characteristics for this age group of pupils of literary environment. Thus, World Literature is the subject of communication for 85% of pupils in class E1, for 81% – in C1, for 74% – in E2, for 84% – in C2. The most active is the communication of pupils on literary issues with friends and parents (respectively 86% of schoolchildren in E1, 82% – in E2, 88% – in C1, 84% – in C2).

Teachers of World Literature are partners of communication of pupils on literary topics for 37% of schoolchildren in form E1, for 45% − in C1, for 28% − in E2, for 24% − in C2. The tendency to narrow the circle of competent adults, such as teachers (compared to friends and parents), is one of the reasons for the decline of the level of literary development of pupils.

The semantic aspect of pupils' communication is characterized by an imbalance of their interests in relation to different areas of literary culture. The latter is largely represented by fiction and detective fiction. This data is higher in class C1. In this control class there is a slight increase in the percentage of pupils (for the period from the 9th to the 10th form) who are more interested in these literary novels than in classical ones: 85% of pupils − in the 9th form (C2), 87% − in the 10th form (C1). In class E1 the values of this indicator are 58-59%; in E2 − 71-74%; in C2 − 53-58%.

We determined the percentage of the representation of conversations or discussions on classical novels in the communication of pupils (such as the discussion of the plot of novels, the main characters, the unfolding of events, etc.): in form E1 − 51% and 42%, in form E2 − 49% and 28%, in form C1 − 43% and 21%, in form К2 − 27% and 22% (the data for the beginning and the end of the experiment).

There is also a general tendency to displace literary classics from the sphere of literary interests of pupils of secondary school. This trend is confirmed by the answers of pupils to the questionnaire about their literary interests, which were asked in indirect form ("What novels would you like to read and discuss in the learning process?"). In the answers to this question, the percentage of classical novels is for E1 from 10th to 11th forms, respectively, 58% and 45%, for E2 from 8th to 9th forms − 46% and 32%, for C1 − 32%-29%, for C2 − 34%-26%. The difference in the quantitative values of these data and the data above suggests that the motivation of "communication" of pupils with serious novels is external: novels for schoolchildren

are more a subject than a means of meeting personal interests and needs.

This stage of the observational experiment has the aim of studying the functioning of a holistic system of dialogical qualities of cognitive activity of senior pupils in solving creative task by them. We determine that discursive creative thinking is a harmonious structure in the relationships of all its components. The study of the system of reflection as a mechanism for re-thinking various kinds of stereotypes (intellectual, personal and communicative ones) was of particular importance, which cause problem-conflict situations in pupils' process of communication with a novel, problem or creative task.

The effectiveness of the proposed system of formative influences on the development of dialogical qualities of Cognitive Activity of senior pupils was determined on the basis of comparison of initial and final sections made by the method of semantic analysis of pupils' solutions of literary creative problems. Thus, the development of dialogical qualities of Cognitive Activity was determined taking into account its motivational, semantic and operational aspects (see Table 1). The values of indicators that characterize the components of Cognitive Activity were calculated by formulas. For example, the meanings of the "monologue" component were defined in such a way:

$$MV = \frac{1}{N} \sum_{i=1}^{n} mv_i \cdot 100\% \qquad (1)$$

where MV – the data of the indicator "a monologue statement" in%; $mv_i$ (i = 1,2,..., n) is the number of incomplete monologue statements in the process of solving a creative task by the i-th pupil; N is the total number of all pupils' statements when they are solving the problem.

Similarly, the values of other indicators that characterize the components of Cognitive Activity were calculated.

*Table 1*

## Comparison of data of ascertaining and test series

| Sides of cognitive activity | The characteristics of components of cognitive activity | Specific weight of indicators (in %) | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Ascertaining series | | | | Test series | | | |
| | | $E_1$ | $E_2$ | $C_1$ | $C_2$ | $E_1$ | $E_2$ | $C_1$ | $C_2$ |
| Motivational side of cognitive activity | "the activity of partners in solving the problem"<br>- the number of statements of the pupil which are directed at himself/herself; | 18 | 16 | 18 | 21 | 7 | 6 | 21 | 14 |
| | - the number of statements of the pupil which are directed at the partner of communication; | 9 | 8 | 10 | 8 | 85 | 83 | 4 | 13 |
| | - the number of statements of the pupil which are directed at the teacher; | 73 | 76 | 72 | 71 | 8 | 11 | 75 | 73 |
| | - the number of teacher's remarks | 56 | 48 | 48 | 54 | 12 | 13 | 62 | 57 |
| Operational side of cognitive activity | "a real communication"<br>- collective decision-making; | 13 | 14 | 18 | 12 | 4 | 8 | 16 | 18 |
| | - collective development; | 18 | 17 | 15 | 26 | 14 | 13 | 17 | 14 |
| | - individual development; | 2 | 4 | 3 | 2 | 28 | 32 | 4 | 5 |
| | - individual exit; | 11 | 14 | 13 | 18 | 0 | 0 | 14 | 17 |
| | - collective agreement; | 23 | 13 | 15 | 8 | 12 | 11 | 24 | 25 |
| | - collective result; | 21 | 24 | 27 | 24 | 42 | 36 | 10 | 9 |
| | - individual exclusion from the decision; | 8 | 9 | 6 | 4 | 0 | 0 | 7 | 5 |
| | - a monologue statement; | 78 | 84 | 75 | 87 | 16 | 11 | 85 | 84 |
| | - a dialogic statement | 14 | 13 | 15 | 11 | 82 | 88 | 10 | 12 |
| | "a communicative position"<br>- the position from the outside; | 36 | 37 | 40 | 36 | 13 | 12 | 59 | 57 |
| | - the position of inclusion; | 18 | 16 | 17 | 16 | 18 | 19 | 15 | 14 |
| | - the position of mediation; | 23 | 25 | 20 | 21 | 24 | 18 | 13 | 15 |
| | - the position of understanding: | 7 | 6 | 6 | 5 | 28 | 32 | 7 | 6 |
| | a) as the author of the novel; | 0 | 2 | 1 | 1 | 7 | 14 | 1 | 0 |
| | b) as one of the heroes of the novel; | 7 | 4 | 5 | 4 | 21 | 18 | 6 | 6 |
| | - the position of merging with a novel; | 14 | 13 | 16 | 20 | 1 | 4 | 4 | 5 |
| | - the position of the heroes of the novel | 2 | 3 | 1 | 2 | 16 | 15 | 2 | 3 |

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*Table 1 continuation*

| | "a literary content" | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Content side of cognitive activity | - indefinite level; | 41 | 32 | 32 | 33 | 0,5 | 0,8 | 35 | 41 |
| | - subjective level; | 14 | 13 | 12 | 11 | 8 | 2 | 14 | 11 |
| | - plot-image level; | 8 | 9 | 7 | 8 | 7 | 5 | 9 | 9 |
| | - emotional and personal level; | 18 | 22 | 31 | 28 | 13 | 18 | 19 | 16 |
| | - the level of designations; | 3 | 5 | 2 | 6 | 10 | 5 | 11 | 10 |
| | - general literary level; | 12 | 16 | 11 | 10 | 11 | 10 | 9 | 8 |
| | - literary and historical level; | 4 | 3 | 5 | 4 | 21 | 22 | 3 | 5 |
| | - general cultural level | 0.1 | 0.05 | 0.2 | 0.1 | 31 | 38 | 0.07 | 0.09 |

In solving the creative task at the ascertaining stage of our research 238 senior pupils participated in two groups: *group 1*, which included 38 schoolchildren of the form E1 and 79 pupils of secondary school №5, who also have studied World Literature in an increased volume; *group 2*, which included 38 pupils of the form C2 and 83 schoolchildren of secondary school №2, who are taught according to the traditional program of studying World Literature. Pupils were offered a creative task with a given beginning (see protocol of recording the continuation of the story with a given beginning by a pupil Olga C. in E1 form at the 1st stage of the experiment), which had to be completed. The effective aspect of solving creative tasks by senior pupils had different expressions: overcoming problems gave schoolchildren new knowledge (semantic aspect), overcoming cognitive dissonance, due to the need to choose a certain personal position according to some text from literature, created opportunities for pupils' personal development.

**Protocol of recording the continuation of the story with
a given beginning by a pupil Olga C. in E1 form
(the 1st stage of the experiment)**

| Characteristics of cognitive activity by components | Protocol recording |
|---|---|
| 1 | 2 |
| | Extraordinarily strange city. *At the very edge of a dark, dense forest, near a large golden field where wheat was ripe, an anthill stood. It* |

*Table 1 continuation*

| | |
|---|---|
| Setting | *was inhabited by large and small gray ants. All day hardworking ants crawled through the woods, looking for different branches to build their homes and providing themselves with food.* |
| | When morning came, the ants woke up and began their working day. Large ants could crawl far into the forest, while small ones were afraid to find themselves far from the anthill and preferred to be nearby. |
| Intention | And all the days were the same. But this is not strange, since the ants had no other business than to crawl through the forest and look for different twigs and sticks. |

Now we'd like to propose a protocol of recording the continuation of the story with a given beginning by a pupil Max V. in C2 form at the last stage of the experiment.

**Protocol of recording the continuation of the story with a given beginning by a pupil Max V. in C2 form (the last stage of the experiment)**

| Characteristics of cognitive activity by components | Protocol recording |
|---|---|
| 1 | 2 |
| Model | **Extraordinarily strange city.** |
| | *At the very edge of a dark, dense forest, near a large golden field where wheat was ripe, an anthill stood. It was inhabited by large and small gray ants. All day hardworking ants crawled through the woods, looking for different branches to build their homes and providing themselves with food.* |
| | Today, July 29, the work was in full swing in the anthill. Everyone was preparing for the holiday. July 30, according to the established calendar of ants, was the day of the little ants, for whom it was the happiest day of the year, not counting, of course, the birthday. Parents gave their children the gifts they wanted. |
| Text | On this day, July 29, a little ant named Mia was sitting on the green grass not far from the anthill. The sun was shining brightly, flooding the entire field with light. Familiar ants crawled past Mia, carrying various sticks, small twigs, spruce needles on their backs. Some ants carried edible larvae. |

| | |
|---|---|
| Setting | Mia looked up at the sky and watched the flying birds, dragonflies and butterflies. Oh, how beautifully they were flying! How good it is to be able to fly, Mia thought. Birds are not afraid of any danger. But how many ants die every year from being crushed by their paws, which they call "legs", huge creatures. And if ants could fly then it wouldn't have happened. Once again, Mia thoughtfully looked at the sky and, jumping off a small blade of grass, cheerfully crawled towards the anthill. She already knew what gift to order for her parents. |
| Intention | The next day began with a celebratory breakfast. After it, all the families of ants went out into the field, where the solemn congratulations by the parents of their children began. |
| The question | – Our dear Mia, what gift do you want to receive today? – asked the ant who was her dad. |
| A wish | I want to have wings, like butterflies do. |
| Warning | – But this desire, unfortunately, cannot be realized. Ants are not adapted to fly. You can't, even with wings, fly up to the clouds. |
| Suggestion | – No, I can, Mia said with tears in her voice. – I myself will ask the butterfly for wings. |
| The actions | With these words, Mia crawled away from her parents and saw a bright butterfly that was sitting on the very edge of a long golden ear. Mia crawled up to the spikelet and began to climb it. She was already near the butterfly itself, which had just spread its wings, so Mia gathered all her strength and climbed onto its wing. But the ant did not know how to unhook the butterfly wings and take them for herself. Therefore, she sat perplexed on the wing and did not dare to make any movement. And suddenly the butterfly stirred and flew up. Mia, very frightened, clung tightly to the butterfly's wing, and all the other ants remained far under the trees. |

So, without a true understanding of the psychological nature of the internal dialogue there is no way and cannot be able to understand the problem of bringing thoughts to the word according to all real complexity. The primary meanings of this term were understood by us by internal thinking like verbal memory. You can read the beginning of the verses in memory or you can re-

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produce it only in memory. Let's replace the word of power with the awake about the new one in the way of memory, as if it were an object, in this way, the inner movement is reminiscent of a real thing, as if realizing about the subject, it is reminiscent of a real object. The inner movements of the deacons in such meaning were seen by us and synthetic ones – the riddle of words is realized, to put a sign of reconciliation between the words created by memory and internal movements. In fact, there are two different processes, which need to be differentiated.

Another interpretation of the internal speech, as a rule, is associated with the process of speeding up the splendid movement act. Inner speech, according to such understanding, is invisible, soundless, mute movement, that mentions the speech without sounds. We consider internal speech as not manifestations of his/her active part of the speech reflex. So, we have proposed terminologically to demarcate the internal movement and internal speech, signifying the remaining term "a context", by which we understand the "internal movement". In the very inner movement, it is understandable to some extent, that there may be only active, not passive processes of movement activity, that is how it becomes possible to create the first functional motor movement.

The third, the most spreading of the most commonly used term, giving the inner movement an over-the-top blaze. We internally call everything that precedes the motor act of speaking, the entire inner side of the movement which is blatant, in which two points are blamed: firstly, the motives of speaking, and, in a different way, the manifestation of that it is invisible, non-sensory, motor, specifically moving experience. As if by itself, no matter what, any exact characteristics are given. Each internal movement is rather not movement in the direct meaning of the word, but intellectual and effective-strong action, the shards of it includes into themselves the motives of the movement that was thought, as it is expressed by the word.

## Conclusions

It was proved that a correct understanding of internal dialogical thinking should be based on the premise that internal speech was a special educational tool in nature, a special type of speech activity that had its own specific features and was in difficult relationships with other types of speech activity. In order to clarify these relations of internal dialogue, on the one hand, to thought, and on the other hand, to speech, it is necessary, first of all, to find its specific differences from one or another form of speech activity and to clarify its very special function.

Inner speech is speech for himself/herself. External speech is speech for others. We draw attention to the special function of the child's egocentric speech and to evaluate it theoretically. We didn't ignore the essence of egocentric speech in terms of its genetic relatedness and connection to internal speech. Egocentric speech is a series of steps that prevent the development of internal speech. First, egocentric speech performs intellectual functions similar to the internal and close to it in its structure. And, secondly, comparing proven facts of the demise of egocentric speech with the beginning of school age with a number of facts that establish the development of internal speech in this period, we can conclude that in fact on the threshold of school age there is the growth and transition of egocentric speech. Psychologically, the language of the pupil in functional and structural terms is egocentric speech, it is not understood as internal speech and is not separated by the child from speech for others. Objectively, this language is a function differentiated from social thinking, but again inconsistent, because it can only function in a situation that makes social speech possible.

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**ЗБІРНИК НАУКОВИХ ПРАЦЬ**
**"ПРОБЛЕМИ СУЧАСНОЇ ПСИХОЛОГІЇ"**

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**Івашкевич Едуард, Сімко Алла. Проблема психологічної природи внутрішнього діалогу школярів, актуалізована текстовою реальністю.**

**Метою** нашої статті є: організувати експеримент упродовж 2020-2021 років та встановити взаємозв'язки між діалогічними якостями пізнавальної діяльності та літературним середовищем учнів; висвітлити проблему психологічної природи внутрішнього діалогу школярів, актуалізованого текстовою реальністю.

**Методи дослідження.** Для розв'язання поставлених у роботі завдань використовувалися такі теоретичні методи дослідження:

*категоріальний, структурно-функціональний аналіз, систематизація, моделювання, узагальнення. Також у дослідженні використовувалися такі емпіричні методи, як експеримент з метою дослідження ефективності групових та індивідуальних форм роботи школярів на уроках, які здебільшого актуалізуються текстовою реальністю або літературним оточенням, організованим вчителем.*

***Результати дослідження.*** *У статті показано, що без правильного розуміння психологічної природи внутрішнього діалогу не існує і не може існувати ніякої можливості з'ясувати проблему відношення думки до слова, враховуючи всю її реальну ускладненість. Первісним значенням «внутрішнього мовлення» було розуміння внутрішнього мовлення як вербальної пам'яті. В цьому випадку внутрішнє мовлення відрізняється від зовнішнього так, як уява про предмет відрізняється від реального предмета. Саме в такому значенні ми розглядаємо внутрішнє мовлення, вивчаючи, в яких зразках пам'яті — акустичних, оптичних, моторних та синтетичних — реалізується ця згадка слів, чи ставлять знак порівнювання між відтворенням слів по пам'яті та внутрішнім мовленням. При цьому ми дійшли до висновку, що це два зовсім різних процеси, які потрібно розрізняти.*

*Друге трактування внутрішнього мовлення ми пов'язуємо із процесом скорочення звичайного мовленнєвого акту. Внутрішнє мовлення, згідно з таким розумінням, є невимовним, беззвучним, німим мовленням, тобто мовленням поза звуком. Ми визначаємо його як невиявлений у своїй рухомій частині мовленнєвий рефлекс. Отже, ми запропонували термінологічно розмежувати внутрішнє мовлення та внутрішнє говоріння, визначаючи останнім терміном «смисл».*

*Нарешті третє розуміння цього терміну надає внутрішньому мовленню надзвичайно поширеного тлумачення. Внутрішнім мовленням ми називаємо все, що попереджає моторний акт говоріння, всю загалом внутрішню сторону мовлення. Внутрішнє мовлення є швидше не мовленням в прямому значенні цього слова, а розумовою і ефективно-вольовою діяльністю, оскільки вона включає в себе мотиви мовлення та думку, яка виражається в слові.*

***Висновки.*** *Правильне розуміння внутрішнього діалогічного мислення повинно виходити з того положення, що внутрішнє мовлення є особливим за своєю психологічною природою утворенням, особливим видом мовленнєвої діяльності, який має власні специфічні особливості*

*та знаходиться у складних стосунках з іншими видами мовленнєвої діяльності. Для того, щоб з'ясувати ці відношення внутрішнього діалогу з одного боку до думки, та з іншого боку, до слова, необхідно, перш за все, знайти його специфічні відмінності від тієї чи іншої форми мовленнєвої діяльності та з'ясувати його особливу функцію.*

*Ключові слова: внутрішній діалог, текстова реальність, егоцентричне мовлення, мовленнєва діяльність, соціальне мовлення, пізнавальна діяльність, літературне середовище учнів, внутрішнє мислення, словесна пам'ять.*

# The Formation of Translational Intentions of Future Translators

## Формування перекладацьких інтенцій майбутніх перекладачів

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**ABSTRACT**

**The aim** *of the article is to propose some techniques and group activities to promote autonomy in the classroom to provide the translational activity of students.*

**Methods of the research.** *As for general scientific methods, the following ones were also used quite successfully: the method of induction, deduction, analysis and synthesis, comparative and descriptive methods and explanatory ones. The experimental research with the purpose to identify the dynamics of the translational development of future translators lasted in 2020-2021. In this*

*research 58 students of experimental and control groups of philological department were participated.*

*The results of the research. The research of the content of the concept of "translational development" highlights the need to determine its component composition (structural approach), on which the views according to translational development are quite ambiguous, because they are based, as a rule, on various aspects of the professional activity.*

*In such a way we distinguish target, motivational, semantic, procedural and reflexive-evaluation components in the structure of the translational development.*

*Conclusions. In such a way we distinguish four stages of the translational development of the person. These are the following stages: the formation of translational intentions (conscious choice of the future profession by the individual taking into account their individual psychological characteristics), which are actualized by a combination of many factors: the prestige of their profession, the needs of the society, the family influence, media, etc. The most important role in choosing a profession is played by the orientation of the individual to a particular subject of the activity, which is manifested in the interests of a man, his/her passion for the professional sphere, etc.; basic translational training: mastering by a specialist the system of professional knowledge, skills and abilities, the formation of professionally important personal traits, professional orientation and interest in the future profession. The second stage is, first of all, training in the institution of higher education. Personal new formations at this stage have the aim of the formation of professional orientation, the development of special skills and abilities, the formation of professional and ethical values, spiritual maturity, readiness to perform specific professional activities; professionalization: entry (adaptation) and mastering the profession, professional self-determination, gaining professionally significant experience, the development of personal traits, qualities and characteristics which are necessary for qualified, productive performance of the professional activities of the interpreter; professional skills of the interpreter: high-quality, creative performance of the professional activity, the integration of professionally important qualities of the person having been formed by the individual style of performance of the activity. In the process of mastering professional skills by a specialist, professional activity itself becomes more and more attractive. Satisfaction of a specialist with his/her activity occurs in the process of performing his/her professional actions, in the process of the professional communication. Professional activity at this stage becomes the*

*leading need of the individual. Mastery implies that the professional development of the individual has taken place.*

## Introduction

The problem of the development of the person of a future translator is a dynamic process that constantly unfolds in time and space, proceeds from the moments of formation of professional intentions to full realization of oneself in the process of creative professional activity, the main contradiction of which is the contradiction between unique personality traits and objective requirements of the leading professional activities the significance of which is that it should be led to further development of the person (Гончарук & Онуфрієва, 2018; Ivashkevych & Koval, 2020; Mykhalchuk & Ivashkevych, 2019). It was emphasized that by realizing himself/herself in the leading professional activity, the person was gradually changed, which led to the restructuring of the motives of his/her leading activity, to the formation of new properties, qualities and characteristics of the person, which are extremely important for professional activity in general (Aleksandrov, Memetova & Stankevich, 2020; Максименко, Ткач, Литвинчук & Онуфрієва, 2019).

In the psychological literature professional development is considered as the integral part of human life; thus, professional development is characterized by duration, dynamism, multilevel, readiness for professional growth, focus on the formation of positive motivation for students' professional activities, to find the optimal, constructive individual style of the performance of the translational activity, the development of professionally significant personal traits and characteristics (Batel, 2020; Mykhalchuk & Onufriieva, 2020). Professional development is one of the most important aspects of socialization of the person. Thus, the psychological literature emphasizes the direct link between successful professional development and positive life-

styles (Bates, Maechler, Bolker & Walker, 2014; Mykhalchuk & Bihunova, 2019).

So, **the aim** of the article is to propose some techniques and group activities to promote autonomy in the classroom to provide the translational activity of the 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.

The experimental research with the purpose to identify the dynamics of the translational development of future translators lasted in 2020-2021. In this research 58 students of experimental and control groups of philological department were participated.

## Results and their discussion

So, we'll propose some techniques and group activities to promote autonomy in the classroom to provide the translational activity of the person. In this article there are some examples of techniques and group activities that can help us to promote autonomy in the classroom. They increase students' motivation and encourage students to be more active in the process of studying. So, the first way to the development of students' autonomy is Crossword Session.

In this kind of the activity students assume the teacher's traditional role of designing each task and carrying out the activity.

For many students learning professional vocabulary is a tedious task. Learners find it difficult to retrieve a specific item impromptu (in speaking or writing). The possible cause of this failure is that vocabulary items have not been consolidated, they

have not been transferred to a long-term memory and either remained in a short-term memory or even have been forgotten. Some items might be recognizable when they are encountered by learners, but usually learners complain that they are short of words and use rudimentary vocabulary because appropriate terms have not been effectively activated.

In this kind of the activity a situational context and a lexical content are intertwined. Students use the wordlist of target vocabulary from the topic-based reading materials. Students choose the items they want to process and design a crossword working in pairs. It is advisable to limit the number of vocabulary items (about 10) and to set the time limit (from 7 to 10 minutes). Each pair is expected to deliver their crossword either on the chalkboard or transparency using an overhead projector. One student reads the definitions, and another one writes the item as soon as somebody generates the answer. Students "are awarded" a point for each correct answer. In a case of an inaccurate definition, a point "is awarded" to a person who corrects it. The guessing activity should not take longer than 10 minutes. The main idea is to have a fast performance and delivery. The activity also helps to develop fast-thinking, which is necessary in the process of spontaneous speech. It can be administered as a warm-up or between other types of the activities, like writing or reading, for students to unwind. The crosswords designed by other pairs of students would be administered in the follow-up lessons, one at each time. Thus, learners will be able to recollect and process the task-based vocabulary during a few weeks. Naturally, different pairs of students will choose diverse vocabulary items, which also encourage their revising. Learners' interaction, cooperation, assessment and self-assessment are lively and take place in a friendly, kind atmosphere: students argue over definitions, pronunciation and spelling, and enjoy awarding the titles of "the best", "the second place of the best" and "the third place of the best" performers.

So, we propose the example of a crossword and the key to it.

DOWN

1 A legal document in which somebody states to whom they want their property & money to be given after their death (WILL)

2 The duty and the right of a parent to keep and bring up a child after divorce (CUSTODY)

3 Husband or wife (SPOUSE)

4 Born of parents who are not married to each other (ILLEGITIMATE)

5 A person who is being sued for divorce (RESPONDENT)

ACROSS

6 A legal statement declaring a marriage null and void (NULLITY)

7 Dying without having made a will (INTESTACY)

8 Sexual intercourse between a married person and somebody who is not their spouse (ADULTERY)

9 A condition or requirement in a legal document (PROVISION)

10 Money paid by the state to the person responsible for a child under 16 (BENEFIT)



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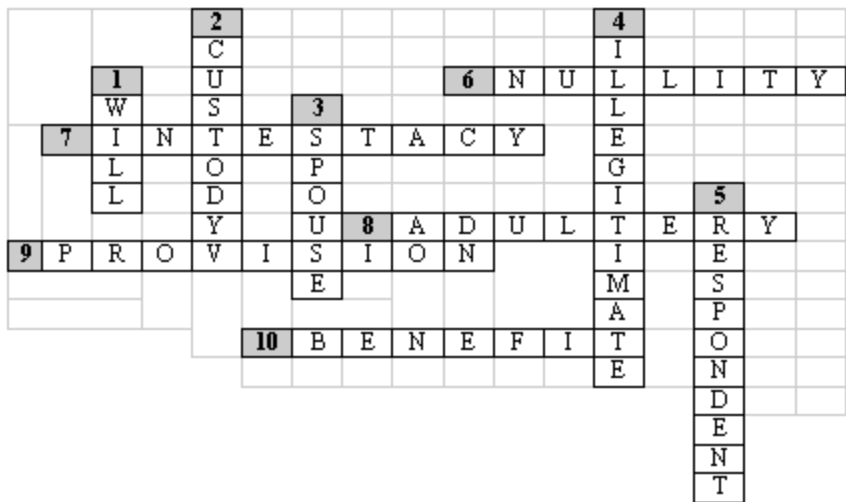
Let us show the role of *Grammar Training* in the process of the development of student's autonomy. The usage of English Tenses is rather problematic to Ukrainian learners. The most number of students likely cause of students' difficulty to show the difference between Grammar systems of English and the mother tongue. Although students are very familiar with the structures of all Tenses, they tend to simplify their usage to the simplest forms. The technique presented below demonstrates a great opportunity for students to practice the usage of various tenses within topic-based context.

Each activity is prepared at home and it is administered by learners in the classroom. Learners use authentic professional materials either from professional journals, news, newspapers and so on. Each pair prepares a passage in which verbs are replaced by infinitives and they are reproduced on transparencies or handouts. In the classroom all students exchange their ideas and suggest the choice(s) of choosing some Tense form. All students are involved into the discussion and present their arguments for or against the suggested usage. This activity is very lively, particularly when there is an alternative possibility. Learners argue the points enthusiastically, and as a rule a final decision is reached without the teacher's intervention. Learners enjoy awarding "prizes" to their groupmates and demonstrate the ability of being objective in their evaluation. It is noteworthy that students should complete each kind of the activity during the lesson, and the teacher's feedback should follow the learners' self-assessment. It is advisable to have no more than one of such activity during a lesson, so that students do not get bored or frustrated in a case it is rather hard.

A possible variation of this activity is combining by two tasks: selecting the word order and the right Tense form. The example of such activity is presented by us.

## BICYCLE PATROLS

The use of bicycle patrol **(1)** _____ foot patrol in many areas. **(REPLACE)**

Lately US law enforcement agencies **(2)** _____to recognize the many benefits of patrolling on bikes. **(BEGIN)**

Patrolling on bikes **(3)** _____ high visibility, accessibility and mobility. **(PROVIDE)**

Bicycle patrols **(4)** _____ crime by the capability to approach crimes in progress without being seen or heard. **(REDUCE)**

The element of surprise **(5)** _____ police to catch more suspects. **(HELP)**

Police bicycles **(6)** _____ with radar or computerized communication systems. **(EQUIP)**

Electric bikes travel up to 20 mph and **(7)** _____ pedaling. **(NOT NEED)**

*Answer key:*

*1 replaces / has replaced 2 have begun 3 provides / has provided 4 reduce / have reduced 5 helps / has helped 6 are equipped / have been equipped / were equipped 7 do not need*

The other way to present students' autonomy is providing the methodology of *Translation*. This activity is designed to give students practice in translating short texts from English into their mother tongue. It is advisable to select two passages of similar scope that do not contain new vocabulary items. Students have to prepare two passages of approximately the same difficulty. The teacher has to divide the class into an equal number of pairs and give different passages to the students sitting next to each other. Also the teacher has to ask students to translate their passages into the mother tongue and set the time limit for translating.

As soon as students have finished translating, the teacher collects the original English texts and asks students to exchange their translations in mother tongue. The teacher sets the time limit and asks students to translate into English the activities of the person who is sitting next to this student.

As soon as students have finished translating, the teacher gives them original texts and lets the pairs who swapped their

translations to compare and analyze their activities. The emphasis is on the difficulties they are encountered in translation by both ways. A whole class discussion is a follow-up activity.

The final stage is to provide a copy of an officially approved document in the learners' mother tongue, so that learners will compare their own understanding and translation with the official version. As it is obvious from my description, this activity is time-consuming, because learners need some time for reflection, analysis and discussion. Discussions concern different aspects of the language use, such as a choice of vocabulary, collocations, structure of sentences, style, etc.

The next way to develop students' autonomy is using *Games*. Students are put into several groups. Each group is given a set of procedure for each text. Each student in groups is given one card containing one of the steps of doing something. The students are then required to seek their partners based on the sequence of steps in the text procedure. The students do this activity by reading loudly the words written on their cards. Then the students are asked to go to the front to present what they have done in the process of game. The teacher tests the students' comprehension about the text procedure and guides them in drawing conclusions on what they have learned from the material. After that, further exercise is given to strengthen their comprehension on text procedure.

Using game in the classroom in a great degree encourages students to use the target language spontaneously in real life situations. Game makes more fun in the classroom and therefore the students enjoy learning. When we use games learning can be better.

The next way of the developing of students' autonomy is using *Role-Plays*. Using it the teacher has to tell the students that they are going to use role play to practice their speaking skill based on the competence to be achieved as it is mentioned in the teacher's lesson plan. Students are required to sit in groups of four or five people (it depends on class size). In each group

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students are given roles such as the head of village, the village secretary, the village advisor, a community leader, a university student, etc. In each group, they are given a task to solve some problem. For example, the problem is that the village has been given an aspiration fund 200.000.000 UAH. In groups they should discuss by giving arguments where to spend the money on. Also the students are proposed by some choices, such as: constructing a school building, constructing a bridge, constructing a mosque and distributing it to poor people in that village. For solving this task students should be exposed with some reading materials related to the choices have been mentioned above. By doing this, the task can develop students' fluency in target language, generate students to use the language or interact with partners of communication in the classroom. In addition, it can increase students' motivation and make the teaching learning process more enjoyable.

The next way to develop students' autonomy is *Project activity*. In this form of the activity the students are asked to conduct a survey on, for example, "why do people smoke". Students are put into groups of four or five people. In these groups they are required to ask a questionnaire. The questions in the questionnaire should include respondents' smoking habits, types of cigarettes they smoke, the number of cigarettes they smoke a day, their reasons for smoking, kinds of disease they are suffering from, the amount of money they spend on smoking, their feeling about smoking in public spaces and on public transport, etc. Students are then told to interview people smoking at coffee shops, markets or any other public places to collect some data using the questionnaire. The groups of students study the information they have collected and write a report. Then each group presents the report of the survey to the class orally using power point for classroom discussion.

This project may require commitment and dedication from the students. It takes about two weeks of an intermediate lesson time. The number of respondents could be about 20 or even

more. The same kind of the activity could be done with other topics, such as "why do people learn English", "why do people like to eat fast food", 'why there are some noodles cheaper than the others?" etc.

The next form of the activity to develop students' autonomy is *Information Gap*. Students are given instruction of what and how to do the task. Then students are asked to be in pairs, for example student A and student B. Each student is given different texts. Student A is given a reading text about a biography of a famous person, for example William Shakespeare (English dramatist and a poet), and student B is given a text for reading about Jeffrey Archer (a novelist). Student A has some questions about Jeffrey Archer about his date of birth, educational background, time of his marriage, time of his involvement in the parliament, about his novels, when he returned to politics, his job, and the name of the party he belongs to. Student B is also given some questions about William Shakespeare. The questions are asked about his date of birth, his nationality, his job, his date of marriage, the name of his wife, what he did in 1594, when he bought Globe Theatre, what happened to him in 1613, the number of plays he wrote, the sort of plays he wrote, and the time of his death. In pairs, students exchange the information by asking and answering the questions to each other. The answers should be written on the spaces having been provided to each question. After they have finished the task, the teacher and the students checked whether written answers were correct. By doing this task, the students have more practice of using the target language in a conducive learning atmosphere.

The next is *Jigsaw* activity. Jigsaw activity helps students to create their own process of studying. Teachers put students in groups of four or five. Each member of the groups is given a number, for example, student 1, 2, 3, 4 and 5 (if one group consists of five students) or Student T, E, A and M (TEAM). Each of them is assigned a different text or different information. Then, group members join with the members of other groups having

been assigned the same text or information, and they do their own research and/or share ideas about the text or information. Then, students return to their original groups to teach other members of the groups who have different texts or information. Group members have to do their activity together as a whole team to accomplish a common goal and each person is dependent on other people. By doing such kinds of actions, it facilitates the process of interaction among all students in the classroom. Each group member becomes a person who is specialized in subject matter and thereby possesses critical information to contribute to all other classmates.

The next way to provide students' autonomy is the method to *Think in Pairs and to Share thoughts*. Students are given some instructions about what to do with this type of the activity. The teacher distributes parts of the text to each student. In every meeting there is a text that can be discussed. A text is divided into two parts. The students accept different part of the text. Then the teacher asks the students to do so called thinking step individually and try to understand it. The teacher monitors and controls the process of students' thinking that was done individually by each student. After that, the students do their steps in pairs. They move closer to their pairs who have the same text, then think and share the text. The teacher monitors and controls the Pairing process that is done in pairs. The teacher may help the students if they need his/her help, especially we mean the problems with vocabulary problems. The students do sharing steps in pairs, but with different person. They should move to the other person who has different text in order to share the information from their texts. In addition, students should also pay attention to new explanation of the material by other pairs of students. They also may ask other students if the explanation of the material is not clear enough, especially the ideas of the complete/full text. Students also should find the answers of some exercises during the process of explanation. It means that students need to discuss what they have read before. The teacher

monitors and controls the process of Sharing the information that is done in pairs and in group activities and give necessary help, especially according to comprehension. Then, they have to be back to their own pairs and discuss what they have got from Sharing step. The representative of each pair of students reports the results of the discussion, other students may give comments, to show their own opinion. The teacher should give more explanation about the characteristics of each text, and new ideas as well to empower the material comprehension.

So, according to the proposed way to provide students' autonomy we organized the experiment. We proposed to students the novel "The Catcher in the Rye" by J.D. Salinger (Salinger, 2003). Students have to analyze the peculiarities of the reproduction by the translator O. Logvynenko (Селінджер, 1984) of colloquial and everyday vocabulary of the novel "The Catcher in the Rye" by J.D. Salinger (Salinger, 2003).

For example, the first-year student Oleg V. of the philological faculty of Rivne State University of the Humanities (Ukraine) writes: "In the translation of the novel the interpreter uses different strategies of translation, which we will describe in our research. In this article, for example, we will dwell on the translation of the text done by O. Logvynenko using the strategy of "finding a functional analogue". This strategy involves the translator's use of a colloquial version of a token vocabulary, or its translation using slang, vulgarism, jargon, abusive language, colloquialism, professional lexical units (argotizm).

As a colloquial expression Oleksa Logvynenko translated *«all that David Copperfield kind of crap»* (Salinger, 2003: 1) – *«всю оту муру в дусі Девіда Копперфілда»* (Селінджер, 1984: 1). Actually *«kind of crap»* is translated *«якоюсь мірою»*, *«нібито»*, *«на зразок»*, *«неначе»*, *«майже що»*, *«декілька»*, *«наполовину»*. As a colloquial expression this word-combination is translated as *«типу»*. And as a colloquial expression there is a translation *«різновид будь-чого»*, *«свого роду»*, *«в загальному»*, *«типу як»*, *«ніби як»*, *«якось»*, *«можна сказати»*, *«декілька»*,

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*«почасти ніби»* (Тлумачний словник, 2021). There are other sentences with the word *«crap»* in the text, which is used by J.D. Salinger and O. Logvynenko as a colloquial one:

– *«I spilled some crap all over my gray flannel»* (Salinger, 2003: 11) – *«Бо я облив свою сіру якоюсь гидотою»* (Селінджер, 1984: 16).

– *«It was all a lot of crap, naturally»* (Salinger, 2003: 16) – *«Звісно, то все брехня»* (Селінджер, 1984: 23).

– *«But I certainly wouldn't have minded shooting the crap with old Phoebe for a while»* (Salinger, 2003: 29) – *«Але ж так кортіло хоч трохи побазікати з каналією Фібі!»* (Селінджер, 1984: 40)".

The other student Nataliia B. from the first course of the philological faculty of Rivne State University of the Humanities (Ukraine) writes: "In the sentence *«...and full of lather and hairs and crap»* (Salinger, 2003: 12) – *«...у щетині й чортзна ще в чому»* (Селінджер, 1984: 17) the word «crap» is slang, because it has a meaning «дрянь», «некорисна річ», «лайно» (Тлумачний словник, 2021).

The expression *«my whole goddam autobiography or anything»* (Salinger, 2003: 1) is translated *«свою триклятущу біографію»* (Селінджер, 1984: 1). The word *«goddam»* is a colloquial one, it means *«будь я проклятий», «чортячий», «чортів»* (Тлумачний словник, 2021), while the author's use of the original *«or anything»* at the end of the sentence adds the effect of expressiveness, emotionality, affective emphasis.

The word *«goddam»* is used by J.D. Salinger in other lexical structures, but its meaning remains unchanged, giving the author's language characteristics of the conversational style and negative connotations. For example, a sentence *«I was the goddam manager of the fencing team»* (Salinger, 2003: 2) is translated *«Я, бачте, капітан тої, розтриклятої команди»* (Селінджер, 1984: 2). Or another example: *«on the goddam subway»* (Salinger, 2003: 2) is translated as *«у тому чортовому метро»* (Селінджер, 1984: 2)".

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The other student Valia K. from the first course of the philological faculty of Rivne State University of the Humanities (Ukraine): "Like the word «goddam» is translated as «stupid»: *«...on top of that stupid hill»* (Salinger, 2003: 2) − *«а надто на вершечку отої триклятущої гірки»* (Селінджер, 1984: 3). In colloquial speech *«stupid»* means *«божевільний», «дикий», «дурень»* (Тлумачний словник, 2021).

Other examples of the translation of sentences with the word "**goddam**" are:

− *«He put my goddam paper down»* (Salinger, 2003: 5) − *«Спенсер відклав мою трикляту роботу»* (Селінджер, 1984: 8).

− *«They were coming in the goddam window»* (Salinger, 2003: 6) − *«Воно в них, як то кажуть, з усіх кутків пре»* (Селінджер, 1984: 8).

− *«I don't even keep my goddam equipment in the gym»* (Salinger, 2003: 7) − *«Я в тому клятому залі ніколи нічого свого й не кидав»* (Селінджер, 1984: 10).

− *«...in this big goddam Cadillac»* (Salinger, 2003: 7) − *«...своїм величезним як тюрма, кадилаком»* (Селінджер, 1984: 10).

− *«...just after I noticed I'd lost all the goddam foils»* (Salinger, 2003: 8) − *«...саме після того, як я похопився, що забув у вагоні оті триклятущі рапіри»* (Селінджер, 1984: 11).

− *«...that goddam picture»* (Salinger, 2003: 9) − *«...та чортова карточка»* (Селінджер, 1984: 12).

− *«I left the goddam foils and stuff on the subway»* (Salinger, 2003: 9) − *«Та я покинув у метро оті триклятущі рапіри разом з усім причандаллям»* (Селінджер, 1984: 12).

− *«...to look at a goddam map on the wall»* (Salinger, 2003: 9) − *«...й дивитись на оту ідіотську схему над головою»* (Селінджер, 1984: 12).

− *«Anybody else except Ackley would've taken the goddam hint»* (Salinger, 2003: 9) − *«Хтось інший зрозумів би, чорт бери, цей натяк»* (Селінджер, 1984: 12).

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– *«You're right in my goddam light»* (Salinger, 2003: 9) – *«А то ні бісового батька не видно»* (Селінджер, 1984: 12).

– *«He was always telling me I was a goddam kid»* (Salinger, 2003: 9) – *«Він щоразу відповідав, що сам я, мовляв, малий шпанюк»* (Селінджер, 1984: 12)".

The research of the content of the concept of "translational development" highlights for the authors the need to determine its component composition (structural approach), on which the views according to translational development are quite ambiguous, because they are based, as a rule, on various aspects of the professional activity. Despite the fact that professional development is a complex, lengthy and controversial process that includes different semantic and structural components, scientists and scholars identify very different components of the professional development, emphasizing the different aspects of its essence.

In such a way we distinguish in the structure of the translational development target, motivational, semantic, procedural and reflexive-evaluation components. At the same time, we consider the criteria of the translational development, distinguish among them the following structures: the desire to develop themselves as professionals, the internal locus of professional control (finding reasons for success/failure in themselves and in the process of the translational activities), the awareness of the characteristics and features of students' professional activities, a high level of professional consciousness, a holistic vision of their image as a future professional, a human development of the means of the profession, the implementation of self-compensation missing human qualities, properties and characteristics.

## Conclusions

In such a way we distinguish four stages of the translational development of the person. These are the following stages:

– the formation of translational intentions (conscious choice of the future profession by the individual taking into account

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their individual psychological characteristics**),** which are actualized by a combination of many factors: the prestige of their profession, the needs of the society, the family influence, media, etc. The most important role in choosing a profession is played by the orientation of the individual to a particular subject of the activity, which is manifested in the interests of a man, his/her passion for the professional sphere, etc.;

– basic translational training: mastering the system of professional knowledge, skills and abilities, the formation of professionally important personal traits, professional orientation and interest by a specialist in the future profession. The second stage is, first of all, training in higher professional educational institutions. Personal new formations at this stage have the aim of the formation of professional orientation, the development of special skills and abilities, the formation of professional and ethical values, spiritual maturity, readiness to perform specific professional activities;

– professionalization: entry **(**adaptation**)** and mastering the profession, professional self-determination, gaining professionally significant experience, the development of personal traits, qualities and characteristics which are necessary for qualified, productive performance of the professional activities of the interpreter;

– professional skills of the interpreter: high-quality, creative performance of the professional activity, the integration of professionally important qualities of the person having been formed by the individual style of performance of the activity. In the process of mastering professional skills by a specialist, professional activity itself becomes more and more attractive. Satisfaction of a specialist with his/her activity occurs in the process of performing his/her professional actions, in the process of the professional communication. Professional activity at this stage becomes the leading need of the individual. Mastery implies that the professional development of the individual has taken place.

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***Івашкевич Ернест. Формування перекладацьких інтенцій майбутніх перекладачів.***

***Метою*** *статті є запропонувати прийоми групової діяльності студентів для сприяння автономності в групі з метою забезпечення формування перекладацьких інтенцій майбутніх перекладачів.*

***Методи дослідження.*** *Щодо загальнонаукових методів, то використано такі з них, як методи індукції, дедукції, аналізу та синтезу, методи порівняння та опису, метод обґрунтування тощо. Експериментальне дослідження з метою виявлення динаміки перекладацького розвитку майбутніх перекладачів тривало у 2020-2021 роках. У дослідженні взяли участь 58 студентів експериментальних груп філологічного факультету.*

***Результати дослідження.*** *Дослідження сутності поняття «професійне становлення» актуалізує для нас необхідність визначення його компонентного складу (в парадигмі структурного підходу). Показано, що думки дослідників є досить неоднозначними, адже вони ґрунтуються, як правило, на різних аспектах професійної діяльності. Доведено, що професійне становлення є складним, тривалим і суперечливим процесом, який включає до своєї структури різні змістові та структурні компоненти.*

В структурі професійного становлення виокремлюються цільовий, мотиваційний, змістовий, процесуальний і рефлексивно-оцінний компоненти.

**Висновки.** Виділено чотири стадії професійного становлення майбутнього перекладача, зокрема: формування професійних інтенцій (усвідомлений вибір особистістю майбутньої професії з урахуванням власне своїх індивідуально-психологічних особливостей), які актуалізуються сукупністю багатьох факторів: престижем своєї професії, потребою суспільства чи соціумом, впливом сім'ї, засобами масової інформації та ін. Важливу роль у виборі професії відіграє спрямованість особистості на певний предмет діяльності, що виявляється в інтересах людини, її захопленні професійною сферою тощо; базова професійна підготовка: опанування фахівцем системою професійних знань, умінь і навичок, формування професійно важливих якостей особистості, професійної спрямованості й інтересу до виконання майбутньої професії. Друга стадія – це, перш за все, навчання у закладі вищої освіти. Особистісними новоутвореннями на цьому етапі є сформованість професійної спрямованості, розвиток спеціальних вмінь та здібностей, становлення професійно-етичних ціннісних орієнтацій, духовної зрілості, готовності до виконання конкретної професійної діяльності; професіоналізація: входження (адаптація) і опанування професією, професійне самовизначення, набуття професійно значущого досвіду, розвиток властивостей, якостей та характеристик особистості, необхідних для кваліфікованого, продуктивного виконання професійної діяльності; професійна майстерність: якісне, творче виконання професійної діяльності, інтеграція сформованих професійно важливих якостей особистості в індивідуальний стиль виконання діяльності. У процесі опанування фахівцем професійною майстерністю все більшою мірою привабливою стає сама професійна діяльність. Задоволення фахівцем своєю діяльністю відбувається у процесі виконання ним професійних дій, у професійному спілкуванні. Професійна діяльність на цьому етапі стає провідною потребою особистості. Майстерність має на увазі, що професійне становлення особистості відбулося.

# Psychological Ways of Developing Pupils' Attention at Primary School

## Психологічні засади розвитку уваги школярів у початковій школі

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**ABSTRACT**

**The purpose** of the empirical research is: to study the individual characteristics of stability and concentration of random attention of pupils from primary school of the 1st and the 2d forms, the specifics of its development depending on the organization of training at English lessons, especially in the dynamics during the school year.

**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. The methods of observation, interview and conducting an ascertaining research are used as experimental methods. The participants of our research were 140 pupils from primary school of the 1st and the 2d forms of Kyiv schools (Ukraine). The experiment lasted during 2020-2021 years.

In the experiment we used experimental methods "Search for numbers", "Study of concentration", "Study of attention span", "Study of stability of attention", "Proofreading (Bourdon test)", "Schulte tables", the method of "Assessment of switching attention", Schulte-Gorbov's method "Red and Black Table", K.K. Platonov's method "Arab-Roman tables".

**The results of the research.** The significant individual differences in the stability of attention are confirmed to be ones which are conditioned by the peculiarities of the structure of attention. Experimental data obtained by us suggest that there is a relationship between the stability of voluntary attention with individual psychological characteristics of pupils from junior school (their attitude to learning, the interest to certain subjects, emotional and volitional qualities, temperament, mental states).

It was proved that the appraisal can also have a negative impact on the effectiveness of voluntary attention. The experimental study of the stability of attention on the material of the English language shows that insufficient awareness of social and, sometimes personal significance of learning, uncertainty in their knowledge of Grammar, poor spelling skills, ignorance and non-compliance with a certain system of mental actions were the reasons for reducing the stability of the attention of children of primary school when writing a dictionary dictation with comments in terms of evaluating their activities. Also our researches show that in primary school age the range of individual differences in the deve-

*lopment of volume, switching and stability of attention is significantly expanded, and in relations to the distribution of attention, on the contrary, it is slight.*

*Conclusions. It is proved that the primary school age is a period of forma- tion of various types of educational activity, mental activity of children, to mas- ter them pupils have to be well prepared.*

*It has been experimentally proved that a high level of the development of attention characteristics has a positive effect on learning success. We have found that there is a direct relationship between the level of the development of volun- tary attention, the performance and individual motor pace of pupils. The results of experiments showed that children with a high level of attention development had success in all subjects. This success directly depended on the individual pace of psychomotor activity. The more higher the pace is, the better the children learn with well-developed attention span. Pupils with a low level of attention development have individual motor pace which is not directly related to their success. According to our research, under conditions of relatively there is low individual motor pace and low level of attention development. Constant atten- tion training can somewhat stabilize the individual pace. In turn, a high level of the development of attention is a condition for the transformation of individual motor pace into a source of increasing learning success. So, we concluded that there was also a clear link between success of pupils from primary school and indicators of stability of attention. We'll say that the indicators of volatile at- tention, which we have allocated in our experiments, can predict the success of children in six months.*

*Key words: pupils' attention, attitude to learning, the interest to certain subjects, emotional and volitional qualities, temperament, mental states, a cer- tain system of mental actions, the reasons for reducing the stability of the atten- tion of children.*

## Introduction

The problem of attention is one of the oldest psychological problems. Thus, scientists note that the paradigm of attention is central to any general psychological system, and it largely de- pends on the development of all other cognitive processes (Booth, MacWhinney & Harasaki, 2000). Different schools of Psycho- logy, having their own views on the solution of this problem, have repeatedly offered their options in its formulation. But researchers have not been able to draw the same balanced con-

clusions about the attention as a cognitive process. Thus, some scientists (Derwing, Munro, Thomson & Rossiter, 2009) offer a generalization of the possible causes of difficulties in the researches of attention. Firstly, scientists note, attention does not have its own, direct product (Crookes, 1989). Secondly, it is impossible to define the content of the process of attention clearly in general (Гончарук & Онуфрієва, 2018).

However, the most important role of the attention in human mental activity is recognized by many researchers (de Bot, 1992; Mykhalchuk & Khupavtseva, 2020). This is especially true for the schooling process, where the student is required to have a constant, sometimes very intense and focused concentration of mental activity (Біла, 2009). The researches of both domestic and foreign psychologists deal with the problem of attention development, although each of them solves it in its own way, in a special way, based on its own definition of attention. For example, researchers note that this terminological diversity hides the uncertainty and vagueness of many scientific ideas about the attention as a cognitive process (Brédart, 1991; Mykhalchuk & Onufriieva, 2020). The question naturally arises as to whether, in the face of such diversity, and it is possible to address the possibilities of attention management successfully and guide its development.

It should be noted that the most amount of contemporary foreign studies of attention deal within the paradigm of Cognitive Psychology (Ivashkevych & Hudyma, 2020). In recent years, many theories have been created that substantiate the nature of attention, the laws of its functioning and development. In the paradigm of each of them, scientists have created identical models of attention. In such a way, the model of "selection" considers special attention (Dijkgraaf, Hartsuiker & Duyck, 2017) as a cognitive process that performs the function of selection and is a special mechanism or so called "Filter"), which is responsible for receiving and processing information. Within the theory of unique but rather limited resources (Mytnyk, Matvienko, Gu-

raliuk, Mykhalchuk & Ivashkevych, Er., 2021) based on the results of their research hypotheses of two types of information processing and, accordingly, two types of attention. In the case of unconscious attention, the detection, registration and processing of incentives are automatic. The act of such attention arises without the intention of the individual, and the processes of attention as if (but only at the first glance) do not interfere with other mental activities; attention itself and its products are not currently realized. There is so-called "conscious" attention. On the contrary, it is characterized by the fact that the subject is very attentive, aware of the process of the attention and its products; the act of such attention is a part of the paradigm of other activities. Scientists called this type of attention active and identified it with the functioning of the central executive device or so called "processor with limited power".

In turn, L.A. Onufriieva (Onufriieva, 2017) developed a neurophysiological model of random attention. The scientist proposed the development of "a multiprocessor hypothesis", on the basis of which the scientist formulated some new definitions regarding the nature of attention. The general purpose of various processes of attention, according to the author, is to ensure the coherence of individual behavior. In the paradigm of this theoretical model we also carried out his empirical research.

The processes of attention by their nature are defined only as instrumental ones, and the need for them arises when the management of actions takes place in the context of actualization of sufficiently alternative sources of information. Attention is a whole group of different selection processes, the ultimate goal of which is to coordinate and manage the actions of the subject – real or future, motor or speech ones.

In Psychology the problem of attention was considered from different theoretical positions. In particular, the developer of cultural and historical theory L.S. Vygotskyi (Выготский, 1997) made a significant contribution to the study of the problem of attention. Thus, the author defines arbitrary attention

as the direction of the process of indirect attention inward; the process itself is completely subjective to general laws of cultural development and the functioning of the highest forms of the behavior. This implies that arbitrary attention in its composition, structure and functions is not simply the result of natural, organic development of attention as a cognitive process, but the result of its change, restructuring under the influence of external stimuli-means. Based on the results of experiments, L.S. Vygotskyi concludes that the natural origins of arbitrary attention begin, first of all, with instructions. Firstly, this function is performed by a pointing gesture, and then – is expressed by a lot of words. The development of the child's attention from the earliest days of his/her life falls into a complex environment in which there is a system of double stimuli. On the one hand, things, objects and phenomena attract the child's attention due to their properties, and, on the other one – the appropriate catalyst stimuli, such as words, direct the child's attention **(Выготский, 1997).**

*The theoretical model of setting* (de Bot, 1992) plays an extremely important role for the topic of our research. Attention is considered by scientists as a necessary prerequisite for the emergence and development of thinking, human will, a factor of activating the processes of perception and memory. The activity of the subject is always mediated by the setting – it is a holistic unconscious reflection of the reality as a situation of meeting an urgent need. The selection of certain impressions, the concentration of mental energy on them and, as a consequence, the clarity of the explicit relevant content of the psyche are determined by the setting, rather than the process of attention itself. According to this model the actualization of attention is characterized by the same thing, such as: long, to some extent, delay of our activity on the subject, as well as the fixation of our cognitive domains on the subject.

Human behavior can be carried out in two fundamentally different aspects. In the impulsive aspect, especially in cases of daily activities, attention does not play a primary role. The

process of impulsive behavior is continuous and it is completely determined by the actualization of stimuli of the external and internal environment of the organism. The second, specifically "personal" aspect arises and unfolds in a complicated situation of interpersonal interaction. The actualization of this aspect is due to a special behavioral act, the object of which is the process of largely impulsive behavior in the face of certain complex acts of the activity. Such complex conditions in a great degree objectify the flow of impulsive behavior, turning it into one that is perceived and becomes directly the subject of human cognitive activity. This process, called by K. de Bot (de Bot, 992) the act of objectification, the scientist identifies with attention, emphasizing that only in this way the attention for the first time receives not formal but semantic characteristics. In the process of carrying out intensive cognitive activity through volitional acts, old attitudes change or new ones appear. Thus, the psychology of attitude defines attention as specifically personal, special and meaningful process, which is a necessary prerequisite for the transformation of attitudes of impulsive human behavior.

**The purpose** of the empirical research is: to study the individual characteristics of stability and concentration of random attention of pupils from primary school of the 1st and the 2d forms, the specifics of its development depending on the organization of learning at the English lessons. The latter will largely allow to explore and to analyze the arbitrary attention of pupils from primary school of the 1st and the 2d forms in the dynamics during the school year.

## 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. The methods of observation and the method of conducting an ascertaining research are used as experimental methods. The participants of our re-

search were 140 pupils from primary school of the 1st and the 2d forms of schools from Kyiv (Ukraine). The experiment lasted during 2020-2021 years.

And a series of experiments involved the research of characteristics of stability and concentration of random attention at the first and the second forms in group activities in the presence of an adult. The situation reflected the usual conditions of pupils' learning activities during the English lesson. In this series of experiments we used the methods "Search for numbers", "Study of concentration", "Study of attention span", "Study of stability of attention", "Proofreading (Bourdon test)", "Schulte tables", the method "Assessment of switching attention", Schulte-Gorbov's method "Red and Black Table", K.K. Platonov's method "Arab-Roman tables" (Чернобай & Федотова, 2005).

The experiment was organized on the basis of the Jubilee Support Institution of General Secondary Education of I-III degrees of the Jubilee Village Council, educational complex "Specialized School of I-III Degrees – Lyceum" №20 of Obolonskyi district of Kyiv. The experiment involved 140 pupils from primary school of the $1^{st}$ and the $2^d$ forms, whom we divided into experimental and control groups in such a way:

– *experimental groups:*

E1 – 35 pupils of the $1^{st}$ form of the Jubilee support institution of general secondary education of the I-III degrees of the Jubilee village council (studied according to the program with in-depth study of English);

E2 – 34 pupils of the $2^d$ form of the educational complex "Specialized school of I-III degrees – lyceum" №20 of Obolonskyi district of Kyiv (studied under the program with in-depth study of English);

– *control groups:*

C1 – 35 pupils of the $1^{st}$ form of the Jubilee support institution of general secondary education of the I-III degrees of the Jubilee village council (they studied according to the traditional program of learning English);

C2 – 36 of the $2^d$ form of the educational complex "Specialized school of I-III degrees – lyceum" №20 of Obolonskyi district of Kyiv (they studied according to the traditional program of learning English).

***The first stage of the experiment*** was conducted at the beginning of the school year (we mean 2020-2021). It contained three series. The purpose of all three series was to obtain a scatter of experimental data in the connection with important research objectives, as well as to identify at the time of the study of the level of stability and concentration of voluntary attention as the dominant characteristics of one of the most important parameters of personality of schoolchildren. Our experimental program has the aim at studying the peculiarities of the development of these characteristics of voluntary attention of children in different types of the activities, explained in different conditions of the educational process: in group activity in the presence of an adult (s), in individual activity in the presence of an adult (s), in the conditions of independent individual activity, out of any control by the teacher.

Organizing the activity of children in this way, we took into account the psychological and pedagogical conditions of the activity in which students usually have to be in class. In other words, under such conditions, we were able, firstly, to identify individual characteristics of the formation of stability and concentration of voluntary attention of children at the time of studying in typical conditions of the child's educational activities, and, secondly, to systematize empirical data on negative features of the development of these characteristics, which have to be taken into account when adjusting the measures of psychological, pedagogical and methodological assistance to children, especially in the process of their education at primary school.

While performing the task, the child and the experimenter were in a separate room. The task time was not limited. The pupil stopped working on his/her own initiative. This condition has created additional opportunities for us to study the individual

characteristics of stability and concentration of arbitrary attention of young schoolchildren. In accordance with the general idea of this psycho-diagnostic technique, the following evaluation criteria were used: total time of cognitive activity; total concentration time without distractions; maximum time of one concentration; minimum time of one concentration; total distraction time; maximum time of one distraction; minimum time of one distraction; number of distractions; the number of completed task chains; the number of correctly completed task chains; number of mistakes.

Let us describe the peculiarities of concentration of arbitrary attention of pupils from primary school. At the beginning of the school year, we obtained the following results, which characterize the concentration of children's attention. It will be recalled that the main evaluation criteria for the concentration of random attention. They were: the number of lines reviewed and the number of mistakes in the proofreading sample. The obtained data are shown in Table 1.

*Table 1*

The distribution of the pupils of the 1$^{st}$ and the 2$^{d}$ forms by the coefficients of concentration of attention at the beginning of the school year (within 10 minutes)

| Groups | The coefficients of concentration of attention (in points) | | | | | | |
|---|---|---|---|---|---|---|---|
| | 0-5 | 5-10 | 10-15 | 15-20 | 20-25 | 25-30 | More than 30 |
| E1 | 8 | 20 | 12 | 12 | 8 | 16 | 24 |
| E2 | 12 | 12 | 8 | 24 | 12 | 8 | 24 |
| C1 | 36 | 4 | 12 | 28 | 4 | 8 | 8 |
| C2 | 32 | 20 | 16 | 16 | 8 | 8 | – |
| Total number of respondents *(%)* | *22* | *14* | *12* | *20* | *8* | *10* | *14* |

According to Table 1 we can see that at the beginning of the school year the highest concentration rate (more than 30) only 14% of respondents had. The largest part − 22% of pupils − at the beginning of the school year had a fairly low level of concentration of voluntary attention (concentration ratio K<5). Based on the identified characteristics of pupils' attention, we identified 5 levels of concentration of random attention. The basis for distinguishing these levels was the values of the concentration factor, which were determined depending on the number of lines reviewed by schoolchildren and the number of made mistakes.

Let us characterize the levels of concentration of attention. The first level is *high*. Pupils who did not make any mistakes in 10 minutes of their activity with the proofreading table were assigned to the group with the highest (1) level of concentration (K>40). During their activities, children managed to view most of the proofreading table, an average of 480 points. Their attention remained at a high level of concentration, despite the high pace of their activity.

The II level of concentration of attention (*above average*). At this level there were children with a concentration ratio in the range from 20 to 40 (20<K<40). They showed a degree of concentration above average. During 10 minutes of the activity, children on average level looked at the same part of the proofreading table as pupils with level 1 − 480 points, but although their attention was well focused, they made more mistakes, on average − 6.

The III level of concentration (*sufficient one*). This level was the characteristics of children with a medium level of concentration of their attention (10<K<20). Pupils from primary school showed a high degree of concentration in the first 5-6 minutes of their activities. During this time, they make a small number of mistakes, in average − 4-5 ones. But after 6 minutes their attention was exhausted. They began to make a significant number of mistakes − an average number was 8-9. With the amount of the activity they performed was almost the same as that of children

who demonstrated levels 1 and 2; on average, they viewed 475 points in 10 minutes.

The IV level of concentration of attention (***below average***). At the IV level there were pupils of primary school of the first and the second forms, who had the coefficients of concentration based on the results of their activity for 10 minutes. They had the range from 5 to 10 $(5<K<10)$. The concentration of the attention in this group of children is characterized by the following features: pupils make a lot of mistakes in the process of their activity: the average number is 21. But for 10 minutes they have time intervals, often inside the activity, when they do not make mistakes. At the same time, the volume of the revised part of the correction sample is much smaller than for children with a higher level of concentration of attention. It averages 370 of points.

The V level of concentration of attention (***low***). Pupils of primary school with the lowest (V) level of concentration $(K<5)$ have the following features. During their intellectual activity, their attention is superficial, not yet concentrated. Pupils make a large number of mistakes: the average number is 29. For 10 minutes there is no time when children complete tasks without mistakes. They not only skipped the rings that had to be crossed out according to the instructions, but also crossed out those ones that were not marked in the instructions. The volume of the revised part of the proofreading table of these children was the same as for pupils with the IV level of concentration of attention.

To develop pupils' attention in our experimental research we proposed them computer tasks for testing Grammar. The pupils had to read a short story "Peter and his friend" and complete the tasks for the text.

I. *Identify the word or phrase that needs to be removed from the sentence to make it grammatically correct.*

1. Peter called me as a fool.
   a) called
   b) as
   c) a

2. This is the house where Jack was born in.
   a) where
   b) was
   c) in
3. Jack have visited them a couple of times during my stay in Mexico.
   a) have
   b) couple
   c) of
4. Peter live half of a mile from here.
   a) half
   b) of
   c) a
5. Jack don't think so that I Peter  have time.
   a) so
   b) that
   c) will
6. Despite of having a headache Jack`s girlfriend enjoyed the film.
   a) despite
   b) of
   c) having
7. He asked to her why she was angry.
   a) to
   b) why
   c) was
8. He was very kind enough to invite Peter.
   a) very
   b) enough
   c) to
9. Jack have bought a chicken in case of Peter stays to lunch.
   a) in case
   b) of
   c) to

10. He want to know as to why Jack have been detained.
    a) as to
    b) why
    c) been


   II. *Fill in the blanks with an appropriate conjunction or preposition.*
1. You may come ... you want.
    a) wherever
    b) ever
    c) whatever
2. ... I was not there, I could not meet him.
    a) As
    b) So
    c) Though
3. She was late ... she could not watch the program.
    a) so
    b) because
    c) as
4. ... you broke the law you shall be punished.
    a) Because
    b) So
    c) Hence
5. He won the match ... his injuries.
    a) despite
    b) though
    c) however
6. ... he was suffering from injuries, he won the match.
    a) Although
    b) In spite of
    c) However
7. He advanced ... he could.
    a) until
    b) as
    c) as far as

8.   I waited for him ... 10 o'clock.
   a) until
   b) up to
   c) as far as

9.   ... you have apologized, we will not take any further actions against you.
   a) Since
   b) Hence
   c) Thus

10. I will remain ... I am.
   a) where
   b) there
   c) either could be used here

11. ... I was younger, I could run faster.
   a) When
   b) Wherever

12. It was so dark ... I could not see anything.
   a) that
   b) hence
   c) thus

We'd like to note that the significant individual differences in the stability of attention due to the peculiarities of the structure of attention. Experimental data obtained by us suggest that there is a relationship between the stability of voluntary attention with individual psychological characteristics of pupils from senior school (their attitude to learning, the interest to certain subjects, emotional and volitional qualities, temperament, mental states). In addition, individual manifestations of stability of attention are largely mediated by the conditions of their educational activities (change of different types of classes, the degree of complexity of educational tasks, the pace of this or that lesson, methods of pedagogical influences).

It was proved that the performance of appraisal can also have a negative impact on the effectiveness of voluntary attention. An experimental study of the stability of attention on the

material of the English language, done by us in the experimental research, shows that insufficient awareness of social and, sometimes personal significance of learning, uncertainty in their knowledge of Grammar, poor spelling skills, ignorance and non-compliance with a certain system of mental actions were the reasons for reducing the stability of the attention of children of primary school when writing a dictionary dictation with comments in terms of evaluating their activities. Also our researches show that in primary school age the range of individual differences in the development of volume, switching and stability of attention is significantly expanded, and in relations to the distribution of attention, on the contrary, it is slight. We've to emphasize that there are resistant relationships between the development of the characteristics of attention and the sex of the child. In such a way, girls in the 1st and the 2d forms have better developed volume, switching and stability of their attention, and boys have better distribution of the attention. In the 3d and the 4th forms all the characteristics of attention of girls are better developed than of boys.

## Conclusions

We'd like to note that the primary school age is a period of formation of various types of educational activity, mental activity of children, to master to which pupils have to be well prepared. Our observations of pupils of the 3d form indicate that their inattention to educational activity has not yet become generalized. The vast majority of inattentive pupils of the 3d form show insufficient attention only in a certain type of educational activity; later inattention can spread to all subjects in the whole. Inattention at the same time begins to become a characterological feature of schoolchildren from primary school.

In our researches we've studied the relationships between the level of the development of traits of attention and students' individual performance. It has been experimentally proven that a high level of the development of attention characteristics has

a positive effect on learning success. We have found that there is a direct relationship between the level of the development of voluntary attention, the performance and individual motor pace of pupils. The results of experiments showed that children with a high level of attention development had success in all subjects. This success directly depended on the individual pace of psychomotor activity. The higher pace is, the better children learn with well-developed attention span. Pupils with a low level of attention development have individual motor pace which is not directly related to their success. According to our research, under conditions of relatively there is low individual motor pace and low level of attention development. Constant attention training can somewhat stabilize the individual pace. In turn, a high level of the development of attention is a condition for the transformation of individual motor pace into a source of increasing learning success. So, we concluded that there was also a clear link between success of pupils from primary school and indicators of stability of attention. We'll say that the indicators of volatile attention, which we have allocated in our experiments, can predict the success of children in six months.

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*Ляшенко Лариса, Куриця Алла. Психологічні засади розвитку уваги школярів у початковій школі.*

*Мета* *емпіричного дослідження: вивчення індивідуальних особливостей стійкості та концентрації довільної уваги учнів 1-2 класів, специфіки її розвитку залежно від організації навчання на уроках англійської мови, особливо в динаміці упродовж навчального року.*

*Методи дослідження.* *Для розв'язання поставлених у роботі завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. В якості експериментального методу використано метод спостереження, інтерв'ю та метод проведення констатувального дослідження. Учасниками нашого дослідження стали*

*140 учнів початкових класів (першого та другого) з м. Київ (Україна). Експеримент тривав упродовж 2020-2021 років.*

*В експерименті використовувалися методики «Пошук чисел», «Дослідження концентрації уваги», «Дослідження обсягу уваги», «Дослідження стійкості уваги», «Коректурна проба (тест Бурдона)», «Таблиці Шульте», методика «Оцінка переключення уваги», методика Шульте-Горбова «Червоно-чорна таблиця», методика К.К. Платонова «Арабсько-римські таблиці».*

*Результати дослідження. Підтверджено, що найбільш значущими індивідуальними відмінностями стійкості уваги є такі, що зумовлені особливостями розвитку структури уваги. Експериментальні дані, отримані нами, дозволяють стверджувати, що існують співвідношення стійкості довільної уваги з індивідуально-психологічними особливостями особистості молодших школярів (їх ставленням до навчальних занять, інтересом до окремих предметів, емоційно-вольовими якостями характеру, темпераментом, психічними станами).*

*Доведено, що оцінка результатів діяльності також може мати негативний вплив на ефективність функціонування довільної уваги. Експериментальне вивчення стійкості уваги на матеріалі англійської мови свідчить про те, що недостатньою мірою розвинене усвідомлення суспільної, а, іноді, й особистісної значущості навчання, невпевненість у власних знаннях граматики, слабкі орфографічні вміння і навички, незнання і недотримання певної системи розумових дій стали причинами зниження стійкості уваги підлітків при написанні словникового диктанту з коментуванням в умовах оцінки їх діяльності. Також наші дослідження свідчать про те, що в молодшому шкільному віці діапазон індивідуальних відмінностей у розвитку обсягу, переключення і стійкості уваги значно розширюється, а по відношенню до розподілу уваги, навпаки, – звужується.*

***Висновки.** Доведено, що молодший шкільний вік – період формування різних видів навчальної роботи, розумової діяльності дітей, до оволодіння якими учні мають бути добре підготовленими.*

*Експериментально доведено, що високий рівень розвитку властивостей уваги позитивно впливає на успішність навчання. Результати експериментів показали, що у школярів з високим рівнем розвитку уваги успішність із усіх предметів безпосередньо залежить від індивідуального темпу психомоторної діяльності. В учнів з низьким*

*рівнем розвитку уваги індивідуальний моторний темп безпосередньо не пов'язаний з їхньою успішністю. На нашу думку, за умов відносно низького індивідуального моторного темпу і низького рівню розвитку уваги постійне тренування уваги може дещо стабілізувати індивідуальний темп. У свою чергу, високий рівень розвитку уваги постає умовою перетворення індивідуального моторного темпу в джерело підвищення успішності навчання. Ми дійшли до висновку, що існує також чітко виражений зв'язок між успішністю учнів і показниками стійкості уваги.*

***Ключові слова:** увага учнів, ставлення до навчання, інтерес до окремих предметів, емоційно-вольові якості, темперамент, психічні стани, система розумових дій, причини зниження стійкості уваги дітей.*

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# Psychological Characteristics of Communicative Behavior of a Teacher

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**ABSTRACT**

The **purpose** of our research is: to give the psychological description of the subject of conversation; to describe psychological ways of organizing a communicative process; to propose psychological characteristics of an inventive teacher, to find many ways and means for organizing communicative activity of a personality; to show psychological mechanisms of success of heuristic conversation; to determine psychological characteristics of effective communicative behavior of a teacher.

**Methods of the research.** The following theoretical methods of the research were used to solve the tasks formulated in the article: the categorical method, structural and functional methods, the method of analysis, systematization, modeling, and generalization. The methods of interview and observation are used as experimental ones. The participants of our research were 45 pupils of the 7th form of school №15 of Rivne, school №7 of Kamianets-Podilskyi (Ukraine). The experiment lasted during 2020-2021 years.

**The results of the research.** The educational dialogue that is the most effective during the process of secondary education is characterized. It is established the educational dialogue comprises four dominant functions of communication: communicative, informative, regulatory and emotional, but at different lessons one function plays a major role and others – a secondary one. The educational dialogue is shown to have a personality-based orientation, i.e. partners of communication perceive each other as equal individuals.

The harmonious and disharmonious dialogues are distinguished in the article. Dialogue is considered as a harmonious one, in which both partners equally show initiative in choosing its topic and direction, actively influence the course of a dialogue, regulate its course, play a leading role. In a symmetrical educational dialogue the student, being outside the teacher's guidance, can suggest a topic

*of conversation, actively defend and argue his/her position, can both start and end the dialogue as for his/her own will.*

*        **Conclusions.** It is showed that the educational dialogue is remained, as a rule, disharmonious, but in its deep role structure the teacher-student dialogue could have a huge number of "superficial" realizations, which were built in harmony. It is established that the quality of pedagogical leadership is higher, when the student becomes more active and independent in the teacher's proposed regulations of any educational dialogue.*

*        Three typical variants of didactic behavior of the teacher, which differ in a degree of perfection of his/her speech and communication activities are identified: the lowest degree "a Teacher – a Supervisor", the intermediate level "a Teacher – a Facilitator", the highest degree "a Teacher – a Communicator".*

*        It is proved that only a teacher whose activities at the lesson was unfold at the last of these levels, was able to realize fully the defining goal of the pedagogical communication. This goal proposes the change in the "field of meanings" of personality.*

*        **Key words:** communicative behavior, field of meanings, semantic fields of the personality, supervisor, facilitator, communicator, peculiarities of perception, peculiarities of understanding, pupils audience, dialogical communication, discussion, heuristic talk, emotionality, originality, expressiveness.*

## Introduction

In the process of preparation for a conversation, the teacher is planning her/his plan to provide a clear understanding of topics' development, outlining the basic questions for pupils. If a teacher is experienced, these questions are short and precise; put in a logical sequence; awaken the opinions of pupils, develop their understanding of new material; the number of questions has to be optimal (Максименко, Ткач, Литвинчук & Онуфрієва, 2019). The effectiveness of the method of conversation depends on the teacher's ability to formulate and ask questions. Depending on their complexity, they are divided into:

– questions about facts;

– questions that require comparisons and appropriate analysis of phenomena;

– the questions of causation and the significance of each phenomena;

− questions that can be answered by disclosing the meaning of the concepts, substantiating general conclusions, using inductive and deductive findings;

− questions that require proof (Brédart, 1991; Cilibrasi, Stojanovik, Riddell & Saddy, 2019).

During the conversation it is important to pay attention to the quality of the pupils' responses, both in terms of content and style. They have to be complete, well-informed and reasoned; accurate and clear, literally well-designed (Mykhalchuk & Danchuk, 2021). If the pupil fails to answer the questions correctly, he/she will formulate more comprehensively for him/her, and if he/she can not answer the questions in that case, it will be easier to ask a question, the answer to which will help to approach the correct coverage of the issue in its first formulation. In the course of a conversation, it is advisable to be the first to ask questions to the whole class, therefore, to call for the pupils' response, to make a differentiated approach to the pupils; poll not only those pupils who wish to take the active part at the lessons (Гончарук & Онуфрієва, 2018). The advantage is that the teacher can work with the whole class and with micro-groups of individuals, without a low control over their state of their knowledge (Mykhalchuk & Ivashkevych, 2019).

If the activity is heuristic, every time, depending on different circumstances, a new system of actions is created. In the process of the activity of many automated actions periodically, as it is necessary, they repeated and reproduced; in this case the person relies on known schemes of actions (Терновик & Сімко, 2020).

However, all the activities, the more than the speech itself, can not be completely automated; otherwise, we would have to agree that the person always says ready-made stamps, stereotypes or understands only well-studied material, known to her/his linguistic units (Crookes, 1989). In fact, however, each time, depending on the situation of communication, such a statement appeared and it is adequate to the given situation (Mykhalchuk & Bihunova, 2019). We can say that automated and heuristic com-

ponents are included in turn, with the leading role of the latter.

The situations of the communication are changed in the process of communication constantly, their variants can not be calculated. The speaker has to be prepared for the activity in such conditions, which is heuristic. And the ability to organize heuristic conversations needs to be developed specially (Mykhalchuk & Khupavsheva, 2020). This should be directed towards the development of speech skills. The same happens in the processes of reading and listening: texts are always variational, their understanding needs special skills – the ability to read (or to listen).

The main feature of a contemporary foreign language lesson is providing the atmosphere of communication. Creating this atmosphere is not a tribute to the fashion, but a necessity that follows from the regularities of studying. If we want to learn to communicate and to successfully teach any activity it can only be adequate conditions, then creating an atmosphere of communication becomes a necessity for the present time (Mykhalchuk & Danchuk, 2021).

The atmosphere of communication is based on a conscious discipline, on the interest not only in learning, but also in the personality of the teacher as a linguistic partner. Communication can not be carried out under the conditions of "stick" discipline. Unfortunately, a certain part of the teachers believes that the severity of pupils will help him/her to bring order in the classroom. Perhaps the external order of wishes and will of the person be maintained for a while, but the atmosphere of communication will disappear. After all, it is also important for his/her linguistic, personal contact, and not for role-playing. Personal contact will not occur if the teacher interrupts the pupils, shows his/her dissatisfaction with the lack of knowledge of the pupil.

In such a way the best teacher is one who forgets that he is a teacher. Heuristic is a multi-valued concept. As it is known, "heuristic" comes from the Greek "I found", which is a cry of joyness at some kind of discovery or the emergence of a new thought. Heuristics is a science of how to make discoveries.

The development of creative thinking in the learning process is to provide opportunities for creative knowledge in increasing complex of problem situations, which reveal general patterns. The creative assimilation of knowledge is so called discovery of a pupil of this knowledge.

A person who speaks in his/her native language, because of the large linguistic practice of communication, is aware of the conceptual content of the words he/she uses (although he/she does not always understand it and can not explain it). In the context of school education communication in a foreign language, when the language experience is too small, must be taught purposefully to establish such inter-party correspondences in a foreign language. This is necessary because there is such an interconnected relationship or inter-conceptual content relationship can be regarded as the basis of a free word-of-word.

However, if in the conditions of possession of the native language the person himself/herself understands the conceptual content of words, then when learning a foreign language it is necessary to actualize in these cases the ability of the reception of the interpretation of concepts. This allows pupils not only correctly combine words through the comprehension of their conceptual essence, but also to feel the mechanism of word formation in their native language.

The language situation is a key point in teaching foreign pupils' activities, that is the dominant principle in shaping skills and developing these skills – speaking, listening, reading and writing. Linguistic communication is always conditioned by the need of arising of forms of human activity. Every day he/she gets into a lot of different circumstances that require his/her intervention, decision-making.

The organization of the discussion or heuristic talk of the problem at the lesson involves some difficulties. In the process of methodological activity the types of problems can be used at the lesson. They are still poorly studied, often there is the teacher's inability to study the problem when discussing the problem. Also

the peculiarities of pupils' intellectual activity there were not taken into account. Teachers are not purposefully developing special skills that are necessary for participation in the discussion, they do not always organize a problem situation taking into account the level of speech and intellectual training of students. These questions are the content of our research. Their solution will allow us to use the discussion of the problem with a sufficient efficiency as a methodological method of studying a foreign language.

So, **the purpose** of our research is:

1. To give the psychological description of the subject of conversation.

2. To describe psychological ways of organizing a communicative event.

3. To propose psychological characteristics of the *inventive teacher*, to find many ways and means for organizing communicative activity of the person.

4. To show psychological mechanisms of the success of the heuristic conversation.

5. To determine psychological characteristics of effective communicative behavior of a teacher.

**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 analysis, systematization, modeling, and generalization. The methods of interview and observation are used as experimental ones.

The participants of our research were 45 pupils of the 7 form of school №15 of Rivne, school №7 of Kamianets-Podilskyi (Ukraine). The experiment lasted during 2020-2021 years.

**Results and their discussion**

The construction of the educational-speaking situation begins with the choice of the subject of conversation, which determines the use of appropriate forms or lexical units.

*The subject of conversation* can be offered as:

– links to real facts, events from life, circumstances, processes, relationships (for example, the birthday of a prominent person, the discovery of scientists);

– visualizations of different types, for which there were applied scenes and subject pictures, diaphilms, schemes, photographs, etc.;

– verbal description based on pupils' experience;

– text in graphic or audio forms.

The subject of the conversation must be specified. In this plan it is necessary to distinguish clearly between the concept of an object and so-called colloquial topic, the study of which orientates the program and the process of studying foreign languages. The second case concerns only the thematic area, which can include many specific subjects for conversation. Therefore, the mistake will be, let's say, to invite pupils to talk about the topic "Sport". In this case, the task will be too general and actually pointless.

It is very good if the subject of the conversation proposed by the teacher is close to pupils, relates to the facts and circumstances of their lives. On this basis a strategy is developed for communicative approach for teaching a foreign language.

It should be noted that sometimes even a routine topic, if it can be formulated successfully, can carry a communicative charge. For the most part of conversations this happens when pupils are focused on the content of the conversation and give the opportunity to interpret it differently.

Such undiscovered topics, giving impulses for the conversation, leave the pupil a right to choose (to refine) its content and encourage him/her to express himself/herself and to form his/her own position, his/her own judgment according to a subject that clearly helps the process of its development.

Dividing pupils in pairs, picking up the subject of conversation and formulating the purpose of communication, the teacher is still not guaranteed that the conversation between pupils will take place. Different pupils are sitting in the classroom, including those ones who can not afford the proposed task. Meanwhile,

the goal is to ensure that each pupil takes an active part in the process of studying. Therefore, it remains to ensure the most important condition – a sufficient level of the language and its opportunities for each pupil. To this end, all or a part of pupils offer a great support for doing the tasks – in a form of individual cards, in a form of recording on a portable board, etc.

If pupils have good linguistic training, then this creates favorable conditions for direct access to communicative expression. This purpose is usually directed at solving a certain extra-curricular problem.

In organizing *a communicative event*, the teacher should distinguish between the following steps:

– the separation from the oral conversational topic of the subject of conversation and the formation of a communicative task. Pupils should, with their statement, solve a problem – to prove their superiority, to express their attitude, to persuade, to seek something and so on;

– predicting the course of the conversation and specifying the necessary linguistic means for this. The subject of a special attention here must be structural and include different elements (conjunctions, auxiliary verbs, etc.). If it is necessary, they are processed in addition;

– the introduction of pupils in the communicative situation and the organization of heuristic activity in pairs or in the form of individual mass training.

As situational support we can use for such a statement drawings, pictures, photographs, schemes, etc. can be used.

*Inventive teacher* will find many ways and means for organizing communicative activity. It is about introducing at the lesson the elements of the activity where the language would be as a mean of solving problems associated with it. Such language excursions will fit into the lesson if the teacher regularly uses a foreign language for each lesson.

Finally, the teacher suggests that pupils always have ready-made messages about something interesting from their own

lives, from the lives of their loved ones or from reading some information in the press.

Contemporary methodological science emphasizes the importance of developing pupils' ability to communicate freely at a foreign language lesson. There has been a strong departure from practice, when pupils spend a lot of time in the mode of having more or less rigorous control by the teacher, until they master the linguistic material to the level of skills, and only in such a way they go to free form of communication. Communicative practice is the essential component of the lesson and, at the same time, the most problematic ones, since it is much more difficult to stimulate pupils to express their own thoughts than to get the correct, unambiguous answer from them.

One of the natural ways of free communication is a heuristic conversation. Each pupil as a practice in speech implies the development of skills clearly, logically formulate his/her thoughts, is able to do generalizations on the basis of examples, to conduct analogies, to evaluate priorities, to deduce reasons and to provide the ability to conduct a discussion. In such a way the pupils are able to listen without interrupting, can express their own mind relevant and clear.

Proposing the subject of the discussion, the teacher should not provide pupils with all the necessary information in order not to deprive them by their initiative. Pupils have to put forward convincing evidence independently, bring new facts, examples into discussion, and not only paraphrase ready-made ideas.

*The success of the heuristic conversation* depends, firstly, on the number of pupils involved into the process of discussion, and secondly how motivated there are their speech actions. If the attention of the participants is concentrated on the speaker, the motivation of the speech activity is rather high. So, absolute participation and high motivation are the factors that indicate the effectiveness of the conversation.

Optimally active heuristic conversation is one that involves all the pupils in the classroom that can not be carried out when

working with an entire class, which is conducting conversations in a centralized manner. The decentralization and grouping or regrouping of pupils make it possible to avoid this organizational disadvantage. The main thing here is to guarantee the heterogeneity or homogeneity of the groups so that there are no serious controversial relationships between the pupils. It is desirable that the composition of each group is permanent, this will help to eliminate stress and problems with each discipline.

When working in groups the time of active participation of each pupil in the conversation increases. At the same time, the state of anxiety of shy pupils decreases, helping them overcome fear of mistakes.

Also the important is the physical aspect of group activity: the participants are close-range, face-to-face and turn to each other directly, personally. Auxiliary material is also necessary here. In addition, group activity opens opportunities for mutual learning: pupils correct each other, help to actualize means of expressions in the process of discussion. When working in groups, the role of a teacher constantly changes. From the instructor, the controller, the corrector he/she, if it is necessary, turns into an organizer, the assistant or a partner.

Sometimes *heuristic conversation* can take place *as role-playing game*. In a role-game organization the class is divided into small groups or pairs of pupils. They are offered close to real linguistic situations and roles for playing. The role-playing game reveals great opportunities for communicative practice. Reincarnation in different forms allows pupils to express the most diverse communicative intentions and mood according to the purpose of communication.

The right choice of subject matter is equally important. The interests of pupils can cause material that it is as close as it is possible to their live-time orientations, while an unusual, exotic topic of the discussion can stimulate more lively response of participants.

*The heuristic conversation* is preceded by some *preparatory activity*: pupils are informed about the problem of the discus-

sion, after which it is advisable to carry out the exercise of "brain storm" (brainstorming), during which pupils express their ideas about this problem and note them to use in the discussion. Then the teacher divides tasks between groups, assigns leaders, distributes auxiliary materials. Here it is time to remind pupils about their rules: a balanced participation of all members of the group, providing respect for the leader, a ban on interrupting the speaker.

Encouraging discussion is one of the issues during a heuristic conversation. To organize all pupils the teacher can distribute separate issues between members of each group. Thus, a final solution of the problem is achieved by combining different versions.

The end of the heuristic conversation is not the end of the discussion of the problem. The activity of pupils should be appreciated by the teacher and the whole class. Feedback can be made in different ways: summing up a representative from each group to the class, comparing the conclusions of different groups, comparing proposals and combining them into a general class version or simply repeating the discussion of one of the groups before the class.

The teacher concludes the discussion, summarizing the results of the activity. It is important to solve all issues of each problem, to find out all the differences in the points of view of the participants in the conversation.

The language situation arises when there is a problem that can be resolved through linguistic communication. In educational conditions, the discussed problem may occur spontaneously, of course, but most often it is created artificially for the purpose of learning a foreign language and in a case of solving the tasks of a particular stage of the activity. Language activities have the aim of solving the problem, may be carried out by two or more participants in different situations in the form of role-playing games, as well as in the form of discussion of the problem. In the process of discussing the background problem there is internal, mental activity, and the result of it is conclusions, new ideas.

*Discussion of the problem* is one of the forms of organization of the linguistic situation, that is a kind of linguistic situation is a methodological method of learning a foreign language.

Problem statement is the initial moment of pupils' mental activity. Without the intensification of thinking, foreign speech was transformed into the formal execution of linguistic rules or the reproduction of finished texts. Common features of the problem statement are the presence of an unknown student, the direction of the students to solve each problem, their interest in solving cognitive difficulties that are arisen.

In order to solve these issues, experimental training of pupils of 9-11 forms was organized by us. To organize the discussion of the problem the obstacles were created by the way to reach the goal.

In the learning process it is always necessary to distinguish between two types of linguistic situations. This is primarily the natural situation that constantly arises in the classroom. They have natural language stimuli. Always there is necessary material for the development of a foreign language. However, it is not a pity, such situations can not provide a full-fledged activity in developing the skills of unprepared reports on a variety of topics, based on different lexical-grammatical material. Therefore, it is necessary, in addition to the use of natural situations for educational purposes, also to use special language linguistic situations.

*The educational linguistic situation* is characterized by a number of distinctive features:

– the linguistic situation in a life is always real, while the educational situation is imaginary;

– the circumstances of the reality, which are in a particular living environment, as a rule, are sufficient for a particular linguistic reaction. They have to be detailed in the educational environment;

– the natural language situation does not have, as a rule, a verbal stimulus for linguistic reaction: it appears itself, easily. The learning situation should have a verbal linguistic stimulus;

– in the conditions of a real life situation the direction and the nature of the human reaction are foreseen; in educational conditions the reaction of pupils to the teacher's proposed situation may be different, that is to have options;

– the linguistic reaction to a real situation in the native language is always more emotional, living language supplemented by gestures, facial expressions and actions. That is, a part of the reaction of the subject is expressed by non-verbal means. It is difficult to simulate the activity of pupils in educational conditions, and moreover to cause an emotional reaction to solve a rather difficult task; students have no opportunity to respond with actions, which, moreover, is not essential for the development of a foreign language;

– the natural situation and the more reactions to it are not repeated, they are unique, while the same linguistic situation pupils can "play" repeatedly.

Thus, there is a significant difference between natural and linguistic learning situations. However, this should not be an obstacle to the widespread use of language linguistic situations in the classroom.

Thus, we characterize the educational dialogue that is the most effective in the classroom in the process of secondary education. We believe that in the educational dialogue there are four dominant functions of communication: communicative, informative, regulatory and emotional, but at different lessons one function plays a major role and others – a secondary one. The topic of the educational dialogue should depend on its subject and clearly correspond to the educational program. At the same time, we believe that the goals of any dialogue are boundless, they have no end, as the processes of learning and cognition itself do.

The educational dialogue has a purely personal orientation, such as partners of communication perceive each other as equal individuals. Therefore, the leader can be not only the teacher but also the student. Then there is a great opportunity to join equal partnerships in the educational dialogue.

We distinguish harmonious and disharmonious dialogues. Dialogue is considered as a harmonious one, in which both partners equally show initiative in choosing its topic and direction, actively influence the course of a dialogue, regulate its course, play a leading role. In a symmetrical educational dialogue the student, being outside the teacher's guidance, can suggest a topic of conversation, actively defend and argue his/her position, can both start and end the dialogue as for his/her own will.

## Conclusions

The educational dialogue in its essence remains, as a rule, inharmonious, but in its deep role structure the teacher-student dialogue can have a huge number of "superficial" realizations, which are built in harmony. In our opinion, the leading role of the teacher in the dialogue only at the first glance contradicts its harmonious construction, but in fact the quality of pedagogical leadership is higher, the more active and independent the student can show in the teacher's proposed regulations of any educational dialogue. That is why the harmony of educational dialogue requires a radical restructuring of the entire traditional system of education, its content and methods. Therefore, the use of the discussion or heuristic conversation as a form of educational activity is appropriate in today's conditions of secondary education.

Undoubtedly, a teacher who seeks to engage in the process of dialogical communication with students in their educational activities has to work constantly on the style of their speech, working in a way of emotionality, originality, expressiveness, emotionalness. Summarizing the results of numerous observations made by us in the classroom in the process of contemporary secondary education, we identify three typical variants of didactic behavior of the teacher, which differ in a degree of perfection of his/her speech and communication activities.

I. *The Lowest degree: "A Teacher – A Supervisor"*. Such a teacher offers students some messages that are monotonous,

synchronous in their logical and compositional structure; they are characterized by lexical and syntactic repetition, insignificant development of communicative skills, abilities of pupils.

II. *The Intermediate level: "A Teacher – A Facilitator"*. The teacher freely forms oral texts, uses abstracts and notes only occasionally, focuses on students, takes into account the peculiarities of perception and understanding of a particular student audience, uses various linguistic forms of information presentation (a story, a conversation, a monologue with elements of dialogue, etc.), uses various methods of logical composition of building messages.

III. *The Highest degree: "A Teacher – A Communicator"*. Such a teacher is fluent according to the basic speech skills. He/she communicates, establishes fairly trusting relationships with pupils and achieves close relationships with them at the level of finding personal meanings and personal sense.

Only a teacher whose activities at the lesson unfold at the last of these levels, is able to realize fully the defining goal of the pedagogical communication. This goal is not reduced to the enrichment of the "field of meanings" (Leontiev's term (Леонтьев, 1983: 76)) of the student (providing him/her with the objective information), but involves a change (sometimes – restructuring) of the "semantic field" of the personality (the inclusion of various meanings in the hierarchy of the activities of a pupil, the structure of the explication of this knowledge to the appropriate, in his/her view, motives). And then there is a need for an individual approach to each pupil, because the change of "semantic fields" of different students under the influence of the same message depends on the development of "semantic fields" of each of them.

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**Михальчук Наталія, Онуфрієва Ліана. Психологічні характеристики комунікативної поведінки вчителя.**

***Мета статті:*** дати психологічну характеристику предмету комунікації; описати психологічні способи організації комунікативного процесу; запропонувати психологічні характеристики винахідливого вчителя, винайти шляхи і засоби організації комунікативної діяльності особистості; розкрити психологічні механізми успішності евристичної бесіди; визначити психологічні особливості ефективної комунікативної поведінки вчителя.

***Методи дослідження.*** Використано такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. В якості експериментального методу використано методи інтерв'ю і спостереження. Учасниками нашого дослідження стали 45 учнів 7 класу закладу середньої освіти №15 м. Рівне, закладу середньої освіти №7 м. Кам'янець-Подільський (Україна). Експеримент тривав упродовж 2020-2021 років.

***Результати дослідження.*** Охарактеризовано навчальний діалог як найефективніший на заняттях у закладах середньої освіти. З'ясовано, що у навчальному діалозі здійснюються чотири домінувальні функції спілкування: комунікативна, інформативна, регулятивна та емотивна, але на різних уроках одна функція відіграє основну роль, а інші – другорядну.

Показано, що навчальний діалог має суто особистісне спрямування, тобто партнери по спілкуванню сприймають один одного як рівноправних особистостей. Тому лідером може бути не тільки вчитель, але також учень – тоді виникає можливість побудови рівноправних партнерських взаємостосунків у навчальному діалозі.

*Виокремлено гармонійний та негармонійний діалоги. Гармонійним вважається діалог, в якому обидва партнери однаковою мірою виявляють ініціативу у виборі його теми і спрямованості, активно впливають на хід діалогу, регулюють його плин, відіграють лідерську роль. У симетричному навчальному діалозі учень без керівництва вчителя сам може запропонувати тему розмови, активно відстоювати та аргументувати свою позицію, може як розпочинати, так і закінчувати діалог за власним бажанням.*

*Висновки.* *Показано, що навчальний діалог за своєю суттю залишається, як правило, негармонійним, але за своєю глибинною рольовою структурою діалог учитель-учень може мати величезну кількість «поверхневих» реалізацій, що побудовані саме гармонійно. Встановлено, що якість педагогічного керівництва стає вищою, коли учень виявляє більшу активність і самостійність у запропонованому вчителем регламенті навчального діалогу.*

*Виокремлено три типові варіанти дидактичної поведінки вчителя, які розрізняються за ступенем досконалості його мовленнєво-комунікативної активності: найнижчий ступінь «Вчитель-супервай-зер», середній ступінь «Вчитель-фасилітатор», найвищий ступінь «Вчитель-комунікатор».*

*Доведено, що тільки вчитель, діяльність якого на уроці розгортається на останньому із названих рівнів, здатний найповніше реалізувати визначальну для педагогічної комунікації мету, яка передбачає зміну (іноді – перебудову) «смислового поля» особистості. Вказано на доцільність індивідуального підходу до кожного окремого учня, адже зміна «смислових полів» різних учнів під впливом того самого повідомлення залежить від розвитку «смислового поля» кожного із них.*

*Ключові слова:* *комунікативна поведінка, поле значень, семантичні поля особистості, керівник, супервайзер, фасилітатор, комунікатор, особливості сприйняття, особливості розуміння, учнівська аудиторія, діалогічне спілкування, дискусія, евристична бесіда, емоційність, оригінальність, експресивність.*

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# Psychological Theories of Developing Pupils' Creativity as a Way to Personal Growth of a Teacher

## Психологічні теорії розвитку креативності учнів як шлях особистісного зростання вчителя

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***ABSTRACT***
**The aim** of our research is to study different theories of developing pupils' creativity as a way to personal growth of the teacher, as well as to propose the theory to define creativity as intellectual and spiritual processes.

**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,

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modeling, generalization, the experimental methods of observation and the method of conducting ascertaining research. The participants of our research were 47 pupils of the 8th-B form of school 15 of Rivne (Ukraine). The experiment lasted during 2020-2021 years.

**The results of the research.** We proposed the theory to define creativity as intellectual and spiritual processes. It is showed, that creativity was largely relevant in the intellectual and spiritual activities of a man. Intelligence presents creative products in a new way, as new organized information. At the same time, spiritual activity appears as a process of generating thoughts. Therefore, at all stages of personality development someone should stimulate and organize its intellectual and spiritual activities. It is believed that a narrow professional specialization restrains the incentives of the individual to creativity in the field of technology and the humanities. As a result, both are somewhat leveled. Therefore, contemporary scholars often argue that universal education is needed, but one that does not preclude the formation of special skills of the personality.

**Conclusions.** The creator (a teacher) and the subject of creativity (a pupil) form a holistic, harmonious system in which they direct and feedback connections are clearly fixed. The object of creativity can be any phenomenon of the ecosphere, everything that participates in the evolution of the world, including itself creativity and one's own thinking. The tool of cognition and transformation is a person who can also be the object of creativity.

We differentiate between creative, productive thinking and reproductive, based on memorization, repetition and reproduction. Creative thinking is a paradigm of restructuring a holistic, complete situation, the starting point of which is the creative formulation and presentation of the problem. This stage of a creative process is considered to be extremely important. The formulation of a productive question is sometimes a greater achievement than solving the task set before the personality. At the second stage of a creative process there is the construction of a holistic image of the situation (gestalt), the essential point of which is the centering, the transition from superficial and incorrect structuring of the problem to an adequate and correctly centered structure. Finally, the third stage of a creative process is a central link of creative thinking, which involves the emergence of the idea of solving a problem, unexpected insight. That is why the creative process concentrates in its structure the moments of transition from "understanding" to "creative mastery". The fourth stage of a creative process is the implementation of the solution of the problem, a deeper understanding of how to solve a particular problem in general.

## Introduction

We consider *Paradigmatic Theory* to be the first theory to define creativity. Thus, scientists defines creativity as a kind of creative activity, as finding something new, original, which is not only the part of the paradigm of the history of personal development of the creator, but also the history of science, art, society, etc. (Гончарук & Онуфрієва, 2018; Ivashkevych & Hudyma, 2020).

According to T.M. Amabile (Amabile, 1983), creativity implies the creation of something new, which means the process of transformation in the consciousness of the subject's behavior, as well as generated by him/her, and at the same time alienated from his/her individual products. T.M. Amabile (Amabile, 1983), applying a system-structural approach to the study of creativity, came to the conclusion that Psychology is not able to "penetrate" the mysteries of creativity, using only the subject's individually defined means, regardless of the history of culture of his/her country. Creativity by its nature is a systemically organized object, adequately understood only in the paradigm of interdisciplinary research. This position, in our opinion, is extremely relevant and can be considered as one of the methodological foundations of modern both theoretical and practice-oriented research of creativity.

One of the rather original theories of creativity, which we called *Artistic and Aesthetic*, is the theory when the subject of which is a creative product. It is the theory of L.S. Vygotskyi (Выготский, 1997). In the research "Psychology of Art" a general strategy of the research is formulated in such a way: creativity is determined by the form of the work of art through functional analysis of its elements, which facilitates the reproduction of aesthetic reaction of the individual and leads to the establishment, normalization of its general laws (Выготский, 1997).

Thus, in the theory of L.S. Vygotskyi (Выготский, 1997), the basic paradigm of the research was a work of art. Based on the achievements of a formal scientific school, as units of creative analysis of L.S. Vygotskyi (Выготский, 1997) "the material" and "the form" are differentiated. Analyzing the relationships between the form and the material, the scientist concludes that the basis of artistic creativity is the study of contradictions between the material and the form. In this sense, the artistic text is built in such a way that its material appears and it is focused on one emotional pole, while the form is on the opposite side. This cognitive dissonance of the form and the material, their development in the paradigm of the collision of opposite poles (catharsis) create a dynamic structure of the artistic text, which, in turn, facilitates the personality to be creative.

Thus, L.S. Vygotskyi's Psychology of creativity (Выготский, 1997) is based primarily on the research of emotions, feelings, expressiveness, experiences. The scientist formulates the dominant laws of creation of general creative emotional signs and mastering by the person of creative emotional reality of imagination.

The essence of the law of creative emotional sign is that any feeling, any emotion seeks to be embodied, to enter the paradigm of known images that correspond to the creative feeling of the individual. At the same time, emotion has peculiar characteristics of selecting impressions or images related to a creative act, which are quite consistent with the mood that takes place at the moment when a creative product is created. Impressions and images, which are characterized by common emotional characteristics, tend to merge with each other, despite the fact that as such a basic, dominant connection neither in similarity nor in adjacency.

The law of creative emotional reality of imagination is manifested in the fact that any construction of fantasy usually affects our feelings, and if this construction does not correspond to the reality around us, then the feeling caused by it is real, actually experienced, such that fascinates the person as a whole. Thus,

L.S. Vygotskyi (Выготский, 1997) obviously raised the issue of the relationships between emotions and creativity.

However, the contribution of L.S. Vygotskyi (Выготский, 1997) into the development of the theory of Psychology of creativity is not limited to these conclusions. The scientist's theory of the development of higher mental functions is a kind of "transformation" of "natural" functions into "cultural" ones. The theory of "psychological systems" thus facilitates the transition of holistic creative innovations into the form of various creative products of interfunctional connections, which, of course, are of fundamental importance for the Psychology of creativity. In the context of our research, these ideas of L.S. Vygotskyi (Выготский, 1997) are extremely relevant, due to the substantiation of the hypothesis of a multilevel structure of creativity as a "system of interfunctional connections".

In Psychology, a holistic concept of creativity as a mental process was proposed by Ya.A. Ponomarev (Пономарёв, 1991), who is the author of *Abstract Analytical Theory* of creativity, the key categories of which are: the recognition of intellectual activity, sensitivity, bipolarity of a creative process and the creation of a structural-level model, which is based on the psychological mechanisms of creativity (Пономарёв, 1991: 3–11).

Creativity in the concept of Ponomarev is considered as an attribute of creative matter, as an interaction that facilitates personal development. The essence of the creativity as a mental new formation is reduced, first of all, to intellectual activity and sensitivity as a kind of by-products of professional activity. A creative person especially perceives and understands the side effects of his/her professional activity, which are the creation of something new, while a non-creative person sees creative results only after the individual achieves some goals that the individual believes are appropriate, forcing the person to avoid novelty.

The scientist has developed a structural-level model, which was perceived in science as a central link (or a state) of the psychological mechanism of creativity. In particular, an impor-

tant and interesting conclusion is the idea of Ya.A. Ponomarev (Пономарёв, 1991) on "bipolarity" or rather the multipolarity of a creative process. In this context, the psychological mechanism of creativity consists of "remote", sometimes – bipolar elements, such as: intuitive + logical; original + theoretical model; creation + reflection; involuntary + arbitrary; stimulation + motivation; impulsive + volitional; unconscious + conscious; congenital + acquired, etc.

On the basis of comparing the ontogenesis of children's behavior in problematic situations and in the process of solving creative tasks by adults, Ya.A. Ponomarev (Пономарёв, 1991) identified the stages of ontogenesis of the process of solving creative problems, which can be schematically represented in such a way: manipulation of simple objects, original objects (but not integral models) → manipulation of ideas (in the mind) → manipulation of models by the method of experimentation and errors → the analysis of the structure of a particular task → solution plan (idea) → solution (creative activity).

In the paradigm of this, *Abstract-analytical Theory of Creativity*, the subject of V.O. Moliako's (Моляко, 2013) research is the psychological study of outstanding creative personalities. The main conclusion of the scientist's research is as follows: "talent → multifaceted actions → creative activity → creation of a creative product". According to the concept of the scientist, a characteristic feature of many outstanding people is their remarkable creative abilities, which are manifested in various fields of activity, including the professional sphere. The giftedness of the individual "covers" the broader abilities and capabilities of the man, which are manifested only in his/her professional activities. Identifying gifted individuals is a task of parents, educators and teachers, who appear to them from their childhood, even more – the birth of a child. Scientists also note that a person does not have any abilities that do not depend on the general orientation of the individual.

B.M. Teplov (Теплов, 1985) believed that creative achievements depended not only on abilities, but, in particular, on vo-

litional characteristics, and without studying the latter it is impossible to make a thorough psychological analysis of a creative personality. According to the position of B.M. Teplov (Теплов, 1985), the development of talent seems to relate to the study of individual differences, various unique opportunities, characteristics of a man. The study of individual characteristics of talented people is indicative in this sense, which are characterized by a combination of auditory and visual imagination, with their special emotionality and the ability to "emotionally immerse" in the content that captures the personality. Therefore, it is advisable to identify certain psychological types of personality. The first facilitates the implementation of creative activities based on human feelings.

The recognition of the values of various individual-type personalities that provide a creative level of human activity is especially important. The uniqueness of abilities distinguishes one personality from another, it is the key to creative achievement and recognition of a man as a value to our society. B.M. Teplov's (Теплов, 1985) ideas about giftedness as a kind of a structure of mental qualities, about individual-typical differences of personality can be equally valuable, relevant also in the context of our empirical research.

Technologies of creative activity in contemporary science are often developed in the context of the theory of creative personality development on the basis of the theory of solving ingenious problems. Therefore, the next theory to determine the essence of creativity is *the Theory of Problem Solving*.

The development of the theory of creative personality development belongs to I.M. Bila (Біла, 2009). The theory of solving ingenious problems has been arisen as the alternative to the "Method of trials and errors" in the Psychology of Creativity, where the main emphasis was on unconscious processes (insight, enlightenment, which in no way offset the effectiveness of use of heuristic technologies). Developers of the theory of inventive problems consider creativity as a fairly accurate science, for ex-

ample, I.M. Bila (Біла, 2009) argues that technical inventions are largely natural. The creator or the inventor is guided by the laws that determine the transition from one system to another.

Foreign scientists point out that the algorithms of the theory of solving inventive problems often contribute to the development of multi-focused thinking of the individual. These algorithms provide clearly defined procedures for changing the nature of the task, so the transformation takes place in the system "a task + a personality". It is not a question of developing, for example, mathematical abilities, abilities in fine arts or music, but the dominant goal is to create motivation for creativity, to master the technology of creative activity. The main thing is the algorithmization of the initial processing of this information (Jaide, 1986). The main component of the development of creative personality is considered to be self-improvement, when direct and inverse connections seem "to work" in the paradigm of a certain system (in our case − in a system of personality). In this case, the role of the external environment, in particular education, is reduced to the belief of the individual in the naturalness of a creative process.

In general, the ideas of the theory of inventive problems are quite productive, "technological" and correspond to our views on improving the psychological support of secondary and higher education, in the paradigm of which technologies of self-education, self-development and self-improvement would be focused. However, the emphasis on algorithmic information processing, instructiveness to some extent oppose the synergistic nature of creativity, and therefore probabilistic and intuitive are not only processes but also results as a kind of technology of creative transformation.

### 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 well as the experi-

mental methods of observation and the method of conducting an ascertaining research. The participants of our research were 47 pupils of the 8th-B form of school 15 of Rivne (Ukraine). The experiment lasted during 2020-2021 years.

## The results of the research

So, according to this theoretical material, we proposed some creative training for pupils of secondary schools with the aim to create their abilities to solve inventive problems. The dominant purpose was to teach pupils to understand poetry. So, we proposed for pupils such exercises:

1. *This last item has four choices (A, B, C or D). Which one best describes you?*

*A.* I'm a «hands-on» person. I tend to: prefer hands-on experiences and activities; focus on tasks to be done; refrain from discussions; think in a logical and organized way; do things in an orderly way; have difficulty adjusting to change.

*B.* I'm a «thinker». I tend to: enjoy listening to a logical presentation of ideas; enjoy analyzing problems and finding systematic ways to solve problems; enjoy creating models based on theory and information; like structure and organization; act slowly in making decisions; show more interest in ideas than people.

*C.* I'm an «explorer». I tend to: try things by trial and error; explore practical uses for ideas and theories; make decisions that provide quick solutions; decide quickly; take risks; enjoy change; rely more on people for information.

*D.* I'm a «free thinker». I tend to: base views and opinions on feelings; enjoy tossing around ideas (brainstorming); approach and view problems and experiences from different perspectives; rely on intuition, not logic, for making decisions; dislike structure.

Now that you have completed the test you should know there is no right or wrong answer. It will only help you discover your communication style. Here are the questions and answers with

some explanations for the Communication Skills Test. Look carefully at each question and its answer and think of your answer and what it means. This questionnaire is just a sample and not concrete in its results. Human beings have a great capacity to change and improve and respond.

1. *Best answer: C.* Conversations should be a balanced two-way flow of dialogue.

2. *Best answer: B.* It's good to initiate the introduction and introduce yourself with a handshake and smile. If shaking hands is difficult, a quick head nod is a good substitute. Initiating the introduction with a smile and handshake (or head nod) helps build rapport.

3. *Best answer: A.* It's good to initiate conversations with small talk. Topics to warm-up the conversation might include a chat about the weather, news of interest, or impressions about the current activity (if you're at a meeting, staff party, or other gathering, for example).

Examples of conversation starters might be:

*"It's sure warm today, isn't it?"*

*"Did you hear about the big accident on the freeway? Traffic's backed-up for miles."*

*"What did you think about the Blazers game last night?"*

*"This is a nice party, isn't it?"*

*"Could I get you something to drink?"*

4. *Best answer: A.* It's good to call people by name whenever possible. It makes a good, lasting impression, and it makes the other person feel important and special. To help remember names, try these techniques:

• *Repeat*: After the person tells you his or her name, immediately use it several times in the conversation.

*"It's nice to meet you, Bob".*

*"I agree with you, Bob".*

*"That was a great joke, Bob!"*

• *Associate*: Associate the person's name to something unique and special. You might:

Associate the person's name with a unique feature about the person. For example:

*"Gilda has beautiful green eyes"*. Think – "GG" – Green Gilda.

*"Jack tells funny jokes"*. Think – "JJ" –Joking Jack.

Associate the name with a visual picture. For example:

*"Sandy"* – visualize a sandy beach.

*"Glenn"* – visualize John Glenn launching into space.

Associate the name with a personal connection.

For example:

*"Brian"* – My uncle's name is Brian.

*"Lucy"* – I had a turtle named Lucy.

*Jot:* Jot the person's name down with an identifying description that will help jog your memory later. For example:

*"Chuck"* – tall; glasses; works in Accounting; has twin sister; runs marathons; new to Portland.

5. *Best answer: A.* Regular use of these courtesy words and phrases is important to show politeness and build rapport.

6. *Best answer: C.* Smiling when greeting people and at appropriate times greatly helps build rapport.

7. *Best answer: A.* Making eye contact is important for building rapport. It gives the impression you're interested and engaged in the conversation, and you have good self-confidence. Eye contact should include frequent breaks to avoid staring (this can make the other person uncomfortable). Break eye contact frequently – glance down to the side, then quickly make eye contact again. Glancing down to the side is important. If you instead glance to the side (as if looking out the window, for example) or look up, it gives the person the impression you're distracted and not paying attention to what's being said. This quickly breaks down rapport.

8. *Best answer: B.* Occasionally nodding your head to indicate you agree or understand helps build rapport. Again, it shows you are interested and engaged in the conversation.

9. *Best answer: B.* Your arm's length is the appropriate distance (between two- to three-feet). Standing closer than arm-

length makes the other person feel uncomfortable (or feel threatened), standing further away breaks down rapport.

**10.** *Best answer: B.* Communicating at eye level helps build rapport. So, if the person is sitting and a chair is available, take a seat! There's one exception – if you walk into your supervisor's office or co-worker's office, it's best to ask the supervisor or co-worker if you can sit down first. Even better, wait for an invitation to sit. The person may not have time to talk at that moment.

**11.** *Best answer: C.* It's best to bring the conversation to an end by making a polite closing comment or gesture. Good closing (wrap-up) comments might be:

*"I've enjoyed talking with you"*.

*"Let me give you my business card"*.

*"Well, I need to go speak with...."*

*"Do you know a person I can contact?"*

**12.** *Best answer: A.* It's best to say nothing. Never say anything that might hurt or offend the person. It's called being tactful. It's always best to give compliments only, and only say things that will make the person feel good.

*"I like your dress"*.

*"That's a nice shirt"*.

**13.** *Best answer: C.* Leaning slightly forward and facing the speaker shows you're interested, and it helps build rapport. Sitting with your arms crossed over your chest gives the message you are defensive. Leaning back with your body or turning your body away from the speaker gives the message that you are bored, disinterested, or feel in charge. Such body language breaks down rapport.

**14.** *Best answer: A.* Crossing your legs toward the speaker shows you're interested, and it builds rapport. Crossing your legs away from the speaker gives the message that you are defensive, disinterested, or feels in charge. In essence, you are putting up a subtle barrier. And if you bob or swing your foot, you're sending the message that you're anxious or nervous!

**15.** *Best answer B.* If you're a good listener, you keep mental-

ly busy searching for meaning in the message, and you ask questions. This mental "search for meaning" helps keep you focused, attentive, and engaged. If you get easily distracted, try taking notes if the setting is appropriate. Note-taking helps draw and focus your attention as you must mentally "search for meaning" and listen for information in order to take notes. This might be helpful in meetings, for example.

If you watch someone speak but you don't "hear" a word, gauge if you are bored, tired, might have a gap between your speaking and listening rates, or are experiencing "emotional deafness". We all experience emotional deafness on occasion, especially when we're feeling overwhelmed, upset, or nervous.

You hear people ask – "*I'm sorry, what did you say?*" or make the comment – "*I have a lot on my mind right now. Could you repeat what you said?*" If it's a frequent problem, gauge the source and seek help if needed.

**16.** *Best answer: C.* Showing empathy (sensitivity) to another person's feelings helps build rapport. It's called "reaching out to people". Empathy can be shown by making comments, such as:

"*That must have been a scary (or upsetting) experience for you*".

"*I felt the same way when that happened to me*".

"*I know (understand) how you feel*".

"*I can imagine how you feel*".

"*I would feel that way too in your situation*".

**17.** *Best answer: A.* Focusing on the positive (good) aspects draws people's attention in a favourable way, and people enjoy the conversation more. People are generally more attracted to a person who has a "positive outlook on life". And when it comes to work evaluations, positive-minded people generally do better. Consider the following examples:

Positive: "*The plan has some good ideas*".

Negative: "*The plan has some serious problems*".

Complaint: "*No one ever listens to my ideas*".

Positive: *"These changes might have some benefits"*.

Negative: *"These changes would be awful"*.

Complaint: *"I'm always having to relearn and redo everything around here"*.

18. *Best answer: B*. It's best to say something positive first, and then express a negative opinion or comment in a tactful way. Consider these examples:

Positive lead:

*"I like many aspects of your idea (positive lead), but it may not work well for this department"*. **(**Tactfully stated**)**

Interpretation: The idea won't work.

19. *Best answer: A*. When you receive feedback, it's important to know what you do well, but it's equally important to know where improvements can be made to increase your chances for success. Few people do everything well, and you've undoubtedly heard the saying – "No one is perfect".

Simply make note of "weak" areas **(**we all have them!**)** and make changes needed. Receiving honest feedback is truly "a gift". It usually means someone cares and wishes to see you succeed.

20. *Best answer: A*. When you give negative feedback, you should focus on and communicate your observations of the person's work or behaviour, not focus on nor judge the person. Focus on performance, not personality **(**or personal traits**)**.

After sharing your observation about the person's work or behaviour, offer a suggestion in a tactful way.

So, we proposed the theory to define creativity as ***Intellectual and Spiritual processes***. This theory as a theory of the formation of a creative personality recognizes, above all, the exclusivity and innateness of creative abilities. Creativity, first of all, is not a talent, but rather a human nature. We claim that all people have creative abilities **(**prerequisites**)**, but creative "genetic endowments" will not open up as such until there is a need for public recognition and the possibility of realizing the creative abilities of the individual. Thus, creativity becomes the norm of human existence.

Creativity is largely relevant in the intellectual and spiritual activities of a man. Intelligence presents creative products in a new way, as new organized information. At the same time, spiritual activity appears as a process of generating thoughts. Therefore, at all stages of personality development should stimulate and organize its intellectual and spiritual activities. It is believed that a narrow professional specialization restrains the incentives of the individual to creativity in the field of technology and the humanities. As a result, both are somewhat leveled. Therefore, contemporary scholars often argue that universal education is needed, but one that does not preclude the formation of special skills of the individual.

## Conclusions

The creator and the subject of creativity form a holistic, harmonious system in which they direct and feedback connections are clearly fixed. The object of creativity can be any phenomenon of the ecosphere, everything that participates in the evolution of the world, including creativity and one's own thinking. The tool of cognition and transformation is a person who can also be the object of creativity.

We differentiate between creative, productive thinking and reproductive, based on memorization, repetition and reproduction. Creative thinking is a paradigm of restructuring a holistic, complete situation, the starting point of which is the creative formulation and presentation of the problem. The scientists considered this stage of a creative process to be extremely important. The formulation of a productive question is sometimes a greater achievement than solving the task set before the individual. At the second stage of a creative process there is the construction of a holistic image of the situation (gestalt), the essential point of which is the centering, the transition from superficial and incorrect structuring of the problem to an adequate and correctly centered structure. Finally, the third stage of a creative process is a central link of creative thinking, which involves the emergence

of the idea of solving a problem, unexpected insight. That is why the creative process concentrates in its structure the moments of transition from "understanding" to "creative mastery". The fourth stage of a creative process is the implementation of the solution of the problem, a deeper understanding of how to solve a particular problem in general.

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*Набочук Олександр. Психологічні теорії розвитку креативності учнів як шлях особистісного зростання вчителя.*

**Метою** нашого дослідження є вивчення різних теорій розвитку креативності учнів як шляху особистісного зростання вчителя, а також висунення теорії для визначення творчості як інтелектуального і духовного процесів.

**Методи дослідження.** Для розв'язання поставлених у дослідженні завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення, а також експериментальні методи спостереження, інтерв'ю та метод проведення констатувального дослідження. Учасниками нашого дослідження стали 47 учнів 8-Б класу закладу середньої освіти №15 м. Рівне (Україна). Експеримент тривав протягом 2020-2021 років.

**Результати дослідження.** З урахуванням теоретичного аналізу матеріалу та проведеного експериментального дослідження творчість визначено як інтелектуально-духовний процес. Показано, що творчість великою мірою актуалізується в інтелектуальній та духовній діяльності людини. Інтелект презентує творчі продукти по-новому, як нову організовану інформацію. При цьому духовна діяльність постає процесом генерації думок. Тому на всіх етапах становлення особистості слід стимулювати і організовувати її інтелектуальну та духовну діяльність. Вважається, що вузька професійна спеціалізація стримує стимули особистості до творчості і у сфері техніки, і в гуманітарних науках. В результаті і те, і інше дещо нівелюється. Тому ми наголошуємо на тому, що потрібною є універсальна освіта, але така, що не виключає формування спеціальної майстерності особистості.

*Висновки.* Доведено, що творець (вчитель) і предмет творчості (учень) утворюють цілісну, гармонійну систему, в якій чітко зафіксовані прямі і зворотні зв'язки. Об'єктом творчості може бути будь-яке явище екосфери, все, що бере участь в еволюції світу, в тому числі – і сама по собі творчість, і власне мислення. Інструментом пізнання та перетворення при цьому є людина, яка також може бути об'єктом творчості.

Диференційовано творче, продуктивне мислення і репродуктивне, в основі якого – запам'ятовування, повторення і відтворення. Творче мислення постає парадигмою реструктурування цілісної, завершеної ситуації, відправною точкою якого є творче формулювання та презентація проблеми. Цей етап творчого процесу ми вважаємо надзвичайно важливим. Доведено, що формулювання продуктивного запитання часом є великим досягненням, аніж розв'язання поставленої перед особистістю задачі. На другому етапі творчого процесу здійснюється побудова цілісного образу ситуації (гештальту), істотним моментом якого є перецентрування, тобто – перехід від поверхневого і невірного структурування проблеми до адекватної та правильно центрованої структури. Нарешті третій етап творчого процесу є центральною ланкою творчого мислення, що передбачає виникнення ідеї розв'язання проблеми, несподіване прозріння, інсайт. Саме тому творчий процес концентрує в своїй структурі моменти переходу від «розуміння» до «творчого опанування». Четвертою стадією творчого процесу є виконання розв'язання проблеми, більш глибоке усвідомлення способу розв'язання певної задачі в цілому.

*Ключові слова:* творчість учнів, особистісне зростання вчителя, творчість як інтелектуально-духовний процеси, духовна діяльність, творче мислення, розуміння, творча майстерність, розв'язання проблеми.

# Psychological Principles of the Formation of General Compensatory Reactions of the Patient with Ischemic Stroke in a Case of Physical Rehabilitation

# Психологічні принципи формування загальних компенсаторних реакцій хворого з ішемічним інсультом під час здійснення фізичної реабілітації

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**ABSTRACT**

**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) to propose psychological principles of the formation of general compensatory reactions of the patient with ischemic stroke in a case of physical rehabilitation.

**Research methods.** There were used psychological and pedagogical research methods: the analysis of literature sources, the method of psychological and pedagogical observation, psychological and pedagogical experiment, providing the research of psycho-emotional state (M. Lucher's test is used (Lucher,2012)), determination of motor activity on the "Scale of psychomotor activity" by L.S. Rohovyk (Роговик, 2013).

For our research we proposed "The author's methodology of measuring the amount of active movements in the joints of the patient's limbs" (Харченко & Михальчук, 2022а) and "Six-point scale for assessing muscle strength in the joints of the patient's limbs" (Харченко & Михальчук, 2022b).

**The results of the research.** Patients showed increased tone in the flexion of the ankle joint and extension of the hip and knee joints. In other muscle groups, the tone was not increased, and in the upper extremities there was a decrease in muscle tone. Muscle strength was statistically significant ($p < 0.01$) decreased in all groups of muscles.

In a case of the research of the limbs of the unaffected side, the following data were obtained: the volume of active movements was 55.68% ± 4.3 of the

*appropriate volume of movements and the values are significantly higher (at the level of reliability ρ<0.01 according to Student's t-test). The rate of passive movements was higher than the affected party (at the level of reliability ρ<0.01 according to the Student's t-test) and amounted to 63.06% ± 3.9 of the appropriate volume of passive movements and corresponded to the average values for the age group of respondents. The mean value of muscle strength was 61.28% ± 7.3  values are statistically significant (at the level of reliability ρ<0.01 according to Student's t-test) of the affected side. Muscle tone on the unaffected side was higher than normal and was 27.9% ± 3.6 of the maximum value (at a confidence level of ρ<0.05 according to Student's t-test).*

*It was proved that the amount of passive movements in the experimental group as a whole is slightly lower than in the control group.*

***Conclusions.** Adequate tonal response of the muscular system leads to the formation of a pathological static stereotype. We proposed psychological principles for the formation of general compensatory reactions of the patient in a case of physical rehabilitation of patients with ischemic stroke: 1. The principle of actualization of the defect. 2. The principle of progressive mobilization of compensatory mechanisms of psychomotor activity. 3. The principle of continuous reverse concentration of compensatory mechanisms of the personality psyche. 4. The principle of authorizing the compensatory mechanisms of the individual psyche. 5. The principle of relative stability of the compensatory mechanisms of the individual psyche.*

***Key words:** ischemic stroke, psychological principles of the formation of general compensatory reactions, physical rehabilitation, the principle of actualization of the defect, the principle of progressive mobilization of compensatory mechanisms of psychomotor activity, the principle of continuous reverse concentration of compensatory mechanisms of the personality psyche.*

## Introduction

A person, both an individual and a personality, the most fully is characterized by its functional and socio-psychological status, the integrativeness of which is the best manifested in the process of adaptation to living conditions. In order to assess the quality of the adaptation process, in addition to physical potential, a great role is given to the establishment (organization) of optimal compliance of the individual to the conditions of the en-

vironment, such as the psychological adaptation of the subject (Hardeman, Medina & Kozhimannil, 2016).

It is a well-known fact that the influence of mental processes through the central and autonomic nervous system on the internal organs, the functioning of which, in turn, is mediated by the activity of the receptor apparatus, significantly affect the human psyche (Onufriieva & Ivashkevych Ed., 2021). These relationships are confirmed in the psychosomatic manifestations of a variety of diseases, which include cerebral circulatory disorders. Moreover, the transformation of personality, mental adaptation, etc. take place, to one degree or another one, in any disease, forming a continuous sequence of symptoms, which is called the psychosomatic continuum. According to scientists (Kharchenko & Kurytsia, 2021; Kharchenko & Komarnitska, 2021), in this continuum cerebral stroke occupies a leading place, second only to paroxysmal arrhythmias and coronary heart disease. In this regard, functional disorders, expressed by different sensations of the disease, can be caused by disorders of mental adaptation, especially if it is manifested in the inadequacy of psychophysiological relationships, somatic health disorders.

Ischemic stroke is a disease that leads not only to disorders in the psychomotor sphere, to speech disorders, but also to disorders of other higher mental cortical functions: cognitive disorders (decreased memory, intelligence, concentration), emotional and volitional disorders, praxis (disorders that are manifested in the performance of quite complex psychomotor acts in the absence of paresis, disorders of sensitivity, coordination of movements), in the mathematical calculation of numbers (acalculia), disorders in gnostic activity, more often – spatial, disorientation in space and some others (Kharchenko & Vashchenko, 2021). The appearance of such disorders, in turn, does not contribute to the rapid recovery of lost functions as a result of the disease, causing impaired initiation of movements and dysfunction of psychomotor programs (Mykhalchuk, Pelekh, Kharchenko, Ivashkevych, Ivashkevych, Prymachok, Hupavtseva & Zukow, 2020). Patients

show symptoms of decreased mental and psychomotor activity, anognosia (underestimation of fixed psychomotor defect), passive and indifferent attitude to their psychomotor defect, lack of activity in overcoming it, against which there is a decrease or complete loss of motivation to exercise. As a result, this attitude of the patient to the process of his/her recovery leads to significant social maladaptation, and it is difficult to get out of this state (Khwaja, 2012).

Therefore, the speed of recovery of impaired motor functions largely depends on the psychological state of the patient. The development of such processes is largely associated with the localization of certain gaps in the lesion. If the foci of lesions in the frontal area are focused, apathetic-abulic syndrome may develop, which is characterized by a lack of self-motivation (spontaneity), interest in life (apathy), decreased functioning of volitional functions, intelligence and criticism. Restoration of self-care, walking skills in this group of patients is greatly complicated, many of them remain completely helpless in everyday life (Onufriieva, Chaikovska, Kobets, Pavelkiv & Melnychuk, 2020).

It is well known that the left hemisphere of the brain is the basis of logical, abstract, verbal thinking, a space for the realization of speech functions of the individual. The right hemisphere of the brain is functionally related to the perception and processing of auditory, visual, somato-sensory and motor material of non-verbal nature. In this case, the right hemisphere is characterized not so much by dismemberment and logical analysis of the reality, as the perception of holistic images. It is more characteristic not for conceptual, verbal perception, but for sensory and figurative ones.

According to empirical data (Hayden, Farrar & Peiris, 2014), under the diagnosis of such lesions recovery of psychomotor deficit occurred better for patients with left hemispheric lesions (despite the presence of aphasia) than for patients with right hemispheric localization of the process. According to sci-

entists, this can be explained by concomitant disorders of higher brain functions (spatial-constructive disorders, spontaneity, slowness of mental processes) for patients with right hemispheric localization of stroke. The relationships between the degree of recovery of psychomotor functions and skills (walking, self-care, household and work skills) and the state of emotional-volitional, intellectual-gnostic spheres of personality were empirically confirmed.

Thus, the issue of recovery of patients with cerebral ischemic stroke is the subject of much attention of many specialists dealing with this category of patients at different stages of rehabilitation treatment. The complex task of mental and physical activation of psychomotor functions of the patient, social and labor adaptation of the heavy contingent of post-stroke patients, in our opinion, is the most successfully solved in the system of comprehensive physical and psychological rehabilitation.

It should be noted that comprehensive rehabilitation measures are reflected in the researches of many scientists (Villar, Blanco & del Campo, 2015). There are many different methods of psychodiagnostics, covering all known psychological processes, characteristics and conditions of a man. There are psychodiagnostic techniques as those ones that directly appeal to the consciousness of the respondent (for example, questionnaires). These techniques are called explicit. There are also so-called "implicit" techniques, which have the aim of unconscious human reactions (or projective techniques). The main disadvantage of techniques that appeal to the phenomenon of consciousness is the possibility of intentional distortion of test results (behavioral play), while studies of involuntary human reactions are more reliable. M. Luscher's color test is one of the most common projective techniques. The advantages of this test are the independence of the results from the age, gender and educational characteristics of the respondents, the ability to identify both stable personality traits and features of the current psycho-emotional state, which is especially important in monitoring the effective-

ness of treatment. However, in the analyzed scientific literature we did not find data from studies of the psychological sphere of patients with ischemic stroke using a projective test, in particular, of the Methodology of M. Lucher (Lucher, 2012).

Thus, taking into account the theoretical and methodological analysis of the scientific literature in our research, ***the objectives*** of it 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 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.

3. To propose psychological principles of the formation of general compensatory reactions of the patient with ischemic stroke in a case of physical rehabilitation.

**Methods of the research**

***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 and pedagogical observation.

3. Psychological and pedagogical 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" (Харченко & Михальчук, 2022a) and "Six-point scale for assessing muscle strength in the joints of the patient's limbs" (Харченко & Михальчук, 2022b).

***Medical and biological research methods:***

1. Investigation of functional status (according to autogenic training, determination of heart rate; method of functional tests: test with comfortable respiratory arrest on exhalation,

test with hyperventilation, orthostatic test using sitting position).

2. Goniometry.

3. Manual muscle testing.

4. Determination of muscle tone.

5. Determination of motor activity on the "Scale of psychomotor activity" by L.S. Rohovyk (Роговик, 2013).

***Methods of mathematical statistics:***

1. Analysis of variance (Fisher's test).

2. Cluster analysis.

***The determination of muscle tone.*** Muscle tone was assessed under patients' conditions that performed rather passively on the Modified by us Ashworth's Scale of Muscle Spasticity (see Table 1).

*Table 1*

Modified Ashworth's Scale of Muscle Spasticity

| Points | Muscle tone |
|--------|-------------|
| 0 | Increased tone is not diagnosed |
| 1 | A slight increase of the tone is felt when bending or unbending the limb segment in the form of low resistance at the end of the movement |
| 2 | Moderate increase of tone, which is detected throughout the movement process, but does not diagnose complications in the presentation of passive movements |
| 3 | Significant increase of the tone, which complicates the presentation of passive movements |
| 4 | The affected segment of the limb is fixed in the position of flexion or extension |

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 Demianchuk 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, in our experiment 50 patients with ischemic stroke were participated 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, 2021. 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.

**Results and their discussion**

Patients showed increased tone in the flexion of the ankle joint and extension of the hip and knee joints. In other muscle groups, the tone was not increased, and in the upper limbs there was a decrease in muscle tone. Muscle strength was statistically significant ($\rho<0.01$) decreased in all groups of muscles having been studied.

In a case of the research of the limbs of the unaffected side, the following data were obtained: the volume of active movements was $55.68\% \pm 4.3$ of the appropriate volume of movements and the values are significantly higher (at the level of reliability $\rho<0.01$ according to Student's t-test). The rate of passive movements was higher than the affected party (at the level of reliability $\rho<0.01$ according to the Student's t-test) and

amounted to $63.06\% \pm 3.9$ of the appropriate volume of passive movements and corresponded to the average values for the age group of respondents. The mean value of muscle strength was $61.28\% \pm 7.3$ – values are statistically significant (at the level of reliability $\rho<0.01$ according to Student's t-test) of the affected side. Muscle tone on the unaffected side was higher than normal and was $27.9\% \pm 3.6$ of the maximum value (at a confidence level of $\rho<0.05$ according to Student's t-test).

Data on the initial state of motor function in patients with ischemic stroke of subgroup "hemiparesis" are shown in Table 2.

*Table 2*

Research data of the volume of active and passive movements, strength and of muscle tone of the affected extremities of patients of the subgroup "hemiparesis" (n = 20) at the beginning of the experiment (М ± т)

| 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 |
|---|---|---|---|---|
| Flexion and extension in the shoulder joint (the main group) | 16.8±2.1 | 42.7±2.2 | 6 | Reduced |
| Flexion and extension in the shoulder joint (the control group) | 18.7±0.5 | 36.9±4.1 | 5 | Reduced |
| Withdrawal of the arm at the shoulder joint (the main group) | 29.4±7.0 | 38.2±4.7 | 6 | Reduced |
| Withdrawal of the arm at the shoulder joint (the control group) | 28.1±2.8 | 31.5±0.6 | 5 | Reduced |
| The external and internal rotation in the shoulder joint (the main group) | 19.5±2.1 | 28.4±5.3 | 5 | Reduced |

*Table 2 continuation*

| | | | | |
|---|---|---|---|---|
| The external and internal rotation in the shoulder joint (the control group) | 16.1±0.4 | 10.9±2.2 | 4 | Reduced |
| Bending the arm in elbow joints (the main group) | 16.8±2.2 | 29.4±5.4 | 5 | Reduced |
| Bending the arm in elbow joints (the control group) | 28.1±3.5 | 24.0±2.6 | 5 | Reduced |
| The supination of forearm (the main group) | 28.6±2.8 | 30.1±2.6 | 5 | Reduced |
| The supination of forearm (the control group) | 34.9±2.7 | 39.5±1.5 | 5 | Reduced |
| The pronation of forearm (the main group) | 29.8±4.0 | 17.3±5.6 | 4 | Reduced |
| The pronation of forearm (the control group) | 37.1±5.2 | 28.9±2.1 | 5 | Reduced |
| Flexion and extension in the wrist (the main group) | 38.0±1.1 | 20.1±4.2 | 4 | Reduced |
| Flexion and extension in the wrist (the control group) | 31.7±8.3 | 19.1±6.5 | 5 | Reduced |
| Bending in hip joints (the main group) | 47.9±9.8 | 55.9±7.8 | 7 | Reduced |
| Bending in hip joints (the control group) | 45.6±0.4 | 48.2±2.9 | 7 | Reduced |
| The extension in hip joints (the main group) | 41.1±6.3 | 33.2±2.6 | 5 | Reduced |
| The extension in hip joints (the control group) | 39.7±1.7 | 30.9±5.4 | 5 | Reduced |
| The assignment in hip joints (the main group) | 30.7±4.7 | 37.2±1.1 | 5 | Reduced |
| The assignment in hip joints (the control group) | 38.4±1.8 | 30.4±6.7 | 6 | Reduced |
| Bringing in hip joints (the main group) | 38.3±3.0 | 31.9±6.1 | 5 | Reduced |
| Bringing in hip joints (the control group) | 30.3±2.5 | 40.9±1.4 | 5 | Reduced |

*Table 2 continuation*

| | | | | |
|---|---|---|---|---|
| The external rotation in the hip joint (the main group) | 37.7±0.4 | 37.1±4.8 | 4 | Reduced |
| The external rotation in the hip joint (the control group) | 35.9±7.2 | 39.0±8.6 | 5 | Reduced |
| The internal rotation in the hip joint (the main group) | 48.6±6.1 | 37.7±5.5 | 5 | Reduced |
| The internal rotation in the hip joint (the control group) | 48.3±6.4 | 35.8±4.2 | 6 | Reduced |
| Bending in knee joints (the main group) | 58.6±5.0 | 71.2±5.3 | 7 | Reduced |
| Bending in knee joints (the control group) | 60.2±4.2 | 58.7±4.0 | 7 | Reduced |
| Bending in ankle joints (the main group) | 39.1±5.7 | 42.8±1.8 | 5 | Reduced |
| Bending in ankle joints (the control group) | 32.9±7.6 | 34.0±7.2 | 5 | Reduced |
| The extension in ankle joints (the main group) | 40.6±5.1 | 42.4±6.0 | 5 | Reduced |
| The extension in ankle joints (the control group) | 51.5±2.4 | 45.8±2.0 | 6 | Reduced |

It was proved that in the studied groups of patients with hemiparesis there is a decrease in the volume of active movements of the affected side (in the experimental group there were more such movements, which were less pronounced, than in other subgroups). The amount of passive movements in the experimental group as a whole is slightly lower than in the control group.

Muscle strength is greatly reduced in a case of all respondents compared to the average situation. The weakest muscles are those ones which are responsible for extending the arm, such as copying, providing supinator movements, flexors of the arm under conditions of pronounced tone, flexors of the thighs and extensors of the ankle joint. The average muscle tone of the af-

fected side is slightly higher than in the previous subgroup "plesia + paresis". Increased tone is observed in the flexor muscles of the shoulder, elbow, supinators of the hand, in the flexors of the ankle joint and extensors of the hip and knee joints.

In a case of the research of the muscles of the unaffected side in this group of patients, the volume of active movements was lower than the appropriate volume of movements and amounted ones to $73.44\% \pm 5.3$ – these values are statistically significant at a confidence level of $\rho<0.01$ according to Student's t-test. The index of the volume of passive movements of the unaffected party was higher (at the level of reliability $\rho<0.01$ according to the Student's t-test) than the index of the affected party and amounted to $77.83\% \pm 2.1$ compared with normal data. The mean muscle strength of the unaffected side was $70.65\% \pm 4.2$ (at a confidence level of $\rho<0.01$ according to Student's t-test). The mean muscle tone of the unaffected side was also higher than normal and it was $2.4 \pm 0.4$ points (41% of maximum) (at a confidence level of $\rho<0.01$ according to Student's t-test).

Thus, the research of the initial state of voluntary motility of patients with ischemic stroke at the beginning of the course of physical rehabilitation showed the presence of disorders of static and dynamic motor function of arms, legs, were coordinated action of arms and legs, head, torso, but they were quite different in different groups of patients.

The state of motor function of patients with ischemic stroke is characterized in such a way: on the affected side, the maximum values of active, passive movements of muscle strength and the tone are diagnosed in the subgroup "hemiparesis", the lowest – in the subgroup "hemiplegia". On the lacuna side of the lesion, the most pronounced muscle strength and tone are diagnosed in the subgroup "hemiparesis", the largest volume of active and passive movements, in turn – in the subgroup "plesia + paresis", "hemiparesis".

The greatest asymmetry in the state of muscle tone of the affected side is observed in the subgroup "hemiplegia". In the

most amount of patients, goniometry was difficult due to difficulties in understanding the content of the commands given to them. As a result of the research of the volume of active movements, we can say that its reduction depends on the duration of the disease preceding the psychomotor experience. The change in the volume of active movements affects both the affected and unaffected side, but also to varying degrees.

The results of the research of the amount of passive movements suggest that the restriction of passive movements of patients with this disease may be caused by age-related changes in the musculoskeletal system. So, high muscle tone was associated with the underlying disease, sprains, and consequence – acute pain. Thus, the largest amount of passive movements is observed in the subgroup "plesion + paresis" and "hemiparesis". Some decrease in passive movements of the unaffected side is diagnosed in the subgroup "hemiparesis", and this is probably due to higher muscle tone.

Analyzing the data on muscle strength, we can say that with increasing duration of the disease the rate of strength increases. The smallest asymmetry of the affected and unaffected parties is observed in the subgroup of patients with hemiparesis, the largest one – in the subgroup of hemiplegia. The data of the conducted researches show that the patients had pronounced disturbances of both postural and corrective function of the muscles, which were manifested by disturbances in the tone, muscle strength, volume of movements in the joints. This combination of pathological processes led to a violation of the patient's social adaptation and significantly reduced the level of his/her daily activity.

## Conclusions

Psychological principles of the development of general compensatory reactions of the patient in a case of physical rehabilitation of patients with ischemic stroke were proposed in this research. These principles are: 1) the principle of actualization

of the defect; 2) the principle of progressive mobilization of compensatory mechanisms of psychomotor activity; 3) the principle of continuous reverse of concentration of compensatory mechanisms of the psyche of the person; 4) the principle of sanctioning compensatory mechanisms of the psyche of the person; 5) the principle of relative stability of the compensatory mechanisms of the psyche of the patient.

Adequate tonal response of the muscular system leads to the formation of a pathological static stereotype. The laws of constructing a psychomotor stereotype are based on uninhibited innate reflexes, but they are adaptive in the nature and sanogenetic in their direction. According to the theoretical analysis of the scientific literature, we proposed the psychological principles for the formation of general compensatory reactions of the patient in a case of physical rehabilitation of patients with ischemic stroke:

1. *The principle of actualization of the defect* (feedback of psychomotor action, which originates from various receptors, informs the integrative centers about the existence of a certain defect).

2. *The principle of progressive mobilization of compensatory mechanisms of psychomotor activity* (compensation is carried out with the gradual connection of the nervous system until the doctor achieves the desired effect).

3. *The principle of continuous reverse concentration of compensatory mechanisms of the personality psyche* (the impulse to the impact of the defect enters the central nervous system continuously).

4. *The principle of authorizing the compensatory mechanisms of the individual psyche* (compensatory mechanisms begin to work in the conditions of achieving a pathological impulse of a certain threshold).

5. *The principle of relative stability of the compensatory mechanisms of the individual psyche* (compensatory mechanisms are activated and slowed down gradually).

Compensation of certain function that had disorders is based on the restructuring of the old stereotype and the development of a new dynamic stereotype. The most important point of compensation for structural and functional disorders in the case of psychomotor pathology is active participation in the rehabilitation process and the patient himself/herself, who should seek to activate the body's systems, which are not affected at all or suffered insignificantly. It has been shown that due to new unaffected parts of the central nervous system, it is possible to rearrange the innervation between the antagonists.

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***Харченко Євген, Комарніцька Людмила. Психологічні принципи формування загальних компенсаторних реакцій хворого з ішемічним інсультом під час здійснення фізичної реабілітації.***

*****Мета статті:** 1) вивчити особливості розладів психомоторної функції і психоемоційного стану хворих на ішемічний інсульт за даними первинного обстеження; 2) розробити методику фізичної реабілітації хворих на ішемічний інсульт на стаціонарному етапі реабілітації залежно від тяжкості ураження психомоторних функцій і особливостей психоемоційного стану; 3) запропонувати психологічні принципи формування загальних компенсаторних реакцій хворого з ішемічним інсультом під час здійснення фізичної реабілітації.*

*****Методи дослідження.** Використано такі психолого-педагогічні методи дослідження: аналіз літературних джерел, психолого-педагогічне спостереження, психолого-педагогічний експеримент, дослідження психоемоційного стану (використано тест М. Люшера (2012)), визначення рухової активності за «Шкалою психомоторної активності» Л.С. Роговик (Роговик, 2013).*

*У дослідженні було використано авторську "Методику вимірювання обсягу активних рухів у суглобах кінцівок хворого на ішемічний інсульт" (Харченко & Михальчук, 2022а) та "Шестибальну шкалу оцінки м'язової сили в суглобах кінцівок хворого на ішемічний інсульт" (Харченко & Михальчук, 2022б).*

*****Результати дослідження.** У хворих спостерігався підвищений тонус в згинаннях гомілковостопного суглоба та розгинанні тазостегнового і колінного суглобів. В інших групах м'язів тонус не підвищений, а у верхніх кінцівках спостерігалося зниження м'язового тонусу. Сила м'язів була статистично (ρ<0,01) знижена у всіх досліджених м'язах.*

У випадку дослідження кінцівок неураженого боку було отримано наступні дані: показник обсягу активних рухів склав 55,68% ± 4,3 від належного обсягу рухів і значення є достовірно вищими (на рівні достовірності $p<0,01$ за t-критерієм Стьюдента) ураженої сторони. Показник обсягу пасивних рухів виявився вищим за показник ураженої сторони (на рівні достовірності $p<0,01$ за t-критерієм Стьюдента) і склав 63,06% ± 3,9 від належного обсягу пасивних рухів і відповідав середнім значенням за віковою групою респондентів. Середнє значення сили м'язів склало 61,28% ± 7,3 – значення є статистично значущими (на рівні достовірності $p<0,01$ за t-критерієм Стьюдента) показника ураженої сторони. Тонус м'язів на неураженій стороні виявився вищим за нормальне значення і склав 27,9% ± 3,6 від максимального значення (на рівні достовірності $p<0,05$ за t-критерієм Стьюдента).

Доведено, що обсяг пасивних рухів в експериментальній групі в цілому є дещо нижчим, ніж у контрольній групі.

***Висновки.*** Доведено, що адекватна тонусна реакція м'язової системи призводить до формування патологічного статичного стереотипу. Запропоновано психологічні принципи формування загальних компенсаторних реакцій пацієнта у випадку проведення фізичної реабілітації хворих з ішемічним інсультом: 1. Принцип актуалізації дефекту. 2. Принцип прогресивної мобілізації компенсаторних механізмів психомоторної діяльності. 3. Принцип безперервного зворотного концентрування компенсаторних механізмів психіки особистості. 4. Принцип санкціонування компенсаторних механізмів психіки особистості. 5. Принцип відносної стійкості компенсаторних механізмів психіки особистості.

***Ключові слова:*** *ішемічний інсульт, психологічні принципи формування загальних компенсаторних реакцій, фізична реабілітація, принцип актуалізації дефекту, принцип прогресивної мобілізації компенсаторних механізмів психомоторної діяльності, принцип безперервної зворотної концентрації компенсаторних механізмів психіки особистості.*

# The Theory of Attraction and the Principles of Facilitative Interaction

# Теорія потягу і принципи фасилітативної взаємодії

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**ABSTRACT**

**The purpose** of our research is: using the main statements of the theory of attraction to formulate the principles of facilitative interaction; to propose a set of exercises for the development of facilitative interaction of pupils at the lessons; to propose four types of transformation utterances of facilitative interaction at the lessons.

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

**The results of the research.** We proved, that the socio-genetic mechanism of facilitation is the mechanism of cultural transmission: to facilitate means to stimulate, to activate, to create favorable conditions, to make changes and to influence, to support, to help, to care, etc.; a belief in the original, constructive and creative essence of a man as self-worth. The result of facilitation is the concept of necessary and sufficient conditions for effective interpersonal communication that promote the development of personality and to provide constructive personality changes.

The procedural side of facilitation at the lessons of secondary school is implied on the principles of synergy – cooperation, interaction, a dialogue; truthfulness and openness; the acceptance of another person as personally significant one; empathic understanding; the formation of skills and abilities which are appropriate for facilitative interaction.

**Conclusions.** It was noted that the facilitative aspects of students' autonomy often impressed with their results: pupils realized and accepted the need to organize activities in the environment of interpersonal communication as personally significant ones, contributing to their own personal development and providing constructive personal change. Students seek to develop skills of empathic mastery of the context; students are interested in creating positive preconditions for the formation of meaningful learning and personal development in general as a result of the restructuring of personal views in the process of interpersonal interaction; students are aware of their self-sufficiency. Facilitative aspects of human autonomy are actualized through four main methods of

*interpersonal interaction: persuasion, imitation, suggestion and infection, which are facilitative by their context.*

*It is proved, that persuasion is the process of substantiating judgments or inferences. The imitation is the reproduction of certain external features of the behavior, the actions and the activities by a person. Suggestion is considered to be the psychological influence of one person on another; this process is designed for uncritical perception of words, thoughts and desires expressed by different people. Infection is the process of transmitting an emotional state from one person to another, actualizing the semantic effect of perception in the process of interpersonal interaction. It was noted that when all these methods of interpersonal interaction were explained in the process of the activity, the product of this activity, as a rule, would differ in a creative, non-standard approach and, that is the most important, – all students always like these products.*

*Key words: facilitation, facilitative interaction, the theory of attraction, the principles of facilitative interaction, the development of individual learning route, creating positive conditions for interaction, creation of positive preconditions for learning and personal development of students.*

## Introduction

According to the etymology of the term "facilitation" (from English *to facilitate* – positive impact, facilitation), facilitative interaction has the aim for significantly improving individual results of cognitive activity through the presence of another person – such empirical data were found by E. Stone in N. Triplet's research. In such a way, N. Triplet drew attention to the fact that cyclists got much better results when competing with an opponent than during competitions for one or more hours. The scientist decided to conduct an experiment and protested against athletes in the distance of 25 miles in both types of races, and then compared the results. Participants in the one-mile race showed an average of five times higher results than fixed-term competitors. The research of N. Triplet (1898) was the first experimental study in the field of Social Psychology. He called this phenomenon a "dynamitogenic factor" in determining the athlete-leader in the race. Today we call this phenomenon *facilitation* (Стоун, 1984).

According to E. Stone, the effect of facilitation was also revealed in the experiments that took place after the research conducted by N. Triplet (Стоун, 1984). Thus, C. Rogers noted that every time he entered the laboratory, his students significantly improved the performance of the finger ergograph compared to the results of working alone, without the presence of others. Similar data were found during verbal or simple psychomotor tasks (Rogers, 1983). In this context, the term "facilitation" was firstly used by G. Allport, who used the following interpretation: facilitation is a change in human behavior as a result of the presence of other people who perform the same activities at the same time but independently (Оллпорт, 1998).

Golf lessons, during which each athlete practices a certain stroke, are the example of joint action, which is characterized by a certain facilitative effect. This situation is significantly different from the situation of interpersonal interaction, which requires clear coordination in the actions of participants who solve some common problem. Understanding facilitation in the narrow sense, however, we'll explain only one side of other people's influence on subjects' performance of certain cognitive tasks and objectives. Some rather early studies have even shown a significant deterioration in the activity of micro-group partners or some inhibitory effect. For example, the presence of several people disturbed the respondents and significantly prevented them from memorizing "meaningless" syllables and thus passing through the labyrinth of the palace (Zajonc & Sales, 1996). Other researchers did not find any difference at all between the performance of respondents who work alone and in the presence of other people.

Subsequent experiments have also shown that in the presence of other people it was increased the speed of the task, when, for example, a person performed simple examples of multiplication and deleted the given letters in the text. In addition, the accuracy of performing simple motor tasks, such as hitting a metal rod in a circle in the size of a ten-cent coin, which is on a permanently moving gramophone disk (Zajonc & Sales, 1996).

Further researches of the facilitation effect are described in detail in the research of R. Zajonc & S. Sales, who made some authorial additions to this concept, describing it as strengthening of certain dominant reactions, activation of actions, joint activities in the presence of others. Thus, R. Zajonc & S. Sales were interested in how to reconcile results that had significant contradictions in their content. Scientists have used the well-known principle of Experimental Psychology that always enhanced the dominant reaction of the individual (Zajonc & Sales, 1996).

As a rule, increased arousal improves a person's performance of simple tasks, for which the most likely ("dominant") reaction is the correct solution of the problem from a subjective point of view. People are quicker to solve simple anagrams, crossword puzzles when they are excited. In complex problems, where the correct answer is difficult to find, excitement often causes an inadequate response. Excited people are usually less likely to solve complex problems (Onufriieva & Ivashkevych, 2021).

If social arousal enhances the dominant personality response, it must improve the performance of simple tasks related to food, in particular – the latter are considered by scientists as quite simple tasks for which the dominant response is acquired or even innate. It is only natural that the presence of other people in such tasks is greatly improved (Гончарук & Онуфрієва, 2018).

On the other hand, mastering new material, going through a maze and solving complex math problems are more difficult tasks for which it is not easy to find the right answer from the very beginning (Crookes, 1989). In the presence of other people the number of incorrect answers to solve such problems increases over many times. In this sense, a general rule is dominant – arousal contributes to the dominant reaction in both cases. Thus, results that seem contradictory at the first glance appear to be in good agreement (Терновик & Сімко, 2020).

Thus, after almost 300 experiments conducted with more than 25,000 volunteer participants, the hypothesis formulated by R. Zajonc & S. Sales from the beginning was confirmed. Seve-

ral experiments in which R. Zajonc & S. Sales and their assistants elicited a spontaneous dominant reaction in respondents also suggested that this reaction was indeed intensifying in public. In one of these experiments, R. Zajonc & S. Sales asked respondents to say each word from a certain set of words from 1 to 16 times. The researchers then explained that the words would take turns appearing on the screen for one-hundredth of a second, exposing only chaotic black lines, and that respondents "saw" mostly the words they used to say more often. These words became the conductor of the dominant reaction. People who performed the same task in the presence of two other respondents guessed the dominant words much more often. Thus, R. Zajonc & S. Sales's original interpretation of the traditional concept of "facilitation" is based on the theory of attraction and personal attractiveness. The scientist noted that the interpretation of existing data in the scientific literature will not contradict the truth, if we distinguish between the actualization of the facilitative effect in learning and performing cognitive activities (Zajonc & Sales, 1996).

Thus, if the respondent performs simple tasks that require little effort to solve the problems, then the presence of others greatly improves the results, while if the respondent performs a complex task or a solution that requires a high level of knowledge, skills and abilities, the presence of outsiders significantly impairs the performance of this task or another one (Mykhalchuk & Onufriieva, 2020).

So-called "theory of attraction" has established that with increasing arousal there is a tendency to realize the dominant (most likely) reaction or action. In other words, if a person is excited and has a stimulus that causes several potential reactions, the most likely is the reaction, which in this case is the strongest among these. Experimental researches in the paradigm of the theory of attraction also show that in the process of learning the dominant reaction is often the performance of erroneous actions or tasks.

Thus, R. Zajonc and S. Sales (Zajonc & Sales, 1996) experimentally proved that the presence of other people greatly enhances facilitative arousal. This most important point in his author's theory allows us to conclude that the simple presence of strangers significantly impairs learning, because in this case the excitement increases significantly, and the person usually reacts inadequately, but such presence of others greatly facilitates good performance, mastered tasks or problems, because under these conditions a person often performs right actions.

Thus, R. Zajonc and S. Sales (Zajonc & Sales, 1996) research has been interested many scientists and encouraged them to study this problem again. Using human influences and verbal tasks, many researchers have experimentally confirmed the idea of scientists (Івашкевич & Комарніцька, 2020) that the presence of strangers has the same effect when respondents acquire skills and perform different types of cognitive activities. Scientists have emphasized that a distinction should be made between simple and complex motor skills of learning and performing actions. In addition, testing the hypothesis of R. Zajonc & S. Sales should really confirm whether the presence of strangers really increases the level of excitement. Given the theory of attraction, which was the basis of the new formulation of R. Zajonc & S. Sales, we can note that a complex task on motility in contrast to the simple problems causes quite a number of opposite reactions. This means that if at least one or more movements are correct, there are other incorrect movements. The complexity of a particular task depends, as a rule, on the difficulty of mastering the individual's tangential movement in relation to another, dominant reaction (Zajonc & Sales, 1996).

So, **the purpose** of our research is: using the main statements of the theory of attraction to formulate the principles of facilitative interaction; to propose a set of exercises for the development of facilitative interaction of pupils at the lessons; to propose four types of transformation utterances of facilitative interaction at the lessons.

Before looking at the description of facilitative interaction at the English lessons it is necessary to focus on the analysis of dialogical communication in general and the functional completeness of some particular replicas in particular.

Observation of dialogical communication in real conditions shows that different replicas of dialogue (or its segment) perform different functions. It is necessary to distinguish between replicas that perform the actual, emotional-reactive, contact-setting and techno-communicative functions.

The first group of replicas includes statements in which something is reported, ascertain, for example: *John has fallen seriously ill. Tomorrow we'll have Geography instead of Physics.*

The second type includes replicas of emotional reactive expression that occurs during direct contact, but excludes replica-condemnation. To the replica of emotional-reactive expression can be attributed:

a) expressions that convey positive emotions: *Yes; Yes, of course; Certainly; That's it; Just so; Exactly so; Naturally;*

b) expressions that convey negative emotions (irritation, doubt): *Impossible! Why should I …? Nothing of the kind! By no means! It's unjust! Nonsence!*

c) expressions of doubt: *Probably; Maybe; Most probably; I doubt it; Really? Are you sure? Too good to be true! Is that so?*

d) expressions of wonder: *Is that so? Impossible! Oh! Indeed? You don't say so! Dear me! How surprising! Who'd have thought it? Goodness gracious! You don't mean it, do you?*

We can merge the replicas of the contact-setting destination with:

a) formulas of courtesy and greetings: *Please; I'm sorry; Excuse me; I beg your pardon; Not at all; Don't mention it; That's all right; Thank you; Many thanks; Hello! Good morning! Good-bye!*

b) dating form: *May I introduce myself; My name is…; Meet my friend…; Glad to meet you! How do you do?*

c) expressions of the actual nature (used to maintain contact with the rules of courtesy, tradition or in the absence of informa-

tion that may interest the partner, or when they are not going to inform something informative): *Well, how are you? Good day today! Vacations? Yes, yes; Is it? Remember me to...! Give my love to...; I hope we'll see you soon; Congratulations! My best wishes to you! I wish you good luck! (A) Happy New Year! Many happy returns of the day! May all dreams come true!*

Peculiarities of the techno-communicative function are:

a) indicators of destination: *Miss Adams! Mr. Jones...*

We are talking about anthroponomy; in a dialogue they often become separate vocative replicas, for example:

*S.1: Peter Hawkins! Hawkins!*

*S.2: Yes, sir!*

*S.1: Why are you making everybody look for you?*

b) replication in contact and out of it: *Excuse me! Hey, porter! I say! Look here! That's all. That reminds me...Well...; Talking of...; Just a minute; Excuse my interrupting you;*

c) contact replicas with the aim of control: *I can't hear you. Can you speak slower? Pardon? Will you repeat it? I can't follow you; Speak louder! Speak more distinctly!*

d) replicas of the request for information (interrogation, clarification, etc.): *What time is it? Has Bob been to the doctor today? Is he a chemist, not a dentist? Are you really twenty-one? Tell me about ... Answer my question, please! Describe it in detail.*

Depending on the extent to which the partners of communication in a dialogue are relying on the situation of communication and circumstances, on the one hand, and how this situation will be reflected in their language activity, two types of dialogue can be distinguished: *contextual* and *situational* ones.

For the interpretation of the first type of a text, we can say that such a dialogue actually describes the situation of communication itself.

For example:

*S.1: Jim is complaining of sleeplessness.*

*S.2: He ought to go the doctor.*

*S.1: He needn't. It'll be quite enough if he eats a little less before going to bed.*

The second kind of a dialogue, as a rule, differs in conciseness, curvature of language characteristics, for example:

*S.1: (bringing the menu). Here you are. What would you like?*

*S.2: Please this, this and this (showing the indication of dishes in the menu)*

*S.1: I'm sorry we've run out of this (crossing out the name of the dish out of the menu). Choose something else.*

*S.2: Then this, please.*

*S.1: Well, I wouldn't recommend it to you (…)*

A person who does not participate in a dialogue is unclear what kind of dishes is being discussed.

A dialogical statement can be internally motivated (the participant in the dialogue speaks, guided by his/her own thoughts, such as – why he/she entered into the current linguistic contact that he/she cares about what he/she thinks) and externally motivated (the response to the replica of the partner, the answer to the question, the response to the situation, the formula of courtesy).

*S.1: Hello, Mrs. Parker!*

*S.2: Oh, Mr. Rawlings, hello, come in.*

*S.1: I've called specially to ask whether it is your dog. I found it under my counter.*

Last replica of S.1 was dictated by the motives behind the situation of communication. Here is another example:

*S.1: We are in for a hot and dry summer again.*

*S.2: Well, one can never tell for sure. One season is not like the other in these parts.*

Last replica of S.2 was caused by stimulating reaction of the statement of the partner of communication.

So, we proposed exercises for students, which would be analyzed in terms of the motivation indicated in the dialogical speech. In the final results' statements should be balanced.

In the complex of focused learning actions that develop the skills of dialogical communication, we should include both prepa-

ratory exercises and the exercises that develop the ability to maintain a personal dialogue in the language having been studied.

Let us look at two types of exercises for learning expressive speech which is actual in the process of facilitative interaction at the English lessons. When performing exercises of the first type (prepared, training) a specific language material was activated, that was acquired skills of operation with certain phonetic, grammatical and lexical elements. The content of these exercises or drills consists of repeated statements of a foreign language which all correspond to this content.

The exercises of the second type (speech) also activate the linguistic material, but solve more complex communicative-content and creative problems: they develop the ability to create linguistic activity for the purpose of communication, form a willingness to engage in the process of real communication. The essence of these exercises is the construction of a linguistic form for transferring of the person's own thoughts, discussions, observations etc.

Since the main functional unit of exercises of the first type is the sentence, it can be assumed that the drafts (imitation, transformational, that is, those substituting) equally contribute to learning both monologue and dialogical strategies of communication, since the sentence can be a replica in a dialogue and an integral element of the unambiguous unity. Training exercises, as well as educational dialogue, contribute significantly to the development of dialogical speech skills. In a case of exercises of the second type (which are communicative), some of them by their nature and the speech product they provide are intended primarily for the development of dialogical communication (for example, teaching-speaking situations). They primarily belong to the inclusion in a set of forms of the activity for the development of the skills of dialogical speech of students.

*A set of exercises for the development of facilitative interaction at the English lessons includes three consecutive series of educational actions:*

1. Aspect-training exercises for working out of the linguistic (phonetic, lexico-grammatical) material.

2. Exercises for the development of abilities to express replicas.

3. Exercises for communicative function in a dialogue.

Exercises of the first and the second series are prepared. They have an identical structure that includes the following components:

a) the instruction (indicating what to do);

b) the example or a model (illustration of how to perform the exercise);

c) the stimulus (the primary language or speech material to be processed is the point of a learning operation);

d) the reaction (the result of the pupils' educational activity).

The simplest operation for changing is the absence of any formations or so called zero change.

There are exercises for instant display of the linguistic sign (imitation, echo-repetition) and reflection of the mnemonic sphere of the person (memory reproduction).

In spite of the mechanical nature of the operation had been produced during the simulation of the language, the model is based on real conditions of communication of speech acts (repeated statements of children and adults, the repetition of the material the partner said in the connection with amazement, disrespectful listening, the need to receive, express consent or show ironic attitude to what was said, etc.). For example:

*S.1: Where are my spectacles?*

*S.2: Here are your spectacles.*

*S.1: Where were you hiding them?*

*S.2: Hiding them?*

*S.1: Hiding them.*

*S.2: I wasn't hiding them (…)*

Microdialogues (3-5 replicas) should have a dynamic plot, simple colloquial formulas, used vocabulary.

*S.1: What is your hobby, Alex?*

*S.2: I collect books published in the 17-18ᵗʰ centuries.*

*S.1: How interesting! Have you got many of them in your collection?*

*S.2: Quite a lot. There are almost five hundred of them.*

The most typical unit of the dialogical text for displaying exercises is the speech example, clich and conversational formulas. For example (a situation at the station):

*S.1: Ah, hello, Bob, here you are! How are you? So glad to see you again!*

*S.2: And so am I. Awfully good of you to meet me.*

*S.1: That's all right … You're looking jolly well.*

*S.2: Yes, thanks, I'm feeling very fit. And how're you?*

*S.1: Well, I'm not feeling quite the thing; I've had a bit of cold the last day or two.*

Let us look at the volume and the structure of a single statement in a dialogical speech. The statement may be a short one comparing with two-hour speech. From the methodological point of view it is necessary to distinguish between dialogical unity (2 replicas); micro-dialogue (3-5 replicas); middle dialogue (6-15 replicas) and macro-dialogue (more than 15 replicas, for example, a scene in a play). Thus, the phonation types of sentences *Тсс! Мм! Sch!* can be regarded as the first level of expression, that is the expressions at the level of phonemes. In *facilitative interaction at the English lessons* should be distinguished:

a) the minimum volume of the speech creation (usually – ellipses) – they are the words of such a type: *Yes, No;* separate questionnaires: *For what? Why? Where?;* elliptical structures: *We, too; They will; On the table;* concise answers: *Yes, of course; Surely; Probably yes; May be*;

b) the replica that consists of a full sentence, often with an elliptical sentence, for example:

*S.1: Where are you hurrying?*

*S.2: To the station. I'm leaving;*

c) a fragmentary statement consisting of full and elliptic sentences (from 3 to 5 ones), for example:

*S.1: Are you seeing Ann this evening?*

*S.2: Yes, I am. She's going to come to our place. Do you want me to tell her something? I'll do it if you want.*

In the above fragmentary statement the first and the last sentences are both reactive and stimulating. Other sentences can be considered as a monological beginning, which, as a rule, have the character of some statement (explanation, comments).

We followed the facilitative interaction between the expressions of the speaker and the partner of communication. The initiator focuses on the situation, evaluates his/her partner, his/her level of language proficiency, compares his/her speech level, and already the partner of communication perceives the subject and the intention of the speaker, conducts the analysis, and then there is already a statement of the partner of communication.

We proved, that the socio-genetic mechanism of facilitation is the mechanism of cultural transmission: to facilitate means to stimulate, to activate, to create favorable conditions, to make changes and to influence, to support, to help, to care, etc.; a belief in the original, constructive and creative essence of a man as self-worth. The basic influence of facilitative interaction as a process is a belief into the socio-personal nature of facilitation, which actualizes the constructive personal potential of a man in the process of interpersonal communication. The result of facilitation is the concept of necessary and sufficient conditions for effective interpersonal communication that promote the development of personality and to provide constructive personality changes. The procedural side of facilitation at the lessons at secondary school is implied on the principles of synergy – cooperation, interaction, a dialogue; truthfulness and openness; the acceptance of another person as personally significant one; empathic understanding; the formation of skills and abilities which are appropriate for facilitative interaction.

So, the principles of facilitative interaction in the process of interpersonal communication at the lessons are: the development of individual learning route, provoking personal changes of students through learning tasks that contain situations of cognitive dissonance, stimulating students to create them, creating positive conditions for interaction, offering different perspectives on content components; learning (mutual survey, such as a dialogue, an interview, group forms of communication and learning, etc.); conclusions on individual and group tasks with students, the organization of the educational process in dyads, formation of communicative groups, creation of positive preconditions for learning and personal development of students.

## Conclusions

It was noted that the facilitative aspects of students' autonomy often impressed with their results: students realized and accepted the need to organize activities in the environment of interpersonal communication as personally significant ones, contributing to their own personal development and providing constructive personal change. Students seek to develop skills of empathic mastery of the context; students are interested in creating positive preconditions for the formation of meaningful learning and personal development in general as a result of the restructuring of personal views in the process of interpersonal interaction; students are aware of their self-sufficiency. Facilitative aspects of human autonomy are actualized through four main methods of interpersonal interaction: persuasion, imitation, suggestion and infection, which are facilitative by their context.

We proved that persuasion is the process of substantiating judgments or inferences. The imitation is the reproduction by a person of certain external features of the behavior, the actions and the activities. Suggestion is considered to be the psychological influence of one person on another; this process is designed for uncritical perception of words, thoughts and desires ex-

pressed by different people. Infection is the process of transmitting an emotional state from one person to another, actualizing the semantic effect of perception in the process of interpersonal interaction. It was noted that when all these methods of interpersonal interaction were explained in the process of the activity, the product of this activity, as a rule, would differ in a creative, non-standard approach and, that is the most important, – these products always all students like.

On the basis of the theoretical analysis of the problem of the correlation of dialogical, psychological, and pedagogical literature, *we developed (by the type of speech reaction) four types of transformation utterances of facilitative interaction at the English lessons*, depending on the processes of internal interference and conceptual correlation: 1) informative facilitative interaction; 2) negative facilitative interaction; 3) inductive facilitative interaction; 4) emotional by nature. All of them will be shown in details in further our publications.

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*Хупавцева Наталія, Куриця Денис. Теорія потягу і принципи фасилітативної взаємодії.*

**Метою** статті є: використовуючи основні положення теорії атракції, сформулювати принципи фасилітативної взаємодії; запропонувати комплекс вправ для розвитку фасилітативної взаємодії учнів на уроках; запропонувати чотири види трансформаційних висловлювань, які є базовими для фасилітативної взаємодії.

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

**Результати дослідження.** Доведено, що соціально-генетичним механізмом фасилітації є механізм передачі культури: фасилітувати означає стимулювати, активізувати, створювати сприятливі умови, вносити зміни та впливати, підтримувати, допомагати, піклуватися тощо; віра в оригінальну, конструктивну та творчу сутність людини як самоцінність. Результатом фасилітації є створення необхідних та достатніх умов для здійснення ефективного міжособистісного спілкування, що сприяють розвиткові особистості та забезпечують конструктивні особистісні зміни.

*Процедурною стороною фасилітації на уроках в середній школі є: принципи синергії – співпраця, взаємодія, діалог; правдивість та відкритість; прийняття іншої людини як особистісно значущої; емпатійне розуміння; формування доцільних щодо фасилітативної взаємодії навичок і вмінь.*

*Висновки. Зазначено, що фасилітативні аспекти автономності учня нерідко вражають своїми результатами: учні усвідомлюють та приймають потребу в організації діяльності в середовищі міжособистісного спілкування як особистісно значущу, сприяючи власному особистісному розвиткові та забезпечуючи конструктивні особистісні зміни; школярі прагнуть самостійно розвивати навички емпатійного опанування контексту; учні зацікавлені у створенні позитивних передумов для формування змістового навчання та особистісного розвитку в цілому в результаті перебудови особистісних поглядів у процесі міжособистісної взаємодії; школярі усвідомлюють свою самодостатність. Фасилітативні аспекти автономності людей актуалізуються за допомогою чотирьох основних методів міжособистісної взаємодії: переконання, наслідування, навіювання та зараження, які є фасилітативними за їхнім контекстом.*

*Доведено, що переконання є процесом обґрунтування суджень чи умовиводів. Імітація є відтворенням людиною певних зовнішніх особливостей поведінки, дій та діяльності. Навіювання вважається психологічним впливом однієї людини на іншу; даний процес розрахований на некритичне сприйняття слів, думок і бажань, виражених різними людьми. Зараження є процесом передачі емоційного стану однією людиною іншій особі, актуалізуючи семантичний ефект сприйняття у міжособистісній взаємодії. Зазначено, що коли ці всі методи міжособистісної взаємодії експлікуються в діяльності, продукт цієї діяльності, як правило, відрізнятиметься творчим, нестандартним підходом і, що найважливіше, – ці продукти завжди подобаються учням.*

# Peculiarities of Internet Self-Presentations of People with Eating Disorders

# Особливості Інтернет-самопрезентації осіб із розладами харчової поведінки

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***ABSTRACT***

*The article presents the research results concerning self-presentations of people with eating disorders on specialized Internet forums.*

***The purpose of the article*** *is to reveal the peculiarities of self-presentation of anorexic and overweight persons on the basis of psychological analysis of their avatars.*

***Research method*** *is discourse analysis as a tool revealing specificity of symbolic information (avatars, nicknames) to identify the peculiarities of self-presentation of people with eating disorders.*

***The results of the research***. *Avatars of users visiting sites for anorexic and overweight people are analysed from the psychological point of view, the analysed results assert that images used as avatars reflect specific nutritional problems and self-attitude in connection with them. Such sites are visited mostly by the female audience, and hence the problem of standards of a woman body is really important. The main categories of images used as avatars are differentiated to: personal photos; anime characters; food related images; images of well-known people as examples of success; emotionally-coloured images, etc. The differences in self-representations of anorexic and overweight people have been determined on the basis of content, colours of used images, in particular, a more positive self-presentation and self-attitude of people with excess weight compared with anorexics have been revealed.*

***Conclusion.*** *The article argues that the analysis of avatars' characteristics as a means of self-presentation is useful both for psychological diagnosis of people with eating disorders, as well as for provision of professional psychological assistance for them. Such analysis is appropriate at contact establishing, primary psychological diagnosis and psychotherapy for people with eating disorders combined with chronic dissatisfaction with their own weight.*

***Key words****: eating disorders, anorexia, obesity, online communication, self-presentation.*

## Introduction

The Internet as a special kind of informational environment is a rather new object of psychological research. This segment lacks established, tested and approved research methodology; specific methods for collecting, analysing and interpreting information only have to be developed. At the same time, modern researchers are increasingly turning to research using the Internet, as well as to determine Internet network influence on formation of various forms of human behaviour. After all, various forms of human activity are carried out in cyberspace; one of the leading activities is communicative. Taking into account that communication is a complex information-sign system where different language and extra-language symbols or codes are used, it is clear that during communications, actors are guided by individual discourses in accordance with their communicative intentions and a situational context.

Modern researchers (Lyons, Mehl & Pennebaker, 2006; Borzekowski, Schenk, Wilson & Peebles, 2010; Teufel, Hofer, Junne, Sauer, Zipfel & Giel, 2013; Шебанова & Яблонська, 2019; Шебанова & Онуфрієва, 2019; Шебанова, 2020 etc.) examine the Internet network from a psychological point of view, in particular as a virtual space widely used for communication allowing people to expand their circle of acquaintances and establish new contacts. Accordingly, communications through the Internet, and corresponding virtual self-images, virtual identity are a new, actual and insufficiently researched problem of psychology.

The analysed psychological researcheson eating disorders reveals that the basis of these disorders is a distorted perception of oneself (a false interpretation of their own corporeality). The most widespread psychological features of people with eating disorders are feelings of isolation and their own "abnormality" because of overweight (imaginary and real), contradictory feel-

ings and torn self-concept, actuated primitive mechanisms of psychological protection, somatisation of internal conflicts, as well as violations of social adaptation (Shebanova, 2016).

The works of D. L. Borzekowski, S. Schenk, J. L.Wilson and R. Peebles (Borzekowski, Schenk, Wilson & Peebles, 2010), M. Dickins, S.L.Thomas, B. King, S. Lewis and K. Holland (Dickins, Thomas, King, Lewis & Holland, 2011), Branley D.B. and Covey (Branley & Covey, 2017) analyse information in the Internet regarding the issue of eating disorders. Researchers emphasize the need for continuous research monitoring to better understand an impact of specialized sites on users.

The research of M. Dickins, S.L. Thomas, B. King, S. Lewis and K. Holland (Dickins, Thomas, King, Lewis & Holland, 2011) has found out that information posted on specialized blogs for people who are obese and constantly faced with stigmatization allows them to switch from reactive strategies in response to stigma to proactive responses that allow them to withstand stigma. This fact is consistent with the studies of D.B. Branley and J. Covey (Branley & Covey, 2017), who emphasize that developers of information and curative method should take into account a social network impact on users and potential negative consequences and, accordingly, focus on positive online support.

The modern studies (Шевченко, 2003; Lyons, Mehl & Pennebaker, 2006; Mulveen, & Hepworth, 2006 and others) understand "avatar" as an embodiment of a person's certain mental model. A person's psychological *mood*, expressed in self-presentation, is an important aspect of Internet communications. A person having a sense of inner well-being reveals information about him/herself that corresponds to reality, is this case the person is not inclined to fundamental changes of his/her own image. The *general feeling of internal ill-being* is a significant cause of self-image distortion at self-presentation, and therefore a person, oppressed by such feeling, often enjoys an opportunity to change his/her own image for Internet communications (Шевченко, 2003). We proceed from the fact that images used

for certain avatars reflect psychological well-being of Internet forum users having the specific problem – eating disorder. That is why research on such avatars is an attempt to expand understanding of individual peculiarities of people with distorted patterns of eating behaviour.

So, in the context of widely spread Internet communications, it is important to study peculiarities of self-presentation of people with eating disorders that will clarify the causes of such disorders, and to develop the content and means of psychotherapeutic work with them.

**The goal of the article** is to reveal the peculiarities of self-presentation of anorexic and overweight persons on the basis of psychological analysis of their avatars.

## Materials and Methods

To achieve the research purpose, discourse analysis was used as a tool revealing specificity of symbolic / sign information (avatars, nicknames) to identify the peculiarities of self-presentation of people with eating disorders. The conditional general sample of forum users consisted of 237 people, including 126 people – visitors of the anorexic site and 111 overweight people – visitors of the site of health-improving weight loss clinic.

The research on the discourse presented at the Internet sites with eating disorders included a series of steps: 1) determination of the categories of avatars as symbolic self-presentations; 2) comparison of self-presentation of persons with eating disorders on thematic internet forums.

Archive materials from the sites for the period of 2013-2018 were studied in the research; in total, about 157 thematic areas and 4000 post-messages were analyzed. By comparing self-presentations of anorexic and overweight people, we have identified specific markers indicating existence of users' certain personality traits and forms of problematic eating behaviour that can be the basis for primary online psychological diagnosis and development of psychological correction tools.

Our research was conducted in accordance with the articles of the Declaration of Helsinki and Universal Declaration of Ethical Principles for Psychologists, which declare protection respondents in scientific researches. According to these documents, all respondents agreed to participate in the study. Ethics approval for this study was obtained from the Ethical commission of the Kherson State University psychological service.

Our study was based on the projective approach, understanding a person as a relatively stable system of interconnected dynamic processes, organized on the basis of needs, emotions and individual experiences acting throughout the personal life, and forming, directing, reflecting each situation in the personal inner world. In accordance with this approach, each new personal action, each emotional manifestation, personal perception, feelings, statements, and motor acts bear the imprint of the person (Бурлачук, 2008). Thus, a personal avatar can be regarded as a source of graphic symbolic information about its author, because it is a projective material, reflecting a person's own way of seeing life, thoughts and feelings, inner world.

In order to determine statistical significance of the determined differences, the statistical $\varphi$*-criterion of Fisher's variance ratio was used.

### Results and discussions

The analysed avatars of the anorexic and overweight forum users have allowed us to identify peculiarities specific to each sample.

Analysis shows that not all users accept avatars as an element of self-presentation (Fig. 1).

In particular, only 36% of the *people with overweight – Internet forum users* accept avatars as graphic display of their own self. Perhaps this is due to the low self-esteem and fear of presenting themselves, even incognito under an avatar. At the same time, the proportion of those who accept avatars is 57.1% among the *anorexic forum users*, which far exceeds the simi-

lar part of overweight people ($\varphi*_{ex}$ = 3.273, p≤0.01). Moreover, in most cases, avatars for both samples serve as an addition to users' nicknames (names presented on the Internet for the purpose of self-presentation).
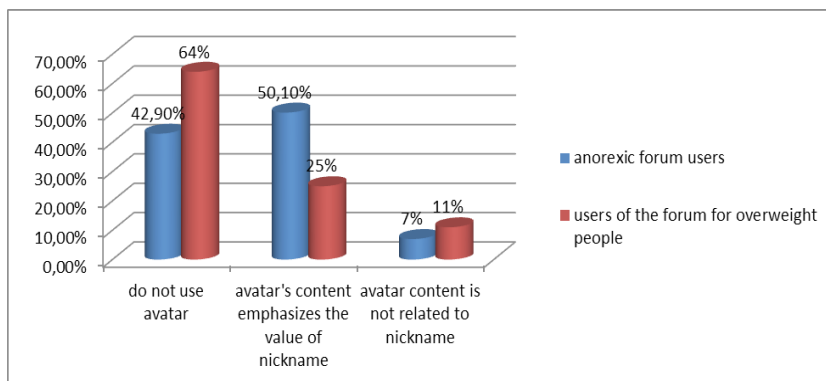


*Fig. 1. Use of avatars as a graphic self-presentation on forums of anorexic and overweight people.*

Only **6.95**% of *anorexic forum users* displayed their own real photos as avatars (the same number of nicknames were marked as their own names). Consequently, most users strive to change fundamentally their images of self-presentation, which can testify to a general feeling of internal distress (Shevchenko, 2003). At the same time, 22.5% of *the users of the forum for overweight people* presented their own photos as avatars, which is much higher than the number of anorexics. Does this indicate a higher level of internal well-being in this sample? In order to answer this question, we have analyzed the texts accompanying the forum accounts.

The analysed texts has shown that this tendency does not indicate satisfaction with own bodily image or a high sense of inner well-being. Moreover, none of the photographs shows existence of the overweight problem of their owners. Some photographs depict only persons' faces, with some photos accompa-

nied by commentaries, which reveal easily a hidden discontent with their own body: "*but this is just a face!*" Other photographs (full-length image, allows a viewer to estimate the figure) acts as a confirmation of "overweight problem" absence, but in the past. Such avatars are usually accompanied by a commentary: "*such I was until…*" (a birth delivery, accident, operation, etc.).

Thus, real photos as avatars used by overweight people, in our opinion, also indicate psychological ill-being, accompanied by negative feelings. The basis of this ill-being is the combination of dissatisfaction with the "present" physical appearance and loss of a positive bodily image of the past period of life (when there were no overweight problems). At the same time, the tendency to post their own photos by overweight users can be associated with greater self-acceptance and/or recognition of problem and the desire to find help among people with similar problems.

The further analysis of avatars was aimed at defining certain categories of self-presentation images of specialized forum users.

### Peculiarities of anorexic forum users' self-presentation

As for these respondents, the most common category of avatars was *emotionally negative images* (Table 1), which reflect anxiety, disturbance, internal distress (18%). They include images of a *crippled body* (images of disturbed, distorted people) and *symbolic images of problematic eating behaviour* (a cow's mouth, too large and sewn mouth, obscene inscription on a mirror). In our opinion, such self-representations testify to personal psychological ill-being, a pessimistic assessment of their own existence and problems in self-perception. The basis for negative emotional state demonstrating and deliberate distortion of own bodily images can be the desire to cause violent negative reactions from others that allow a person to attract attention to him/her and express own protest (dissatisfaction) against an uncomfortable external situation.

*Table 1*

## Psychological content of anorexic forum users' avatars
## (N = 72)

| Category character: description and examples of avatar images | Popularity, % |
|---|---|
| Emotionally negative images (disturbing images): images of worried, distorted people, as well as symbolic image of problematic eating behaviour | 18 |
| Stressed concealment of a face | 8.33 |
| Attractive sexual image: images of beautiful, seductive women with a frank look (possibly partially nude) | 6.95 |
| Subcategory: Famous and well-known actresses and models as success stories | 9.72 |
| Mysterious mystical image. An aggregate category including characters that combine an overall impression of romance, mystery, dreaminess, unearthliness | 6.95 |
| Heroes of anime serials and dolls | 9.72 |
| Food related images, associated with a eating process or food products | 8.33 |
| Realistic image – genuine user photos | 6.95 |
| Kittens | 8.33 |
| Emotionally positive images – vivid colour images, fun and smiley characters | 5.56 |
| Symbolic characteristic images | 11.11 |

Some avatars of anorexic forum users emphasize users' attempts to *conceal a face* (8.33%). On the one hand, it may be a hint of mystery, unidentified depth of the inner world and on the other hand, an attempt to protect oneself from others' attention. In our opinion, this is evidence of an attempt to establish an additional barrier and to increase protection of one's own personality.

The category of *mysterious mystical images* (6.95%) has the close meaning, it includes images combining an overall im-

pression of romance, mystery, dreaminess. The avatars of this category include images of heroines that have wings or light in their souls. We believe that such avatars are chosen due to the idealization of *lightness, volatility, or immateriality.*

A significant proportion of avatars (16.67%) create the category including *images of attractive sexy female bodies* (6.95%) and *photographs of famous actresses and models* that are considered as sex symbols and represent ideas of success, prosperity and popularity in the world of show business (9.72%). In our opinion, this is due to the identification mechanism and indicates the main values and orientation of the users from this group to success, perfection, and popularity.

A separate category of images (9.72%) includes characters *of anime series and dolls*. It can be assumed that the idealization of puppet body size and proportions reflects not only the negative attitude to own body, but also its distorted perception (up to a complete rejection at women suffering from anorexia). In our opinion, self-presentation in the form of *dolls or anime characters* may indicate, on the one hand, an unwillingness to grow up (which means taking responsibility for their lives), and on the other, the *desire to plunge into a fantastic world that allows escaping from reality and preserving of childishness, defencelessness, fragility.*

Taking into account the specific communicative topics on the researched Internet forums and users' fixation on dissatisfaction with their own body images and willingness to lose weight, we have assumed existence of avatars related to food and eating, but the part of such avatars was significantly lower than expected (8.33%). *Food related avatars* include pictures with symbols of food minimization (vegetables, lettuce leaves) or, vice versa, symbols of overeating consequences.

Other categories of avatars characteristic for anorexic forum users ("Kittens" – 8.33%, "Emotionally positive images" – 5.56%, "Symbolic characteristic images" – 11.11%) confirm, in a sense, the general tendencies of this group: their eagerness for

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something unusual, brightness, extravagance, elegance, gracefulness; idealization of fragility, lightness, and defensiveness.

Thus, these avatars, although indirectly, but reveal the characteristic psychological features of anorexics – a sense of physical dissatisfaction, torn self-concept, actuated mechanisms of psychological protection, violations of social adaptability.

We shall note that anorexic forum users, despite the expressed sense of dissatisfaction with themselves (weight, figure, body volumes), are sure that they have no problems with eating behaviour, and therefore do not need psychological help. That is why it is very difficult to help such people, because any suggestion regarding medical treatment and psychological correction meets desperate resistance, and existence of distorted eating behaviour is denied. We associate this with the fact that at a certain stage of anorexia as a disease, a person loses criticism concerning his/her state, and therefore becomes incapable to accept existence of own disease and assess adequately distorted stereotyped manifestations of own anorexic eating behaviour. At the initial stage of correction work a psychologist can offer clients to begin with knowing their own psychological peculiarities by analysis of their nicknames and avatars. In the future, it will help the clients to formulate an adequate request for their own eating behaviour.

***Peculiarities of Internet self-presentations of overweight people***

The features of graphical Internet self-presentations of overweight people are presented in table 2 in the form of the main categories of images, among which, as has already noted, the most common category is their *own photos* (22.5%).

Avatars of this group are often represented by *food-related images* (20%); they are images of food products or fatty characters eating a large amount of food. Moreover, most of the characters depicted are representatives of the wildlife or fairytale heroes (a rat, a hamster, a bear, etc.). In our view, such a self-presentation shows actuated mechanisms of psychological protection, in particular, dissociation and denial, which helps

respondents to *distance themselves from their overeating problem.*

*Table 2*

**Psychological content of avatars at forums for overweight people (N = 40)**

| Category character: description and examples of avatar images | Popularity, % |
|---|---|
| Real user photos | 22.5 |
| Food-related images (food eaters, effects of overeating and food products) | 20 |
| Symbolic characteristic images | 15 |
| Kittens | 12.5 |
| Attractive sexy images: images of beautiful women with a slender body | 12.5 |
| Emotionally positive images– vivid colour images, fun and smiley characters | 7.5 |
| Mysterious mystical image, including characters that combine an overall impression of romance, mystery, dreaminess, mystery | 5 |
| Children's images | 5 |

The self-presentation category with *symbolic characteristic images* (15%) is close to the previous one and includes a variety of images. There are images of animated fat characters (a bee, a hamster, Winnie-the-Pooh), known as good-natured, glorious characters, but who are always hungry. Also there is an interesting image of an air ball with a tiny girl on the flower inside. It can be many options interpreting this image, but first of all, the duality of the image attracts attention: a balloon that can be associated with a plump body creating certain limitation, and the girl-elf as the true nature of the person. Symbolic images showing ways to overcome the overweight problem are also interesting (in particular, "a mouth under lock"; "witchcraft, switching to healthy eating").

The separate avatar category with *kitten* images (12.5%) also metaphorically reflects the *problem of overweight and passive lifestyle*. This is especially noticeable at comparison with anorexic "kittens" (8.33%), which are unusual – glamorous, mysterious, graceful, decorated with accessories.

A separate avatar category of overweight forum users form *children's images*, in particular, small girls (5%). Note that anorexic forum visitors do not use such images. Such a presentation of oneself, in our opinion, indicates a feeling of being a child (defenceless, vulnerable, unable to deny pleasures, even if they are harmful to their own health), show infantilism (inability to solve independently their own problems and take responsibility for the events of their own lives).

Some avatars (12.5%) of the overweight forum users include images of *attractive women with a slender body*, which, obviously, are *their* ideal of a bodily image.

Statistical differences between certain avatar categories presented by the anorexic and overweight people samples have been detected with Fisher's ratio (Table 3).

The comparative analysis results show that avatars, as a means of self-presentation of anorexic and overweight forum users, have specific differences. In our opinion, these differences are due to their individual features, as well as their fixation on a specific problem that unites people in the Internet community. Let us focus on the main points of the comparative statistical analysis:

– users of the forum for overweight persons accompany their accounts with graphic self-presentation significantly less often (p≤0.01). This may be due to a variety of causes, such as those associated with distorted patterns of eating behaviour (in particular, fear of self-presentation, even anonymously under the mask of an avatar), and not related to it;

– visitors of anorexics forum use their own photos as avatars much less often (p≤0.001). Most avatars of this group reflect vivid, mysterious, refined, elegant, sexy images. This may

be due to a pronounced tendency to change their bodily image as a result of its persistent rejection, manifested in excessive pursuit of perfection (a constant "marathon" for an unattainable ideal);

– anorexic forum users have categories of avatars not found on the forum for overweight people, in particular, "emotionally negative images", images emphasizing an attempt to conceal the face, "famous and well-known women as models of success". At the same time, avatars with food-related images ($p \leq 0.05$) are more common in the forum for overweight people.

*Table 3*

**Differences in avatars choice for specific forum users (anorexics and overweight people)**

| Self-presentation category | anorexics, N=72, % | overweight people, N=40 % | Statistical significance of the difference |
|---|---|---|---|
| Attractive sexy images | 6.95 | 12.5 | - |
| Famous persons as samples of success | 9.72 | - | $p \leq 0.001$ |
| Emotionally negative, anxious images | 18 | - | $p \leq 0.001$ |
| Mysterious, mystical/romantic images | 9.72 | 5 | - |
| Stressed concealment of a face | 8.33 | - | $p \leq 0.001$ |
| Pictures of dolls and anime characters | 9.73 | - | $p \leq 0.001$ |
| Food-related images | 8.34 | 20 | $p \leq 0.05$ |
| Real (personal) user photos | 6.95 | 22.5 | $p \leq 0.001$ |
| Emotionally positive images | 5.56 | 7.5 | - |
| Symbolic characteristic images | 11.11 | 15 | - |
| Kittens | 8.33 | 12.5 | - |
| Children's images | - | 5 | $p \leq 0.001$ |

These differences, in our opinion, are due to the psychological peculiarities of each group, namely:

– anorexic forum users want to become successful and famous, they think that a perfect bodily image is necessary for it. Hence they are oriented on the images of attractive and famous women. But the excessive enthusiasm in slimming is gradually becoming the disease that they actively deny, despite various problems in physical and psychological health, which definitely affects their emotional background, causing anxiety, irritation, increasing various fears, etc. (such categories as "stressed concealment of a face" and "emotionally negative images");

– users of the forum for overweight people, due to their prevailing strategy of "comfort eat", are less likely to experience a negative emotional states, they are aware of their own problems (therefore, they do not feel the need to conceal something, in particular, their faces).

## Discussion

The results of our research on Internet self-presentations of people with eating disorders are in line with other research data. Most researchers, studying self-presentations and identities of people with eating disorders, analyse text-based material – use communications in forums, social networks, text messages about body problems and body experiences (Riley, Rodham & Gavin, 2009, Figueras Bates, 2015, Smith, Wickes & Underwood, 2015, Lyons et al., 2006; Tuefel et al., 2013, Шебанова & Яблонська, 2019). The results from qualitative, correlation and experimental studies overall support the relationship between Internet use and body image and eating concerns (Marks, Foe, & Collett, 2020).

In particular, analysed language representations of the identity of users of "pro-ana" and "recovery" sites (Riley, Rodham, & Gavin, 2009) have revealed various forms of ideal body description, certain membership requirements for these groups, which for the pro-ana group reproduce identity related to eating disorder. In another study, the discourse analysis of metaphors used

by members of the pro-ana group to present themselves in the social network has identified four key metaphorical constructs in user self-determination: "I" as a space, "I" as weight, self-improvement, and social "I", representing the strategies of discourse both for creating a collective identity and for the adoption of individual identities (Figueras Bates, 2015).

Our study results are largely consistent with the research performed by S.-R. Marcus (Marcus, 2016), where body's standards for persons with anorexia and overweight were examined in terms of their social identity. The studied group members are stigmatized regarding their health, lifestyle and appearance, suffering from low self-esteem, considerable tension and low social support, and association and communication of these people contributes to their self-esteem increase (Marcus, 2016). Our research has revealed significant differences in avatar self-presentations of people with anorexia and overweight, in particular, more positive self-representations of overweight people, which is manifested in more frequent use by them of their own photos or bright and positive images. Other comparative studies of such Internet communities have shown that fatosphere members demonstrate positivity and self-esteem using images, comments and hash-tags that reveal a general sense of happiness and positive energy (Marcus, 2016).

Members of the Pro-Ana community use images showing importance of weight loss and food restriction motivation (image of individual body parts, exhausted figures, known models or skinny people), use black-and-white filter, shadings, and negative hash-tags, such as #depression, #depressed, and #sad, which generally indicates negative mood and dissatisfaction (Marcus, 2016). We have also discovered that anorexics use images of a crippled body, anime-characters, interpreted as a distortion of self-perception. Some users use child's or doll's images that can hide the unconscious rejection of mature sexuality.

Participation in the online communities has a significant impact on identity of the users of the pro-anorexia and fatosphere

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sites (Smith, Wickes, & Underwood, 2015), because it gives them a sense of security, affiliation, the ability to be united and communicate that mutually reinforce each other and form identity. Comparison of our research results with others confirms dominance of women in Internet communities discussing weight problems. This indicates greater social pressure on women concerning appearance standards, which leads to a higher level of dissatisfaction with their weight and body image than that of men and makes them seek to achieve certain body standards (Marcus, 2016; Figueras Bates, 2015).

Like other researchers in this area, we consider it necessary to take into account data on self-presentation, identity and online support. Such assessment of peculiarities of self-presentations made by Internet community participants help clarify peculiarities of their identification, and, on the basis of this, develop strategies and means of professional assistance to such people. This is a promising area for development and implementation of a system of professional assistance to Internet community users with eating disorder, as highlighted by many researchers (Teufel et al., 2013, Branley, & Covey, 2017, Figueras Bates, 2015). The availability and anonymity of the Internet provide a wide range of support for people with eating disorders through online counselling with qualified personnel who can provide a primary contact, information to users and send them to specialized clinics or therapists (Grunwald, & Busse, 2003).

## Conclusion

The analysed avatars as a means of self-presentation of forum users with eating disorders (anorexics and overweight people) assert that such images reflect a specific nutritional problem and a person's self-attitude in connection with it. Psychological analysis of avatars should be based on the general interpretative principles of projective psychological methods, while taking into account interpretations of these symbols by the users.

The main categories of images that are used as avatars have been determined: personal photos, anime characters, food related images, images of well-known people as examples of success, emotionally coloured images, etc. The differences between self-presentations of anorexics and overweight people have been revealed based on meanings and colours of the used images, their correlation with nicknames and hash-tags. In particular, there is a more positive self-presentation of overweight people compared to anorexics, which is probably related to different coping mechanisms. Anorexics are fixed on idealized proportions of the human body, which lead to a negative attitude to own body, its distorted perception. They also show mechanisms for escaping *from reality into a fantastic world, infantilism*. Overweight persons have mostly such psychological protection mechanisms as dissociation and negation, which help them to *distance themselves from their own overeating problems*, and they show more pronounced awareness of the problem.

Analysis of avatars as a means of self-presentation is useful both for psychological diagnosis, and for professional assistance to such persons. We consider it expedient to use such an analysis during establishing of a contact, primary psychological diagnosis and psychotherapy of people with eating disorders, which are combined with chronic dissatisfaction with their own weight.

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*Шебанова Віталія, Яблонська Тетяна. Особливості Інтернет-самопрезентації осіб із розладами харчової поведінки.*

*У статті наведено результати дослідження самопрезентації осіб із розладами харчової поведінки на спеціалізованих Інтернет-форумах.*

*Метою статті є розкриття особливостей самопрезентації осіб із анорексією та надмірною вагою на основі психологічного аналізу їх аватарів.*

*Метод дослідження – дискурс-аналіз як інструмент, що розкриває специфіку символічної інформації (аватар, псевдонім) для виявлення особливостей самопрезентації людей з розладами харчової поведінки.*

*Результати дослідження. Представлено психологічний аналіз аватарів користувачів сайтів для осіб з анорексією та зайвою вагою. Встановлено, що зображення, використовувані в якості аватарів, відображають специфічну харчову проблему та самоставлення людини у зв'язку з нею. Виявлено переважання жіночої аудиторії таких сайтів, а відтак і більшу актуальність проблеми стандартів тіла для жінок. Виокремлено основні категорії зображень, які використовуються в*

*якості аватарів: особисті фото; аніме-персонажі; образи, пов'язані з харчовою тематикою; зображення відомих осіб як зразків успішності; емоційно-забарвлені образи та ін. Виявлено відмінності самопрезентації осіб з анорексією та осіб із зайвою вагою на основі змісту, кольору використаних ними зображень, зокрема, виявлено більш позитивну самопрезентацію і самоставлення осіб із зайвою вагою порівняно з користувачами, які мають анорексію.*

***Висновки.*** *Стверджується, що аналіз особливостей аватарів як засобу самопрезентації є корисним як з метою психодіагностики осіб з розладами харчової поведінки, так і в процесі розробки і надання їм фахової психологічної допомоги. Використання такого аналізу є доцільним під час встановлення контакту, первинної психодіагностики та психотерапії осіб з розладами харчової поведінки, що поєднуються з хронічною незадоволеністю власною вагою.*

***Ключові слова:*** *розлади харчової поведінки, анорексія, зайва вага, Інтернет-комунікація, самопрезентація.*

# The Positioning Different Types of Personality Resourcefulness in the Coordinates of "against-and-owing to"

## Позиціонування різних типів ресурсностей особистості у координатах «всупереч-і-завдяки»

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**ABSTRACT**

*__The aim of the article__ was to establish the nature of the relationship between the types of resourcefulness of a personality based on empirical data.*

*__Methods.__ In the empirical study, the psychological survey methods were used, as well as mathematical and statistical methods of correlation, classification, discriminant, multifactorial, significative, comparative analysis. The empirical study is implemented in the Nelson's model, which makes it possible to describe the phenomenon under study under given conditions.*

**Research results.** *The indicators of comparability based on the results of the multivariate test of signification and comparative analysis using the Scheffe's test justified are: value of oneself, freedom, responsibility. It should be noted that the empirical argumentation of hardiness as an indicator of comparability and a vector for positioning resource types is weak. Personality resourcefulness is different from other types resourcefulness in terms of the smallest share of representation in the volume of generalized resourcefulness and in the secondary importance of semantic significance. Resource richness is the least, and psychological resource is the most operationalized of the type from resourcefulness. Psychological capital is the most clearly expressed type of resourcefulness.*

**Conclusions.** *In the manifestation of the types of resourcefulness of the personality, the experience of overcoming difficult life situations is revealed, at the same time, the main thing is the experience of independent choice according to conscience, the freedom to take advantage of the opportunity to choose and responsibility for its consequences. Therefore, we conclude that the positioning of the types of psychological resourcefulness in the coordinates of "against-and-owing to" is carried out, to a large extent, owing to the individual's reliance on the ethical choice. Empirical comparison of types of resourcefulness according to reasonable indicators allows us to determine the nature of their relationship as a constellation – an ordered matrix of interrelated valuable issues. The applied significance of the positioning of types of resourcefulness lies in the opening possibility of predicting a change in the type of resourcefulness of a personality when choosing freedom and responsibility, as well as maintaining of him internal dialogue with conscience.*

**Key words:** *personality resourcefulness, richness of resourcefulness, psychological capital, trained resourcefulness, positioning of types of resourcefulness.*

## Introduction

In modern research in the fields of professional activity, mental health, education, work, and life balance, scientists are increasingly turning to the study of configurations of success and resourcefulness of the person, which resourcefulness is interpreted, in our opinion, very broadly as certain content, its strengths and prospects. In our opinion, psychologists of theorists and practitioners are rightly considered resourcefulness as

one of the basic characteristics of personality, so to bring clarity to scientific terminology and effectiveness of psychological practice; it is advisable to clarify the characteristics of "personality resourcefulness".

Our theoretical analysis of scientific literature has shown that currently in professional sources there are such configurations of the concept of "personality resourcefulness", which are probably appropriate to allow types of resourcefulness: psychological resourcefulness, personal resourcefulness, the richness of resourcefulness, psychological capital, and trained resourcefulness. Interpretation of resourcefulness in these terms, in our opinion, has a semantic difference. In particular, psychological resourcefulness emphasizes the ability of a person to operate with his own known psychological resources (Штепа, 2018: 382). Personal resourcefulness determines a person's willingness to watch and characterize the ratio of losses and gains of resources that he considers his own ones (Hobfoll et al, 2018: 105). The richness of resourcefulness is revealed as the reflexive determined human ability to transform the quantitative content of their psychological resources (Штепа, 2020: 233). Psychological capital (Gr zinger et al, 2022: 692) reveals a person's enduring ability to consider himself viable and life-giving. Learned resourcefulness is manifested through self-harmonization and self-actualization (Кривцова & Бірон, 2019: 71).

We believe that it is inexpedient to unify the characteristics of psychological resourcefulness, because updated data on theory and practice, of course, will lead to corrections in the content of the concept over time. At the same time, we drew our attention to the possibility of comparing the different "resourcefulness" of the person with the prospect of characterizing the way of expressing resourcefulness, because these interpretations of resourcefulness are about the operation of human own resources.

In order to implement this idea, it was necessary to compare different types of resourcefulness according to certain common internal indicators, so this task was implemented in the position-

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ing method. Since the available research (Hobfoll et al, 2018; Grözinger et al, 2022) deals with the manifestation of personality's resourcefulness, both under stressful circumstances and under conditions of success, we decided to position different types of personality resourcefulness in the coordinates "against-and-owing to". Empirical descriptors of "against-and-owing to" coordinates have defined freedom and responsibility as fundamental authentic abilities of a person that presuppose choice (Savchin, 2017: 151, 157; Längle et.al, 2003: 138); self-worth as a conscience that allows a person to make their own choices reasonably (Koryakina, 2015: 53); vitality, manifested in human resistance to life difficulties (Sadeghpour et. Al, 2021: 42).

**The aim of the study** was to establish the nature of the ratio of different types of personality's resourcefulness on the basis of empirical data.

### The aim of the article

The aim of this article is: 1) to verify the indicators of comparability of types of resourcefulness empirically – hardiness, the value of oneself, freedom, responsibility; 2) determine the ratio of types of resourcefulness empirically as parts to the whole – generalized resourcefulness; 3) empirically characterize the ratio of the types of resourcefulness to each other as part to part on the indicators of comparability; 4) to interpret the applied value of positioning the types of personality resourcefulness in the coordinates "against-and-owing to" on the basis of empirical data.

### Methods of research

The following psychodiagnostic methods were used in the empirical study: O. Shtepa's psychological resourcefulness questionnaire, E. Riazantseva's test-questionnaire for diagnosing indicators of existential resources of personality, and the self-assessment questionnaire (I. Burovikhina, D. Leontiev, E. Osin adapted the method of Values in Action of K. Peterson and M. Seligman), the questionnaire on strategies for overcoming the crisis by M. Laad, the questionnaire of psychological well-

being (adaptation of S. Karskanova of the method of K. Riff), methods for determining (in)tolerance to the uncertainty of S. Baudelaire (adaptation of G. Soldatova, L. Scheiger), methods of assessing and predicting the psychological development of situations of interpersonal interaction of O. Bandarenko, the questionnaire of loss and acquisition of personal resources (developed by N. Vodopianova and M. Stein), the coherence scale of A. Antonovski in the adaptation of E. Osin, the test of existential motivations in the version of V. Shumskyi, E. Ukolova, E. Osina, Ya. Lupandina, Hardiness test (adaptation by D. Leontiev and E. Rasskazova of S. Muddy's Hardiness Survey questionnaire), the existence scale (Existenzskala) by A. Lengle and K. Orgler (adaptation by S. Krivtsova). The study involved 420 people aged 22-64 (Mean = 36.2) (among them 59% of women and 41% of men) (students, teachers, lecturers, lawyers, doctors, entrepreneurs, housewives, freelancers, retirees). The theoretical hypothesis of the study: the positioning of types of resourcefulness will give the oportunity whether the resourcefulness of the person is in spite of difficult life circumstances or due to its ability to make independent choices to engage in life situations.

We considered the mathematical-statistical model of their correlation according to certain indicators of comparability to be an empirical verification of the positioning of resource types. Assumptions of empirical research: indicators of comparability of personality resource types are hardiness, the value of oneself, freedom, responsibility. The empirical research was implemented according to Nelson's model, which allows to describe the studied phenomenon under existing conditions. Empirical research of comparability indicators is determined of the indicators of freedom and responsibility of the scale of the existence of A. Lengle and K. Orgler, the indicator of self-worth of the test of existential motivations in the version of V. Shumsky and others; hardiness indicator – according to the questionnaire Hardiness Survey of S. Muddy.

## Results and discussions

To substantiate the indicators of comparability of resource types, we used a multivariate test of significance and comparative analysis according to the Scheffe test, because we determined that the indicator of comparability should be significant to all compared phenomena and emphasize their diversity.

In order to clarify whether the indicators of comparability of different types of resourcefulness are tangible, a multivariate test of significance was used (Table 1).

*Table 1*

**Results of a multivariate significance test of comparability indicators for different types of resourcefulness**

| Indicators of tools for comparing resourceful types | Test | Value | F | Effect - df | Error - df | p |
|---|---|---|---|---|---|---|
| Hardiness | Wilks | 0.31 | 1.15 | 300 | 1037.81 | 0.06 |
| Value of oneself | Wilks | 0.43 | 4.05 | 60 | 1013.23 | 0.00 |
| Freedom | Wilks | 038 | 2.36 | 120 | 1032.19 | 0.00 |
| Responsibility | Wilks | 0.42 | 1.97 | 124 | 1032.61 | 0.00 |

Based on the data of significance, it can be argued that the value of oneself, freedom, and responsibility are important at the same time for all types of resourcefulness studied. Hardiness at a statistically significant level of expression in the types of resourcefulness did not show.

Checking the presence of differences between the types of resourcefulness from indicators of their comparability was implemented by the method of the Scheffe test (Fig. 1). The results of the comparative analysis according to the Scheffe test showed sufficient clarity of types of resourcefulness for the indicators of comparability. All the studied types of resourcefulness differ in three of the four indicators of comparability, only psychological and personal resourcefulness are different in only one indicator – freedom. According to the results of significant and comparative analysis, we included in the further analysis of the po-

sitioning of types of resourcefulness all four indicators of comparability: hardiness, value of oneself, freedom, responsibility.

Characterization of the ratio of different types of resourcefulness of the individual was implemented in two ways, namely: as the ratio of parts to the whole and as part to part. In order to characterize the ratio of different types of resources of the individual empirically as the ratio of parts to the whole was first mathematically calculated total sum of all types of resourcefulness, which was taken as a whole; then, with the help of such methods of mathematical and statistical analysis as discriminant, classification, correlation, comparative analysis, and the principal components method, data were obtained to decide on the positioning of resource types in the "against-and-owing to" coordinates.

**Comparison between types of resource for the indicator "hardiness" ($p < ,01$)**

| Types of resourcefulness | {1} - M=61,474 | {2} - M=68,680 | {3} - M=76,773 | {4} - M=86,213 |
|---|---|---|---|---|
| 1 {1} Psychological resourcefulness | | | | |
| 2 {2} Personal resourcefulness | 0,096971 | | | |
| 3 {3} Richness of resourcefulness | 0,000001 | 0,000400 | | |
| 4 {4} Psychological capital | 0,000000 | 0,000000 | 0,000011 | |

**Comparison between types of resource for the indicator "value of oneself" ($p < ,01$)**

| Types of resourcefulness | {1} - M=24,921 | {2} - M=27,360 | {3} - M=29,455 | {4} - M=30,556 |
|---|---|---|---|---|
| 1 {1} Psychological resourcefulness | | | | |
| 2 {2} Personal resourcefulness | 0,022225 | | | |
| 3 {3} Richness of resourcefulness | 0,000000 | 0,000995 | | |
| 4 {4} Psychological capital | 0,000000 | 0,000001 | 0,188159 | |

**Comparison between types of resource for the indicator " freedom" ($p < ,01$)**

| Types of resourcefulness | {1} - M=33,053 | {2} - M=39,320 | {3} - M=41,932 | {4} - M=50,630 |
|---|---|---|---|---|
| 1 {1} Psychological resourcefulness | | | | |
| 2 {2} Personal resourcefulness | 0,000855 | | | |
| 3 {3} Richness of resourcefulness | 0,000000 | 0,080157 | | |
| 4 {4} Psychological capital | 0,000000 | 0,000000 | 0,000000 | |

**Comparison between types of resource for the indicator "responsibility" (p < ,01)**

| Types of resourcefulness | {1} - M=40,632 | {2} - M=42,160 | {3} - M=47,750 | {4} - M=54,593 |
|---|---|---|---|---|
| 1 {1} Psychological resourcefulness | | | | |
| 2 {2} Personal resourcefulness | 0,841161 | | | |
| 3 {3} Richness of resourcefulness | 0,000163 | 0,000015 | | |
| 4 {4} Psychological capital | 0,000000 | 0,000000 | 0,000000 | |

Fig.1. Screenshot of the results of the Scheffe test on the differences between the types of resourcefulness on the indicators of hardiness, the value of oneself, freedom, responsibility

The results of the discriminant analysis presented in Table 2 made it possible to determine whether it is correct to consider different types of resourcefulness as part of a certain "general" resourcefulness of the person.

*Table 2*

**The results of discriminant analysis of different types of the resourcefulness of the individual to their total mathematical sum as a whole (Wilks' Lambda=0.57)**

| Types of resourcefulness | Wilks' - Lambda | Partial - Lambda | F-remove - (2.414) | p-level | Toler. | 1-Toler. - (R-Sqr.) |
|---|---|---|---|---|---|---|
| Personal resourcefulness | 0.72 | 0.77 | 58.52 | 0.00 | 0.96 | 0.03 |
| Psychological capital | 0.64 | 0.87 | 29.44 | 0.00 | 0.93 | 0.06 |
| Psychological resourcefulness | 0.59 | 0.95 | 10.27 | 0.00 | 0.90 | 0.09 |
| Richness of resourcefulness | 0.58 | 0.96 | 7.23 | 0.00 | 0.93 | 0.06 |

The overall rate of the correctness of discrimination is 94.8%, the rate of Wilks' Lambda (0.57) is quite high, mathematically generalized resourcefulness includes all studied types of personality resourcefulness. The results of discriminant analysis allowed us to state that personal resourcefulness, psychological resourcefulness, psychological capital, the richness of resourcefulness with a high probability can be shown as parts of

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certain generalized resourcefulness of personality; therefore, it is expedient to characterize their comparability.

In order to identify the conditionality of the types of resourcefulness to each other, a comparative analysis was applied, which found that only if increasing levels of personal resourcefulness decreases the level of the richness of resourcefulness (t-test: M1 = 133.00; M2 = 124.25; p = 0.02; p < 0.05). Such results have called into question the conclusion that there is a linear relationship between resource types. Correlation analysis was used to clarify the nature of the relationship between resource types (Table 3).

*Table 3*

**Results of correlation analysis of types of personality resourcefulness (p < .001\*)**

| Types of resourcefulness | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Psychological resourcefulness | 1.00 | | | | |
| Personal resourcefulness | 0.20* | 1.00 | | | |
| Richness of resourcefulness | 0.32* | 0.06 | 1.00 | | |
| Psychological capital | 0.30* | 0.01 | 0.09 | 1.00 | |
| Generalized resourcefulness of personality | 0.67* | 0.67* | 0.57* | 0.49* | 1.00 |

Correlation analysis has shown that all types of resourcefulness are directly related to generalized resourcefulness, while the relationship between the very types of resourcefulness is maintained only by psychological resourcefulness. The connection between the types of resourcefulness, in our opinion, is spectral with the breaking point in psychological resourcefulness. The ratio of types of resourcefulness to generalized resourcefulness can be described as cumulative. Figure 2 illustrates the quantitative relationship of resource types in the content of the generalized resourcefulness.

It is important to note that psychological resourcefulness, the richness of resourcefulness, and psychological capital represent from 26 to 31% of the content of generalized resourcefulness, and personal resourcefulness – only 13%. Such data show,

that the psychological resources, that a person determines on his own through the ratio of losses and gains (actually, personal resources), cover a much smaller share of personality resourcefulness than those that he operates, which he experiences and capitalizes. Thus, resourcefulness to a lesser extent characterizes a person's appropriated capabilities, and to a greater extent – access to them. Such inferences can be confirmed by the results of classification analysis (Table 4).
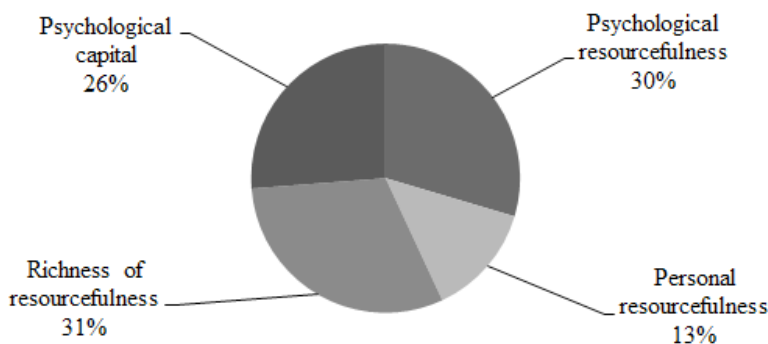


Fig. 2. Diagram of the quantitative ratio of types of resourcefulness in the content of the generalized resourcefulness (%)

*Table 4*

**The types of resourcefulness as predictors of generalized personality resourcefulness**

| Types of resourcefulness | Rang (0-min, 100-max) |
|---|---|
| Psychological resourcefulness | 100 |
| Personal resourcefulness | 8 |
| Richness of resourcefulness | 11 |
| Psychological capital | 95 |

The results of the classification analysis revealed the nature of the imbalance of types of resourcefulness in relation to

generalized resourcefulness of personality: psychological re-sourcefulness and psychological capital with high probability determine the functioning of generalized resourcefulness, while its definition of the richness of resourcefulness and personal re-sourcefulness is modest. At the same time, it is noteworthy that the richness of resourcefulness as a predictor of generalized re-sourcefulness is insignificant, and quantitatively it is one of the main components. The empirical results by the principal com-ponents method (in which resource types were specified as de-pendent variables and generalized resource status as a grouping indicator) revealed that the correct description of the ratio of re-source types covers four types of resourcefulness and has certain features (Fig. 3).
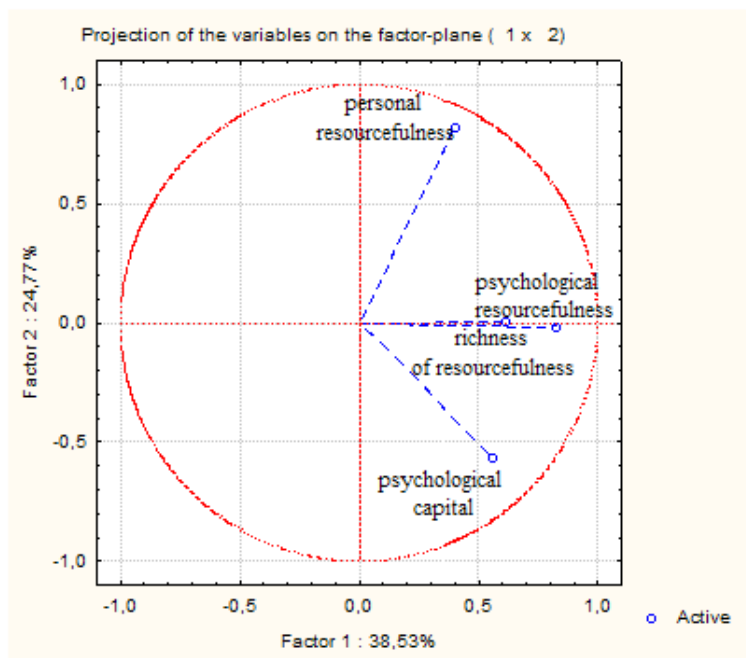


Fig.3. Correlation of types of resourcefulness
as a component of the generalized resourcefulness of the personality

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The first factor of the components of generalized resourcefulness included psychological resourcefulness, the richness of resourcefulness, psychological capital; the second included personal resourcefulness.

Psychological capital as a type of resourcefulness with a factor weight of 0.56 is represented in both the first and second factors (factor weight 0.56), which, in our opinion, gives grounds for assumptions about the possibilities of capitalization of psychological resources, as a consequence of psychological resource and the richness of resourcefulness, and as personal resourcefulness.

In order to characterize the positioning of different types of the resourcefulness of personality empirically as the ratio of parts of generalized resources, empirical indicators were introduced to enable such a comparison – indicators of freedom, responsibility, the value of oneself, hardiness. Mathematical and statistical verification of positioning is implemented using a cluster, correlation, multifactor analysis.

In order to check possible substantive changes in the ratio of resource types with the activation of comparability indicators, cluster analysis was used (Figs. 4, 5).

Initially, the location of the types of resourcefulness only was established. Cluster analysis revealed that psychological resourcefulness, personal resourcefulness, psychological capital belong to one cluster, and the richness of resourcefulness stands separately from them.
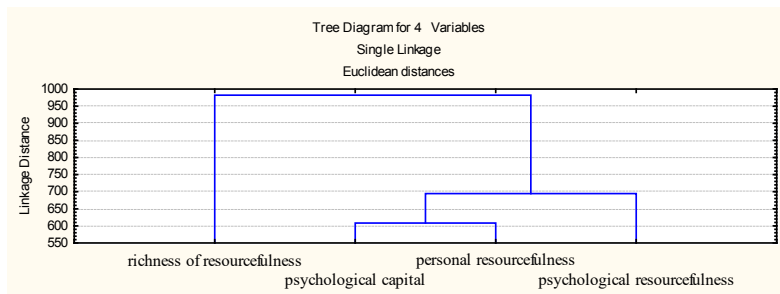


Fig.4. Clustering tree of types of resourcefulness of personality
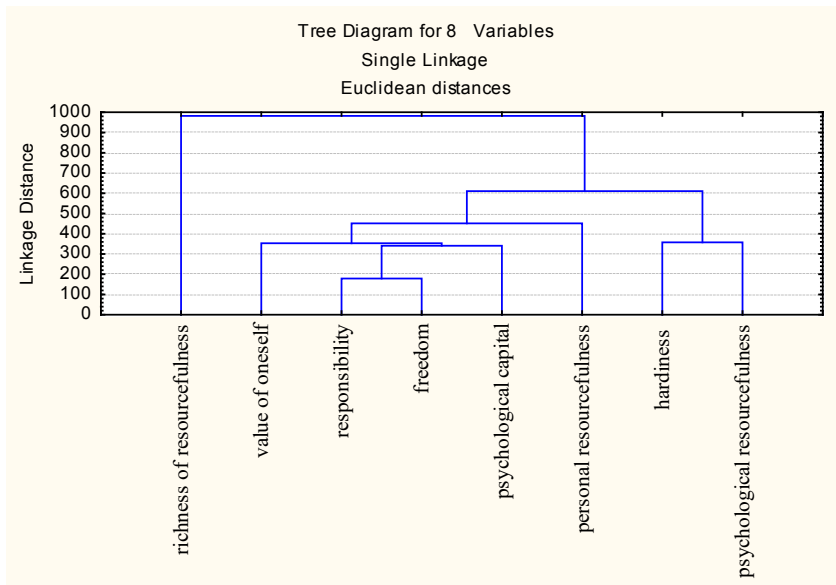
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Fig.5. Clustering tree of types of resourcefulness of personality and indicators of their comparing

Further, indicators of comparability of resource types were added to the cluster analysis. The results shown in Fig. 5 showed the invariability of the mutual location of types of resourcefulness, which indicates that the comparability indicators do not distort the ratio of types of resourcefulness. At the same time, it is important to pay attention to which types of resourcefulness the comparability indicators have qualitatively joined: freedom, responsibility, the value of oneself – to psychological capital and personal resourcefulness, and hardiness – to psychological resourcefulness; we tend to describe the richness of resourcefulness as inoperative.

Correlation analysis was used to check the linearity of the relationship between resource types and indicators of their comparability (Table 5).

*Table 5*

**Results of correlation analysis of types of resourcefulness of
personality and indicators of their comparability
(p < 0.001*)**

| Indicators of tools for comparing resourceful types | Types of personality resourcefulness | | | |
|---|---|---|---|---|
| | Psychological resourcefulness | Personal resourcefulness | Richness of resourcefulness | Psychological capital |
| Hardiness | 0.46* | 0.10 | 0.08 | 0.13 |
| Value of oneself | 0.36* | 0.03 | 0.19* | -0.01 |
| Freedom | 0.50* | 0.17* | 0.16 | 0.19* |
| Responsibility | 0.45* | 0.15 | 0.12 | 0.10 |

The results of correlation analysis showed that with the increase in the level of indicators of comparability indicators, the level of psychological resourcefulness increases proportionally. Since psychological resourcefulness is associated with all the studied types of resourcefulness, it is reasonable to assume the existence of such a relationship of types of resourcefulness, in which the features of psychological resourcefulness are, positioned other types of resourcefulness. Freedom can be interpreted as a linear indicator of comparability for all types of resources. The value of oneself should not be allowed as an indicator of linear comparability for personal resourcefulness and psychological capital.

In order to generalize the structuring of types of resourcefulness in relation to the tools of their comparability, a multifactor analysis was implemented. Initially, only types of resourcefulness were included in the factor model, and it was found that they constitute one factor, which cumulatively explains 38.5% of the variance (factor weight> 0.7) (psychological resource (0.83),

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personal resource **(0, 40),** the richness of resourcefulness **(0.62),** psychological capital **(0.56)** Further, the multifactor model included indicators of comparability of types of resourcefulness **(**cumulatively this model explained 60% of the variance**),** which further allowed to characterize the ratio of types of resourcefulness through their structuring **(**Table 6; Fig. 6**).**

*Table 6*

### Results of multifactor analysis of types of resourcefulness of personality

| Index of structured | | Factor − 1 (33%) | Factor − 2 (14%) | Factor − 3 (13%) |
|---|---|---|---|---|
| Types of personality resourcefulness | Psychological resourcefulness | **0.54** | **0.53** | 0.42 |
| | Personal resourcefulness | **0.49** | 0.04 | -0.29 |
| | Richness of resourcefulness | 0.03 | **0.68** | 0.13 |
| | Psychological capital | 0.02 | -0.01 | **0.87** |
| Indicators of tools for comparing resourceful types | Hardiness | **0.38** | 0.18 | **0.40** |
| | Value of oneself | 0.07 | **0.80** | -0.12 |
| | Freedom | **0.84** | 0.04 | 0.22 |
| | Responsibility | **0.84** | 0.08 | 0.10 |

In the multifactor model, it is expedient to note its optimality **(**the model is three-factor**)** and to pay attention to the revealed combination of types of resourcefulness and indicators of their comparability. In particular, hardiness is both a tool of comparability for psychological capital and psychological and personal resourcefulness; psychological resourcefulness is active for comparison through responsibility, freedom, hardiness, the value of oneself.

Figure 6 illustrates a two-vector model of mathematical positioning of resource types and empirical indicators of instruments of their comparability. The results of the multifactor

analysis showed the validity of the assumption of the value of oneself, freedom, responsibility indicators of comparability of resource types; at the same time, hardiness is not likely to be an indicator of comparability, however, mathematical and statistical bases are insufficient to reject it from the analytical field.
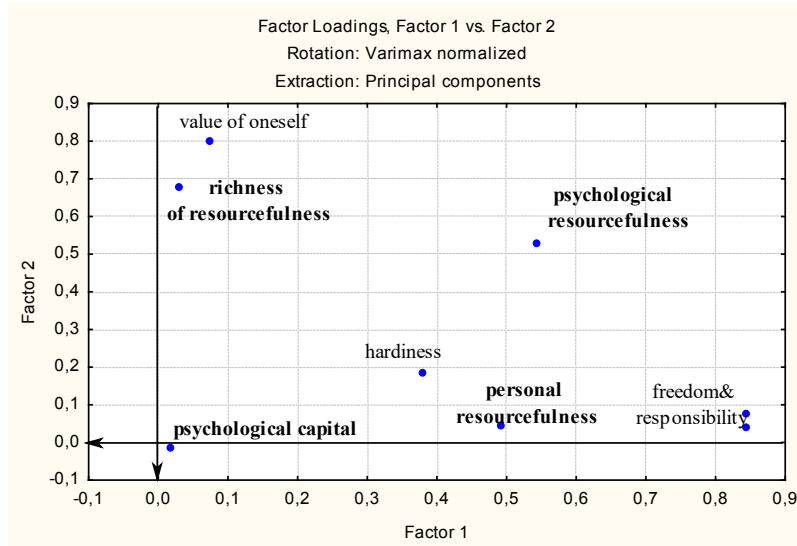


Fig.6. Two-vector model of mathematical positioning of resourcefulness and indicators of their comparability

## Results and discussion

We have assumed that the resourcefulness of personality is manifested in the "against-and-owing to" coordinates, in spite of life difficulties, which is expressed in hardiness, and due to the experience of conscientious choice, which is represented in the value of oneself. Freedom and responsibility as authentic abilities of the personality were suggested as an alternative to indicators of positioning the types of resourcefulness.

The results of empirical research, in particular discriminant analysis and the method of principal components, allowed

us to generalize that psychological resourcefulness, personal resourcefulness, the richness of resourcefulness, psychological capital should be considered the types of personality resourcefulness. At the same time, personal resourcefulness differs most from other studied types of resourcefulness in the smallest share of representation in the amount of generalized resourcefulness and in the secondary substantive significance; the richness of resourcefulness is the least operationalized; psychological capital is the most pronounced type of resourcefulness; psychological resourcefulness is the most operationalized type of resourcefulness.

Indicators of comparability according to the multivariate test of significance and comparative analysis according to the Scheffe test substantiate the value of oneself, freedom, responsibility. According to the results of the study, the empirical argumentation of hardiness as an indicator of comparability, and, consequently, the vector of the positioning of resource types, is weak. In our opinion, it is expedient to take into account vitality as a secondary, background indicator of comparability of types of the resourcefulness of personality, which characterizes a person's ability to operate with their own psychological resources precisely after collisions with difficult life circumstances. In particular, psychological resourcefulness as the ability to know, accommodate and update their own psychological resources, personal resourcefulness as an interpretation of acquired and lost opportunities, psychological capital as a characterization of the ability to successfully use life chances are the types of resourcefulness. At the same time, such a type of resourcefulness as the richness of resourcefulness, which reveals a person's existing and not always known to himself of person volume of his psychological resources, is least identified through hardiness, and largely - through the value of oneself. In our opinion, a person has a sense of the richness of resourcefulness due to his inherent interest in himself and in life, he feels resourcefulness, as full of energy. Hardiness is a component of psychological capital, so,

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*ЗБІРНИК НАУКОВИХ ПРАЦЬ*
*"ПРОБЛЕМИ СУЧАСНОЇ ПСИХОЛОГІЇ"*

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of course, emphasizes this type of resourcefulness, but it is its only emphasis. The type of personal resourcefulness turned out to be difficult to express: it differs from psychological resourcefulness only in the indicator of freedom, and the content of the freedom of personal resourcefulness is largely a "liberty" of human interpretations of their own gains and losses. According to the existential paradigm of the individual, the freedom of the individual is complemented by responsibility, so, in the absence of responsibility, personal resourcefulness can assimilate psychological capital, and a personality may be illusory to consider himself viable.

According to the results of this research, we can say, that for the manifestation of the resourcefulness of the person there is the experience of overcoming difficult life situations, but the major thing is the understanding of the independent choice of conscience, freedom to choose, and responsibility for its consequences. Therefore, we conclude that the positioning of types of psychological resourcefulness in the "against-and-owing to" coordinates is largely due to − due to human reliance on the ethics of choice. It is revealed that freedom and responsibility are not alternative coordinates of positioning the types of resources, but the available vectors of their expression teamwise with the value of oneself.

The empirical possibility of comparing the types of resourcefulness on the basis of sound indicators makes it possible to determine the nature of their relationship as a constellation - an ordered matrix of interconnected significant data. An empirical comparison of types of resourcefulness according to reasonable indicators allows us to determine the nature of their relationship as a constellation - an ordered matrix of interrelated givens. The applied significance of the positioning of types of resourcefulness lies in the opening possibility of predicting a change in the type of resourcefulness of a personality when choosing him freedom and responsibility, as well as maintaining his own internal dialogue with conscience.

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**Штепа Олена. Позиціонування різних типів ресурсностей особистості у координатах «всупереч-і-завдяки».**

*Метою дослідження* було встановити характер співвідношення різних типів ресурсностей особистості на основі емпіричних даних.

У емпіричному дослідженні використано *метод* психологічного опитування, а також математико-статистичні методи кореляційного, класифікаційного, дискримінантного, багатофакторного, сигніфікативного, порівняльного аналізу. Емпіричне дослідження реалізовано за моделлю Нельсона, що дає змогу описати досліджуване явище за наявних умов.

*Результати дослідження.* Індикаторами порівняння за даними мультиваріативного тесту сигніфікативності і порівняльного аналізу за тестом Шеффе обґрунтовано життєстійкість, самоцінність, свободу, відповідальність. Варто відзначити, що емпірична аргументація життєстійкості як індикатора порівняння, а, відтак, і вектора позиціонування типів ресурсності, є слабкою. Персональна ресурсність найбільше відрізняється від інших досліджуваних типів ресурсності за найменшою часткою представленості у обсязі узагальненої ресурсності і за другорядністю смислової значущості; ресурсна насиченість є найменш операціоналізованою; психологічний капітал є найбільш увиразненим типом ресурсності; психологічна ресурсність є найбільш операціоналізованим типом ресурсності.

*Висновки.* У вияві ресурсності особистості наявний досвід долання складних життєвих ситуацій, водночас головним є досвід самостійного вибору за совістю, свобода скористатись можливістю вибору і відповідальність за його наслідки. Зроблено висновок що, позиціонування типів психологічної ресурсності у координатах «всупереч-і-завдяки» відбувається значною мірою завдяки опорі людини на етичність вибору. Емпіричне порівняння типів ресурсності за обґрунтованими індикаторами дає змогу визначити характер їх співвідношення, як констеляцію – упорядковану матрицю взаємопов'язаних значущих даностей. Прикладне значення позиціонування типів ресурсностей особистості полягає у можливості прогнозування зміни типу ресурсності людини за вибором нею свободи і відповідальності та наявності внутрішнього діалогу з совістю.

*Ключові слова:* персональна ресурсність, психологічна ресурсність, ресурсна насиченість, психологічний капітал, навчена ресурсність, позиціонування типів ресурсності.

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# Peculiarities of the Social Trauma Significance (on the Example of the AN-26 Catastrophe) for the Value and Motivation Sphere of Cadets

## Особливості значення соціальної травми (на прикладі катастрофи АН-26) для ціннісно-мотиваційної сфери курсантів

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**ABSTRACT**

**The purpose of the article** is to identify the features of the significance of social trauma for the value-motivational sphere of cadets who had psychological contact with servicemen died in the AN-26 crash and those who did not have it.

Theoretical and empirical **research methods** were used to solve the tasks: testing to determine the presence of social trauma in order to form a sample of subjects (the method of incomplete Sachs sentences); methods of diagnosing significant values for cadets (Schwartz's value questionnaire); methods of research of motivation to service activity of cadets: "motivation of professional activity" (K. Zamfir's method in A. Rean's modification), "method of diagnostics of the person on motivation to avoid failures" (T. Ehlers); methods of mathematical statistics: Mana-Whitney's test for determination of differences between groups of samples; Spearman's correlation coefficient of the study on closeness of the connection between social trauma and the value-motivational sphere of cadets.

**Results of the research**. Soldiers who had psychological contact with the cadets died in the AN-26 crash had a focus on the choice of such values as "Security", "Stimulation", "Independence", "Kindness". The study found that the control group was dominated by such value orientations as "Hedonism" and "Power", which was due to military activities, forming personal discipline and a certain systematics.

**Conclusions**. As a result of the study using mathematical statistics, the relationship between the importance of social trauma for the value and motivation of cadets who had psychological contact with the dead servicemen in the crash of AN-26. The closest connection is found between the importance of social trauma and such a value construct as "Security". The analysis of scientific problems showed that the question of the significance of social trauma for the value - motivational sphere is open from the empirical and theoretical point of view and needs its further research.

***Key words****: social trauma, value sphere, motivational sphere, servicemen, stress.*

## Introduction

The crash of the AN-26, which occurred on September 25, 2020 in the city of Chuguiv, Kharkiv region, was an unpredictable situation that occurred during military exercises by pilots and claimed many lives. It shocked the whole world, leaving no one indifferent to the tragedy. And especially, relatives and friends of the dead cadets.

One of the most pressing and complex problems of modern science is the study of the value-motivational sphere of the serviceman personality. Such a complexity lies in the fact that there is no single concept that would clearly define the concept of value-motivational sphere of man. The experiences of a person who has lost a loved one are always difficult. But the greatest hardships are great catastrophes, not only in the course of hostilities, but also in peacetime, where nothing predicts disaster, where a large number of people die in an instant. The most tragic example of such recent events is the crash of the AN-26 aircraft. The crash killed everyone on board the AN-26 aircraft of the Armed Forces. This catastrophe has become one of the most tragic events not only in the history of our country, but also in the world, despite the available foreign and domestic experience, unfortunately there are no scientific studies of the relationship between social trauma and the value and motivation of cadets. Therefore, this study will provide an opportunity to expand the content of psychological concepts and give impetus to more in-depth and detailed studies of the importance of social trauma for the value-motivational sphere. Classics in the study of value orientations are such foreign scholars as T. Parsons (Parsons, 1935), G. Allport (Allport, 1961), A. Maslow (Maslow, 1959), M. Rokeach (Rokeach, 1979).

In turn, the study of the concept of motivation was engaged in such foreign scholars as A. Maslow (Maslow,1954), J. Atkinson (Atkinson, 1964), H. Heckhausen (Heckhausen, 1977) and

in domestic psychology such scientists as V. Klachko (Клачко, 1999), S. Zaniuk (Занюк, 2002), E. Ilin studied the problem of motivation (Ильин, 2002).

The analysis of recent research has shown that the problem of the importance of social trauma for the value-motivational sphere of the military is not sufficiently studied among modern scientists. However, the study of motivational sphere was conducted by such domestic and foreign scientists as: A. Kyrychenko, who defines the motivation of servicemen as a system of motivations and incentives that determine the combat activity of servicemen (Кириченко, 2021). In turn, A. Shynkariova and V. Kutchynskyi understands the motivation as a process that supports and stimulates the behavioral activity of servicemen (Шинкарьова & Кучинський, 2020). N. Yurieva considers motivation as a structured orderly set of leading motives that allow to mobilize and direct the psychological resources of the individual to appropriate activities, to neutralize the impact of extreme conditions during the tasks (Юр'єва, 2020).

Bulgarian researcher Z. Robeva also studied the motivation of servicemen. It defines the motivation of servicemen as part of human resource management in the Armed Forces, which today faces the task of attracting and retaining its specialists (Robeva, 2021). The value sphere was considered by such modern scientists as: K. Krotiuk, who defines the value sphere of servicemen as a dynamic structure that regulates the behavior of the individual and directs its activities (Кротюк, 2021). L. Sagiv and S. Roccas consider the relationship between human values and behavior in their work (Sagiv & Roccas, 2021). There are a number of fundamental studies on the concept of social trauma, including G. Hirschberger, he defines that the term "social trauma" refers to psychological reactions to traumatic events that affect society as a whole (Hirschberger, 2018). D. Turmaud in his research describes social trauma as a response that can follow various traumatic experiences (Turmaud, 2020). N. Lazurna believes that social trauma requires collective interpretation and

symbolic production, which will mitigate the traumatic impact and invent means of collective psychological healing (Лазурна, 2021). M. Bilewicz, M. Witkowska, M. Pantazi, T. Gkinopoulos and O. Klein identify that social trauma can often lead to deep social disputes and internal conflicts (Bilewicz, Witkowska, Pantazi, Gkinopoulos & Klein, 2019).

**The purpose of the article** is to investigate the relationship of social trauma due to the crash of AN-26 with the value-motivational sphere of cadets.

In accordance with the goal, the following **tasks** were identified:

– to analyze the research concepts of the relationship between social trauma and the value-motivational sphere of cadets;

– to determine the motivation level for service activities and dominant values among cadets, flight and ground specializations;

– to determine the differences between the motivation level for service and the prevailing value orientations of cadets who faced social trauma and had psychological contact with the died servicemen, and those who did not have it;

– to determine the features of the relationship of social trauma with the value-motivational sphere using the methods of mathematical analysis.

## Methods of the research

In accordance with the purpose and objectives of our work, we formed a research sample. The experiment involved 41 people, cadets of the higher flight school, among them –16 women and 25 men. The age range is from 19 to 28 years.

The study was conducted ex post facto, after the cadets of flight specialization, who had close relations with the dead in the crash of AN-26 servicemen, after the tragedy intended to withdraw from flight specialization, some began to withdraw documents from the university, but the university administration did not provide such an opportunity. Considering the fact that

these were cadets of 4-5 courses, who in previous years diligently studied and had no similar precedents, after the air crash they changed their attitude to work.

The mass death of friends and acquaintances has caused social trauma to servicemen, because they spend 24/7 of their time with dead servicemen, for 4.5 years.

a) testing to determine the presence of social trauma in order to form a sample of respondents (questionnaire, semantic differential of a vital situation, the method of Sachs' incomplete sentences).

b) methods of diagnosing significant values for cadets (Schwartz's Value Questionnaire);

c) methods of research of motivation to service activity of cadets:

– "Motivation of professional activity" (K. Zamfir's method in A. Rean's modification),

– "Methods of diagnosing personality to motivate to avoid failure" (T. Ehlers).

d) methods of mathematical statistics: Mann-Whitney's test – determination of differences between groups of samples; Spearman's correlation coefficient – the study of the closeness of the connection between social trauma and the value-motivational sphere of cadets.

## Results and discussion

The study of the value-motivational sphere of servicemen is related to the needs of practical activities. The military is required to be able to adapt to changing conditions in the service or combat environment, while meeting basic needs, such as the need for food, clothing, shelter, etc. (Franko, 2020). Motivation is a phenomenon that is studied primarily as a psychological concept. Despite the large number of definitions, most academics identify motivation as a method of motivating people to move or work. The word "motivation" comes from the word "motive", which in Latin means "moveo" (movement) (Задорожній, 2020).

Motivation can be compared to a trigger that forces someone to behave in this way. Triggers allow a person to start a new business and maintain focused activities (Gopalan, Zulkifli, Alwi, Mat & 2017). Military activity belongs to the polymotivated types of service, respectively, the value-motivational sphere of the military is the component of psychological readiness that determines the readiness of the military to serve (Шебанова, & Нікітенко, 2019). Military action is a source of profound trauma to society, because, especially in extreme times, the share of people in the social structure who have some experience in combat missions is growing significantly. The value-motivational sphere of the military personality is formed under the influence of the requirements set for the military service in the Armed Forces. In particular, military activity places strict demands on the personality traits of servicemen (Bouleh, 2020). The authority of leadership over personal needs is undeniable for them. For servicemen, a characteristic feature is a focus on life and the future.

Trauma occurs as a result of the unpreparedness of most people to its occurrence. Social trauma changes the usual comfort of the individual, as it radically changes the nature of his daily activities (Morin, 2020). Social trauma is a transformation and social changes that occur in the consciousness of the individual and have a destructive and dysfunctional consequence (Черняк, 2006). M. Blikhar notes that the cause of social trauma is the suddenness of their occurrence and the unwillingness of man to overcome it (Бліхар, 2018). That is why social trauma causes emotional pain, feelings of loss, hopelessness, and so on. For a person experiencing social trauma, this condition is unusual because it contradicts the established way of life and pulls a person out of their comfort zone.

Yu. Pachkovskyi and M. Blikhar reveal the essence of the "social trauma" concept as an important component. Firstly, they are like rapid changes that occur over a short period of time. Secondly, these changes cover various spheres of public life and take place among the general public. Thirdly, it is radi-

cal profound changes that affect values that are important to a particular social group. They may affect the rules or beliefs that exist in this group. Fourth, social change is usually unpredictable (Пачковський & Бліхар, 2018).

Social trauma can be a factor influencing the servicemen value-motivational sphere. Injuries lead to significant emotional stress and even critical states. Studies show that the most common factors of social trauma among servicemen are injuries (43%), loss of a loved one (34%), feelings of threat to life (36%), injury or witnessing a murder (30%), the type of wounded or dead bodies (4%), killing friends during combat (4%), sexual harassment (65%), sexual harassment among the military (35%). The greatest impact of social trauma on the value-motivational sphere of servicemen has stress. Stress (English "tension", "pressure") is a concept used to define a wide range of human states and actions that have arisen as a result of responding to various extreme influences (stressors). Stressors are usually divided into physiological (pain, cold, thirst, excessive exercise, high or low temperature, etc.) and psychological (factors that affect their signal values, such as danger, threat, information overload, etc.). Depending on the type of stressor and the nature of its impact, different types of stress are determined, which in the generalized qualification are physiological and psychological (Khan, 2019).

During the empirical part of the study and after the survey, two samples were identified with the most pronounced indicators of social trauma: experimental and control. The experimental group included 21 people, including 15 men and 6 women who study for a flight specialization and were friends or acquaintances of the dead cadets. The control group included 20 people, including 10 men and 10 women who are studying for specialization and did not know the victims.

The Sachs-Levy's method was used to reveal the deeper experiences of the cadets, verbalize the attitude to the catastrophe, their fears, pain, dreams.

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*ЗБІРНИК НАУКОВИХ ПРАЦЬ*
*"ПРОБЛЕМИ СУЧАСНОЇ ПСИХОЛОГІЇ"*

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For more accurate answers, we asked the cadets to recall the events of September 25, 2020 related to the crash of the AN-26 aircraft and to be as candid as possible in their answers. Below there are examples of responses of cadets of the experimental group, which allow for a more detailed qualitative analysis of the responses.

*Table 1*

**The results of the study of cadets of the experimental group according to the Sachs-Levy's method**

| Question | The answer of the respondent of the experimental group |
|---|---|
| *"It worries me…"* | *"That I am not responsible for my life after takeoff"* <br> *"The position of our aircraft"* |
| *"My specialty…"* | *"Fly on coffins"* <br> *"Took people's lives"* |
| *"I'm afraid of…"* | *"Accept what you don't want"* <br> *"Losing Friends Again"* <br> *"Fly"* |
| *"I'm hiding…"* | *"Pain, Fear"* <br> *"My experiences"* <br> *"My longing"* |
| *"Friends…"* | *"Death"* |

The above answers (Table 1) show that the cadets are deeply saddened by the loss of their friends, which is expressed in their fears, the association of aircraft with graves, in their answers they reveal what they hide from others and do not want to admit.

Here are the answers of respondents in the control group (Table 2).

Analyzing the answers of cadets who did not have a psychological contract with the servicemen died in the crash of AN-26, we see (Table 2) that they do not have feelings about the events of September 25, 2020 expressed in their answers. The semantic differential of the life situation (Ch. Osgood, modified by O. Alexandrova and I. Dermanov) was carried out more precisely

to investigate the significance of the social trauma caused by the AN-26 catastrophe.

*Table 2*

**The results of the study of cadets of the experimental group according to the Sachs-Levy's method**

| Question | The answer of the respondent of the experimental group |
|---|---|
| *"It worries me…"* | *"Career growth"* <br> *"Lack of time for hobbies"* |
| *"I'm afraid of…"* | *"Losing family"* <br> *"Seeing your relatives in poor health or mood"* |
| *"Friends…"* | *"They're not always friends"* |
| *"I'm hiding…"* | *"The real you from others"* |

Respondents were offered a list of pairs with opposite adjectives. They needed to determine which of the adjectives most accurately described the vital situation (namely the crash of the AN-26) with a scale for each adjective from 3 to 1. As a result of quantitative analysis using the semantic differential, the following mean values were obtained.

According to the results of the semantic differential of the vital situation (crash of the AN-26), the lowest rates in the experimental group are (Table 3):

– everyday life and everyday situation (av. value = 2.15 points), low indicators reflect the severity of the situation, its in surmountability and severity of the situation;

– the ability to resolve the situation (av. value = 2.3 points), such low indicators indicate that the situation is difficult, unsolvable and losing;

– the level of understanding of the situation (av. value = 2.33 points), which indicates a lack of understanding of the causes of the situation, its severity, a situation that deviates from the norm.

Further, we conducted a study of the semantic differential of a vital situation (AN-26 disaster) among cadets of the control group.

*Table 3*

**The results of the cadets' study of the experimental group using the method of semantic differential of the life situation (Ch. Osgood, modified by O. Alexandrova and I. Dermanov)**

| The name of the scale (O. Alexandrova, I. Dermanov) | The average value of the scales for cadets who had psychological contact with the dead (in points) | Normative values of scale indicators (in points) |
|---|---|---|
| Possession of the situation | 2.8 | 5.35 max 2.92 min |
| Emotional experience of the situation | 2.43 | 5.12 max 2.7 min |
| Positive expectations from the situation | 2.5 | 5.16 max 2.9 min |
| Everyday life and everyday situation | 2.15 | 4.64 max 2.24 min |
| Opportunity to resolve the situation | 2.3 | 5 max 2.6 min |
| Personal involvement and belief in overcoming the situation | 3.98 | 5.22 max 2.46 min |
| Energy charge of the situation | 4.68 | 4.92 max 2.36 min |
| Level of understanding of the situation | 2.33 | 4.88 max 2.42 min |

In the group of cadets who did not have psychological contact with the fallen servicemen, we see (Table 4) slightly higher values of experiencing a vital situation (AN-26 disaster) than in the group of cadets who had close relations with the dead.

*Table 4*

**The results of the cadets' study of the control group using the method of semantic differential of the life situation (Ch. Osgood, modified by O. Alexandrova and I. Dermanov)**

| The name of the scale (O. Alexandrova, I. Dermanov) | The average value of the scales for cadets who did not have psychological contact with the dead in the crash of AN-26 servicemen (in points) | Normative values of scale indicators (in points) |
|---|---|---|
| Possession of the situation | 3.43 | 5.35 max 2.92 min |
| Emotional experience of the situation | 2.61 | 5.12 max 2.7 min |
| Positive expectations from the situation | 2.8 | 5.16 max 2.9 min |
| Everyday life and everyday situation | 3.1 | 4.64 max 2.24 min |
| Opportunity to resolve the situation | 3.7 | 5 max 2.6 min |
| Personal involvement and belief in overcoming the situation | 5.18 | 5.22 max 2.46 min |
| Energy charge of the situation | 2.68 | 4.92 max 2.36 min |
| Level of understanding the situation | 4.73 | 4.88 max 2.42 min |

The indicators of the control group are low, but within the norm, except:

– positive expectations from the situation (av. value = 2.8 points) such indicators indicate that for cadets of ground specialization tragedy AN-26 is characterized as hopeless and cruel;

– emotional experience of the situation (av. value = 2.61 points), which is interpreted as a subjective perception of the situation as undesirable and negative.

Methods for diagnosing the motivation to avoid failures by T. Ehlers. According to the results of testing, we found that the

indicators in the experimental group are much higher than in the control group. The high level of avoidance of failures prevails in the experimental group $66.6\%$ and very high $14.4\%$ – such indicators indicate that the cadets of the flight group have a high level of protection against failure, they are aimed at activities that do not involve tasks associated with danger or causing difficulties.

To determine the characteristics of motivation for service, we used the method of "Motivation of professional activity" (K. Zamfir in the modification of A. Rean).

Motivational complex, which is dominated by external negative motivation, which can manifest itself in the form of condemnation, punishment and other negative forms of coercion that can be used by management, found in $60\%$ of cadets and $23.8\%$ of ground servicemen.

Soldiers who had psychological contact with the cadets died in the crash of the AN-26 have a focus on the choice of such values as "Security", "Stimulation", "Independence", "Kindness". Such a value construct as "Security" that shows that they want to feel comfortable in any situation and control it. Also, cadets of flight specializations have a negative external motivation, because after the tragedy they are faced with doubts about further flight activities, which determine the predominant value of "Safety". The study found that the control group is dominated by such value orientations as "Hedonism" and "Power", which is due to military activities form personal discipline and a certain system.

The results of the statistical analysis of the study of the relationship between social trauma and the value-motivational sphere of cadets show that there is a close connection between social trauma and such a value orientation as "Security".

Analyzing the study of the significance of social trauma for the value-motivational sphere of cadets revealed a small number of scientific papers on this issue.

Analysis of scientific issues showed that the question of the importance of social trauma for the value-motivational sphere

is open from an empirical and theoretical point of view, however, in our study we tried to measure empirically such a variable as social trauma, and in our study psychological connection with the servicemen died in the AN-26 plane crash, who have not a social but a professional trauma. Therefore, this issue requires further scientific research and lays the vector for its further study.

It is established that the occurrence of social trauma is a consequence of psychological instability and negative to the experience of strong emotional shocks, can cause significant suffering and change the personality values of the serviceman. Social trauma is important for the values and motivational formations of cadets.

## Conclusions

The analysis of research theoretical concepts of social trauma and value-motivational sphere interrelation of cadets is carried out, such interrelation is investigated on the example of AN-26 catastrophe. There were differences in the level of motivation of servicemen and prevailing values, among cadets, for whom the events of September 25, 2020 were more significant and those cadets who had no psychological contact with the fallen servicemen. It was found that cadets of flight specialization had a negative external motivation and such a value as "Safety" prevailed. Negative external motivation is characterized by a mediocre level of performance of duties, a negative attitude towards them and unwillingness to perform them, which can further lead to changes in professional activities. Value orientation "Security" is characterized by the fact that flight specialization soldiers have a desire for a harmonious existence, the need for security in society, which determines their military activities. In the group of cadets of ground specialization in motivation to professional activity is dominated by external positive motivation. With the help of methods of mathematical analysis, the peculiarities of the significance of social trauma for the value – motivational sphere of cadets on the example of

the AN-26 catastrophe are established. It has been determined that social trauma is related to the value-motivational sphere. It was found that servicemen who had psychological contact with the cadets died in the crash of the AN-26 had a negative external motivation and the values of "Security" and "Stimulation" and "Kindness" prevailed. This connection is due to the fact that social trauma does not go unnoticed for the psyche of servicemen and causes certain changes in the life vectors of servicemen. They change not only the usual rhythm of life, but also have a psychological effect. Cadets of flight specializations, characterized by a negative assessment of their flight activities, have a fear of flying and the loss of someone close. This affects their military career and psychological state during training and combat flights. In addition, it has been found that people with social trauma mostly hided their feelings, as well as feelings and pain of loss.

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**Ярош Ніна, Легецька Юлія. Особливості значення соціальної травми (на прикладі катастрофи АН-26) для ціннісно-мотиваційної сфери курсантів.**

*Мета статті –* виявити особливості значення соціальної травми для ціннісно-мотиваційної сфери курсантів, які мали психологічний контакт із загиблими в катастрофі АН-26 військовослужбовцями та тими, які його не мали.

Для вирішення поставлених завдань у роботі використано теоретичні та емпіричні *методи дослідження: тестування* щодо визначення наявності соціальної травми з метою формування вибірки досліджуваних (методика незакінчених речень Сакса); методи діагностики значущих цінностей для курсантів (ціннісний опитувальник Шварца); методи дослідження мотивації до службової діяльності курсантів: «мотивація професійної діяльності» (методика К. Замфір у модифікації А. Реана), «методика діагностики особистості на мотивацію до уникнення невдач» (Т. Елерса); методи математичної статистики: критерій Мана-Уітні – визначення наявності відмінностей між групами вибірки; коефіцієнт кореляцій Спірмена дослідження тісноти зв'язку соціальної травми з ціннісно-мотиваційною сферою курсантів.

*Результати дослідження.* Військовослужбовцям, які мали психологічний контакт із загиблими в авіакатастрофі АН-26 курсантами, притаманна орієнтація на вибір таких цінностей, як «Безпека», «Стимуляція», «Самостійність», «Доброта». За допомогою проведеного дослідження було встановлено, що в контрольній групі переважають такі ціннісні орієнтації, як «Гедонізм» та «Влада», що обумовлено військовою діяльністю, яка формує особисту дисциплінованість та певну системність.

*Висновки.* У результаті проведеного дослідження за допомогою використання методів математичної статистики виявлено взаємозв'язок між значенням соціальної травми для ціннісно-мотиваційної сфери курсантів, які мали психологічний контакт із загиблими в катастрофі АН-26 військовослужбовцями. Найтісніший зв'язок виявлено між значенням соціальної травми та такого ціннісного конструкту, як «Безпека». Аналіз наукової проблематики показав, що питання значення соціальної травми для ціннісно-мотиваційної сфери є відкритим з емпіричної та теоретичної точки зору та потребує його подальшого дослідження.

*Ключові слова:* соціальна травма, ціннісна сфера, мотиваційна сфера, військовослужбовці, стрес.