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**Випуск 60**

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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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## The problem of the Influence of Professional Reflection of Teachers of Preschool Educational Establishments on the Qualities of their Social Intelligence

### Проблема впливу професійної рефлексії педагогів закладів дошкільної освіти на якість їх соціального інтелекту

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### ABSTRACT

*The purpose of our article is: to investigate the problem of the influence of professional reflection of teachers of preschool educational establishments on the qualities of their social intelligence; according to the results having been obtained in the experiment to describe the structure of social intelligence of teachers of preschool educational establishments.*

*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 such empirical methods as statement study and molding experiment. With the aim to diagnose the level of the development of social intelligence of teachers we used the test of J. Gilford and M.O' Sullivan "Research of Social Intelligence", adapted by E.S. Mikhailova (Гулфорд & О'Саллівен, 2021).

*The results of the research.* We think, that the functioning of social intelligence as a group of abilities and capabilities of the individual takes place at three levels, which allow us to reflect the dynamic nature of this phenomenon. In the structure of social intelligence we distinguish the potential level, which contains the potential abilities and possibilities of the individual, which are at the stage of the development with the name "the actual level", which includes the abilities and possibilities of the person. This level has a normative (medium and a high) level of its development, and the effective level, which contains such personality's characteristics that highlight the peculiarities of the explanation of these abilities in the sphere of cognitive activity of the person.

*Conclusions.* We proved, that a variety of characteristics directly related to the social intelligence of the person, reflects its diverse peculiarities. At the same time, in defining these characteristics that predetermine the development of social intelligence, there are a number of common points. First of all, they are

*interpreted as the ability, therefore, directly interrelated with certain activities. Secondly, the subject of these abilities is the possibility of the person to establish connections between events in which actors are other people. Thirdly, in whatever context social intellect was described in scientific theories and concepts, it is in any case presented as a rather complex structural formation consisting of different abilities and possibilities. Also, the accuracy of the understanding of other people, the adequacy of interpretation, prediction and reflection are the main indicators of the presence or absence of the person's ability to solve tasks in order to establish the relationship between events in the subject-subject communication and interaction.*

**Key words:** *professional reflection, social intelligence, the functioning of social intelligence, to solve tasks, to establish the relationship between events, subject-subject communication, subject-subject interaction.*

## Introduction

The problem of *professional reflection*, the possibilities of its modeling and interpretation is one of the basic problems of Psychological Science (Rains & Scott, 2007). The concept of reflection in Psychology is based on its philosophical definition (Amichai-Hamburger, 2005). In general, the context of the philosophical understanding of the term "reflection" is in the justification of the process of reflection by a person of himself/herself, that it is *self-reflection* (Heino, Ellison & Gibbs, 2010). This is explained by the fact that a person in everyday life and in the process of doing practical activities has the aim of finding his/her unity with nature (Benson, 2001), with other people, with the society, with the world as a whole (Walther, 2011). At the same time, essential differences between material and spiritual, nature and society, between oneself and other people become quite obvious for the individual (Wright & Webb, 2011). It is important for a person to find and understand the common and different values of the surrounding world (Rezaei & Mousanezhad Jeddi, 2020). Thus, *certain forms of self-awareness* are dominant, when certain phenomena of consciousness become the subject of special analytical activity of the subject (Ishkhanyan, Boye & Mogensen, 2019). All these forms are called *reflection*.

It is important to note that reflection is always not just an awareness of what is in a person's mind, but at the same time a reworking of the person himself/herself, an attempt to go beyond the level of personality's development that has been successfully achieved (Nowak, Watt Nowak, Watt & Walther, 2009). When a person analyzes himself/herself, tries to assess his/her own characteristics, reflects on his/her attitude to life, seeks to master the secrets of his/her own consciousness, he/she thus wants "to explain" himself/herself, to understand the system of his/her own life guidelines, and, at the same time, from something in himself/herself forever to give up, to be even more sure of something (Arbuthnott & Frank, 2000). Then we are talking about a reflexive process, as a result of which there is a change and the development of the individual consciousness of the person (Nunan, 2003).

In fact, *psychological interpretations of reflection* outline this process as the ability: 1) "to look" at yourself; 2) to reflect on one's own thought process (Stephens & Rains, 2011); 3) to analyze knowledge in order to obtain new knowledge or transform unconscious knowledge into conscious ones (Kim & Dindia, 2011); 4) to build self-observation of the state of one's own mind or soul; 5) to go beyond the limits of real life activities (Mykhalchuk & Ivashkevych Ed., 2018); 6) to present a model of a research act directed by a person to himself/herself (Mykhalchuk & Kryshevych, 2019).

Ideas, which are similar to the concept of reflection, have been already appeared in Ancient Philosophy. In Aristotle's "Metaphysics" you can find the following definition of the nature of the human mind, as, at the same time, the mind, through the involvement of its object of thought, makes sense of itself: it becomes contemplated, so that the mind and what is contemplated by it are one and the same. Aristotle speaks of the mind as the Deity as the only "very first beginning". Mind thinks about itself, and thought is thinking about thinking. Something similar to the reflexive process was needed by Aristotle in order to con-

struct a closed universe as a single, divine, unique mind (Lawson & Leck, 2006).

It is generally accepted that the concept of "reflection" appeared in modern times in the scientific justification of R. Descartes. According to R. Descartes, perceiving, imagining, desiring, and direct knowledge of mental processes and their products are as the whole paradigm and the same. By the word "thinking", we understand everything that happens in ourselves in such a way that we directly perceive. Therefore, not only understanding, wishing, imagining, but also feeling means the same thing as thinking (Pimperton & Nation, 2010).

Numerous philosophical interpretations of reflection should be understood as a special reality of human consciousness with the aim of self-knowledge in order to solve the problem of a person's "entry" into the external world, finding and achieving harmony in relationships within it (Гончарук & Онуфрієва, 2018).

The problem of a person's relationship with the outside world is related to the peculiarities of the individual's existence in the global space, where, intersecting and interacting, relatively different dimensions of a human being are connected:

- a person as a subject, who actively acts and knows, has consciousness and will (Ramirez & Wang, 2008);
- a person is as a relatively small part of the universe (Key-DeLyria, Bodner & Altmann, 2019).

For our research the works of neo-Freudism are shown the greatest interest. We mean, first of all, the researches of A. Adler, who rejected Freud's pansexualism and also denied the direct dependence of human mental development on organic factors. These researches are also interesting for considering the phenomenon of reflection. According to the conception of A. Adler, as the scientist claimed that from the first years of the individual's life, a child develops a pronounced sense of his/her own inferiority, which he/she seeks to overcome thanks to his/her life experience. In addition to the inferiority complex, the de-

sire for creative self-improvement is attributed to a person from the first years of his/her life. A person is considered as a human being who initially (from the early birth) strives for a certain life goal, acts intelligently, actively, purposefully, thoughtfully, and not passively and reactively. The goals of life are determined and outlined by the person himself/herself (Адлер, 1997).

In many ways, we will analyze the views of the American psychologist A. Maslow, who is one of the representatives of Humanistic Psychology. These thoughts are essentially close to the considered concepts. The main human need, according to the Humanistic Theory of the Personality, is *self-actualization*, the desire for self-improvement and self-expression. Self-actualization is a process of constant development and practical realization of one's capabilities. This is activity for the sake of doing well what a person wants to do. This concept is a rejection of illusions, getting rid of false ideas about oneself (Maslow, 1991: 113). According to A. Maslow, a full-fledged person is a person who has the main goal of becoming what he/she can become (Maslow, 1991: 114).

Among the supporters of the Humanistic Theory of Personality, it is necessary to note the researches of C. Rogers (Rogers, Lyon & Tausch, 2013). Creating his Theory of Personality, C. Rogers assumed that every person has a great desire and the ability for *personal self-improvement*. As a human being, who is endowed with consciousness, a person determines the meaning of life, its goals and values for himself/herself, and it is the most important expert and supreme judge. The general conclusion of C. Rogers is that universal values really exist, but they are not outside the person, not in a certain morality or ideology, but in the very essence of a person, in the authentic experience of his/her own life. The scientific discovery of C. Rogers is that he established the necessary and sufficient conditions for the humanization of any interpersonal relationships that ensure constructive personal changes. These are such conditions, as: 1) priceless positive acceptance of another person; 2) active, empathic liste-

ning; 3) congruent self-expression in the process of communication with another (Rogers, Lyon & Tausch, 2013).

So, **the purpose** of our article is: to investigate the problem of the influence of professional reflection of teachers of preschool educational establishments on the qualities of their social intelligence; according to the results having been obtained in the experiment to describe the structure of social intelligence of teachers of preschool educational establishments.

### Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. Also, in our research we used empirical methods, such as statement study and molding experiment. With the aim to diagnose the level of the development of social intelligence of teachers we used the test of J.Gilford and M.O'Sullivan "Research of Social Intelligence", adapted by O.S. Mykhailova (Гилфорд & О'Салливен, 2021).

This stage of the experiment was carried out during 2022. 114 respondents were evenly distributed in groups:

E1 – 16 teachers of II and III categories (the experience of work – from 5 to 10 years, age – up to 30 years) of regional cities (5 respondents of the kindergarten № 2 of Rivne, 5 educators of the kindergarten № 5 of Kharkiv and 6 teachers of the kindergarten № 11 of Odesa, Ukraine);

E2 – 18 teachers of category I (work experience – from 10 to 15 years, age – from 30 to 37 years) of regional cities (7 respondents of the kindergarten № 2 of Rivne, 6 teachers of the kindergarten № 5 of Kharkiv and 5 teachers of the kindergarten № 11 of Odesa, Ukraine);

E3 – 15 teachers of the highest category (the experience of work – from 15 and more, age – from 37 years) of regional cities (5 respondents of the kindergarten № 2 of Rivne, 5 educators of

the kindergarten № 5 of Kharkiv and 5 teachers of the kindergarten № 11 of Odesa, Ukraine);

E4 – 13 teachers of category I (work experience – from 5 to 10 years, age – up to 30 years) of regional towns (4 respondents from the town of Zdolbuniv of Rivne region, kindergarten №1; 5 tutors of Shepetivka, Khmelnytskyi region, kindergarten №2; 4 respondents from the town of Zdolbuniv, Rivne region, kindergarten №5, Ukraine);

E5 – 14 teachers of II category (the experience of work – from 10 to 15 years, age – from 30 to 37 years) of regional towns (6 respondents in the town of Zdolbuniv of Rivne region, the kindergarten №1, 4 educators of Shepetivka, Khmelnytskyi region, the kindergarten №2; 4 respondents from the town of Zdolbuniv, Rivne region, kindergarten №5, Ukraine);

E6 – 19 teachers of the highest category (work experience – from 15 years and more, age – more than 37 years) of regional towns (5 respondents in Zdolbuniv city of Rivne region, kindergarten №1; 5 educators of Shepetivka of Khmelnytskyi region, kindergarten №2; 9 respondents from the town of Zdolbuniv, Rivne region, kindergarten №5, Ukraine);

E7 – 19 directors of kindergartens (this group includes directors of cities and regional towns, such as: nursery schools №2 and №4 of Rivne, nursing homes №5, 13, 14, 15, 18 of Kharkiv, nursery schools №3, 8, 9, 11 in Odesa, kindergarten №1, 2 in Zdolbuniv, Rivne region, nurseries №1, 2, 4 in Shepetivka, Khmelnytskyi region, kindergartens №1, 2, 5 in Kamianets-Podilskyi, Khmelnytskyi region, Ukraine).

## **Results and their discussion**

Thus, the ability to know the results of behavior in a given situation, the ability to understand the typical social value of the situation was studied using the subtest 1 “History with the completion” (the test of J.Gilford and M.O’Sullivan “Research of Social Intelligence”). In general, we see that according to the results of factor analysis, the data from respondents of all groups

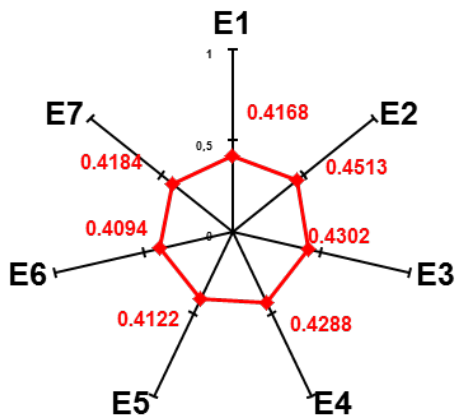


were insufficiently high, mediocre, regardless of the age of respondents, the acquisition of their professionally significant experience and the position of the director of kindergarten. Thus, for E1 teachers, the result for this ability is 0.41, for the group of educators E2 – 0.45, for the E3-group respondents – 0.43, for the E4-group – 0.42, for respondents from the group E5 – 0.41, groups E6 – 0.40 and, finally, from the directors of kindergartens (group E7) – 0.41.

So, at the first stage of the experiment we will analyze the results obtained by us depending on the subtests used in order to study the level of the development of the teacher's social intelligence. Thus, the ability to know the results of behavior in a particular situation, the ability to understand the typical social significance of the situation were investigated using the subtest 1 "Completion of the story" by the methodology of the research of social intelligence. As a whole, we see that according to the results of factor analysis, the data of the respondents of all our groups were insufficiently high, more mediocre, despite the age of the respondents, their professional experience and the position of the directors of kindergarten. Thus, for teachers of E1 the result for this ability is 0.41, for E2 group it is 0.45, for respondents of E3 group – it is 0.43, for teachers of E4 group – 0.42, for respondents of E5 group the result is 0.41, for E6 groups – 0.40, and, finally, directors of kindergarten (E7 group) – 0.41. The results are presented on Fig. 1.

There are somewhat higher results of the respondents of all groups in terms of *the ability to recognize classes of behavior, to distinguish common essential features in various non-verbal reactions of a person, to generalize social reactions* (Subtest 2 "Groups of Expressions" with the use of the test of J. Gilford and M.O'Sullivan "Research of Social Intelligence"). These results are shown on Fig. 2. Among the respondents of group E1 the result on this scale is 0.50, in E2 – 0.55, in E3 – 0.54, in E4 – 0.53, in E5 – 0.51, in E6 – 0.52, in E7 – 0.50. These results, in our opinion, indicate that the kindergarten teacher has formed inte-

gral social-perceptive standards that do not involve the analysis of individual details of subjects or objects, which, however, significantly increase the flexibility of teachers in understanding non-verbal speech of even non-verbal speech acts.

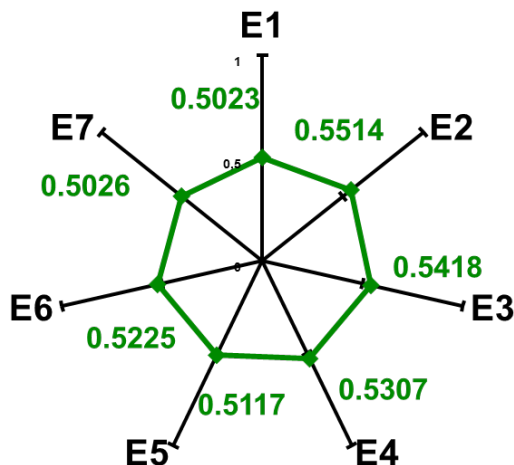


**Fig. 1. The results of teachers of preschool educational institutions according to “the ability to understand the typical social meaning of the situation” (subtest №1 “Stories with completion” with the use of the test of J. Gilford and M.O’Sullivan “Research of Social Intelligence”), in points, according to the results of factor analysis**

We think, that the structure of social intelligence includes communicative skills, motivational characteristics, self-esteem of a person, qualities of social thinking, the ability for psychological autonomy and independence of the subject of cognitive activity and interpersonal interaction.

We also think, that the functioning of social intelligence as a group of abilities and capabilities of the individual takes place at *three levels*, which allow us to reflect the dynamic nature of this phenomenon. In the structure of social intelligence we distinguish the *potential level*, which contains the *potential abilities* and possibilities of the individual, which are at the stage of the

development with the name "the actual level", which includes the abilities and possibilities of the person.



**Fig. 2. The results of teachers of preschool educational institutions according to the ability to recognize classes of behavior, to distinguish common essential features in various non-verbal reactions of a person, to generalize social reactions (subtest №2 "Groups of Expressions" with the use of the test of J. Gilford and M.O'Sullivan "Research of Social Intelligence"), in points, according to the results of factor analysis**

This level has *a normative (medium and a high) level of its development*, and *the effective level*, which contains such personality's characteristics that highlight the peculiarities of the explanation of these abilities in the sphere of cognitive activity of the person.

Thus, we highlight the main functions of social intelligence of teachers and directors of preschool educational establishments as "understanding other people", which provides foresight in interpersonal relationships, the effectiveness of understanding of social situation in general and the situations of interpersonal interaction in particular. The function of "adapt-

tation to the requirements of the society" is also dominant. We have to note that this function provides the ability of the person to use psychometric intelligence in order to adapt to the society effectively. The indicator of highly developed social intelligence is the effectiveness of the use of individual metacognitive strategies while performing social tasks and solving various problems.

The next dominant function of social intelligence of teachers and directors of preschool educational establishments is the function of "deep knowledge of the behavior of social objects". This function ensures the ability of the person to communicate with other people, the ability to predict the consequences of other people's behavior; the ability to distinguish essential features in the content of verbal and nonverbal reactions of people; the ability to understand changes in the meaning of verbal and nonverbal reactions of people depending on the context of a particular situation; the ability to understand the logic of the development of the situations of interpersonal interaction, to understand the value of the behavior of other people.

Also, we have to underline cognitive and behavioral functions of social intelligence. In particular, the cognitive function involves the assessment of the prospects of the person's development; understanding of people; to provide social insight; knowledge of social norms. Behavioral functions include: the ability to co-operate with other people; social adaptation; empathy in interpersonal relationships.

Thus, the functions of social intelligence of the person are the understanding of other people, adaptation to the requirements of the society, knowledge of the behavior of social subjects, cognitive and behavioral functions, functions of understanding the actions of other people and their influence on them, understanding themselves and modeling behavior in accordance with their needs, goals and abilities, the ability to express spontaneous judgments about other people, to predict the behavior of other people, the functions of adapting to life situations, solving practical problems and situations of everyday life, function of social

adaptation, functions to solve problems at the subject-subjective level, self-organization of intelligence, socialization in the society, internalization of social norms and rules, the choice of corresponding reaction in interpersonal interaction, as well as the function of "ensuring adaptability in conditions that constantly predict the formation of a program of successful interpersonal interaction", "planning and forecasting of interpersonal events of the social environment", "motivational function", "the function of social competence", "self-development", "self-cognition" and "self-studying". All these functions can be combined with such generalized functions as cognitive-evaluative, communicative-value, and reflexive correction. At various stages of the performance of the leading function is one of the functions of social intelligence. In particular, the cognitive-evaluative function prevails at the initial stage, while the other two functions create positive conditions for the implementation of the first one. Achieving the goals of cognitive activity to a large extent provide a communicative and valuable function. The reflexive correction function is essentially aimed at actualizing the strengths and qualities compensating for weak and ineffective features and actions. Such functions of social intelligence of the person are manifested in their subordination and interconnection.

Consequently, taking into account that social intelligence is a complex structural entity consisting of a number of mental capacities that directly or indirectly relate to the performance of certain activities and personal characteristics, then the socio-psychological factors of the development of social intelligence of the person can be considered precision understanding of other people, the adequacy of interpretation and forecasting, individual properties of the nervous and mental states, and, finally, the social factors of the environment, the adequacy and successful implementation of social interpersonal interaction. These social and psychological factors, in turn, emphasize the fact that social intelligence is somewhat independent in relation to the intelligence of the person.

So, subjects with a high level of the development of social intelligence can receive maximum information about human behavior, understand the language of non-verbal communication, express adequate and accurate judgments about people, successfully predict their behavioral reactions in the given situations, show forward-looking focus in the processes of interaction with others, contributing successful social adaptation of subjects.

It is important to emphasize that the level of the development of social intelligence itself hasn't been a guarantee of productivity of social behavior of the person yet. The basis of social maladaptation may be some psychological peculiarities such as neuroticism of the person, accentuation of a character, peculiarities of the motivational and value-semantic sphere, negative behavior and other characteristics that can and should be identified with the help of appropriate psycho-diagnostic techniques.

People with a high level of the development of social intelligence, as a rule, differ in the ability to implement successful communication. Such individuals are characterized by contact, openness, tact, benevolence and cordiality, aspiration for psychological closeness in the process of communication. A high level of social intelligence is associated with a great interest in social problems, with the need to influence others, which is often combined with highly developed organizational skills. People with a high level of the development of social intelligence, as a rule, have a clear interest in knowing themselves, the ability to reflect other people and so on. A high level of the development of social intelligence to a greater extent determines the success of the adaptation of subjects in cases of recruitment, rather than a high level of the development of so-called general intelligence. People with high level of social intelligence usually quite easily adapt in the team, contribute to maintaining an optimal psychological climate, show more interest, demonstrate intelligence and ingenuity in their work.

## Conclusions

People with a low level of the development of social intelligence have the considerable difficulties in understanding and predicting the behavior of other people, which greatly complicate interpersonal interaction and reduces the possibilities of social adaptation. The low level of social intelligence is usually compensated to a large extent by other psychological peculiarities of the person: developed empathy, certain features of the character, style of communication, communicative skills, which, in turn, can be adjusted in the process of active social and psychological training. Consequently, on the one hand, social intelligence is considered as a cognitive ability, which provides a successful subject-subject interaction. On the other hand, the actualization of social intelligence is primarily due to life skills and personal experience, with the ability to predict the behavior of other people. As socio-psychological factors that determine the development of social intelligence, consider, first of all, the competence of the behavior, understanding of socio-psychological aspects of life and a reflective attitude towards himself/herself.

A variety of characteristics directly related to the social intelligence of the person, reflects its diverse peculiarities. At the same time, in defining these characteristics that predetermine the development of social intelligence, there are a number of common points. First of all, they are interpreted as the ability, therefore, directly interrelated with certain activities. Secondly, the subject of these abilities is the possibility of the person to establish connections between events in which actors are other people. Thirdly, in whatever context social intellect was described in scientific theories and concepts, it is in any case presented as a rather complex structural formation consisting of different abilities and possibilities. Also, the accuracy of the understanding of other people, the adequacy of interpretation, prediction and reflection are the main indicators of the presence or absence of the person's ability to solve tasks in order to estab-

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lish the relationship between events in the subject-subject communication and interaction.

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**Івашкевич Едуард, Гудима Олександр. Проблема впливу професійної рефлексії педагогів закладів дошкільної освіти на якість їх соціального інтелекту.**

**Мета статті** – дослідити проблему впливу професійної рефлексії педагогів дошкільних навчальних закладів на якість їх соціального інтелекту; за отриманими в експерименті результатами описати структуру соціального інтелекту педагогів дошкільних навчальних закладів.

**Методи дослідження.** Для розв'язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. Також у своєму дослідженні ми використовували емпіричні методи, такі як констатувальне дослідження та формувальний експеримент. Для діагностики рівня розвитку соціального інтелекту нами застосовувалась «Методика дослідження соціального інтелекту» Дж. Гілфорда та М.О' Саллівена, адаптована О.С. Михайловою (2021).

**Результати дослідження.** Вважаємо, що функціонування соціального інтелекту як групи здібностей та здатностей особистості відбувається на трьох рівнях, які й дозволяють відобразити динамічний характер цього феномена. Визначено, що в структурі соціального інтелекту науковець виділяє потенційний рівень, що вміщує потенційні здібності та здатності особистості, які знаходяться в стадії розвитку, актуальний рівень, до якого входять здібності та здатності особистості, що мають нормативний (середній та високий) рівень розвитку, і результативний рівень, який вміщує такі характеристики особистості, які висвітлюють особливості експлікації цих здібностей у пізнавальній діяльності.

**Висновки.** Доведено, що різноманітність характеристик, безпосередньо пов'язаних із соціальним інтелектом особистості, відображає його різнорівневі особливості. У той же час, у визначенні цих характеристик, що зумовлюють становлення соціального інтелекту, є низка спільних моментів. По-перше, вони тлумачаться як здатність, отже, безпосередньо взаємопов'язані із певною діяльністю. По-друге,

*предметом цих здатностей постає властивість особистості до встановлення зв'язків між подіями, в яких діючими суб'єктами є інші люди. По-третє, в якому б контексті не описувався соціальний інтелект у наукових теоріях та концепціях, він, у будь-якому випадку, представлений як досить складне структурне утворення, що складається із різних здібностей та здатностей. Також показано, що точність розуміння інших людей, адекватність здійснення інтерпретації, прогнозування та рефлексія є основними показниками наявності або відсутності здатності особистості до розв'язання задач та завдань з метою встановлення взаємовідносин між подіями в сфері суб'єкт-суб'єктної комунікації та взаємодії.*

**Ключові слова:** професійна рефлексія, соціальний інтелект, функціонування соціального інтелекту, розв'язання завдання, встановлювання взаємозв'язку подій, суб'єкт-суб'єктне спілкування, суб'єкт-суб'єктна взаємодія.

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## Psychology of Mastering Intercultural Competence of Future Translators

### Психологія оволодіння міжкультурною компетентністю майбутніми перекладачами

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#### **ABSTRACT**

*The purpose of our research is to show the context of the definition of "intercultural competence"; to explain the connection between the structural components of intercultural competence and necessary skills and abilities of future translators with the purpose to do effective translational activity; to determine Psychology of mastering intercultural competence of future translators.*

*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 ascertaining research was used as an empirical method.

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**The results of the research.** *We proved, that in the process of oral translation a real process of thought generation, the path from meaning to finding meaning (and vice versa – from meaning to meaning) was much more difficult. It is not limited to certain structural models, because in translation, as well as in the process of intercultural communication, the most difficult thing can be the definition of not even individual signs, realities, but the peculiarities of their relationships in the minds of representatives of different cultures, in which there is a functional coincidence of the main and secondary characteristics, figures and backgrounds, which, in turn, facilitate the development of intercultural competence.*

**Conclusions.** *The most effective implementation of the intermediary role of the translator can only be perceived by us as a result of his/her consistent appeal to culture-specific and universal aspects of the phenomena having been studied, which is achieved by consistent movement in the space of comparative cultures in the direction of emic – etic – emic. By this way it is also the process of the development of intercultural competence of students – future translators. Cognitive structures, having been formed in the course of such a reflexive movement, must be combined in cognitive models with language signs that correspond to the world image. The dominant role in the process of forming the intercultural competence of students – future translators display to the greatest extent by the thinking scheme of representatives of a certain linguistic and cultural community. These processes testify to the considerable role of the basic components of translation activity: psychological and linguistic elements, verbal methods of performing oral translation.*

**Key words:** *intercultural competence, effective translational activity, the world image, skills and abilities of future translators, representatives of different cultures.*

## Introduction

The problem of mastering intercultural competence is known to involve the acquisition of the necessary minimum of socio-cultural knowledge, as well as the skills and abilities of the system to coordinate peoples' behavior in accordance with these knowledge and skills. Since the foundation of a new European curriculum should be laid at high educational institutions, we will consider the content of the socio-cultural aspect of teaching English and developing intercultural competence of future translators.

Let us turn to special scientific researches. Their data, as well as the results of our own experimental activities, suggest that the extra-linguistics is the content basis for the formation of foreign-language intercultural competence of students, and intercultural competence should be a certain minimum of background knowledge (Caramazza, Laudanna & Romani, 1988). *Background knowledge* is understood by us as knowledge, that is characteristic of the inhabitants of a particular country. It is mostly unknown to foreigners, who usually complicate the process of real, natural communication, since mutual understanding is impossible without the principle of identity in the awareness of partners of communication with the reality, which surrounds them (Ivashkevych Ed. & Koval, 2020).

For example, each British person, including a child of junior school age, knows what the abbreviation *UK* means, what the British flag looks like (they call this flag *Union Jack*), what the national dress of the Scots, the Wallis is, as well as the official symbol of each part of the United Kingdom (*the symbol of England is a red rose. The symbol of Scotland is a thistle. The symbol of Wales is a daffodil. The symbol of Northern Ireland is a shamrock and a red hand*). The British know how to use this kind of transport like double decker, what cross buns are and when they consume them. Little Britons are captivated by a ball game in a closed room – it's a squash. They are aware of the rules of this game (Brédart, 1991).

In the UK there are some traditions in *baby food*. For breakfast British eat: *cornflakes with milk, rice crisps with semi-skimmed milk, muesli, toast with marmalade, fresh orange juice, a cup of tea or a glass of milk*. The second breakfast (*lunch*) usually consists of: *lunch crisps, cheeseburger, ham salad, biscuits, orange squash or tea or fruit cocktail with cream*. It is quite common to eat the food that children bring from home at school – *packed lunch*. It may be: *cheese spread sandwiches, a packet of bacon crisps, fruit, juice in a flask, an apple or a banana*.

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Characteristic for the modern UK is the tradition of sending postcards to relatives, friends and acquaintances. An opportunity to send postcards (*to send cards*) for British pupils there may be such events, as: *birthdays, Christmas, Easter, Valentine's Day, Mother's Day, to say "Thank you" to someone, etc.* It is strange that in modern Britain thrives so-called "*card industry*" – a postcard manufacturing industry.

By the way, the young Britons are raised courtesy as a norm of behavior, restraint the assessment and general speech behavior ("*understatement*" in terms of the British). The expression of this it is the widespread use of euphemisms of the type "*This is not the best job*", when it is used in a tactful form, for example, they want to tell the person that he/she does not make the necessary efforts in doing the tasks (Bates, Maechler, Bolker & Walker, 2014). These are some background knowledge, understood by *young Britons*. They determine their particular *speech behavior*, which may not be clear to their peers-representatives of another culture because of lack of relevant background knowledge (Booth, MacWhinney & Harasaki, 2000).

For the formation of a certain minimum of regional knowledge of Ukrainian students, it is important the selection of material from various branches of the British (American) culture (children's literature, folklore, animation, school life, environment, etc.). It must be carried out not only according to the criterion of speech support, but, first of all, taking into account socio-cultural interests of students. A range of such interests, according to the survey of 511 students – future translators, is quite broad. The children of this age are mainly interested in the following questions: 1. What games are played by my English-speaking peers? 2. What cartoons and movies does he/she like? 3. What kind of pets does he/she have? 4. What does he/she do in his/her spare time? 5. What subjects are taught at school? 6. What books are read? 7. What holidays are celebrated?

In this case indicative are the following examples of the text for reading, the activity of which contributes to the formation

of background knowledge associated with the facts of the British and American students' subculture (Mykhalchuk & Onufrieva, 2020). Background knowledge, as it is seen from the examples above, is realized by means of certain linguistic means (Максименко, Ткач, Литвинчук & Онуфрієва, 2019). First of all, they are national realities, as well as background vocabulary, which constitute the linguistic component of a socio-cultural aspect of teaching English (Aleksandrov, Memetova & Stankevich, 2020).

By the definition of scientists (Alexandrov, Boricheva, Pulvermüller & Shtyrov, 2011), realities are the names inherent to certain nations and peoples of subjects of material culture, facts of history, state institutes, names of national and folk heroes, mythological beings and others like that. In comparison with other words, the language is a characteristic, the feature of the reality, which is in the close connection of the object. Intercultural competence is the concept, the phenomenon that is determined by the reality, by the people (or the country), on the one hand, and historical time – on the other one (Beauvillain, 1994). Therefore, realities usually have a national, as well as historical coloring.

So, the lexical minimum of students should be saturated with different types of *national realities*:

1) *realities-anthropomorphisms*, the overwhelming majority of which are the names of children, adults, their nicknames;

2) *ethnographic realities*, which include: names of toys, animals, children's and sports games, which are taken by younger schoolchildren, clothing and footwear, food and beverages, monetary units, holidays, environmental elements, etc.;

3) *the realities of culture and education*, which include: characters of famous literary tales and texts for children, cartoons and films, names of outstanding cultural figures: writers, actors, musicians;

4) *the realities of school life*;

5) *the realities-toponyms* that make up the names of continents, countries, cities, oceans, seas, rivers, streets and so

on (Blagovechtchenski, Gnedykh, Kurmakaeva, Mkrtychian, Kostromina & Shtyrov, 2019).

Here are the examples of some national realities. We have to notice, that students are always interested in the names of their British (American) peers. Therefore, giving examples of realities-anthroponyms, we've to denote the names of children: full and some derivatives from them (in parentheses).

**Female names:** Alice, Amanda (Amy, Mandy), Ann(e) (Nancy), Charlotte, Elisabeth (Bess, Betty, Liz, Lisa), Eleanor (Ellie), Emily (Emm), Jane (Jenny), Jessica (Jess, Jessy), Lucy, Margaret (Mag, Megan, Peg, Peggy), Mary (Molly, Polly, Sally), Olivia, Rebecca (Becky), Pamela (Pam), Patricia (Pat), Sophie, Victoria (Vicki).

**Masculine names:** Alfred (Fred), Andrew (Andy), Benjamin (Ben), Clifford (Cliff), Daniel (Dan), Donald (Don), Henry (Harry), James (Jim), Joseph (Jo), Joshua (Josh), John (Jack), Lewis (Lew), Luke, Mathew (Matt), Michael (Mike), Oliver, Patrick (Pat), Richard (Dick), Robert (Bob), Ronald (Ron), Ryan, Samuel (Sam), Thomas (Ted, Tom), William (Bill).

According to official statistics, the most common names in England and Wales are the following names of children.

**Female names:** Amy, Charlotte, Cloe, Ellie, Emily, Hannah, Jessica, Lucy, Megan, Olivia, Rebecca, Sophie.

**Masculine names:** Daniel, Harry, James, Joseph, Joshua, Jack, Lewis, Luke, Mathew, Oliver, Ryan, Samuel, Thomas, William.

Here are the examples of some ethnographic realities.

**The names of toys:** Barbie, Cindy, Jack-in-the box, Teddy-Bear, set of ABC blocks, top, toy-computer, etc.

**Names of games (children's and sports):** "Bingo", "I am a Spy", "Hide and seek", "Orange and Lemons", baseball, climbing the monkey bars, cricket, flying a kite, football, golf, playing hopscotch, roller skating, squash, skipping the rope, etc.

So, *the purpose* of our research is to show the context of the definition "intercultural competence"; to explain the connection

between the structural components of intercultural competence and necessary skills and abilities of future translators with the purpose to do effective translational activity; to determine psychology of mastering intercultural competence of future translators.

### 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 empirical method is ascertaining research.

To receive the results of students of the experimental and control groups according to the indicator of "communicative and speech activity" we used the author's test «My attitude to learn a foreign language» (Михальчук & Івашкевич Ер., 2023). Also, to increase the reliability of the results we've obtained, we offered students to write the essay «My attitude to learn a foreign language».

### Results and their discussion

In order to disclose the concept of "background vocabulary", we turn to the language-linguistic theory of the word. According to it, the content of the word consists of several semantic components. Part of them, which contains the most significant information about the subject, is a part of the lexical concept and provides the classification of the subject. The other part, which includes additional information about the subject, creates so-called lexical background of the word (Mykhalchuk & Bihunova, 2019).

A vocabulary with different backgrounds (the level of the lexical notion is retained) is called *the background*. So, if you compare such words, as "a letter", "a letter-box" with Ukrainian – a letter, a mailbox, then conceptually there is a complete identity. However, there are some discrepancies regarding the lexical background, such as: English and Ukrainian letters, English and

Ukrainian representations about the mailbox, its color, size, location, etc. Therefore, these words are examples of the background vocabulary (Cilibrasi, Stojanovic, Riddell & Saddy, 2019).

A separate group of background knowledge is speech etiquette and small forms of child folklore, which are also implemented by certain psycholinguistic means (Mykhalchuk & Ivashkevych Er., 2019). Thus, under the speech etiquette, the microsystem of nationally specific verbal and non-verbal units (kinetics, proxemic, phonation) are understood and accepted by the society with the purpose to establish a contact of the partners of communication in the desired tone in accordance with the established rules (Arbuthnott & Frank, 2000). The etiquette is manifested in the most frequent natural, home situations, from the early stages of communication. It is from the assimilation of speech etiquette that a foreign language learner begins to study who is expected to communicate with the native speaker of a corresponding foreign language culture (Batel, 2020).

For students, normative materials (a program, a State standard) shows the differences between mastering students and people with a certain minimum of etiquette-visual formulas of communication as a prerequisite for the observance of elementary norms of speech etiquette adopted in this or that country (Онуфрієва, 2020). The selection of these units should be conditioned by the actual language skills of students. At the same time, the teacher should take into account both didactic factors, in particular, the potential possibilities of sociocultural speech material for students' upbringing by means: to teach them to be polite, tolerant, restrained in assessments; to give them the opportunities to use the necessary minimum of speech etiquette formulas to express some of the sociolinguistic nuances of speech in the situations simulated at the lessons; to teach students to implement speech intentions adequately (Chen, 2022). For example:

**Greeting:** Good morning. Good afternoon. Good evening. Hello. Hi. How do you do? How are you?

**Farewell:** Good-bye. See you tomorrow. Bye-bye. So long. Bye for now. See you soon.

**Acquaintance:** My name is... What's your name? This is... (acquaintance through the intermediary). Meet ... Nice to meet you. I'm so glad to meet you.

**Appreciation:** Thank you. Thank you very much. Thanks. You are welcome. Not at all. Don't mention it.

**Apology:** Sorry. Are you OK? I'm sorry. I'm really sorry. That's all right. Never mind.

**Approval:** Well-done. Good. Great Wonderful. Fine. Nice. Lovely.

Non-verbal aspects of etiquette are also known as such ones, which can be perceived as elements of kinesics (in some a way, nationally-defined gestures), proxemics (a distance between partners of communications), phonations (speech acoustic characteristics, exclamations and volumes). Attention to them should be drawn from the first steps of learning a foreign language. However, to master them, it is necessary advisable receptive. Practice, however, proves us the possibility and reproductive performance of students' activities during situational interaction most commonly used nationally-determined gestures (cinemas) of English-speaking peers, such as:

– a gesture that accompanies greetings *No! Hello!* The hand thus was raised at the level of the head palm from itself;

– a gesture that accompanies the words of farewell: a swing from side to side having been raised at the level of the head (a hand by hand from the hand);

– by a gesture, which means "*everything is OK*", which accompanies the cliché *OK, I'm fine*.

– typical for the Americans and Britons are the actions done by the fingers.

Even small children and teens know the meaning of exclamations through television and cinema: *Wow!* (a surprise), *Oops* (annoyance)? *Auch* (a pain). They like to use them while dramatizing some scenes that simulate a real process of communication.

Particularly interesting for students is the information on onomatopoeia of animals. Surprisingly and with interest they perceive the fact that English speakers are completely different in their ability to hear and follow the voices of animals that they have:

the bees are buzzing – buz-buz-buz,  
the cocks are singing – cock-a-doodle-doo,  
chickens chew – chick-chick-chick,  
ducks are crying – quack-quack-quack,  
dogs are barking – bow-wow-wow,  
the cats mutter – meow-meow-meow,  
sheep are beaten – bea-bea-baa.

The component of the content of intercultural competence are the elements of English children's folklore in the form of its small forms: rhyming, lychelles, verses, songs, etc. Their methodical possibilities are practically inexhaustible. First of all, small forms of child folklore are a significant source of background knowledge, which are of interest to children of junior high school age. Rather indicative in this case is the popular children's song "Hot Cross Buns", which was once sung street shopkeepers on the eve of Easter, selling buns with a cross of cream (*cross buns*).

So, intercultural content is marked by the text of *the verse* "One I Love, Two I Love":

One I love, two I love,  
Three I love, I say.  
Four I love with all my heart.  
Five I cast away.

Historically, the text of this verse is associated with the ancient tradition of divination, which help people to find out the name of the judge, the groom. Nowadays students sing these lines as a song when they "divert", picking up petals of flowers or apple pods. Students also sing it, jumping through the rope or approving the alphabet. In this case, the first letter of the name of the judge is identified by the name of the child in which the child stumbles. Thus, the text of the verse reflects one of the an-

cient attributes and customs of the British, preserved to nowadays (Гончарук & Онуфрієва, 2018).

A remarkable sign of small forms of children's folklore is also the imagery of some situation. Thus, figurativeness, a clear rhythm, a melody, inherent in these forms of the activities, form the mechanisms that define speech and contribute to its involuntary memorization. They stimulate the imagination of children and encourage them to engage in creative activity, in some a way to dramatize these activities, implement to the improvisation of roles, to indicate to such verbal creativity, which is the most understandable and necessary for each person.

Also, to form intercultural competence of students the teacher has to use the units with socio-cultural information: the background vocabulary, the realities of national culture and small forms of children's folklore, which is required the use of linguistic and ethnographic comments as means of providing adequate explanations. There are different approaches to the development of the abilities to linguistic and national commentary as the components of intercultural competence. The specifics of socio-cultural information of an initial degree requires the use of the following *linguistic-national commentary*:

- meaningful comments of the background vocabulary, understanding national realities;
- historical commentary, especially characteristic of activities with small forms of childish English folklore;
- visual-behavioral comments, the purpose of which is to give an idea of communicative actions in the most typical situations of communication with native speakers: during acquaintance, during a telephone conversation, at school (during a recall, a teacher's greetings, address to him/her, etc.), during compilation letter carriers, etc.;
- combined comments, which include different variations of the above actions.

The experiment was organized by us during 2022-2023 academic year. At this stage of the research, we formed two experi-



mental and two control groups (106 students of the faculty of Foreign Philology):

– *experimental groups*:

a) E1 – 26 students of the 1st year of studying in Rivne State University of the Humanities;

b) E2 – 25 students of the 2nd year of studying in Kamianets-Podilskyi National Ivan Ohienko University;

– *control groups*:

a) C1 – 26 students of the 1st year of studying in Rivne State University of the Humanities;

b) C2 – 29 students of the 2nd year of studying in Kamianets-Podilskyi National Ivan Ohienko University.

Low results of students of the experimental and control groups according to the indicator of “communicative and speech activity” are also confirmed by low data having been obtained by the scale of students’ attitudes towards learning a foreign language according to our author’s test (Михальчук & Івашкевич Ер., 2023) (Table 1). Also, to increase the reliability of the results we’ve obtained, we offered students to write the essay «My attitude to learn a foreign language» (the results are also in Table 1).

According to our results, a positive emotional attitude towards the object is a mandatory sign of personal interest of students to learn a foreign language. According to the results of the author’s test (Михальчук & Івашкевич Ер., 2023), positive attitude towards *the process of learning English, the methods and techniques, which the teacher uses*, was expressed by 18.34% of the respondents of E1 group, 28.17% – in group E2, 25.16% – in C1 and 27.01% – in C2 (“English is a very good subject”, “It’s my best subject”, “I would like to learn English as much as it is possible”, etc.). 17.34% of students of group E1, 16.91% – in E2, 8.54% – in C1 and 17.46% – in C2 showed a negative attitude towards the process of learning English, the methods and techniques, which the teacher uses, considering it the most boring activity and even a waste of time (“I am not sufficiently sure,

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that I love the English language, but my parents wanted me to be a translator”, “I would rather spend my free time on studying other subjects than on the English language, but unfortunately it turned out that I passed the exam to enter this department

*Table 1*

**Comparative results of the research  
of students' attitude to learn a foreign language  
(in % , confirmatory stage of the research)**

Students' attitude to learn a foreign language (by the author's test (Михальчук & Івашкевич Ер., 2023))	E1 group	E1 group	C1 group	C2 group
Positive	28.14	29.31	25.17	26.82
Neutral	67.51	67.65	68.96	68.00
Negative	4.35	3.04	5.87	5.18
Students' attitude to learn a foreign language (by writing the essay)				
Positive	37.01	34.15	30.98	35.92
Neutral	62.99	65.85	69.02	64.08
Negative	0	0	0	0

We included 1.45% of respondents of group E1, 2.16% – in E2, 1.45% – in C1, 2.02% – in C2, who chose the answer “I don't know, which attitude I have according to studying English”, to the group of respondents with negative attitude. In our opinion, this is a rather high negative result, because students should consciously choose the specialty for which they enter the university, so their attitude to studying a future profession should be positive from the very beginning. According to the analysis of students' essays, identical results we have obtained, comparing them with the results of the in the author's test (Михальчук & Івашкевич Ер., 2023).

The distribution of students by *the factor of attitude towards learning a foreign language* shows:

- a positive attitude, which is caused by the awareness of the vital importance of knowledge of the English language;

- a positive attitude as a result of emotional attraction;
- a neutral attitude;
- a negative attitude.

According to these results, we can conclude that the majority of students of the experimental and control groups have a neutral (undefined) attitude towards learning English.

However, in the process of oral translation a real process of thought generation, the path from meaning to finding meaning (and vice versa – from meaning to meaning) is much more difficult. It is not limited to certain structural models, because in translation, as well as in the process of intercultural communication, the most difficult thing can be the definition of not even individual signs, realities, but the peculiarities of their relationships in the minds of representatives of different cultures, in which there is a functional coincidence of the main and secondary characteristics, figures and backgrounds, which, in turn, facilitate the development of intercultural competence.

It is sometimes quite difficult for the translator to explain the phenomena of a foreign culture, such as to find a suitable and adequate term for it. More often specialists themselves cannot get rid of their own stereotypes, which, superimposed on other cultural phenomena, level or even distort certain meanings. An example of a pseudo-etic comparison is given by the association that has been arisen by many European translators for the Japanese word "geisha". Translators think that she is "a woman of easy (or light) behavior". However, such a comparison is illegitimate, and a true etic meaning of this concept can only be found by analyzing the culturally specific emic role of geisha in Japanese culture. So, a geisha is a creative person who is able to entertain men not only with singing, dancing, board games, but also with her erudition, education, jokes and ability to appreciate men's intelligence. The best one is not young and beautiful, but more experienced and talented geisha. All this allows us to find a more accurate analogy to the Japanese concept of "geisha" in European culture. For example, in the courts of European feudal

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lords in the Middle Ages, clowns performed a similar function, such as entertaining guests and hosts. As a result, it would be adequately etic to compare a geisha not with a woman of frivolous behavior, but with a clown (Who is geisha, 2023).

So, if we consider the translation activity as *a mediating process*, then the successive movement of emic – etic – emic as *strategic components of the translator's activity* turn out to be quite convincing. Let's give one more example. In the resume of an employee of a Ukrainian state educational institution, which will need to be translated into English for the purpose of receiving a national grant, as a special recognition of his professional skill and high official position an argument, related to the fact that he was assigned a personal company car, has been given. We evaluate this fact as something that is valuable under the conditions of looking at it "from the inside", taking into account the living conditions of citizens in Ukrainian society (*emic*). However, for the most American firms, providing an employee with a car for official use is a widespread practice that is not considered a special social or professional distinction for this specialist. Therefore, in the case of etic-comparison, similar facts are marked differently on the scale of values of two cultures. Taking into account this fact as one of the strategies for translating the resume in questions, the strategy of changing the dominant status of the original frame, clarifying it, metonymizing it, shifting the communicative focus from information about a personal car to something more adequate for the American citizen in the relevant situation can be chosen as one of the strategies for translating the resume in questions with emic information, for example, about a personal driver having been represented by a company.

## Conclusions

So, the most effective implementation of the intermediary role of the translator can only perceive by us as a result of his/her consistent appeal to culture-specific and universal aspects of

the phenomena having been studied, which is achieved by consistent movement in the space of comparative cultures in the direction of emic – etic – emic. By this way it is also the process of the development of intercultural competence of students – future translators. Cognitive structures, having been formed in the course of such a reflexive movement, must be combined in cognitive models with language signs that correspond to the world image. The dominant role in the process of forming the intercultural competence of students – future translators display to the greatest extent by the thinking scheme of representatives of a certain linguistic and cultural community. These processes testify to the considerable role of the basic components of translation activity: psychological and linguistic elements, verbal methods of performing oral translation. These questions will be shown by us in our further researches.

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**Івашкевич Ернест. Психологія оволодіння міжкультурною компетентністю майбутніми перекладачами.**

**Мета дослідження** – висвітлити контекст дефініції «міжкультурна компетентність»; пояснити зв'язок між структурними компонентами міжкультурної компетентності та необхідними вміннями та навичками майбутніх перекладачів з метою здійснення ефективної перекладацької діяльності; визначити психологічні шляхи оволодіння майбутніми перекладачами міжкультурною компетентністю.

**Методи дослідження.** Для розв'язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. Емпіричним методом є метод констатувального дослідження.

**Результати дослідження.** Доведено, що в процесі здійснення усної перекладацької діяльності реальний процес породження думки, шлях від значення до знаходження смислу (і навпаки – від смислу до значення) є досить-таки важчим. Цей процес не обмежується певними структурними моделями, тому що в перекладі, як і в процесі міжкультурної комунікації, найважчим може бути визначення навіть не окремих знаків, реалій, а особливості їхнього співвідношення в свідомості представників різних культур. У парадигмі цих культур і відбувається функціональний збіг головних та другорядних характеристик, фігур і фонів, які, в свою чергу, фасилітують становлення міжкультурної компетентності.

**Висновки.** Ефективне формування міжкультурної компетентності студентів – майбутніх перекладачів – відбується в результаті послідовного звернення викладачів до культурноспецифічних та універсальних аспектів тих явищ, які вивчаються, що досягається послідовним переміщенням у просторі порівняльних культур у напрямку *etic – etic – etic*. У цій парадигмі також відбувається ефективний процес розвитку міжкультурної компетентності студентів – майбутніх перекладачів. Сформовані в ході такого рефлексивного переміщення пізнавальні структури особистості перекладачів мають з'єднуватися в когнітивних моделях з мовними знаками, які найбільшою мірою відповідають образу світу перекладача, схемі мислення представників певної лінгвокультурної спільноти. Також домінують роль у процесі формування міжкультурної компетентності студентів – майбутніх перекладачів найбільшою мірою відіграє схема мислення представників певної лінгвокультурної спільноти. Це свідчить щодо неабиякої ролі базових складових перекладацької діяльності: психологічних та психолінгвістичних елементів, вербальних способів здійснення усної перекладацької діяльності тощо.

**Ключові слова:** міжкультурна компетентність, ефективна перекладацька діяльність, образ світу, уміння та навички майбутніх перекладачів, представники різних культур.

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## Psychological Study on the Functional State of a Patient with Ischemic Stroke

### Психологічне дослідження функціонального стану хворого на ішемічний інсульт

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*Авторський внесок: Харченко Євген – 50%, Сімко Алла – 50%*

### ABSTRACT

**The purpose** of this article is to present psychological study of the functional state of the patient.

**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 method of organizing an empirical research was used as an experimental method.

**The results of the research.** The results show, that there are four primary clusters. They consist of one basic variable, with the help of which we identify them. These clusters characterize the current state of patients with ischemic stroke at the time of the start of rehabilitation measures. The interaction of "Factor of deviation from the autogenous norm, pathology of the somatic state" and "Factor of instability of health and well-being" make up the first and second primary clusters, which are dominant. "Anxiety Factor" and "The Factor of passivity, physical limitation of activity" form the third and the fourth primary clusters.

**Conclusions.** Such interaction of the studied variables indicates the presence of psychological discomfort or a state of a physiological discomfort. It is a source of anxiety. In the first place, in order of significance, the restoration of lost motor functions appears in a case of such patients, when the patient feels only a certain anxiety from the view of his/her psycho-physiological state, without giving himself/herself an account of the reason for the presence of anxiety. The limits of psychological capabilities of patients are significantly narrowed – this is evidenced by the value of the interaction of the indicator "Factor of deviation from the autogenous norm, pathology of the somatic state" and "Anxiety Factor". These indicators are quite low, although their rehabilitation potential is often high (forecast by a specialist neurologist). Such patients are not fully oriented

*to the process of physical rehabilitation, they have no or rather low motivation to engage in physical exercises. This should also be taken into account when planning and implementing rehabilitation measures, which we have done in the formative experiment.*

**Key words:** *functional state of the patient, psycho-physiological state, rehabilitation measures, rehabilitation potential, passivity, physical limitation of activity, anxiety.*

## Introduction

The problem of psychomotor retraining of patients with ischemic stroke is very actual nowadays. The severity of motor disorders, aggravating for this patient and others, explains the desire of the most researchers, primarily to find ways to correct this defect (Choi, Chau, Tsang, Tso, Chiu, Tong, Lee, Tak, Wai, Lee, Lam, Yu, Lai & Sik, 2003). Physical rehabilitation, in a modern sense, should have the aim at maximizing the use of adaptive and compensatory functions of a sick person in the fight against the disease. One of the main principles of physical rehabilitation is also taking into account the patient's personality, and this determines the close relationships in the rehabilitation program of biological, psychosocial and psychological-pedagogical methods (Chan, Ng & Chan, 2003).

The methodological side of the process of psychomotor retraining is also of great importance. The existing classifications of motor disorders do not adequately reflect the complex pathogenetic mechanisms of the formation of post-stroke motor deficit; the clinical structure of motor deficit is insufficiently studied, the peculiarities of the psychological state of the patient, which arose as a result of the disease, are not taken into account (Epstein, Blake & González, 2017). Nowadays, with all the variety of techniques doctors use to restore lost motor function of patients with ischemic stroke, there is no a single system of differentiated use of means and methods of physical rehabilitation, which take into account not only the development of stroke, but also the development of normal motor function in the process ontogenesis, the possibility of a rational combination of the advan-

tages of different schools of movement recovery (kinesitherapy) (Hayden, Farrar & Peiris, 2014).

In this case, the results of psychological research can be used to determine the specifics of the use of motor retraining techniques and assess the effectiveness of rehabilitation measures, as one of the criteria for effective rehabilitation measures and changes of the quality of life to improve psychosocial adaptability of a person (Lane, Marston & Fauci, 2016).

A stroke (from the Latin *Insulto* "to jump, a jump"; also, a stroke) is an acute disturbance of cerebral blood circulation (CBC), which causes a great damage to brain tissues and disorders of its functions (Hardeman, Medina & Kozhimannil, 2016). Strokes include cerebral infarction (ischemic stroke), cerebral hemorrhage (hemorrhagic stroke), and subarachnoid hemorrhage (SH), which have etiopathogenetic and clinical differences. Stroke is the second leading cause of death worldwide and the main cause of long-term disability (Mykhalchuk, Pelekh, Kharchenko, Ivashkevych Ed., Ivashkevych Er., Prymachok, Hupavtseva & Zukow, 2020).. Strokes include cerebral infarction (ischemic stroke), cerebral hemorrhage (hemorrhagic stroke) and subarachnoid hemorrhage (SH), which have etiopathogenetic and clinical differences (Lin, Chen & Hsu, 2019).

The first mention of a stroke comes from the descriptions made by Hippocrates in the 460s B.C., which refer to a case of loss of consciousness as a result of brain disease. Later, Claudius Galen described the course, which begins with a sudden fainting and then a deeper loss of consciousness, and designated them with the term *ἀποπληξία*, that is, paralysis. Since that time, the term "apoplexy" has entered medicine quite firmly and for a long time, denoting at the same time a stroke.

In 1628 William Harvey studied how blood moves in the person's body and determines the function of the heart as a pump, describing the process of blood circulation. This knowledge laid the foundation for studying the causes of stroke and the role of blood vessels in this process. Rudolph Virchow made a signifi-

cant contribution to the understanding of stroke pathogenesis. He proposed the terms "thrombosis" and "embolism". These terms are still key ones in the diagnosis, treatment and prevention of stroke. Later, Rudolph Virchow also established that arterial thrombosis is not caused by inflammation, but by fatty degeneration of the vascular wall, and linked it to atherosclerosis (Villar, Blanco & del Campo, 2015).

Most often, a stroke occurs with arterial hypertension, atherosclerosis, aneurysms of brain vessels, vasculitis, heart diseases, etc. Strokes are caused by disturbances in blood circulation, coagulation characteristics of blood, changes in vascular reactivity, spasm, vascular dystonia, fluctuations in blood pressure, psychotrauma, physical exertion (Kimball, Hatfield, Arons, James, Taylor, Spicer, Bardossy, Oakley, Tanwar & Chisty, 2020).

*Risk factors* are various clinical, biochemical, behavioral and other characteristics that indicate the increased likelihood of developing a certain disease. All directions of preventive activity are focused on the control of risk factors, their correction both for specific people and in the population as a whole. Risk factors for stroke include the following ones:

- the old age;
- arterial hypertension;
- heart disease;
- transient ischemic attacks, significant predictors of the development of both brain infarction and myocardial infarction;
- diabetes;
- smoking;
- asymptomatic carotid artery stenosis.

Many people in the population have several risk factors at the same time, each of which can be moderately expressed. There are such scales that allow the patient to estimate the individual risk of developing a stroke (in percentage) for the next 10 years and compare it with the average population risk for the same period. The most famous of them is the Framingham scale (Khwaja, 2012).

According to the nature of the course, strokes are divided into *hemorrhagic* and *ischemic* ones. At the same time, there are three main types of stroke: ischemic stroke, intracerebral hemorrhage (hemorrhagic stroke) and subarachnoid hemorrhage. Intracerebral hemorrhage and (not in all classifications) non-traumatic subdural hemorrhage are classified as hemorrhagic stroke. According to International Multicenter Studies, the ratio of ischemic and hemorrhagic strokes is on average 4:1-5:1 (80-85% and 15-20%, respectively) (Huang, Oquendo, Friedman, Greenhill, Brodsky, Malone, Khait & Mann, 2003).

*Ischemic stroke, or brain infarction*, develops when the main vessels of the neck or brain are blocked by a thrombus, embolus (embolism) or when there is insufficient blood flow due to a blood vessel narrowed by an atherosclerotic process or spasm. Ischemic strokes occur with significant blood loss, drop or rise in blood pressure, weakening of cardiac activity. If the supply of nutrients and oxygen to the brain is reduced or stopped, this leads to softening of the brain tissues (cerebral infarction). Ischemic stroke is characterized by impaired movement (including partial paralysis), speech, sensitivity against the background of unconsciousness (Gorbalenya, Baker & Baric, 2020).

Ischemic stroke most often occurs in a case, when patients are over 60 years old, who have a history of myocardial infarction, rheumatic acquired heart disease, heart rhythm and conduction disorders, diabetes (Corbitt, Malone, Haas & Mann, 1996). Violations of the rheological characteristics of blood and the pathology of main arteries play a major role in the development of ischemic stroke (Chenguang, Zhaoqin, Fang, Yang, Jinxiu, Jing, Fuxiang, Delin, Minghui, Li, Jinli, Haixia, Yan, Jiuxin, Ling, Li, Zhixiang, Ling, Yanjie, Haixia, Feng, Kun, Yujing, Dongjing, Zheng, Yingxia & Lei, 2020). Characteristic development of the disease is at night without fainting (Brodsky, Oquendo, Ellis, Haas, Malone & Mann, 2001).

So, **the purpose** of our article is to present psychological study of the functional state of the patient.



## 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 method of organizing empirical research was used as an experimental method.

The effectiveness of the cardiovascular support of the exercises having been performed by us was assessed by the type of response to autogenic training and heart rate. Blood pressure was measured daily using a standard tonometer (Chen, Zhou & Dong, 2019). The heart rate was calculated on the radial artery at rest and in the first 10 seconds after doing exercises (recovery period), followed by recalculation of data for 1 minute.

*Vegetative indicators under conditions of physical exertion* are determined by the functional state of the body and, first of all, by the state of the cardiovascular system (de Wit, van Doremalen, Falzarano & Munster, 2016). The activity of the cardiovascular system is the most closely related to all the functional links of the body, largely determining its vital activity and adaptation mechanisms, and therefore largely reflects the functional state of the body as a whole (Edwards, Lee & Esposito, 2019). This determines the choice of functional tests for assessing the patient's real condition (Grunebaum, Oquendo, Burke, Ellis, Echavarria, Brodsky, Malone & Mann, 2003).

The study of the functional state consists of the systematic registration of the reaction of the pulse and blood pressure to consecutive represented test loads. An indicator for the use of a more demanding functional test and for the expansion of psychomotor activity is an adequate reaction of the cardiovascular system of a patient with an ischemic stroke in relation to the corresponding functional test (Onufriieva & Ivashkevych Ed., 2021). During the initial examination of the patient, ventilation tests are performed (a test with a comfortable breath hold on exhalation and a hyperventilation test) in sequence. During the tests, the patient's reaction to the test load is determined (Onufriieva,

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Chaikovska, Kobets, Pavelkiv & Melnychuk, 2020). The use of the starting position for the purpose of active correction of motor deficits is also determined not only by the good performance of the exercises of the previous stage, but also by the reaction to the corresponding tests (Gorbalenya, Baker & Baric, 2020).

Analyzing the empirical data having been obtained by us as a result of functional testing, the psychomotor mode of the activity for patients with ischemic stroke was determined.

1. *A test with a comfortable breath hold on exhalation.*

Measurement of heart rate and blood pressure at rest in a supine position with calm breathing and after performing a comfortable breath hold on exhalation. A normal reaction is considered to be a decrease in the heart rate and blood pressure and recovery of these indicators within not more than 3 minutes. In the event of a violation of the vegetative supply, an increase in heart rate and blood pressure is observed, as well as a prolongation of a recovery period.

2. *Test with hyperventilation.*

Measurement of the heart rate and blood pressure at rest in the supine position and after the patient has performed maximally deep and maximally frequent breathing for 20 seconds. The frequency and depth of breathing is controlled by the patient himself/herself, taking into account his/her well-being.

*Adequate reactions:* immediately after hyperventilation (no more than in 3 minutes) there is a rise in systolic pressure up to 20 mm Hg, to a lesser extent – a rise in diastolic pressure and a corresponding increase in heart rate by 30 per minute. A decrease in any indicator is considered an inadequate reaction.

3. *Orthostatic test when moving from a lying position to a sitting one.* Measurement of heart rate and blood pressure while lying down at rest, then the patient slowly sits up independently or with a help in a sitting position with legs off the bed and maintaining the position at least for 3 minutes.

*Adequate reaction:* a short-term rise in systolic pressure up to 20 mm Hg, to a lesser extent in diastolic pressure and a gra-

dual increase of a heart rate up to 30 per minute. After returning to the initial position (horizontal one), the heart rate and blood pressure should return to the initial level after 3 minutes.

*Inadequate reaction:* a) rise in systolic pressure by more than 20 mm Hg. At the same time, the diastolic pressure also increases, sometimes more significantly than the systolic pressure, in other cases it falls or remains at the previous level; b) rise only in systolic pressure when taking a sitting position; c) increase in heart rate when taking a sitting position by more than 30 per minute; d) at the moment of changing the position, a feeling of blood flow to the head, darkening of the eyes may appear.

*Mandatory drop in systolic pressure by more than 10-15 mm Hg. immediately after the change of the position.* At the same time, the diastolic pressure can simultaneously increase or decrease in such a way that the pressure amplitude (pulse pressure) decreases significantly.

*In the vertical position the systolic pressure drops by more than 15-20 mm Hg. below baseline.* Diastolic pressure remains unchanged or slightly rises. It is a hypotonic dysregulation, which can be considered as insufficient autonomic support, as a violation of adaptation. It is also possible to estimate the drop in diastolic pressure. A decrease in the amplitude of arterial pressure can be compared to the initial level by more than 2 times, and it means not only regulatory disorders, but also disorders of autonomic support.

An increase in the heart rate in a standing position by more than 30-40 beats per minute with relatively unchanged blood pressure – excess autonomic support (*tachycardic regulatory disorder*).

The use of the proposed tests for assessing the patient's condition allows the doctor fairly objectively use the principle of gradualness in the appointment of physical exertion at the earliest stages of restorative treatment for patients with different levels of functional status, which allows to prepare the patient for use in the further activation of walking and other

forms of physical rehabilitation. It will allow to reliably prepare the patient's body for the next stage of the activity, mainly it is a reserved stage, not compensatory capabilities of the patient's body.

Proposed control methods make us possible to give a fairly objective assessment of the functional state of patients and to study its dynamic changes over a longer period of observation under the influence of certain rehabilitation measures. The results of these tests reflect the individual capabilities of each patient, the tolerance of certain types of loads.

4. *Using of the goniometry method.* Determination of the range of motion in the joints of the affected limbs was carried out according to the standard method of measuring the range of motion using a combined protractor, on one side of which a semicircle of the protractor is fixed, and on the other side it is arrow. When determining the number of movements in the joints of the limbs, the number of movements having been performed due to only concentrated reduction of the patient was taken as the norm. The range of motion in the elbow joint of the affected limb under conditions of high tone was estimated from the initial position of the forearm. The method of measuring the range of motion (in active and passive forms) in the joints of affected and unaffected limbs is presented in Table 1.

5. For our research we proposed "*The author's methodology of measuring the number of active movements in the joints of the patient's limbs*" (Table 1).

6. *Manual Muscle Testing.* To assess the degree of muscle strength disorders, Manual Muscle Testing and assessment of muscle strength according to the six-point scale were used. The Muscle Strength Rating Scale is presented in Table 2.

*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 (1992) (see Table 3).

*Table 1*

The methodology of measuring the number  
of active movements in the joints of the patient's limbs

<b>Movement which has measured and the plane of motor activity</b>	<b>Starting position the patient</b>	<b>Indexes of the volume of normal movements</b>
Flexion and extension in shoulder joint; sagittal plane	Sitting or lying on your back, a hand is along the torso, unbent in the elbow joint	Bending – 180 times Extension – 60 times
Withdrawal of the arm in the shoulder joints; a frontal plane	Sitting or lying on your back, hand along the torso, unbent in the elbow joint	Bending – 180 times Extension – 180 times
Internal and external rotation in the shoulder joint; transverse plane	Lying on the abdomen, removal in the shoulder joint – 90 times, flexion in the elbow joint – 90 times, pronated forearm	External rotation – 90 times Internal rotation – 90 times
Flexion in the elbow joint; sagittal plane	Sitting or lying down, forearm is supine	External rotation – 150 times Internal rotation – 150 times
Pronation and supination of the forearm; transverse plane	Sitting or lying down, flexion of the elbow joint – 90 times, wrist joint in a neutral position (intermediate between pronation and supination), fingers are gripping the pencil	Pronation – 90 times Supination – 90 times
Flexion and extension in the wrist joint; sagittal plane	Flexion in the elbow joint – 90 times, forearm pronated	Bending – 80 times Extension – 80 times
Flexion in the hip joint during extension in the knee joint; sagittal plane	Lying on your back or side, a leg is stretched at the knee joint	Bending – 90 times Extension – 90 times

Withdrawal in the hip joint; a frontal plane	Lying on your back or side, a leg is stretched at the knee joint	Bending – 45 times Extension – 45 times
External and internal rotation in the hip joint; transverse plane	Lying on your back or sitting, flexion is in the hip joint and knee joint – 90 times	External rotation – 45 times Internal rotation – 35 times
Flexion is in the knee joint; sagittal plane	Lying on your stomach or sitting, the hip joint is in a neutral position	Bending – 135 times Extension – 135 times
Posterior and plantar flexion in the ankle joint; sagittal plane	Lying on your back or sitting, bending at the knee – 90 times	Rear flexion – 20 times Plantar flexion – 50 times

*Table 2*

**Six-point scale for assessing muscle strength**

Points	Muscle strength
0	There are no signs of stress when the person is trying to perform arbitrary movement
1	The feeling of tension when the person is trying to make an arbitrary movement
2	A movement in full in the conditions of physical unloading
3	A movement in full under the action of gravity
4	A movement in full under the action of gravity and slight external resistance
5	A movement in full under the action of force with maximum external resistance

*Statistical processing of the obtained empirical results* was carried out using the program STATISTIKA 2000\_10 (StatSoft Ins, USA), designed for statistical processing of results in Windows. The 5% level of significance was taken as statistically significant, which ensures the necessary accuracy of comparisons in similar researches. The F-test (Fisher's test) and the Student's t-test were used as criteria of reliability.

Table 3

Modified Ashworth's Scale of Muscle Spasticity

Points	Muscle tone
0	Increased tone is not diagnosed
1	A slight increase of the tone 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	Significantly 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 main method of the program STATISTIKA 2000\_10 (StatSoft Ins, USA) was mathematical statistics by the method of cluster selection. Cluster analysis includes a set of various researched parameters and determines the most important (relevant) researched parameters. The main goal of this statistical method is to combine parameters into fairly large clusters, using some degree of similarity of empirical results.

### Results and their discussion

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 48 patients with ischemic stroke 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 June to November, 2022.

Let us look at the protocol of a patient of 48 years old. The diagnosis of him is ischemic stroke, cerebral infarction in the left middle cerebral artery. Right hemiparesis. He does not express active complaints.

Also, we used M. Lüscher "Color Test" (2012). Cards were ranked in order of preference: 2, 4, 7, 3, 5, 1, 6, 0 and 5, 4, 3, 6, 0, 1, 2, 7. Colors 3, 4 and 1, 7 were located in different ends of the color range. The main colors (blue, green) are placed at 6 and 7 positions, respectively (there is a rejection of these colors). In position 1, as the compensation for the rejection of colors is purple (5) – as a rule, it should be located in the indifferent zone or deviate. The main colors are: blue (1) and green (2) are in the indifferent zone and the zone of rejection. Analyzing the test results, we can assume the presence of disorders of autonomic regulation and sources of stress of this person. Deciphering / - - / functions were indicated: the source of stress is frustration caused by limited freedom of actions, the desire for independence. Interpretation of / + - / functions emphasizes the patient's desire to avoid criticism, any restrictions of personal freedom.

As the next illustration we'll give another example of protocol of a 58-year-old patient. The diagnosis is ischemic stroke, brain infarction in the area of the middle cerebral artery, left-sided hemiplegia.

Color ranking is: 7, 1, 5, 0, 3, 2, 6, 4 and 7, 0, 5, 1, 2, 3, 4, 6. The following interpretation of the test results is possible: "We diagnosed disorders of autonomic regulation and clearly expressed sources of stress having been caused by the need to be in the center of attention, to be respected, to play the main, but not the secondary role. Unfulfilled need facilitates anxiety, worry, fear. It manifests itself in excessive capriciousness and dictatorship in relation to relatives".

The results of the primary examination using M. Lüscher's Test were processed by mathematical analysis by the method of cluster selection. The most significant indicators characterizing



the psycho-emotional state of patients with ischemic stroke at the beginning of our research are showed in Table 4.

*Table 4*

Clusters, which are characterizing the psycho-emotional state of patients with ischemic stroke at the beginning of the research

The degree of significance	A cluster	Euclidean distance
1	«Factor of deviation from the autogenous norm, pathology of the somatic state»	42.3098
2	«Factor of instability of health and well-being»	51.2006
3	«Anxiety Factor»	55.3978
4	«The Factor of passivity, physical limitation of activity»	63.8710

As the results of Table 4 show, four primary clusters consist of one basic variable, with the help of which we identify them. These clusters characterize the current state of patients with ischemic stroke at the time of the start of rehabilitation measures. The interaction of “Factor of deviation from the autogenous norm, pathology of the somatic state” and “Factor of instability of health and well-being” make up the first and second primary clusters, which are dominant. “Anxiety Factor” and “The Factor of passivity, physical limitation of activity” form the third and the fourth primary clusters.

### Conclusions

Such interaction of the studied variables indicates the presence of psychological discomfort or a state of a physiological discomfort. It is a source of anxiety. In the first place, in order of significance, the restoration of lost motor functions appears in a case of such patients, when the patient feels only a certain anxiety from the view of his/her psycho-physiological state, without giving himself/herself an account of the reason for the presence of anxiety. The limits of psychological capabilities of patients are significantly narrowed – this is evidenced by the value of the interaction of the indicator “Factor of deviation from the

autogenous norm, pathology of the somatic state" (42.3098) and "Anxiety Factor" (55.3978). These indicators are quite low, although their rehabilitation potential is often high (forecast by a specialist neurologist). Such patients are not fully oriented to the process of physical rehabilitation, they have no or rather low motivation to engage in physical exercises. This should also be taken into account when planning and implementing rehabilitation measures, which we have done in the formative experiment.

According to all patients of the experimental and control groups, during the entire period of inpatient treatment, the following data were analyzed daily: well-being, frequency and nature of pain sensations, other complaints (shortness of breath, palpitations, sleep and mood disorders, tolerability of restorative treatment procedures). A clinical, functional and psychological examination was conducted for all patients before and after the complex rehabilitation course.

The study of the initial state of voluntary motility of ischemic stroke patients at the beginning of the physical rehabilitation course showed the presence of disorders of static and dynamic motor function of the arm, leg, coordinated action of the arms and legs, head, trunk, but quite different in their explanation in the studied groups of patients.

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

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**Харченко Євген, Сімко Алла. Психологічне дослідження функціонального стану хворого на ішемічний інсульт.**

**Мета дослідження** – здійснити психологічне дослідження функціонального стану хворого.

**Методи дослідження.** Для розв'язання поставлених завдань використовувалися такі теоретичні методи дослідження: катего-

*ріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. Метод організації емпіричного дослідження використовувався у якості експериментального методу.*

**Результати дослідження.** Було виділено чотири первинних кластери, що складаються з однієї базової змінної, яка характеризує актуальний стан хворих на мозковий інсульт на момент початку реабілітаційних заходів. Доведено, що взаємодія «Фактора відхилення від аутогенної норми, патології соматичного стану» і «Фактора нестабільності здоров'я та самопочуття» складають перший та другий первинні кластери, які є домінуючими. Показано, що «Фактор тривожності» і «Фактор пасивності, фізичного обмеження діяльності та активності» утворюють третій та четвертий первинні кластери.

**Висновки.** Показано, що взаємодія досліджуваних змінних свідчить про наявність психологічного дискомфорту чи стану фізіологічного неблагополуччя, є джерелом тривоги. Доведено, що на першому місці, за значущістю, у таких хворих постає відновлення втрачених рухових функцій, хворий відчуває лише певне занепокоєння з огляду на свій психофізіологічний стан, не даючи собі звіту щодо причини наявності тривоги. Межі психологічних можливостей хворих значно звужені – про це свідчить значення показника взаємодії «Фактора відхилення від аутогенної норми, патології соматичного стану» і «Фактора тривожності». Ці показники є досить низькими, хоча їхній реабілітаційний потенціал часто буває високим (прогноз спеціаліста-невролога). Такі хворі повною мірою не зорієнтовані на процес фізичної реабілітації, у них відсутня або досить низька мотивація до занять фізичними вправами. Це також було враховано при плануванні та впровадженні реабілітаційних заходів у формуальному експерименті.

**Ключові слова:** функціональний стан хворого, психофізіологічний стан, реабілітаційні заходи, реабілітаційний потенціал, пасивність, фізичне обмеження активності, тривога.

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## Psychological Phenomenon of Facilitation as a Specific Type of Teacher's Activity

### Психологічний феномен фасилітації як специфічного виду діяльності викладача

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### **ABSTRACT**

**The purpose** of our research is to show what is facilitation; how to organize facilitative interaction to help the teacher for better guidance that can enhance performance and success for the students; to present the ways of facilitative education at the universities; to show the place of facilitation in the structure of Blocks of Cognitive Activity of students.

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

**The results of the research.** We proved that the process of facilitation in educational activities cannot be understood simplistically. Participating in any form of activity and learning consciously are doing quite different things. The action, if it is imposed by a team of methodologists, teachers, pedagogues, etc., is carried out under pressure on the student, then it is perceived beyond any meaning as a so-called "temporary" necessity. In Psychology the following attributes of a person are recognized: a student's consciousness and activity; attributes of the psyche, such as subjectivity, activity, adaptability; attributes of the person's consciousness – the experience, knowledge and attitude; attributes of the activity – the awareness, purposefulness, motivation.

**Conclusions.** We can unmistakably outline the role of facilitation in these interacting blocks of cognitive activity of students. Facilitation involves changing the teacher's position in the learning process. Updating his/her pedagogical activity in all its directions (blocks), the teacher skillfully facilitates – manages, directs, helps students in their educational activities. As a result of pedagogical activity, a certain new formation appears. So, it is a process of facilitative interaction, where the main figure is the student himself/herself as the subject of his/her own cognitive activity. Meanwhile, the teacher only uses all the possibilities of the educational environment, directing the activity of the student in order to further in-depth developing of his/her personality.

**Key words:** facilitation, a specific type of a teacher's activity, facilitative education, facilitative interaction, changing the teacher's position in the learning process.

## Introduction

Facilitation is a multi-faceted, complicated process. It extends beyond the traditional behavioral teaching management techniques recommended to deal with students with disruptive behavior. Teachers should develop caring, supportive relationships with and among students; organize and implement instructions in ways that optimize students' access to learning (Гончарук & Онуфрієва, 2018). Also, teachers may use group management methods that encourage students' engagement with academic tasks. They have to promote the development of students' social skills and self-regulation and use appropriate interventions to assist students who have behavioral problems or problems with studying different subjects.

Scientists (Alahmadi, Shank & Foltz, 2018) also believed that if students were actively engaged into their lessons, they would be less likely to misbehave. Other theorists (Gathercole, Pickering, Ambridge & Wearing, 2004) also believed this as well. If lessons are precise and completed at a steady continuous pace, students will have little time to misbehave or to get into conflicts (Connors, 2009). When students are engaged, they are concentrating at the lesson and focus on learning, and it prevents a lot of problems (Falé, Costa & Luegi, 2016). It is important for the pupils to be a part of the decision-making processes (Dale & Duran, 2011). If pupils are having fun, they will be engaged (Heidari, 2019). When they are engaged into a lesson, they will not think about misbehaving, and will be focused only on the task (Mykhalchuk & Bihunova, 2019).

According to scientists (Rezaei & Mousanezhad Jeddi, 2020), students should play an active role in setting classroom rules. By allowing the students to help to create the rules, they are participating in classroom community facilitative building. Everyone is working together and is able to understand the rules clearly.

Teacher needs to focus their attention on entire class and must not talk over students' chattering. At times when it is si-

lence, the process of studying also has to be effective (Gathercole, Pickering, Ambridge & Wearing, 2004). Students should know what is going to happen in the class and have to monitor or to check progress. A teacher should move around the room, so pupils have to pay their attention more readily and give pupils non-verbal cues (Hecht, Torgesen, Wagner & Rashotte, 2001). Lessons should be planned to ensure that the period of lesson time is filled with learning activities (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh & Shanahan, 2001). A teacher should have a knack to memorize students' names as quickly as it was possible. It enhances class control and confidence of the teacher.

As it was stated above, class facilitation is the creation of appealing environments for students' studying. Classroom facilitative strategies are tools that teachers can use to create such an environment, ranging from some activities with the aim of improving the relationships between a teacher and pupils, with rules for regulating students' behavior (Drigas & Karyotaki, 2017). Only when management efforts are not successful, teachers need to resort to reactive and controlled strategies. Therefore, it is important to distinguish between preventive and realistic classroom facilitative strategies (Greco, Canal, Bambini & Moro, 2020). There is a difference between strategies that are used to prevent behavioral problems and strategies having been used to respond to problem behavior (Engle, 2002). For example, the establishment of rules and procedures for favorable relations between pupils and teachers are considered to be preventive strategies, while disciplinary interventions, such as prevention or punishment, which are considered to be reactive strategies (Shiva, Bhardwaj & Phani Krishna, 2017). While it is generally believed that prevention strategies are more effective than reactive ones, but sometimes reactive strategies are needed to reduce the destructive or other undesirable behavior of the learner (Alyami & Mohsen, 2019).

So, **the purpose** of our article is: to show what is facilitation; how to organize facilitative interaction to help the teacher for

better guidance that can enhance performance and success for the students; to present the ways of facilitative education at the universities; to show the place of facilitation in the structure of Blocks of Cognitive Activity of students.

### **Methods of the research**

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

### **Results and their discussion**

Learning requires a teacher to help the pupils to understand the learning materials. What the teachers observe through the learning environment, many students do not stay passive but only active. Thus, the teachers need to create an environment that pushes the students to learn the learning materials. This beneficial environment can give a scope for the students to participate in a great degree in learning materials. Participation is likely to help the teacher for better guidance that can enhance performance and success for the students (Arrington, Kulesz, Francis, Fletcher & Barnes, 2014).

Firstly, facilitative education should be by knowing the structure of the Ukrainian society and era we live, keeping in the mind the requirements and needs of any improvement activities to be done. Nowadays we have to make students to love the lessons, to help and facilitate them in good manners otherwise a pupil may hate both a teacher and a lesson and as a result he/she will not achieve and will fail. A teacher wouldn't behave just as an officer that does his/her job according to the curriculum and after a lesson gets away, but behave himself/herself as a parent providing students a help, love. In such a way, facilitative things would be more useful during the processing of this subject (Івашкевич Ер. & Комарніцька, 2020).

Of course, as it happens usually extremism is not good, even if our students don't find everything ready. When we help them, we should keep the balance otherwise students will become lazy and want to find everything ready. They might think that we don't need to study hard and whipping effort however our teacher will help us, and could not make mental exercises (think a lot) (Alahmadi & Foltz, 2020). Again, without helping them and letting to study alone may push them to pessimism and they may not succeed (de la Garza & Harris, 2017). The students might become despair and then give up. In this aspect, the soft language, a friendly face and an optimistic heart facilitate pupils to get success in the training course.

A separate group of facilitative tasks is a group of unforeseen situations that represent various reinforcement strategies with the aim of improving the behavior or activities of students. These processes include preventive and reactive strategies. This group of tasks can be classified into three types: independent, interdependent, and dependent group contingencies. *Independent group contingencies* refer to reinforcement interventions that apply the same assessment criteria and reinforcements to each student. *Dependent group contingencies* refer to interventions that require a single student (or a few students) to reach a designated criterion in order for the whole group to receive reinforcement (e.g., when a student attains a 100 percent score on a test, the teacher will hand out presents to the entire group). *Interconnected group of unforeseen situations* require that whole groups of students reach a certain criterion for obtaining reinforcements (for example, team members need to cooperate for a team project, and the whole team gets an estimate for their final product). Returning to preventive-reactive classification, both preventive and reactive strategies can be applied to the whole class population (for example, by discussing class rules or giving group conclusions) or to some individuals (for example, allowing a student, who is easily distracted, to sit alone during independent seatwork or placing a student temporarily outside the

classroom when showing disruptive behavior) (Astle & Scerif, 2017).

So, we believe that the facilitative process is incomplete if non-verbal means, which are not used at the lessons. The use of non-verbal means of communication, such as gestures and facial expressions, is a very useful way of discovering the meaning of words for first-year students, since this can avoid long explanations in both the mother tongue and the language having been studied. Teachers can use gestures and facial expressions to specify the meanings of new words or phrases, and to organize tasks for the group's speech activity. For example, "Sit down" instruction can easily be accompanied by mimicry and gesture that will help understand the disclosure of the meaning of this expression. So, you can reveal the meaning of the words "drink", "eat", etc. Teachers have to use a number of gestures to control the class: *listen, all repeat, get into pairs, pay attention, wrong, try again*. These words are also facilitative ones.

Facilitative oriented language teaching aims are not only giving students practical knowledge of Grammar and target language, but also, they have to develop the understanding of how the language is used for a natural process of communication. Formal aspects of language – Grammar, Vocabulary, Phonetics – are presented in the facilitative contexts, so that students develop a direct understanding of how these forms have to be used in speech.

The facilitative method dramatically changes the traditional approach to the use of Grammar rules, when students firstly report all knowledge of Grammar phenomenon. Now their consciousness is directed at solving different speech problems; and rules-instructions have to be given at certain doses during the whole process of automation, help to arrange a speech unit. This approach to the use of rules is called by us "*quantization*".

So, we'll propose our own examples of exercises for actualization of the facilitative interaction at the English lessons, which were provided by us for students of the first course at non-

specialized faculties at the universities. The experiment lasted during February-March, 2023 at Rivne State University of the Humanities. 136 students were participated at this stage of the empirical research.

The example of exercises for actualization of the facilitative interaction at the lessons at the universities

### ***I. Fixing on new, unknown material (speed drills).***

The teacher names the first word or phrase from a new lexical model. Students will come up with an entire sentence using the desired structure. The bottom line is that the task should be carried out at the proper pace to maintain a great interest and students' attention. As soon as the pace becomes feasible for students, it is necessary to increase it, so that the exercise was all the time stimulating.

### ***II. Chain Exercises (chain drills).***

One student turns to another, saying, for example: "*Hello. My name is George. What's your name? Tell about your preferences in studying at the university*".

The other one answers: "*Hello. My name is Mary. Different people have different learning preferences. There are many models which can be used to describe these preferences. Learning styles is one that accounts for learner these differences, which can be useful in understanding the different ways we study. It can also be useful to know your strengths and use them to enhance learning.*"

*Learning style refers to a student's specific learning preferences and actions. One student may learn more effectively from listening to the instructor, while another prefers to listen and take notes. Another person learns more effectively from reading the textbook, while another student benefits mostly from charts, graphs and images the instructor presents during a lecture. It's important to note that people don't necessarily have a single definite style. Students can use different styles in different situations, but they often tend toward specific preferences.*



*Learning style is important in colleges and universities. Each different style have to be described later in more detail, has certain advantages and disadvantages compared with other styles. None is "right" or "wrong." You can learn to use different styles more effectively.*

*Instructors also have different teaching styles, which may or may not match up well with students' learning preference. Although you may personally prefer a certain style of teaching, you cannot expect that your instructors will use exactly such learning style that you prefer. Therefore, it is important to know how to adapt yourself to teaching styles.*

*It is important to note that there are many criticisms of the learning styles model. Some researchers say that there is no evidence that identifying a learner's style and then teaching to it accordingly results increased students' outcomes. Another criticism is that identifying one single learning style or method of learning and focusing on it alone can result in ignoring the other learning modalities, and this could ultimately hamper learning. It is much more useful to think of it like this: if you recognize a learning strength, then use that strength by adding more of it to your learning strategies. But don't stop using the other modalities. For example, if you discover that listening is a strength for you, then it would be useful for you to add listening activities to your coursework, such as downloading lectures and re-listening to them while you are doing other activities (riding the bus, going for a run, or doing the dishes). But listening to lectures on your phone should not replace attending classes, practicing concepts by doing homework questions, or working together in study groups – as these are all things that can enhance your learning as well.*

*I wish all students to learn the following theories and see if any of the concepts resonate with your own mind" (Learning Preferences and Strengths, 2023).*

*Then Mary returns to another student and asks: "What's your name? Do you know what it is Multiple Intelligences?"*

The student answers: *"My name is Nick. We often associate learning at the university with strengths in reading and writing. Though it is true that reading and writing are the most important skills having been used in many courses. You can also apply other learning strengths to contribute to successful learning.*

*Also, different systems have been used to describe the different ways by which people study. Some students describe the differences between how extroverts (outgoing, gregarious, how to be sociable) and introverts (how to be quiet, private, contemplative people) in the process of studying. Some people prefer divide people into "Thinkers" and "Feelers."*

*A popular message is Multiple Intelligences, based on the research written by Howard Gardner. H. Gardner proposed that there were eight different ways of learning, creating things and solving problems. Everyone uses all eight of these intelligences; however, for each individual some intelligences are areas of strength, while others are weaker, leading to different preferences in learning. So, eight multiple intelligences are:*

1. Verbal (preferred lexical units).
2. Logical (preferred Math and Logical Problem Solving).
3. Visual (preferred images and spatial relationships).
4. Kinesthetic (preferred body movements and actions).
5. Rhythmic (preferred music, rhymes).
6. Interpersonal (preferred different types of group activity).
7. Intrapersonal (preferred introspection and independence).
8. Naturalist (preferred nature, natural categories).

Here is a more detailed description of different types of intelligences:

### The Multiple Intelligences

The type of intelligence	Description
"Word smart" Verbal-Linguistic Intelligence	The capacity to use language to express what's on your mind and to understand other people. People who are high in this intelligence are sensitive to language, meanings, and the relationship of words. They engage easily with vocabulary activities, grammar, poetry, essays and plays.

<p>“Logic smart” Logical- Mathematical Intelligence</p>	<p>People with a highly developed logical-mathematical intelligence understand the underlying principles of some kind of a causal system; or can manipulate numbers, quantities, and operations. Abstract thinking, counting, organizing; and logical structures are preferred by people high in this intelligence. They also like critical thinking activities, breaking words into smaller parts and reassembling them.</p>
<p>“Picture smart” Visual- Spatial Intelligence</p>	<p>People strong in this intelligence have the ability to represent the spatial world internally in their minds. Spatial intelligence can be used in the arts or in the trades and sciences. Those who are spatially intelligent and oriented toward the arts, are more likely to become painters or sculptors or architects than, say, musicians or writers. These people tend to be keen observers, able to think in three dimensions, and like to use metaphors. Learning materials that work well for them include: graphs, charts, colour codes, guided imagery, pictures, posters, and mind maps.</p>
<p>“Body smart” Bodily- Kinesthetic Intelligence</p>	<p>Body smart people have the capacity to use their whole body or parts of their body –hands, fingers, arms – to solve a problem, make something, or put on some kind of a production. These people have good body control and fine motor skills; and are often active and animated. They need “hands-on” learning opportunities, like shop, labs, games, skits, and plays.</p>
<p>“Music smart” Musical Intelligence</p>	<p>Music smart people have the capacity to think in music, to be able to hear patterns, recognize them, remember them, and perhaps manipulate them. People who have a strong musical intelligence don’t just remember music easily – they can’t get it out of their minds, it’s so omnipresent. People will be sensitive to rhythm, pitch, intonation, and can remember tunes and rhythms easily. They tend to like poems, plays, jazz chants, rap music, songs, and musically guided imagery.</p>
<p>“People smart” Interpersonal Intelligence</p>	<p>Those who are people smart have an understanding of other people. Anybody who deals with people has to be skilled in the interpersonal sphere. This is a social intelligence and those who are high in this area are outgoing and interactive; sensitive to others’ moods, feelings, and motivations.</p>

"Self smart" Intrapersonal Intelligence	Self smart people have an understanding of themselves, of knowing who they are, what they can do, what they want to do, how they react to things, which things to avoid, and which things to gravitate toward. They tend to know what they can do. They tend to know what they can't do, and they also tend to know where to go if they need help.
"Nature smart" Naturalistic Intelligence	Nature smart people have the ability to discriminate among living things (plants, animals), sensitivity to other features of the natural world (clouds, rock configurations) as well as a good sense of their surroundings and environment. They are also sensitive to changes around them, both outdoors and indoors.
Gardner later added the 9th type of intelligence: "Life Smart" Existential Intelligence	People with existential intelligence have the sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, the reason for death, and the explanation of how we got here. They tend to be reflective, deep-thinking, and able to design abstract theories. They appreciate multiple perspectives, see connections, challenge assumptions, and push boundaries. They can become scientists, philosophers, and theologians.

*It is also important to note that we can continue to develop our intelligence and use Multiple Intelligences to learn content in any course. Our brains continue to grow and develop over time, even into adulthood. Taking into account full advantages of these opportunities for growth can support learning in any course"* (Learning Preferences and Strengths, 2023). Students continue this task, each of them adds a new link to the chain.

So, the process of facilitation in educational activities cannot be understood simplistically. Participating in any form of the activity and learning consciously are doing quite different things. The action, if it is imposed by a team of methodologists, teachers, pedagogues, etc., is carried out under pressure on the student, then it is perceived beyond any meaning as a so-called "temporary" necessity. In Psychology the following attributes of a person are recognized: a student's consciousness and activity; attributes of the psyche, such as subjectivity, activity, adaptability; attributes of the person's consciousness – the ex-

perience, knowledge and attitude; attributes of the activity – the awareness, purposefulness, motivation.

All these attributes are directly or indirectly included into the cognitive process. But in the traditional reproductive system of education such attributes as “consciousness”, “activity”, “subjectivity”, “attitude”, “purposefulness”, “motivation” are as some constant, unchanging components. Psychologists claim that they only participate in a wide-ranging activity, which includes: planning, organization, implementation, the analysis of the results, communication in a reference group. Thus, the subject of learning gets access to the awareness of the meaning of cognitive activity. Only on this basis a person can develop meaningful motives, value orientations and, ultimately, the direction of the individual and relationships with others. This formula of “facilitatively expedient activity” (the author’s term) reflects the scheme of reproduction of absolutely new knowledge, having been tested by us in the process of cognitive activity, which will be used to justify facilitation as a separate type of the activity.

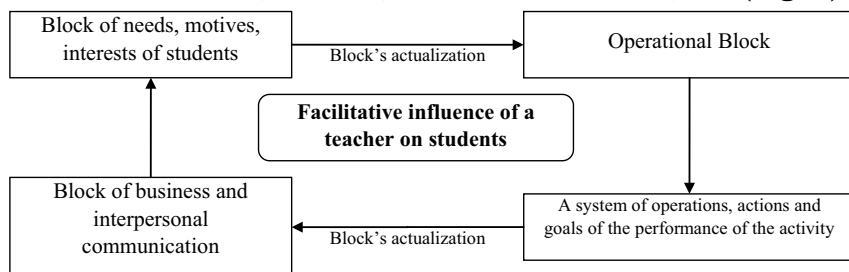
Studying in classes at secondary educational institutions implies the task of organizing a special activity with a specific purpose. Any activity contains in its structure some blocks that interact with each other (Pimperton & Nation, 2010):

- block I – block of needs, motives, interests;
- block II – operational and effective one, which contains the system of operations, actions and their goals;
- block III – a block of business and interpersonal communication related to the process of students’ activity between each other and students – teacher activity.

Straight forward and reverse relationships between the components of each block indicate that changes in one block lead to changes in others. These changes can occur both constructively and destructively, which will ultimately lead to the development or inhibition of cognitive activity of students.

So, it is possible to propose regularity, in a view of which it becomes possible to change interpersonal relationships in a group

of students (updating to the 1<sup>st</sup> block). The activities should be carried out not directly with regard to these relationships, but to the organization of students' cognitive activity (updating the 2<sup>nd</sup> block). Purposeful restructuring of the stages and goals of the activity (updating the 2<sup>nd</sup> block), due to the direct dependence on many external factors, will change the nature of relationships in the group (updating to the 1<sup>st</sup> block). In turn, the changes in interpersonal relationships (updating to the 3<sup>rd</sup> block) facilitates changes in the 1<sup>st</sup> and the 2<sup>nd</sup> blocks, which will contribute to the formation of needs, motives, interests of students, etc. (Fig. 1).



**Fig. 1. The place of facilitation in the structure of Blocks of Cognitive Activity of students**

## Conclusions

Based on the given regularity, we can unmistakably outline the role of facilitation in these interacting blocks of cognitive activity of students. Facilitation involves changing the teacher's position in the learning process. Updating his/her pedagogical activity in all its directions (blocks), the teacher skillfully facilitates – manages, directs, helps students in their educational activities. As a result of pedagogical activity, a certain new formation appears. So, it is a process of facilitative interaction, where the main figure is the student himself/herself as the subject of his/her own cognitive activity. Meanwhile, the teacher only uses all the possibilities of the educational environment, directing the activity of the student in order to further developing of his/her personality.

Thus, facilitation is a specific type of a teacher's activity. Even in ancient Greece, scientists (Phani, Arulmozi, Shiva & Mishra, 2020) said, that a longer way of learning was through instructions, a shorter way was through example. It is this "short path" in knowledge that teachers-facilitators are called to show. In facilitative interaction the subject of the activity can be an individual (a group, a collective), who is clearly aware of his/her own motives, goals and methods of performing future cognitive activity and, in such a way, a student is ready to implement it under any conditions.

Improving students' behavior (for example, their self-control), it is an important goal in many universities, facilitative programs at this moment, while this group of components is not sufficiently represented in the various classifications having been mentioned above. In addition, many activities use both preventive and reactive strategies. Therefore, there are the following classification (or "types") of classroom facilitative interventions, based on their main paradigm:

1) ***Teachers' behavior-focused interventions.*** The main focus of the intervention is to improve the management of teachers (for example, the maintenance of order, the introduction of rules and procedures, disciplinary measures), and thus on changing the teachers' behavior.

2) ***Teacher-Student relationship-focused interventions.*** The main focus of the intervention is to improve the interaction between teachers and students (teacher-student interaction), and consequently, to develop caring and supportive relationships. Only preventive interventions are included into this category.

3) ***Students' behavior-focused interventions.*** The main focus of the intervention is to improve the students' behavior, for example, through group unforeseen events or improving the self-control of all students. Both preventive and reactive interventions are included into this category.

4) ***Students' social-emotional development-focused interventions.*** The main focus of the intervention is to improve the

social and emotional development of students, such as strengthening the feelings of empathy for other children. Both preventive and reactive interventions are included into this category.

It is also clear that the appropriation of facilitative learning activities has a great impact on learning and achievement. The selection, creation or adaptation of such activities is largely informed not only by the profile of the learner himself/herself, but also by the way in which teachers perceive themselves and their own role in the society. These self-images in turn influence teachers' teaching strategies and behavior in the whole class. In this sense, successful teaching depends on the teacher's:

- the optimal involvement into the learning material;
- personal interest in the learner;
- the development of certain personal traits, such as relaxation, openness, originality and spontaneity.

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**Хупавцева Наталія, Славина Наталія. Психологічний феномен фасилітації як специфічного виду діяльності викладача.**

**Метою нашого дослідження є:** показати, що таке фасилітація; як організувати фасилітативну взаємодію, щоб допомогти викладачеві отримати найкращі настановлення, які можуть підвищити ефективність і успіх всіх студентів в освітньому процесі; представити способи фасилітативного навчання в університетах; показати місце фасилітації в структурі блоків пізнавальної діяльності студентів.

**Методи дослідження.** Для розв'язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. Також у своєму дослідженні ми використовували емпіричні методи, зокрема, пілотне дослідження.

**Результати дослідження.** Доведено, що процес фасилітації в навчальній діяльності не можна розуміти спрощено. Показано, що брати участь у діяльності та навчатися усвідомлено – це досить різні речі. Якщо дія нав'язується командою методистів, викладачів, тощо, здійснюється під тиском на студента, тоді вона сприймається поза будь-яким сенсом, як так звана «тимчасова» необхідність». Визначено такі атрибути особистості, які є найбільшою мірою важливими в фасилітативній взаємодії: її свідомість і активність; атрибути психіки – суб'єктивність, активність, адаптивність; атрибути свідомості – переживання, знання і ставлення; атрибути діяльності – активність, усвідомлення, цілеспрямованість, вмотивованість тощо.

**Висновки.** Окреслено роль фасилітації у даних взаємодіючих між собою блоках пізнавальної діяльності. Показано, що фасилітація передбачає зміни позиції викладача в процесі навчання. Визначено, що, актуалізуючи свою педагогічну діяльність у всіх її напрямках (блоках), викладач вміло

*фасилітує – управляє, спрямовує, допомагає студентам в їхній освітній діяльності. У результаті педагогічної діяльності з'являється певне новоутворення – фасилітативна взаємодія, де головною фігурою є сам студент як суб'єкт власної пізнавальної діяльності. Тим часом викладач лише використовує всі можливості освітнього середовища, спрямовуючи діяльність кожного студента з метою подальшого всебічного розвитку його особистості.*

**Ключові слова:** *фасилітація, специфічний вид діяльності викладача, фасилітативна освіта, фасилітативна взаємодія, зміна позиції викладача в навчальному процесі.*

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## Prediction and Formation of Creative Youth as a Class: Genetic-Modeling and Genetic-Creative Approaches

### Прогнозування і формування творчої молоді як класу: генетико-моделюючий та генетико-креативний підхід

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### ABSTRACT

*The article reveals the methodological problems of the study on the youth creative class formation.*

**The purpose** of the research is to carry out forecasting and formation of creative youth as a class in modern social and psychological conditions in line with the genetic-modeling and genetic-creative approaches.

*In accordance with the purpose, the main tasks are defined: the analysis of the demands made to young people in modern socio-psychological conditions; to find out the most adequate method of studying the personality of today and to determine its basic principles.*

**Research methods.** A complex of scientific research methods was used to implement the key tasks: theoretical analysis, generalization, comparison, systematization, theoretical modeling, and scientific interpretation.

**Research results.** It is established that the image of an ideal reference figure, identification with which acts as an intermediate but important moment of life affirmation of a personality, constitutes a separate research problem in the modern psychology of life crises and the development of strategies for overcoming them. It is found out that the great potential of psychological science lies in its applied application for the purpose of overcoming the problems of the life crisis of a personality, in the disclosure of mechanisms of free internal dialogue of personal "Me" with different hypostases of self, in the disclosure of one's own potential of subjectivity.

*It is shown that the genetic and creative method procedurally practically coincides with the process of counseling and therapy. This opens up the possibility of scientific analysis of the data obtained in this process. It is established that this method helps to study the very process of psychological practice, making it the subject of scientific research. The main principles of the genetic and creative method were developed and defined, namely, the principle of development, the*

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*principle of experience, the principle of freedom, the principle of interaction, the principle of uncertainty and indeterminism, the principle of therapeutic effect.*

**Conclusions.** *The problem of scientific analysis of "grasping" the flow of a complexly structured entity, which is a personality, is analyzed, in particular, the possibilities and limitations of nomothetic and ideographic methods, the problems of reductionism, the question of the constituting principle of the personality are highlighted. It is shown that the genetic-modeling method and the genetic-creative method are remained the most adequate methods of personality research; the basic principles of use are explained. New aspects of research on personality development and self-affirmation in modern conditions are revealed.*

**Key words:** *psychology of personality, development of personality, research methods, genetic-modeling method, need, biosocial unity.*

## Introduction

Modern society is at the stage of rapid development of technologies, management systems both in society and in the education system, which have moved into a different mode of communication, interaction, learning and education. Achievements of various nanotechnologies, robotics, digital technologies, IT technologies are an active driver for self-activity, self-movement of an individual in society, which determines the beginning of this process from early childhood.

This trend is a real prerequisite for the emergence of a class of creative youth, the main goal of which is the ability to self-realization and self-determination.

The essence of the question is the possession of information technologies, competences, knowledge as a type of activity that is a real product (creative searches). But this product does not have a commercial form, since it is not alienated from the subject of activity, and this is its unsurpassed value. In this, the distribution of the movement of society and the state to the construction of humanitarian and technological aspects of both the status of the country and the state is observed. This is a real transcendence of the exit from the economic and spiritual crisis.

Preschool is the age and platform that can bring children to the top of society and the state, who are to enter a new era of creative young generation, improving the social order.

It is advisable to build the concept of development and formation of systemic thinking on the basis of genetic approaches and adequate psychological and pedagogical conditions and technologies for the needs of children.

It has been proved that the age up to 2 years is the most sensitive to social and pedagogical influences. At this stage, intensive development of language, memory, imaginative component and imagination itself take place through the mechanism of imitation. All these components are formed with the help of leading types of activity: subject-manipulative, sensory-perceptual and game ones. In the nursery of these activities, the dawning appears preparing children to participate in the social role-playing game, which creates cognitive competence.

Both the natural genotype (anatomical and physiological predispositions, inclinations, abilities) and social influence is the key, and the ultimate is the creative endowment of a personality. It is worth considering the child systematically, since the law manifests itself in the whole gamut or beauty of a concrete being. The development of all these components prepares for the formation of abilities. Abilities are a platform, a start to creative talent. This is how a content-rich genetic line of the development of abilities should look. Instead of building subject knowledge, it is necessary to use the development of systemic thinking of preschool children.

It is worth considering the child systematically, since the law manifests itself in the whole gamut or beauty of a concrete being. The development of all these components prepares for the formation of abilities. Abilities are the platform, the start to create a talent. The rich genetic line of abilities development looks like that. The development of systemic thinking of preschool children has to be used instead of construction of subject knowledge.

**The purpose of our article** is to carry out forecasting and formation of creative youth as a class in modern social and psychological conditions in line with the genetic-modeling and genetic-creative approach.

In accordance with the set goal, the **main tasks** are defined: the analysis of demands placed on young people in modern social and psychological conditions; the clarifying of the most adequate method of studying a personality of today and determination of its main principles.

**Methods of the research.** In order to implement the key tasks, a set of scientific research methods was used: theoretical analysis, generalization, comparison, systematization, theoretical modeling, and scientific interpretation.

**Results and their discussion.** Let's consider the possibilities and positions of modern psychology in relation to the indicated problems. Our initial postulate is that life, both the social existence of a person and the individual existence of a person, is a test. To consider personality as a certain constant, as it was accepted in classical psychoanalysis, or to renounce a personality, as it was accepted in classical behaviorism, is definitely a reductionist mistake. A personality as a certain psychosocial quality of a person, as a person's acquired ability to act according to certain high, cultural norms and to defend these high norms as life principles, is not just a changing phenomenon of the human world, but rather an essential being of this world. Without going into the multifaceted nature of determinations, which in one way or another affect the formation and development of personal "Me" here and now, we consider it necessary to emphasize: a personality simultaneously exists as a certain empirical formation, as a system of motives, motivated attitudes, goal-setting and motivation in the aggregate with at one or another level of development of abilities (functional organs) to realize these goals. And at the same time, a personality is extra-psychological socio-cultural phenomenon, in relation to which it can be argued that the spirit of the time, the spirit of the era, acts through this

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here and now person who reaches the personal level of development, such a personality is at the same time transcendent, which is difficult to define, inaccessible to empirical research, but a really active factor capable of causing certain social phenomena. In our opinion, any empirical psychological analysis of a human personality, which reduces the transcendental levels of life of the personal "Me" to purely empirical or purely ideological concepts, is definitely unproductive, after which both empirical research and ideological-conceptual explanations lead the researcher precisely to those conclusions that have been already predetermined either by an ideological concept or by narrow empirical measurements. Let us give trivial but eloquent examples of the first and second ones. Thus, there are the tomes of psychoanalytic interpretations of creativity, according to which, the depressed sexual drive is presented as a source of poetic inspiration, thanks to the famous mechanism of sublimation. Or when the complex and contradictory figure of an unusual person is described using the alphabet of a school course of psychology, sociology or even popular psychiatry: temperament, epileptoid personality disorder, a typical representative of the interests of the peasantry, etc. At the same time, no one seems to notice that millions of people may belong to the epileptoid personality type or to the peasantry, but this in no way affects the meaning of their lives, or, even more, their achievements. Not to mention that there is no evidence that repressed libido is a condition or mechanism for creativity. At least, the figures of Goethe, Pushkin or Vysotsky clearly refute such superstitions.

These abstract considerations seem important to us precisely in those cases when psychological analysis is designed to find out specific factors, in other words, resources of self-determination of a personality in complex conditions of crisis phenomena in society and the circumstances of a specific personal crisis. To continue the thought: life is a constant test of the human "Me", a constant competition of a personality for himself/herself and for those extra-personal, transcendental values to be embodied

and which embody the meaning of being. What is the central point in these life trials?

This is a personal crisis, the essence, in our opinion, is that the personality is empirical, or, what is much worse, the transcendental personality in the type of its existence in which it found itself in the given circumstances, in the chronotype being loses the ability to overcome the meaningful, valuable, existential obstacles on the life path and finds himself on the threshold of losing his own existence.

As you know, psychology distinguishes different types of crisis. At least at the level of the terminological apparatus, it is possible to state a wide variety and ambiguity of the relevant terms: "spiritual crisis", "existential crisis", "life crisis", "moral crisis", "crisis of the meaning of life", "identity crisis", "age crisis", "crisis of professional development", "personal crisis", "crisis of content", "crisis of meaninglessness", etc. In addition, foreign concepts denoting phenomena are inextricably linked to the problem of personality crisis: "internal conflict", "intrapersonal conflict", "existential vacuum", "experience", "crisis situation", etc. (Жириченко, 2013; Кириченко, 2015; Ляковська, 2013; Максименко, 2013; Максименко, Ткач, Литвинчук & Онуфрієва, 2020).

The following types of crises can be called the most widely researched and those that have certain traditions of theoretical and methodological justification: *crises of age-related mental development*; *life crisis caused by traumatic events*; *relationship crisis or group crisis*, which is considered in terms of family relations, groups, collectives, organizations, as well as from ethnic and religious positions, etc.; *professional crisis*, characterized as a short-term period of radical restructuring of professional consciousness, which causes a change in the vector of professional development; *neurotic crisis*, which is often marked by internal defense mechanisms derived from the main conflict, which create a subjective feeling of hopelessness and impasse, it leads to personality's maladaptation; *spiritual crisis*, which is associated

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with the manifestation of unconscious problems in the course of human development, directing it to transcendental experiences, which ultimately leads to changes in perception and thought processes; *meaningful life (existential) crisis* experienced by a person as a personal loss of meaning in life, his identity, authenticity. It should be added that the spiritual crisis and the crisis in life meaning can be identified. Researchers often, leave the problem of the meaning of life as the basis of a spiritual crisis, and then spiritual development is based on the moral qualities of a person, his value orientations, faith, love, motivational orientation, then their disharmony can be a prerequisite for the emergence of a meaning-life crisis (Кириченко, 2015; Максименко, Костюк, Максименко, Немеш & Луньов, 2020; Максименко, 2015; Овсичка, 2010; Шевченко, 2011; James & Gilliland, 2012). The systematization of formed ideas about the causes and conditions of the emergence of a life-meaning crisis allows us to distinguish three of its psychological varieties: a) *a crisis of senselessness*, which occurs due to the life meaning absence and the impossibility of finding it; b) *a crisis of loss of meaning*, which gives rise to a secondary meaning of life in a critical situation and the impossibility of restoring it; c) *a crisis of suboptimal meaning of life*, which arises as a result of a person's meaning of life with inadequate content and structural and functional properties and the inability to realize it productively.

The source of the personality crisis in foreign psychology is considered both internal conflicts between the structural elements of the personality, and inconsistency between the inner and outer world of the personality. The starting point in the emergence of a crisis is considered to be any extraordinary, most often negative event or situation that disrupts the usual way of life of a person and endangers his values and meanings or even his life. The crisis itself is a turning point in a person's life and can have both destructive and constructive significance for the process of development and personality formation. In the history of the study of the personality crisis in foreign psycho-

logy, a tradition can be noted in which researchers approach the study of the crisis from the standpoint of the crisis situation. Ukrainian psychology considers the actual crisis as a fracture and contradiction, is a necessary condition and indicator of the development of the individual and can be caused by both external and internal factors that are combined in the experience of a personality (Кириченко, 2015; Лясковська, 2013; Овсичка, 2010; Щербаківа, 2010; Щербаківа, 2011).

If we talk about certain approaches to the problems of the crisis, based on modern theoretical and research works, the following approaches can be distinguished: *frustrating*, where the crisis is correlated with a state of frustration and dissatisfaction of a person with himself/herself and his/her relationships with others; *transformational* (personally oriented), in which a stressful situation is accompanied by a revision of ideas about oneself and the world and personal restructuring, which is both positive and negative in nature; *transcendental* (life-oriented), where the crisis is a turning point, a point of change in the development of a person and his life (Лясковська, 2013).

The personal experience of a crisis event, along with the emergence of acute negative emotions of despair and depression, contains the internal potential of personal growth, which consists in mobilizing the vital activity of a personality, in understanding and accepting oneself, in rethinking one's own life, in the formation of new connections, in the inclusion of deep reserves of the psyche, ultimately – in a person's search for the meaning of life, if he finds himself in a life crisis situation that cannot be changed.

In modern literature, the experience of significant positive changes in a human life, which is the result of a struggle with a life crisis, is commonly called post-traumatic or stress-induced personal growth (Roberts, 2000). Both concepts reflect a person's ability to personal growth in the process of overcoming a stressful or crisis situation. Stress-induced and post-traumatic growth can be manifested: a) in the acquisition of greater vita-

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lity, as a person can discover mental and physical capabilities previously unknown to him/her, which allow to form new life strategies and expand the range of behavior; b) in psychological readiness to overcome existential obstacles, because thanks to the experience of effective mastering of a crisis, a person becomes not only better prepared for further difficult situations, but also less prone to them; c) in existential reevaluation, as a result of the struggle for the return of inner harmony, a person can experience spiritual transformation, which involves, in particular, a more pronounced experience of the presence of meaning and purpose in life and greater satisfaction with life in general.

The works of Ukrainian psychologists of recent years: I.L. Liaskovska, V.V. Kyrychenko, A.V. Ovsychnka, L.O. Shevchenko, I.M. Shcherbakova and others are of particular interest, where the spiritual, professional, age-related, meaningful and other dimensions of this complex phenomenon are deeply and comprehensively considered. So, the phenomenology of a personal crisis has been described quite fully up for now, the stages of its development, psychological, physiological and behavioral manifestations, as well as triggering mechanisms have been marked (R. Assaggioli, F.Yu. Vasyliuk, S. Grof, K. Grof, V.V. Ilina, T. Yomans, E. Yomans, O.V. Kruzhkova and Ya.N. Nefagina, I.L. Liaskovska, O.S. Ognev, A.V. Ovsychnka, O.V. Khukhlaeva, I.M. Shcherbakova, K.J. James and B.E. Gilliland, A.R. Roberts, R.G. Tedeschi and L. Calhoun, E. Wainrib and E.L. Bloch, etc.).

However, despite the large number of empirical studies devoted to various aspects of the study of personal crisis, the problem is still far from a final solution. There are conflicting views on the very definition of a personal crisis, its boundaries are not defined. The concept of personal crisis is used in too broad sense. In this regard, the definition of "personal crisis" includes all crises of individual life (existential, psychological, life meaning-generating, etc.), which complicates methodological approaches to concrete analysis. Almost the most important point in over-



coming the crisis, namely the role of subjectivity, which, in our opinion, decisively affects its course and the results of this course, also remains unexplored.

Let's consider the phenomenology of subjectivity itself as a central link of personal "Me" and as a milestone in overcoming a life crisis. The following stages are main ones of subjectogenesis:

- the human acceptance of responsibility for an undetermined result of his actions;
- experiencing the possibility of realizing various options for the future, one's involvement in building the image of the desired result and one's ability to realize the desired (manifestation of oneself as a subject of goal setting);
- realization of the opportunities that open up in actions taken of one's own free will – making a responsible decision on the end of action (manifestation of oneself as the root cause, the subject of the end of the action);
- evaluation of the result as a personally significant new formation determined by one's own activity (manifestation of oneself as the subject of a completed action).

Due to the deficiency of any of the stages of subjectogenesis, a person will consider himself/herself the object of manipulations, which are carried out without taking into account the wishes or even against them. This can give rise to a refusal to use the acquired experience under the pretext of its low value or lack of confidence in one's abilities (Максименко, 2013, p. 102-104).

So, the basis of subjectivity is, first of all, subjectogenesis, i.e. the formation of the individual's ability to self-determination, to master himself as such an instance that is capable of being responsible for his own actions and acting as the author of his own actions, that is, such an instance that is able to cause and create reality just as it created itself.

And here we come to almost the most tragic moment of this entire problem, the moment that was hinted at in the first lines of the text, namely: the problem of psychological resources of personality. The indisputable fact is when we talk about a speci-

fic empirical "Me", often in real life we, psychologists, encounter the sad fact when the personal "Me" of a specific individual does not have a transcendental dimension, that is, when a person is simply a social individual who fulfills a certain role or certain commands, but is not a personality. This person acts as a social function, as a derivative of a group, organization, crowd, and, deprived of usual external determinations, he finds himself in a situation of the most real life crisis, since the functioning of this social unit outside the boundaries of the usual social determinants becomes impossible.

A person literally has nothing to live for, since his existence is not a product of his subjectivity. It is in such a vital, but "impersonal" crisis an individual begins to lose dignity, a sense of self-respect, his own meaning in life, feels useless, resorts to drug or alcohol poisoning, or, on the contrary, according to the action of compensatory mechanisms of false self-affirmation, demands for himself some extraordinary benefits and honors, produces and develops rent-seeking attitudes, in other words, becomes pathology-dependent, turning into a patient of drug addiction departments or psychiatric services disguised as psychological services. Why do we see the role and place of psychology in preventing and overcoming life crises?

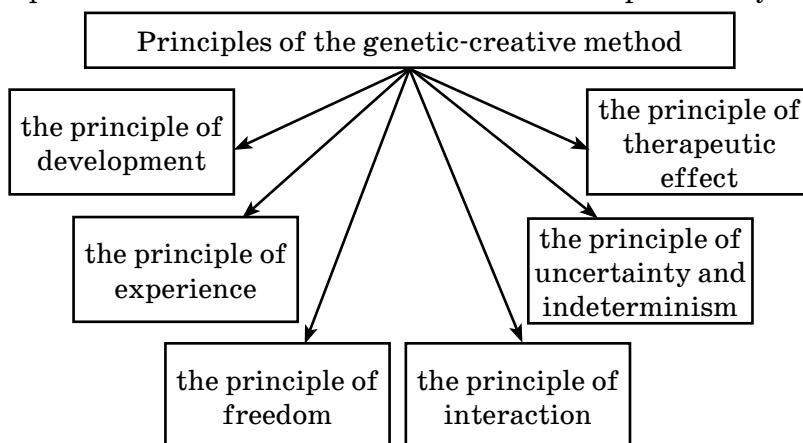
First of all, it is undoubtedly, in the development of subjectivity, those aspects of it that are available for actual psychological influence. Subjectivity, first of all, appears psychologically as internality. Further, subjectivity appears as arbitrariness in relation to one's own experiences, as well as independence (non-conformism) in relation to relationships, deeds and actions of both other people and one's own. The subject of an action cannot be the instrument of anyone else's action. He is the master of his own life. Another aspect of subjectivity is the capacity for self-determination. Depending on which side of the problem, or at what level the problems in this area appear, the specific tasks for psychological and psychocorrective work are determined.

After all, the focus of psychological work on the specified aspects of subjectivity opens up the prospects of working on self-understanding, self-awareness, and self-acceptance. Here can be the tasks of personal development, tasks of increasing the level of meaningfulness of one's own life, providing psychological conditions for goal setting, clarifying the transcendental coordinates of an individual's orientation in the world, and up to designing the desired future, etc. Making a dialogue with a specific person, keeping his meaning genesis in perspective, the psychologist thereby objectifies, materializes his virtual fantasies into concrete plans and life programs, accustoms him to the psychological analysis of social, economic, meaningful and personal consequences of the results of specific decisions and their implementation. In the process of such work, the psychologist looks for ideal examples of figures from the culture of humanity, which can serve as a kind of beacons (landmarks) and at the same time a support on the difficult path to oneself, to the self, which this person should become, alive and unique, in trials of one's own fate and life. It should be emphasized that the image of an ideal figure, so to speak, an ideal reference figure, identification with which acts as an intermediate but important moment of life affirmation of the individual, constitutes a separate research problem in the modern psychology of life crises and the development of strategies for overcoming them. It is here, in the disclosure of the mechanisms of free internal dialogue of personal "Me" with different hypostases of the self, in the disclosure of one's own potential of subjectivity, the great potential of psychological science is applied in the application for the mission of overcoming the problems of the life crisis of the individual.

In particular, we hope to influence the solution of such social challenges as the need for forecasting, addiction, and the disclosure of creative talents in educational and industrial activities, resolution of (in development) conflict situations, etc.

The procedure consists in organizing the creative cooperation of the researcher and the researched (for example, an adult and a child), and in fixing these indicators of this process.

The genetic and creative method practically coincides with the process of counseling and therapy. This opens up the possibility of scientific analysis of the data obtained in this process. Moreover, with the help of this method, it is possible to study the very process of psychological practice, making it the subject of scientific research, and the scientific research, making it the subject of practice. We consider this to be particularly important, because a kind of "closeness" of practice for ethical reasons and the lack of its single methodological research, changes, for example, in the process of supervision, promotes (freely or involuntarily), sometimes unqualified interference in the inner world of the personality.



*Fig. 1. Principles of the genetic-creative method*

The main principles of the genetic-creative method have been developed and defined, namely: the principle of development, the principle of experience, the principle of freedom, the principle of interaction, the principle of uncertainty and indeterminism, and the principle of therapeutic effect. Let's consider them.

The principle of development means taking into account onto- and actualogenesis as the self-development of a complex heterogeneous non-linear system, such as an individual and a group. Taking this into account is absolutely necessary because,

according to our preliminary data, **the initial force (need) that determines self-development is initially creative in nature.** Our new method is designed to give an opportunity to reveal this creativity without disturbing the process of internalization. We believe that need, in principle, can assimilate certain universal ways of human behavior and reveal them when meeting with the environment through needs and their objectification. Need creates existence and complicates it. Now we can talk about the soul-spiritual items without mysticism and metaphors – they are the product of the evolution of a need embodied in a human being.

Thus, the need, as a genetically original relationship that constitutes a personality, in a unique and complex way that hasn't been understood yet, absorbs and combines both the biological and the social, and in the process of ontogenetic development, the social turns into the biological, but not in adults, and in the newborn individual as a product of love. And when this specific form of need is realized in the ability to become a personality, it carries the original intention: the newborn individual is ready for socialization. The social is appropriated very easily, surprisingly easily, if we consider that there is a biological individual in fact. Without a need to become a person, any biological training cannot lead to the social formation of an individual.

Understanding a need as a single contradictory integrity of biological and social makes it possible to more meaningfully consider its specific generation – psychological means, social drives, other structures, the formation of which determines the orientation and very existence of a personality. Returning to the analysis of various theories, we note that, in our opinion, they simply “capture” certain moments and aspects of the existence and development of needs. Following different theoretical paths, scientists came to the same position – the mechanism of mental generation is in need. Here is the unity of the biological and social, physical and spiritual. In fact, we record the presence of different paths to the same fundamental contradictory basis of personality.

It seems that this understanding of ours opens up new possibilities in the study of specific problems, including those that have been studied fruitfully for a long time. Thus, considering the issue of the relationship between training and personality development, it should be noted that training has "to run ahead" of development, but taking into account the moment that constitutes the initiality of this relationship. After all, need generates both the current level of development and the zone of immediate development, since it is, in general, the starting point that determines the mental existence of a person.

**The principle of experience** is leading in the method, by definition. It should be taken into account that each person falls into special life situations that prompt him to experience. In such situations, a person faces the "task of meaning" to one degree or another, as the task of acquiring meaningfulness, finding sources of meaning, "developing" these sources. It is emphasized that external actions perform the work of experiencing through the change in the subject's consciousness and his psychological world as a whole. Emotional processes, perception, thinking, attention and other mental "functions" are important here. Therefore, experiencing is a special activity, a specific work, which is realized by external and internal actions of the process of reconstruction of the psychological world. Experiencing is aimed at establishing a meaningful correspondence between consciousness and existence, the general goal of which is a heightened understanding of life. The range of possible carriers of experiences includes many forms and levels of behavioral and psychological processes, such as: humor, sarcasm, irony, shame, violation of the constancy of perception, etc.

Adherence to **the principle of freedom** means that the learning process is directed to the formation of free actions, that is, those that are first "intellectualized" and only then implemented as real actions.

The same spirituality, which, in the form of a potential state, initially determines the personality as a possibility, then,

throughout life, strengthens and develops, raising the unknown layers of nature and making a person truly incomprehensible and infinite in his formation, which never ends. Incompleteness is, although unrecognized, a very important feature of the personality, which is absolutely necessary to take into account.

The ability to **self-regulate behavior** is another essential feature of personality. It is known that for quite a long time in ontogenetic development, the balance of psychological processes is achieved thanks to the unconscious mechanisms of the so-called basal emotional regulation. These mechanisms work regardless to a person's desire, and the meaning of their work is to ensure a psychologically comfortable and stable state of the inner world. They act throughout the person's life, but with the complication of the life situation (which is a direct consequence of development and socialization), their effect turns out to be insufficient – living conditions become too complex and ambiguous. Therefore, fundamentally new mechanisms are formed in the individual, which are controlled consciously by the person himself. The first known is the mechanism of volitional regulation of behavior. In the situation of the struggle of different, and often opposite, motives, volitional effort ensures a choice and a conflict-free further life movement. The emergence of such a mechanism is a real and significant personal asset. But it turns out that it only partially alleviates the state of uncertainty and confrontation. Experiments have proved that the internal conflict of motives does not stop completely after a willful action, and the state of psychological comfort, as a rule, does not arise (the theory of cognitive dissonance describes this very vividly). Tension and internal conflict accompany the operation of this mechanism all the time. Why then, in this case, are there many situations when the tension really subsides and the personality turns out to be self-regulated? The highest and most complex mechanisms of self-regulation of behavior can be carried out only by the whole personality – whole and integrated. Therefore, it is possible to single out the following successive stages of the formation of

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self-regulation in the system of personality integration: basal emotional self-regulation; volitional self-regulation; meaningful, valuable self-regulation.

**The principle of interaction** means that the contradiction "normativity – creativity" can be really resolved only in free interaction. We are talking about the creative uniqueness of an individual, which permeates his entire life path. The very beginning of a new person is nothing more than the result of the creative act of objectifying one's need by two loving beings. The personality itself is the result and product of creativity. And the need embodied in it has a huge creative potential, which is manifested in uniqueness, heterogeneity, self-awareness, self-sufficiency in general. The true mystery and mysterious uniqueness of human consciousness lies in its ability to model and self-model. Consciousness is modelled itself, appropriating the ability, and models the future existence of a person. Creativity is a profound, primordial and absolutely natural feature of the individual – it is the highest form of activity. Activity that creates and leaves a mark is embodied. On the other hand, creativity means the desire to express one's inner world.

**The principle of uncertainty and indeterminism**, as an opposition to predictability, presupposes the setting of tasks before the individual that initially carry a tendency to error. Mistakes, their awareness, and meaning have not been studied in such a context. However, they can, at a certain stage, act as both indicators and factors of the creative process. Creative tasks should be focused on the development of the ability to identify and pose problems; the ability to generate a large number of ideas (without fear of condemnation); flexibility – production of various ideas; originality – the ability to respond to stimuli in a non-standard way; the ability to improve the object by adding details; ability to solve problems.

**The principle of therapeutic action** is connected with our conviction that the process of creativity is a necessary component of the psychological life of every person (child) and the crea-



tion of an appropriate creative environment, thereby, will have a positive effect on its participants. We agree with R. Sternberg's opinion that the development of creativity is related to the ability to take reasonable risks, involves the willingness to overcome obstacles, internal motivation, tolerance for uncertainty, and the willingness to resist the opinions of others. It is impossible to show creativity if there is no creative environment. Creativity, realization of creative potential contribute to the sense of harmony, psychological well-being of the personality.

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**Максименко Сергій, Ірхін Юрій. Прогнозування і формування творчої молоді як класу: генетико-моделюючий та генетико-креативний підхід.**

Стаття присвячена розгляду методологічних проблем дослідження формування творчого класу молоді.

**Мета** дослідження – здійснити прогнозування і формування творчої молоді як класу у сучасних соціально-психологічних умовах у руслі генетико-моделюючого та генетико-креативного підходу.

Відповідно до поставленої мети визначено основні завдання: аналіз вимог, що висуваються до молоді у сучасних соціально-психологічних умовах; з'ясувати метод дослідження особистості сьогодення, який підходить найбільше, та визначити його основні принципи.

**Методи дослідження.** Для реалізації ключових завдань використано комплекс методів наукового дослідження: теоретичний аналіз, узагальнення, порівняння, систематизація, теоретичне моделювання, наукова інтерпретація.

**Результати дослідження.** Встановлено, що саме образ ідеальної референтної постаті, ідентифікація з якою виступає проміжним, але важливим моментом життєствердження особистості, становить окрему дослідницьку проблему в сучасній психології життєвих криз та розробці стратегій їх подолання. З'ясовано, що саме у розкритті механізмів вільного внутрішнього діалогу особистісного «Я» з різними іпостасями себе, у розкритті власного потенціалу суб'єктності і криється неабиякий потенціал психологічної науки у її прикладному застосуванні задля здійснення місії подолання проблем життєвої кризи особистості.

Показано, що генетико-креативний метод процедурно практично

збігається з процесом консультування і терапії. Тим самим відкривається можливість наукового аналізу даних, отриманих в цьому процесі. Встановлено, що за допомогою цього методу можна вивчати сам процес психологічної практики, зробивши його предметом наукового дослідження. Розроблено і визначено основні принципи генетико-креативного методу, зокрема, принцип розвитку, принцип переживання, принцип свободи, принцип взаємодії, принцип невизначеності та індетермінізму, принцип терапевтичного ефекту.

**Висновки.** Проаналізовано проблему наукового аналізу «схоплення» плину складноструктурованого утворення, яким є особистість, зокрема, висвітлено можливості й обмеження номотетичного та ідеографічного методів, проблеми редуцціонізму, питання конституюючого начала особистості. Показано, що найадекватнішим методом дослідження особистості залишається генетико-моделюючий метод та генетико-креативний метод; експліковано основні принципи використання. Розкриваються нові аспекти досліджень розвитку та самоствердження особистості в сучасних умовах.

**Ключові слова:** психологія особистості, розвиток особистості, методи дослідження, генетико-моделюючий метод, нужда, біосоціальна єдність.

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## The Development of Students' Reflection in the Paradigm of Socio-Cultural Approach

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### ABSTRACT

*The aim of our research is to show: firstly, how possible it is the development of professional reflection of future teachers in the modern system of higher education; secondly, to what extent the development of professional reflection ensures the growth of students' professionalism; thirdly, to what extent the specificity of professional reflection depends on the professional orientation and a set of personal characteristics of the individual.*

**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 method of organizing empirical research was used as the experimental method.*

**The results of the research.** *To form the reflection of students in the educational process of high educational establishments we'll propose some psychological principles. They are: the principle of contrasting native and foreign languages and cultures; the principle of authenticity of educational materials; the principle of professional orientation of students, providing foreign language educational communication in teaching reading of English-language national historical texts; the principle of interconnected communication and reflexive means for the development of reflection in the paradigm of socio-cultural development; the principle of step-by-step formation of socio-cultural competence of students.*

**Conclusions.** *A teacher with a high level of the development of reflection is a specialist who has mastered high levels of his/her professional activity, consciously changes and develops himself/herself in the process of the activity. This person is capable of making an individual creative contribution to the profession. He/she is a person who has found his/her individual purpose. A professional is a specialist who is able to stimulate a great interest in the society in the results of his/her own professional activity, to increase the prestige of his/her profession in the educational paradigm.*

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**Key words:** *reflection, socio-cultural approach, students' professionalism, the professional orientation, a set of personal characteristics of the individual.*

## Introduction

In recent years, a great interest for studying the problem of reflection has been grown significantly in contemporary Psychology. To our mind this is explained, first of all, by the importance given to reflection in the daily life of a modern person.

We've to say, that firstly nowadays in the most general form the problem of reflection in human life is the problem of defining the person's way of life. The value of an original, independent, and self-directed existence is in a great degree organic to European culture in the whole. Mastering this value, striving to cultivate it in oneself and others means accepting European cultural traditions, realizing oneself as its Subject.

Secondly, the current situation of social development is characterized by significant constant changes in socio-political, economic and spiritual life of the person. The restructuring of social relations is inextricably linked with the transformative processes in the person's consciousness, the rejection of fixed stereotypes of the individual thinking and behavior, the development of an active, creative attitude towards oneself, the transformation of one's own activity, the means and conditions of its implementation, etc. Psychological science and practice are called to play a leading role in the implementation of this task.

Thirdly, the problem of reflection in the last decade began to occupy a leading place in the Psychology of professional activity as a branch of science. This is due to the fact that one of the central psychological mechanisms for ensuring professional activity, both in terms of its implementation and in terms of its modeling, is reflection.

A significant number of psychological researches (Балл, 1995; Batel, 2020; Ivashkevych Ed. & Onufriieva, 2021; Івашкевич Ер. & Комарніцька, 2020; Rogers, 1983) deal with the problem of reflection. In Psychology the study of this phenomenon is carried out in the connection with the substantia-

tion of the regularities of *theoretical thinking* (Brédart, 1991; O'Brien, Segalowitz, Freed & Collentine, 2007; Максименко, Ткач, Литвинчук & Онуфрієва, 2019), with explaining *the problem of communication and cooperation* (Alahmadi, Foltz, 2020; Ivashkevych Er., Perishko, Kotsur & Chernyshova, 2020). It is also solved in the context of the study of the peculiarities of *the formation of the personality, his/her upbringing and self-education* (de Bot, 1992; Blagovechtchenski, Gnedykh, Kurmakaeva, Mkrtychian, Kostromina, Shtyrov, 2019; Dijkgraaf, Hartsuiker & Duyck, 2017), according to the purpose of substantiating *group reflexive processes and structures*, creating a *Model of Reflexive Psychology* (Михальчук, Івашкевич Ед. & Івашкевич Ер., 2023; Crookes, 1989; Ware, Damnee, Djabelkhir, Cristancho, Wu & Benovici, 2017).

Therefore, we consider the methodical principle of interrelated language and culture training to be the leading one in the formation of reflection of students at high educational establishments in Ukraine. That's why the topic of our article is very actual topic nowadays.

**The aims** of our research are to show: firstly, how possible it is the development of professional reflection of future teachers in the modern system of higher education; secondly, to what extent the development of professional reflection ensures the growth of students' professionalism; thirdly, to what extent the specificity of professional reflection depends on the professional orientation and a set of personal characteristics of the individual.

### 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 method of organizing empirical research was used as an experimental method.

## Results and their discussion

Socio-cultural approach to teaching students assumes, that in the educational process we need a close interaction of the language and the culture of its speakers (Derwing, Munro, Thomson & Rossiter, 2009), the inseparability of the linguistic and cultural picture of the world (Murphy, Melandri & Bucci, 2021; Zuniga & Simard, 2019), that exists in the mind of the student, in his/her worldview. In such a way, the reflection is created on the basis of the person's educational experience of learning the subject through the prism of cultural phenomena and explanation of cultural features through their embodiment in each scientific paradigm (Cilibrasi, Stojanovik, Riddell & Saddy, 2019).

We propose the principle of interactivity, that ensures the establishment of a quasi-dialogue between a student and the author of a text (we don't see the differences, what this text is: if it is scientific, or artistic, or narrative, etc.), during which the student creates his/her invariant content of the text, which can be presented in the form of an oral or written speech product under the conditions of integration of other types of speech activity. We think, that the methodical implementation of this principle takes place under the conditions of the organization of the reading process by the teacher and a student in such a way that the joint activity of students (in pairs, micro-groups, large groups, in the whole class) determines the solution of the set of problematic tasks, which will speed up and diversify the reading process, and the result of which can be presented in a form of an oral or written speech product (a discussion, drawing up a synopsis, participation in a project, etc.).

The principle of taking into account the native language according to the dictionary of methodological terms can be implemented within two approaches: the first approach is latent, that is there is a hidden reliance on the native language. In this case the material will be presented in such a way that would prevent

the interference of cultural phenomena. According to another option there is a conscious comparison of the features of the native and foreign languages.

According to Socio-cultural approach, we have to note, that there is a huge difference between a written language and a spoken one in terms of patterns of the person's recognition. In a case of the written language the brain of the individual is recognized the letters, words, meanings, senses, but the process is more profound for the spoken language as our brain has to work harder and harder. If for the written language the brain could recognize different spaces between words giving the sentence some regular proper meaning in the spoken language. In this case people don't pause between words when they are speaking, and yet the brain has to be recognized by the differences between, for example, "greenhouse and green house" or the differences between "sea horse" and "see horse", such operation are related, in a great degree, to thinking (Mocanu & Neğuț, 2019; Valis, Slaninova, Prazak, Poulouva, Kacetl & Klimova, 2019). At first, we'll state that the left hemisphere has a function mainly to manage language matters. A right hemisphere is used for other things. As we can predict from classical models of language organization based on lesion data, cortical activation is associated with language processing. This process was strongly lateralized to the left cerebral hemisphere and it is involved into a network of processes in the frontal, temporal, and parietal lobes of the person's brain (Binder, Frost, Hammeke, Cox, Rao & Prieto, 1997). These processes look like more than gaining knowledge. They can be accepted in such a way, that our capacity will use some language, and these processes are usually located in the left hemisphere of the brain, specifically in two areas: Broca's area (it is associated with speech production and articulation) and Wernicke's area (it is associated with comprehension). Any harm can, in its turn, cause by a person stroking out or blunt force trauma or another injury. It also can lead to language and speech problems or aphasia; a language deficit can cause by damage of the brain, often

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be stroke or accidental (Bernice, 2021; O'Donnell, MacGregor, Dabrowski, Oestreicher & Romero, 1994).

So, in order to form reflection of students in the educational process of high educational establishments we'll propose some **psychological principles**.

The first one is **the principle of contrasting native and foreign languages and cultures** in the formation of reflection of students. According to Socio-cultural approach, it is based on the principle of a dialogue between Ukrainian and English-speaking cultures, based on their comparison. As a result of the perception and personal assessment of cultural differences, the students of high educational establishments will have a deep understanding of both native and a foreign culture. We have to emphasize, that the object of studying at the lessons of Country Studies is linguistic, sociocultural, sociolinguistic, extralinguistic and metalinguistic information, which partially or completely does not coincide with the linguistic, sociocultural reality of any native culture, because students will learn English-speaking reality through the corresponding foreign language, which acts as a dominant, in some case a building material of the secondary picture of the world of a person.

The second principle is **the principle of authenticity of educational materials**. It is associated with a great need of the teacher to select and use authentic country studied texts for reading, which are a real product of the speech activity of native speakers. Also, they don't have to be adapted to the needs of students, and also have a high linguistic and sociocultural potential (for example, artistic texts, special essays about traveling by people to native speakers' countries, in our case – to English-speaking countries, which are often invited by foreigners from Ukraine. We mean a great need of teachers to propose students special material for reading newspapers, magazines, pragmatic texts (announcements, booklets, advertisements, tickets), texts from Internet sources (authentic sites, which contain information on the country, blogs, chats, electronic directories, etc.),

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which create different conditions for obtaining almost unlimited amount of country scientific or artistic information.

The third principle is **the principle of professional orientation** of students, providing foreign language educational communication in teaching reading of English-language national historical texts. This principle is expressed in taking into account the interests of students, who have been chosen to study at the universities according to some scientific profile, for example for philological profile. Since the majority of students of high educational establishments studying in the philological profile classes, who are preparing for the foreign language external examination, international foreign language tests (TOEFL, FCE, CAE, IELTS, etc.), there is the admission to higher educational institutions according to the chosen profile of students, who are studying abroad. Students, who are studying specialized subjects, allow them to acquire the necessary linguistic and socio-cultural knowledge with the purpose of a professional direction (we mean any profession related to use of a foreign language, and therefore to a foreign language culture). This point expands the range of linguistic and sociocultural training of students in the process of their studying.

We'll assume, that the spheres of communication for the use of a foreign language for the development of students' reflection in the process of intercultural communication can be professional contacts, the ways of trade, business, international exchanges, the possibilities of studying abroad, for travelling, migration, diplomatic activity and even for military actions, which are quite relevant in the conditions of the current political situation, of war, which is taking place nowadays in Ukraine.

The fourth principle is **the principle of interconnected communication and reflexive means for the development of reflection in the paradigm of socio-cultural development**. It actualizes the students' personality. It assumes that the result of the formation of reflection of students at the lessons is implied in the process of reading national texts with a lot of socio-cultural

lexical units. Also, the process of the formation of reflection is directed on the person's ability and his/her readiness for the development of intercultural communication, and the formation of linguistic and socio-cultural abilities (observation, impartiality, empathy, communicative flexibility, which must be developed). All these qualities facilitate the development of students' reflection as a personal characteristic by the students' qualities (cognitive, metacognitive, cultural, linguistic, sociocultural, politeness, tolerance and sensitivity). In such a way we see the process of implementation of the principle of interconnected communication and reflexive means for the development of reflection in the paradigm of socio-cultural development, proposed by us, into the presence of tasks of a multifunctional nature. Also, this process has the aim both at mastering the culture of forming the person's reflection as the individual characteristic, and the developing of foreign language communication, also the linguistic and sociocultural development of the student's personality. To achieve this goal, in the process of forming the person's reflection as the individual characteristic the main feature of mediated communication have to be reproduced at the English lessons.

The fifth principle is **the principle of step-by-step formation of socio-cultural competence** of students. It involves *scientific theoretical orientation* (in our research it is on the preparatory stage) and *executive preparing* (in our understanding, it is the main and the final stage of such a process).

**The orientation stage** begins with the analysis of the information of the text, which tells us about some country, gives studies about its history, the ways of its development. We have a deal with the extraction of cultural information, represented by "value capsules", which contain different types of information about the peculiarities of perception and understanding of foreign-language cultural reality, as well as national value orientations, which have been presented in foreign culture.

**At the executive stage**, students implement their linguistic and sociocultural knowledge into the processes of intercultural

interaction, applying their linguistic and sociocultural abilities and qualities. So, at this stage reflection is formed as a personal characteristic.

Thus, **the didactic** (interdisciplinary coordination and intercultural interaction) and **methodical** (interrelated learning of language and culture, interactivity, contrastiveness, authenticity of educational materials, professional orientation of foreign language educational communication, interconnected communicative and linguistic and sociocultural development of the student's personality, step-by-step formation socio-cultural competence) principles create a theoretical basis for the organization of reading education with the aim of forming socio-cultural competence of students.

The experiment was organized by us during 2022-2023 academic year. At this stage of the research, we formed two experimental and two control groups (117 students):

– *experimental groups*:

a) E1 – 30 students of the 1st year of studying in Rivne State University of the Humanities;

b) E2 – 28 students of the 2nd year of studying in Kamianets-Podilskyi National Ivan Ohiienko University;

– *control groups*:

a) C1 – 32 students of the 1st year of studying in Rivne State University of the Humanities;

b) C2 – 27 students of the 2nd year of studying in Kamianets-Podilskyi National Ivan Ohiienko University.

The course of the ascertainment experiment is determined by our need to answer the following questions: firstly, how possible it is the development of professional reflection of future foreign language teachers in the modern system of higher education; secondly, to what extent the development of professional reflection ensures the growth of students' professionalism; thirdly, to what extent the specificity of professional reflection depends on the professional orientation and a set of personal characteristics of the individual.



Questions, having been formulated by us, formed a problem complex in the plan of their experimental study. The solution of all these questions requires a step-by-step, consistent and logical analysis within the limits of the experiment, in which the system of variables represents the psychological content of the phenomena having been studied under certain conditions. Therefore, it was first necessary to expand the general experimental problem to the level of specific experimental tasks, hypotheses and methods of their verification. After that we have to set up the logic and the procedure of the experiment as a whole. The implementation of these procedures involved, first of all, the outline of the sequence of solving the selected research problems and the formation of experimental procedures according to the level of theoretical and quantitative, and qualitative analysis of the obtained data of the research.

The confirmatory experiment consists of **seven stages**. At **the first stage** it was investigated to what extent the topic of professional growth and reflection for teachers was relevant, which professionally important qualities were included into the space of actual or potential reflection. When starting the experiment, we considered it necessary to conduct a micro-research, deals to students' judgments about the role of the reflection in their professional activity. In order to obtain a more objective assessment of knowledge, we took into account not only the data from the questionnaire, but also the results of the conversation-interview, which included a number of questions with the aim of clarifying information (see Table 1).

Thus, students of both experimental and control groups have an insufficient level of knowledge about reflection. The students expressed the following opinions: "I didn't know what to think about my level of reflection" (Nataliia C., E1); "I've heard about reflection for the first time" (Maryna V., E2); "I've never tried to outline a great number of my problems" (Mykola E., C1); "I've done everything correctly, that's why I have no problems" (Olga O., C2).

Table 1

**The results of students' judgments about the role of reflection in their professional activity (confirmatory experiment)**

№	Questions	The answers (%)											
		E1			E2			C1			C2		
		*	**	***	*	**	***	*	**	***	*	**	***
1.	What is reflection?	2.42	13.01	84.57	2.01	15.36	82.63	3.36	12.02	84.62	4.31	10.06	85.63
2.	Explain the role of reflection in the teacher's professional activity	3.97	11.04	84.99	2.16	14.04	83.80	3.27	11.98	84.75	3.12	16.09	80.80
3.	Outline the range of problems that your reflective thinking is concentrated at	3.17	15.36	81.47	2.41	7.44	90.15	3.52	13.09	83.39	4.16	14.57	81.27
4.	What is the role of reflection in the professional activity?	2.03	10.15	87.82	4.19	17.43	78.38	2.01	14.10	83.89	3.09	17.01	79.90
5.	What do you think, if professional reflection can accelerate the resolution of problem situations?	3.31	15.57	81.12	4.17	16.01	79.82	4.08	19.36	76.56	4.01	14.02	81.97

\* – full answers;

\*\* – insufficiently complete answers;

\*\*\* – fragmentary answers.

So, we think, that the role of reflection is growing up in developed forms of human activity, to which we can, first of all, include *professional activity* and, in particular, *professional educational activity*. We think, that any activity appears before

the student in the form of a normatively approved method of the activity in the process of mastering a profession. In such a way a person disobjectifies a normative method, turning it into the individual method of the activity. We'll also note several points that emphasize the role of reflection in the process of the professional activity:

- firstly, reflection is necessary when mastering professional activity;
- secondly, control and management are carried out on its basis. In such a way reflection facilitates the process of assimilation knowledge, mastering of skills and abilities of future specialists;
- thirdly, reflection is very necessary in changing conditions of professional and educational activity;
- fourthly, it is one of the main mechanisms of the formation of self-activities.

The *formation of personal reflection* is indicated by us by the help of the results of our research. We think, that the formation of personal reflection is carried out in three main directions:

- 1) change of the entire system of the person's activity, actualizing its functions and hierarchical structure;
- 2) in the course of acquiring relevant professional skills. In such a way the person grows according to the degrees of his/her professional skills, with the help of a specific system of ways of performing well-developed activities — we mean a personal style of the activity, which has to be formed;
- 3) a change in the personal qualities of the subject, which is manifested both in the external appearance (motor skills, speech, emotional sphere of the person, different forms of the communication) and in the formation of elements of professional consciousness (professional attention, perception, memory, thinking, emotional-volitional sphere), which, in a broader sense, can be considered by us as the formation of a professional worldview;
- 4) changing the relevant components of the subjects' attitude towards some object of the activity. This change is represented

in the cognitive sphere of the individual, which is reflected by the degree of awareness of the object, the degree of awareness of its significance. In the emotional sphere a lot of changes have a place because of the degree of interests of the object, the ability to interact with it; in the practical sphere changing the relevant components of the subjects' attitude towards some objects of the activity are taking a place by the degree of awareness of one's own real possibilities of influencing the object. As a result, the attitude of the subject to influence the object is replaced by the person's need for interaction, which allows us to talk about the formation of the professional culture of the teacher's personality.

According to our author's conception, *a teacher with a high level of the development of personal reflection* can be considered as a person, who:

– *successfully solves the tasks of education and training, prepares the expected social product for the society.* In such a way the teacher has a graduate level of personal development with desirable psychological qualities (objective criteria);

– *personally, has been focused only on this profession, motivated to carry out professional activities in it* (by subjective criteria);

– *provides achievements, which have been desired a rather great development of reflexive results for the development of students' personalities* (resultative criteria);

– *uses of socially acceptable methods and technologies* (procedural criteria);

– *is learning the norms, standards of the profession, with the purpose to achieve mastery in it* (normative criteria);

– *shows a wish to individualize the person's activity, as well as consciously develop his/her individuality through the means of the profession* (individual-variable criteria);

– *displays a wish to reach the necessary level of the professional development by actualizing personal qualities, knowledge and skills* (content criteria);

– at the same time, *has and is aware of the perspective, the zone of his/her nearest professional development*, effectively using the ways to implement the latter results of the professional activity (prognostic criteria);

– *acquires a great experience for continuous professional training in the future* (criteria of professional training);

– at the same time, *enriches his/her professional experience due to personal creative contribution* (creativity criteria);

– *strives to show his/her social activity, discuss issues related to the current needs of the profession, ways to achieve success in it*.

At the same time, he/she seeks reserves for solving professional problems, a student is not afraid to fall into the conditions of competition for educational services (criteria of social activity);

– *achieves professional ethics, strives to preserve himself/herself even in difficult conditions, in spite of the honor and dignity of a professional* (criteria of professional suitability);

– *is ready for qualitative and quantitative assessment of his/her activity, knows how to do it himself/herself*. Also, he/she is calm about participation in professional tests, testing (quantitative and qualitative criteria).

## Conclusions

In the other words, a teacher with a high level of the development of reflection is a specialist who has mastered high levels of his/her professional activity, consciously changes and develops himself/herself in the process of the activity. This person is capable of making an individual creative contribution to the profession. He/she is a person who has found his/her individual purpose. A professional is a specialist who is able to stimulate a great interest in the society in the results of his/her own professional activity, to increase the prestige of his/her profession in the educational paradigm.

We'll convincingly show the most important role of *mental activity* in the development of a teacher's reflection. In such a way we'll highlight:

– *pedagogical prediction*, which is connected with the pedagogical interpretation of social phenomena, a kind of transformation of social goals and tasks into the language of pedagogical communication;

– *methodical understanding, instrumentation of educational activities*;

– a feature of the development of *personal reflection*, which is associated with the organization of influences that are used both theoretical educational and practical educational tools, as well as the opportunities for extracurricular and metacurricular activities, various informational and educational influences;

– a feature of the development of *professional reflection*, due to the need to analyze achieved result in relation to certain goals and tasks.

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**Михальчук Наталія, Онуфрієва Ліана. Розвиток рефлексії студентів у парадигмі соціокультурного підходу.**

**Мета дослідження** визначається необхідністю дати відповіді на такі запитання: по-перше, наскільки можливим є розвиток професійної рефлексії майбутніх учителів у сучасній системі вищої освіти; по-друге, наскільки забезпечує розвиток професійної рефлексії зростання професіоналізму; по-третє, наскільки залежить специфіка професійної рефлексії від професійної спрямованості та комплексу особистісних характеристик.

**Методи дослідження.** Для розв'язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. У якості експериментального методу використовувався метод організації емпіричного дослідження.

**Результати дослідження.** З метою формування рефлексії студентів у навчальному процесі закладів вищої освіти запропонуємо деякі психологічні принципи, зокрема, принцип протиставлення рідної та іноземної мов і культур; принцип автентичності навчальних матеріалів; принцип професійної спрямованості студентів, забезпечення іншомовного навчального спілкування під час навчання читанню англomовних національних історичних текстів; принцип взаємопов'язаності рефлексивних засобів розвитку рефлексії в парадигмі соціокультурного розвитку студентів; принцип поетапності формування соціокультурної компетентності студентів.

**Висновки.** Педагог з високим рівнем розвитку рефлексії є фахівцем, що опанував високими рівнями професійної діяльності. Ця особистість свідомо змінює і розвиває себе в ході здійснення діяльності, здатний до внесення індивідуального творчого внеску в професію. Це – людина, яка знайшла своє індивідуальне призначення. Професіонал – це фахівець, здатний стимулювати в суспільстві інтерес до результатів своєї професійної діяльності, підвищувати престиж своєї професії в освітньому просторі.

**Ключові слова:** рефлексія, соціокультурний підхід, професіоналізм студентів, професійна спрямованість, комплекс особистісних характеристик особистості.

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## Actual Concept of Professional Creativity: Theoretical and Psychological Aspect

### Актуальний концепт професійної творчості: теоретико-психологічний аспект

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#### ABSTRACT

*The aim of our article is to analyze the problem of professional creativity from the point of view of the acquisition of professional competence by specialists in the process of their professional formation and personal growth; to single out a content and semantic components of professional creativity; to present the author's theoretical model of professional creativity.*

*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.*

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*The results of the research. We proved, that the actual concept of professional creativity can be presented in the form of a rather simplified model, which includes the following components: personal, its socio-biological, psycho-physiological, psychological and pedagogical, acmeological, axiological and intellectual characteristics; professional problems, professional tasks, situations, their varieties (semi-creative, creative, etc.), theories and methodology of problem formulation and consideration of various approaches to its solution; professional activity, environment, social environment, psychological conditions for adaptation and professional creativity, aspects of social interaction and influence on the effectiveness of the creative process; the creative process itself, its theoretical and methodological foundations of professional creativity.*

**Conclusions.** *The study of professional creativity was carried out in the paradigm of two directions. The first one was related to the question of whether the level of formation of professional creativity depends on intelligence, and whether the subject is oriented towards the formation of cognitive processes in the connection with the acquired professional creativity. The second direction has the aim at finding out what the psychological features and aspects of professional creativity are. Among the latter, the attention of the individual, his/her personal and motivational characteristics was singled out.*

**Key words:** *creativity of the individual, the actual concept of professional creativity, the creative process, the effectiveness of the creative process, social environment.*

## Introduction

Nowadays, the concept of creativity is used in various scientific and social fields: science, technology, education, various types of artistic activity. It is known that in the field of science, for example, creative products can be discoveries that involve the establishment of previously unknown, objectively existing phenomena, characteristics or laws of the material world, which until now have not been known in detail and did not require any verification (Семенов, 2011). As a rule, the formulation of scientific hypotheses, the development of empirical research programs need to be included into the paradigm of new results of scientific professional creativity.

Ideas regarding the existence of objective laws, regularities, trends and mechanisms of creative professional activity that can

be implemented are insufficiently elucidated in the psychological literature (Шпарина, 2017; Brédart, 1991). However, at the turn of the XXth- XXIst centuries, following thorough studies of artistic, scientific, philosophical, and somewhat later – technical creativity, the most important empirical studies related to aspects of professional and scientific creativity appeared, which facilitated the identification of psychological features of some general types of creative professional activity. However, despite repeated attempts of empirical generalization, the problem of professional creativity was solved extremely slowly (Crookes, 1989). It is known that until the middle of the last century, the study of the problem of professional creativity was not given a sufficiently important importance due to the fact that society, by its very nature, did not have an urgent need for the researches in this direction (Яланська, 2012). As a rule, personalities appeared spontaneously who became creators of technology and art. The latter it was fully satisfied the requirements have been set by psychological science and practice. But in the connection with the scientific and technical revolution in the second half of the 20th century, the circumstances changed significantly. There was an urgent need to identify the essence, nature, regularities and mechanisms of professional creativity, to create a fundamental theory of creative professional activity, a theory of rational management of the creative professional process, creative manifestations and changes. This process continues till nowadays.

*The aim* of our article is to analyze the problem of professional creativity from the point of view of the acquisition of professional competence by specialists in the process of their professional formation and personal growth; to single out a content and semantic components of professional creativity; to present the author's theoretical model of professional creativity.

### **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 results of the research**

The theoretical analysis of the material (Чемісова, 2018; Barnes, 2009) allows us to state that the development of a creative personality was and remains an extremely important task of psychological and pedagogical, acmeological and axiological theory and practice, because the professional activity of people in various environments of the material and spiritual world includes in its structure three closely related processes: reproductive one, semi-creative and creative ones. In reproductive activities people, as a rule, do not contribute anything new to the process of value creation, but only explicate and repeat what already exists in the sphere of social experience. Thus, subjects invent material and spiritual values according to certain stable models and images that have been developed. However, something new, original and unique is created in creative activity.

Thus, especially in periods of social crisis, which we are currently facing, the system of education and science must adequately respond to the complex circumstances of the shift of emphasis towards the creative orientation of education, upbringing, development and psychological training of a specialist. From this point of view, an additional task of the system of education and science should be the creation of positive prerequisites for the development of creative and organizational abilities of the individual, the formation of a creative type of a professional personality, etc. (Кукуленко-Лук'янець, 2014; Astle & Scerif, 2011). The formation of the highest point of creative needs of the individual, harmonization of the structure of the subject's needs, correction of this structure became one of the most priority tasks of Psychology, Pedagogy and Acmeology.

Based on this, in our research, in our opinion, it becomes possible to analyze the problem of professional creativity from the point of view of the acquisition of professional competence



by specialists in the process of their professional formation and personal growth. Based on this, quite a lot of interesting questions are brought up to nowadays, the answers to which are expected to be obtained in our research. For example, the question of how the formation of professional creativity occurs in the professional activity, and what place in this process are occupied by the mechanisms of self-knowledge, self-development and self-realization (Mykhalchuk & Onufrieva, 2020). Other questions are: "Is there relationships between professional creativity as a productive characteristic of professional activity and auto-creativity as a sign of personal self-development processes? What are the internal determinants of the development of professional creativity directed by the subject-facilitator through professional, self-psychological or value-semantic competence?"

In general, in the paradigm of our research it is expected to single out a content and semantic components of professional creativity, and their awareness and systematization will allow us to develop and to apply in practice acmeological and axiological technologies of self-development of professional creativity of heads of educational institutions (Agrawal, 2020).

In the scientific literature creative abilities are often considered from the point of view of the development of the individual's ability to their professional creativity. It is undeniable that the problem of the development of professional creativity in the XXIst century is a key, a priority in the field of education and science. At the turn of the XIXth–XXth centuries, philosophical, psychological and pedagogical, acmeological and axiological studies of creativity will acquire a high level of an interdisciplinary scientific discipline (Amabile, Conti, Lazenby & Herron, 1996). Therefore, it is not surprising that a huge number of applied scientific cycles have been developed around the Psychology of Creativity and related disciplines, which in one way or another one connect the Psychology of professional creativity with Philosophy, Pedagogy, Acmeology, Science,

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Medicine, Management and other sciences, and through them to present the connection of this problem with practice.

The nature of the epistemological nature of professional creativity has received sufficient attention in the scientific paradigm (Титаренко, 2003). However, the analysis of literary sources (Калінін, 2005; Collins & Amabile, 1999) allows us to state that in modern science there is no unified opinion on the question of the ratio of abilities and qualities of the person. However, it is noted that the structural analysis of the creative product shows that this product is, in a certain sense, an integrated set of creative explanations and reflections, which largely determines the transformation of the latter (Якимчук, 2008; Cilibrasi, Stojanovik, Riddell & Saddy, 2019).

In the scientific literature it is repeatedly emphasized that nature "reward" a man with the ability to discover new things and "take care" of the considerable wealth of feelings that are arisen for the person in the process of creative enlightenment. The individual's ability to make discoveries is not an accidental quality, but a powerful genetically embedded means of personal development, as natural as breathing, nutrition, procreation, etc. (Derwing, Munro, Thomson & Rossiter, 2009). Like any other natural quality, the creative abilities of a person can be regulated, encouraged and stimulated in their formation, or neglected or even limited. Those psychological and pedagogical systems, theories and concepts are based on the principle of natural expediency, and they are also oriented towards the naturally expedient human creativity (Лозова, 2011). This principle determines not only the meaning of the educational process itself, but also its content, technologies, a system of control and evaluation of the results of creative activity (Клименко, 2013).

From the point of view of system genetics, creativity is the leading mechanism of functioning and evolution of any social systems, including educational ones, which ensures the necessary level of professional creativity. A decrease in this level (*a low level of ontological creativity*) inevitably leads to the leveling

of the adaptive abilities of the human body system, to a decrease in its prognostic potential, to stagnation and crisis. The crisis of the education system, which is currently taking place in Ukraine, serves as an example of the manifestation of these patterns. The universal nature of these negative tendencies is expressed in the form of laws of duality of organization and management, invariance and cyclicity of the development, necessary diversity of evolution, etc. If we talk about a person, then creativity is the highest form of manifestation of the intellectual functions of the individual, a specific type of meta-activity, which is manifested in a strange variety of explication of creative products in almost any professional field (de Bot, 1992).

The characteristics of professional creativity are based on the thesis that a particularly important quality of a thinking person is the ability to see problems and predict the future. In particular, scientists (Лук'янова & Лук'янов, 2011) emphasize that thinking usually begins with a problem or questions, with surprise or wish, contradictions (a thinking person has a lot of problems at every step, and for a person who does not know how to think independently, as a rule, there are no problems. According to the scientist, the mechanism of creative thinking is explained in the analysis through synthesis: in the process of thinking, the object of knowledge is included into the paradigm of new connections, and therefore appears in completely new qualities, which are reflected in new, creatively invented concepts. From each individual the object, thus, as if the new content "is exhausted", it seems to return from a different side every time, and new characteristics, qualities and features are revealed in it.

*The meta-systemic scientific approach* emphasizes the following types of creativity: creativity as "discovery for oneself" and creativity "as discovery for others" (Onufrieva, 2017). The activity of a psychologist, a teacher, their personal self-improvement is an example of a continuous process of "discovery for oneself", mastering the achievements of modern culture, actuali-

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zing the mechanism of entering the paradigm of this culture (Левіт, 2016).

In the process of professional creativity, the creative essence of the individual is revealed and both internal and external prerequisites. In such a way the mechanisms of its implementation are revealed. In scientific literature (Ekvall, 1997) it is stated that, as a rule, creativity assumes a subject-object character, is distinguished by its strategic and tactical goals, motives, needs, etc. So, for example, the same technical problem can be solved by different people in completely different ways: either at the level of a rationalizing proposal or invention, the discovery of a new direction, or a trivial repetition of already well-known aspects.

In the scientific literature we can find different definitions of the concept of "professional creativity". According to scientists (Крилова-Грек, 2011), creativity can be defined as a successful flow of thoughts beyond the unknown context, because this process significantly complements the knowledge, skills and abilities of the individual, contributing to the creation of things that have been unknown to the individual before. In the researches of other scientists (Feldman, 1999) a view on professional creativity is as an interaction that moves relentlessly toward a level of mastery. In scientific literature (Cilibrasi, Stojanovik, Riddell & Saddy, 2019) such a professional decision is considered creative when its novelty, originality and uniqueness are due to the reflection of some aspect of harmony in the surrounding world.

The ability to professional creativity or professional creativity itself are the main indicators of the individual's development (Collins & Amabile, 1999). The essence and regularities, as well as the psychological mechanisms of professional creativity, have always been the subject of close attention of scientists. Professional creativity is an activity with the aim of creating something new, unique, original, socially and historically significant, if global issues and problems are solved in the process of professional creativity. According to scientists (Onufrieva,

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2017) tasks that are solved in the process of professional creativity can be divided into *two subtypes*:

- problems that can be solved thanks to the use of already known methods, techniques, means and mechanisms;
- tasks that can be well considered, realized and solved thanks to the most optimal way, techniques or means.

Also, scientists (Agrawal, 2020) point out that there is another type of problem that is solved as a result of the elimination or avoidance of contradictions that were insufficiently aware (or not at all aware) at the beginning of solving the problem in the process of the individual's professional activity. Perception, understanding and awareness of the existence of a problem situation, psychological mechanisms of logical and mathematical, cybernetic analysis, intuitive decision, as well as the mechanisms of verbalization and formalization of the process and the result of solving the task or the problem can be greatly activated in solving them.

It should be noted that the problem of professional creativity in its various aspects was studied more intensively in the paradigm of Acmeology: reflective processes in creative activity (Семёнов, 2011), creative readiness to carry out professional activities (Титаренко, 2003), the formation of the creative potential of the individual (Шпарина, 2017), readiness of the professional to carry out innovative activities (Astle & Scerif, 2011), the formation of professional creativity of the personnel of educational organizations by means of acmeological technologies (Brédart, 1991).

Thus, scientists (Collins & Amabile, 1999) identified and singled out the following most general signs of professional creativity:

- ***creativity-activity***, which consists in creating a significantly new unique product;
- ***creativity as a rather original process*** in which either new means, or new methods, or new programs of professional activity are necessarily used;

– *creativity as a process of creating new combinations*, which are useful for the individual, and which are built from elements of various systems and models;

– *creativity as a process closely related to cognition, reflection of the surrounding reality, awareness of the laws of its development and functioning*. At the same time, it is reflected in many studies (Crookes, 1989) and it is considered as the basis and prerequisite for professional creativity. In the process of creative activity, a person significantly expands and deepens his/her knowledge, and creativity, accordingly, appears as both a form and a mechanism of personal knowledge of the surrounding reality;

– creativity as a process of formulating and solving problems, original and non-standard tasks. Thus, the solution of any problem is based on the process of resolving contradictions. In this case, special attention should be paid to these aspects of creativity as the most essential, which allow us to reveal both general and specific laws of the flow of creative activity;

– creativity as the most complex and the highest type of human activity, a way of being, a form of self-activity, self-development and self-affirmation;

– professional creativity as a unity of spiritual and material aspects.

These scientific conclusions allow us to make assumptions in our research that one of the most important aspects of professional creativity is the understanding and management of the person's own personal strategies of involving significantly new things into this process: knowledge, combinations, techniques, aspects, points of problem analysis, etc. Personally acceptable and meaningful of a new product creation strategies are one of the most important aspects of the individual's professional creativity.

The creation of a new, original, unique program, a plan, a project, a model of the future professional reality takes place in the process of actualizing thought operations (*the spiritual as-*

*pect of creativity*); implementation of practical activities (*material creativity*). In the first aspect, spiritual creativity is directly related to the thinking of the individual. Thus, reflection and creativity are two the most important functions of thinking; because creativity reveals a combination and harmony of consciousness and unconsciousness content. In the process of a creative act, both biogenic and psychogenic systems of the body seem "to be involved" into its implementation.

*The actual concept of professional creativity* can be presented in the form of a rather simplified model, which includes the following components:

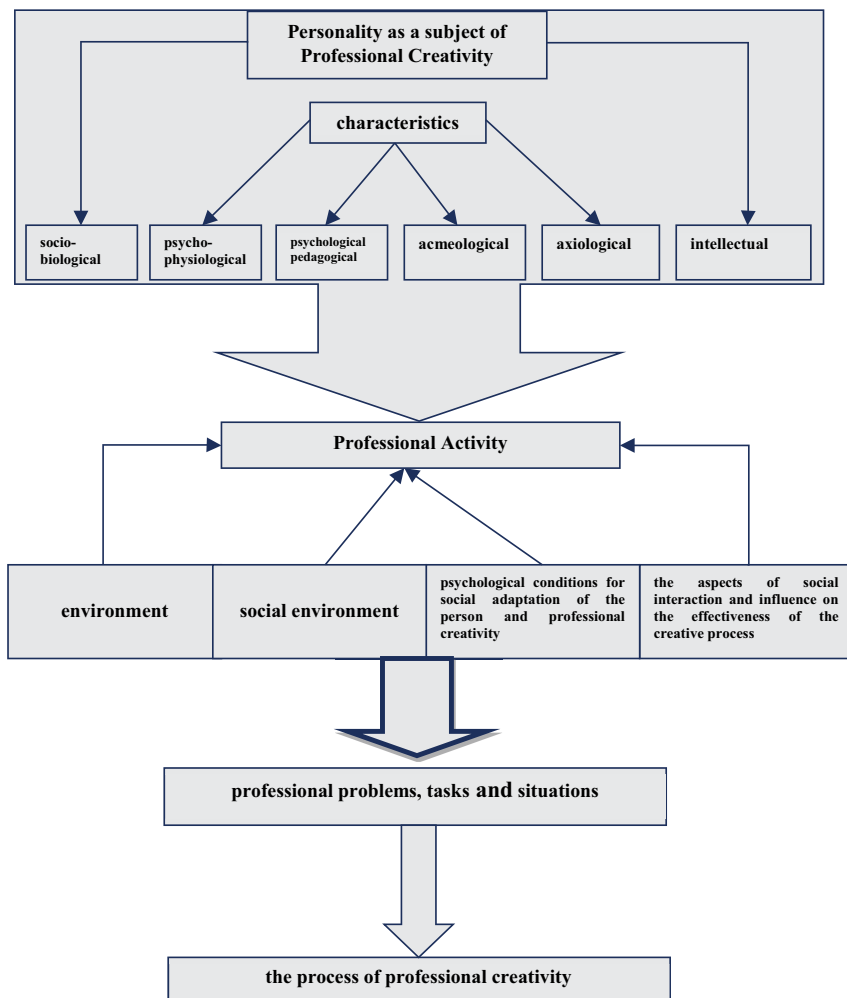
- personal, its socio-biological, psycho-physiological, psychological and pedagogical, acmeological, axiological and intellectual characteristics;
- professional problems, professional tasks, situations, their varieties (semi-creative, creative, etc.), theories and methodology of problem formulation and consideration of various approaches to its solution;
- professional activity, environment, social environment, psychological conditions for adaptation and professional creativity, aspects of social interaction and influence on the effectiveness of the creative process;
- the creative process itself, its theoretical and methodological foundations of professional creativity.

The theoretical model of professional creativity is depicted on Fig. 1.

Taking into account the content of components of this model, in the paradigm of our research we should set and solve the task of revealing the features of self-identification of an individual in the creative process and determine the psychological mechanisms of a professional's transition to the status of a creative individual who is able to independently solve creative professional tasks. Awareness of one's own creative status is a rather important component in the structure of a person's professional creativity. Therefore, in this study there is a need to formulate

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clear criteria and indicators of professional creativity, creative activity, which require the study of scientific literature from various fields of knowledge (Psychology, Acmeology, Pedagogy, Philosophy and others).



**Fig. 1. Theoretical model of professional creativity**



Scientists have repeatedly aimed to define such concepts as “psychological and pedagogical, axiological and acmeological creativity”, “psychological and pedagogical creative activity”, etc. The analysis of scientific literature on the problems of professional creativity allows us to single out two dominant directions in the formation of creative solutions by a specialist during professional activity: 1) creative perception and the analysis of information that a person receives from the outside; 2) realization of a person’s internal creative potential and organization of professional creativity at a higher level.

Many scientists and researchers use the concept of “professional creativity” to denote the creative abilities of the individual. In the paradigm of studying this phenomenon, as a rule, cognitive and personal directions are distinguished (Amabile, Conti, Lazenby & Herron, 1996). In the foreign Psychology in the mid-50s of the XXth century (Collins & Amabile, 1999) the study of special human abilities, which were called “professional creativity” (from the Latin *creation* is *creation* in English and *створення* in Ukrainian) gained considerable popularity. Empirical data on the lack of the connection between traditional intelligence tests and the success of creative problem solving became the impetus for distinguishing the concept of “professional creativity”.

It was proved that professional creativity depends on the ability of the individual to use the information offered in the content of the task in different ways at a fast pace (Ekvall, 1997). In the process of professional activity, scientists develop this ability (Feldman, 1999) and called it professional creativity, and began to study it regardless of the level of the intelligence development, as the ability that reflects the characteristics of the individual to create completely new concepts and form new skills of the behavior and the activity. Scientists connect professional creativity directly with the creative achievements of the person.

## Conclusions

So, the study of professional creativity was carried out in the paradigm of two directions. The first one was related to the question of whether the level of formation of professional creativity depends on intelligence, and whether the subject is oriented towards the formation of cognitive processes in the connection with the acquired professional creativity. The second direction has the aim at finding out what the psychological features and aspects of professional creativity are. Among the latter, the attention of the individual, his/her personal and motivational characteristics was singled out.

In the scientific literature there are constant discussions about *the ratio of intellectual and creative abilities* in the structure of professional creativity. Researching the various abilities that explain intelligence, measured by traditional intelligence tests, and creativity, which is also determined with the help of special tests, scientists have obtained rather contradictory results. It is still impossible to give an unequivocal answer to the question of whether intelligence and professional creativity are related to each other based on already existing empirical results, so we will deal with this issue specifically in our further researches. It should also be noted that if, instead of empirical test results, a different method of assessing professional creativity was used. It is, for example, by the level of creative achievements by one or another type of the activity that the respondents were engaged in. Then the scientists obtained fairly unambiguous results that were testified to the differentiation of professional creativity and intelligence, between which there can be no direct correlation.

Empirical studies also testify to the significant role of personal characteristics in terms of the development of professional creativity. A personal approach to the study of professional creativity is characterized by special attention to emotional and motivational characteristics that are included into the structure of professional creativity. Regarding personal characteristics that

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are related to professional creativity, the results of various theoretical and empirical studies are similar. Scientists have singled out some personal traits (self-confidence, aggressiveness, self-satisfaction, non-recognition of social restrictions and the opinions of others), that distinguish creative individuals from non-creative ones. According to some psychologists, this testifies to the existence of a general type of creative personality in contrast to the type of non-creative subject. Interestingly, studies, conducted with children and youth indicate that the personality traits of young children and young men and women, if they are all creative, coincide. The latter allows us to assert that creativity is formed at a fairly early age based on the manifestations of the subjects' personal characteristics. Scientists have also proven that if a certain personality is considered a creative one from an early age, then with a high degree of probability it can be said that he/she will have high indicators of professional creativity in the future (provided that he/she was chosen a profession that is appropriate for his/her personal characteristics).

There is another point of view, according to which creative professional achievements are directly related to neuroses. But in science, there are also studies that note that individuals with a high level of professional creativity have considerable strength of spirit, resistance to obstacles in the environment, to various types of conflicts and prerequisites for cognitive dissonance.

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**Набочук Олександр. Актуальний концепт професійної творчості: теоретико-психологічний аспект.**

**Метою статті** є аналіз проблеми професійної творчості з точки зору набуття фахівцями професійної компетентності в процесі їх професійного становлення та особистісного зростання; слід було виокремити змістову та смислову складові професійної творчості; представити авторську теоретичну модель професійної творчості.

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

**Результати дослідження.** Доведено, що власне поняття професійної творчості може бути представленим у вигляді досить-таки спрощеної моделі, до якої входять такі складові: особистість, її соціально-біологічні, психофізіологічні, психолого-педагогічні, акмеологічні, аксіологічні та інтелектуальні характеристики; професійні проблеми, професійні задачі, завдання, ситуації, їхні різновиди (напівтворчі, творчі та ін.), теорія та методологія формулювання задачі та урахування різних підходів щодо її розв'язання; професійна діяльність, оточуюче середовище, соціальне оточення, психологічні умови для адаптації та професійної творчості, аспекти соціальної взаємодії та впливу на ефективність творчого процесу; сам по собі процес творчості, теоретико-методологічні основи здійснення професійної творчості.



**Висновки.** Показано, що вивчення професійної креативності здійснювалося в парадигмі двох напрямків. Перший був пов'язаний з питанням про те, чи залежить рівень сформованості професійної креативності від інтелекту, та чи орієнтується суб'єкт на становлення пізнавальних процесів у зв'язку з набутою професійною креативністю. Другий напрямок був спрямований на з'ясування того, які є психологічні особливості та аспекти професійної креативності. Серед останніх було виокремлено увагу особистості, її особистісні та мотиваційні характеристики.

**Ключові слова:** креативність особистості, актуальне поняття професійної творчості, творчий процес, ефективність творчого процесу, соціальне середовище.

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## The Typology of Poetic Text Comprehension

### Типологія розуміння поетичного тексту

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### **ABSTRACT**

*The purpose of the research is to assess the relevance of the research of psychological features of understanding contemporary poetry by future philologists on the basis of questionnaires; to propose the levels of understanding the text.*

*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 method of organizing empirical research was used as the experimental method.

*The results of the research.* Future philologists of all courses show a significant level of interest (50% – 55%) according to the poetry of Ukrainian authors, prose writers through watching TV shows and reading periodicals. In the conditions of contemporary higher education the ability of students to acquire knowledge independently in the connection with the introduction of the competence approach provided in education plays a special role. We proved, that 66%–70% of respondents had tried to comprehend a poetry of their own form and the form having been explicated their own impression of what they had already read; 31% of students of the 1<sup>st</sup> and the 2<sup>nd</sup> courses and 28.6% of students of the 3<sup>rd</sup> and the 4<sup>th</sup> courses had had a high level of the interpretation of the teacher's activity. Thus, a great number of students have the awareness of the need to independently form the opinion about what they have read.

*Conclusions.* In the typology of text comprehension we have found **four levels**. Each previous level is an indispensable condition for the existence of the next one. At the first level only the substantive content of the text is conveyed, which does not provide the necessary understanding of it. The second level of understanding is commentary one. Understanding the text at this level means not only being able to retell the first text with other language units, but also to comment it from the point of view of the context. The third level of understanding is the interpretation of the text (philosophical, historical-literary, psychological, etc.). This task is to master deep meanings. The fourth level of understanding is a methodological one, where the contradictions that are arisen at the previous level are resolved.

*Key words:* understanding the poetry, substantive content of the text, commentary level, the interpretation of the text, a methodological level.

## Introduction

The problem of understanding in general is one of the most urgent in modern science (Mykhalchuk & Ivashkevych Er., 2021), but this phenomenon still remains understudied, despite its importance for increasing the efficiency of various forms of human activity. The modern scientific paradigm of the professional training of the future teacher-philologist is directly related to the problem of understanding the artistic text, and the formation of the ability to quasi-dialogues with texts, in particular, poetic ones, determines the understanding of the deep meanings of these texts, and becomes one of the main tasks of philological education (Івашкевич & Комарніцька, 2020). The need for a comprehensive study of this problem is explained by the important role of fiction in the spiritual life of modern youth (Cui, Wang & Zhong, 2021).

The theoretical and methodological basis of our research consists of theories of developmental learning (Максименко, Ткач, Литвинчук & Онуфрієва, 2019), concepts of personality's development (Dubovyk, Mytnyk, Mykhalchuk, Ivashkevych Er. & Hupavtseva, 2020), and general psychological concepts of the activity (Mykhalchuk & Khupavsheva, 2020).

In the psychological theory of intellectual activity there are two views on understanding. According to them the meaning of the term "understanding" is interpreted: 1) understanding as a process; 2) understanding as a result of this process. In this way, scientists distinguish procedural and substantive types of understanding (Drigas & Karyotaki, 2017).

The dependence of the type of understanding on the content of the text and the nature of the subject's activity in the process of the text's reception was theoretically substantiated by scientists (Falé, Costa & Luegi, 2016; Hogan, Adlof & Alonzo, 2014). They propose a conceptional typology of text understanding. The authors, pointing out the similarities of all types of understanding, revealed their differences, which made it possible to distinguish the following *types of understanding the text*.

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The first level is *semantic understanding* of the text. It is related to the decoding of text units that appear in their symbolic form (for example, unfamiliar words), which occur under conditions of impaired semantic perception of the text.

The second level is *cognitive understanding*, which arises in the process of overcoming difficulties when mastering the content of the cognizable information of the text, which is presented in the form of the same text units with which semantic understanding is tangential.

The third level is *a semantic understanding built on de-objectification of ideal realities* that are presented outside the means of direct nomination, but they are objectified in the means of the text. *De-objectification* means to restore certain aspects of the text's situation. This leads to the discovery of the multifacetedness of the intelligible. This type of understanding most often occurs when it comes to literary texts.

The proposed typology of text comprehension corresponds to modern ideas about the direction of cognition *from meaning to meaning* or *from meaning to sense*. Thus, from the point of view of semantics, meaning and sense often coincide, and by cognitive and objectified understanding, meanings and sense are formed.

By *the contrasting the understanding of meanings* during the direct naming of objects and *the understanding of meanings* it was determined the construction of different *typologies of understanding* (Mykhalchuk & Bihunova, 2019). However, they did not take into account that the differences between the types of understanding depend on the differences between the experience of the linguistic individual in the form of *symbolic images, representations of objectively and subjectively real situations*, and the experience that unites situations that have occurred before, *with the image of the situation presented in the text* (El-Zawayy, 2021). This experience is a basis for building up not only a typology of understanding texts, but also a typology of the texts themselves according to the criterion of their adaptability to dif-

ferent types of understanding (Hamedi & Pishghadam, 2021). Therefore, it is possible to distinguish texts for different types of understanding. Such a typology of understanding texts in a certain way correlates with the typology of texts and, accordingly, with the typology of understanding proposed by scientists (Murphy, Melandri & Bucci, 2021). The researchers define understanding as “the sixth sense”, that is, *intuition*.

The conception of scientists (Mykhalchuk & Ivashkevych Er., 2019) is quite complex and multifaceted. According to them, understanding is *the ability to understand meaning and significance and the result achieved due to this*.

The realization of understanding, according to scientists (Ivashkevych Er., Perishko, Kotsur & Chernyshova, 2020), can take place in three cognitive fields. The first field directly and fragmentarily presents the natural conditions and social situations in which an individual exists and acts. The dominant place is occupied by objects and the relationships between them, the reality is presented fragmentarily, and certain connections must be imagined and completed. In the second field, the sequence of proved judgments unfolds, relationships between concepts dominate, sufficiently stable logical constructions are actualized. The specificity of understanding in the second field is a characteristic of various texts, among which scientific ones prevail. Despite the fact that these texts do not reflect a surrounding reality directly, they are oriented towards understanding the environment. In the third field, understanding of texts about historical events, understanding of artistic works takes place. Understanding takes place here according to the principle “What is said and what is happened?”, and in some cases by the sense of a phrase: “For what it is said and what it is as a result”. This field is dominated by different, even complicated relationships between people. In such a way the text is understood as a sequence of signs, images unfolding over time, which have a certain content and sense, accessible to understanding (Greco, Canal, Bambini & Moro, 2020).

Therefore, understanding within three dominant fields is directed from *meaning to meaning, to objectification and subjectivation of what is understood in the text*, and, finally, *to what is known through the text*.

In the researches of psychological features of the text's comprehension by university students, scientists (Ivashkevych, Ed. & Onufrieva, 2021) define integrity as the important psychological characteristic of the text, provided by the unity of two semantic plans: deep aspects (contains the basic concept of the message, communicative intention of the author) and superficial ones (reveals the concept that realizes communicative intention of the text).

According to the researchers (Ferdowski & Razmi, 2022), the internal, semantic structure of the text has three main levels: a factual level, a theoretical one and a reflexive level. The most important for deep understanding of the text is the presence of the reflexive level in its semantic structure and the distribution of information of this level in the semantic space of the message. The presence of a reflective level information in the text ensures its integrity, allows us to establish a connection between individual fragments, helps to predict the continuation of the text. Reflective information increases the reader's interest because the content of the text, and provides its distribution in the message which in a great degree allows to maintain this interest.

Scientists (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh & Shanahan, 2001) also note that the category of informativeness is realized in the cognitive, reflexive and regulatory plans of information. The reflective plan of information represents the author of the novel (a poem, a story, etc.) and is realized through subjective modality or through the range of general information. The regulatory plan of information represents the reader of the novel (a poem, a story, etc.) and is embodied in regulatory-anticipatory and regulatory-recipient information, the main function of which is to control the process of perception and understanding of the text by the reader.

Thus, a deep understanding of the literary text involves determining its semantic structure, supporting themes; the ratio of elements of external and internal structure helps the reader to understand the direction of the author's thoughts in the process of disclosure the theme of the text; deep semantic analysis includes consideration and correlation of ways of expressing reflexive (the analysis of stylistic and linguistic means) and regulatory plan of information (the correlation of the author's text with the reader's own thoughts, knowledge, feelings, establishing connections between them, providing deeper understanding of the text).

The comprehension of the text is a central link of reading and it includes: the restoration of the meaning of the original message, which is carried out through reading operations and is manifested in the construction of the semantic structure of the text; comprehension of the information or organizing the interpretation that occurs according to the interpretive schemes of the recipient; rethinking the text, which is possible under the condition of interaction of semantic positions of the author and the reader. These main results show the generation of a new meaning, and the main mechanism is the dialogical interaction of the reader with the text.

Also, understanding the text is a two-way process, which is determined, on the one hand, the structure, the complexity, the volume of the text, its objective features, and on the other hand – the individual characteristics of the reader, such as: his/her knowledge, features of thought processes, the processes which imply memory, attention, the degree of formation of skills of semantic perception of the message. Thus, the reader's mastery of a set of techniques for providing semantic analysis of the text increases the effectiveness of its understanding. Understanding of the text, on the one hand, is the subject to reach general purposes and motives of reading, and on the other hand it determines the results of understanding: on the information-cognitive level (the expansion and the replenishment of know-



ledge of the reader, deepening of understanding by them in future professional activity); the motivational-personal level (the formation of readers' personal attitude to the problems having been taught in the text, the formation of professional orientations of readers); a practical level (provides the effective organization of educational and educational-professional activities).

Exploring the understanding of contemporary newspaper texts, scientists (Engle, 2002; Gathercole, Pickering, Ambridge & Wearing, 2004) define understanding as a creative intellectual process, the success of which depends not only on the characteristics of the text, but also on the author, who proposes the program of the possibility of understanding.

So, of the research was to assess the relevance of the research of psychological features of understanding of contemporary poetry by future philologists on the basis of questionnaires; to propose the levels of understanding the text.

### **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 method of organizing empirical research was used as an experimental method.

The research was carried out using a sample method (using the author's questionnaire). The research was organized on the basis of philological faculties of Rivne State University of the Humanities and The International Economic-Humanitarian University named after S. Demianchuk (Rivne, Ukraine) during 2022–2023 years. The study involved students of 1-2 and 3-4 courses of philological specialties of these educational institutions, a total number of students was 192 people (including 504 girls and 48 boys; among them there were 325 students of Rivne State University and 227 students of The International Economic-Humanitarian University named after S. Demianchuk).

The research was carried out using a sample method (using a questionnaire developed by us). The purpose of the research was to assess the relevance of the research of psychological features of understanding of contemporary poetry by future philologists on the basis of questionnaires; to provide clarification of a general picture of students' awareness of contemporary poetry, their attitude to poetry as a genre, to its individual types, to different poets, poetic means; determining the personal position of the student in understanding poetry and establishing personal interest in the reflection of their skills and abilities; finding out the reason for making certain evaluative judgments.

The questionnaire actually consisted of three parts. The first block of the questionnaire included questions (1–11), which made it possible to find out readers' preferences (questions № 1, 2), the specifics of independent preparation of students for literature classes (questions № 3, 4), students' inclination to poetic creativity (questions № 5), age dynamics of interest in reading poetic works (questions № 6, 7), students' assessment of poetry, which is in the program of the university (question № 8), as well as the range of students' reading preferences for prose and poetry (questions 9, 10), the sphere of their communicative activity in the process of exchanging impressions from the poetry having been read (question № 11).

The second part of the questionnaire (questions 12–23) made it possible to assess students' reading competence, in particular the criteria for individual selection of poetic works for reading (questions № 12, 17), the reasons for difficulties in understanding poetry (question № 13), the dependence of poetry on its subject matter, the content and the form (questions № 14, 15), thematic preferences when choosing poetry (question № 16). Much attention was paid to clarifying the essence of the concept of "understanding a poetic text" (questions № 18–23).

The third block of questions (questions № 24–28) of the questionnaire revealed the attitude of students to the problem of deepening their understanding of poetic texts.

## Exploratory survey questionnaire

### A Form for students' activity

1. A faculty
2. A specialty
3. A course \_\_\_\_\_
4. Age \_\_\_\_\_
5. Sex \_\_\_\_\_

**Instruction.** Choose the answer that suits your preferences in the best way, or give your own answer to the questions having been proposed by us.

№	Questions	Answers
1.	What fiction do you like to read the most of all?	- prose ones: detective stories, novels, historical stories, etc. - poetic: classical, modern; - dramatic; - others
2.	Do you watch TV programs and magazines dedicated to the activity of Ukrainian poets and novelists?	- yes - no - your own opinion
3.	What is your favourite way of working in literature classes?	- I try to comprehend (understand) a fiction on my own and form my own impression of what I've read - I am guided by the teacher's interpretation
4.	How do you prepare for literature classes?	- I read the fiction having been studied in its entirety - I've read separate passages of the fiction - I've read literary criticism - My own answer
5.	Do you write poems?	- yes - no - My own answer
6.	In what period of your life did you like to read poetry most of all?	- in Primary School - in middle classes - in senior classes - always liked to read - never liked to read
7.	Do you like to read poetry now?	- yes - no - seldom

8.	Are you satisfied with the list of poetry having been intended for processing?	<ul style="list-style-type: none"><li>- quite satisfactory</li><li>- not quite satisfactory</li><li>- I do not limit myself to the suggested poetry, I've read them independently</li></ul>
9.	Name your favourite contemporary novelists	
10.	Name your favourite modern poets	
11.	With whom do you most often share your impressions of the poetry you have read?	<ul style="list-style-type: none"><li>- nobody</li><li>- with the teacher</li><li>- with friends</li><li>- with parents, relatives</li><li>- your own answer</li></ul>
12.	What do you primarily focus on when choosing a poetry to read? (specify several items)	<ul style="list-style-type: none"><li>- on the relevance of the topic of the poetry</li><li>- on the teachers' positive feedback about the poetry</li><li>- on the content of a poetry</li><li>- on the form of a poetry</li><li>- on the popularity of poetry among students</li><li>- on the volume of the fiction</li><li>- to something else (specify what exactly)</li></ul>
13.	What, in your opinion, is the reason that many people experience certain difficulties in understanding poetry, or even are generally indifferent to poetry?	<ul style="list-style-type: none"><li>- in oversaturation of some poetry with incomprehensible artistic means, comparisons, innovations, etc.</li><li>- in the reader's small vocabulary</li><li>- in the low level of his/her general culture</li><li>- modern poetry is not interesting in terms of content</li><li>- the subject of poetry does not move the reader</li><li>- other options</li></ul>
14.	Does the understanding of a poetry depend on its subject matter?	<ul style="list-style-type: none"><li>- yes</li><li>- no</li><li>- My own answer</li></ul>
15.	Does the understanding of poetry depend on its form?	<ul style="list-style-type: none"><li>- yes</li><li>- no</li><li>- My own answer</li></ul>

16.	Poetry of which subject do you read with greater interest?	<ul style="list-style-type: none"><li>- intimate lyrics</li><li>- landscape lyrics</li><li>- poetry of a patriotic direction</li><li>- stories of moral and ethical direction</li><li>- humorous, satirical stories</li><li>- stories about the historical past of Ukraine</li><li>- poetry of another subject (tell what)</li></ul>
17.	Is there any poetry that you like to re-read repeatedly? Name it.	
18.	In your opinion, the poetry of which authors (of which period of time) is the easiest to understand and perceive? Why?	
19.	What is the complexity of understanding poetry? How do you understand it?	
20.	Do you like "complicated" modern poetry?	<ul style="list-style-type: none"><li>- yes</li><li>- no</li></ul>
21.	What do you put into the meaning of the concept of "understanding a poetry"?	
22.	Do you agree with the thesis: "The reader can understand the idea of his/her fiction better than the poet himself/herself..."	<ul style="list-style-type: none"><li>- yes (why?)</li><li>- no (why?)</li><li>- My own option</li></ul>
23.	How do you understand this suggestion: «The same piece of art, the same artistic image has different effects on different people and on the same person at different times, just as the same word is understood differently by everyone»	<ul style="list-style-type: none"><li>- I completely agree (why?)</li><li>- I completely disagree (why?)</li></ul>

24.	As a future teacher of Philology, does the problem of students' misunderstanding of poetry bother you?	- yes (why?) - no (why?)
25.	Should a greater number of special courses and special seminars be included into the curriculum to improve the level of understanding of poetry?	- yes (why?) - no (why?) - My own option
26.	Who should choose the subject of the special course / special seminar?	- a group of students based on personal preferences - teacher's independently a joint decision of the teacher and students - My own option
27.	Suggest a topic(s) for a special course on contemporary poetry that would interest you	
28.	Would you like to learn more about the psychological features of understanding poetry?	- yes - no

Selecting poems for annotated reading, we were guided by groups of poets by the difficulty of understanding their poetry, which was selected by experts. For analysis, students of philological faculty were offered one poem from each of the above groups (from the simplest to the most complex ones). Given the requirements for students, the following poetry was commented on: 1. Lina Kostenko "My madness, madness..." (Костенко, 1989: 303). 2. Mykola Zerov "Kyiv-tradition" (Зеров, 1990: 28). 3. Igor Kalynets "Ten" (Калинець, 2004: 288). 4. Emma Andievska "Time and its twin" (Андієвська, 1987: 7). Experts in details assessed the features of the poetic style of Ukrainian authors of the XX-XXI centuries, selected by us for analysis of the poetry.

To find out readers' preferences and interests, students were asked the following questions: "What poetry or novels do you like to read most of all?" (question № 1), "Do you watch TV shows, read magazines about the content of the pieces of art of Ukrainian poets, prose writers?" (question № 2). The results of the analysis of the answers made us possible to state that the first place in reading preferences of students of philological faculty of the 1<sup>st</sup> – 4<sup>th</sup> courses was taken by prose (60.4% – 59.7% of students). Only 18% of students (in all courses) preferred poetry. Dramatic poetry is more popular among students of the 3<sup>rd</sup> – 4<sup>th</sup> courses (20.8%) than those ones who are studying at the 1<sup>st</sup> and the 2<sup>nd</sup> courses (16%). The lowest percentage we had when students answered other questions (for students of the 1<sup>st</sup> and the 2<sup>nd</sup> courses: folk poetry – 0.9%, philosophical poetry – 1.3%, poetry of various genres depending on the mood – 2.8%; students of the 3<sup>rd</sup> – 4<sup>th</sup> courses preferred the poetry of psychological orientation – 1.3%).

Future philologists of all courses show a significant level of interest (50% – 55%) according to the poetry of Ukrainian authors, prose writers through watching TV shows and reading periodicals. However, 19% – 20% of students gave negative answers to proposed them question № 2. Some recipients (26% – 28.3%) offered their own answers, for example: "sometimes", "I read when I can", "rarely", "sometimes when I have free time", "only when I am immediately interested in this poetry", etc.

In the conditions of contemporary higher education the ability of students to acquire knowledge independently in the connection with the introduction of the competence approach provided in education plays a special role. We were interested in the specifics of preparing future philologists for discussion in literature. The questions: "What is your favorite way to provide our own activity in the process of discussion in literature?" (question № 3), "How do you prepare for discussion in literature?" (question № 4) provided the study of the level of independence of

students during reading poetry. The results were: 66%–70% of respondents tried to comprehend a poetry of their own form and the form having been explicated their own impression of what they have already read; 31% of students of the 1<sup>st</sup> and the 2<sup>nd</sup> courses and 28.6% of students of the 3<sup>rd</sup> and the 4<sup>th</sup> courses had a high level of the interpretation of the teacher's activity. Thus, a great number of students have the awareness of the need to independently form the opinion about what they have read.

We'll argue that the most number of students of philological faculty have a desire to choose the method of preparation for literature classes. These data are confirmed by their answers to the following question, which concerns the perception and understanding of poetry and literary criticism according to it. More than 62.7% of students of the 1<sup>st</sup> and the 2<sup>nd</sup> courses and 58.9% of respondents of the 3<sup>rd</sup> and the 4<sup>th</sup> courses only have read the poetry having been fixed on the educational program for secondary school. However, 30.9%–36.4% of respondents limited themselves by reading texts of literary criticism. This fact is clearly correlated with a high number of students who are guided by the teacher's interpretation in their educational and literary activity. There are students who have read only some extracts from the poetry (4.6% of the first-year students and 2.8% of the third-fourth year students).

A great interest for poetry in the young age, as we know, is usually formed not only because of the desire to read, admire poetry, understand what the author tried to convey from the reader, but also from different attempts and a great success in writing their own poems (question № 5). The quantitative data having been obtained as the results of a survey of students of philological faculty showed that out of 552 respondents only 34.3% of them write their own poems. There is also a certain number of those respondents who write sometimes, but once have tried to write something at school (there are such 5.7% – 13% of students who wanted and showed a great will to write their own poems). Such results testified a high creative potential



and inclinations of contemporary youth, at least a significant part of them, to self-actualization of pupils' individual creativity, and to deeper understanding of poetry. At the same time, a large percentage of students (52% – 52.9%) have never written poetry. We can also emphasize that one of the reasons of this or that difficulties of students' understanding actualized for students the form, the content of the poetic text.

### Conclusions

In the typology of text comprehension we have found *four levels*. Each *previous level* is an indispensable condition for the existence of the next one.

At *the first level* only the substantive content of the text is conveyed, which does not provide the necessary understanding of it. This is can be explained, firstly, by the existence of a certain context within which the text exists; secondly, by the presence of a semantic load having been contained in the structure of the text and its composition; thirdly, by the emotional content of the text, the experience of which is not mandatory in the process of understanding the text. *The second level* of understanding is *commentary one*. Understanding the text at this level means not only being able to retell the first text with other language units, but also to comment it from the point of view of the context. The task of the commentary as a way of demonstrating the depth of understanding, which clearly correlates the studied text with other ones, to identify and record those layers of meaning that are revealed as a result of this correlation.

*The third level* of understanding is the interpretation of the text (philosophical, historical-literary, psychological, etc.). This task is to master deep meanings. To penetrate them, you need to understand how they are built. Often the author creates his/her own system of symbols, and in order to understand the text it is necessary to restore "the author's code", and this often requires repeated reading. *The fourth level* of

understanding is a methodological one, at which contradictions that are arisen at the previous level are resolved. In addition, at this level we are interested not only in what the author wanted to say, but also about the techniques and means by which he/she achieves the desired result. The main trend that can be traced at this level of understanding is the consistent exclusion of subjectivism in the interpretation of the meaning of the text and in its evaluations, in the transformation of thoughts into knowledge.

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### **Ногачевська Інна, Комарницька Людмила. Типологія розуміння поетичного тексту.**

**Мета дослідження** – оцінити актуальність дослідження психологічних особливостей розуміння сучасної поезії майбутніми філологами на основі анкетування; запропонувати рівні розуміння тексту.

**Методи дослідження.** Для розв'язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. Метод організації емпіричного дослідження був використаний у якості експериментального методу.

**Результати дослідження.** Показано, що майбутні філологи усіх курсів виявляють значний рівень зацікавленості (55%–50%) творчістю українських поетів, прозаїків через перегляд телевізійних передач та читання періодики. В умовах сучасного навчання у закладі вищої освіти особливу роль відіграє вміння студентів оволодівати знаннями самостійно у зв'язку з впровадженням компетентнісного підходу в освіті. Доведено, що 66%–70% опитаних намагаються самостійно досягнути літературний твір та сформувати власне враження від прочитаного; 31% студентів молодших та 28,6% студентів старших курсів керуються тією інтерпретацією твору, яку пропонує викладач. Отже, у значній частині студентів є усвідомлення необхідності самостійно формувати думку про прочитане.

**Висновки.** У типології розуміння тексту ми виділяємо чотири рівні. Кожен попередній рівень – неодмінна умова для існування наступного. На першому рівневі передається лише предметний зміст тексту, що не забезпечує необхідність його розуміння. Другий рівень розуміння

– це коментар. Зрозуміти текст на цьому рівневі означає не тільки вміти іншими мовними одиницями переказати перший текст, а й прокоментувати його з погляду контексту. Третій рівень розуміння – тлумачення тексту (філософське, історико-літературне, психологічне та ін.). Його завдання – оволодіти глибинними смислами. Четвертий рівень розуміння – методологічний рівень, на якому вирішуються протиріччя, що виникли на попередньому рівні.

**Ключові слова:** розуміння поезії, змістове наповнення тексту, рівень коментарів, інтерпретація тексту, методичний рівень.

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## Specifics of Psychoprophylaxis and Correction in Overcoming the Phenomenon of Compassion Fatigue in Volunteers

### Особливості психопрофілактики та корекції у подоланні явищ Compassion Fatigue волонтерів

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#### **ABSTRACT**

*The purpose of the article is to empirically determine the features of psychoprophylaxis and correction in overcoming the phenomena of compassion fatigue of volunteers in the context of post-traumatic growth.*

*Research methods. Depression Anxiety Stress Scales (DASS-21) and Professional Quality of Life Scale (ProQoL) methods were used as psychodiagnostic methods in the empirical study of the phenomena of compassion fatigue to determine the stress resistance and professional quality of life of volunteers during*

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*the war. Mathematical and statistical methods, regression analysis, stochastic dependence between the investigated characteristics in groups, methods of psychological survey and comparison (Pearson's  $\chi^2$ ,  $df$ ,  $\Delta\chi^2$ ,  $\Delta df$ ) were also used.*

**Research results.** *The internal moral conflict between the principles and challenges of reality, between universal human values and individual attitudes is attributed to the specifics of psychoprophylaxis and correction for overcoming the phenomena of compassion fatigue. Among the principles of psychohygiene and psychoprophylaxis of compassion fatigue phenomena of volunteers are such principles as the principle of complexity, the principle of systematicity, the principle of psychic development, and orientation to personal resources.*

**Conclusions.** *The results show that there are statistically significant differences between the two groups of subjects according to the signs of compassion fatigue, among which we note the following indicators: a high level of depression, professional burnout, traumatic stress and a moderate level of satisfaction with compassion. When carrying out psychological prevention of compassion fatigue phenomena of volunteers, at different levels (preventive, stress, resistance, exhaustion), it is necessary to focus on individual human resources and highlight psychological, biological, spiritual and social components of personality as individual parameters of human resistance.*

*Consequently, those volunteers who directly provide assistance to victims are more prone to professional exhaustion, fatigue, psychophysical disorders and cognitive disorders than other volunteers who provide psychological interventions indirectly.*

**Key words:** *volunteers, psychotrauma, the phenomenon of compassion fatigue, psychoprevention and correction, posttraumatic growth.*

## Introduction

The psychological status of a volunteer's personality is determined by the effectiveness of their own activity. The inability to realize one's potential due to emotional overload often leads to a sense of "fatum" (inability to influence the course of events). This state of compassion fatigue is a consequence of the intense work of accumulating traumatization of a specialist in the context of re-experiencing the experience of a traumatic event of his ward or, in fact, through the provision of assistance to people or animals who suffer. The cause of compassion fatigue (hereinafter Cf) is an internal moral conflict between the principles

and requirements of reality, between universal human values and individual attitudes.

O. Kokun, N. Agaiev, I. Pishko, N. Lozinska (Kokun, Agaiev, Pishko & Lozinska, 2015) believe that as a result of the inability to influence the intensity of psychotraumatic circumstances, a person feels dissatisfied with their actions, choices, and specific duties. Consequently, the mechanism of "emotional transference" is turned on as an energy focus is not so much on events as on oneself. According to that, a certain closure of the energy circuit in the dimension "Me and circumstances" arises (Arrogante & Aparicio-Zaldivar, 2017): reality caused by constantly traumatic factors prompts the volunteer to experience it again and again, increasing *psycho-emotional burnout* (disruption of thinking processes, dominance of negative emotions, reduction of cognitive abilities), *physical disorders* (sleep disturbances, excitement of the nervous system, weight loss, etc.), *psychological exhaustion* (self-isolation, depersonalization, behavioral disturbances, changes in beliefs and judgments regarding trust, respect, safety and intimacy with people, depression, anger, PTSD, etc.), *spiritual impairment* (existential despair, loss of morale, impoverishment of emotional modulation, changes in worldview regarding identity and spirituality). Continuous compassion fatigue can develop in the context of a wide professional spectrum of the human-to-human system (Vizniuk, Teslenko, Martyniuk, Savinova, Biliuk, Kyslychenko & Stelmakh, 2022).

Emotional exhaustion of volunteers is mainly due to psychosomatic and psychovegetative disorders, which is characterized by psychophysical fatigue of a person, desolation, devaluation of one's own professional achievements, communication breakdown, development of cynical attitude towards the victims and development of psychosomatic disorders. In the majority of all subjects, personal detachment (depersonalization) is observed when performing professional duties and activities in general (Weiss & Berger, 2010).

It is important to restore life values, emotional background, professional burnout, personal resources, psychological stability and endurance. Nevertheless, Ukrainians much more often support volunteer initiatives, provide active social support to the population, the armed forces, and the Ukrainian army in general. The introduction of new norms of social responsibility into the Ukrainian society is implemented to a large extent precisely thanks to the activists and leaders of the volunteer movement. The high level of efficiency of domestic volunteers, their mobility, ability to respond to situational requests and needs quickly is noted in the works of the scientists (Kuchai, Yakovenko, Zorochkina, Okolnycha & Demchenko, 2021). Their contribution is based on theoretical and empirical studies of the motivation of volunteering, sustainability and the formation of volunteer resilience.

However, these studies reveal generalizations of the practice of volunteer projects implementation in the field of psychosocial work with their detailed, often step-by-step, description. Therefore, assessing the level of development of issues related to volunteer activity, it is worth pointing out the lack of comprehensive studies on the prospects of the volunteer movement during the anti-terrorist operation in the East of Ukraine, as well as psychoprophylaxis and corrections to overcome the phenomena of compassion fatigue. Therefore, the aim of the research is focused on the study of the potential mediating dispositional role of volunteers during the provision of assistance to the victims.

**The purpose of the article** is to determine the features of psychoprophylaxis and correction in overcoming the phenomena of compassion fatigue of volunteers empirically in the context of post-traumatic growth.

**The tasks of the article** reflect the research dispositional features of psychoprophylaxis and corrections to overcome the phenomena of compassion fatigue of volunteers during the war in working with victims; selection of principles of psychohygiene and psychoprophylaxis and structural formations based

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on the presence of compassion fatigue phenomena in volunteers; the significance of using post-traumatic growth in overcoming the phenomena of compassion fatigue of volunteers.

*A volunteer* is a person who voluntarily carries out charitable non-profit and motivated activities of a socially useful nature (Vizniuk, 2022).

*Volunteer activity* is a voluntary, socially oriented, non-profit activity carried out by volunteers through the provision of volunteer assistance (Vizniuk & Dolynnyi, 2022).

Psychiatrist S. Mishchuk distinguishes *psychotrauma* as a step-by-step, time-stretched process of experiencing an unnatural disruption of an established life organization, mental processes, psychoemotional and psychosomatic balance of a person, which arises due to the sudden impact of a personally significant, stressful factor and leads to the development of qualitatively new elements of the worldview, effective ways of inclusion in life processes, or causes fixation on traumatic events or progresses, repeating stages (retraumatization) (Mishchuk, 2018).

*Compassion fatigue* is a syndrome of numbing of volunteers' feelings about tragic events, which was previously used for specialists who work daily with trauma (psychologists, doctors, military personnel, etc.). At first, they are horrified by the tragedy of the war and its consequences, then in the kaleidoscope of events destruction, injuries and death over and over again so it is increasingly difficult for volunteers to feel the pain of loss. That is how the syndrome of compassion fatigue develops (Vizniuk, Polishchuk & Dolynnyi, 2021).

*We consider post-traumatic growth* as the main result of restoring one's own resilience, which will constitute a certain set of psychotechniques in overcoming the consequences of stress and returning to the so-called "previous comfort zone" (Lazos, 2017). Post-traumatic growth involves transformational psychological changes in thinking, in the interpretation of one's own feelings and a person's attitude to the world, which contributes to personal growth (Vizniuk, Bilan, Tsokur, Rozheliuk, Podkovy-

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roff & Symonenko, 2021). On the contrary, due to the lack of clear control and awareness of one's own actions after crisis events, psychotrauma affects a person's psyche, changing it beyond recognition. At the same time, the information provision of volunteers during the psychological first aid lies in psychosocial support, basic services and the safety of victims who need immediate intervention in a safe and appropriate manner, under the conditions of not encroaching on human dignity, helplessness or well-being (Kokun, Korniaika & Panasenko, 2021).

The main principles of psychohygiene and psychoprophylaxis of compassion fatigue phenomena of volunteers include such principles as the *principle of complexity* (in the complexities of professional activity, psychological, social, economic, ideological, and organizational aspects of psychoprophylaxis should be taken into account), *the principle of systemicity* (integrity, structure, hierarchy, interdependence of the system and the external environment), *the principle of the development of the psyche* (objectively revealed in the connection of the psyche with activity, in the determination of the behavior of volunteers, the integrability of the biological, social, psychological and spiritual components of the personality) and orientation to the resources of the personality (Vizniuk, Teslenko, Martyniuk, Savinova, Biliuk, Kyslychenko & Stelmakh, 2022).

Psychological assistance is due to a combination of these components, which are integrated into various spheres of volunteers' lives (Vizniuk, Dzekan, Dolyunnyi, Fomin, Fomina & Ordatii, 2022). Psychoprophylaxis of professional burnout is also complex in nature. The personal resources of a volunteer should be, in fact, the strength of the self-concept, self-esteem, self-respect, awareness of one's own importance (as a helper), the ability to be grateful and self-sufficiency (openness to cooperation with both colleagues and victims) (Vizniuk, Teslenko, Martyniuk, Savinova, Biliuk, Kyslychenko & Stelmakh, 2022). When carrying out the psychological prevention of compassion fatigue phenomena of volunteers, at different levels

(preventive, stress, resistance, exhaustion), it is necessary to focus on individual human resources and highlight the psychological, biological, spiritual and social components of the personality (Table 1).

*Table 1*

Psychoprophylaxis of compassion fatigue in volunteers

Levels	Characteristics of components of psychoprophylaxis
1	2
Psychological componentaa	Preventive 1. Provision of psychological parameters (a sense of safety and comfort, visual and acoustic comfort) 2. Supervision 3. Psychotraining
	Tension 1. Provision of psychological parameters (humor, avoidance or minimization of conflicts and uncertain circumstances (especially those that go beyond job duties) and excessive responsibility, development of positive thinking (the ability to notice positive things and not focus on the negative) 2. Supervision 3. Self-training 4. Psychotraining
	Resistance 1. Supervision 2. Psychotraining 3. Self-training 4. Psychotherapy
	Exhaustion 1. Body dynamics 2. Psychotherapy (client-centered, art therapy, spiritually oriented, existential, bodily, etc.)
1	2
Preventive	1. Provision of physical parameters of activity (fresh air, necessary equipment, comfortable working conditions (or limitation of time spent in uncomfortable conditions), comfortable clothes, etc.) 2. Ensuring the physiological parameters of life (sufficient sleep, quality nutrition, physical activity, exercise)

Biological component	Tension	<ol style="list-style-type: none"> <li>1. Provision of physical parameters for stress relief (walks in the fresh air; comfortable clothes, comfortable working conditions)</li> <li>2. Provision of physiological parameters for stress relief (long and quality sleep, balanced nutrition with vitamins and minerals (especially with magnesium and vitamin E), morning gymnastics, dancing, phytotherapy, massage, aromatherapy, water procedures (contrast shower, sauna, swimming pool) , sports, body dynamics, etc.)</li> </ol>
	Resistance	<ol style="list-style-type: none"> <li>1. Provision of physical parameters (increase in sleep time, expansion of the external comfort zone)</li> <li>2. Provision of physiological parameters (balanced diet, additional use of vitamins; dance therapy, aromatherapy, body dynamics, sports, massage, visits to the sauna and swimming pool)</li> </ol>
	Exhaustion	<ol style="list-style-type: none"> <li>1. Provision of physical parameters (comfortable living conditions, fresh air)</li> <li>2. Provision of physiological parameters (long rest of the sanatorium-resort type, use of medicines recommended by a doctor, restorative procedures)</li> </ol>
Spiritual component	Preventive	<ol style="list-style-type: none"> <li>1. Attending art events</li> <li>2. Communication with nature</li> <li>3. Support by members of religious communities</li> </ol>
	Tension	<ol style="list-style-type: none"> <li>1. Balancing group work and solitude (with the dominance of group work)</li> <li>2. Attending artistic and spiritual events</li> <li>3. Attending targeted retreats</li> <li>4. Spiritual and religious support</li> </ol>
	Resistance	<ol style="list-style-type: none"> <li>1. Use of meditation and visualization methods (using images of your favorite corner of nature)</li> <li>2. Balance of group work and solitary time (with a predominance of solitude)</li> <li>3. Participation in artistic and spiritual activities</li> </ol>
	Exhaustion	<ol style="list-style-type: none"> <li>1. Spiritual and religious support</li> <li>2. Spiritual recovery</li> <li>3. Being in nature</li> </ol>



Social component	Preventive	<ol style="list-style-type: none"> <li>1. Provision of social needs. Constructive assessment of activity</li> <li>2. Novelty (involvement in new topics and projects)</li> <li>3. Communication with family and friends</li> <li>4. Hobbies (movies, books, embroidery, gardening, fishing, tourism, etc.)</li> </ol>
	Tension	<ol style="list-style-type: none"> <li>1. Constructive and motivational assessment of activity; awarding for effective activity</li> <li>2. Novelty (change of activity, attendance at professional conferences, travel)</li> <li>3. Communication with family and friends</li> <li>4. Hobbies (computer, movies, books, embroidery, gardening, fishing, tourism, etc.)</li> </ol>
	Resistance	<ol style="list-style-type: none"> <li>1. Reduction of direct professional load</li> <li>2. Diversification of activities</li> <li>3. Communication with people according to interests</li> <li>4. A combination of learning, assessment and growth (achieved at field events)</li> <li>5. Hobbies (movies, books, embroidery, gardening, fishing, tourism)</li> <li>6. Communication with family and friends</li> <li>7. Publications</li> </ol>
	Exhaustion	<ol style="list-style-type: none"> <li>1. Communication with family and friends</li> <li>2. Hobbies (computer, movies, books, embroidery, gardening, fishing, tourism, etc.)</li> <li>3. Changing the type of activity for the rehabilitation period (refusal from counseling and providing professional assistance)</li> </ol>

**Research methods and techniques.** In the context of further research, 287 volunteers of Mykhailo Kotsiubynskyi Vinnytsia State Pedagogical University participated (180 men, 57.5%; 107 women, 42.5%). The average age of the participants was 19.2 years (SD = 4.11). Each of the participants worked in close proximity with the victims as a social worker's assistant and a psychologist. They made two groups of people, the first of which were participants who had direct contact with victims (N = 139, 49%) and professionals who provided assistance remotely (N = 148, 51%) using Zoom, Google Meet, Learningapps, Classtime, Onlinetestpad, Miyklas, Thatquiz, as well as Facebook (and ca-

tegories: "Do it yourself", "Fun & smart", "Movie of the day", "Challenge yourself", "Smart games"), MozaWeb, case lessons, Viber, e-mail, etc.

The study was conducted in accordance with the Declaration of Helsinki and the protocol of the Internal Ethics Committee of the Department of Educational Sciences (Psychology Section). The results of the study were collected in the period from October 2022 to May 2023, in accordance with the ethics of scientific and psychological research. The survey was conducted on social networks LinkedIn and Twitter. By clicking on the link, respondents received an informed consent form and a survey information sheet with instructions on how to record and process it.

In the context of psychodiagnostic measurements of post-traumatic stress factors, the Depression Anxiety Stress Scales (DASS-21), the Professional Quality of Life Scale (ProQoL) and the professional quality of life of volunteers during the war were used to determine the professional quality of life were used, as well as mathematical and statistical methods, regressive analysis of stochastic dependence between the investigated characteristics in groups, methods of psychological survey and comparison (Pearson's  $\chi^2$ , df,  $\Delta\chi^2$ ,  $\Delta df$ ).

In the Lovibond version of the DASS-21, the subscales are rated according to the following stress levels: normal (0–4), mild (5–6), moderate (7–10), severe (11–13), and extremely severe (14+) in depression. The subscales of the second questionnaire are evaluated according to the following indicators of the level of stress development on the following scales: low (22 or less), moderate (23–41), high (42 or more) for the scale of compassion satisfaction; low (22 or less), moderate (23–41), high (42 or more) for burnout; low (22 or less), moderate (23–41), high (42 or more) for traumatic stress.

The indicators of compassion fatigue phenomena of volunteers based on the results of measurements will be presented in Table 2.

Table 2

Invariance of compassion fatigue  
coefficients of volunteers of both groups

Scales	$\chi^2$	df	$\Delta\chi^2$	$\Delta$ df
High depression level	165.32	135	16.31	** 5
High professional burnout level	162.11	134	1.86	1
High traumatic stress level	160.25	134	1.94	1
Moderate level of sympathy satisfaction	155.89	134	4.36 *	1

Note: \*\*  $p < 0.001$ , \*  $p < 0.05$

From Table 1, we observe the structural connections between the general scales of the two groups. According to regression indicators for two levels of variables in groups, on the basis of which they were divided (standard deviation for higher indicators and below the average). The results show that there are statistically significant differences between these two groups according to the signs of compassion fatigue, among which we note the following indicators: a high level of depression (16.31), professional burnout (1.86), traumatic stress (1.94) and a moderate level of satisfaction with compassion (4.36\*).

From this we understand that the impact of depression on the emotional stability of volunteers is stronger and causes professional burnout in the group of those who provide assistance in conditions of increased risk. And, conversely, the survival of volunteers in individual dimensions has a significantly greater impact on the scale of "satisfaction from compassion", who work in less risky situations. That is why these volunteers have lower rates of injury from stress and fatigue in relation to professional burnout in the context of increased risk during wartime.

Thus, the specifics of psychoprophylaxis and correction in overcoming the phenomena of compassion fatigue of volunteers in the context of post-traumatic growth need to have restorative effects in overcoming a high level of depression, professional burnout, traumatic stress and understanding the importance of compassion itself as the content of conscious volunteering.

**Results and discussions.** The potential mediating role of a volunteer in providing assistance to victims in a situation of compassion fatigue is determined by dispositional resilience regarding the impact of stress, depression, and anxiety on professional quality of life among volunteers who assist victims during war (Wald, 2015). Accordingly, those volunteers who directly provide assistance to victims are more prone to professional exhaustion, psychophysical disorders (fatigue, insomnia, anxiety, irritability) and cognitive disorders (disorders of attention concentration) than other volunteers who provide psychological interventions indirectly. Potential protective factors, according to (Tsekhmister, 2022), are the same compassion and vitality at a high level of indicators of these constructs, which is the psychological capital that indicates the ability to maintain personal endurance, quality of professional life and psychophysiological health without working at the frontlines.

The above signals of deep intra-personal conflicts that can cause socio-psychological and psychosomatic disorders of the respiratory tract, cardiovascular and endocrine systems, gastrointestinal tract and psychogenic phenomena, etc (Zöllner, Calhoun & Tedeschi, 2006). The results presented above highlight to the impact on volunteers of universal values that determine the meaning of life and the stability of mental structures of the individual. Experimental data reveal significantly higher adaptability of volunteers of mediated interaction with victims and their rational approach to life creation in the context of post-traumatic growth. Experimental data reveal significantly higher adaptability of volunteers of mediated interaction with victims and their rational approach to life creation in the context of post-traumatic growth (Viznyuk, Rokosovyk, Vytrykhovska, Paslawska, Bielikova & Radziievskia, 2022).

Thus, with the help of the comparison strategy, it was established that the reference group of volunteers of direct counseling and with the help of technical means have significantly diffe-

rent values and distribution of signs of resilience. The identified qualitative and quantitative differences became the basis of the formative strategy, the main task of which was to bring the indicators of the respondents of both groups closer to the indicators of the participants in the restoration of psychosomatic health. That is why the organization of psychoprophylaxis and correction for the restoration of psychosomatic health is aimed at the self-determination of the resources of the psychological stability of the individual of each participant, at the change of attitude towards the problem-conflict situation, at the development of self-actualization and the formation of appropriate semantic orientations (Vizniuk, Bilan, Tsokur, Rozheliuk, Podkovyroff & Symonenko, 2021).

O. Kokun, N. Ahaiev, I. Pishko, N. Lozinska (Kokun, Ahaiev, Pishko & Lozinska, 2015) prove that the psychocorrective program should contain a set of training exercises aimed at improving psychological culture, developing self-knowledge, self-actualization, improving the reflective characteristics of the individual, which involves mastering the techniques of voluntary mental and psychophysical self-regulation of the state. T. Zöllner, L. Calhoun, R. Tedeschi (Zöllner, Calhoun & Tedeschi, 2006) notice that the psychocorrective complex must be aimed at combining techniques of self-regulation of the emotional state, control and change of somatic manifestations of emotions, techniques of normalizing the psycho-emotional state through the physical state of the body – physical therapy exercises, techniques of relaxation and removal of psychological barriers, techniques of harmonious breathing, psychophysical training. Yu. Tsekhmister, T. Konovalova, B. Tsekhmister, A. Agraval, D. Ghosh (Tsekhmister, Konovalova, Tsekhmister, Agraval & Ghosh, 2021) inform that the development of individual properties and mental functions of a person is determined precisely by resistance in the conditions of overcoming the phenomena of compassion fatigue of volunteers, which is based on the correction of self-esteem, the study of the strengths of the individual,

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the development of self-confidence, the formation of willpower, training of voluntary attention, visualization, etc.

Self-awareness of one's essence as a holistic structure, activation of individual development processes enables us to form life tactics aimed at preserving and restoring one's health (Tsekhmister, Konovalova, Tsekhmister, Agraval & Ghosh, 2021). The optimal ratio of the structural components of the personality and the maintenance of hierarchical subordination of levels ensures the preservation of basic intrapsychic connections, stability of the psyche at this stage of development (the structural aspect of health). However, the dynamics of the interaction of these components and the degree of coherence of the main mental processes determine the unique nature of the individual as a holistic and unique personality (the dynamic or procedural aspect of health). A healthy personality is characterized by the orderliness and subordination of its constituent elements on the one hand, and the coherence of the processes that ensure the integrity and harmonious development, on the other. At the same time, health is an important indicator that characterizes the personality in its entirety, is a necessary condition for the integration of all components of personality into a single unique harmonious Self.

Thus, the results of the ascertaining stage of psychodiagnostics of psychosomatic health as a factor of sustainable human life indicate a low level of psychological stability in the researched persons or their practical inability to use their competence in overcoming difficulties and the imperfection of the existing system of optimal human functioning during training in higher educational institutions (Weiss & Berger, 2010). All these problems motivate us to develop a better program for the formation of optimistic views on life to close the gaps in volunteers knowledge to ensure a healthy lifestyle in modern times (Vizniuk, Teslenko, Martyniuk, Savinova, Biliuk, Kyslychenk & Stelmakh, 2022). The results of this study are important in establishing international cooperation in exploring the programs and projects

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in the context of the transformation of the health care system according to the international partnership standards and the implementation of cultural exchange programs in the education and culture development between countries.

**Conclusions.** Thus, the features of the presence of compassion fatigue phenomena in volunteers are structural formations as a high level of depression (16.31), professional burn-out (1.86), traumatic stress (1.94) and a moderate level of satisfaction with compassion (4.36\*).

The main principles of psychohygiene and psychoprophylaxis of compassion fatigue phenomena of volunteers include such principles as the *principle of complexity* (in the complexities of professional activity, psychological, social, economic, ideological, and organizational aspects of psychoprophylaxis should be taken into account), *the principle of systemicity* (integrity, structure, hierarchy, interdependence of the system and the external environment), *the principle of the development of the psyche* (objectively revealed in the connection of the psyche with activity, in the determination of the behavior of volunteers, the integrability of the biological, social, psychological and spiritual components of the personality) and orientation to the resources of the personality.

The use of posttraumatic growth in overcoming the phenomena of compassion fatigue involves transformational psychological changes in thinking, in the interpretation of one's own feelings and a person's attitude to the world, which contributes to personal growth. Conversely, due to the lack of clear control and awareness of one's own actions after crisis events, psychotrauma affects a person's psyche, changing it beyond recognition. At the same time, the information provision of volunteers during the provision of psychological first aid consists in the readiness to act quickly, to provide psychosocial support to the victims, using basic attitudes regarding safety and their needs, which require immediate intervention in a safe and appropriate way, under the conditions of unencroaching on the dignity of a person, his helplessness or well-being.

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**Шевченко Роман. Особливості психопрофілактики та корекції у подоланні явищ *compassion fatigue* волонтерів.**

**Мета статті** – емпірично визначити особливості психопрофілактики та корекції щодо подолання явищ *compassion fatigue* волонтерів у контексті посттравматичного зростання.

**Методи дослідження.** В емпіричному дослідженні явищ *compassion fatigue* використано методуки Depression Anxiety Stress Scales (DASS-21) і Professional Quality of Life Scale (ProQoL) для визначення стресостійкості та професійної якості життя волонтерів під час війни, а також математико-статистичні методи, регресивний аналіз стохастичної залежності між досліджуваними ознаками в групах, методи психологічного опитування й порівняння ( $\chi^2$  Пірсона,  $df$ ,  $\Delta\chi^2$ ,  $\Delta df$ ).

**Результати дослідження.** До особливостей психопрофілактики та корекції щодо подолання явищ *compassion fatigue* віднесено внутрішній моральний конфлікт між принципами та вимогами дійсності, між загальнолюдськими цінностями та індивідуальними установками. Серед принципів психогігієни та психопрофілактики явищ *compassion fatigue* волонтерів виділено такі, як принцип комплексності, принцип системності, принцип розвитку психіки та орієнтація на ресурси особистості.

**Висновки.** Результати засвідчують, що існують статистично значущі відмінності за цими двома групами досліджуваних відповідно до ознак наявності *compassion fatigue*, серед яких відзначимо такі показники: високий рівень депресії, професійного вигорання, травматичного стресу та помірний рівень задоволення від співчуття. Здійснюючи психологічну профілактику явищ *compassion fatigue* волонтерів, на різних рівнях (профілактичний, напруження, резистенція, виснаження), потрібно орієнтуватися на індивідуальні ресурси людини та виділяти психологічну, біологічну, духовну та соціальну складові особистості як індивідуальні параметри резистентності людини.

Відповідно, ті волонтери, які безпосередньо надають допомогу потерпілим, більше схильні до професійного виснаження, втоми, психофізичних розладів та когнітивних порушень, ніж інші добровольці, які здійснюють психологічні втручання опосередковано.

**Ключові слова:** волонтери, психотравма, явище *compassion fatigue*, психопрофілактика та корекція, посттравматичне зростання.

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