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**«Проблеми сучасної
психології»**

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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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Analysis of the Main Aggravating Consequences of Transient Ischemic Attacks

Аналіз основних аграваційних наслідків транзиторних ішемічних атак

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ABSTRACT

The purpose of the article is to analyze the psychological consequences, including the aggravating ones, of such a typical phenomenon as a transient ischemic attack.

Methods of the research. Research methods included both hardware (SCT, MRI) and mandatory screening diagnostic methods (MMSE, Verbal Fluency Test), as well as personal questionnaires and tests of emotional states (Mini-Mult, PHQ-9, HADS, etc.).

Research results. TIAs are generally thought to have no long-term effects, but patients report experiencing problems ranging from muscle weakness, poor

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memory and fatigue to anxiety, panic attacks and suicidal thoughts. Diagnostic tests have shown that in addition to temporary cognitive decline, patients who have suffered a TIA suffer from increased anxiety, low mood, panic attacks, and even suicidal moods. Also, the aggravating component of the mental state can aggravate family problems, which affects the quality of life.

Conclusions. *This study places important emphasis on a number of factors for the prevention of aggravating consequences of TIA, emphasizing that a timely visit to a doctor, as well as, above all, the organization of an adequate situation of psychological examination, monitoring and counseling helps patients and their families to receive psychological support, which improves the general psychological state and quality of life. The latter performs an important function in ensuring compliant behavior of the victim, ensuring prevention of new exacerbations.*

Key words: *aggravation, transient ischemic attack, mental state, psychological monitoring, compliance.*

Introduction

Transient ischemic attack (TIA) is becoming more and more typical and, therefore, a dangerous accompaniment of modern everyday life. The situation acquires threatening consequences also because TIA affects persons of working age. Among the most frequent psychoemotional consequences of this threatening phenomenon is depressive disorder, which, according to estimates, affects 29% to 33% of patients (Бондаренко, 2022; The real impact of TIA, 2014; Фаргушна, 2014). Depressive state, in turn, is associated with worse prognosis, worse functional recovery, greater difficulties in social reintegration, lower quality of life and increased risk of stroke recurrence. Although apathy and depression can occur together, and the former can be a symptom or expression of the latter, it has been shown that apathy can also occur as an independent symptom of depression. Unlike depression, post-TIA apathy has not been studied yet; although it affects one in three TIA patients and 40% of cases are accompanied with depression (Віничук, 2009; Kahlon, & Nasrallah, 2019; Carnes-Vendrel, Deus, Molina-Seguín, Pifarre, & Purroy, 2019; Vbonde, O'Carroll, Dulamea, Anghel, Chong, & Dumitrasku,

2022). Apathy has also been shown to be consistently associated with poorer levels of functional recovery, poorer general health, and poorer quality of life. Despite minimal or complete resolution of neurologic symptoms, these patients remain vulnerable to these neuropsychiatric complications.

The paradox of the situation is that although magnetic resonance imaging data are important not only for the diagnosis of TIA based on its tissue definition, but also for predicting stroke recurrence after TIA or minor stroke, little information is currently available on neuroimaging data regarding the development of depression and apathy in these patients. Diffusion-weighted imaging can detect signs of acute ischemia in 30% of TIA patients. In addition to transient symptoms, these lesions may also increase the risk of cognitive and emotional impairment. The relationship between the localization of infarcts, the presence of white matter lesions and cerebral microbleeds, as well as cognitive and emotional disturbances, is important. But the problem of objectified predictors and evolution of symptoms of depression and apathy in patients with TIA and minor stroke at least during the first year after stroke remains open (Стадник, 2021). That is why prompt psychodiagnostic examination and appropriate psychological monitoring are extremely important. After all, the psychological consequence of TIA, such as aggravation, takes first place here.

The aim of the article

Until now, in general, little attention is paid to the psychology of such patients in general and, in particular, to the cognitive consequences of TIA. There is no medical and psychological monitoring and regular compliance support. That is why the purpose of this article is to show how dangerous emotional and cognitive disorders are after TIA, what the picture of these disorders looks like in general (symptoms, phenomenology) and what the primary actions should be in order to overcome the aggravating consequences of this vascular attack.

Methods of research

In this work, research methods included: analysis of studies, both hardware (SCT, MRI) and scale methods of screening diagnostics (MMSE, Verbal Fluency Test) both using personal questionnaires and tests of emotional states (Mini-Mult, PHQ -9), HADS, etc.).

Results and discussions

The aggravating effects of transient ischemic attacks refer to temporary exaggerations or worsening of symptoms at the cognitive level that can occur as a result of these short-term episodes of impaired blood flow in the brain. The prevalence of mild cognitive impairment after TIA ranges from 29 to 68% . Pronounced cognitive impairment was found in 8-22% of patients. Studies using a cognitive screening tool and those conducted shortly after TIA or several years later reported the highest rates of impairment (Опос, 2007; Frank, Edo Richard, Frank-Erik, & Ewoud, 2016).

The current understanding of TIA is that the symptoms are short-lived and have no long-term consequences. However, this was not reflected in a survey conducted by the Stroke Association, in which the majority of respondents felt that TIA had affected their lives. The results support the findings of limited research on the impact of TIA, which suggests that people may experience long-term physical or clinical problems, functional impairment, cognitive problems and reduced quality of life.

About 70% of people who have had a TIA have physical or clinical problems. These problems include memory loss (41%), muscle weakness (38%), poor mobility (25%), confusion (26%), speech problems (21%) and difficulty understanding (18%), as well as fatigue, exhaustion, persistent vision problems, loss of balance, and persistent numbness or loss of feeling in an arm or leg (The real impact of TIA, 2014). Some people suffer from one long-term symptom, while others experience several. Over 60% of people say that a TIA has affected them emotionally. People feel vulnerable and lose trust in the world around them, in particular

when leaving the house, and also experience a wide range of emotions, mostly negative, which often cause significant suffering.

Also, people who have experienced a TIA are characterized by increased anxiety, panic attacks, depression, a feeling of shock that this happened to them and a feeling of guilt that they did not take the necessary measures earlier, were not attentive to their state of health and behaved in a harmful way life. Most people worry about having another TIA (73%) or stroke (70%) in the future (Santos, & Canhao, 2020).

TIAs are often thought to have no long-term effects, but patients report experiencing problems ranging from muscle weakness, poor memory and fatigue to anxiety, panic attacks and suicidal thoughts. People also worry that a TIA will affect work, with 58% of working-age people expressing concern about this. Further worries concern the ability to drive a car, the impact on relationships with a partner (35%) (Ganesh, Almekhlafi, Ospel, & Goyal, 2021). Such people need specialized emotional support, improved long-term care after TIA, including treatment of physical, psychological and emotional needs, increased priority of health care and social care.

In general, little attention is paid to the psychology and cognitive consequences of TIA, there is no medico-psychological monitoring and regular compliance support. That is why psychological or cognitive disorders lead to a decrease in the quality of life and affect people's ability to return to work and social activities. Despite the emotional upheaval of experiencing a TIA, some people find a way to get positive out of the experience: they learn to relax and try not to stress; they begin to live at a steady pace, enjoy life, and seek medical information about TIA. Also, TIA patients need involvement in "cardiac rehabilitation programs" (Van Nieuwkerk, Pendledury, & Rothwell, 2021).

The presence of TIA correlates with deficits that may persist well beyond resolution of clinical symptoms, even in the absence of evidence of ischemic tissue damage. These deficits may result from subtle abnormalities in brain structure and/or function that

are not easily assessed with standard clinical and imaging tools currently used in practice. Markers of brain damage after TIA remain an active area of research. Individuals who experience transient symptoms lasting less than 24 hours may have permanent brain damage and are at greater risk for future cerebrovascular events. Disturbance of normal brain function becomes a generally recognized effect of transient ischemic attacks and is associated with behavioral consequences (Barber, Nestor, Wang, Reaume, Carlson, Sajobi, & et al, 2020). While the presence of a new ischemic lesion on imaging remains one of the strongest predictors of subsequent stroke and functional decline. The absence of a lesion does not mean that a person's brain is spared from injury; abnormalities may simply be beyond the scope of standard clinical tools or static imaging techniques. Patients with TIA have evidence of impaired memory and speech, even though the affected networks may be remote from the lesion sites. Assessment of brain function at the network and behavioral levels in TIA may similarly provide more valuable information about behavioral domains than static tissue damage, including individuals without overt lesions. An EEG study recently showed that individuals diagnosed with TIA, the majority without DWI lesions, had increased focal slow-wave activity that persisted for 1 month in some individuals, indicating pathology in the relevant tissue. This was supported by a MEG study that demonstrated increases in both slow (2–6 Hz) and beta (12.5–30 Hz) activity in the affected sensory and motor cortices in individuals who had a TIA without lesions with sensorimotor symptoms (Ganesh, Almekhlafi, Ospel, & Goyal, 2021).

TIA is associated with altered cortical excitability that may persist despite the absence of overt structural brain damage. Identifying subtle behavioral deficits after TIA paves the way for determining the extent to which they predict functional impairment. However, the overall variety and subtlety of symptoms that persist after a TIA or minor stroke present a challenge in differentiating those at risk of disability from those who recover without complications.

Our examinations of patients with the consequences of TIA, carried out with the help of the mentioned methods, indicate that a more detailed characterization of persistent disorders after TIA or minor stroke in a wider set of areas can help to better understand the factors that influence the deterioration of mental functions and conditions and can contribute to the provision of quality psychological monitoring with the patient, which also aims to achieve compliance and prevent repeated attacks. By the way, it is now known that the main risk factors, such as diabetes mellitus, persistent depressive states, a positive result of CT/CT angiography, and female gender, can contribute to an increased risk of disability after TIA. (The real impact, 2014). Thus, transient ischemic attacks can have various consequences, which can be immediate or long-term and require comprehensive (both medical and purely psychological) assistance. Therefore, the **immediate consequences** of a TIA include: a) functional deficits. After a TIA, there may be temporary or permanent limitation of brain functions, such as problems with speech, motor skills, vision or memory; b) risk to life. There is a threat of developing a full stroke, which can lead to serious consequences or even death.

Delayed effects include: a) postthrombotic syndrome. People who have survived a TIA may be more prone to developing thrombosis or deep vein thrombosis (DVT); b) permanent physical limitations. Some people may be left with permanent limitations in their ability to care for themselves or perform certain physical tasks; c) relapses. After a first TIA, the risk of repeated attack increases, especially if there was no adequate treatment or control of risk factors.

A special place is occupied by psychological **aggravating consequences**, such as: a) increased chronic anxiety, b) depressive symptoms, sometimes with panic attacks, c) actual fear of a repeated attack.

After emergency care and recovery, people who have had a TIA may experience any number of these long-term effects of a TIA: memory problems, difficulties with executive activity,

emotional symptoms (such as depression, anxiety, panic attacks), problems with concentration and difficulties with word selection, vision difficulties, slightly slurred speech, weakness or numbness of the upper and/or lower limbs (Tariq, Tsang, Wang, Reaume, Carlson, Sajobi, & et al, 2020).

Although these symptoms may go away over time, if they are still present three months after a TIA, they probably won't go away on their own. Appropriate therapy is needed to help resolve them. To reduce the risk of long-term consequences, it is important to provide, in addition to the necessary functional examinations, psychodiagnostic of the emotional state, behavioral and personal traits that determine the entire symptom complex of the patient's behavior, ensure compliance with the processes of post-hospital preventive treatment, provide the patient with appropriate psychological counseling and, ideally, create conditions for after hospital monitoring. Correct assessment of the patient's condition is crucial in the prevention and management of transient ischemic attacks (TIAs). This allows for quick diagnosis, proper treatment, and taking appropriate measures to minimize the negative impact of TIA on the patient. Key aspects of the role of the correct assessment of the patient's condition are early detection (rapid assessment of TIA symptoms can help in timely detection of the incident and the appropriate direction of the patient to treatment), differential diagnosis (correct assessment of the condition allows to exclude other medical conditions that can simulate TIA symptoms, such as migraine, epilepsy, etc.), identification of risks (assessment of possible risk factors (for example, blood pressure, cholesterol, diabetes) helps to identify features that may contribute to the development of TIA and its consequences), prescribing treatment (a correct assessment helps to prescribe the necessary treatment for a patient who may include anti-hemorrhagic drugs, drugs to lower blood pressure and other drugs), monitoring and control (constant monitoring of the patient's condition after TIA helps to respond in time to any changes and implement the necessary corrections

in treatment), rehabilitation and post-hospital medico-psychological monitoring (Zamboni, Griffanti, Mazzucco, Pendlebury, & Rothwell, 2019; Nicolas, Levi, Evans, Michie, Magin, Quain, & et al, 2020; Bath, Woodhous, Appleton, Beridze, Christensen, & et al., 2018).

In general, the correct assessment of the patient's condition is a critical element in preventing possible complications and managing the consequences of TIA. This allows for quick and appropriate medical intervention, which increases the chances of a full recovery and reduces the risk of long-term consequences. Long-term functional deficits may remain if treatment is delayed or improperly treated. Inadequate treatment and inadequate medical attention can lead to a deterioration in patients' quality of life, as they may face physical and psychological limitations. Incorrect assessment of the patient's condition can lead to aggravating consequences for the patient and his relatives, increase the level of anxiety, induce depressive states, panic attacks and fear of recurrence of vascular events.

Conclusions

1. TIA should be considered and interpreted as an important precursor of stroke. Correct assessment of the patient's condition can help to detect the risk of stroke in time and take measures to prevent it, reducing the likelihood of serious complications.

2. Restoration of functions. With timely detection and correct assessment, rehabilitation measures can be started immediately. This helps to increase the chances of full or maximal recovery of functions such as speech, movement and memory. It will also help to overcome depression, anxiety, apathy and panic attacks.

3. Determination of the treatment plan. Correct assessment of the patient's condition allows the doctor to determine the optimal treatment plan and control the risk of repeated ischemic events.

4. Reduction of mortality. Patients who seek medical care after a TIA have a better chance of survival and prevention of death through early treatment and control of risk factors.

5. Psychological support is of considerable, if not decisive, importance as a holistic preventive set of measures, which includes: operational psychodiagnostic examination, formation of patient compliance with the doctor, post-hospital psychological monitoring and support aimed at improving the general mental and psychological state of the patient, maintaining a healthy lifestyle and quality of life and, in this way, prevention of a possible stroke.

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Бондаренко Нікіта. Аналіз основних аграваційних наслідків транзиторних ішемічних атак.

Мета дослідження. Мета цієї статті – показати, чим небезпечні емоційні та когнітивні розлади після ТІА, як виглядає картина цих розладів загалом (симптоми, феноменологія), та якими мають бути першочергові дії, щоб подолати обтяжливі (аграваційні) наслідки цього судинного нападу.

Методи. У цій роботі використано такі методи дослідження: аналіз досліджень, як апаратні (SCT, MRI), так і шкальні методи скринінгової

діагностики (MMSE, Verbal Fluency Test) як з використанням персональних опитувальників, так і тестів емоційних станів (Mini-Mult, PHQ-9), HADS тощо).

Результати дослідження. Загалом, правильна оцінка стану пацієнта є критичним елементом у попередженні можливих ускладнень та управлінні наслідками ТІА. Це дозволяє забезпечити швидке і належне медичне втручання, що збільшує шанси на повне відновлення та зменшує ризик довготривалих наслідків. Неправильна оцінка стану пацієнта при транзиторних ішемічних атаках може мати серйозні наслідки, які включають затримку в діагностиці, пропущення важливих симптомів, недостатній нагляд і догляд, неправильне лікування, збільшений ризик повторних судинних подій. У випадку затримки або неправильного лікування можуть залишитися довготривалі функціональні дефіцити. Недостатнє лікування та недостатня медична увага можуть призвести до погіршення якості життя пацієнтів, оскільки вони можуть стикатися з фізичними та психологічними обмеженнями. Неправильна оцінка стану пацієнта може спричинитися до аграваційних наслідків пацієнта та його близьких, збільшити рівень тривоги, індукувати депресивні стани, панічні атаки і страх повторення судинних подій.

Висновки. ТІА слід розглядати та інтерпретувати як важливий передвісник інсульту. Правильна оцінка стану пацієнта може допомогти вчасно виявити ризик інсульту і вжити заходів щодо його запобігання, знизивши ймовірність серйозних ускладнень. Важливе, якщо не вирішальне, значення після ТІА має психологічний супровід як цілісний комплекс профілактичних заходів, що включає: оперативне психодіагностичне обстеження, формування комплаєнсу пацієнта з лікарем, післягоспітальний психологічний моніторинг і супровід, спрямований на загальне оздоровлення психіки та корекцію психічного стану пацієнта, підтримання здорового способу життя та якості життя і, таким чином, профілактику (попередження) можливого інсульту.

Ключові слова: агравація, транзиторна ішемічна атака, психічний стан, психологічний моніторинг, комплаєнс.

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Personal Features and Their Impact on an Individual's Hardiness

Особистісні ресурси та їх вплив на життєстійкість особистості

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ABSTRACT

Hardiness characterizes the degree of formation the ability to withstand a stressful situation, maintain internal balance, without reducing the success of activities and is the foundation of personal characteristics.

The purpose of the study is to identify personal resources and determine their impact on hardiness.

Methods of the research. *The following methods were used to identify personal resources and determine their impact on hardiness: Maddi's Hardiness Scale; Shostrom's Personal Orientation Inventory; Sheldon's Self Determination Scale; Crumbaugh Purpose in Life Test; Ryff's Scales of Psychological Well-being; Wiesbaden Inventory for Positive Psychotherapy and Family Therapy.*

The sample of our study consisted of 807 people, aged from 14 to 70 years, different in terms of education, professional employment, speciality, family and social status and from different cities and villages of Ukraine.

The results of the research. *It was investigated that the values of the hardiness indicators components are expressed at an average level and are within the normal range. The average level of hardiness (68.2%) prevails among the respondents. It has been found that the hardiness predictors are meaningfulness of life, autonomy, self-acceptance and self-confidence. We established the relationship between hardiness and personal resources, which include primary and secondary abilities, using the correlation analysis. All components of hardiness have been shown to correlate with primary capacities such as time, contact, trust, hope, sexuality, and love. Diligence, reliability and thrift are influential among the secondary abilities.*

Conclusions. *The analysis of personal resources proves that meaningful life goals are the resource for the hardiness development. The components of hardiness are related to self-determination, self-organization, psychological well-being, and the reality and awareness of life goals. The leading role in the hardi-*

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ness development belongs to personal resources. The resources that influence hardiness are determined using variance analysis: love, contacts, hope and trust.

Key words: *hardiness, personality resources, predictors of hardiness, primary and secondary abilities.*

Introduction

The study on human psychological hardiness is an important area of psychological science, as the question on quality of life, mental health, satisfaction with oneself, one's work and family is asked very often. The theme is actual because of complex life conditions in modern society leading to changes in almost all spheres of human activities. For modern psychological science, the research aimed at identifying factors that help people counteract negative environmental influences and contribute to internal reserves providing people with independence of choice, self-development and self-realization are of great importance (Kokun, 2023; Кокун, 2004; Сердюк, 2018; Титаренко & Ларіна, 2009).

There are many definitions of psychological hardiness in the scientific literature. Thus, S. Maddi (Maddi, 2002) has noted that hardiness is a special structure of attitudes and skills that allows an individual to turn changes into opportunities, reflects the psychological vitality and an individual's effectiveness associated with his/her motivation to overcome stressful life situations. The scientist believed that the basis of resilience as the development of personal attitudes, which he included into the concept of "hardiness".

S. Kobasa (Kobasa, 1979) analysed hardiness as a set of personal factors helping an individual to reduce negative stress impacts; hardiness is an individual's capability to withstand a stressful situation by maintaining internal balance and without reducing activity efficiency and hardiness is a special structure of attitudes and skills that allow turning changes into opportunities. According to T. Tytarenko and T. Larina (Титаренко, & Ларіна, 2009), hardiness is an analogue of an individual's vital power that reflects the extent to which he/she is able to over-

come certain life circumstances and him/herself, the extent of efforts made when the individual works on him/herself and on his/her life circumstances.

We think that hardiness characterizes the degree of a formed human ability to withstand situations of acute or chronic stresses, to maintain internal balance, without reducing the activity efficiency. That is, hardiness is the foundation of personal characteristics, a key parameter of mature forms of self-regulation (Чиханцова, 2019; 2021).

Scientists also define hardiness as personal characteristics. In their works, they emphasize the importance of three hardiness components, namely control, commitment and challenge, for maintaining an individual's health, optimal performance and activity in stressful life conditions (Bartone, 2006; Bartone, Eid, Johnsen, Laberg, & Snook, 2009; Khoshaba, & Maddi, 1999; Maddi, 2002). The concept of hardiness is the basis for understanding why many people, even under stressful conditions, are able to cope with life problems, but many other people are unable to cope with problems even in non-stressful conditions (Abdollahi, Talib, Yaacob, & Ismail, 2014). Hardiness helps us understand why some people can overcome difficult life situations and others cannot do it.

Considering the phenomenon of hardiness, we should note that it is a complex category of personality psychology, which covers the phenomenology of personality formation and basic life attitudes, an individual's adaptive potential and behavioural strategies for overcoming stressful situations and existential anxiety (Чиханцова, 2019). Attention is focused on the key prerequisites that allow an individual to maintain effective interaction with significant people, achieve success in life and be happy even under adverse circumstances. Therefore, we are going to examine the systemic prerequisites for studying an individual's hardiness. The system approach applied to the study of hardiness means that the system is examined as a single organism, taking into account the internal connections between individual ele-

ments and external connections with other systems and objects (Кокун, 2004; Сердюк, 2012). We share the opinion of O. Kokun (Kokun, 2004) that only on the basis of a systemic approach, it is possible to present, examine and model all the features of such extremely complex systems, which are a person him/herself and his/her activities.

We should emphasize that the structural-level organization of an individual's hardiness allows us to consider the system in statics and dynamics and to reveal its structural features and its properties, characteristics and the features that the structure acquires as a result of its inclusion in metasystems. Thus, a distinctive feature of the systemic approach applied for an individual's hardiness is that the object for systemic analysis is dynamic systems developing over time and characterized by such specific features as purposefulness and self-organization, that is, an ability to change independently their own structures. The system properties are identified at the macro level, their nature and essence are explained at the micro level (Сердюк, 2012).

Thus, we can assert that the systemic concept of hardiness considers it as a holistic, multi-level structure that includes goals, values, meanings, personal qualities and an adaptive sphere and is understood by us as a systemic formation that emphasizes those attitudes that motivate an individual to transform stressful life events into new opportunities and is a component of an individual's self-determination. Thus, an individual's hardiness is the result of activities of the entire integral system.

As noted by scientists (Bartone, Eid, Johnsen, Laberg, & Snook, 2009), people with strong hardiness are perceived as healthy people because they have meaning in life and work, are open to life changes and challenges and have a greater sense of control over what happens to them. People with stronger hardiness tend to interpret difficult situations as normal conditions of existence (Bartone, Eid, Johnsen, Laberg, & Snook, 2009).

A number of studies have been conducted with different categories of people to reveal a degree of their hardiness.

The examined samples included military personnel (Bartone, 2006; Rybakovaitė, Bandzevičienė, & Poškus, 2022), lawyers (Pierson, Hamilton, Pepper, & Root, 2018), specialists in sociometric professions (Кокун, 2021; Kokun, 2023), bank employees (Kaźmierczyk, & Zajdler, 2020), sick people (Brooks, 2003), elderly people (Parveen, 2018; Wallace, 2003), athletes (Afanasieva, Ilina, & Svitlychna, 2021), Paralympians (Шамич, 2020), and university students (Hystad, Eid, Laberg, Johnsen, & Bartone, 2009; Купрєєва, 2021).

In recent years, positive psychology and positive psychotherapy have become a new methodological and theoretical context for studying on individual's strengths and resources. Positive psychology is based on the fact that it is not enough to free a person from problems in order to his/her life becomes full of colours. In addition, the positive, strong aspects of a personality perform a preventive, immune, "buffer" function, reducing the risk of diseases and other adaptation disorders (Seligman, Csikszentmihalyi, 2000; Seligman, 2002). M. Seligman stressed three main objects of interest for positive psychology: 1) positive emotional states (happiness, life satisfaction, psychological well-being, experiencing flow, hope, optimism, etc.), 2) positive personality traits and 3) positive social institutions (Seligman, 2002). In the context of the problem of personal resources, we are primarily interested in positive personality features, which are understood as personal resources.

The aim of the article

The article aim is to identify personal resources and to determine their impact on development of an individual's hardiness.

The problems of the research

Based on generalizing the concepts of personality self-determination proposed by E. Deci and R. Ryan, self-efficacy of A. Bandura, psychological well-being of C. Ryff and other personal approaches, we consider it appropriate to examine the phenomenon of hardiness more broadly. Analysing the above men-

tioned phenomena, we supplemented the structure of hardiness with such personality parameters as goals, values, meanings, self-attitude, autonomy and the desire for self-realization. This model of hardiness describes a system of stable positive personal features, which we understand as a resource contributing to an individual's successful adaptation to the surrounding world in his/her pursuit of psychological well-being and also performing an important buffer function that prevents destructive development.

Methods of the research

To study the influence of personal resources on development of an individual's hardiness, we used the following psychological examining methods: Maddi Hardiness Scale; Shostrom's Personal Orientation Inventory; Sheldon's Self Determination Scale; Crumbaugh Purpose in Life Test; Ryff's Scales of Psychological Well-being; Wiesbaden Inventory for Positive Psychotherapy and Family Therapy (WIPPF) (Serdiuk, & Otenko, 2021).

In terms of selection, our sample was random, as we tried to avoid unintentional or deliberate distortion of facts. We studied 807 people aged 14 to 70 years old, with different education levels, work positions, specialties, family and social statuses, income levels and from different cities and villages of Ukraine. All study participants gave an informed consent. The majority people of both genders were married, and a third part of them had children. The participants filled out questionnaire forms (45.4%) or online questionnaires (54.6%). We should note that almost all participants were well motivated and answered all the questions from all proposed methods.

The obtained empirical data were processed using the SPSS Statistics 21.0 software for statistical data processing.

The empirical data obtained with the above questionnaires and psychological examining methods were supplemented and compared by us with data obtained by observation and interviews of the participants. The research was conducted in 2020-2021.

Results and their discussion

We should note that hardiness can be considered as an analogue of individual's vital power (Титаренко, & Ларіна, 2009) that reflects the extent to which he/she overcomes certain life circumstances and him/herself, as well as efforts made when a person works on him/herself and on the circumstances of his/her life. Strong hardiness is associated with an active life position, using circumstances to one's own advantage, evaluating life situations as consciously chosen, interpreting stressful situations as an opportunity to gain new experience. We should also note that the concept of "hardiness" characterizes an individual's psychological vitality and is an indicator of his/her mental health. This is due to the fact that stressful influences are processed by an individual precisely on the basis of his/her hardiness, and hardiness is a catalyst of such behaviour that transforms negative experiences into new opportunities.

The specificity of an individual's hardiness components is shown in Table 1, which includes the average values for hardiness components or expression of these components obtained for the sample. All three hardiness components must be strongly expressed to have an optimal level of activities in difficult life conditions, as well as to preserve mental health.

Table 1

Average values of an individual's hardiness components

	Average	St. dev.
General hardiness	81.92	18.817
Commitment	34.42	9.109
Control	29.79	7.347
Challenge	17.72	4.802

According to the obtained data (see Table 1), the hardiness components are expressed at the average level and are within the normal range. Having identified hardiness in scores, we calculated in percentages the number of respondents from the total sample with high, medium and low levels of hardiness by the com-

ponents (commitment, control, challenge), as well as by general hardiness accordingly. Thus, 14.2% of the respondents had poor hardiness, 68.2% had average hardiness and 17.6% had strong hardiness. The average level of hardiness prevails among the participants under study (68.2%). This average group includes people that can be characterized as those who are quite interested in their activities, have enough personal resources to overcome certain life problems and difficulties. Such people try to find ways to solve problems and control various life situations.

We consider hardiness as a holistic system combining values that are significant for an individual and determined by his/her attitudes and beliefs about the world, the social environment and his/her place in it. So let us examine those personal features that influence the development of an individual's hardiness.

The performed correlation analysis revealed significant correlations between hardiness and goals ($r=0.467$; $p<0.01$), values ($r=0.459$; $p<0.01$), meaningfulness of life ($r=0.426$; $p<0.01$), self-attitude ($r=0.463$; $p<0.01$), autonomy ($r=0.535$; $p<0.01$), and self-efficacy ($r=0.512$; $p<0.01$).

The correlation analysis between hardiness indicators and personal parameters shows that hardiness acquires special importance for people with high and low indicators.

Analysing personal characteristics of people with high hardiness indicators, we concluded that there were correlations of hardiness with self-efficacy ($r=0.261$; $p<0.01$) and autonomy ($r=0.562$; $p<0.01$). Such structural components of hardiness as control and commitment also correlated with all personal features. This indicate the capability of such people to make independently decisions regarding the choice of their activities and their own life way.

Considering personal characteristics of people with low hardiness indicators, we noted correlation of hardiness with all personal parameters, namely: integral self-attitude ($r=0.462$; $p<0.01$), self-confidence ($r=0.585$; $p<0.01$), psychological well-being ($r=0.546$; $p<0.01$), self-acceptance ($r=0.690$; $p<0.01$),

autonomy ($r=0.286$; $p<0.01$) in addition to self-efficacy. Thus, for people with low hardiness indicators, self-esteem, self-confidence, psychological well-being, self-acceptance and autonomy are the resources, since commitment and control over one's activities, effective use of one's opportunities to satisfy one's own needs and achieve goals are of great importance in hardiness ensuring. In general, the performed correlation analysis indicated that the examined personal features had close internal structural relationships and interdependencies.

With the applied regression analysis, we built a forecast for the development of an individual's hardiness indicator. The model that predicted the most accurate individual's hardiness included the following variables: meaningfulness of life, autonomy, self-acceptance, self-confidence. Thus, meaningfulness of life, autonomy, self-acceptance, and self-confidence are predictors of an individual's hardiness. Accordingly, the promotion of an individual's hardiness means actualization of his/her internal resources: understanding of actions and deeds and confidence in activity results.

While researching personal resources, we determined that an individual's adaptability is one of the components forming the basis for his/her hardiness. This assumption was based on some theoretical propositions that reflected the essence of adaptability, its structure and functions (Вірна, 2013; Кокун, 2004; Кузікова, 2020). As a stable personality trait, adaptability means the ability to internal (intrapersonal) and external (behavioural) transformations or restructuring aimed at preserving or restoring an individual's relationship with his/her micro- and macro-social environment. Thus, we believe that people with developed hardiness has certain features of adaptability, which is one of the main prerequisites for successful overcoming of life difficulties.

Let us note that such hardiness components as commitment, control and challenge involve interaction of personal resources with an existentially difficult situation: with its uncertainty,

novelty, contradiction to an individual's existing semantic picture of the world and his/her way of integration. There are personal components that participate in the formation of an individual's personal resources, necessary to mediate an impact of existentially difficult situations. We included primary and secondary abilities, determined with the Wiesbaden Inventory for Positive Psychotherapy and Family Therapy (WIPPF), into human personal resources.

Correlation analysis was used to calculate correlations between the hardiness components and personal resources; they are presented in Table 2.

According to the theory of positive psychotherapy, everyone has two kinds of basic abilities: the ability to understand and the ability to love. These two basic abilities give an opportunity to better understand and eliminate imbalances to create additional positive results.

Analysing the correlations between hardiness and human personal resources, we saw that primary abilities played a significant role in hardiness formation and development. The strongest influence had: hope ($r = 0.567$; $p < 0.01$), trust ($r = 0.554$; $p < 0.01$), love ($r = 0.542$; $p < 0.01$), and contacts ($r = 0.538$; $p < 0.01$). This means that hardiness can be developed through personal example and relationships. Primary abilities affect experiences, mood and physical condition, which is important in stressful situations. That is, if a person, having the first abilities, emotionally copes with stressful situations, the less a stressful situation influences negatively on the person's physical condition.

Among secondary abilities, reliability ($r=0.479$; $p < 0.01$), achievement ($r=0.468$; $p < 0.05$), and thrift ($r=0.413$; $p < 0.05$) influences on hardiness. With the help of these secondary abilities, a person tries to control a stressful situation, thereby demonstrating hardiness.

It is interesting to note that all three hardiness components (commitment, control and challenge) correlated with primary

abilities such as time, contact, trust, hope, sexuality and love. This means that emotions take the first place and they are very important for hardiness development. This can be explained by the fact that primary abilities refer to life experience acquired in connection with secondary abilities. Thus, hardiness development by positive psychotherapy means lead to the fact that a person can improve his/her perception and understanding of him/herself.

Table 2

Correlation of hardiness with human personal resources

Personal resources		Hardiness			
		Commitment	Control	Challenge	Hardiness
Secondary abilities	Orderliness	,063	,057	,198	,211
	Cleanliness	,058	,061	,241*	,108
	Punctuality	,074	,068	,137*	,083*
	Politeness	,044	,186*	,156	,193
	Sincerity	,243*	,128	,165	,111*
	Achievement	,388**	,364*	,347	,468*
	Reliability	,311**	,245*	,298	,479**
	Thrift	,229	,294	,370**	,413*
	Obedience	,135	,131	,198**	,154
	Justice	,138*	,211	,128	,142
Fidelity	,231**	,166*	,126	,164**	
Primary abilities	Patience	,182*	,127	,138*	,171*
	Time	,322**	,216**	,198**	,231**
	Contacts	,463**	,496**	,310**	,538**
	Trust	,559**	,479**	,348**	,554**
	Hope	,521**	,516**	,362**	,567**
	Sexuality	,350**	,335**	,383**	,430**
	Love	,520**	,415**	,445**	,542**
	Faith	,412	,355	,376	,396

Notes: **. The correlation is significant at the 0.01 level.

*. The correlation is significant at the 0.05 level.

With the variance analysis, we determined the resources affecting hardiness (see Table 3), that is, we determined the degree to which hardiness is predicted by examined variables.

Table 3

Variance analysis^a

	Model	Sum of Squares	Mean Square	F	Sig.
1	Regression	28730,527	4522,770	13,948	,000 ^b
	Residual	38518,512	196,197		
	Total	67249,039			

Notes: a. Dependent variable: hardiness

b. Predictors: (Constant), love, contacts, hope, trust

Hardiness was a dependent variable. Love, contacts, hope and trust were defined as predictors. We also determined that the 'love' indicator had the greatest influence on prediction of hardiness. As we can see, the ability to love has the greatest influence on hardiness development. Primary and secondary abilities were also predictors that had a positive effect on hardiness: hope, trust, contacts, achievement.

As a result of our research, we found that personal resources were a powerful resource for the development of an individual's hardiness. However, not all people are ready and able to cope with difficulties. The reason for this may be a lack of experience in overcoming of life difficulties or a lack of personal resources. In our opinion, the key that allows people to survive difficult life situations is personal resources.

Conclusions

Thus, hardiness is considered by us as a holistic system combining values significant for an individual and determined by his/her attitudes and beliefs about the world, social environment and one's own place in it. In addition, the development of such hardiness components as commitment, control and challenge contribute to positive thinking and good self-attitude, as well as a positive worldview. Accordingly, we understand hardiness as a system emphasizing those attitudes that motivate an individual

to transform stressful life events into new opportunities and is a component of an individual's self-determination. An individual's hardiness is the resulting aspect of self-determination. Therefore, we consider the study on this phenomenon is necessary for a deep understanding of the essence of a self-determined personality.

The conducted analysis of personal resources proved that the independence of people having meaningful goals is a resource for the development of an individual's hardiness. Hardiness components (control, commitment, challenge) are related to self-determination, self-organization, psychological well-being, availability and awareness of life plans and goals, availability of personal resources and conditions for achieving future goals.

We have determined that the manifesting results of hardiness as a holistic formation were a positive worldview, meaningfulness of life, improvement of its quality, effective self-regulation and self-realization through adaptation to society, as well as the ability and willingness to withstand a stressful situation without reducing the activity efficiency.

The primary abilities were proved to play a significant role in hardiness formation and development. Contacts, trust, hope and love have the greatest influence. This means that hardiness can be developed through personal example and relationships. The secondary abilities that have an impact on hardiness are: achievement, reliability and thrift. With the help of these secondary abilities, a person tries to control a stressful situation, thereby demonstrating hardiness.

All three hardiness components (commitment, control and challenge) are correlated with primary abilities such as time, contact, trust, hope, sexuality and love. This means that emotions take the first place and they are very important for hardiness development. So, as the research shows, the leading role in an individual's hardiness development belongs to personal resources.

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Чиханцова Олена, Сердюк Людмила. Особистісні ресурси та їх вплив на життєстійкість особистості.

Життєстійкість характеризує ступінь сформованості в людині здатності витримувати стресову ситуацію, зберігати внутрішню збалансованість, не знижуючи успішності діяльності, та є фундаментом особистісних характеристик.

Мета дослідження – виявити особистісні ресурси та визначити їх вплив на життєстійкість.

Методи дослідження. Для виявлення особистісних ресурсів та визначення їх впливу на життєстійкість було використано такі методики: тест життєстійкості С. Мадді; самоактуалізаційний тест Е. Шострома; шкала самодетермінації К. Шелдона; тест смисложиттєвих орієнтацій Дж. Крамбо, Л. Махоліка; шкала психологічного благополуччя К. Ріфф; Вісбаденський опитувальник з позитивної психотерапії Н. Пезешкіана. У дослідження взяли участь 807 людей віком від 14 до 70 років, різних за рівнем освіти, професійною зайнятістю, фахом, сімейним і соціальним статусами та з різних міст і сіл України.

Результати дослідження. Досліджено, що значення показників складових життєстійкості виражені на середньому рівні та знаходяться в межах норми. Серед досліджуваних переважає середній рівень життєстійкості (68,2 %). З'ясовано, що предикторами життєстійкості є осмисленість життя, автономія, самоприйняття та самовпевненість. За допомогою кореляційного аналізу було встановлено взаємозв'язок життєстійкості з особистісними ресурсами, до яких відносяться первинні та вторинні здібності. Доведено, що всі компоненти

життєстійкості мають кореляційні зв'язки з первинними здібностями, як час, контакти, довіра, надія, сексуальність і любов. Серед вторинних здібностей вплив мають: старанність, надійність та бережливість.

Висновки. *Проведений аналіз особистісних ресурсів доводить, що осмислені життєві цілі є ресурсом розвитку життєстійкості. Складові компоненти життєстійкості мають зв'язок із самодетермінацією, самоорганізацією, психологічним благополуччям, наявністю та усвідомленням життєвих цілей. Провідна роль у розвитку життєстійкості належить особистісним ресурсам. За допомогою дисперсійного аналізу визначено ресурси, які впливають на життєстійкість: любов, контакти, надія та довіра.*

Ключові слова: *життєстійкість, ресурси особистості, предиктори життєстійкості, первинні та вторинні здібності.*

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Abnotivity as the Characteristics of Social Intelligence of a Teacher

Абнотивність як характеристика соціального інтелекту вчителя

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ABSTRACT

The purpose of our article is to maintain abnotivity as the characteristics of social intelligence of a teacher, to show its main qualities.

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 (Гілфорд & О'Саллівен, 2021).

The results of the research. In the paradigm of the process-activity approach we consider social intelligence as practical thinking of the individual. In such a way we define social intelligence as a practical thinking activity. Analyzing the structure of cognitive activity, we characterize practical activity, including thinking activity as purely situational one. Reflecting on the characteristics of practical thinking, we emphasize that this type of thinking is no less complex in its structure than theoretical thinking. At the same time, it is noted that there are different forms of thinking activity, which determine the level of the formation of the person's social intelligence.

Conclusions. The process-activity approach is proved to emphasize the connection between social intelligence and professional orientation of the individual. In particular, studying the professional thinking of a teacher, we single out the structural component of "abnotivity", the main components of which are: social intelligence, creativity and motivational-cognitive component. Our experimental research showed that teachers with a high level of social intelligence were more objective in evaluating creatively gifted students; teachers with a low level of social intelligence were not capable of an adequate, objective assessment of the creative potential of a pupil (or a student).

Key words: *abnotivity, social intelligence, process-activity approach, professional thinking, professional orientation, creativity, motivational-cognitive component.*

Introduction

The analysis of psychological literature (Гончарук, & Онуфрієва, 2018; Mykhalchuk, & Kryshevych, 2019) makes it possible to distinguish the most substantiated theoretical concepts and definitions which in one or another way determine the social intelligence of the person. Consequently, in different concepts social intelligence is characterized as a system of intellectual abilities that is directly responsible for the knowledge of the person about behavioral information.

Thus, according to the concepts of these authors, social intelligence is directly related to the knowledge of human behavioral information and it was defined as a system of intellectual abilities and characteristics of the person (Arbutnott, & Frank, 2000). Particular attention deserves the concepts which define social intelligence through the system of cognitive properties, according to which the effectiveness of communication depends on communicative, cognitive and vital competencies of the person (Rezaei, & Mousanezhad Jeddi, 2020), a great success of human processing of social information (Lawson, & Leck, 2006).

Within the definitions of social intelligence, which are in psychological literature, *procedural and activity approach* actualizes the problem of social intelligence from different positions: with regard to the structure of social thinking (Mykhalchuk, & Ivashkevych Ed., 2018); in the context of situations of interpersonal interaction (Ishkhanyan, Boye, & Mogensen, 2019); taking into account the social development of the individual (Heino, Ellison, & Gibbs, 2010); in terms of the person's professional activity (Nowak, Watt, & Walther, 2009); in relation to the communicative competence of the individual (Ramirez, & Wang, 2008).

In the paradigm of the procedural-activity approach, scientists (Pimperton, & Nation, 2010) describe the concept of "social

intelligence" in the system of social development of the individual. The scientists believe that the formation of personality is the result of a complex combination of processes of socialization and individual social development of personality (these processes are closely related to social learning, to the accumulation of individual experience of social behavior and communication by a person, to the development of one's personal attitude towards existing in a given society social roles, with the formation of personal norms and beliefs, etc.). The scientists understand social intelligence as the ability to predict the complex relationships depending on a certain social sphere, on the sphere of communication and social interactions. At the same time, the authors note that the level of the development of general intelligence is not directly related to the level of the development of social intelligence. A high IQ is a necessary, but far from determining, so called condition for social development of an individual, which, after all, in no way determines social development. In experimental studies, scientists (Pimperton, & Nation, 2010) describe some main cases when people with a high IQ level had rather low social intelligence, which was accompanied by their inappropriate behavior.

Other scientists (Stephens, & Rains, 2011) have similar views, drawing their peculiar attention to numerous examples that clearly demonstrate that people who have a high level of education, achievements in science, etc., can be completely helpless in social situations of interpersonal interaction. Scientists (Stephens, & Rains, 2011) identified three components in the structure of human social intelligence: *logical*, *practical* and *social intelligence*. The first two components reflect the sphere of subject-object relations, and the last ones – subject-subject relations.

Similar to scientists' (Stephens, & Rains, 2011) conception, S.A. Rains & C.R. Scott (Rains, & Scott, 2007) consider social intelligence as an integral intellectual ability that ensures the success of communication and social adaptation of a person, the

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ability to predict people's behavior in various spheres of the person's life, to recognize the intentions, feelings and emotional states of individuals by characteristics of non-verbal and verbal expressions.

As part of the experimental project "Intellectual Potential", scientists (Key-DeLyria, Bodner, & Altmann, 2019) proposed their own conception of social intelligence, which was based on empirical data on the correlation of general and social intelligence. The analysis of the obtained empirical results allowed scientists (Key-DeLyria, Bodner, & Altmann, 2019) to single out an integrative indicator of the person's intellectual potential, which was labelled by the scientist as "the integrity of the intelligence". According to the researcher, so-called "holistic intelligence" includes the following components: *general intelligence*, which is understood as the ability to solve problems at the subject-object level; *social intelligence*, which is defined as the ability to solve problems at the subject-subject level; *reflection* – this indicator captures the balance of the development of various qualities of intelligence.

We think, that social intelligence is a system of cognitive characteristics of the individual. It consists of *three basic components*: social-perceptive abilities, social imagination and social technique of communication. So, the effectiveness of subject-subject communication largely depends on the formation of social intelligence. Social intelligence is considered as *a certain cognitive component of communicative competence*, which is defined as the ability of the individual to accept the position, point of view of another person, to predict his/her behaviour, to solve various problems arising between subjects of dialogical interaction effectively.

Also, we propose the definition of social intelligence in the connection with the paradigmatic analysis of "*life competence*", which involves the acquisition by a person of the skills to develop the strategies of the activity, to plan prospective actions that the subject must achieve as a result of a clearly formulated goal, the

ability to draw conclusions based on successes or failures when making future plans. In such a way social intelligence is considered by us as a certain cognitive competence that allows people to perceive events, objects and subjects of the surrounding world with a great degree of surprise and maximum benefit for themselves. According to our prediction, the cognitive substructure of an individual's psyche is defined by us as a set of *declarative and procedural knowledge* (which, at the same time, refers to *factual knowledge*). So, we can name the main content components of social intelligence, such as: the ability to solve practical tasks, the ability to verbally perceive and reflect the surrounding reality, social and communicative competence. Also, we think, that social intelligence is a system of *mental abilities* of the individual that are directly responsible for processing socially significant information for the person.

So, the problem of our article is quite actual. *The purpose* of our article is to maintain abnotivity as the characteristics of social intelligence of a teacher, to show its main qualities.

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 and 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).

At this stage of the empirical research 395 teachers of secondary schools of different regions of Ukraine and 8 directors of these school participated in the experiment. At the beginning of the research we formulated the hypotheses that the level of the development of social intelligence of the teacher of secondary school will depend on the professional category (which he/

she has; the category will show the degree of professionalisms of the teacher), the type of discipline of this teacher (to which cycle of disciplines belongs this or that subject), and (it is the main) from the psychological type of the personality and from the gender characteristics of the person. For the convenience of describing the results of the research (hence the description of those results that have or do not have a statistically significant difference among representatives of different groups), all respondents were distributed by large and small experimental groups. So, when the results of respondents within a single large experimental group had a statistically significant difference, they were described separately, taking into account their formation within small groups; in the case when there was no such difference, the results of all respondents were described in the paradigm of one large specially formed group. In such a way, all 403 respondents were divided into the following groups:

1) S group – 103 teachers of the 3-rd and the 2-nd categories (professional experience is from 5 to 10 years, the age is up to 30 years). This group includes: 56 teachers of secondary schools No 5, 15 of Kamianets-Podilskyi, 23 teachers of Shpanivska and Alexandria secondary schools of Rivne region, 24 teachers of secondary schools No 45 and 96 in Odessa. In turn, all teachers of this group were divided into subgroups, depending on the discipline they teach:

- S1 group includes 34 primary school teachers (4 teachers of which are men and 30 ones are women);

- S2 group includes 35 teachers of teenagers who teach the natural sciences and humanities (17 teachers of which are men and 18 ones are women);

- S3 group includes 34 teachers of senior pupils of the physical and mathematical cycle (17 teachers of which are men and 17 ones are women);

2) N group includes 108 teachers of the 1-st category (professional experience is from 10 to 15 years, the age is from 30 to 35 years), among them there are 47 teachers of secondary schools

No 5 and 15 of Kamianets-Podilskyi, 30 teachers of Shpanivska and Alexandria secondary schools of Rivne region, 31 teachers of secondary schools No 45 and 96 of Odessa. Teachers of N group were divided into such micro-groups:

- N1 group includes 39 primary school teachers (all of them are women);

- N2 group includes 37 teachers of teenagers who teach the natural sciences and humanities (among them there are 17 men and 20 women);

- N3 group includes 32 teachers of senior pupils of the physical and mathematical cycle (16 of them are men and 16 are women);

3) M group includes 110 teachers of the highest category (professional experience is from 15 years and more, age is from 35 years old and older); among them there are 55 teachers of secondary schools No 5 and 15 of Kamianets-Podilskyi, 22 teachers of Shpanivska and Alexandria secondary schools of Rivne region, 33 teachers of secondary schools No 45 and 96 of Odessa. Teachers of M group were divided into such micro-groups:

- M1 group includes 26 teachers of primary school (all of them are women);

- M2 group includes 42 teachers of teenagers who teach subjects of physical-mathematical cycle (there are 22 men and 20 women);

4) P group includes 74 teachers-methodists and eight directors of secondary schools (their professional experience is 35-40 years, age is 40-47 years old), among them there are 32 teachers of secondary schools No 5 and 15 of Kamianets-Podilskyi, 13 teachers of Shpanivska and Alexandria secondary schools of Rivne region, 29 teachers of secondary schools No 45 and 96 of Odessa. This group also includes 8 directors of secondary schools (among them there are directors of schools, noted above, and also the director of Zdolbuniv schools No 5 and 7 of Rivne region). Teachers of P group were divided into such micro-groups:

- P1 group includes 13 primary school teachers (all of them are women);

- P2 group includes 30 teachers of teenagers who teach the natural sciences and humanities (among them there are 12 men and 18 women);

- P3 group includes 31 teachers of teenagers and senior pupils of the physical and mathematical cycle (among them there are 15 men and 16 women);

- P4 group includes 8 directors of secondary schools (among them there are 4 men and also 4 women).

The distribution of teachers into groups and micro-groups was carried out using the method of randomization (technology of pair design), which allowed us to equalize the number of men and women in each micro-group (except for micro-groups, which included primary school teachers, because there were no men among this category of teachers). 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 (2021).

Results and their discussion

This stage of the experiment has the aim for studying the level of the development of social intelligence of teachers who teach the natural sciences and humanities (S2, N2, M2, P2 groups). We describe the features in the indicators of social intelligence of teachers of the natural sciences and humanities, which were identified at the stage of empirical research.

Thus, according to Subtest No 3 "Verbal Expressions" (Гилфорд & О'Салливан, 2021), which determines the ability to understand the significance of such verbal reactions of people depending on the context of the situation, the rates of women in all groups were slightly higher than the ones of men. Thus, 34.25% of men and 40.96% of women were diagnosed with the high level of "verbal expressions" in S2 group; in N2 group with high results for this subtest were 30.95% men and 41.16% women, in M2 group there were 33.12% of men and 42.68% of women.

In general, the data obtained was indicated that women (teachers of the natural sciences) were more sensitive to the nature and various manifestations of human relationships and they were able to show considerable role of flexibility in the situations that were arisen. This may be explained by the fact that education in the paradigm of "love" (passion) for the natural sciences contributes to the development of women's style aimed at emotional sensitivity, communicative compatibility. Men, on the contrary, are encouraged to develop the ability to hide and suppress their feelings, that is, emotional restraint, competition, activity, the ability to control the situation are encouraged.

The subtest "Stories with additions" diagnoses the level of the development of the ability to predict the development of a social situation depending on external circumstances. There is a slight tendency towards higher indicators of social intelligence of women, but there is no significant differences in the indicators of social intelligence of men and women at high, medium and low levels, which have been established. We can note that the subjects who performed the tasks of this test equally well, had indicators of a high level of development of social intelligence, such as: 65.14% of men and 63.17% of women of S2 group; 62.49% of men and in 64.02% of women – group N2; 61.25% of men and 60.58% of women – M2 group; 65.11% of men and 60.34% of women – P2 group. Also, there is no statistically significant difference in the results of men and women at medium and low levels of the development of social intelligence according to the 1st subtest "Stories with completion" (results at these levels do not exceed 20% for both men and women), which indicates a philological training of teachers of the natural and humanities cycle, because respondents with a high level of the development of social intelligence according to this subtest are able to extract the maximum amount of information about people's behavior, they are able to understand the language of non-verbal communication, express quick and accurate judgments about other people, successfully predict their reactions in given conditions, show

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farsightedness in the relationships with others, which contributes to their successful social adaptation.

So, teachers with a high level of social intelligence are usually successful communicators. They are characterized by contact, openness, tact, benevolence and cordiality. A high level of social intelligence is associated with a great interest in solving social problems, by the need to influence others and it is often combined with a high level of organizational pupils' skills development. All the listed personal qualities characterize teachers of humanitarian professions. This, in our opinion, largely explains the high results obtained by both women and men on the subtest "Stories with additions" of middle and senior teachers of the science and humanities cycle.

For the subtest of the "The Groups of the Expressions", which measures the factor of knowledge of different classes of behavior of people, namely the ability to logical generalization and the allocation of common essential features in various non-verbal reactions, the teachers of the disciplines of natural sciences and humanities did not receive very high (or better, mediocre) results. At the same time, with a high level of the development of social intelligence there is a statistically significant difference in the results of men and women, which is diagnosed at the level of reliability $p < 0.01$. So, women are better than men in evaluation the states correctly, in feelings and intentions of people for their nonverbal manifestations: facial expressions, poses and gestures. The high results for this subtest are characterized for 30.09% of men and for 41.92% of women in the S2 group; for 29.92% of men and 42.16% of women in N2 group; for 31.06% of men and 42.18% of women in M2 group; for 31.48% of men and 42.14% of women in P2 group.

The results of the average level of the development of social intelligence according to the 2nd subtest "Groups of Expressions" were diagnosed in 41.75% of men and 32.74% of women of S2 group; in 47.34% of men and in 37.80% of women of N2 group; in 48.60% of men and in 38.24% of women of M2 group;

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in 41.36% of men and in 32.84% of women of P2 group. The difference in the results between men and women at the average level is also statistically significant according to the Student's t-criterion at the level of significance $\rho < 0.01$. Teachers with average and low level indicators focus more on the verbal content of messages in the process of communication and may make mistakes in understanding the meaning of the words of partners of communication because they do not take into account (or incorrectly take into account) accompanying non-verbal reactions. A low level of the development of social intelligence of teachers of the natural and humanities cycle was diagnosed in 28.16% of men and 25.34% of women of S2 group, in 22.74% of men and in 20.04% of women of N2 group, in 20.34% of men and in 19.58% of women of M2 group, in 27.16% of men and in 25.02% of women of P2 group. The difference in the results between men and women on the low level of the 2nd subtest "Groups of Expressions" is insignificant according to the Student's t-criterion at the $\rho < 0.01$ and $\rho < 0.05$ confidence levels.

According to the subtest "Stories with the addition", which measures the ability of the person to recognize the structure of interpersonal situations in dynamics, there is a trend towards higher indicators of men. Thus, a high level of the development of social intelligence according to this subtest was diagnosed in 42.57% of men and 30.94% of women of S2 group, in 42.36% of men and in 29.28% of women of N2 group, in 44.68% of men and in 32.19% of women of M2 group, in 43.01% of men and in 31.24% of women of P2 group. The difference in results between men and women, who are the respondents of all groups, is significant at the $\rho < 0.01$ level of confidence according to the Student's t-criterion. Respondents with the average level of the development of social intelligence, on the contrary, are slightly more among female teachers of natural and humanitarian cycle disciplines. Thus, in S2 group there is 44.24% of men with the average level of the development of social intelligence according to the 4th subtest "Stories with the addition", women – 49.05% ,

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in N2 group – 38.63% of men and 48.25% of women were diagnosed, in group M2 – 38.31% of men and 42.65% of women, in group P2 – 38.89% of men and 47.68% of women. However, the difference in the results between men and women according to the average level of the development of social intelligence is significant according to the Student's t-criterion at the level of confidence $p < 0.01$ only in groups N2 and P2.

This subtest caused certain difficulties for 13.19% of men and 20.01% of women of S2 group, 19.01% of men and 22.47% of women of N2 group, 17.01% of men and 25.16% of women of M2 group, 18.10% of men and 21.08% of women of group P2 (these respondents have a low level of the development of social intelligence), and this indicates that these teachers have difficulties in analyzing situations of interpersonal interaction and, as a result, are distinguished by a low level of adaptability to various relationships between people (family, business, friendship, etc.). In Table 1 we can see the results of primary school teachers according to the high level of their social intelligence development (in points, according to the results of factor analysis).

Table 1

The results of primary school teachers according to the high level of their social intelligence development (in points, according to the results of factor analysis)

Groups	Factor weight of a high level of the development of teachers' social intelligence
S1	.6872
N1	.6912
M1	.7317
P1	.6897

The results of oblique factorization of these personal qualities and professional skills, which facilitate a high level of the development of social intelligence among primary school teachers we'll show in Table 2.

Table 2

The results of oblique factorization of these personal qualities and professional skills, which facilitate a high level of the development of social intelligence among primary school teachers (in points, according to the results of factor analysis)

Variable name	Factor 1	Factor 2	Factor 3
1	2	3	4
Communication skills	.7631	-.0256	.0004
The ability to build communication with students based on the humanistic educational paradigm, guided by the principles of professional ethics and etiquette	.7034	-.0125	-.0429
The ability to initiate a favorable moral climate of pedagogical communications	.8264	.0007	-.0002
The ability to empathize	.8311	-.0356	.0004
The ability to focus on a specific result of the activity	.0044	.6317	.0001
The ability to plan and to design	-.0003	.6056	.0027
The ability to lead the school team	.0049	.5425	-.0001
The ability to predict the development of interpersonal relationships, while using both verbal and non-verbal means, as well as mechanisms of communicative influence, such as infection, persuasion, suggestion	.0040	.5312	-.0005
The ability to reflect, adequately perceive and understand the uniqueness of the child's personality	.6892	.0003	-.0023
The ability to be argumentative in the process of communication	.6310	.0009	-.0051
The ability to influence the emotional state of schoolchildren, to improve their mood with the help of humor, encouraging statements and remarks	.6425	.0017	.0024
The ability to treat colleagues and schoolchildren attentively and kindly, consult with them	.6317	.0042	-.0014

Adequate understanding of the inner world of partner of communication, to show empathy in communication	.7802	.0018	.0010
The teacher's valuable attitude towards his/her personality and the personality of the pupil (a student)	.0020	-.0019	.5131
Sociability	.6025	.0021	-.0006
Cognitive skills	.5495	.0005	-.0004
Cognitive and expressive skills	.6128	.0012	.0001
Expressive skills	.7329	.0042	-.0026
Expressive and interactive skills	.7856	.0008	.0021
The ability to self-analysis and self-knowledge	.7355	.0019	-.0013
The ability and skills to manage one's own emotional state	.6890	.0024	-.0020
The system of personal attitudes, experience of interpersonal and professional communication and relationships	.0018	.0003	.4931
Mastery of communication techniques	.6790	.0041	.0019
The abilities and skills of verbal and non-verbal interaction	.5914	.0001	-.0007
The abilities and skills of constructive behavior in conflict situations	.5022	.0007	.0003
Cognitive empathy	.6127	.0025	.0018
Predicative empathy	.6318	-.0049	.0034
The ability to plan cognitive activities of schoolchildren	.0058	.5310	.0005
The ability to predict one's own professional development and the development of others	-.0006	.5064	-.0003
Intellectual reflection	.5128	.0007	.0008
Personal reflection	.6920	-.0009	.0001
The ability to organize business communication	.0005	.0023	.4022
Flexibility in the process of communication	.6899	.0007	-.0004
Factor weight	7.46	5.34	3.11

So, in the paradigm of the process-activity approach we understand social intelligence as *practical thinking* of the indi-

vidual. In such a way we define social intelligence as *a practical thinking activity*. Analyzing the structure of cognitive activity, we characterize practical activity, including thinking activity, as purely situational one. Reflecting on the characteristics of practical thinking, we emphasize that this type of thinking is no less complex in its structure than theoretical thinking. At the same time, we note that there are different forms of thinking activity, which determine the level of the formation of the person's social intelligence.

Conclusions

We think, that the process-activity approach emphasizes the connection between social intelligence and professional orientation of the individual. In particular, studying the professional thinking of a teacher, we single out such a structural component as "abnotivity", the main components of which are: social intelligence, creativity and motivational-cognitive component. Our experimental research showed that teachers with a high level of social intelligence were more objective in evaluating creatively gifted students; teachers with a low level of social intelligence were not capable of an adequate, objective assessment of the creative potential of a pupil (or a student).

Within the process-activity approach, we consider the social intelligence of a future teacher from the standpoint of the specialist's choice of a certain type of professional activity. Empirical studies conducted by us showed that subjects with a high level of the development of social intelligence demonstrated a great desire to perform research activities, tolerance and facilitation.

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Івашкевич Едуард, Рудзевич Ірина. Абнотивність як характеристика соціального інтелекту вчителя.

Мета статті – визначити абнотивність як характеристику соціального інтелекту вчителя, показати основні характеристики абнотивності.

Методи дослідження. Для розв'язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. Також у нашому дослідженні використано 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. Показано, що у парадигмі процесуально-діяльнісного підходу ми розуміємо соціальний інтелект як практичне мислення особистості. Зокрема, визначаємо соціальний інтелект як практичну мисленнєву діяльність. Аналізуючи структуру пізнавальної діяльності, ми характеризуємо практичну діяльність, у тому числі мисленнєву як суто «ситуативну». Розмірковуючи щодо характеристик практичного мислення, ми наголошуємо, що цей вид мислення не менш складний за своєю структурою, ніж теоретичне мислення. При цьому зазначаємо, що існують різні форми мисленнєвої діяльності, які й визначають рівень сформованості соціального інтелекту людини.

Висновки. Доведено, що процесуально-діяльнісний підхід наголошує на зв'язку соціального інтелекту та професійної спрямованості особистості. Зокрема, експериментально вивчаючи професійне мислення педагога, виокремлено такий структурний компонент, як «абнотивність», основними складовими якого є: соціальний інтелект, креативність і мотиваційно-когнітивний компонент. Експериментальні дослідження, проведені нами, показали, що педагоги з високим рівнем соціального інтелекту більш об'єктивні в оцінці креативно-обдарованих учнів; педагоги з низьким рівнем соціального інтелекту не здатні до адекватної, об'єктивної оцінки творчого потенціалу учня (чи студента).

Ключові слова: абнотивність, соціальний інтелект, процесуально-діяльнісний підхід, професійне мислення, професійна спрямованість, креативність, мотиваційно-когнітивний компонент.

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The Translation Activity as a Component of Communicative Motivation

Перекладацька діяльність як складова комунікативної мотивації

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ABSTRACT

The purpose of our research is to show the translation activity as a component of communicative motivation.

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 and generalization. The ascertaining research is used as an empirical method.

The results of the research. We proved, that translation activity is characterized by planning. Since the translation can be carried out in quite a variety of

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conditions (conditions of perception of the message text, such as auditory/visual, single/multiple; memorization conditions – significant-minor memory load; conditions of distribution in time of the main translation operations – synchronicity/sequence; terms of translation – oral/written, one-time/multiple translations; the conditions of switching the personality from one language to another – limited-unlimited translation time), then the translator, based on this, determines the actions by which, in his/her opinion, the intermediate and final goals of the translation activity will be optimally achieved more quickly.

Conclusions. Translation is characterized by purposefulness, since all the actions of the translator and participants in communication have the aim at achieving a certain defined goal, and, finally, it is different by its structure, because the translation activity exists in actions and operations (perception of the source text, memorization, transition from one language to another, design translation, synchronization of translation operations, etc.). Translation activity is characterized by a certain heuristic nature, because the translation cannot be memorized, algorithmized, it can be carried out depending on the situation, motives and goals of the statement, etc. Thus, in the translation activity, such a component is communicative motivation. It is motivation that is the mechanism of oral translation activity that leads to the state of the activity of other mechanisms that directly implement the translation activity itself.

Key words: translation activity, communicative motivation, planning, purposefulness, perception of the source text, memorization, transition from one language to another, design translation, synchronization of translation operations.

Introduction

Translation is a result of the fact that people have a need to transmit or to receive *any message (verbal or written information)*, provided that the codes having been used by the sender and receiver do not match themselves (Arbuthnott, & Frank, 2000). In translation activity the need has a certain specificity. In the process of translation the participants of any communicative act are the recipient of information and the translator (Blagovetchchenski, Gnedykh, Kurmakaeva, Mkrtychian, Kostromina, & Shtyrov, 2019). The first one needs to say something to another person either for the purpose of communication as such a process, or for the purpose of requesting certain information, or for the purpose of exerting a regulatory influence on the partner

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of communication, since a typical speech expression is one that in one way or another regulates the behavior of another person (Batel, 2020).

This subject cannot satisfy the person's need for the whole process of communication due to the presence of communication barriers. The translator does not experience such a problem. In this case, performing the role of a participant in the act of communication, the translator appears as a "translator" of the intention of the author of the message using another, so-called *language code* (Bates, Maechler, Bolker & Walker, 2014). His/her task is *to convey a message* (Caramazza, Laudanna, & Romani, 1988). It follows from this context that the translator is to a certain extent regulated by the tactics and strategies of the translation activity, and in the case of two-way translation – by the recipient of the information, who, in turn, sends a message in response (Brédart, 1991). *Professional ethics of the translator* does not allow changing the meaning of the statement, distorting its content, bringing *something new* to the message (Максименко, Ткач, Литвинчук, & Онуфрієва, 2019). Based on this, it can be predicted that a need for translation is determined, first of all, by the recipient of the information, while the translation activity itself will be performed by a translator who does not feel a personal need for it. In such a way in the process of translation a person satisfies a need for communication with other people (Mykhalchuk, & Bihunova, 2019). Therefore, a need for translation activity has *a specific nature*.

Any activity is characterized by the person's needs, which are the basis of the motive of the activity, that is, what prompts it, for which it is carried out (Cilibrasi, Stojanovik, Riddell, & Saddy, 2019). We plan the activity by formulating its ultimate goal, which appears in the form of a certain awareness of the nearest result, the achievement of which is determined by the implementation of the activity, which is capable of satisfying the subject's needs, defined in its motives (Mykhalchuk, & Onufrieva, 2020).

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The activities are implemented using *a set of actions and methods* of their implementation, which are called *operations* (Booth, MacWhinney, & Harasaki, 2000). Each activity ends with *a certain result*. In the case of *a positive result the goal of the activity is achieved*. In addition, the activity is characterized by *planning* (the means and conditions of its implementation are determined), *purposefulness* (since all actions are motivated by its motives, but there are those ones, which have the aim of achieving the goal), *structurality* (the presence of actions and operations) (Alexandrov, Boricheva, Pulvermüller, & Shtyrov, 2011).

According to *the direction of speech expressions*, receptive and productive types of oral translation activity are distinguished in scientific literature (Гончарук, & Онуфрієва, 2018). Thanks to *receptive types of translation activity* (in oral activity we mean *listening*), a person receives and further develops the processes of a speech message (Chen, 2022). Thanks to *productive types of translation activity* (in oral activity it is *speaking*), *the presentation of a speech message* is carried out. Both *listening* and *speaking* involves different forms of speech (Alexandrov, Memetova, & Stankevich, 2020). There are two such forms of oral translation activity. They are *external* and *internal* ones (Beauvillain, 1994).

The next parameter that characterizes the types of translation activity is the nature of external expressiveness. Speaking as a productive activity appears as a process of construction, creation of a certain task for other people. Listening is an externally unexpressed process of the subject's internal activity, which is caused by the need to form and to formulate certain content given from outside (Mykhalchuk, & Ivashkevych Er, 2019).

The types of oral translation activity are also determined by the nature of the feedback that regulates all the processes, which are taking place. Thus, during speech activity, muscle (kinesthetic, proprioceptive) feedback is carried out from the articulatory apparatus to the part of the brain, which is responsible for the organization of *human speech activity* (Ivashkevych Ed.,

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& Koval, 2020). It is this section that performs the function of *internal control*. Along with *muscle “internal” feedback*, speech is also regulated by *“external” communication*. In the process of *listening*, *feedback* is provided through the channels of making meaningful decisions, the mechanisms of which are not clear enough (Онуфрієва, 2020).

So, having outlined the specific features of oral translation activity according to the main parameters, we will consider its main characteristics. *Oral translation activity* is determined by a number of characteristics: a) structural organization; b) subject content; c) psychological mechanisms; d) the unity of the internal and external sides and e) the unity of a form and a content. Let us explain these five main characteristics of oral translation activity in more detail.

The motivations for translation activities have a slightly different specificity. Their specificity lies in the fact that they consist of the motives of the recipient of information and the motives of the translator, which also do not coincide. On the one hand, translation activity has a social motivation, which reflects society’s need for translation to ensure communication between multilingual communicators. The activity of the translator can be implemented in a view of the following motives:

- the need for the translator to fulfill his/her official duties;
- receiving a material reward. These are motives-stimuli.

On the other hand, the speech activity of the author of the statement, such as the original text created by him/her, motivates the activity of the translator, adding a personal meaning to it, which gives a rise to another motive of translation activity, which we call “a meaning-making motive”. During translation activities, the translator’s attention is focused on “mastering” the original statement, on its analysis with the aim of adequately conveying the author’s idea with the help of another language code, as a result of which the motive shifts to the goal, which leads to the emergence of a new category, absolutely new definition, such as so-called a motive-goal.

Thus, the motives of translation represent a combination of the motive of the author's speech message, on the one hand, and the motives of the translator, which form, according to our mind, a kind of hierarchy, at the top of which it is the meaning-making motive, on the other hand. This fact also indicates the specificity of translation as a type of translator's speech activity.

The purpose of the translation is the transmission of the message provided by the activity of the translator. The purpose of the translator is to convey information that is adequate to the author's intention. At the same time, it should be remembered that the higher the professional competence of the translator, the more accurately the information will be transmitted and, accordingly, the higher the results in achieving the goal of the author of the statement will be. Thus, the author's goal is achieved only thanks to the successful achievement of the translator's own goal.

If we assume that the author's goal is to achieve mutual understanding in the process of communication, then both the recipient and the translator, regardless of their specific goals, will strive to achieve a common goal. Moreover, the successful implementation of translation activities will contribute to the achievement of their main goal. Such interdependence of the purpose of translation activity and the goals of participants in the communicative process also determine the specificity of translation as *a type of the activity*.

Analyzing the translation in a view of the components that characterize any kind of the activity, we will consider the subject of the translation. In such a way we'd like to note that the subject of the activity is its *valid motive*. It is the latter that in a certain way we'll outline *the direction of the activity*. At the same time, in the case of *two-way translation*, the speaker and the listener periodically change their places, performing different functions. The translator carries out *various types of the activities*. In particular, in the case of simultaneous or oral translation, we will be talking about the simultaneous performance of both types of the activities.

According to our mind, the subject of the speaker's activity is *the expression of the meaning of the listener*, such as disclosure of semantic connections, comprehension of the message that is perceived by ear.

In a case of *one-way oral translation*, the example of which can be a speaker's speech at a conference, a symposium, a forum, the translator's activity is to understand the meaning of the message, to formulate the statement by the use of the another language. At the same time, these judgments (source and translated ones) mutually penetrate one another and exist in the translator's mind almost simultaneously, which is a peculiarity of the subject of translation.

The result of the translation is the understanding or mutual misunderstanding of each other by the communication of participants, which is expressed in their adequate actions in response and in the achievement of the previously formulated goal by the participants of the process of communication.

So, **the purpose** of our research is to show the translation activity as a component of communicative motivation.

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 and generalization. The ascertaining research is used as an empirical method.

Let's describe the organization and methods of experimental research. 640 students of Rivne State University of the Humanities (RSHU), International University of Economics and Humanities named after Academician Stepan Demianchuk (MEGU) took part in the ascertainment part of the experiment, which was organized during 2022-2023. All these students studied at the I-II courses of philological faculties. All groups were formed by us using the random method of control and experimental groups, such as:

experimental groups:

E1 – 143 students of the first year of studying of the faculty of RSHU;

E2 – 153 students of the second year of studying of the faculty of foreign philology of MEGU;

control groups:

C1 – 151 students of the first year of studying of the faculty of RSHU;

C2 – 193 students of the second year of studying of the faculty of foreign philology of MEGU.

This stage of the experimental research has the aim at testing a group of students in order to identify the level of their communicative and speaking activity in accordance with the development of students' communicative motivation.

In order to study the degree of the formation of the sense of a language, we used the Eysenck verbal test. The justification for the expediency of our choice lies in the fact that developed verbal thinking is recognized by many researchers as an indicator of the presence of a sense of language. We have to note in this regard that an invariant feature of the sense of the language can be considered the linguistic design of an utterance from the point of view of its grammatical and stylistic correctness. At the same time, the so-called "primary model" of verbal elements appears as a determinant of the mechanism of the functioning of the sense of language, according to which the combination of speech signals and the design of a holistic expression of activity takes a place.

Also, for the purpose of researching the feeling of the language, we used the method "Exclusion of words", which allows us to assess the ability of the subject to distinguish essential lexical-semantic features. The technique also has limitations in the time it takes to complete the task, like to the Eysenck test, it involves checking the speed of the subject's reverse reaction and the rigidity of the individual's verbal thinking.

Results and their discussion

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).

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

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 sub-

ject", "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, 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").

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 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;
- positive attitude as a result of emotional attraction;
- neutral attitude;
- 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. The analysis of the results of the survey of the students of the experimental and control groups according to *the Desire to learn English scale* showed that 36.54% of the students of the E1 group, 41.05% –

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of E2, 38.56% – of C1 and 40.83% – of C2 have a desire to learn English. Such percentages reflect students' understanding of the need to know a foreign language in modern conditions and, mainly, the respondents noted that they wanted to obtain a prestigious job. 33.43% of students of group E1, 45.84% – of E2, 42.36% – of C1, 40.84% – of C2 gave an uncertain answer (both yes and no). 30.03% of respondents of group E1, 13.11% – of E2, 19.08% – of C1, 18.33% – of C2 have no persistent desire to learn a foreign language.

The scale of Interest in learning a foreign language made it possible to establish that 53.82% of students of group E1, 54.36% – of E2, 58.30% – of C1, 57.82% – of C2 show a great interest in learning a foreign language. This is confirmed by their full agreement with such statements as: “I would really like to learn several foreign languages” and “It is a pity that I cannot speak another language fluently”. Unfortunately, this scale does not allow different types of interest to be differentiated. However, *the Scale of Instrumental Orientation* in this test gives information about how interested students are in learning English in a *pragmatic aspect*. According to the obtained results, it can be established that for more than 50% of the respondents of each group, learning English is important for the purpose of *further practical application* (“It may be important for me to learn English because one day it will help me find a good job”).

During the survey to assess the communicative and speech activity of the students of the experimental and control groups, we suggested the future translators to write a short story about themselves in order to introduce themselves to the whole group. Our task was formulated in such a way: “Talk about yourself what you consider important and necessary to tell your fellow students. You can use the text given to you as a sample or make up a story according to your own plan. The students' choice was that they could either retell the text they had chosen with some changes, filling it with information about themselves, or inde-

pendently find adequate ways of expressing their own thoughts. So, the first version of the task involved the respondent performing reproductive activities with elements of searching for additional means, and the second version assumed the solution of the problem, what it is necessary and important to talk about oneself and with the help of which it means.

The choice situation for students is complicated by the fact that they really were not familiar yet and they were given the opportunity to make a certain impression about themselves from the speech of others. The results of this study are presented in Table 2.

Table 2

**The distribution of the choice of tasks with orientation
of students on the method and on the result of the activity
(in %, confirmatory stage of the research)**

A Group	The method of providing the activity	The result of the activity
E1	25.83	74.17
E2	26.14	73.86
C1	22.28	77.72
C2	24.03	75.97

The data in Table 2 indicate that the percentage of students who show interest in the activity process itself is quite low – slightly more than 20%. This indicator is consistent with the result having been obtained by analyzing students' essays: cognitive interest was 24.18% in E1, 26.37% – in E2, 25.01% – in C1, 24.85% – in C2. In our opinion, the formation of such an interest is one of the most important conditions for the activation of foreign speaking activities, because it is not the amount of knowledge in itself that is valuable for mastering a language, but the consolidation of the person's skills. The formation of skills and abilities of foreign language speech is possible only in the process of the activity itself, in our case we mean such productive types of speech activity as speaking and writing.

So, we proved, that translation activity is characterized by *planning*. Since the translation can be carried out in quite a variety of conditions (conditions of perception of the message text, such as auditory/visual, single/multiple; memorization conditions – significant-minor memory load; conditions of distribution in time of the main translation operations – synchronicity/sequence; terms of translation – oral/written, one-time/multiple translations; the conditions of switching the personality from one language to another – limited-unlimited translation time), then the translator, based on this, determines the actions by which, in his/her opinion, the intermediate and final goals of the translation activity will be optimally achieved more quickly.

Conclusions

Translation is characterized by *purposefulness*, since all the actions of the translator and participants in communication have the aim at achieving a certain defined goal, and, finally, it is different by its structure, because the translation activity exists in actions and operations (perception of the source text, memorization, transition from one language to another, design translation, synchronization of translation operations, etc.). Translation activity is characterized by a certain *heuristic nature*, because the translation cannot be memorized, algorithmized, it can be carried out depending on the situation, motives and goals of the statement, etc.

Oral translation is characterized by: auditory perception of the message, complex memorization, time-limited switching of the specialist from one language to another, oral and one-time execution of translation, synchronous order of operations (listening and execution of translation for simultaneous interpretation; reading and execution of translation for paper translation; listening and recording, translating and decoding recordings for consecutive translation with recordings).

It is also important that the process of oral translation takes place in rather complex working conditions of the translator's

thinking, in situations close to stress, when the amount of incoming information is too large, and the time of translation is limited by the pace of the speaker's speech. In this sense for comparison, written translation is carried out in more relaxed conditions, although it requires a very creative approach and the ability to preserve and convey the author's style. Thus, written translation is characterized by the following features: visual, multiple perception, simple memorization, unlimited switching from one language to another one, multiple written translation, sequential order of operations, etc.

If we take into account the complexity of the translation activity, then the most difficult type of translation is synchronous, such as: Simultaneous Translation > Consecutive Oral Translation > Reproduction. If we start from the level of productivity, that is, the presence of creative elements, these types of translation are placed in the reverse direction (such as: Simultaneous Translation < Consecutive Oral Translation < Reproduction).

Thus, a distinctive feature of oral translation is the complication of human thinking. Each of the types related to oral translation will differ from others in some certain characteristics. However, each type of interpretation has rather complex characteristics. A separate exception is translation from paper, under the conditions of which the message is visually and repeatedly perceived and simple mechanical memorization occur, which are not characteristics of synchronous and sequential translations. With regard to other features, all three types of translation under consideration have some concrete identical characteristics.

Oral translation in scientific literature is considered by taking into account the following approaches: a) linguistic one; b) psychological and pedagogical approaches; c) psycholinguistic one; d) cultural approach. So, the activity is determined by its object, taking into account its "internal" regularities; in general, external regularities cause "the act" through internal condi-

tions. The success of any activity of the subject depends on the interaction of three components: knowledge, skills and motivation. Therefore, the importance of the personal aspect in speech (as well as other ones) of human activity is beyond doubt.

We define oral translation activity as a process of active, purposeful, language-mediated and situationally determined communication between people with the aim of conveying both the content and the meaning. Translation activity appears for us as the ability of the individual to use all the facts about the language. Our concept of speech activity refers to the simultaneous designation of both the process and the result of language use, as well as the designation of social and individual conditions of this use.

We define *oral translation activity* as a form of active attitude of the subject of the activity (of a student) to a reality, with the aim of achieving a clearly formulated goal (mastery of an oral foreign language and a translation technique). According to this definition, two components are distinguished in the oral translation activity: a cognitive one and operational type of the activity. The cognitive component of oral translation activity includes mechanisms of internal design (or analytical-synthetic phase) of oral translation activity. The operational component includes mechanisms that implement the sequence of actions of the translator within the phases of oral translation activity.

Considering the activity of subjects of the translation activity, it can be assumed that its structure should include a component that will perform the function of initiating the activity of the individual. Thus, in the translation activity, such a component is *communicative motivation*. It is motivation that is the mechanism of oral translation activity that leads to the state of the activity of other mechanisms that directly implement the translation activity itself.

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Івашкевич Ернест. Перекладацька діяльність як складова комунікативної мотивації.

Мета дослідження – дослідити, що перекладацька діяльність є базовою складовою комунікативної мотивації.

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

Результати дослідження. Доведено, що перекладацька діяльність характеризується плануванням. Оскільки переклад може здійснюватися у досить різноманітних умовах (умови сприйняття тексту повідомлення – слухове/зорове, одноразове/багаторазове; умови запам'ятовування – значне-незначне навантаження на пам'ять; умови розподілу в часі основних перекладацьких операцій – синхронність/последовність; умови оформлення перекладу – усний/письмовий, одноразовий/багаторазовий перекладу; умови переключення особистості з однієї мови на іншу – обмежене-необмежене перекладацьким часом), то перекладач, виходячи з цього, визначає дії, за допомогою яких, на його думку, оптимально швидко будуть досягнуті проміжні та кінцеві цілі перекладацької діяльності.

Висновки. Переклад характеризується цілеспрямованістю, оскільки всі дії перекладача та учасників комунікації спрямовані на досягнення певної визначеної мети, і, нарешті, структурністю, тому що перекладацька діяльність існує в діях і операціях (сприйняття вихідного тексту, запам'ятовування, перехід від однієї мови до іншої, оформлення перекладу, синхронізація перекладацьких операцій і так далі).

Перекладацька діяльність характеризується певною евристичністю, тому що переклад не може бути завченим, алгоритмізованим, він може здійснюватися залежно від ситуації, мотивів та цілей висловлювання тощо. Отже, у перекладацькій діяльності базовим компонентом є комунікативна мотивація. Саме мотивація є тим механізмом усної перекладацької діяльності, який фасилітує інші механізми, що безпосередньо реалізують саму перекладацьку діяльність.

Ключові слова: *перекладацька діяльність, комунікативна мотивація, плановість, цілеспрямованість, сприйняття вихідного тексту, запам'ятовування, перехід з однієї мови на іншу, оформлення перекладу, синхронізація перекладацьких операцій.*

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Psychoanalytical Analysis of Post-Traumatic Stress Disorders

Психоаналітичний аналіз посттравматичних стресових розладів

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ABSTRACT

The purpose of this article is to make a psychoanalytical analysis of post-traumatic stress disorders; to consider a type of PTSD such as military traumatic stress; to describe some certain conditions, which contribute to the formation of military traumatic stress.

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 and generalization. The experimental method was the method of organizing empirical research. Also, we used the method of Positive Psychotherapy.*

The results of the research. *We proved, that the main symptoms of PTSD syndrome of combatants because of the russian-Ukrainian war included: pathological memories (obsessive return to the war situation); sleep disturbance; inability to remember, such as amnesia for some events (avoidance of everything that reminds of combat events); excessive excitability (inadequate excessive mobilization); hypersensitivity (increased alertness to the new occurrence of extreme factors).*

Conclusions. *We considered a type of PTSD such as military traumatic stress. In our opinion, it occurs in direct participants in hostilities. Certain conditions contribute to the formation of military traumatic stress, for example: a sharp change in the conditions of peaceful civilian life to combat conditions, to which it is necessary to adapt quickly. In such conditions, a person is constantly in danger, he/she is a witness to destruction, fires, deaths (of both acquaintances and strangers); a sharp change from the situation of hostilities to a peaceful life. A combatant has to adapt to this situation anew. The maladaptive processes that occur during this period are distinguished by their duration and are called PTSD. Returning to normal peaceful life as a result of the end of hostilities or as*

a result of demobilization, a person often remains adapted to the situation of hostilities.

Key words: *post-traumatic stress disorders, military traumatic stress, demobilization, to be in danger, pathological memories, inability to remember, amnesia for some events, excessive excitability, hypersensitivity.*

Introduction

The scientists (Grunebaum, Oquendo, Burke, Ellis, Echavaria, Brodsky, Malone, & Mann, 2003) after analyzing different points of view on mental trauma concluded that the term mental trauma should be understood as the result of the impact on a person of stress factors that were significant for him/her, which were manifested in a decrease in the efficiency of his/her life activities and a change in his/her self-regulation system. These changes can be the result of an intense single stressful event or a stressful situation that has been in effect for a long time (Chan, Ng, & Chan, 2003). At the same time, conscious and unconscious changes in the physiological, emotional, cognitive, and behavioral components of the regulatory system can be the basis of mental trauma (Epstein, Blake, & González, 2017).

Let's describe post-traumatic stress disorders. Modern ideas about *post-traumatic stress disorder (PTSD)* were not finalized until the 1980s, but information about the impact of traumatic experiences has been recorded for centuries. Thus, in 1666, in the diary of the English official Samuel Pips, an entry was made six months after he witnessed a great fire in London. The author wrote that it was strange, but to that day he could not sleep a night without the horrors of the fire; and that night he could not sleep until nearly two o'clock, because of thoughts of the fire. Similar experiences were described by Jacob Mendez da Costa in 1871 among soldiers during the American Civil War. He called this condition as "soldier's heart", observing autonomic reactions from the heart (Da Costa, 1871).

Emil Kraepelin used the term Schreck Neurose (so called "fire neurosis") to designate a separate clinical condition that included numerous nervous and physical phenomena that oc-

curred as a result of various emotional shocks or sudden fright that were developed into anxiety. This condition is observed after serious accidents, especially fires, railway accidents or collisions (Edwards, Lee, & Esposito, 2019).

In 1889 the German neurologist Hermann Oppenheim (Die traumatischen Neurosen, nach den in der Nervenlinik der Charité in den letzten 5 Jahren gesammelten Beobachtungen, 1889) introduced the term “traumatic neurosis” to diagnose mental disorders of combatants, the causes of which he saw in organic disorders of the brain having been caused by both *physical and psychological factors*. Many observations on the development of psychopathological conditions after participation in hostilities were made during the First World War.

After World War the 1st, there is extensive documentation of the neurological and psychological effects of military trauma. Separate descriptions of the consequences of military stress experienced by soldiers have even been published, in which they spoke about the obsessive reproduction of life-threatening situations, as well as increased irritability, exaggerated reactions to loud sounds, difficulties with concentration, etc.

Combat mental trauma (shellshock) was firstly recognized as a special wartime phenomenon during the First World War in Canada, the United States, and most European countries. As many soldiers became paralyzed, deaf and mute without any indication of organic damage, some neurologists and psychiatrists began to consider the possibility that artillery fire itself caused neurotic illness. The term shellshock was observed by the British psychiatrist Charles Myers in 1915 and caused a great controversy from the very beginning. The scientist considered this term as a mental state caused by severe stress. In 1917 the British military medical society (The Army Medical Society) even imposed a ban on its use (Huang, Oquendo, Friedman, Greenhill, Brodsky, Malone, Khait, & Mann, 2003).

However, even before that, during the Russo-Japanese War of 1904-1905, psychiatrists (Kraus, 2015) urged the military

medical authorities to officially recognize psychiatric patients who ended up in military hospitals as mentally ill (and not simulants or somatic patients). A number of psychiatrists proposed to explain war-related neuroses using the concept of "traumatic neurosis". P.M. Avtokratov, the head of the psychiatric department of Warsaw's Uyazdovsky Military Hospital, was appointed the Red Cross's commissioner for psychiatric issues in the Far East. By the fall of 1904, he had begun to organize a psychiatric hospital in Harbin, several psychiatric reception and sorting stations on the front line, and special evacuation trains to transport the mentally ill for long-term treatment. This is what made one American observer declare that for the first time in the world history specialists took special care of the mentally ill, from the front line to a rear one (Kris, 1952).

At the beginning of the First World War, on July 25 (August 7), 1914, the Ministry of Internal Affairs of the Russian Empire sent a circular to the governors with a request to determine the number of available places in homes for the mentally ill and to prepare zemstvo psychiatric hospitals, as well as psychiatric wards of hospitals, to accept new military patients. But in the winter of 1914-1915, the flow of psychiatric patients from the front and rear units could not be accommodated in the existing psychiatric institutions of the Russian Empire. The First World War was more psychologically traumatic compared to previous wars. The artillery barrage sounded for weeks, and led to huge losses of manpower, when just one shell could disable dozens of people, a positional war that meant staying in dirty, damp trenches, waiting for death for many weeks and months, caused exhaustion of the nervous system (Tabachnikov, Mishyiev, Kharchenko, Osukhovskaya, Mykhalchuk, Zdoryk, Komplienko, & Salden, 2021).

Reactions having been caused by participation in hostilities became the subject of extensive research during the Second World War. This phenomenon was called differently by different authors: "military fatigue", "combat exhaustion", "military neurosis" or "post-traumatic neurosis".

American psychiatrist Abram Kardiner in 1941, in one of the first systematic studies, called this phenomenon “*chronic military neurosis*”. Based on the ideas of scientists (Peseschkian, 2003), he introduces the concept of “central physioneurosis”, which, in his opinion, is at the basis of the violation of a number of personal functions that ensure successful adaptation to the surrounding world. Scientists (Murphy, Hall, & Hall, 2003) believed that military neurosis had both a physiological and a psychological nature. Also, he introduced a comprehensive description of this symptomatology for the first time: 1) excitability and irritability; 2) uncontrollable type of response to sudden stimuli; 3) fixation on the circumstances of the traumatic event; 4) departure from the reality; 5) tendency to uncontrolled aggressive reactions.

World War the 2nd renewed interest in *military stress reactions*, and the term “wartime neurosis” appeared. In 1952, the American Psychiatric Association included the reactions to severe emotional and physical stress in the DSM 2 classification (Mykhalchuk, Pelekh, Kharchenko, Ivashkevych Ed., Zukow, Ivashkevych Er., & Yatsjuryk, 2023).

In general terms, the symptoms identified by A. Kardiner were preserved in further researches, although the understanding of the nature and mechanisms of the influence of the factors of combat operations on a person had expanded significantly, especially as a result of studying the problems having been associated with the end of the war in Vietnam. In the mid-1970s, American society came face-to-face with the problems caused by the maladaptive behavior of Vietnam veterans. Thus, in approximately 25% of combatants who fought in Vietnam, the experience of participating in hostilities led to the development of adverse personality changes under the influence of psychological trauma. By the early 1990s, according to statistics, about 100,000 Vietnam veterans committed suicide. About 40,000 people led a closed way of life and almost did not communicate with the outside world. A high level of acts of violence, adver-

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sity in the sphere of family relations and social contacts was also noted (Card, 1987).

As we mentioned above, PTSD had been studied mainly according to individuals who had experienced traumatic stress while participating in military operations. At the same time, it was shown that the percentage of PTSD among the wounded and crippled was much higher (up to 42%) than among physically healthy veterans (from 10 to 20%). Additionally, exposure to combat stressors has been shown to predict earlier death, independent of PTSD, with 56% of severe combat survivors dying or chronically ill before the age of 65. The increase in acts of violence committed by these persons, the number of suicides among them, and the problems in the field of family and industrial relations revealed during the research forced the necessary measures to be taken for their rehabilitation. As a part of the state program, a special system of research centers and social assistance centers for Vietnam veterans (Veteran Affairs Research Service) was created. In the future, the research on the study of this topic was continued. The obtained results were presented in a number of monographs, which analyzed theoretical and applied issues related to the problems of the development of a complex of adverse conditions of a stressful nature in military veterans, as well as the experience accumulated at that time in providing them with psychotherapeutic assistance (Card, 1987).

The main results of international research were summarized in the collective two-volume monograph "Trauma and Its Wake" (Figley, 1985), where, along with the features of the development of PTSD of military etiology, the results of the study of the effects of stress in victims of genocide, other tragic events or violence against a person are given.

In 1980, the concept of "*post-traumatic stress disorder*" was adopted as a clear and well-founded diagnostic category. In 1988, the data of nationwide re-test studies of various aspects of post-war adaptation of Vietnam War veterans were published.

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These researches made it possible to clarify many issues related to the nature and diagnosis of PTSD (Figley, 1985).

In 2016, on its website, the Department of Veterans Affairs of the United States provides data on the presence of PTSD of servicemen who suffered psychological trauma during military operations:

– Operations Iraqi Freedom (OIF) and Enduring Freedom (OEF): 11-20 out of every 100 veterans (or between 11-20%) who served in OIF or OEF have current PTSD;

– Gulf War (Desert Storm): About 12 out of every 100 Gulf War veterans (or 12%) currently have PTSD;

– Vietnam War: About 15 out of every 100 Vietnam War veterans (or 15%) are currently diagnosed with PTSD (PTSD: National Center for PTSD, 2022).

American psychologist Blank A.S. in his studies of veterans of the Vietnam War, assigned a special place among PTSD reactions, sudden repeated experiences of events that took place in combat conditions, and which are accompanied, as it were, by *inclusions from the present (flashback)*. He singled out four types of sudden repetitive experiences:

– vivid dreams and nightmares about combat events;

– vivid dreams, from which a participant in hostilities wakes up, stunned by a sense of the reality of the mentioned military events and possible actions that he carried out under the influence of these memories;

– conscious flashback – it is the experiences in which a serviceman vividly imagines images of combat events. They can have an independent character and be accompanied by the reproduction of various modalities (visual, sound, olfactory, etc.).

At the same time, a serviceman can either briefly lose contact with reality, or lose it completely. In the second case, it may be accompanied by active actions. Subsequently, the veteran can always describe what he imagined and he realizes the difference between what happened to him and reality;

– an unconscious flashback is a sudden, abstract experience accompanied by certain actions. In this case, the content of the memories has an indirect relation to the military operations, and may not be realized by the serviceman. The structure of the unconscious flashback is similar to dreams, which have an explicit and hidden context (Brodsky, Oquendo, Ellis, Haas, Malone, & Mann, 2001).

The first scientific and practical developments devoted to PTSD and its impact on the soldier's psyche were carried out after the US military operations in Vietnam (so-called "Vietnam syndrome" had been arisen). Scientists (Corbitt, Malone, Haas, & Mann, 1996) have determined that PTSD in combatants occurs as a time-delayed or protracted reaction to a psychotraumatic stressful event or a combat situation of an exclusively threatening nature. At the heart of PTSD is an appropriate psychosomatic reaction to powerful emotional stimuli, a stressful event that affected the combatant.

Among the main psychological factors of PTSD, in most cases, there are such things as: fear of being killed; be injured or captured; impressions from scenes of injury or death of comrades; guilt for the death of fellow citizens; painful sensations at the time of injury and own feelings about their future fate. These psychological factors are usually aggravated by a feeling of excessive physical and mental fatigue (Onufriieva, Chaikovska, Kobets, Pavelkiv, & Melnychuk, 2020).

One of the signs by which you can recognize the presence of post-traumatic stress disorder in a combatant is that this person has experienced a psychologically traumatic event. That is, she experienced such a terrible event, which does not often happen to other people. According to the definition of psychiatrists (Mandell, & Pherwani, 2003), traumatic events are called events that exceed the limits of normal human experience.

The war, in Afghanistan, Yugoslavia, the Persian Gulf, and now in Ukraine, creates a lot of psycho-traumatic experiences, both in the civilian population and in the combatants. The events

taking place in the east of the country simply do not enter the mind of the average Ukrainian, and have nothing to do with normal human life.

So, based on a historical excursion into the study of PTSD and taking into account modern researches, it can be noted that post-traumatic stress disorder can be defined as a condition that is developed in a case of a person who has experienced emotional or physical stress of sufficient force, which is traumatic for almost any person.

So, **the purpose** of this article is to make a psychoanalytical analysis of post-traumatic stress disorders; to consider a type of PTSD such as *military traumatic stress*; to describe some certain conditions, which contribute to the formation of military traumatic stress.

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 and generalization. The experimental method was the method of organizing empirical research. Also, we used the method of Positive Psychotherapy for psychological rehabilitation of combatants with mental disorders.

Results and their discussion

In our psychological researches on stress and stress factors, our persistent attempts are made to limit the claims of this concept somehow, subordinating it to traditional psychological problems and terminology. For this purpose, we'd introduce the concept of *Psychologically-somatic stress*, which, unlike the physiological highly stereotyped stress reaction to danger, is a reaction having been mediated by threat assessment and protective processes and circumstances. According to the results of our research, the essence of a stressful situation is the high loss of control, that is the lack of an adequate response to the given situation, when the consequences of failure have the aim to be

respond, to be significant for the individual. Also, we believe, that stress should be called a special type of emetogenic situations, such as we've to use this term in relation to situations that are repeated or are chronic in their nature, and in this case the adaptation disorders may appear quickly. We also define mental stress as a state in which a person finds himself/herself in the real conditions that prevent his/her self-actualization and self-realization.

Therefore, the main direction in the Developmental Psychology is displayed in the structure of the concept of stress. This concept is the denial of the lack of addressability of situations that generate stress. That is why, not some or any influences of the environment causes stress, but only that one, which are evaluated as threatening, fear, which disrupts adaptation, control and prevents self-actualization of the combatant.

Based on these facts, we can tell, that a small and short-term stress can affect a person without significant consequences, while a long and significant one puts the combatants' physiological and psychological functions out of balance, negatively affects the combatants' health, work capacity, work efficiency and relationships with others (in this case it is called distress).

In general, 95 militaries were participated in our research. The place of organizing this stage of the experiment was the Main Military Clinical Hospital (the Center), Kyiv, Ukraine. They were in the age 24-45 years old. At this stage all respondents were included into one experimental group. These militaries were sent for inpatient treatment by the military commissariats of Kyiv to resolve the issue of fitness for military service. All soldiers have been served in the army in the military zone of Ukraine in the south-east of Ukraine (Donetsk, Lugansk and Kherson regions). They all were included by us into experimental group, which was formed by the help of method of randomization. This stage of the experiment was organized in February-May, 2023.

We proved, that the main symptoms of PTSD syndrome of combatants because of the russian-Ukrainian war included:

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pathological memories (obsessive return to the war situation); sleep disturbance; *inability to remember, such as amnesia for some events* (avoidance of everything that reminds of combat events); *excessive excitability* (inadequate excessive mobilization); *hypersensitivity* (increased alertness to the new occurrence of extreme factors).

Post-traumatic stress disorder of combatants occurs in those cases when a person is exposed to a stressor that goes beyond the scope of ordinary human experience (combat of combatants, a serious threat to life or physical integrity, the death of a comrade, injuries or mutilations received of combatants, the killing of others people) and be capable of causing distress to almost everyone. The influence of an extreme stressor leads to the manifestation of PTSD in the form of the following manifestations:

1. Avoidance – it is the permanent avoidance of stimuli having been associated with the trauma; occurrence of emotional impoverishment; a feeling of indifference to other people, manifested by at least three of the following disorders:

- a significant decrease in the ability to empathize and emotional closeness with other people;
- the actualization of feelings of alienation from others;
- making an effort to avoid thoughts and feelings related to combat trauma;
- a significant decrease in interest in previously significant types of activity for this person;
- making attempts to avoid any actions or situations capable of stimulating memories of combat trauma;
- loss of the ability to remember important aspects of combat trauma (psychic amnesia);
- the emergence of a feeling of “shortened future” (uncertainty about future career, marriage or life expectancy).

2. Hyperactivity, which manifests itself in at least two of the following moments:

- difficulties with concentration of attention, in peacetime and when performing a combat task;

- the excessive reaction to sudden stimuli;
- an increased level of physiological reactivity to events is manifested;
- difficulty falling asleep or surface sleep is observed;
- increased irritability or outbursts of anger appear;
- excessive vigilance is observed.

If the duration of these, primary, symptoms is at least one month, we can talk about the occurrence of PTSD of combatants.

3. Intrusion. A traumatic event by combatants is constantly lost in one of the following ways:

- there are unexpected feelings that traumatic events are replayed, as it were, (aggravation in the memory and experiences of traumatic events, illusions, hallucinations, dissociative episodes), that they occur both in a state of wakefulness and in a state of alcohol or drug intoxication;
- there are periodic obsessive distressing memories of events that traumatized the serviceman;
- intense psychological distress is manifested under the influence of events that symbolize or resemble moments of traumatic events (anniversary of the event, tragic music, certain colors, etc.);
- periodically recurring nightmare dreams, traumatic events for the serviceman appear.

We proved, that one of the manifestations of PTSD reactions were thoughts about suicide, which in some cases ended with their actual implementation. Among other mental phenomena observed in the participants of hostilities, one can note the state of pessimism, mistrust of other people, inability to talk about the war; loss of the meaning of life, lack of confidence in one's abilities, a feeling of unreality of what happened during hostilities; the feeling that a person died in the war; feeling of inability to influence the course of events, inability to be open in communication with other people; anxiety; the need to carry a weapon; negative attitude towards government representatives; the desire to anger someone for being sent to war and for everything

that happened there; treating women only as objects of sexual pleasure; the need to participate in dangerous “adventures”; an attempt to find an answer to the question of why brothers died, and not the person himself/herself, etc.

Among the behavioral features, conflicts in the family, with relatives, colleagues, outbursts of anger, fights, alcohol and drug abuse are often observed by us. At the same time, a general state of health is often accompanied by weakness, dizziness, reduced work capacity, headaches, pain in the heart, sexual disorders, sleep disorders, phobic reactions, etc., and in a case of disabled people it is supplemented by problems related to injuries having been received and injuries during hostilities.

Also, the symptoms of PTSD, which we observed in patients over these two years of war in Ukraine, include: depression, impulsive behavior, anxiety, alcoholism (drug addiction), somatic problems, impaired sense of time and impaired ego functioning.

Based on the clinical dynamics of the manifestations of post-traumatic stress disorders, we distinguish acute, chronic and delayed PTSD.

Acute PTSD is characterized by fixation on the trauma, reduced reactivity, cognitive and autonomic disorders, mood changes. They arise after the cessation of direct influence on military personnel of combat operations. Acute PTSD can either be gradually reduced or turn into a chronic form.

Delayed PTSD is similar to acute PTSD in their clinical manifestation. The difference between them is only in the time of their occurrence. Delayed disorders are characterized by a certain period of symptom-free course and develop after some time after traumatization, which is sometimes measured in months.

Since the problem of preserving the health and working capacity of persons exposed to the factors of extreme situations is currently quite relevant in our country. Tens and hundreds of thousands of Ukrainians (both from among the civilian population of the occupied territories and military personnel with their families) became victims of psycho-traumatic events in the

east of our country. Therefore, the need to study psychological changes during and after military operations is based on the generally accepted position about their pronounced psychotraumatization, which is the cause of the possible development of both mental and psychosomatic pathology.

The situation of hostilities leads to pronounced changes in the functional state of the combatants' mental activity, which is characterized by the development of extremely strong negative emotions, such as anxiety, fear, severe mental and physical fatigue. PTSD, becoming chronic, affects almost every aspect of a combatant's life, including professional duties, relationships with relatives, loved ones and colleagues, physical health, self-esteem, etc.

We paid great attention to preventive measures that contribute to increasing the stress resistance of military personnel. We think, that of great importance for the development of preventive measures to overcome the effects of combat mental pathology is the idea that the importance of post-traumatic stress mechanisms and effects greatly contributes to the ability to recognize them in oneself and in others, treating it as a natural process. We proved, that one of the manifestations of combat mental pathology was combat post-traumatic stress disorder, which could occur in combatants after a certain indefinite period of time after the end of hostilities.

Conclusions

We considered a type of PTSD such as *military traumatic stress*. In our opinion, it occurs in direct participants in hostilities. Certain conditions contribute to the formation of military traumatic stress, for example:

– a sharp change in the conditions of peaceful civilian life to combat conditions, to which it is necessary to quickly adapt. In such conditions, a person is constantly in danger, he/she is a witness to destruction, fires, deaths (of both acquaintances and strangers);

– a sharp change from the situation of hostilities to a peaceful life. A combatant has to adapt to this situation anew. The maladaptive processes that occur during this period are distinguished by their duration and are called PTSD. Returning to normal peaceful life as a result of the end of hostilities or as a result of demobilization, a person often remains adapted to the situation of hostilities.

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Харченко Євген, Куриця Денис. Психоаналітичний аналіз посттравматичних стресових розладів.

Мета статті – здійснити психоаналітичний аналіз посттравматичних стресових розладів; розглянути такий тип ПТСР, як військово-травматичний стрес; описати умови, які викликають військово-травматичний стрес.

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. Також було використано метод Позитивної Психотерапії.

Результати дослідження. Доведено, що до основних симптомів синдрому ПТСР в учасників бойових дій у результаті сучасної війни росії з Україною відносяться: патологічні спогоди (нав'язливі повернення до ситуації війни); порушення сну; нездатність пригадати або амнезія

відносно деяких подій (уникнення всього того, що нагадує про бойові події); надмірна збудливість (неадекватна надмірна здатність до мобілізації); гіперчутливість (підвищена пильність щодо виникнення екстремальних чинників).

Висновки. *Вважаємо різновидом ПТСР військово-травматичний стрес. На нашу думку, він виникає у безпосередніх учасників бойових дій. Виникненню військово-травматичного стресу сприяють певні умови, а саме: різка зміна умов мирного цивільного життя на бойові умови, до яких необхідно швидко пристосовуватися. В таких умовах людина постійно перебуває у небезпеці, є свідком руйнувань, пожеж, смертей (як знайомих, так і незнайомих людей); різка зміна ситуації бойових дій на мирне життя. До цієї ситуації учаснику бойових дій необхідно адаптуватися знову і знову. Дезадаптаційні процеси, що виникають саме в цей період, вирізняються своєю тривалістю та мають назву власне ПТСР. Повертаючись до звичайного мирного життя внаслідок закінчення бойових дій або внаслідок демобілізації, людина часто залишається адаптованою до ситуації бойових дій.*

Ключові слова: *посттравматичні стресові розлади, військово-травматичний стрес, демобілізація, бути в небезпеці, патологічні спогади, нездатність пригадати, амнезія відносно деяких подій, надмірна збудливість, гіперчутливість.*

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Age-Related Differences in the Qualities and Properties of Personality in Relation to the Readiness of Ukrainian Winterers for Life in the Antarctic

Вікові відмінності якостей та властивостей особистості щодо готовності українських зимівників до життєдіяльності в умовах Антарктики

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ABSTRACT

The article reveals the age-related differences in the qualities and properties of the personality in the manifestations of indicators of psychological readiness of winterers to extreme living conditions at the Ukrainian Antarctic "Aka-

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demik Vernadsky" Station. The wintering of Ukrainian polar explorers conducting scientific research on the coast of Antarctica is associated with a long stay in a limited area in difficult climatic conditions, which can lead to strong emotional and physical stress. It has been proved that stress resistance, adaptability, and psychological readiness for life activities, which are determined by the presence of relevant qualities and personality traits, are important factors in such extreme working conditions.

The aim of the article is to present the theoretical foundations and practical results of research on age-related differences in qualities and personality traits regarding the psychological readiness of Ukrainian winterers for life in Antarctic conditions using the example of 10 expeditions to the Ukrainian Antarctic "Aka-demik Vernadskyi" Station.

Methods. A set of methods of psychological research on the qualities and personality traits of winterers of different age groups was used. 71 winterers took part in the experiment, they are participants of Ukrainian Antarctic expeditions during the year from 2011 to 2021.

The results of the research. There were 3 age groups of winterers – mature, middle and young. The components of the professional profile of a winter worker are clarified. As the result of the questionnaire, the qualities and attributes of the personality that contribute to or hinder the performance of professional activities of winter workers are determined. The results of empirical research on the presence of personality qualities and attributes in winterers of different age groups, which are defined as those that ensure the effectiveness of professional activities during wintering, are presented.

Conclusion. It is proved that the greatest number of positive qualities and personality traits, according to the defined professional profile of a winter worker, are demonstrated by representatives of mature age – winter workers aged 46-64 years. It is recommended to include winterers of a certain age in the Ukrainian Antarctic expeditions in a sufficient number (not less than 30% of the total composition of the expedition members), which will ensure the appropriate level of psychological stability of the teams of winterers.

Key words: *psychological readiness, life activities in Antarctic conditions, professional profile of a winterer, age groups of adulthood, the focus on activities in extreme conditions.*

Introduction

The problem of a specialist's psychological readiness to perform activities effectively and safely carried out in extreme con-

ditions has always attracted the special attention of scientists and practitioners, including the question of the readiness of Ukrainian winter workers to perform professional duties in the Antarctic. The research carried out at the station by Ukrainian winter workers is very important in terms of the global problems of the Earth's climate change. In turn, the effectiveness of the scientific work of specialists largely depends on the level of training of Ukrainian winter workers to fulfill the high scientific mission of conducting Antarctic research. The study on the psychological characteristics of winterers who conduct the researching at the polar station is relevant and important, because the work of specialists in the Antarctic in conditions of long isolation, a limited team and difficult climatic conditions is considered analogous to the work of submariners and astronauts.

Since 2011, we have been researching the psychological features of the readiness of Ukrainian winterers to live in Antarctic conditions, conducting diagnostics of psychological qualities and personality traits, studying interpersonal relationships within a closed team, carrying out psychological preparation for a long expedition, as well as readaptation measures after the return of winterers to Ukraine (Мірошниченко, 2023).

The researching of the problem of readiness for the conditions of staying in the Antarctic is carried out by Ukrainian scientists from the point of view of various aspects. For example, researchers Ye. Moiseyenko and G. Pyshnov studied the physiological features of adaptation of wintering animals (Moiseyenko, Sukhorukov, Pyshnov, Mankovska, Rozova, Miroschnichenko, & et al., 2016; ПИШНОВ, 2012). They established that the participants of Ukrainian Antarctic expeditions, as well as representatives of such professions as air traffic controllers, electronic engineers, firefighters observed a pattern of transformation of chronic fatigue depending on the level of work intensity. A. Hordeev is engaged in the development of information technologies for the professional selection of winterers taking into account the psychophysiological state of the body (Гордєєв, 2016). To

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carry out the professional selection, the author created a computer system program and accumulated a specialized database. O. Kokun and L. Bakhmutova investigated the psychological features of the interaction of members of Ukrainian expeditions in the conditions of a closed team (Kokun, & Bakhmutova, 2021). The authors highlighted three spheres of communication between winterers during wintering (professional, personal, leisure time) and provided psychological recommendations for optimizing interpersonal relations in a limited team.

The researching, which conducted at Antarctic stations in other countries demonstrate that as a result of living in Antarctic conditions, winterers experience deterioration in well-being, mood, sleep disorders, and reduced work capacity (Chen, Wu, Li, Zhang, & Xu, 2016). Extreme working and living conditions at Antarctic stations are caused by the region's low temperatures, increased solar radiation, stormy winds, and the duration of the polar night (Belkin, Dyurgerov, Finaev, & Soroko, 2016; Węśławski, 2020).

The research by Ukrainian and foreign authors testifies that work in extreme conditions involves an increased risk factor, high responsibility for task performance, the presence of unexpected obstacles in the performance of technical and psychological tasks (Смирнов, & Долгополова, 2008; Afanasieva, Svitlychna, Bosniuk, & et al., 2019; Kokun, Agayev, Pischko, & Stasiuk, 2020; Nicolas, Suedfeld, Weiss, & Gaudino, 2016). All the factors named by the authors are also observed in the activities of Ukrainian winterers at the "Akademik Vernadsky" Station and, accordingly, such activities place increased demands on the state of mental health of polar explorers (Moiseyenko, Sukhorukov, Pyshnov, Mankovska, Rozova, Miroschnichenko, & et al., 2016). Strong emotional and physical stress create prerequisites for the occurrence of mental and somatic disorders, as well as suicidal behavior in representatives of risky professions. In such extreme working conditions, important factors are stress resistance, adaptability of the individual, psychological readiness for

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life in extreme conditions, which is due to the presence of the appropriate qualities and properties of the individual.

The aim of the article

The aim of the article is to present the theoretical foundations and practical results of research on age-related differences in qualities and personality traits regarding the psychological readiness of Ukrainian winterers for life in Antarctic conditions using the example of 10 expeditions to the Ukrainian Antarctic “Akademik Vernadsky” Station.

The problems of the study

The problems of the study are: to clarify the structure of psychological qualities and personality qualities in accordance with the defined professional profile of the Ukrainian winter worker, determine the age limits of the studied groups of Ukrainian winterers, to present a methodological tools for the study of personality qualities and properties regarding the success of activities in extreme conditions, to demonstrate the results of the study of age differences in personality qualities and attributes regarding the psychological readiness of Ukrainian winterers for life in Antarctic conditions using the example of 10 expeditions to the Ukrainian Antarctic “Akademik Vernadsky” Station.

Methods of the research

We use the test “Non-existent animal” in the interpretation of M. Dukarevich to study the defined goal and set tasks (Дмитрієва, Максимець, & Бугузова, 2017: 94–99). It was used as an indicator of the development of such a cognitive process as imagination, and it is based on the results of this test, we investigated the levels of creativity, self-esteem, general energy of winterers, aggression and characterological features of winterers. The processing of these methods was carried out using mathematical methods (calculation of average values, percentages).

The obtained results of the methods were confirmed through the use of psychological observation and an auxiliary method – interviews, which were conducted with the subjects. The appli-

cation of these methods ensured the reliability and validity of our research.

Characteristics of the research sample. Research was conducted among members of ten Ukrainian Antarctic expeditions (11-12 people) during 2011-2021. The sample consisted of 71 winterers of the Ukrainian Antarctic expeditions, 69 of them were men and 2 women, the age of the subjects – from 22 to 64 years. In the course of the research, it was found that psychological readiness for life in Antarctic conditions depends in a certain way on the age characteristics of the wintering participants. Therefore, the subjects were conditionally divided into age groups: 22-34 years old (29 winterers) – young winterers, 35-45 years old (30 people) – middle-aged winterers, 46-64 years old (12 people) – mature winterers.

The methodological justification for the selection of age groups of winterers in terms of readiness for life in Antarctic conditions became the works of Ukrainian scientists: B. Hrytsuliak and V. Hrytsuliak distinguish the following periods in the age of an adult: mature age, I period – 22-35 years; mature age, II period – 36-60 years old men; elderly age – 61-74 years (Грицуляк, & Грицуляк, 2021: 8–9).

K. Krutiy and L. Zdanevich offer a different (social-psychological) basis for distinguishing age periods in the life of an adult of our time (Крутий, & Зданевич, 2017: 58–59).

This periodization is based on the theory of generations, according to which modern adults are divided into age groups depending on the years of birth: born in 1947-1967 – born after the Second World War (in our study, these are winterers of older mature age 46–64); born in 1968-1987 – generation “X” (in our study, these are middle-aged winterers 35-45 years old); born in 1988-2000 – generation “Y” (in our study, these are young winterers aged 22-34).

Results and their discussion

Researchers who deal with psychological features of human activity in polar conditions note that some winterers develop

long-term mood disorders with signs of depression, especially during the final phase of the Antarctic expedition (Khandelwal, Bhatia, & Mishra, 2017). At the same time, as scientists emphasize, the results of successful adaptation to adverse environmental conditions are observed in people who work for a long time at Antarctic stations thanks to positive personal qualities, manifested in high enthusiasm, optimistic orientation to the future, the need for achievements, which contribute to the personal growth of the winterer (Blight, & Norris, 2018). Scientists have established that an important role in adaptation to extreme conditions is played by the following features from the social sphere of the individual, which help to adapt to unusual life activities, namely: responsibility for one's own actions, cheerfulness, courage, patience, benevolent attitude towards friends (Kokun, & Bakhmutova, 2021).

Our preliminary studies concern the role of age and individual-typological characteristics of Ukrainian winterers in the process of readiness for life in Antarctic conditions. In the process of a long natural experiment, it was proved that the highest levels of adaptation to extreme conditions of activity at the Antarctic station are demonstrated by older and middle-aged winterers with signs of a phlegmatic or sanguine temperament and a predominant social or professional-resultative motivation (Мірошніченко, 2023).

Our definition of *a person's psychological readiness* for life in extreme conditions (which includes the conditions of the Antarctic) is based on a personal-activity approach. We interpret it as *an integral formation of the personality, which consists in a focus on activities in extreme conditions, arising on the basis of a positive attitude towards such activities, it is determined by personal needs and sustainable motives, awareness of the social significance of work, as well as the presence of professionally important and socially significant qualities that ensure the proper performance of professional duties in extreme conditions.*

In the course of the study of age and psychological-typological features of readiness for life in Antarctic conditions, we modeled the professional profile of a Ukrainian winterer. We consider a professional profile as a descriptive, technical and psychological characteristic of the type of activity that is inherent in a certain type of profession, and also includes the psychological qualities of a person engaged in this type of activity. Representatives of Ukrainian psychological science in the field of work psychology and management hold a similar opinion (Баклицький, 2008; Рибалка, 2023).

The authors believe that the professional profile includes a list of knowledge about a specific profession and is the basis of the professional approach to the organization of professional training of a specialist. As for knowledge about the specific activities of the Ukrainian winterer, our personal experience of visiting the Antarctic "Akademik Vernadsky" Station as a member of the seasonal detachment, as well as the opinions of experienced winterers and the management of the Antarctic Center, play a significant role here. We believe that in the selection of candidates for wintering, it is necessary to connect the psychological service in order to correlate the candidate's knowledge about the conditions of life in Antarctica with reality and to create a psychological portrait of the specialist, which correlates with the psychological functions inherent in a specific profession.

Having analyzed the professional profiles of other groups of specialists and studied the peculiarities of life activities at the "Akademik Vernadskyi" Station, we modeled the professional profile of the Ukrainian winterer, in which we highlighted several main clusters of concepts: functional duties (performed functions) of winterers during life at the Antarctic station; dominant types of activities related to them, areas of their application; a list of the correspondingly grouped components of the professional profile, highlighted by us, personal qualities and properties inherent in winterers of different age groups.

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We separate outline the qualities and attributes of the individual that ensure the success of professional activity, and those that prevent it (undesirable and incompatible). They were determined by conducting a questionnaire with the participants and leaders of Ukrainian Antarctic expeditions for 10 years of research (see Table 1).

Table 1

**Qualities and properties of the personality
of the Ukrainian winter worker in relation to the success of
professional activities**

Components of a professional profile (personal qualities and attributes)	Qualities and properties of the personality that ensure successful performance of professional activities	Interfering qualities and personality traits successful professional activity
General professional	Professionalism, skill, perseverance, responsibility, diligence, education, ingenuity, inquisitiveness, enthusiasm	Unwanted – inability to switch to another type of activity, narrow professionalism; Incompatible – inability and unwillingness to work in a team, laziness
Moral and strong-willed	Honesty, reliability, discipline, willpower, loyalty, openness, courage, restraint, modesty	Unwanted – envy, overestimated self-esteem, familiarity; Incompatible – greed, cowardice
Social and humanistic	Justice, collectivism, decency, kindness, patriotism, altruism, sensitivity, tact, benevolence, humanism, sociability, tolerance	Unwanted – temper, mistrust, gossip, secretiveness; Incompatible – individualism, vindictiveness, rudeness
Intellectual and cognitive	Intelligence, creativity, intelligence, knowledge of languages, analytical skills, sense of humor	Unwanted – slowness of reasoning; Incompatible – lack of own opinion

Psychophysiologically-adaptive	Good health, energy, endurance, cheerfulness, strength, activity, psychological and emotional stability, balance, sportsmanship, mobility, cheerfulness, youth	Unwanted – vulnerability, indecision; incompatible – intolerance to low temperatures, fear of heights, closed spaces, “seasickness”
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We investigated the availability of winterers of different age groups of those qualities and personality traits of the winterer, which were determined by means of a questionnaire, with the help of the technique of M. Dukarevich “Non-existent animal”. The features of the images, their interpretation and the quantitative indicator of expressiveness of the studied features are presented by us in Table 2.

Table 2

Interpretation of images of the “Non-existent animal” test and the representation of its indicators in representatives of different age groups

Drawing details	Image	Interpretation	Representation in age groups		
			Senior (9 people)	Middle (17 people)	Junior (21 people)
1	2	3	4	5	6
Head	Turned to the right	Activity trend, implementation of plans	22.2 %	29.4 %	23.8 %
	Turned to the left	Tendency to reflexivity, reflection	33.3 %	47.1 %	33.3 %
	Full face	Egocentricity	33.3 %	17.6 %	42.9 %
	Increased head size	Rationalism	33.3 %	-	14.3 %
Supporting part of the figure, body	Strong, large supporting part	Thoroughness, reliance on the essence of phenomena	33.3 %	41.2 %	42.9 %
	Medium-sized support part	Medium expression of thoroughness of judgments	-	29.4 %	19.0 %

	Small, unstable support part	Superficiality of judgments, frivolity	33.3 %	23.5 %	33.3 %
Connection of the legs to the torso	Strong	Control over their own judgments is high	-	35.3 %	19.0 %
	Medium	Control over their own judgments is medium	22.2 %	29.4 %	28.6 %
	Weak	Control over their own judgments is weak	-	35.3 %	47.6 %
Legs (paws)	Diverse	Variety of attitudes, judgments; independence, creativity	33.3 %	17.6 %	28.6 %
	Same type	Conformity of judgments, attitudes; their standard, banality	44.4 %	70.6 %	57.1 %
Details above the body, the head	Wings, feathers, hair, tentacles, etc.	Confidence, curiosity, passion for their activities	22.2 %	70.6 %	76.2 %
	Decorations	Demonstrativeness	22.2 %	35.3 %	23.8 %
Tail	Turned right up	Positive assessment of their own actions	44.4 %	17.6 %	19.0 %
	Turned right down	Negative assessment of their own actions	-	29.4 %	19.0 %
	Turned left up	Positive assessment of their thoughts and decisions	-	-	4.8 %
	Turned left down	Negative assessment of their thoughts and decisions	-	23.5 %	9.5 %
Drawing contours and number of details	The contours are clear and there are a lot of details	High energy level	44.4 %	41.2 %	33.3 %
	Medium-pressure contours, enough details	Medium energy level	33.3 %	23.5 %	33.3 %

	Weak or too bold outline, small number of details	Low energy level	22.2 %	35.5 %	33.3 %
Overall impression of the animal	Threatening (similar to a predatory beast)	Aggressiveness	11.1 %	35.3 %	9.5 %
	The one who is threatened	Defenselessness	11.1 %	5.9 %	19.0 %
	Neutral	Tolerance	77.8 %	58.9 %	71.4 %
Likeness to a person	Walking upright, clothing, face, hands	Lack of emotions	33.3 %	17.6 %	19.0 %
Sexual signs	Udder, breast, genitals	Fixing on sex problems	11.1 %	17.6 %	9.5 %
Number of elements	One animal with a detail from another one	Low level of imagination, banality	22.2 %	29.4 %	28.6 %
	An animal with elements of several other animals	Medium level of imagination, the presence of creative imagination	22.2 %	23.5 %	38.1 %
	A completely new creature	High level of imagination, originality	55.6 %	41.2 %	14.3 %
	A figure in the shape of a circle	Secrecy, isolation, unwillingness to give information about themselves	-	5.9 %	19.0 %
Horns, canines, claws, needles, sharp protrusions, etc.	Located on top	Signs of an aggressive attitude towards elders by age and position	22.2 %	23.5 %	9.5 %
	Located at the bottom	Signs of an aggressive attitude towards the younger ones by age and position	-	-	9.5 %

Name of the animal	Rational combination of semantic parts	Rationality, specifics	77.8 %	70.6 %	66.7 %
	A word similar to scientific	Demonstration of intelligence, erudition, demonstrative behavior	22.2 %	23.5 %	3 %
	Surface-sound name	Frivolous attitude to reality	-	5.9 %	19.0 %

Let us analyze the obtained data on the scales of the methodology.

The tendency to activity, implementation of plans, as well as the tendency to reflexivity, reflection is most pronounced among winter residents of the middle age group (29.4% and 47.1% of the subjects, respectively). The same group showed the least degree of egocentricity (17.6 %), which positively characterizes it. However, the largest percentage of the researched (42.9 %) have manifestations of egocentricity in the younger age group. Rationalism in relation to the realities of life is also most represented among winter residents of the younger age group (14.3 %).

It is also connected with rationalism among representatives of the younger group that they have the highest percentage (42.9 %) of the indicator that characterizes the thoroughness, resistance to the essence of phenomena.

Representatives of the middle age group (35.3%) have high control over their own judgments, while representatives of the younger group (47.6%) have weak control.

Representatives of the older group have a greater variety of attitudes, independence, and creativity than winter residents of other groups (33.3 %). And the conformity of judgments, attitudes, their standard, banality is most pronounced in representatives of the middle age group (70.6 %).

Confidence, curiosity, and passion for their activities are represented, according to the methodology, in winter residents of the younger age group (76.2 %), and to the least extent they

are represented among representatives of the older age group (22.2 %), which, in general, corresponds to the psychological characteristics of age. Demonstrative behavior is most pronounced among middle-aged people (35.3 %).

A positive assessment of their actions is most typical for representatives of the older age group (44.4 %). Negative assessment of their thoughts and decisions of actions is most pronounced among winter residents of the middle group (29.4 %).

A high level of energy, oddly enough, is most observed among representatives of the older age group (44.4 %), and a low level is most observed among representatives of the middle group.

Signs of aggressiveness and fixation on sex problems are most pronounced among winter residents of the middle age group (35.3% and 17.6%, respectively), signs of defenselessness are most pronounced in the younger age group. The most tolerant were representatives of the older age group (77.8 %). Also, representatives of the older age group showed the highest percentage of a high level of imagination development (55.6 %), creating a completely new creature – a non-existent animal. Representatives of the older group do not have indicators that demonstrate secrecy, isolation, or unwillingness to give information about themselves. Also, winter residents of the older group do not have indicators of a frivolous attitude to reality, and the rationality and specifics presented in the name of the animal have the highest percentage (77.8 %). As for the indicators of a frivolous attitude to reality, the largest percentage is observed in the younger age group.

Conclusions

After analyzing the indicators of the presence of psychological qualities and properties of wintering grounds of different age groups based on the results of the "Non-existent animal" methodology, we draw the following conclusions. Representatives of the older age group have to the greatest extent (among winter residents of other age groups) such desirable qualities and per-

sonality traits for winter residents as rationalism, a variety of attitudes, judgments; independence, creativity, positive assessment of their own actions, tolerance, a high level of imagination, originality, lack of secrecy and isolation, specifics in cases and plans, lack of frivolous attitude to reality.

Representatives of the middle age group are most represented among other age groups by such positive qualities and personality traits as a tendency to activity, implementation of plans.

Winter residents of the younger age group have the following positive qualities and properties: thoroughness, reliance on the essence of phenomena, confidence, curiosity, passion for their activities; they have the lowest level of aggressiveness (both to older and younger comrades) compared to representatives of other age groups.

So, the greatest number of positive qualities and personality traits, according to a certain professionogram of the winter resident, are demonstrated by representatives of mature age – winter residents of 46-64 years. We can recommend people of this age to the Ukrainian Antarctic expeditions in sufficient numbers (at least 30% of the total membership of the expedition).

Human behavior in extreme conditions, their impact on the individual, as well as the consequences that are caused by such conditions – all this belongs to the range of promising issues of psychology. Research, diagnosis, and correction of mental disorders of a person who has been or is constantly in extreme conditions of existence should become relevant. We think that recent events in our country related to the conduct of military operations, the occupation of Ukrainian territories, and the transfer of tragic events by our fellow citizens as a result of the war with the Russian occupiers will bring a lot of bitter experience about the impact of a person's staying in extreme situations. Therefore, the issues of psychological readiness for life in extreme conditions of life, as well as the issues of rehabilitation after leaving the zone of extreme conditions, are extremely important.

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Мірошниченко Олена. Вікові відмінності якостей та властивостей особистості щодо готовності українських зимівників до життєдіяльності в умовах Антарктики.

У статті проаналізовано вікові відмінності якостей та властивостей особистості у проявах показників психологічної готовності зимівників до екстремальних умов життєдіяльності на українській антарктичній станції «Академік Вернадський». Зимівля українських полярників, які проводять наукові дослідження на узбережжі Антарктиди, пов'язана з тривалим перебуванням на обмеженій території в складних кліматичних умовах, що може призвести до сильних емоційних і фізичних навантажень. Доведено, що в таких екстремальних умовах роботи важливими чинниками є стресостійкість, адаптивність, психологічна готовність до життєдіяльності, яка обумовлена наявністю відповідних якостей і властивостей особистості.

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Мета статті: представити теоретичні основи та практичні результати досліджень вікових відмінностей якостей і властивостей особистості щодо психологічної готовності українських зимівників до життєдіяльності в умовах Антарктики на прикладі 10-ти експедицій до Української антарктичної станції «Академік Вернадський».

Методи. Використано комплекс методів психологічних досліджень якостей і властивостей особистості зимівників різних вікових груп. В експерименті взяв участь 71 зимівник – це учасники Українських антарктичних експедицій упродовж року в період з 2011 по 2021 роки.

Результати дослідження. Виділено три вікові групи зимівників – зрілого, середнього та молодого віку. З'ясовано компоненти професіограми зимівника. В результаті анкетування визначено якості та властивості особистості, що сприяють або заважають виконанню професійної діяльності зимівників. Надано результати емпіричних досліджень щодо наявності якостей і властивостей особистості у зимівників різних вікових груп, що визначені як такі, що забезпечують ефективність виконання професійної діяльності під час зимівлі.

Висновки. Доведено, що згідно визначеної професіограми зимівника найбільшу кількість позитивних якостей і властивостей особистості демонструють представники зрілого віку – зимівники віком 46-64 років. Рекомендовано при формуванні команд включати зимівників означеного віку до складу Українських антарктичних експедицій у достатній кількості (не менш, ніж 30% від загального складу членів експедиції), що забезпечить належний рівень психологічної стабільності колективу.

Ключові слова: психологічна готовність, життєдіяльність в умовах Антарктики, професіограма зимівника, вікові групи дорослості, спрямованість на діяльність в екстремальних умовах.

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Communicative Tolerance as a Psychological Phenomenon

Комунікативна толерантність як психологічний феномен

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ABSTRACT

The aim of our research is to show elements of communicative tolerance, to emphasize the actuality of this problem, to introduce communicative tolerance as a psychological phenomenon, which is especially interested in Psycholinguistics and Sociolinguistics.

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 and generalization. The method of organizing empirical research was used as an experimental method.

The results of the research. We proved that communicative tolerant speech was a means of communication in its form, it was directly related to the mental characteristics and states of the individual (as a manifestation of different feelings: moods, emotions, euphoria, anxiety, frustration, etc.; as a manifestation of the person's attention: concentration, inattention; as a manifestation of will, determination, confusion, composure; as a manifestation of thinking: doubts, confidence; as a manifestation of imagination: dreams, creative thoughts).

Conclusions. In our research we proved that speech behavior was caused by the following social factors: culture, national characteristics, ethics, education and interpersonal communication, which in the process of internalization have become internal components of mental structures. At the same time, the external manifestations of psychophysiological processes of communicative tolerance in human speech behavior are expressed from the phonetic side of speech (as vibration of the person's voice, timbre modulation, increased tempo, speed of speech reactions).

Key words: communicative tolerance, moods, emotions, euphoria, anxiety, frustration, concentration, inattention, a manifestation of will, determination, confusion, composure, doubts, confidence, dreams, creative thoughts.

Introduction

With the purpose to describe our topic in a great degree, it should be noted that in conditions of increasing a high level of crisis in our Ukrainian society as a whole and according to its some social groups, it is especially important to address the communicative tolerance of speech, in which the society and the individual express their emotions according to the world which surrounds us. This is especially true for children and young people. In the process of socialization, a person acquires the necessary speech skills, constantly, while expressing their emotions.

There are two ways to express the person's own emotions in a tolerant way: verbal and nonverbal ones (Drigas, & Karyotaki, 2017). We concern only the verbal means, in which the whole speech complex, which includes communicative tolerance, is based on the human psyche matters: we mean psychophysiological, neurophysiological, neurolinguistic, psycholinguistic, genetic, purely linguistic, biological, sociocultural, ethnic, physical, and finally linguistic aspects (El-Zawawy, 2021). For a young, immature person, these components of his/her own speech complex are not sufficiently developed (Falé, Costa, & Luegi, 2016). Also, it is important so called prolonged socio-cultural state of communicative tolerance of a young person. When it is formed, it is easy to express emotions in a verbal form. This moment is more difficult for the person's full comprehension and forecasting of further behavioral actions, which not always are corresponded to communicative tolerant characteristics (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh, & Shanahan, 2001).

It is very important for our society that young people are being adequately educated and brought up. And for reaching the abilities to be communicative tolerant we need to study our own speech and emotional space, so as a speech and emotions of children and youth in order to adjust it and model the best characteristics of communicative tolerance in terms of the educational ideal of contemporary person. So, *the aim of our research* is to

show elements of communicative tolerance, to emphasize the actuality of this problem, presenting communicative tolerance as a psychological phenomenon, which is especially interested in Psycholinguistics and Sociolinguistics.

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 experimental method was the method of organizing empirical research.

Results and their discussion

So, we think, that *communicative tolerance* consists of such elements:

- a high level of education and awareness;
- knowledge of several languages;
- the optimal set of communication skills and abilities about the realization of personal potential;
- following both universal and regional aspects of the society, local social values. In such a way, knowledge of the language and the ability to express our emotions adequately, today is one of the decisive factors of the development of communicative tolerance.

These processes have been also studied by many sciences. Communicative tolerance as a psychological phenomenon is especially interested in Psycholinguistics, Sociolinguistics, which have a sufficient arsenal of means and methods to study the subject of our research, which it is a psychological background of communicative tolerance in the paradigm of expressive emotional state in the discursive speech argumentation of the person.

In a broad sense, the problem of being communicative tolerant is related to the process of understanding the person's speech as a thought, conscious process. In the scientific field of Psycholinguistics, communicative tolerance was studied in the aspect of consciousness (Максименко, Ткач, Литвинчук, &

Онуфрієва, 2019). Recently, more attention is paid to the mediative function of communicative tolerance, according to the features of “language consciousness” (Hamedi, & Pishghadam, 2021). On the other hand, communicative tolerance is expressed in our speech by purely speech behavior is insufficient for the current level of the development of communicative tolerance. The latest phenomenon is especially expressed on the emotional level. So, communicative tolerance can be spontaneous, reactive, unconscious, while speech can be reflexive, conscious and also purposeful.

To reveal our topic in details, it should be noted that in conditions of increasing the level of communicative tolerance of the person, it is especially important to address the sociopsychological depths of our speech, in which the society and the individual express their emotions about the world. It is interesting for us if these emotions are expressed in a way of being communicative tolerant. This is especially true for children and young people. In the process of their socialization, a person acquires the necessary speech skills, constantly, while expressing their emotions. There are two ways to express them. They are verbal and nonverbal ones.

We think, that a successful attempt to combine a theoretical model of communicative tolerance is possible by use of *Integrative Theory of Speech* by modulating “surprise” with syntax (Greco, Canal, Bambini & Moro, 2020). Contemporary data from psychological literature indicate that Modern Psychology and Psycholinguistics study the psychological background of the person’s speech activity (Ferdowsi, & Razmi, 2022). It is necessary for us to find a single holistic system of views, based on the mechanisms of speech generation and the mechanisms of speech perception (Gathercole, Pickering, Ambridge, & Wearing, 2004). This gap in science is filled by the latest Psychophysiological, Neurophysiological, Neuropsychological and Neurolinguistic Development of different conceptions of communicative tolerance. Addressing them is evidence that communicative to-

lerance, by its nature, is primarily a neuropsychophysiological manifestation (Huang, Loerts, & Steinkrauss, 2022).

Scientists (Івашкевич Ер., & Кюмарніцька, 2020), in particular, studied the phenomenon of succession as a manifestation of expressive speech (so called coding of speech), making sure that the anterior parts of the speech zones of the cerebral cortex are responsible for human ability to grasp the basic "deep" syntactic rules, to later translate them into successive extended tolerant speech. We'll interpret the process of communicative tolerance in such a way:

1. It is succession...
2. The coming of the person... after another in order...
3. The right... process, by which one person succeeds to the... rank...

That is, at this level, the human psyche is already able to establish a connection between expressions and emotions (Cui, Wang, & Zhong, 2021). These researches suggest that the functions of the right hemisphere (a brain) include the characteristics of deep structures related to ontogenesis of the person. It is in these gaps that the deep process of filling utterances takes place, which, in turn, is a reflection of sensory impressions with their subsequent expression in the form of speech expression of communicative tolerance. The speech of the right hemisphere of our brain is concrete and figurative, its vocabulary is objective, it reflects sensory impressions, its harmonious structure. Scientists (Engle, 2002) proved experimentally that the participation of hemispheres in the organization of speech function is carried out by constant and flexible interaction, providing a great opportunity to create a holistic sensory image of the world by the person.

Exactly, communicative tolerant speech is the expressions of discursive expression in a certain verbal application of communicative tolerance. Speech is also being studied from the standpoint of neurolinguistics and neuropsychology (Hornberger, & Link, 2012). In Psychology and Psycholinguistics, the

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problem of communicative tolerance is explained in the aspect of communication (Ivashkevych, & Onufriieva, 2021). In general, in Psychology communicative tolerant speech is interpreted primarily as a tolerant language that functions in the context of individual consciousness (Ivashkevych Er., Perishko, Kotsur, & Chernyshova, 2020).

Speech is also considered (mostly by linguists) as a tolerant language code, as a functioning communicative tolerance in a language system, because it has a semiotic (symbolic) character (Murphy, Melandri, & Bucci, 2021). Speech, at the same time, is a phenomenon of the human psyche, actualizing features of communicative tolerance, its higher mental functions. Communicative tolerance is a complex of systemic mental processes that are formed in our life. Communicative tolerance has a biological basis, but is social in origin (Mai, 2022).

Mental characteristics as constant manifestations of the person's psyche, their fixation and repetition in the structure of personality (intentions, motives, goals, a character, temperament, abilities, knowledge, consciousness, etc.) are also reflected in our speech and affect it. Especially, vividly mental characteristics of speech are manifested in oral speech through the means of intonation (tempo, timbre), by certain lexical means, in Extralinguistic paradigm.

Speech reflects the orientation of the individual, his/her attitudes and tendencies, needs, interests, inclinations and ideals. In this sense, the needs, interests, ideals, etc., are pantries of different sides of the multifaceted, communicative tolerance and at the same time, a single personal orientation, which, in turn, affects the quality of motivation of the person's speech activity (Jiang, Zhang, & May, 2019).

Scientists (Hogan, Adlof, & Alonzo, 2014) also speak about communicative tolerance as a model of the person's speech behavior. Communicative tolerance helps us to understand how to interpret its external manifestations in human mental activity as some separate external manifestations of mental activities,

which, in turn, have a biological basis, being an integral part of internal mental processes, characteristics and states of a man.

An important definition of Psychology and Psycholinguistics is communicative tolerance in a paradigm of speech experience (Mykhalchuk, & Ivashkevych Er., 2021). It is a means of interaction of the individual with the world around him/her. Speech experience and communicative tolerance is organically connected with the cognitive and emotional experience of the person. This is especially important for our research, because we mean the main the immature speech experience for the development of communicative tolerance. People also compensate for this immaturity through the nonverbal apparatus and through enhanced expressions, in particular, in the communication system, in speech discourse. In this case, it should be appeared in our mind that this speech experience of being communicative tolerant is constantly transformed and enriched. Therefore, in this process, education, upbringing, participation in the whole process of socialization influences all social communication systems – from the family to certain social groups – a class, a group, informal groups, in the paradigm of which communicative tolerance is the most important phenomenon. In this direction, the uniqueness of the restructuring of speech experience is determined by the psychophysiological nature of the speech organization of the individual. Scientists (Mykhalchuk, & Khupavsheva, 2020) interpreted communicative tolerance as the individual speech system. Communicative tolerance, being a specific manifestation of the language system, is a social product. An entity that forms a speech system, is based on the language material of a group of people, in which communicative tolerance is developed, depending on a set of factors and the level of processing of language material. So, it is able to develop it both consciously and unconsciously. At the same time, emotional subject-object relations are fundamental for the implementation of speech behavior in a whole and communicative tolerance in its paradigm.

In this sense, the focus of specialists on functional guidelines that distinguish the natural process of communication (speaking and listening) from purposeful metalanguage of human activity (with the fundamental commonality of the source language material for processing it by the subject), should be the basis of psycholinguodidactic recommendations that claim to effectively manage educational activities related to the mastery of language by children, developing their communicative tolerance.

We think, that speech system of the person is the individual manifestation of the speech sounds, words and thoughts, which is derived from the language material (as a product of speech). The most common approach in science to communicative tolerance is the attitude to it as a manifestation of tolerant speech activity. It is also necessary to know that in the process of speech-thinking activity any tolerant statement is formed and expressed (if it is a question of foreign speech expression or some detection). Communicative tolerance is, according to our mind, a paradigm for “meaning-making” and “sense-making”, by use of the person the thoughts, which are accompanying our own emotions.

It should also be understood that communicative tolerance is the basics of speech behavior, the ability to analyze it, the ability to control our own thoughts and knowledge of how to make our speech more effective, how to determine the content and emotional outcome of speech interactions of subjects in the process of communication. Therefore, it is also logical that the adequacy of communication tolerant tactics depends on the person’s speech experience, which is realized through a speech event, which, in turn, consists of the flow of speech behavior (what is reported (verbal speech), what is accompanied by some means (such as facial expressions, gestures) and the conditions and circumstances within which communicative tolerance is taking its place.

Communicative tolerance presents a living speech that is spoken, uttered into the process of unfolding some speech event. In such a way it is a discourse that includes not only narrative speech but also a dialogic speech, shows speech interaction be-

tween partners. In such a way, communicative tolerance predicts the mechanisms and means of discursive influences between the subjects, criteria and factors for the effectiveness of psychological and pedagogical influences, the impact of the subject's personal and professional significant experience, discursive influences in interpersonal interactions; relationships between the intentional characteristics of mass media discourse and the methods of speech influences used in its paradigm.

Taking into account the mental processes, communicative tolerance is considered as some coherent speech, the flow of speech, as a manifestation of speech activity in mental and everyday speech without a special speech plan, as a manifestation of speech activity capabilities of the language personality.

To our mind, psychological understanding of communicative tolerance might be as a social activity in a real world. From the standpoint of Psycholinguistic approach, communicative tolerance might be interpreted as a certain type of mentality, as a verbalized personal consciousness.

Understanding of communicative tolerance in the communicative aspect is presented by us as a communicatively integral speech activity; as a complex of communicative global phenomenon that contains, along with the text, extralingual markers and scripts, that affect speech production, perception and representation; as a set of functionally organized, contextual units of language use; as a communicative situations that include the consciousness of partners of communication and the text that is created in the process of communication; as a speech presentation, which is considered in its entirety of expression (verbal and nonverbal, paralinguistic ones) and show the direction of the person's thought, taking into account all extralinguistic factors (social, ideological, competence, cultural, psychological ones), which are the most important for successful speech interaction. From the linguistic point of view, communicative tolerance is interpreted as a complex syntactic whole, supra-phrase unity, a personal quality of the individual.

For Psychology, Psychodidactics, Linguo-pedagogical Psychology, Psycholinguistics and Linguo-methodology it is important to adequately interpret the structure of the speech situation and fully understand the arsenal of tolerant ways of speech presentation, which help the person to bring it into the whole paradigm, speech actions (a discourse). In general, the speech situation, according to our researches (Dubovyk, Mytnyk, Mykhalchuk, Ivashkevych Er., & Hupavtseva, 2020), contains the following components: partners of communication (actors); the relationships between them; goals and intentions of the participants of communication; conditions and circumstances that determine the structure of the speech situation.

Among the concepts related to speech, there are also: “speech act”, “act of presenting communicative tolerance”. That is, a person, who speaks, wants to get a certain result tolerantly, that is he/she is pronouncing, speaking, acting, doing some tolerant actions. Thus, speaking, a person interacts with the whole world, communicates with partners of speech, based on the mental reflection of the reality, which is fixed both in consciousness and subconscious of the person, in the process of interaction of perceptual, cognitive, mnemonic and emotional and volitional spheres of the psyche of the individual.

So, to our mind, communicative tolerance is a general assessment of psycho-emotional linguistic picture of the world in speech activity. A significant role in the qualitative design of speech activity is played by so-called auxiliary (paralinguistic) means: the pace of speech, the accentuation of some parts of speech in one way or another one, by emotional coloring of the message, timbre and strength of voice, diction, facial expressions and pantomime.

The emotional coloring of the utterance enriches the content of the message-utterance. So, the main in such a way is the information about how the speaker relates to this or that subject of communication. Sometimes it is the intonation that becomes decisive in deciphering the received speech message. The same con-

text applies to facial expressions, pantomime, in general, to expressive gestures. They emotionally nourish messages, can carry the most important information about the person-vis-a-vis. Active, beautiful gestures, lively facial expressions can increase the overall expressiveness, draw attention to the expression, producing communicative tolerance by this person. The difficulty of controlling the paralinguistic component of speech activity is in that aspect, that they are usually insufficiently controlled by speakers. In general, communicative tolerant speech production is quite irrational. According to physiological and mental state of the participants of communication. The complex of these tolerant processes consists of: the generation of speech (by the individual speech act); speech perception (also, by the individual speech act); tolerant ways of the formation of speech (by the process of personalities' formation).

In this aspect it is important to know that Psycholinguistics does not consider the structure of the sign system, but the process of generation and perception of language signs in the minds of their speakers. It is the sign of psycho-emotional system that has a large place in both verbal and nonverbal speech. From the point of view of verbal speech, the semiotics of speech etiquette is important, in particular, as forgiveness, gratitude, apology, etc. For a young person, learning etiquette is a verbal act that covers the entire emotional communicative sphere, thus expressing the psychological attitude to a general design of communication.

From the point of view of Psycholinguistics, communicative tolerance is a specialized use of speech for providing communication, and in this aspect, it is a special means of communication with a special use of a language code. In turn, mental emotions are a tolerant expression of this code. This is especially important for young people who operate frames, scripts and cliches, coding and decoding of their emotions. This process is both rational and irrational. The rational nature of tolerant language coding occurs in the process of systematized learning, in the whole system of education in general. Irrational character of communicative

tolerance takes place in informal communication –with the immediate environment, in the interaction of children and adults within various social groups, often informal ones.

In general, emotional psychological speech activity has in its content an implicit meaning (information). We mean implicit, hidden meaning, which is derived by the partner of communication from the values of the language units under the influence of a particular situation and the context of communication. In turn, the implicit means of the language system (not materially expressed ones) consist of various rules and patterns of organization of the language system, the rules of communication. From the point of view of our research, expressive emotional speech manifestations are the reaction of partners of communication to statements that have a certain message in a certain situation. These manifestations can be of three kinds, such as negative, neutral and positive ones.

Within the nature of communicative tolerance, we'd like to express situationally some main Psycholinguistic Approaches to give the definition to communicative tolerance: by a tolerant meaning – as a generalized image of a particular object in the minds of native speakers; as a system of objectively fixed connections behind the word and the world; by use of different meanings – as determining the individual meaning of the word, separated from the objective system of connections behind the word; by intentions of words and word combinations – a tolerant communicative intention of the addressee (meaningful or intuitive ones), which determine the internal program and the methods of its implementation; the language ability (or abilities to speak tolerantly) – as a system of unconscious rules of speech activity, which is formed in the mind of the child from his/her birth; a set of tolerant speech skills and abilities available to the child.

In general, these categories form a linguistic tolerant personality – a communicative tolerant meaning of a person who has a set of abilities and characteristics that determine tolerant

creation and perception of statements that differ by a degree of structural-linguistic complexity, depth, accuracy of reflection of the reality; communicative tolerance is internalized by the level of emotional experiences, which, in turn, have a complex of means associated with the level of education and upbringing of the individual, his/her socio-cultural experience. These experiences, having been at the level of complex conscious personal processes, have an "objective-subjective" nature and they are expressed as a rational-irrational complex of communicative tolerance.

So, these conceptual suggestions laid the foundations for understanding the language as means of regulating the person's mental activity as being in the process of direct interaction (communication activities) and in the process of gradual mastery of the child by the experience of his/her speech activity. Also, we've to take into account the transition of this experience from external to internal one. As a result of this process, it is appeared the possibility of internal programming of human actions (according to the internal programming of speech) and it is possible internal regulation of the person's behavior: a person acquires the ability to control his/her own behavior (including his/her own speech behavior). This process is called by us as *internalization of speech behavior*.

From a psychological point of view, this process is that the communicator tolerantly transforms his/her rational / irrational idea into speech units. In this case, a person operates with semantic units, which are determined by the communicative idea and the main intention of speech. In this process, the following are important: a person's language ability, his/her intellect; operational thinking; knowledge paradigm, having been expressed in lexicon; psyche, emotions, feelings of the speaker, etc.

So, *communicative tolerant expression* includes: communicative-modal aspect, intonation (in the oral version) and non-verbal means of communication. The statement is always compared with certain life situations. It is characterized by moti-

vation, involvement into the non-verbal activity of the subject. In Psycholinguistics, various models of speech expression have been established.

A tolerant statement is generated by some motives – biological, social, spiritual, cognitive, emotional ones. Motives are determined by the person's activity, including tolerant speech activity. Motivation of speech determines tolerant speech intentions. Communicative tolerance has a value: in a choice of the language; by the level of language skills; according to functional and stylistic factors; by sociolinguistic factors; according to affective factor; by paralinguistic factors; by individual speech experience; by speech situations (a context). In turn, the factor of communicative tolerant language skills depends, in particular, on the communicative situation, on the emotional attitudes of the partner of communication.

Since communicative tolerant speech is a means of communication in its form, it is directly related to the mental characteristics and states of the individual (as a manifestation of different feelings: moods, emotions, euphoria, anxiety, frustration, etc.; as a manifestation of the person's attention: concentration, inattention; as a manifestation of will, determination, confusion, composure; as a manifestation of thinking: doubts, confidence; as a manifestation of imagination: dreams, creative thoughts, etc.

Conclusions

In the research we revealed that speech behavior was caused by the social factors: culture, national characteristics, ethics, education, interpersonal communication, which in the process of internalization have become internal components of mental structures. At the same time, the external manifestations of psychophysiological processes of communicative tolerance in human speech behavior are expressed from the phonetic side of speech (as vibration of the person's voice, timbre modulation, increased tempo, speed of speech reactions).

The sociolinguistic factor of communicative tolerance includes: the choice of the language, the choice of style of speech, the design of the possibilities of the addressee, the very fact of communication. The affective factor is shown a strong emotional state, a state of excitement and pleasure. The affective state can seriously affect the actions of the subject, including communicative tolerant speech actions. The affective factor is especially displayed in extreme situations: during disputes, quarrels, insults. In a case of affect, the regulating and controlling functions of speech (consciousness) are weakened, a person can act and express himself/herself thoughtlessly. The paralinguistic factor of communicative tolerance also involves the use of nonverbal means of speech. Among the paralinguistic means of speech there are: a tone of speech, timbre, tempo of speech, gestures, facial expressions, posture. It is also necessary to know that the ability to predict the results of what it is said depends on personal socio-cultural experience, on natural intuition. Also, the subject of speech, who displays communicative tolerance, should always be ready for various changes in the communication process, for example: another partner of communication can join the communicative process; a conflict situation may appear. All these aspects will be described in further our publications.

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Михальчук Наталія, Онуфрієва Ліана. Комунікативна толерантність як психологічний феномен.

Мета статті – виділити елементи комунікативної толерантності, підкреслити актуальність означеної проблеми, презентувати комунікативну толерантність як психологічний феномен, який особливою мірою цікавить психолінгвістику та соціолінгвістику.

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

Результати дослідження. Доведено, що комунікативне толерантне мовлення за своєю формою є засобом спілкування. Воно безпосередньо

пов'язане з психічними особливостями та станами особистості (як вияв різноманітних почуттів: настрою, емоцій, ейфорії, тривоги, фрустрації тощо; як прояв уваги людини: зосередженість, неуважність; як прояв волі, рішучості, розгубленості, зібраності; як прояв мислення: сумніви, впевненість; як прояв уяви: мрії, творчі думки).

Висновки. У змісті дослідження було підтверджено, що мовленнєва поведінка особистості зумовлена соціальними чинниками: культурою, національними особливостями, етикою, освітою, міжособистісним спілкуванням, які в процесі інтеріоризації стають внутрішніми компонентами психічних структур. При цьому зовнішні прояви психофізіологічних процесів комунікативної толерантності в мовленнєвій поведінці людини експлікуються фонетичною стороною мовлення (у вигляді вібрації голосу людини, тембрової модуляції, підвищення темпу, швидкості мовленнєвих реакцій).

Ключові слова: комунікативна толерантність, настрої, емоції, ейфорія, тривога, фрустрація, зосередженість, неуважність, прояв волі, рішучість, розгубленість, зібраність, сумніви, впевненість, мрії, творчі думки.

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The Professional Activity of the Head of the Educational Institution as a Sphere of Formation of his/her Professional Creativity

Професійна діяльність керівника освітньої установи як сфера становлення його професійної творчості

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ABSTRACT

The aim of our research is to show the professional activity of the head of the educational institution as a sphere of formation of his/her 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 and generalization.

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The results of the research. *We believe that the professional creativity of a manager is a process of carrying out creative activity, because it is professional creativity aimed at solving tasks that are characterized by the absence of a solution method in a given subject area, or the absence of such a method in a given management subject. The latter can be explained by the lack of subject-specific knowledge necessary for a specialist to solve this problem. In the process of implementing professional creativity, the manager becomes aware of new knowledge for him/her as a kind of indicative basis for further development of a method of solving managerial and professional problems and tasks. In professional creativity, at first, the manager is in some uncertainty: there is no clearly formed opportunity to develop new subjects of professional activity and, on their basis, to invent a way to solve the task; this kind of uncertainty is due to the absence of any other knowledge that will clearly determine the development in asking questions.*

Conclusions. *The practice of the manager's creative professional activity, its reflection in theoretical studies, allows us to conclude that professional creativity is a specific activity, which is characterized by a professional direction with the aim of finding new, non-standard, original and unique rational solutions, which facilitate a new solution to use creative problem tasks by individual tasks in the professional activity and their implementation into practice.*

Key words: *professional activity, professional creativity, subject-specific knowledge, unique rational solutions, creative problem tasks.*

Introduction

In the opinion of scientists (Mykhalchuk, & Onufriieva, 2020), the search for the essence of professional creativity in the process of implementation of practical activities by the manager can be carried out by obtaining (revealing) systematic scientific knowledge about individual aspects of a real process of explication of professional creativity and synthesis of individual creative elements of professional activity into a single whole harmonious structure.

Thus, it becomes necessary to investigate some aspects of the process of creative professional activity: the relationships between practical creativity, professional activity and professional skills and competence of the manager; definition of the object and subject of creative practical activity; explanations of

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the source of professional creativity in people's practical activity; invention of creative system tasks in the manager's practical activity; determining the difference between creative practice-oriented activity and non-creative (routine); actualization of the criteria of practice-oriented professional creativity; the ratio of theoretical and practical aspects of professional creativity (Guilford, 1982). At the same time, the concepts of "professional creativity of the manager" and "creativity of the manager in practical activity" are considered by many authors as identical concepts (Drobot, 2013).

However, we believe that pedagogical creativity is not an explained process of pedagogical activity, but rather a specific activity aimed at solving creative tasks and problems. Complex creative tasks in the professional activity are arisen if the subject of professional activity is aware of the existence of a certain situation that will reflect the contradiction between the need to solve a special task and the lack of the necessary professionally significant experience, systematic scientific knowledge to solve this or that task; between knowledge of how to solve a particular problem and the impossibility of using them due to lack of time or the need to find a more optimal way of solving a given problem or task.

Practice shows that not all the subjects of professional activity solve problems creatively. The characteristics of non-creative activity were highlighted by J. Flavell (1995). The scientist notes that non-creative pedagogical activity is characterized as such one that is carried out according to traditional forms, ways and methods without attempts to improve them or identify their optimal combinations. This is such activity according to well-worn stereotypes, according to old, unoriginal, well-known ways of performing activities (Guilford, 1980). At the same time, nothing new is introduced to the content of professional activity, the old, well-known activity is only adapted to new conditions (Fredericktown, 1984).

Our definition of a manager's professional creativity does not contradict by scientists (Crookes, 1989) and their under-

standing of professional creativity, namely, because professional creativity is a process of finding new non-standard ways of solving professional tasks or problems of analyzing professional situations, making professionally balanced decisions. We also believe that professional creativity is clearly connected with professionalism, professional skills, which aim to objectify a certain level of professional self-awareness (Collins, & Amabile, 1999).

Professional creativity is also focused on professional skills, professionally significant experience of a specialist (Barnes, 2009). However, it often happens that a specialist moves to the level of professional creativity before he/she masters the skills, finding and proposing new professional solutions, which is a very important point that should be encouraged in a case of a young manager (Agrawal, 2020).

Scientists (Івашкевич, 2015) also emphasizes the relationships between professional skills and professional creativity, who defines professional skills as a process of independent existence outside of the professional activity. Researchers consider professional skills as a synthesis of a high level of the development of professional thinking, knowledge, skills, abilities acquired by the individual, as well as mastered emotional and volitional means of expressive explanation of intentions, which in their relationships with highly developed personal qualities of a specialist will allow him/her to effectively and qualitatively, creatively develop and do tasks (Моляко, 1989). The concept of "professional skills" is characterized with a high quality of solving problems and tasks by the manager in the process of implementing different professional activities. Thus, professional activity is positively correlated with professional creativity and professional skills (Brédart, 1989).

So, **the aim of our research** is to show the professional activity of the head of the educational institution as a sphere of formation of his/her 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 and generalization.

The results of the research

As a basis for the study of the professional activity of the head of an educational institution, the existing scientific theories of the management of educational institutions in the psychological literature were laid (Cilibrasi, Stojanovik, Riddell, & Saddy, 1999), conceptions of leadership and styles of implementation of professional activity of managers.

It should be noted that the professional activity of the head of an educational institution has *certain specific features*:

- the complex, multivariate content of the professional activity, which is characterized by a constant search for productive ways of solving management tasks and problems in unforeseen situations, which facilitates the manager to actualize his personal and intellectual individual capabilities: the latter often prompts the manager to implement a creative approach in professional activity;

- requires high emotional and volitional stability and high speed of flow of mental reactions in order to invent an original way of responding to extreme and changing situations of the surrounding world;

- a high level of development of moral and professional qualities of the individual. In this case, we are talking about the formation of the value-meaning sphere of the leader's personality.

The main requirements for the professional activity of the head of an educational institution are: a) adaptation to the conditions of the institution's activity; b) the ability to communicate with people productively; c) the implementation of professional modeling, integration of physical, mental and intellectual efforts for this purpose; d) holistic paradigm of professional creativity.

In our research the professional activity of the head of an educational institution will be investigated taking into account the methodological principle of recognizing the subject of activity as dominant. This principle is based on the concept of S.L. Rubinstein (Flavell, 1995; Drobot, 2013; Hunt, 1986), which reveals the central position of a person in the world and his capacity for self-development, self-determination, self-improvement, achievement of the highest optimal level of development, such as raising himself/herself to the highest level, namely the achievement of a harmonious whole personality (Onufriieva, 2017).

However, the idea of personal growth does not mean a person's focus on his creative self and does not reduce the process of self-improvement to the achievement of a clearly defined life goal. Also, the achievement of subjectivity is not compliance with a predetermined limit of a certain level, but is only a continuous movement towards personal growth and self-improvement. The personal development of the manager as a subject of professional activity does not mean that he facilitates the maximum degree of self-realization of the individual. However, without achieving a high level of personal development, the realization of professional creativity becomes impossible.

So, in our research we will consider the concept of "personal development" of the head of the educational institution in the paradigm of two directions.

The first direction is based on:

– scientific propositions of scientists (de Bot, 1992), when the personality is amplified to the systems of activity, communication and cognition, functioning as a subject of communication, a subject of cognition and a subject of activity. The concept of "cognitive subject" is understood by us from the point of view of the explication of the social thinking of an individual, which allows us to reveal the social position of the subject in the way of cognition (the active way is realized in the process of thinking, the passive way is in understanding), the object of which is social tasks, people's problems and their relationships;

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– propositions on three aspects of the activity (Кривопишина, 2013): 1) the activity is real and practical, its products are significant for a person; 2) a person carries out creative activity independently, modeling certain conditions of activity; 3) the internal which is actually mental component of real activity and has its own clearly defined scheme, structure, model; it includes the goals, motives, orientation of the individual.

This direction of psychological research actualizes our attention to the personal qualities of the subject, as well as to the ways of organizing various forms of his/her activity, such as communication, activity, cognition, which largely determine the performance of creative activity. Moreover, creative activity cannot be perceived in the form of activity that is realized with the help of immanent driving forces in the form of consistently realized goals and motives. Creative activity is carried out by a subject who consciously and quite arbitrarily brings the internal self-organization of mental processes, states, motives, abilities, etc. into conformity. Thus, it becomes possible to solve those externally assigned tasks that the subject formulates for himself, considers personally significant, and which he singles out from the set of objective conditions and requirements of real activity, since the latter, as a rule, takes the form of objective socially balanced character. At the same time, it is the subject who is the organizer and executor of real creative activity, actualizing his internal psychic personal activity in accordance with the external conditions of performing professional activity. At the same time, the formation of an individual as a subject of activity is a process of reorganization, a qualitative transformation of mental and personal properties necessary for the implementation of this activity, which determines their use as resources and means in accordance with the requirements and conditions of performing creative activity.

The second direction of the Psychology of the professional creativity of the head of an educational institution greatly specifies the concept of “subject of the activity”. In researches

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(Моляко, & Музика, 2006) the criteria have been created that allow determining the subjective nature of professional creativity: algorithms for the explanation of creative activity, updating the professional culture of the head of an educational institution; models of formation of professional competence, professionalism, mastery of the manager, optimal use of psychological and personal resources in the activity.

The principle of the subject of creative activity is specified through the following understanding of this category:

- the subject of creative activity is a person with certain new formations, qualities and properties that imply a person's desire to independently rebuild the entire system of his/her mental organization;

- creative qualities of the subject are actualized through the resolution of contradictions between the already formed, stable personal capabilities, features, harassment, motives of the individual and requirements for the implementation of creative professional activity, which society treats its performer;

- the manager's function as a subject of professional creativity is to resolve the contradiction in this (the one that is being carried out at the moment) activity and during the entire subsequent professional life;

- as a subject of professional creativity, the manager forms his individual unique way of organizing professional activity, which corresponds to his personal qualities, attitude to activity (taking into account the peculiarities of goal setting, motivation to achieve) and requirements, objective characteristics of this particular type of activity;

- the subject is an integrative person who coordinates, regulates professional activity and reconciles the entire system of his individual, psychophysiological, mental and personal capabilities and features with the conditions and requirements of professional activity, not partially, but in a whole, harmonious system;

- a person as a subject of professional creativity regulates his activity taking into account updated mechanisms of self-re-

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gulation, in accordance with the requirements of creative activity and his personal capabilities.

Thus, as a subject of professional creativity, the manager aligns his own natural and mental potential with the requirements of his profession and carries out self-organization of mental and personal capabilities and abilities; organizes time and space in which internal (mental, personal) activity is realized and coordinated and objective organization of real activity is carried out; the subjective method of explication of professional creativity is chosen, which corresponds to the internal and external conditions of self-realization in the professional sphere; objectively transforms the given conditions and requirements of professional activity to obtain an objectively optimal and subjectively harmonious result.

The third direction (Astle, & Scerif, 2011) is characterized by indicators of the effectiveness of professional activity and the productivity of professional creativity: a) a personal way of quantifying the creative product, the importance of highlighting not only its special, creative conditions, but also the requirements that the manager puts forward for the activity as a creative product; b) the choice of creative activity strategies.

The fourth direction (Derwing, Munro, Thomson, & Rossiter, 2009) is directly related to studies of the mental organization of the head of an educational institution as a subject of mental activity and is studied as a kind of integral psychological characteristic.

The development of professional creativity in the professional activity of the head of an educational institution is determined, first of all, by his/her personal and professional development, which, in turn, has a direct connection with the meaning-making of an individual, the formation of the value-meaning sphere of his personality.

So, the process of professional creativity is the process of forming a creative personality oriented towards high professional achievements. This process is explained in self-development,

professional activities and professional interactions, which, on the one hand, determine the development of the professional creativity of the manager, and, on the other hand, are the result of the formed ability of the individual to professional creativity. The professional creativity of the manager is also characterized by a harmonious combination of basic, dominant qualities that form competence. At the same time, the personal qualities, professional knowledge, abilities and skills of the manager are always explained at the level of professional creativity. The level of professional creativity desired by the manager is achieved to a large extent thanks to a defined, clearly formed professional position (performance of creative activity at an innovative and creative level), based on professional demands, convictions, which, in turn, involve forecasting the expected result of creative activity, formulating clear, balanced and stable criteria for evaluating professional creativity.

We can talk about the proper level of formation of professional creativity only when the manager's system of knowledge, abilities and skills is constantly enriched, when the range of creative, original professional tasks and tasks significantly expands, and professional activity acquires a creative and innovative character. In this context, the statements of scientists become relevant (Amabile, Conti, Lazenby, & Herron, 1996), that who has learned to learn, learned to adapt and change, must understand that no knowledge is truly reliable, and only the process of finding new knowledge creates grounds for recognizing reliability as such. This opinion of scientists (Amabile, Conti, Lazenby, & Herron, 1996) emphasizes the special importance of the manager's creative acquisition of professional knowledge, skills and abilities. In the first place, the manager's ability to accumulate various facts and information, the ability to analyze them from an objective point of view, comparing new, received information with that which was already known before, is actualized. Only under such conditions the process of professional creativity is possible.

Acmeological features of the manager's professional creativity are revealed in the understanding of professional creativity as a special type of the activity. The analysis of professional creativity as an activity, first of all, must begin with the definition of the purpose of this activity. The purpose of professional creativity is to create a new, original and unique product of professional activity. Such a product can be:

- material – a new way of solving professional tasks and problems or the actualization of new professional actions;
- spiritual – the analysis of professional situations, making professionally balanced decisions, as a result of this it is professional self-affirmation and self-determination and, as a result – the development of professional self-awareness, the improvement of professional skills and satisfaction of the manager with the results of his/her activities.

The purpose of professional creativity corresponds to the need to find something new in the professional activity. It should be emphasized right away that it is quite important to find out what is meant by the word “new”. In the above definitions of professional creativity, “new” means “values that are characterized by social significance”, as well as something that “never existed” before. In our opinion, the latter needs to be clarified.

This “new” can be absolutely “new” ways of carrying out professional activity, and new methods and forms of carrying out professional activity, and a new level of personal development as a professional. For the manager, in addition to new things in his/her activity and in his/her personality, there is a third area of search for new things, such as subordinates and their professional activities. New ways, forms and methods of professional activity can be: 1) new ones, which did not previously exist in management practice; 2) new for a specific manager, but which are existing in management practice; 3) improved old ways, forms and methods of professional activity. This is confirmed in the research of scientists (Hunt, 1983), where it is noted that non-creative acts on a general social or any other truncated group

scale can be regarded as truly creative in relation to a certain individual or a group of people. Beyond such a difference, professional creativity is inevitably regarded by us as the achievement of a rather limited number of people.

Thus, we can argue for the existence of different levels of professional creativity that will have different outcomes. Any activity ultimately has its results. The result of professional creativity, in our opinion, is a new and original product. We also consider the results of professional creativity to be a new, original understanding of the subject of work (new ideas, laws, principles, techniques, technologies, etc.).

Thus, having defined the professional creativity of the manager as a special type of professional activity and as a kind of practice-oriented level of managerial creativity of the manager, highlighting its structure, we outlined the paradigm of analyzing the structure of psychological criteria and indicators, the levels of development of the professional creativity of the manager of the educational sphere of the activity. We will analyze these aspects in more detail in the process of formation of professional creativity of the heads of educational institutions in other our researches.

We believe that the professional creativity of a manager is a process of carrying out creative activity, because it is professional creativity aimed at solving tasks that are characterized by the absence of a solution method in a given subject area, or the absence of such a method in a given management subject. The latter can be explained by the lack of subject-specific knowledge necessary for a specialist to solve this problem. In the process of implementing professional creativity, the manager becomes aware of new knowledge for him/her as a kind of indicative basis for further development of a method of solving managerial and professional problems and tasks. In professional creativity, at first, the manager is in some uncertainty: there is no clearly formed opportunity to develop new subjects of professional activity and, on their basis, to invent a way to solve the task; this

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kind of uncertainty is due to the absence of any other knowledge that will clearly determine the development in asking questions.

Conclusions

The practice of the manager's creative professional activity, its reflection in theoretical studies, allows us to conclude that professional creativity is a specific activity, which is characterized by a professional direction with the aim of finding new, non-standard, original and unique rational solutions, which facilitate a new solution to use creative problem tasks by individual tasks in the professional activity and their implementation into practice.

We believe that professional creativity is a necessary condition for the improvement of professional skills, and, in turn, professional skills cannot exist outside the creative attitude of an individual to his/her activity. It is the dialectical relationships between professional creativity and professional skills.

A new method of managing the activities of subordinates, having been obtained in the process of professional creativity of the manager, with the aim of actualizing highly effective management tasks in any professional field, can have three aspects of its analysis. ***The first aspect*** determines ***the direction of the manager's analysis of his/her own activity and his/her personal and professional development***, which implies a high level of formation:

- personal reflection, which involves effective self-regulation;
- managerial reflection;
- professional self-awareness;
- autopsychological competence;
- creative abilities.

The second aspect is ***the direction of the manager's analysis of the personal and professional development of subordinates***, which assumes a high level of formation:

- interpersonal reflection;
- professional communication skills;

- balanced position of the manager;
- creative potential;
- acmeological knowledge and experience of interaction with subordinates (experience of getting to know one's own subordinates and organizing the acquisition of this experience).

The third aspect is the direction of the manager's analysis of joint creative activity with subordinates, which he/she manages as a manager and a professional. This direction requires a high level of training in both managers and subordinates:

- intellectual reflection;
- professional thinking;
- professional knowledge and experience of both a manager and a professional in one or another field of the activity;
- creative attitude to professional activity;
- acmeological culture.

These structures of directions for the analysis of professional creativity are quite conditional, although they have clear boundaries and are correlated by us in this way only in a research plan. But this will allow us to structure professional creativity clearly in the future, in further our researches.

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Набочук Олександр. Професійна діяльність керівника освітньої установи як сфера становлення його професійної творчості.

Мета статті – висвітлити особливості професійної діяльності керівника освітньої установи у сфері становлення його професійної творчості.

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

Результати дослідження. Вважаємо, що професійна творчість керівника є процесом здійснення творчої діяльності, тому що саме професійна творчість спрямована на розв'язання завдань, для яких є характерною відсутність у такій предметній сфері способу розв'язання, або відсутність такого способу у даного суб'єкта управління. Останнє може пояснюватися відсутністю предметно-специфічних знань, необхідних фахівцеві для розв'язання цієї задачі. В процесі реалізації професійної творчості керівник усвідомлює нові для нього знання в якості деякої орієнтовної основи для подальшої розробки способу розв'язання управлінських та професійних задач і завдань. У професійній творчості спочатку керівник знаходиться в деякій невизначеності: немає чітко сформованої можливості для розробки нових предметів виконання професійної діяльності і на їх основі – винайдення способу розв'язання завдання. Такого роду невизначеність зумовлена відсутністю будь-яких інших знань, які чітко детермінуватимуть зазначену розробку.

Висновки. Доведено, що практика творчої професійної діяльності керівника, її відображення в теоретичних дослідженнях дозволяє зробити висновок, що професійна творчість є специфічною діяльністю, яка характеризується за професійним спрямуванням з метою пошуку нових, нестандартних, оригінальних та унікальних раціональних рішень, що фасилітує нове розв'язання особистістю творчих проблемних завдань або задач у професійній діяльності та втілення їх у практику.

Ключові слова: професійна діяльність, професійна творчість, предметні знання, унікальні раціональні рішення, творчі проблемні завдання.

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Personality's Self-Worth as a Resource Process and State

Самоцінність особистості як ресурсний процес і стан

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ABSTRACT

The aim of the article is to characterize the resource content of a personality's sense of self-worth in empirical way.

Methods. The study was implemented according to Bayer's model, which involves transforming the problem into the form in which it will have a solution, and enables the practical application of the results. In the empirical study, ten psychological questionnaires were used, which made it possible to determine the following types of psychological resources of a person in empirical way: personal resources, interpretive psychological resources, existential resources, "strengths of character" resources, motivational resources, resources of the psy-

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chological survival, uncertainty tolerance resources, resources of relationship, coherence. The sense of self-worth was empirically determined according to the "self-worth" scale of the Existence Scale method by A. Lengle. The following methods of mathematical and statistical analysis were applied: predictor analysis and analysis of "causes and effects" to characterize self-worth as a process, multifactor and cluster analysis as a state.

Research results. *According to the analysis of predictors, self-worth trends are determined by two resources – the psychological resource of "responsibility" and the existential resource of "belief"; according to the results of the analysis of "causes and effects", self-worth is the effect of two resources – the psychological resource of "responsibility" and the existential resource of "belief"; the structural resource model of self-worth is three-factor: factor 1 – resources of "strengths of character", "desire to be involved in a common cause" and "sensitivity in relationships"; factor 2 – interpretive psychological resources of "the intention of wisdom"; factor 3 – existential resource of "belief"; according to the results of the cluster analysis, the sense of self-worth and the existential resource of faith belong to the same cluster.*

Conclusions. *The study's results make it possible to confirm self-worth empirically as an existential reality of the personality, manifested in the ability to be free and make choices according to one's values and beliefs. The phenomenon of self-worth should be characterized not only through its importance in the achievement of virtues by a person but because of explanation of the reasons for predicting one's own harmony. The resource content of self-worth makes it possible to characterize it as a process of self-discovery and reinterpretation of the meaning of events, enabling non-repetition of decisions recognized as erroneous and a state of free choice.*

Key words: *sense of self-worth, self-worth as a resource process and state, psychological resources, structural model of self-worth, self-worth as an existential fact.*

Introduction

The feeling of self-worth, in our opinion, is one of the basic factors for the productive functioning of a personality. A sense of self-worth allows a person to be stable in difficult life situations and reveal himself in happy moments of life. Unlike self-esteem, the feeling of self-worth does not have a criterion of comparison with others; the difference between self-worth and

self-confidence is in the unconditional feeling of one's uniqueness and significance; the difference between self-worth and a sense of self-worth is in its existential reality. In the results of psychological research, it has been established that the sense of self-worth appears in the process of a person experiencing recognition, attention to himself, and fair treatment, both from significant others, and, most importantly, in self-attitude (Längle, 2011). In adulthood, self-worth, full of recognition, attention, and justice, enables the individual to blossom and realize himself. Self-worth is currently defined as a person's feeling that he is good enough and worthy of respect ("self-worth" in Merriam-Webster dictionary: 2023). A. Längle characterizes the self-worth of a personality through sensitivity to attention, justice, and gratitude, and also as the voice of conscience, listening to which enables a person to be free. An existential psychotherapist suggests seeing a continuum of self-worth between the poles of "conscience, authenticity, respect" and "loneliness, emptiness, guilt" (Längle, 2011).

The scientific analysis of the sense of self-worth gained significance in the context of the organizational culture and psychological climate of the organization, as the connection between the employee's productivity and his sense of self-worth was discovered. In particular, in the study of J. Gruman and M.-Kh. Budworth (Gruman, & Budworth, 2022) the assistance of colleagues at work is derived as "resource support" of a person, which contributes to increasing the autonomy of the employee, his ability to achieve the set goals, and the increase in work capacity. P. Barton and M. Braun also obtained empirical results in favor of "resource support" as a "virtue in the organization" (Barton, Braun, & et. all, 2023), which contributes to the increase of general labor productivity and employee achievements. In the study of A. Längle, K. Orgler (Längle, Orgler, & et. all, 2003), as well as H. Stavemann (Stavemann, 2011), it is emphasized that self-worth is revealed as the uniqueness of an individual, his confidence in his abilities.

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From the psychological point of view, the instability of self-esteem can be determined precisely by its subjection to external criteria of the significance of a person's contribution to the cause, and his expectations of approval by others. Therefore, the sense of self-worth must have little, actual "internal support". At the same time, the nature of the possibilities of mature value self-worth in its independence from the influences of other people has not been covered in the psychological scientific literature. According to S. Lorenz, U. Schaufeli, and others A. Becker (Lorenz, Schaufeli, Bakker, & Salanova, 2007) a person's confidence in his abilities enables him to be more involved in work, which, in turn, helps to increase his personal resources. In our opinion, it is possible to trace the interdependence of self-worth as a person's confidence and his personal resources, therefore it was assumed that his psychological resources are independent supports of a person's self-worth.

The aim of the study was to characterize the resource content of a personality's sense of self-worth in empirical way.

The aim of the article

The task of the article is to present the results of the analysis of empirical research on various types of psychological resources that characterize the sense of self-worth of an individual as a process and state.

Methods of research

Since psychological resources can probably be related to other components of self-worth, we decided to model a "pure phenomenon" in empirical way: set the conditions for finding out psychological resources of self-worth such that they are abstracted from other components. The research is implemented according to Bayer's model, which involves transforming the problem into a form in which it will have a solution and enables the practical application of the results. The following psychodiagnostic methods were used in the empirical study: a questionnaire on the loss and acquisition of personal resources, developed on the

concept of “conservation” by S. Hobfoll, a questionnaire on psychological resourcefulness by O. Shtepa, a test-questionnaire for diagnosing indicators of existential resources of a personality by E. Ryazantseva, a self-assessment questionnaire on “strengths of character” (based on the questionnaire “Virtues and strengths of character” – the Values in Action method by K. Peterson and M. Seligman), the questionnaire of strategies for overcoming a crisis state by M. Laad, the psychological well-being questionnaire (adaptation of the method by K. Riff), the definition method (in)tolerance to uncertainty by S. Badner, method of assessment and forecasting of psychological development of situations of interpersonal interaction by O. Bondarenko, scale of coherence by A. Antonovsky. The specified methods made it possible to determine, respectively, the following types of psychological resources of a person: personal resources, interpretive psychological resources, existential resources, “strengths of character” resources, motivational resources, resources of the psychological survival, uncertainty tolerance resources, resources of relationship, sense of coherence; therefore, it was possible to diagnose 65 psychological resources. The sense of self-worth was empirically determined according to the “self-worth” scale of the Existence Scale method by A. Langle.

The analysis of the results of the empirical research was carried out on the basis of the data from the psychological survey of 105 people aged 28-57 years (38% of men and 62% of women), all the respondents were employed at the time of the survey, 75% were married; 32% were private entrepreneurs, 45% were workers in helping professions; 80% believed that in general they accepted themselves by 65-70%, 2% were working over themselves (changed their own bad habits, reflected on their own actions, read useful literature).

Results and discussions

To establish the resource content of the sense of self-worth, a discriminant analysis (Table 1) was applied for the “self-worth” scale using The Existence Scale method.

Table 1

**The results of the discriminant's analysis
of psychological resources of sense of self-worth**

Discriminant Function Analysis Summary

Step 5, N of vars in model: 5; Grouping: Var "self-value" (3 grps)

Wilks' Lambda: ,67357 approx. F (10.188)=4.1069 p< ,0000

Psychological resources	Wilks' - Lambda	Partial - Lambda	F-remove - (2.94)	p-level	Toler.	1-Toler. - (R-Sqr.)
Psychological resource "responsibility"	0.76	0.89	5.84	0.00	0.93	0.06
Existential resource "belief"	0.73	0.92	4.15	0.010	0.83	0.16
Psychological resource "the Intention of wisdom"	0.72	0.93	3.41	0.03	0.98	0.01
Resource-"strength of character" "sensitivity in relationships"	0.76	0.89	6.02	0.00	0.52	0.47
Resource-"strength of character" "strength of character" "desire to be involved in a common cause"	0.72	0.94	3.13	0.04	0.47	0.52

65 resources were included in the discriminant analysis, the first version of the discriminant model contained 17 resources with a Wilks' Lambda indicator of 0.38, which was not significant enough; therefore, it was decided to perform several iterations to consolidate the discriminant model. As a result of four iterations, the discriminant model according to Wilks' Lambda 0.67 gained clarity (correctness of discrimination is 83.7%) and completeness. The resources expressed by the sense of self-worth were found to be the following: psychological resources of "responsibility" and "desire for wisdom" (Iltreana, 2018), which have an interpretive function; resources – "strengths of charac-

ter”, “sensitivity in relationships” and “desire to be involved in a common cause” (Peterson, Seligman, 2004), which show the way to achieve the virtues of humanism and justice; the existential resource “faith” (Рязанцева, 2012), which characterizes the manifestation of the authenticity of the individual in the vectors of (un)ethics, (un)trust, and (in)harmony. Our expectation is that self-worth will accommodate more existential resources. and will also include personal resources but resources for psychological survival has not been confirmed.

We were interested in the presence of differences in the allocated resources of individuals with different levels of self-esteem. The average value of the level of self-esteem in the group of subjects is average ($M=43$). A comparative analysis was carried out using the Student’s t-test, the results of which showed that subjects with a low and high level of self-esteem (levels are determined within the studied group) differ only in terms of the psychological interpretive resources of “the intention of wisdom” ($M_1=5.6$; $M_2= 6.9$) and “responsibility” ($M_1=4.9$; $M_2=6.9$) ($p<0.01$) (Fig. 1).

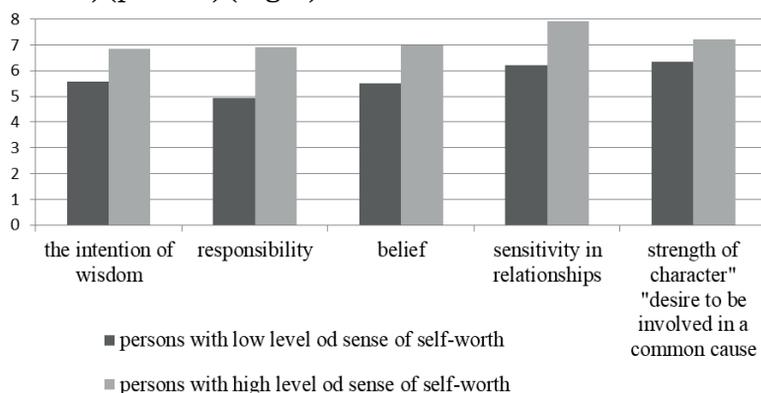


Fig. 1. The results of a comparative analysis of self-worth resources (*t*-test, $p<0.01$)

We expected that there would be differences at a statistically significant level for all discriminated resources, while the

assumption was confirmed only partially. It is appropriate to pay attention to the fact that the differences at a statistically significant level are precisely in the resources of the interpretive function, which shows that for a sense of self-worth, it is more important to understand and interpret why/whom a person trusts than to state his values.

In order to find out whether the sense of self-worth and the psychological resources discriminated by it are mutually determined, a correlation analysis was implemented, the results of which are included in Table 2.

Table 2

Results of correlation analysis on the nature of self-worth connections and the psychological resources it contains

Psychological resources	a sense of self worth
Psychological resource of "the intention of wisdom"	0.39*
Psychological resource of "responsibility"	0.44*
Existential resource of "belief"	0.18
Resource of "strength of character", "sensitivity in relationships"	0.12
Resource of "strength of character", "strength of character", "desire to be involved in a common cause"	-0.04

$p < ,001^*$, $N=105$.

According to the results of the correlation analysis, it was established that there are close relationships at a statistically significant level between self-worth and such interpretive psychological resources contained in it, such as "the intention of wisdom" and "responsibility". Such data strengthened the resource characteristic of self-worth as a (self)interpretation of a person, which takes place in two ways: the intention of wisdom (Shtepa, 2018), which characterizes a person's ability to learn from other people and life in general, the result is one's own picture of the world, the pursuit of truth; as well as responsibility (Shtepa, 2018), as the ability to predict the consequences of

one's own actions, the ability to act in accordance with one's own beliefs and the awareness of the need to report on one's own actions.

The resources of "strengths of character" and existential resource, as it was found, are not appropriate to consider as possible sources of self-worth.

In order to establish whether the resources of self-worth direct it according to certain trends, an analysis of resources was implemented, as a sense of self-worth of a personality (Table 3).

Table 3

**Results of classification analysis on
resources-predictors of a person's sense of self-worth**

Predictor Variable Importance Rankings

Based on univariate splits 0=low importance; 100=high importance

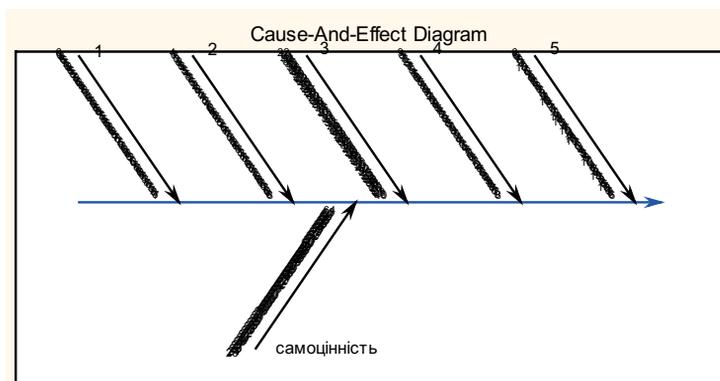
Psychological resources	Ranking
Psychological resource of "the intention of wisdom"	66
Psychological resource of "responsibility"	100
Existential resource of "belief"	100
Resource of "strength of character", "sensitivity in relationships"	57
Resource of "strength of character", "strength of character", "desire to be involved in a common cause"	74

According to Predictor Variable Importance Rankings, self-worth trends are determined by two resources – the psychological resource of "responsibility" and the existential resource of "faith" (although other resources also have a fairly high rank). Since the resources of "strengths of character" turned out to be less important predictors of self-worth, we can assume that it is more expedient to characterize its phenomenon not by its significance in the achievement of virtues by a person, but by explaining to oneself the grounds for predicting one's harmony.

Since the presence of two predictors with a rank of 100 seemed somewhat doubtful to us, it was decided to check the

data using the analysis of “causes and effects” (Fig. 2). The results of the analysis of “causes and effects” demonstrated that self-worth is indeed an effect of two resources – the psychological resource of “responsibility” and the existential resource of “faith”. Therefore, self-worth as an effect of psychological resources is manifested in the ability of an individual to predict the consequences of following certain beliefs.

The results of the analysis of predictors and the analysis of “causes and effects” made it possible to characterize self-worth as a process. To characterize self-worth as a resource state, multivariate and cluster analysis was implemented.



conventional designations: 1 – psychological resource “the intention for wisdom”, 2 – psychological resource of “responsibility”, 3 – existential resource of “belief”, 4 – resource of “strength of character” “sensitivity”, resource of “strength of character” “desire to be involved in common cause”.

Fig. 2. “Fishbone” of self-worth
as an effect of psychological resources

We put forward an assumption that, perhaps, the main resources in the structure of self-worth will turn out to be other resources than those that determine its trends. To test this hypothesis, a multivariate analysis was applied, which cumulatively explained about 74.7% of the variance of the three-factor resource model of self-esteem. Fig. 3 illustrates this three-factor model.

Factor 1, which explains 34.6% of the variance, is represented by resources of “strengths of character”, “desire to be involved in a common cause” and “sensitivity in relationships”; factor 2 (23.3%) is an interpretive psychological resource of “intention for wisdom” and an indicator of “self-worth”; factor 3 (16.8%) is the existential resource “belief”. It is appropriate to pay attention to the differences in the significance of the resource components of the sense of self-worth according to the factor and predictor models: in the structure of self-worth, the resources of “strengths of character” are more important, and in the predictor model, the existential resource and the interpretive psychological resources, which set the trend, are decisive for self-worth.

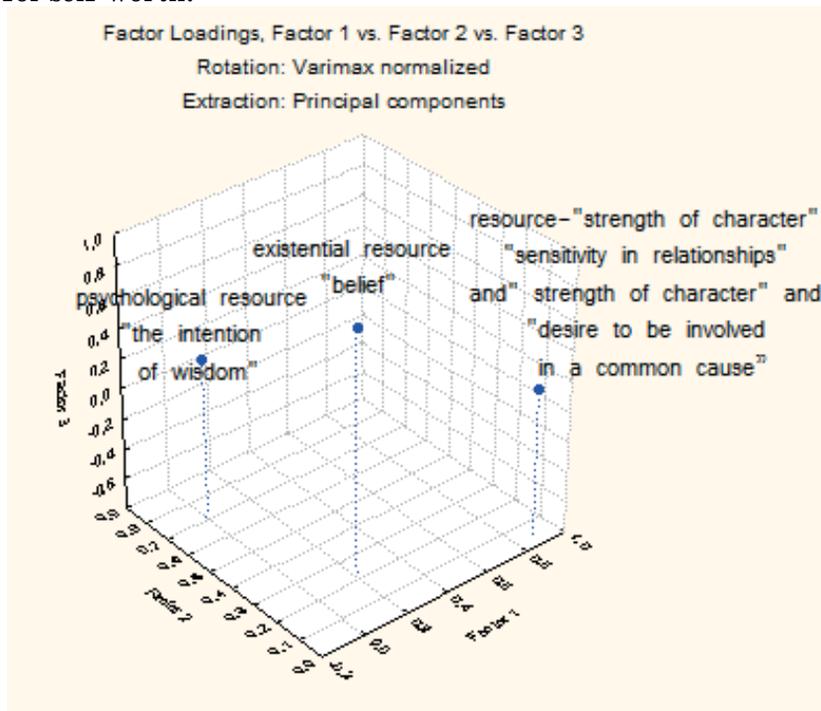
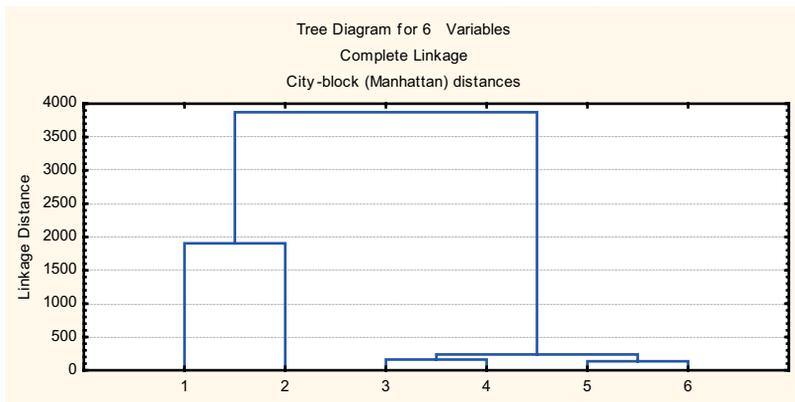


Fig. 3. Three-factor resource model of self-worth

In order to characterize the resource structure of self-worth qualitatively, cluster analysis was used (Fig. 4).



conventional designations: 1 – self-worth, 2 – existential resource of “belief”, 3 – resource of “strength of character”, “sensitivity in relationships”, 4 – resource of “strength of character”, “desire to be involved in a common cause”, 5 – psychological resource of “intention for wisdom”, 6 – psychological resource of “responsibility”.

Fig. 4. “Tree” of clustering of psychological resources and self-worth

In the results of the cluster analysis, the unification of the sense of self-worth and the existential resource of faith into one cluster attracts attention. Therefore, these data make it possible to substantiate self-worth as an existential reality of the personality, which is manifested, according to A. Langle (Länge, 2011), in the ability to be free and make choices according to one’s own values and beliefs.

Based on the data of the conducted research, we can generalize that the self-worth of a personality is manifested in his desire to be involved in a common cause while understanding the motivation of other people; the interpretative psychological resources of responsibility, and the intention for wisdom characterize the saturation and even the level of a sense of self-worth;

the resource support of self-worth is the existential resource of faith, which can be revealed as religious beliefs and as personal convictions. Resourcefully, the phenomenon of self-worth is revealed in the ability to understand and learn, which is manifested in the desire to be involved in a common cause, and sensitivity to the understanding of one's motivation and that of others.

The results of our research allow us to reveal a more complete characterization of a person's self-worth as the ability to be free in the manifestation of one's uniqueness; at the same time, data on self-worth as a person's generalization of the significance of one's achievements should be questioned.

In particular, S. Wolfe and J. Crocker, as a result of their research, ascertain the self-worth of a person precisely because of the level and social significance of his achievements (Wolfe, & Crocker, 2003). The results of our research clarified that it is not so much success or social approval that determines the level of a person's sense of self-worth, but a person's desire to be involved in a common cause thanks to his understanding of the motivation of other people. Therefore, self-worth is characterized by a person's ability to understand the goals and interests of others and to find ways of cooperation.

In the study by J. Crocker and M. Cooper (Crocker, Cooper, & et. al, 2023), the following data are given regarding the components of self-worth: "approval of others, pleasantness for others, competitiveness, academic/professional competence, family support, sense of self-worth, God's love" (Contingencies of Self-Worth Scale (CSWS)); and in the results of E. Mandal's research, it is emphasized that academic/professional competence and family support were found to be the main factors of women's self-worth (Mandal, 2023). According to the results of our research, we can trace the proportionality of the following data: the interpretive resource of self-worth "the intention of wisdom", which characterizes a person's ability to see opportunities for learning, correlates with data on academic/professional competence, as a component of self-worth; the existential resource of "belief",

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which characterizes the supports of a person's foundations in certain beliefs and religious faith, ethics in actions, to a certain extent correlates with data on such a component-factor of self-worth as "God's love". Social and motivational resources for such manifestations of self-worth as approval of others, competitiveness, and family support were not established in our study.

Experimental research data by H. Feldman, R. Baumeister, and K. Wong showed that a person was characterized by freedom as the ability to make a free choice, manifested in the (re)interpretation of connections between the causes and consequences of own actions and thus made it possible to recharacterize, change own (habitual) actions (Feldman, Baumeister, & Wong, 2014). According to the results of our research, the interpretive resources of "intention of wisdom" and "responsibility" really enable a personality to interpret himself as the cause of his own actions, certain of his own actions as wrong, and also enable the reinterpretation of the meaning of events.

Conclusions

The purpose of the study was to determine the resource content of a person's sense of self-worth in empirical way, in particular, to characterize self-worth as a resource process and state. The use of predictor analysis and analysis of "causes and effects" made it possible to characterize self-worth as a process, and multifactor and cluster analysis – as a state.

The main results of the study are as follows:

- according to Predictor Variable Importance Rankings, trends in self-worth are determined by two resources – the psychological resource of "responsibility" and the existential resource of "belief", so it is more appropriate to characterize the phenomenon of self-worth not by the significance of a person's achievement of virtues, but by explaining the reasons for predicting the harmony;
- the results of the analysis of "causes and effects" demonstrated that self-worth is indeed the effect of two resources – the

psychological resource of “responsibility” and the existential resource of “belief”. Therefore, self-worth as an effect of psychological resources is manifested in the ability of a person to predict the consequences of his adherence to certain beliefs;

- the structural resource model of self-worth is three-factor one: factor 1 (explains 34.6% of the variance) contains such resources as “character strengths”, “desire to be involved in a common cause” and “sensitivity in relationships”; factor 2 (23.3%) – interpretive psychological resources of “the intention of wisdom”; factor 3 (16.8%) – existential resource of “belief”;

- according to the results of the cluster analysis, a sense of self-worth and the existential resource of belief in one cluster. Therefore, these data make it possible empirically to justify self-worth as an existential reality of the individual, which is manifested in the ability to be free and make choices according to one’s values and beliefs.

Self-worth is established as one of the meaningful characteristics of a personality (Максименко, 2016: 12). It is important to define the internal capabilities, resources of a priceless sense of self-worth, and confidence in one’s abilities. According to the research, the psychological resources of the sense of self-worth were found to be the following as that: psychological resources of “responsibility” and “intention for wisdom”, resources of “strength of character”, “sensitivity in relationships” and “desire to be involved in a common cause”, existential resource of “belief”. The resource content of self-worth makes it possible to characterize it as a process of self-discovery of the person and reinterpretation of them the meaning of events, which makes it possible not to repeat wrong decisions, and a state of free choice in decision-making. It is noteworthy that the resource content has no valence. Therefore, the vector of self-worth of an individual as conscientiousness will appear as the source of his/her values, and the spectrum of uniqueness can be quite wide – from disharmonious arrogance to harmonious self-fulfillment.

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Штепа Олена. Самоцінність особистості як ресурсний процес і стан.

Мета дослідження – охарактеризувати емпіричним способом ресурсний контент чуття самоцінності особистості.

Методи. Дослідження реалізовано за моделлю Байєра, що передбачає перетворення проблеми у такий вигляд, уякому вона матиме розв'язання, та уможливорює практичне застосування результатів. В емпіричному дослідженні було застосовано десять психологічних опитувальників, що дали змогу емпірично визначити такі види психологічних ресурсів людини: персональні ресурси, інтерпретаційні психологічні ресурси, екзистенціальні ресурси, ресурси-«сили характеру», мотиваційні ресурси, ресурси психологічного виживання, ресурси толерантності до невизначеності, ресурси взаємин, когерентність. Чуття самоцінності емпірично було визначено за шкалою «самоцінність» методикою *The Existence Scale A*. Ленгле. Застосовано методи математико-статистичного аналізу: аналіз предикторів і аналіз «причин та ефектів» для характеристики самоцінності як процесу, багатofакторний і кластерний аналіз – як стану.

Результати дослідження. За даними аналізу предикторів тренди самоцінності задають два ресурси – психологічний ресурс «відповідальність» і екзистенціальний ресурс «віра»; за результатами аналізу «причин та ефектів», самоцінність є ефектом двох ресурсів – психологічного ресурсу «відповідальність» і екзистенціального ресурсу «віра»; структурна ресурсна модель самоцінності є трифакторною: фактор 1 – ресурси-«сили характеру», «прагнення причетності спільної справи» і «чуйність»; фактор 2 – інтерпретаційні психологічні ресурси «прагнення мудрості»; фактор 3 – екзистенційний ресурс

«віра»; за результатами кластерного аналізу, чуття самоцінності та екзистенціального ресурсу віри входять до одного кластеру.

Висновки. Результати дослідження дають змогу обґрунтувати самоцінність як екзистенційну даність особистості, що виявляється у здатності бути вільною і здійснювати вибір згідно з власними цінностями та переконаннями. Феномен самоцінності доцільніше характеризувати не через значущість у досяганні особою чеснот, а через пояснення нею самій собі підстав для прогнозу власної гармонійності. Ресурсний контент самоцінності дає змогу схарактеризувати її як процес самопізнання та переінтерпретації смислу подій, що уможливорює неповторення рішень, визнаних за помилкові, і стан вільного вибору у прийнятті рішень.

Ключові слова: чуття самоцінності, самоцінність як ресурсний процес і стан, психологічні ресурси, структурна модель самоцінності, самоцінність як екзистенційна даність.

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