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Editorial

Dear readers!

We are pleased to announce the release of the regular number 2/2023 of our multi-disciplinary publication, in which we continue to publish the results of empirical studies, analytical reviews and scientific intelligence devoted to the study of current problems of socialization and human development. In this issue, convincing articles are presented, which, based on sociocultural methodology, highlight important issues for modern humanitarian science and social practice.

On the pages of this magazine, you can read the key report of the VIII International scientific and practical conference "Socialization and socialization of personality in the conditions of modern society" - "METHODOLOGICAL PROBLEMS OF RESEARCHING THE PROBLEMS OF SOCIALIZATION OF PERSONALITY IN THE CONTEXT OF THE RUSSIAN-UKRAINIAN WAR" by Mykola Slyusarevsky, director of the Institute of Social and Political Psychology of the National Academy of Sciences of Ukraine. The scientist emphasizes that the problem of socialization remains vulnerable to criticism due to the apologetic nature of its theoretical and methodological foundations, since traditionally the success or failure of the process and the results of socialization are considered, in fact, in the interests of an officially recognized state ideology with a corresponding set of ideals and values. The methodology of the discursive approach proposed by the speaker does not deprive the researcher of the right to evaluate socialization from his ideological positions, but excludes the extrapolation of these evaluations to the psychological (procedural) content of socialization.

In the article "METHODOLOGICAL PRINCIPLES OF THE THEORY OF SOCIALIZATION AND PERSONALITY DEVELOPMENT" in the heuristic tradition of the Kyiv Philosophical and Psychological School using complex (I. Sikorskyi, G. Chelpanov) and phenomenological (E. Husserl, G. Shpet) approaches, Professor Olena Vlasova describes the psychological regularities of social development of a person as his mastery of cultural forms in the processes of socialization.

The focus of Professor Vadym Vasyutynskyi's research is the problem of TOLERANT AND INTOLERANT CONTENT OF UKRAINIAN STUDENTS' ASSESSMENTS OF SUBJECTS OF SOCIAL AND POLITICAL LIFE under the influence of the Russian-Ukrainian war. Young respondents from different regions of Ukraine evaluate modern military-political phenomena and processes in significantly different ways, depending on their personal position in relation to "good Russians".

Professor Valentina Podshivalkina's article "FEATURES OF SELF-DETERMINATION OF FORCED UKRAINIAN MIGRANTS IN THE NEW SOCIAL CONTEXT" presents the results of an



empirical study of overt and hidden competencies of forced migrants, which were revealed in the conditions of their social adaptation to new living conditions. and describes the markers of their informal socialization under such circumstances.

In order to expand the range of possible visions of current issues of modern humanitarian science and practice, we invite you to familiarize yourself with these and other articles, which are presented in the full issue 2/2023 of our journal. Our goal is to provide you with factually objective, science-based and well-researched content that contributes to a deeper understanding of our complex and ever-changing world.

We would like to express our sincere respect and gratitude to Professor Iryna Izarova for her competent and persistent work on the design and editing of our issue, as well as for her constant dedication to bridging the gap between Ukrainian and international publishing traditions in the preparation of our publications.

Thank you for your continued support and we look forward to hearing your feedback on the 2/2023 release.



Editorial

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METHODOLOGICAL CHALLENGES OF RESEARCH ON PROBLEMS OF SOCIALIZATION OF PERSONALITY IN THE CONTEXT OF THE RUSSIAN-UKRAINIAN WAR

Slyusarevskiy Mykola

DOI 10.37096/SHDISJ-23-1.2-0001

Abstract

Relevance. Despite being traditional and important for psychological and sociological sciences, the problem of socialization remains vulnerable to criticism due to the apologetic nature of its theoretical and methodological foundations. Within the limits of traditional approaches, the success or failure of the process and results of socialization are considered, in fact, in the interests of the officially recognized state ideology with a corresponding set of ideals and values. This may be acceptable for countries with established democratic regimes, but it generates many insidious questions in the conditions of confrontation between societies with different civilizational reference points. This is the situation we have today in the context of the Russian-Ukrainian war.

Methodology is based on the discursive approach, which does not deprive the researcher of the right to evaluate socialization from his or her ideological position, but excludes the extrapolation of these evaluations to the psychological (procedural) content of socialization. According to this approach, the discourses in which socialization takes place, rather than its psychological content itself, can be evaluated from a moral or ideological perspective. This allows for a more realistic evaluation of the socialization experience of different societies, different countries and peoples, for comparison, etc. People's participation in the reproduction and development of discourse can be traced by the results of monitoring all-Ukrainian representative surveys conducted by the Institute of Social and Political Psychology of the National Academy of Sciences of Ukraine since the early 1990s.

Results. During this time, the territorial-state discourse has gradually formed as a leading one in Ukrainian society. Its value imperative is the attitude of state independence. About 80% of citizens believe that although there are many obstacles in the way of our statehood, Ukraine should still be independent.

Keywords: *Socialization, discursive approach, territorial-state discourse, monitoring all-Ukrainian survey.*

Relevance

Dear ladies and gentlemen, dear colleagues. I have the honor to sincerely and



cordially congratulate you on behalf of the Directorate and staff of the Institute of Social and Political Psychology on the beginning of the next international scientific and practical conference “Socialization and resocialization of personality in the conditions of modern society”. I would also add: in the society at war. In this regard, I would like to express my deep satisfaction with the fact that despite this situation, such academic events of the academic plan are taking place, which are undoubtedly of public relevance.

The topic of this international conference, which regularly, for the eighth time, brings together qualified specialists of Ukraine and European countries, is relevant primarily in the practical aspect. In the aspect of determining the trajectory of psychological assistance to the society, the social structure and social relations of which are currently under threat and are being significantly affected by the war events. But the topic of the conference is also relevant in terms of theoretical and methodological reflection on the scientific and psychological problems of personality socialization. I would even venture to say that in a certain sense, of course, the issues in this theoretical and methodological aspect are even more important now than in the purely practical aspect. I will allow myself to express some considerations in this regard in more detail.

Despite being traditional for social and psychological as well as sociological sciences, despite the fact that in many textbooks the problem of socialization occupies a central place, it, as you know, has been and still is vulnerable to criticism due to the apologetic nature of its theoretical and methodological foundations, according to which success or failure or, relatively speaking, the correctness or incorrectness of the process and results of socialization are considered, in fact, in the interests of an officially recognized state ideology with a corresponding set of ideals, values, etc. This may be acceptable for countries with established democratic regimes, but it generates a lot of insidious questions in transitional societies, in transforming societies, and even more so in situations of sharp confrontation between different social groups or confrontations between countries with different political regimes, value systems, with different civilization reference points. This is the situation we have today in the context of the russian-Ukrainian war.

In this context, the question arises: how to evaluate, for example, the socialization of russian thugs loyal to putin who are committing atrocities in the cities and villages of Ukraine? Has it been successful or unsuccessful, normal or abnormal, as they say, desocialization? Or let's ask the opposite question: how to evaluate the socialization of those russians who, from Putin's point of view, take an anti-social position, those who publicly oppose the war, or those who flee from mobilization using the same criteria of normality/abnormality? Such questions cannot be satisfactorily answered within the framework of existing definitions of socialization, which view it as the process of a person's entry into society, assimilation of his or her socio-cultural experience, norms, values, etc.

Methodology

In my opinion, it is possible to get rid of apologetic ideas about socialization by defining it as the process of a person's entry into a particular social or socio-cultural discourse. The current post-modern, information-rich world is characterized by a

multiplicity of discourses that know neither geographical nor political boundaries. Therefore, a person in the information age can choose in principle any discourse, including one that contradicts the official ideology and the values prevalent in a certain society at a certain stage of its history. A remarkable Russian poet Boris Chichibabin, for example, did it. Throughout his life, this poet, persecuted by the Soviet regime, was deeply immersed in the Russian socio-cultural environment, in the Russian society, and when Russia at the turn of the 90s began to choose old imperial symbols, Chichibabin wrote a powerful, I would say, alternative poem that marked a categorical break with this Russian discourse marked by a bloodthirsty double-headed eagle.

It must be stressed that the discursive approach does not deprive the researcher of the right to evaluate socialization from his or her ideological or moral position, but excludes the extrapolation of these evaluations to the psychological content of socialization. This psychological – and most likely processual – content is invariant to any discursive practices of socialization. Therefore, by and large, the discourses in which socialization takes place, and not its psychological content, can be analyzed from a moral or ideological perspective within the discursive approach. This allows for a more realistic, and perhaps even more sober, evaluation of the socialization experience of different societies, different countries and peoples, for comparison, etc.

The advantage of the discursive approach is that it allows considering in a unified theoretical and methodological context both traditional forms of socialization and the newest ones that are now planned to be discussed at the conference – media socialization, information socialization, cybersocialization, etc. All these forms can be considered in the same context as the traditional ones, since, as philosophers believe, participants of discourses can be not only people, but also computer networks and other carriers of artificial intelligence.

But discourses not only exist, coexist and oppose each other, but are also constantly being reproduced and developed. Therefore, the definition of socialization as a process of not only entering of a person into a certain discourse, but also participation in its reproduction and development will be more complete. This definition also differs from the traditional ones, in which the activity of a socialized person is connected only with the realization of social ties. In fact, a person not only realizes his or her activity in social relations, but also reproduces the discourse in which he or she is socialized and participates in its development.

People's participation in the reproduction and development of the discourse can be traced by the results of monitoring all-Ukrainian representative surveys conducted by our institute since the early 1990s.

Results

The results of these studies show that the most important discourse in the worldview sense, which can be called the territorial-state discourse, was gradually formed in Ukrainian society. Monitoring data shows how this discourse became leading, that more and more citizens participated in its reproduction. And also in its creation! This process



may have been slow, but steady. And what is remarkable is that on the eve of the full-scale Russian invasion, it reached its maximum according to many sociological indicators.

Thus, about 80% of citizens believed that although there are many obstacles in the way of our statehood, Ukraine should still be independent. Only 16% shared the opinion that independence did not bring us anything good. Less than 11% said that Ukraine is too diversified and we cannot get along in one state (although in previous years this figure was almost twice as high). The nostalgic dream of restoring the “union of fraternal Soviet peoples” was retained by only 9.5% of respondents.

At the same time, the ominous image of Ukrainian bourgeois nationalism inspired by Soviet and Russian propaganda was losing its power. Less than a quarter of respondents saw it as a danger (the lowest figure for the entire observation period). Instead, the territorial-state discourse was becoming increasingly nationally coloured. Thus, the share of respondents who believe that it is the revival of national identity that will enable Ukraine to become a powerful state increased from 32% to more than 56% compared to the late 1990s. And in the seemingly completely denationalized south this figure rose to more than 80%, which was manifested in the first days of the full-scale war in the mass demonstrations of unarmed Kherson citizens under national flags. At the risk of being suspected of mysticism, I cannot refrain from assuming that a collective instinct for national self-preservation manifested in such an accelerated mass involvement of Ukrainians in the mainstream public discourse on the eve of the war, although at a conscious level, most citizens, as we know, did not believe in the reality of a full-scale Russian invasion.

Such processes of socialization in the specified direction continue to this day. This can be easily seen from a variety of data published by various sociological centers concerning the trust of Ukrainians to the authorities, the dynamics of their attitude to the Ukrainian language, etc.

Discussion

In conclusion, I would like to single out a number of theoretical challenges that arise in the development of the problem of socialization of personality. Challenges that, at first glance, are of a purely conceptual nature, but which in fact have obvious practical significance in terms of psychologists’ processing of the traumatic experience of the war that is relevant for many Ukrainians. For example, how are socialization and social or social-psychological adaptation, and, accordingly, social-psychological maladaptation and desocialization related to each other? Is maladaptation always desocialization? And, if not, how to diagnose their differences and how to work with it? And also how are the scientific and psychological contents and scopes of the concepts social-psychological adaptation and resocialization, resocialization and social-psychological rehabilitation etc. related to each other? In my opinion, there are no convincing answers to these questions yet. Finding them in the processes of theoretical-methodological comprehension and scientific and practical application is a perspective of further development of the problems of socialization, resocialization and development of a modern person in conditions of war and peace.

Conclusions

Dear colleagues! I hope that the issues I touched on in my speech will be the subject of serious discussion both at this conference and at subsequent academic discussions, because it seems to me that they are relevant and not at all abstract in nature.

I wish the conference successful work, and I wish all the participants resilience, safety and victory over the Russian aggressor. Thank you! Glory to Ukraine!

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Research Article

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FEATURES OF COPING STRATEGIES IN CONDITIONS OF UNCERTAINTY OF WARTIME

Burykina Valeriia and Vlasova Olena

Abstract

Relevance. The purpose of this article is to empirically investigate the discrepancies in the selection of coping strategies among groups of people during war under various conditions of uncertainty.

Methodology. The sample consists of 186 residents of Ukrainian cities who live under various conditions of uncertainty.

Methods: author's questionnaire, methods: «Test for psychological diagnostics of coping mechanisms (E. Heim)», «The Intolerance of Uncertainty Scale (IUS-12) (N. Carleton, adaptation by H. Gromova)»; mathematical methods for processing empirical data using the IBM SPSS Statistics 26 package.

Results. Respondent groups, based on their location relative to the front line, show statistically significant discrepancies in cognitive and behavioral coping strategies. The empirical study's analysis showed that individuals living in the front and near-front zones often compare their problems with others and downplay their difficulties more frequently (41,94%) than those living further from the front line (21.94%). Furthermore, individuals closer to the front line show a higher tendency to employ the adaptive coping strategy «altruism» (19.35%), that is, they offer help to others in overcoming difficulties more often than those living further from the front line (6.45%). Both groups predominantly employ relatively adaptive coping strategies. However, a divergence in problem-solving approaches exists: individuals in the front and near-front zones typically avoid problem-solving by engaging in a favorite activity, whereas the other group tends to evade problem-solving by resorting to alcohol, medicines, sedatives, or indulging in tasty food. The study did not identify statistically significant differences between groups regarding intolerance to uncertainty.

Keywords: *coping strategies, civilians, volunteering, (in)tolerance of uncertainty, wartime, displaced persons.*

Relevance



Various factors perpetually influence human beings, necessitating adaptation to evolving conditions of existence. This adaptation process becomes complex in today's world as global challenges and threats confront human civilization. The most painful for our country is the war, which generates a lot of negative consequences for the life and well-being of the population. Terrorism, aggressive activities of occupying forces, physical and psychological violence, infrastructure destruction, human losses, forced displacement and integration into new environments, socio-economic instability, and crises represent some of the adversities individuals encounter in war conditions. The unpredictability of the future exacerbates the situation and heightens stress, potentially leading to problems in psychological, mental, and physical health.

Consequently, developing effective behavioral strategies to cope with stressful situations becomes a crucial task for modern individuals constantly facing challenges and changes. The study of coping behavior in Ukraine acquires special significance and relevance in connection with the acute political and economic situation in the country.

The theoretical basis of the research consists of: the works of many domestic scientists (Abramov V., Rodina N., Titarenko T., Shtryhol D., Tkachuk T, Korniienko I., et al.) and many foreign scientists (Lazarus R., Folkman S., Murphy L., Moos R. et al.).

The analysis of the theoretical basis of the problem of coping gave the opportunity to distinguish approaches to understanding the essence and content of the concept of coping strategies. Thus, the intraindividual approach, which understands coping strategies as behavior determined by internal factors (dispositionism: Bazeley P., Viney L., Dimsdale J., Henderson A., Bostock F., Clarke A. et al.); the interindividual approach, which emphasizes situational factors (situationism: Pearlin L., Schooler C., Lazarus R., Folkman S., Billings A., Moos R., Kobasa S. et al.); and interactionism (Endler N., Magnusson D., Parker J. et al.) — a model that emphasizes that internal and external factors interact with each other. Research theories suggest that coping strategies in psychology involve diverse perspectives on its role within the personality structure.

The scientific studies also identified personal and sociodemographic characteristics that may influence the choice of coping strategy. These include gender, age groups, education level, volunteer activity, and characteristics such as tolerance and intolerance to uncertainty (Rettie H., Daniels J., Wang, T., Jiang, L., Lazarus R., Folkman S., Tamres L.K., Janicki D., Whitty M.T. McCrae R.R., Burkner, E. J., Madan, A., Evon, D., Hromova H.M. and others).

Methodology

Methods. A questionnaire was presented to the respondents to investigate demographic data and personal characteristics. Participants were required to provide information about their age, gender, education, location relative to the front line, and volunteering activities. Two techniques were presented to the respondents for the investigation of coping strategies and intolerance of uncertainty: «Test for psychological diagnostics of coping mechanisms (E. Heim, interpretation of Zlyvkov V., Lukomska S., Fedan O.)» and «The Intolerance of Uncertainty Scale (IUS-12) (Carleton N., adaptation by

Gromova H.)». The results were processed using methods of mathematical statistics with the SPSS program (version 26).

Sample. The empirical study unfolded in July 2023. An online survey reached respondents via social networks using a Google form. Respondents currently residing in Ukraine provided a total of 188 responses. The application of filter questions helped to remove from the general sample those respondents who are abroad. After checking for errors and omissions, 186 complete questionnaires remained. The socio-demographic characteristics of the respondents appeared as follows. The gender distribution among the respondents was: women – 58,06%, men – 41,94%. Based on the age periodization model proposed by Volodymyr Morgun (1985), three age groups were preliminarily identified: 65,05% – up to 30 years (early adulthood); 32,26% – from 31 to 60 years (middle adulthood), 2,69% – over 60 years (late adulthood). Regarding the level of education, 88,17% of the respondents had higher education, while 11,83% had secondary specialized education. 38,17% of respondents engaged in any form of volunteer activity (fundraising, medical or psychological assistance, supply, etc.), while 61,83% of individuals did not. Relative to the front line, 16,67% (31 individuals) occupied the front or near-front zone, while the rear, distant from the front line, housed 83,33% (155 individuals).

Results

In accordance with the aim of our study and for the sake of accurate comparison, we randomly selected a control group consisting of $n = 31$ individuals. The experimental group comprised individuals residing in the front and near-front zones, while the control group consisted of individuals living farther from the front line and combat actions ($n = 31$).

In the preliminary data analysis, we verified all data for conformity to the law of normal distribution using Kolmogorov-Smirnov and Shapiro-Wilk coefficients. The analysis using the Shapiro-Wilk coefficient revealed that only 2 out of 9 indicators conform to normal distribution. Given the non-normal distribution of the data, we performed further analysis using nonparametric statistics. To identify significant differences between the two groups under study, we applied the nonparametric Mann-Whitney U-test at a significance level of $p \leq 0,05$.

A comparison of the groups under study using E. Heim's method revealed differences in their cognitive ($p = 0,33$) and behavioral coping strategies ($p = 0,007$). The analysis did not detect any statistically significant differences for the other indicators.

Fisher's angular transformation method clarified which specific coping strategies exhibited notable differences. To obtain more accurate and reliable results, we included the total number of people living at a certain distance from the front line who participated in our study (table 1).



Table 1. Significant differences (Fisher's Statistical Method) in cognition and action related coping strategies using E. Heim's test in individuals from frontline and rear groups (n = 186)

COPING STRATEGIES	Group 1 % (n)	Group 2 % (n)	Fisher's Statistical Method	The level of significance
	Cognition related			
Self validation	6,45% (2)	13,55% (21)	1,22	p = 0,111
Problem analysis	6,45% (2)	14,19% (22)	1,32	p = 0,094
Preserving composure	16,13% (5)	17,42% (27)	0,18	p = 0,430
ADAPTIVE	29,03% (9)	45,16% (70)	1,7	p = 0,044
Resignation	3,23% (1)	2,58% (4)	0,20	p = 0,423
Dissimulation	6,45% (2)	8,39% (13)	0,38	p = 0,353
Disregard	9,68% (3)	2,58% (4)	1,58	p = 0,058
Perplexity	6,45% (2)	10,97% (17)	0,82	p = 0,821
NON-ADAPTIVE	25,81% (8)	24,52% (38)	0,15	p = 0,440
Relativizing	41,94% (13)	21,94% (34)	2,21	p = 0,014
Religiousness	–	1,29% (2)	–	–
Giving meaning	3,23% (1)	7,10% (11)	0,91	p = 0,183
RELATIVELY ADAPTIVE	45,16% (14)	30,32% (47)	1,56	p = 0,059
	100% (31)	100% (155)		
	Action related			
Altruism	19,35% (6)	6,45% (10)	2,02	p = 0,022
Co-operation	3,23% (1)	7,74% (12)	1,03	p = 0,151
Resorting	9,68% (3)	7,10% (11)	0,48	p = 0,318
ADAPTIVE	32,26% (10)	21,29% (33)	1,27	p = 0,103

Active avoidance	9,68% (3)	9,03% (14)	0,11	p = 0,455
Withdrawal (social)	12,90% (4)	16,77% (26)	0,56	p = 0,290
NON-ADAPTIVE	22,58% (7)	25,81% (40)	0,38	p = 0,351
Diversion	35,48% (11)	18,71% (29)	1,94	p = 0,026
Compensation	9,68% (3)	26,45% (41)	2,28	p = 0,011
Constructive activity	–	7,74% (12)	–	–
RELATIVELY ADAPTIVE	45,16% (14)	52,90% (82)	0,79	p = 0,215
	100% (31)	100%(155)		

Note: Group 1 - those living in the front and near-front zones, Group 2 - those living in the rear; light gray color indicates the limitations of applying Fisher's ϕ -criterion ($n_1=2 \rightarrow n_2 \geq 30$; $n_1=3 \rightarrow n_2 \geq 7$; $n_1=4 \rightarrow n_2 \geq 5$; with $n_1, n_2 \geq 5$ any comparisons are possible).

Table 1 shows that the coping strategies of the respondents in the cognitive and behavioral spheres differ depending on how close they live to the front line. Applying Fisher's angular transformation method to compare the two groups revealed significant differences: the coping strategy «relativizing» showed a notable difference in the cognitive domain ($p = 0,014$). In the behavioral domain, «diversion» ($p = 0,026$), «altruism» ($p = 0,022$), and «compensation» ($p = 0,011$) exhibited differences as coping strategies.

The group of people residing near the front line significantly utilize the relatively adaptive coping strategy «relativizing» in the cognitive domain more (41,94%) compared to those living in the rear (21,94%). It means that those closer to the front line tend to be more involved in comparing their problems with those of others and downplaying their own difficulties than those further away.

The same group showed a higher tendency to use the «diversion» coping strategy in the behavioral domain (35,48%), characterized by a desire for temporary problem-solving retreat through immersion in a favorite activity.

An interesting finding was that in the other group (those residing farther from the front line), the highest indicator was recorded for the coping strategy «compensation» in the behavioral domain (26,45%). That is, both groups exhibit high indicators for relatively adaptive coping strategies. However, those residing in the front and near-front zones most often avoid problem-solving by immersing themselves in a favorite activity, while the other group retreats from problem-solving through alcohol, medication, sedatives, or tasty food.



Significant discrepancies also emerged in «altruism» coping strategy, which appeared to be more prevalent among people living close to the front line and combat actions (19,35%). It indicates that individuals in the front or near-front zones are more inclined to offer aid to others in overcoming difficulties than those residing farther from the front line. The preliminary analysis did not reveal significant differences in the use of adaptive, non-adaptive and relatively adaptive coping modes between groups depending on their residence relative to the front line. The groups showed no significant differences in intolerance to uncertainty..

Additionally, each group underwent an analysis based on parameters such as uncertainty intolerance, gender, age, education level, and volunteer activity. The comparison within the experimental group was complicated by the uneven number of participants across different parameters, as the total number of people in the group was insufficient for accurate comparison. Significant differences in the use of adaptive and non-adaptive coping strategies were identified among people living at a certain distance from the front line based on their level of intolerance to uncertainty (table 2).

In the cognitive sphere, individuals with a low level of intolerance to uncertainty used adaptive coping strategies the most (48,00%), while the use of non-adaptive strategies was significantly less (22,00%). The second group, characterized by high intolerance to uncertainty, used non-adaptive coping strategies 52,17% of the time. In contrast, they applied adaptive strategies significantly less, only 26,09% of the time.

Table 2. Significant differences (Fisher's Statistical Method) in coping strategies using E. Heim's test according to the level of intolerance to uncertainty (n = 73)

COPING STRATEGIES	Low level of intolerance % (n)	High level of intolerance % (n)	Fisher's Statistical Method	The level of significance
Cognition related				
Adaptive	48,00% (24)	26,09% (6)	1,82	p = 0,034
Non-adaptive	22,00% (11)	52,17% (12)	2,53	p = 0,006
Relatively adaptive	30,00% (15)	21,74% (5)	0,75	p = 0,226
	100% (50)	100% (23)		

Emotion related				
Adaptive	68,00% (34)	21,74% (5)	3,85	p = 0,000
Non-adaptive	22,00% (11)	65,22% (15)	3,59	p = 0,000
Relatively adaptive	10,00% (5)	13,04% (3)	0,38	p = 0,352
	100% (50)	100% (23)		
Action related				
Adaptive	20,00% (10)	21,74% (5)	0,17	p = 0,433
Non-adaptive	20,00% (10)	30,43% (7)	0,96	p = 0,169
Relatively adaptive	60,00% (30)	47,83% (11)	0,97	p = 0,165
	100% (50)	100% (23)		

In the emotional sphere, the situation mirrored the cognitive. Those individuals who demonstrated a low intolerance to uncertainty, or in other words, a high tolerance to uncertainty, used adaptive coping strategies most of the time (68%). However, they used non-adaptive strategies significantly less often, only 22% of the time. Non-adaptive coping strategies appeared more frequently among those with high intolerance to uncertainty, making up 65.22% of the strategies. Conversely, they applied adaptive strategies less often, only 21.74% of the time.

Given that the control group had few participants over 60 years old, we conducted an analysis in two age categories: early adulthood (19-30 years) and middle adulthood (31-60 years). To ensure the reliability of data comparison, we randomly selected a subgroup of individuals aged 19-30 years, consisting of 47 people. The comparison of age categories revealed a statistically significant difference in cognitive coping strategies ($p = 0,010$). To identify specific coping strategies that showed significant differences between groups, we applied the Fisher's statistical method (table 3).



Table 3. Significant differences (Fisher's Statistical Method) in cognition related coping strategies according to the E. Heim's test between age brackets in the rear group (n = 152)

COPING STRATEGIES	(19-30) % (n)	(31-60) % (n)	Fisher's statistical method	The level of significance
Adaptive				
Self validation	17,14% (18)	6,38% (3)	1,95	p = 0,025
Problem analysis	11,43% (12)	21,28% (10)	1,53	p = 0,063
Preserving composure	15,24% (16)	21,28% (10)	0,89	p = 0,186
Non-adaptive				
Resignation	2,86% (3)	2,13% (1)	0,27	p = 0,395
Dissimulation	7,62% (8)	10,64% (5)	0,6	p = 0,275
Disregard	3,81% (4)	–	–	–
Perplexity	14,29% (15)	4,26% (2)	2,05	p = 0,020
Relatively adaptive				
Relativizing	20,00% (21)	23,40% (11)	0,47	p = 0,319
Religiousness	1,90% (2)	–	–	–
Giving meaning	5,71% (6)	10,64% (5)	1,04	p = 0,150
	100% (105)	100% (47)		

Note: gray color indicates the limitations of applying Fisher's φ -criterion ($n_1=2 \rightarrow n_2 \geq 30$; $n_1=3 \rightarrow n_2 \geq 7$; $n_1=4 \rightarrow n_2 \geq 5$; with $n_1, n_2 \geq 5$ any comparisons are possible)

Applying Fisher's angular transformation method revealed that different age groups significantly differed in their application of the adaptive coping strategy «self validation» ($p = 0,025$). It indicates that in the younger age group (19-30 years), unlike the older age group (31-60 years), the adaptive coping strategy «self validation» dominates. This strategy involves an understanding of own value as an individual, adequate self-esteem, and self-respect in stressful situations.

Additionally, different age groups showed statistically significant differences in applying the non-adaptive coping strategy «perplexity» ($p = 0,020$). This strategy, more common in the younger group, signifies passive behavior. It's a refusal to tackle problems due to disbelief in personal abilities and intellectual resources. However, it's important to note that in analyzing this coping strategy, we encountered limitations in applying Fisher's statistical method. The number of observations was insufficient to confirm the significance of the differences. Other coping strategies showed no significant differences.

The study also identified statistically significant differences in Group 2 related to volunteer activity and emotional sphere coping strategies ($p = 0,011$). To ensure the reliability of data comparison, we randomly selected a subgroup of individuals who did not indicate the presence of internally displaced person status, totaling 59 individuals.

To identify specific coping strategies that showed significant differences between groups, we applied the Fisher's statistical method (table 4). Table 4 presents significant differences in coping strategies between volunteers and non-volunteers according to Fisher's Statistical Method.

Therefore, using Fisher's angular transformation method, we identified a significant difference for the adaptive coping strategy «optimism» between groups. This difference hinges on whether a person engages in volunteer activities such as fundraising, medical or psychological assistance, supply, etc. It implies that volunteers find a way out of any complex situations with more confidence than non-volunteers.

The analysis also revealed statistically significant differences in the use of the adaptive coping strategy «rebellion» ($p = 0,026$) and the relatively adaptive coping strategy «emotional release» ($p = 0,041$) across different age groups. «Rebellion» typically appears as an emotional state with active outrage and resistance towards difficulties. While «emotional release» encompasses behaviors for easing emotional tension linked to the expression of feelings: affliction, fear, anger, despair, love, hope. Such behaviors were more typical for non-volunteers. However, it's important to note that in analyzing those coping modes, we encountered limitations in applying Fisher's statistical method. The number of observations was insufficient to confirm the significance of the differences. Other coping strategies showed no significant differences. The control group displayed no statistically significant differences for other characteristics such as gender and education level.



Table 4. Significant differences (Fisher's Statistical Method) in emotion related coping strategies using the E. Heim's test of respondents who do or do not engage in volunteer activities in the rear group, n = 118

COPING STRATEGIES	Volunteer % (n)	Non-volunteer % (n)	Fisher's Statistical Method	The level of significance
Adaptive				
Rebelling	3,39% (2)	11,46% (11)	1,94	p = 0,026
Optimism	55,93% (33)	33,38% (33)	2,64	p = 0,004
Non-adaptive				
Suppression	22,03% (13)	22,92% (22)	0,13	p = 0,449
Resignation-fatalism	8,47% (5)	10,42% (10)	0,40	p = 0,344
Self-accusation	6,78% (4)	4,17% (4)	0,70	p = 0,242
Release of anger	–	3,13% (3)	–	–
Relatively adaptive				
Emotional release	3,39% (2)	10,42% (10)	1,73	p = 0,041
Passive co-operation	–	3,13% (3)	–	–
	100% (59)	100% (96)		

Note: gray color indicates the limitations of applying Fisher's ϕ -criterion (n1=2→n2≥30; n1=3→n2≥7; n1=4→n2≥5; with n1, n2≥5 any comparisons are possible)

Discussion

It is worth noting that comparing the results with other studies is complicated by differences in the samples and measurement tools used by various researchers. However, one can say that the obtained results partially coincide with the study asserting that suffering can actually enhance the motivation to help other disadvantaged members of society (Vollhardt, Johanna Ray, 2009). Therefore, a possible reason that people in the frontline and near-frontline zone use the coping strategy «altruism» more could be that they have a higher level of stress factors impact, such as threats to life, losses, witnessing violence, and death. Such conditions may necessitate more adaptive coping strategies to maintain mental equilibrium. In particular, the study of military personnel, who predominantly use adaptive coping strategies that ensure productive functioning overall, supports this (Yarmolchyk, M, 2021). It could also relate to the fact that people living in the frontline and near-frontline zone generally have more contact with others who need help and support, and they also experience a greater sense of solidarity and empathy towards them.

The fact that people closer to the frontline tend to compare their own problems with the problems of others and diminish the significance of their own difficulties, compared to people who are at a certain distance from the frontline, can be explained by Leon Festinger's concepts of social comparison and cognitive dissonance. Comparing one's problems with the other's problems, which seem more serious and tragic, allows for maintaining a positive self-perception. However, on the other hand, it can justify one's own inaction and passivity in problem-solving. Also, in this case, positive illusions may occur, through which a person tries to protect themselves from stressful events with an overly optimistic attitude towards their problems. It can help adapt to circumstances and reduce tension. In some situations, such cognitive distortions can lead to unrealistic assessments and ineffective decision-making.

Both groups show the highest indicators in applying relatively adaptive coping strategies. However, those residing in the frontline and near-frontline zone often sidestep problem-solving by engaging in a preferred activity. In contrast, the other group tends to evade problem-solving through means such as alcohol, medication, sedatives, or indulging in food. A possible explanation for this could be that people living further from the combat actions may experience more psychological stress, guilt, and helplessness. In contrast, those residing in the frontline and near-frontline zone face a more tangible, real and physical impact from stress factors.

Both forms are relatively adaptive and predict adaptive stress coping only in certain situations, such as those of minor significance of stress. The avoidance form of problem-solving, typical for people in the frontline and near-frontline zone, may be seen as less detrimental than resorting to alcohol, medication, sedatives, and indulgent food. After all, engaging in a favorite activity can positively impact mental health. It can enhance mood, boost self-confidence, foster creativity and skills, create a sense of purpose and meaningfulness, and provide a resource for finding a way out of the situation. Of course, this does not necessarily mean that such behavior actually helps to solve the problem.



Conclusion

1. The empirical study showed that during wartime, regardless of location, Ukrainians prefer to use relatively adaptive coping strategies. Those living in the front and near-front zones most often avoid solving problems by immersing themselves in their favorite activities, while another group reduces the existential pressure of today's problems with the help of alcohol, medication, sedatives, or delicious food.

2. The application of the Fisher angular transformation method in the study allows us to assert that Ukrainians living in the frontline and near-frontline zones, compared to residents of the rear, almost twice as often use the adaptive strategy of «altruism» in the behavioral sphere and significantly more relative adaptive copings «diversion» and «compensation», and in the cognitive sphere a relatively adaptive strategy «relativizing».

3. According to the criterion of tolerance to uncertainty, people living a certain distance from the frontline exhibit significant differences in how they employ adaptive and non-adaptive coping strategies.

4. For the age characteristic among the residents of the rear, in the subgroups of 19-30 and 31-60 years, the younger subgroup shows differences in the use of the adaptive strategy of «self validation», which involves a person's realization of self-worth, their adequate self-esteem, and self-respect in stressful situations. On the other hand, they also use the non-adaptive strategy of «perplexity», associated with refusing to solve the problem due to disbelief in their own strength and intellectual resources (recorded trend).

5. The study found significant differences in the use of coping strategies by residents of the rear, based on their involvement in volunteer activities: volunteers prefer the adaptive strategy of «optimism», while other representatives of the rear more often use the adaptive coping «rebellious» and the relatively adaptive coping «emotional release».

6. For characteristics such as gender and level of education, there are no statistically significant discrepancies in the group of respondents distant from the front. The rear group and the near-frontline group show no significant discrepancies when evaluated according to the level of (in)tolerance to uncertainty.

7. The prospects for further research involve increasing the number of participants from the frontline and near-frontline zones to ensure data representativeness and their even distribution across various parameters. It is also promising to consider other factors that may influence the use of coping strategies during wartime, such as personal traits like psychological flexibility, openness to new experiences, emotional stability, as well as features of the social environment, type and duration of the stressful situation, and so on.

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Research Article

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FEATURES OF SELF-DETERMINATION OF FORCED UKRAINIAN MIGRANTS IN THE NEW SOCIAL CONTEXT

Podshyvalkina Valentyna

Abstract

Relevance. In the scientific project, carried out with the financial support of the Latvian government in August-September 2022 explicit and implicit competencies of forced migrants were investigated, and their markers were described.

Methodology. The research is based on the concept of self-determination, which is one of the methodological principles of informal socialization. The project aims to study the role of implicit competence in the self-determination of the life path of internally displaced persons. The research was based on qualitative methods. In particular, the principles and procedures of the so-called "grounded theory" were used. Data collected during free interviews with eight forced migrant women from Ukraine, who ended up in Latvia as a result of Russian aggression, were analyzed.

Results. It was found that forced migrants in their choice of the place of forced displacement are guided by both clearly expressed competence, in the formation of which social ties play a significant role and their own experience of experiencing the difficulties associated with forced relocation. The study showed that the indicators of implicit competence in the informants' narratives were significantly greater than indicators of explicit competence, and they were more diverse. In addition, the growing role of national identity in the informal socialization of forced migrants was revealed.

Conclusions. In the structure of self-determination of an individual, it is appropriate to divide implicit and explicit competence, while the first one is related to social relations, and the second one is related to manifestations of autonomy. Future research can obtain a larger sample to study the influence of social and autobiographical contexts on attitudes toward temporary resettlement in another country and the orientation and intensity of attitudes toward integration into the Latvian society of refugees from Ukraine.

Keywords: *displacement, forced migrant, implicit competence, self-determination, informal socialization.*

Relevance

The problem of internally displaced persons is closely connected with the problem of informal socialization. Forced migrants moving to another country significantly change the

social contexts of their lives. We were struck by two ideas. One of the opinions that forced migrants about "ordinary people" and "purposeful figures" immersed in certain life circumstances belongs to D. Turton (Turton, D., 2003). G. Welling, in turn, insists that "moving to another country is to some extent their attempt to build their world in new circumstances" (Uehling, G., 2017, p.12). In addition, Z. Bauman called modern society a society of "individual security" (Bauman, Z., 2000), which means that forced departure can be considered a condition for avoiding threats to one's health and property, and individual decisions on this matter are aimed precisely at ensuring it.

Forced migrants from the country under attack are primarily women with children and elderly parents due to travel restrictions for men. The gender aspect of this problem is relevant to the study of the temporary resettlement of residents of territories attacked by other states. First of all, we are talking about the self-determination of the resettlement practices of young women of working age, saving themselves, their children, and loved ones from the threat of destruction. However, migrants to different countries, including European ones, can be considered not only as an object of care but also as a population resource for the host country.

Our study was based on the concept of self-determination. In its most general form, self-determination refers to the ability of a person to determine his behavior. In other words, self-determination is the ability of a person to make decisions about how to behave and use these decisions as causal premises of his behavior. According to E. Deci and R. Ryan, the readiness to manage or self-determine one's behavior is ensured by competence, autonomy, and social connections (Deci, E., Ryan, R., 2000). The authors of the concept of informal socialization consider self-determination as one of the methodological principles for studying this phenomenon, that is, in the process of informal socialization, a person is considered "as an active subject in the transformation of material and spiritual values" (Vlasova O. (Ed.), 2019, p. 7).

Competence is one of the key elements of the theory of self-determination. If we understand competence in its most general form, then competence is the availability of knowledge, experience, and skills necessary for effective activity in a given subject area. Many researchers note the ambivalence of the concepts of competence. Since the end of the 20th century, the question "...competence is a personal property, action or result of action..." (Ashworth, P., Saxton, J., 1990, p. 3). We are interested in the opinion of Weinert, who notes that "many implicit (in word usage) and explicit (in the theoretical frame of reference) definitions of competence are so heterogeneous that only a small, vague conceptual core remains" (Weinert, F., 1999, p. 26).

We disagree with the view that the theory of self-determination is more determined by explicit competence (Van der Kaap-Deeder, J., De Houwer, J., Sean Hughes, S., Spruyt A., Vansteenkiste, M., 2018). In our pilot study, we tried to show that implicit competence is most pronounced concerning life risks and is strongly related to the need for autonomy. Implicit competence is understood by us as latent competence in effective problem-solving under conditions of uncertainty.

The implicit competence of internally displaced persons is determined, in our opinion,



firstly, by the variety of rapidly growing scientific knowledge, the assimilation of which occurs throughout a person's life, with the development of areas of their application, including through new types of life activities. Secondly, the system of human practices (educational or involuntary resettlement) requires transdisciplinary implicit competence, which ensures the formation of "personal knowledge" according to M. Polanyi (Polanyi, M., 1958), which captures essential connections in new contexts and allows finding adequate ways to solve emerging problems. Such competence can be considered the basis of the self-determination of the individual.

In this study, we are trying to study the experience of internally displaced persons from the eastern, southeastern, and central regions of Ukraine who ended up in Latvia due to threats of shelling and occupation. We suggested that unforeseen circumstances of a certain time and space may force a migrant to use explicit and implicit competencies that help him at different stages of deciding to move to another country. The scientific project was implemented with the financial support of scientists from Ukraine from the government of Latvia.

Methodology

The project aims to study the role of implicit competence in the self-determination of the life path of internally displaced persons.

The idea of the study was based on the fact that, on the one hand, the uniqueness of the life experience of migrants is difficult to formalize, but it is transmitted through the personal testimonies of the migrants themselves, and on the other hand, narratives and discourses. . become an important element of self-reflection of migrants, allowing them to develop their strategy and confirm its correctness by engaging in communication with different people and telling them about the experience and the difficulties of deciding to resettle.

The choice of methods is determined by the goals and objectives of the study. The methodology of the so-called qualitative research was chosen, which seems to be the most appropriate for the goals and objectives of the study. Modern psychology is increasingly turning to the study of hidden, non-public, intimate, subjective spheres of human life in rapidly changing conditions, including those associated with risk. With this in mind, the method of a free interview with a list of main topics for discussion was chosen.

The sample of the study. Eight women aged 30 to 60 took part in the hour-long interview. We emphasize that, according to V. Smal (Smal', V., 2016), middle-aged women also became internally displaced persons after the annexation of Crimea and the occupation of part of the Donetsk and Luhansk regions. We also took into account the activity of hostilities in different regions of Ukraine. We paid attention to the life experiences of internally displaced persons, and not to the intensity of the fighting that forced them to migrate. Thus, among the informants were: 2 women from Mariupol and its suburbs, 2 from Kharkiv, 2 women each from the south of Mykolaiv and Odesa, and one woman each from Kyiv and the Dnieper.

In addition, when selecting informants, marital status, presence, age of children, and dates of departure from Ukraine were taken into account. The number of informants was determined according to the criterion of repeatability of key variants of positions. The results were processed in 2 stages - a general analysis of judgments on the research topic and an analysis of a free interview using the principles and techniques of the so-called "grounded theory" (Strauss, A., & Corbin, J., 1994).

Results

As a result, the structure of concepts describing the semantic features of the informal socialization of forced Ukrainian migrants has been clarified. The key, in our opinion, was the concept of security, and most often it was not only vital (housing, food), but also spiritual (culture, language, education, patriotism), psychological (dignity, self-realization), and financial. (employment, material support), medical (medical care, safe conditions for health, availability of medicines). That is, the very desire to ensure safety for oneself and loved ones contributes to the actualization of relevant knowledge and qualities.

The process of deciding to leave the country was associated with an attempt to focus on objective information, but in the end, the key decision was made spontaneously and simultaneously. That is, at a certain stage, there was an urgent need for independence, the need to show one's will, to take the situation under personal control, relying on one's strengths and weaknesses.

I.6. "Yes, that is, everyone made some decisions for himself. Nobody forced anyone. The situation is such that everyone is responsible for himself. Everyone made his own decisions because there were nuances. Everyone chose his path."

In other words, the war actualized for them the meaning of personal contextual knowledge or implicit competence and autonomy with particular acuteness. At the same time, the positive aspects of the manifestation of independence include such qualities of informants as pride, sociability, modesty, fortitude, and the weak ones - carelessness, slowness, apathy, emotionality, and anxiety.

As for implicit competence, four groups of its markers were identified: effectiveness markers, such as unformed, undocumented, indefinite, unpredictable, incomplete, ambiguous, spontaneous, inconclusive, possible, and intractable; temporal markers such as untimeliness, inevitability, volatility, futility, and spontaneity; multiplicity markers, such as non-variance or low-variance, real, different, mixed, non-mass, unusual; integrity markers - unordered, continuous, preliminary, simple, simplified. These results essentially correspond to the position of M. Bozgan and M. Norel (Bazgan M., Norel M., 2013).

Discussion

From our point of view, in wartime conditions, the role of implicit competence increases, helping to make indisputable decisions, the effectiveness of which is extremely difficult to assess. In situations of a military threat, generalized, typical, and standardized knowledge loses its power, and the ingenuity of the "street smart guy" provides better adaptation to the external environment, changing it or choosing the best strategy of



behavior.

Moving to another country raises the issue of ethnic and national identity even more acutely. Identification is one of the important mechanisms of personality socialization, in particular informal socialization. The question of the identity of forced migrants is one of the most frequently discussed issues. First of all, the issue of preserving or changing identity in the country of forced migration is discussed. In particular, it is claimed that in a modern multicultural society, rigidly deterministic algorithms for the formation of national identity and characteristics of previous historical eras, are replaced by the principle of variability, choice, and the construct of identity emerges.

The idea of context-dependent identity about the presence of many forces that influence identification processes is interesting. These fluctuations can be caused by opportunities, both psychological and material, such as gaining respect and dignity or finding a job or a better home. Regions of Ukraine inhabited by Ukrainians, Russians, Jews and representatives of other nationalities and with the fairly widespread use of the Russian language were subjected to aggression from Russia. According to the results of the 2001 population census of Ukraine, the national composition of the country was represented as follows: 77.8% of Ukrainians and 17.3% of Russians, most of whom lived in the southeastern regions of the country. In our study, we tried to determine the specifics of the ethnic attitudes of refugees and the role of national (political and ethnic) identity in the context of temporary resettlement in Latvia.

The following participant stories illustrate this situation:

I 5. "My dad is Russian, my mother is half-Ukrainian, and in Russian-speaking Kharkiv, I felt Russian, but not Russian, since February 24 we are all Ukrainians without embroidery, without demonstrations, in the depths of our souls".

I 7. "When we entered the territory of Ukraine and saw the Ukrainian flag and tired Ukrainian soldiers on the bus, everyone cried. They are just shooting at us, and now there is silence. We arrived and couldn't believe it. We believed we could get there. I always felt like a Ukrainian. For some reason, they talked about it more in Lviv than in Mariupol. But now I don't know where to go back. I have a mother and a daughter in the occupied territory, I worry about them."

I 4. "I always considered myself a person of the world. I am fluent in Ukrainian and Russian without an accent. But then I realized that I love Ukraine and I love to speak Ukrainian. It is one of the melodic languages after Italian. And now pride for Ukrainian soldiers has increased. The whole world marveled at their resilience. Now I am proud to say that I am Ukrainian."

I 3. "Yes, I am half Ukrainian, half Jewish, but at the same time, my mother is half Ukrainian, half Russian. I am probably mostly Ukrainian, but I know for sure that somewhere in me there is Jewish blood. Something like that, a Ukrainian woman with Jewish blood."

First of all, we note that half of the respondents, either both or one of their parents, were Russian by origin, and before the Russian aggression, they were inclined to identify

themselves with Russians. At the same time, regardless of ethnicity, after the aggression, all respondents clearly felt that they were citizens of Ukraine, i.e., their civic Ukrainian identity was sharply manifested. The personal experience of tragic experiences prompted all informants to use the Ukrainian language more often.

The study showed that although some people considered the knowledge of the Russian language to be a factor of adaptation in a new country, at the same time, a certain prevalence of pro-Russian ideas in the Russian-speaking environment contributes to a greater civic Ukrainian identity. Informants had to face the fact that lack of knowledge of the Latvian language in some cases made it difficult to solve some questions, but the line "Sorry, I'm from Ukraine" in the absolute majority of cases changed the situation to the orientation towards help or vice versa to accept help. Residents understand the problems of Ukrainians both at the level of ordinary people and at the level of the authorities.

1. 5. I understand that Latvians who come to the dentist want to be spoken to in Latvian. I ask my assistant to tell them that I am a Russian-speaking doctor from Ukraine and, unfortunately, do not know Latvian yet. The language barrier does not prevent them from thanking me after the reception."

Along with attempts to preserve one's own culture, there is an unequivocal tendency to study the Latvian language and Latvian culture. First of all, let's note the interest in Latvian culture. In the country, it became possible to get to know the country through the introduction of free trips around the country. Differences between cultures rather indicate the level of adaptation of migrant women, and commonality across cultures is perceived through the lens of gratitude for help and support.

13. "I think that after moving to another country, there was an opportunity to look, as it were, into someone else's "garden." And I think about why I'm here and what I'm doing here for my country, what I'll learn."

Thus, gratefully accepting help from Latvia, and understanding the complex problems, including those related to ethnic relations within the country, most of the informants feel like they are representatives of another country to which they want to return. That is, there are signs that the processes of informal socialization enter the consciousness of forced migrants and they are trying to make this process manageable.

Thus, in our opinion, security issues are a significant social context of forced migrants' lives. At the same time, competence in solving a large number of new problems was ensured both through official information and through social connections and relationships. But also personal experience and implicit competence, which are related to autonomy and personal responsibility, are the basis of the informal socialization of forced migrants.

That is, on the one hand, the dissemination of information, and social and volunteer support for refugees are important condition for their survival, but at the same time, the independence and responsibility of women who decide to go to a safer place at their own peril and risk will help them find the most appropriate ways to respond to military challenges and threats.



Conclusions

The obtained results make it possible to explain the rather active position of internally displaced persons from Ukraine. This means that strong-willed, professionally trained, highly organized women, who not only gratefully accept help, support, and sympathy, but also actively try to solve their problems independently in cooperation with others, temporarily flow into the society of the host country.

With a sufficiently high probability of their soon safe return to their homeland, both countries are faced with the problem of humanitarian support, spiritual development, and the national identity of forced Ukrainian migrants, especially their children. In the conditions of the initiated processes of Ukraine's integration into the EU, not only the integration of refugees into the European space as new residents of the EU countries but also ensuring the psychologically comfortable return of temporary migrants to Ukraine as people with personal experience of socialization by European standards is of particular importance. At the same time, migration processes can become productive for the host country from the point of view of forming loyalty to its culture in the present and the future.

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Research Article

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TOLERANT AND INTOLERANT CONTENT OF ASSESSMENTS BY UKRAINIAN STUDENTS OF SUBJECTS SOCIAL AND POLITICAL LIFE

Vasiutynskyi Vadym

Abstract

Relevance. The study focuses on the problem of the attitude of Ukrainians to "good Russians" under the influence of the Russia-Ukraine war. The opinion of student youth is of particular importance. Depending on the holding of a certain personal position, young respondents largely evaluate modern military and political phenomena and processes.

Methodology. The task of the online survey of 2,202 students of 35 universities from different regions of Ukraine, conducted in the spring of 2022, was to assess the degree of guilt and effectiveness of the actions of agents of social, in particular, military and political processes. The questionnaire used 5-point scales of semantic differential and subjective scaling. According to the content of the evaluations of the crimes of the Russians and the Russian authorities before Ukrainians, four groups of respondents were distinguished. Their attitudes towards various social and ethno-political subjects are compared.

Results. It was found that anti-Russian attitudes significantly prevail in students' evaluations of Russians and the Russian government. A relatively small part of the sample consisted of anti-Ukrainian, neutral and tolerant views towards Russians. The anti-Russian majority most clearly accuses subjects to whom it attributes signs of attraction to the "Russian world". The anti-Ukrainian minority evaluates them positively, but tends to blame Ukrainian society and the Ukrainian authorities. However, the positions of the anti-Russian majority and the anti-Ukrainian minority turned out to be close in their high assessment of the effectiveness of the Ukrainian government and the command of the Armed Forces. Respondents who try to choose neutral assessments partly avoid a clear choice, and partly hide their pro-Russian sentiments. "Tolerant" respondents, who condemn the Russian authorities, but do not condemn Russians, tend to blame all those in power and to excuse "ordinary people" regardless of their nationality or citizenship.

Keywords: *subjects of public and political life, ethno-political agents, evaluations of guilt, evaluations of the effectiveness of actions, tolerant and intolerant evaluations.*

Relevance

The tragic events of the Russia-Ukraine war actualized the problem of the attitude of Ukrainians to Russian society. One of the main tendencies of this attitude was the attempt



to distinguish between "bad" Russian authorities and "good" Russian citizens (Shore, 2018; Vasyutynskyi, 2022; Kovalevskyi, 2015; Koliastruk & Koliastruk, 2021; Paniotto, 2020; Slyusarevskyi & Chorna, 2018). There is no doubt that there are "good Russians" in Russian society, but there are so few of them that their influence on internal Russian processes is negligible. However, from the point of view of the state and development of Ukrainian society, public opinion on this issue and the trends it generates are extremely important.

Methodology

In the spring of 2022, a survey of Ukrainian students' opinions was organized and conducted. Its main task was the students' assessment of various agents of public and political life in Ukraine from the point of view of their responsibility for the current state of society. Through an online survey, 2,202 students from 35 universities from all regions of Ukraine, with the exception of the territories occupied at the time, were interviewed. (However, some of the respondents were among those who lived there).

The questionnaire designed for the implementation of this task contained, firstly, questions that required respondents to quantify the guilt of various subjects of social life for certain processes and circumstances that occurred at the time of the survey. The respondent had to assess which of the two social subjects compared in 10 pairs was or is more to blame for the problems that arose in their interaction: the respondent's own social group or Ukrainian society in general; Ukrainian society or the Soviet government; Ukrainian society or oligarchs and mafia; Ukrainian society or the current government headed by Zelenskyi; Ukrainian-speaking or Russian-speaking citizens of Ukraine, etc. A 5-point semantic differential scale was used for evaluation. In a similar way, 12 pairs of ethno-political agents were evaluated: Ukrainians and Russians, Ukrainians and Belarusians, etc. Then, at the time of the survey, the most relevant assessment of the effectiveness of the actions of 10 agents of the Ukrainian government was carried out: President Zelenskyi and his team, the command of the Armed Forces of Ukraine, etc.

Results and discussion

In the context of this topic, the two most informative scales for assessing mutual guilt were determined: Ukrainian society and the current Russian government headed by Putin and Ukrainians and Russians). The indicators obtained according to these scales made it possible to distinguish the following four groups among the respondents.

The most numerous (1,780 people) was the anti-Russian group - these are respondents who persistently blamed both the Russian government and Russians.

Representatives of the anti-Ukrainian group (110 people), blamed Ukrainian society and Ukrainians.

A group of neutral respondents (85 people) mostly chose an average score of 3 for evaluating both scales of the questionnaire. This compromising tendency was also preserved in their assessments of other ethno-political subjects – Poles, Romanians, Bulgarians, etc. Obviously, in recent cases, this is a completely adequate assessment: today

it is not very reasonable to blame Poles or Romanians more than Ukrainians. As for the Russians, such a position of equal distribution of blame between them and the Ukrainians can be interpreted as masking and evasion.

Finally, the assessments of the fourth – tolerant towards Russians – group of interviewees (162 people) turned out to be the most contradictory: they blamed the Russian authorities, but not Russians.

We conducted a comparative analysis of the ratings received from respondents from these four groups, according to the rest of the content parameters of the questionnaire. As the results showed, the accusations of Russians by the respondents are very closely related to the accusations of Belarusians. The reason here is obvious - the position of the Belarusian authorities and their "leader" in the Russia-Ukraine war. Therefore, those who blame Russians and the Russian government also make Belarusians responsible. Those who do not blame Russians do not want to blame Belarusians either. Those who try to be "neutral" or "tolerant" and in this case occupy the same intermediate position (Fig. 1).

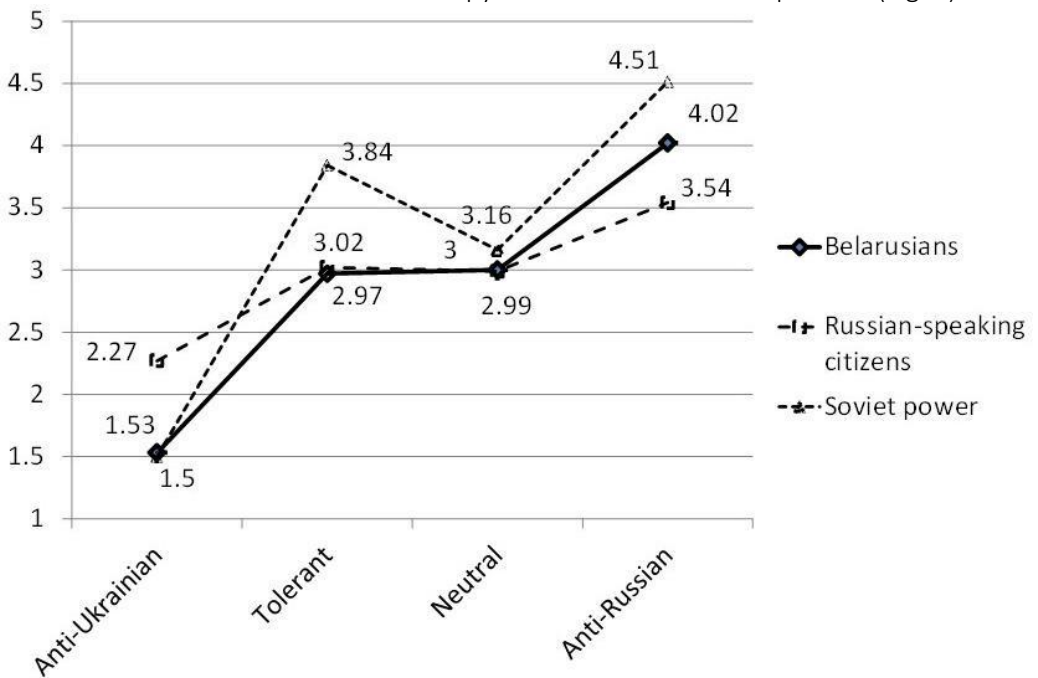


Fig. 1. Assessment of the faults of Belarusians against Ukrainians, Russian-speaking citizens against Ukrainian-speakers, and Soviet authorities against Ukrainian society

Against the background of a clear demonstration of the attitude towards the already presented ethno-political subjects, the students' assessments of the mutual faults of Russian-speaking and Ukrainian-speaking citizens of Ukraine look softer. There is a tendency here: those who blame Russians tend to blame Russian-speaking citizens, and vice versa (see Fig. 1).



The survey also revealed the relevance of the assessments of the Soviet government and its crimes against the Ukrainian society for the consciousness of the students. It turned out that students who blame the Russian government, but not Russian citizens, tend to blame the Soviet government as well. In our opinion, the effect of the responsibility of the authorities as such (Russian authorities, Soviet authorities) and not of Russian society was manifested in such assessments. At the same time, respondents with anti-Ukrainian attitudes also do not blame the Soviet government, which has a more ideological color (see Fig. 1).

Similar coincidences were found in the evaluation of the faults of the oligarchs and the mafia. Ukrainian students mostly tend to equate the responsibility of the oligarchs with the government. Many of the young citizens (as well as the elderly) do not distinguish between these subjects (sometimes this is correct, sometimes not at all). But what is interesting is that the "anti-Ukrainian" respondents do not want to blame the oligarchs and the mafia for the crisis processes that Ukrainian society is currently experiencing - obviously, not because they "love" them, but because, in comparison, the oligarchs, the mafia and Ukrainian society it is important for them to blame the Ukrainian society itself (Fig. 2).

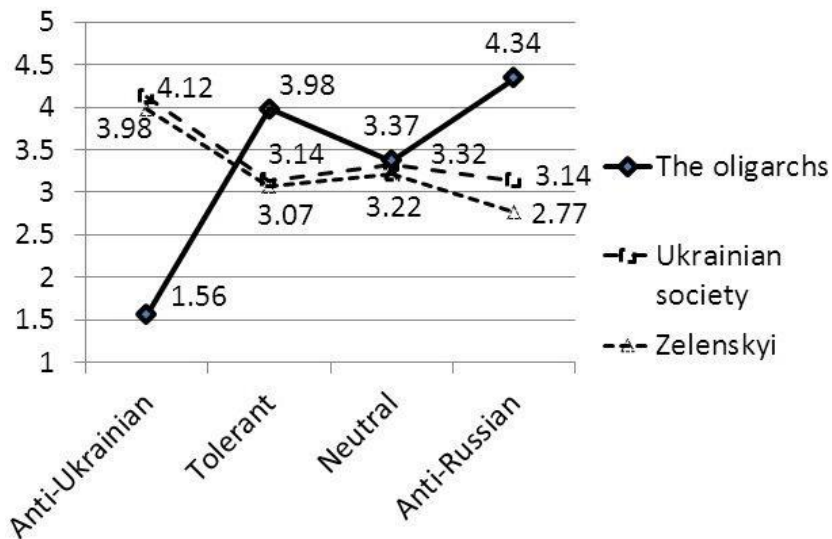


Fig. 2. Assessment of the faults of the oligarchs and the mafia towards Ukrainian society, Ukrainian society towards the respondent's own social group, and the current Ukrainian government headed by Zelenskyi towards Ukrainian society

From the point of view of "anti-Ukrainian" respondents, Ukrainian society is also to blame for the troubles of their own social group. Similar attitudes can be traced in the evaluations of representatives of the "neutral" and "tolerant" groups, but they tend more

toward the average level (see Fig. 2).

When it comes to the accusations of the Ukrainian authorities led by Zelensky, a different trend is evident. For the "anti-Ukrainian" group of respondents, the Ukrainian government is more to blame than Ukrainian society, while for the "anti-Russian" group, the opposite is true (see Fig. 2).

In the conditions of political polarization under the influence of war events, for the bearers of pro-Russian views, it was the Ukrainian government that became the main factor of political resistance to the enemy invasion. For the patriotic majority of the population of Ukraine, the Ukrainian government, despite different attitudes towards its representatives, performs the function of symbolic unity of society in the face of Russian aggression.

In the assessment of the effectiveness of the actions of President Zelensky and his team and the command of the Armed Forces of Ukraine, an interesting phenomenon attracts attention: not only "anti-Russian" respondents highly rated the activity of the Ukrainian government and the Armed Forces (which is quite understandable), but also "anti-Ukrainian" respondents recognized its high effectiveness (Fig. 3).

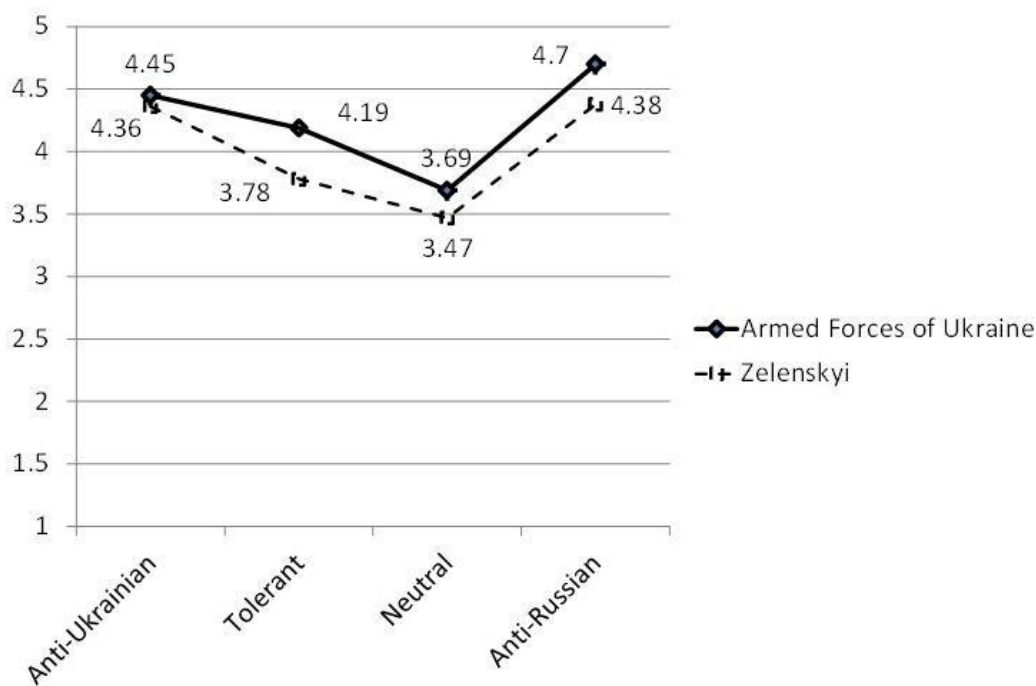


Fig. 3. Evaluation of the effectiveness of President Zelensky and his team and the command of the Armed Forces of Ukraine

That is, in the spring of 2022, an unexpected synchronization of evaluative ideas (obviously not attitudes!) of representatives of completely opposite, even hostile social groups manifested itself. The Ukrainian side of the military confrontation turned out to be



so effective that even the political and ideological opponents of Ukraine recognized it.

Conclusions

The following generalized conclusions were made on the basis of the given materials.

1. Distribution of students' evaluations of the faults and the effectiveness of communities political subjects of modern Ukraine reflects the processes of political polarization. Agents to whom the anti-Russian majority attributes signs of attraction to the "Russian world" receive the most expressive accusatory evaluations. The anti-Ukrainian minority positively evaluates these same agents.

2. The anti-Ukrainian minority tends to blame Ukrainian society even in comparison with such unattractive subjects as oligarchs and the mafia. Even more, the anti-Ukrainian minority blames the Ukrainian authorities. However, in the high evaluation of the effectiveness of the Ukrainian government and the command of the Armed Forces of Ukraine, the positions of the anti-Russian majority and the anti-Ukrainian minority turned out to be close.

3. Respondents who try to choose neutral assessments sometimes avoid a clear choice, and sometimes hide their pro-Russian sentiments.

4. Respondents who condemn the Russian government, but do not condemn Russians, avoid condemnation towards other citizens, but blame all kinds of powerful people, thereby as if uniting with other "ordinary people" who suffer because of the government.

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Research Article

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CONCEPTION OF LEADERSHIP OF MANAGERS OF BUSINESS ORGANIZATIONS IN UKRAINE

Yevchenko Iryna and Masliuk Andrii

Abstract

Relevance. The presented research was conducted on the basis of the study "Leader in Business Organization of Ukraine", conducted to clarify the practice of leadership and management in the modern business environment of Ukraine: diagnosis of management potential to form mechanisms for improving the effectiveness of business organizations [21]. We set a goal to empirically test what personal qualities are required for effective leadership according to the opinion of leaders and managers in Ukraine.

Methodology. Sample. 104 respondents, aged 28 to 52, participated in the study. The employees of companies from different spheres of business activity and forms of ownership participated in the survey.

The study was conducted using a social-psychological questionnairing. The research participants were asked to identify 10 personal qualities that are required for an effective Ukrainian business leader.

Reiults. For centuries, the phenomenon of leadership has been studied by philosophers, sociologists, psychologists, so the views on the nature of leadership are extremely diverse. Leadership is known by its very nature to be both the result of objective as well as subjective factors.

The study highlighted the clusters based on leadership characteristics that testify to the conception of business leadership of contemporary business executives and managers. The respondents identified 42 qualities that they believe are inherent in today's Ukrainian business leader. In the general selection with a frequency of more than 10%, there are 14 distinguished qualities (determination, consistency, reasonableness, being bright at decision-making in emergencies, enthusiasm, sense of humor, patience, perseverance, observation, riskiness, responsibility, competence, sociability, self-perfection/self-development).

Key words: *leader, leadership, leadership qualities, manager.*

Relevance

Studies of leadership prove that a leader becomes a person who is endowed with leadership qualities or has leadership potential that can be realized in the appropriate

situations. Top executives of successful companies understand that achieving results is possible due to the person who is the main asset of the organization (Maslov, E. V., 2015). That is why the most important task of modern business structures is the right selection of executives, who can determine the priorities of the company and under their leadership to bring them to life (Vovna, O. S., Klymov, A. A., 2016).

Let's consider the problem of leadership in historical perspective. Leadership is known by its very nature to be both the result of objective and subjective factors. The nature of leadership goes back to the distant past, since human history has always been regarded as the result of the work of eminent personalities. For many centuries, the phenomenon of this occurrence has been studied by philosophers, sociologists, psychologists, so the views on the nature of leadership are extremely diverse. Some authors believe that the causes of its appearance should be sought in the presence of special leadership qualities in the individual ("The Traits theory"). C. Lombroso interprets the desire for leadership as paranoia, Z. Freud and A. Adler – as neurosis. G. Lasswell views leadership as an attempt to compensate for low self-esteem. In addition, this phenomenon is defined as the desire to overcome physical disadvantages: low height (Napoleon, A. Hitler); paralysis (F. Roosevelt); the desire to overcome a personal offence (for example, the execution of a brother – V. Lenin). L. Gumilyov, in particular, considers the desire for leadership as an excess of biochemical energy, which is the result of a passionate outburst (Shalagynova L. V., 2007).

I. Volkov distinguishes between "leadership" and "management". In particular, under leadership, he understands the process of internal socio-psychological self-organization and self-management of the relationships and activities of the team members at the expense of the individual initiative of the participants. The author considers management as a process of managing the work of the team (Kuz'my'n E. S., Volkov, Y. P., Emel'yanov, Yu. N., 1974).

Leadership in the contemporary understanding of this problem is a purely psychological characteristic of behavior of the individual group members; management, however, is predominantly a social characteristic of the behavior of individual members of the group, a characteristic of group relations, primarily in terms of the distribution of management and subordination roles. The leader's group becomes a team, in which the members do not serve their duty, but they are filled with creative impulses. The leader is the member of this team, occupying a special place in it. This style of leadership is sometimes referred to in the literature as "New Leadership". It is characterized by significant support for subordinates' activities, not top-down pressure (Coulson-Thomas, C., 2013), and the distinction between leadership and management is almost disappearing. Such a leader generates ideas, crystallizes his or her own ideas, perfecting them in contact with employees, perceives the ideas of the team members as his or her own and helps in their implementation. His main task is not to make decisions, but to help other team members in finding problems that need to be solved, in shaping the goals and objectives of the collective activity. Accordingly, the function of control over the work of subordinates is replaced by the function of its coordination. The leader concentrates on finding ways to



reconcile the diverse, often conflicting interests of other employees, and the resources needed to solve problems. Therefore, the role of knowledge, the intellectual potential of the leader increases, as only this enables him or her to perform the functions and to find and put problems to the other team members.

G. Mintzberg states that we should encourage all managers to be leaders, and to define 'leadership' as a well-implemented management (Mintzberg, H., 2009).

1. Nowadays there are six key approaches to the study of leadership in an organization: the study of leadership traits; behavioral approach; exchange between leader and subordinate; transformational leadership; strategic leadership; distributed leadership (DeChurch, L. A., Hiller, N. J., Murase, T., Doty, D., & Salas, E., 2010). Each of these mentioned approaches focuses on specific issues, such as: forming leadership (Bass, B. M., 1991; Conger, J., 1988; Conger, J. A., Kanungo, R. N., Menon, S. T., 2000); social exchange between a leader and subordinates (Graen, G. B., Scandura, T. A., 1987; Schriesheim, C. A., Castro, S. L., Cogliser, C. C., 1999; Graen, G. B., Scandura, T. A., 1987; Oronowicz, M., Samuła, S., Kowalczyk, P., 2018). interaction of leaders with colleagues and in teams (Caplan, J., 2014; Pearce, C. L., Conger, J. A., 2002).

Among other contemporary professionals who hold senior management positions in the EU Member States and the European Commission, they also refer to leadership as a framework of which, according to the study by the Dutch Institute of Public Administration (Becking, K., Hopman, N., 2005), contains seven key competences:

- 1) open thinking and openness of behavior (flexibility, ability to learn, versatility);
- 2) innovation (initiative - proactivity, innovation - modernization, creativity – creative approach, bravery - courage);
- 3) integrity (honesty, transparency, accountability, dedication);
- 4) social skills (communication skills, ability to form coalitions and partnerships, negotiation);
- 5) result-orientation (information processing, judgements, determination, problem solving);
- 6) organization (organizational skills, planning and evaluation, staff development, delegation, ability to create teams);
- 7) knowledge according to management level (institutions, procedures, legislation, relationships and partner networks) (Orzhel', O. Yu., Palij, O. M., Kravchuk, I. V. (Ed.), 2007).

Recently, the interaction between the self-concept of personality and leadership has been studied, which allows us to determine the profile of the necessary leadership qualities, which can be developed then. There is a number of studies that prove that the set of qualities of effective management is different for managers at different levels of management (Jacobs, T. O., Jaques, E., 1987; Emel'yanov, E. N., Povarny`czyina, S. E., 1998; Charan, R., Drotter, S., Noel, J. (2000), but this problem needs further research.

Modern enterprises seek to maximize their business potential, but only a manager-leader can effectively manage a system that is focused on achieving high performance.

Metodology

The presented research was conducted on the basis of the study "Leader in Business Organization of Ukraine", conducted to clarify the practice of leadership and management in the modern business environment of Ukraine: diagnosis of management potential to form mechanisms for improving the effectiveness of business organizations (Maslyuk A. M., 2011). We set a goal to empirically test what personal qualities are required for effective leadership according to the opinion of leaders and managers in Ukraine.

The study was conducted during 2019-2020 using a social and psychological questionnairng. The research participants were asked to identify 10 personal qualities that are required for an effective Ukrainian business leader. The employees of companies from different spheres of business activity and forms of ownership participated in the survey.104 respondents, aged 28 to 52, participated in the study.

The selection characteristics are summarized in table 1.

Table 1. Selective characteristics of participants who took part in the survey

Respondent information	N= 104	%
1. Gender		
men	62	59,6
women	42	40,4
2. Higher education		
economic	36	34,6
juridical	24	23,1
technical	30	28,8
humanitarian	14	13,5
3. Work experience		
Up to 5 years	3	2,9
5-10 years	29	27,9
More than 10 years	72	69,2
4. Form of property		
Business owner	18	17,3
Employee	86	82,7
5. Position		
Top manager	21	20,2
Mid-level manager	55	52,9
Line manager	28	26,9

Results

The study highlighted the clusters based on leadership characteristics that testify to the conception of business leadership of contemporary business executives and managers. The respondents identified 42 qualities that they believe are inherent in today's Ukrainian business leader. In the general selection with a frequency of more than 10%, there are 14



distinguished qualities (determination, consistency, reasonableness, being bright at decision-making in emergencies, enthusiasm, sense of humor, patience, perseverance, observation, riskiness, responsibility, competence, sociability, self-perfection/self-development).

The obtained results are divided according to the forms of ownership of the business in which the interviewed respondents work, we present them in Fig. 1.

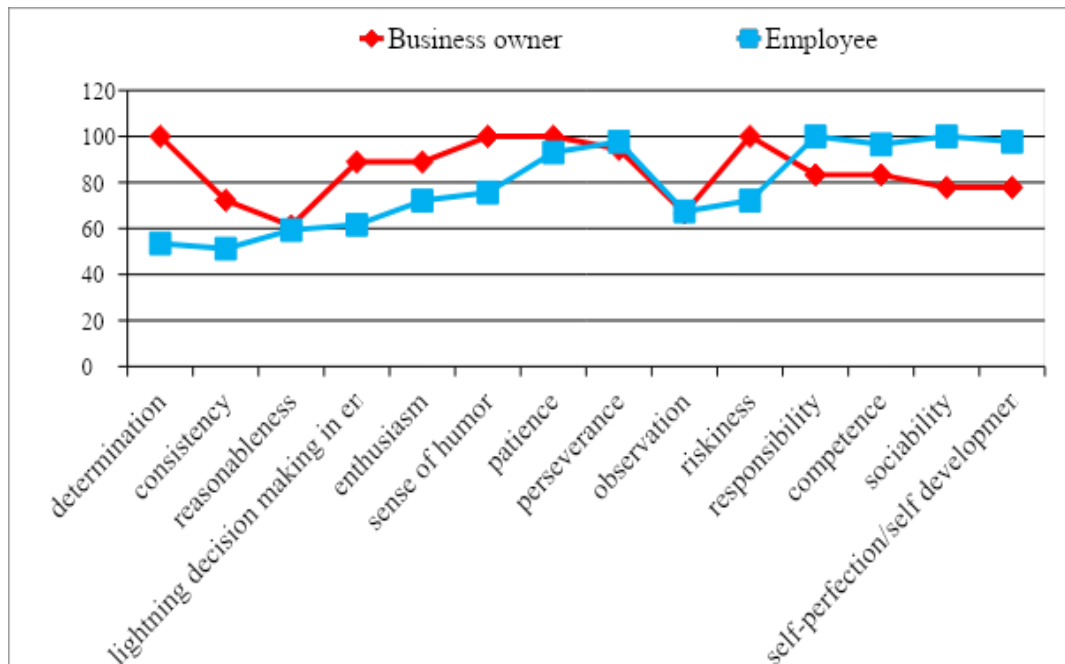


Fig. 1. Distribution of the results of the choices of leadership qualities depending on the ownership of the business (in %)

The presented results in a number of positions reflect significant differences in the understanding of leadership qualities of employees and business owners. Taking into account the peculiarities of the Ukrainian labor market and the legislation, business owners put the following features of leadership on the first place as determination, riskiness, patience and sense of humor (100 %). Observation is the least important leadership quality to their mind (66.7%) and prudence (61.1%). The hired managers consider responsibility and communication skills as the most important leadership qualities (100%), perseverance, constant self-development (97.7%) and competence (96.5%). The hired employees consider determination (53.5%) and consistency (51.2%) to be less important to the leader.

In the next stage of processing the obtained results, we analyzed the idea of leadership of managers according to their position (top manager, middle manager, line manager). The results obtained are presented in Fig. 2.

All the respondents indicated the importance of such leadership qualities as: responsibility, communication skills (100%). The conception of leadership of top and middle managers were close in the following positions: competence, riskiness, perseverance.

The process of leadership in the aspect of the sequence of performance of specific functions covers six phases: goal setting – analysis and formation of personal goals (determination, consistency); planning – plan developing, alternative variants, their activities; decision-making in specific cases (perseverance, responsibility, quick decision-making); organization and realization – preparation of the agenda and organization of the work process with the purpose of realization of the set tasks (self-improvement/self-development, patience); control – self-control and control of the results (if necessary – prompt adjustment of the goals) (competence, responsibility); information and communication is a phase inherent in all functions, since communication and information sharing are necessary at all stages (communicability).

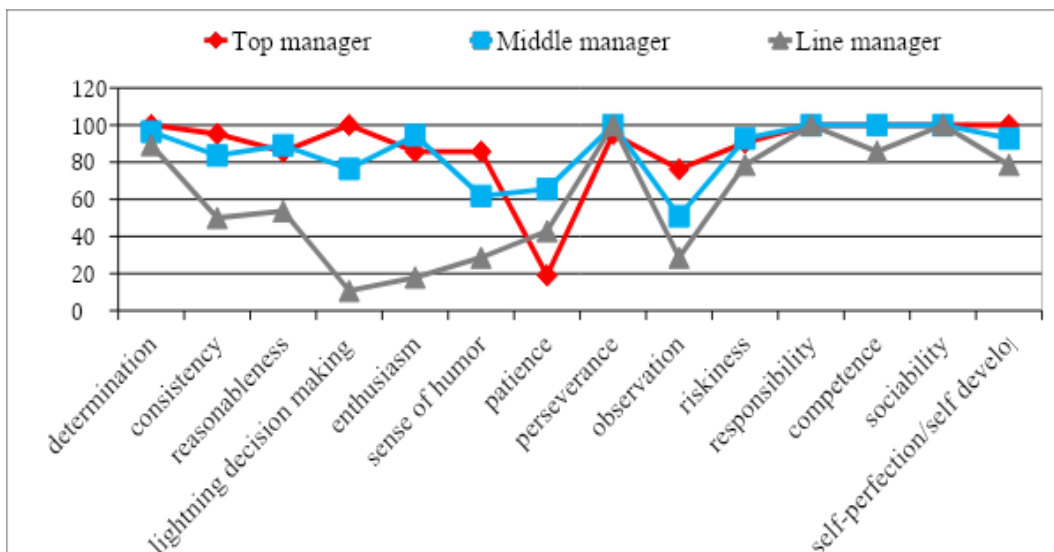


Fig. 2. Distribution of the results of the choices of leadership qualities depending on the position of the respondent (in %)

Certain functions are not necessarily one after the other, but may be intertwined (Gavkalova N., 2005).

Conclusions

An analysis of the empirical research revealed that Ukrainian top and middle managers have the closest possible idea of leadership to a business leader. Conceptions of a leader's personal qualities in line managers have little correlation with leadership functions.

Formation of leadership qualities should be carried out at all stages of becoming a personality. Leadership in today's complex socio-economic conditions of enterprise activity



is an indispensable factor of effective management. Distinguished personal qualities of a leader are necessary to improve the ability of the executives to carry out an objective-critical analysis of their own style in order to bring it to real leadership. The executives from other countries who will work in Ukraine need to take into account the key leadership qualities that are important to maintain a leadership position in Ukrainian organizations. It should be noted that the problem of leadership in Ukrainian business organizations needs further clarification and development.

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Review Article

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PROBLEMS OF THE ADAPTIVE APPROACH TO THE SOCIALIZATION OF PERSONALITY

Shvalb Yuri

Abstract

Relevance. In situations of forced resettlement, most Ukrainians demonstrate active adaptation to new living conditions, but they may not develop a psychological state of internal balance and well-being. The reason for this is communication difficulties, the migrant's inability to integrate into local communities. This raises the problem of "social adaptation-maladaptation" - the leading mechanism of interaction between an individual and a new social environment.

Methodology. To prove the hypothesis: long-term psychological maladaptation leads to the marginalization of the individual and the formation of special marginal communities, it should be assumed that 1) subjective indicators of an individual's adaptability in a group are: a) understanding of the system of relationships and role relations in the group; b) acceptance of one's own role, accompanied by a sense of emotional comfort; c) experiencing a state of personal well-being in this environment; 2) the degree of adaptation - maladaptation of a person depends on: the significance of changes in the objective circumstances of life and subjective readiness for self-change.

Results. Four limitations of the adaptive paradigm of socialization have been identified: 1) in difficult life circumstances, adaptation allows an individual to survive, but the quality of his life is significantly reduced and there is a threat of consolidating unproductive life strategies. 2) adaptation does not always lead to an increase in the well-being of the individual and can become a significant factor in his neurotization. 3) the reverse side of adaptation is the marginalization of the individual and the formation of marginal communities. Adaptation performs a stabilizing function in society, but also acts as a limitation for the development of personality and social innovation. An important addition to the adaptation model of socialization should be the idea of social integration of the individual.

Keywords: *adaptation approach, resocialization, social maladaptation, social integration of the individual.*

Relevance

In situations of forced resettlement, most Ukrainians demonstrate active adaptation to



new living conditions, but they may not develop a psychological state of internal balance and well-being. The reason for this is communication difficulties, the migrant's inability to integrate into local communities. This raises the problem of "social adaptation-maladaptation" - the leading mechanism of interaction between an individual and a new social environment.

There are many different scientific models that describe the interaction of an individual with the environment. Among them, the predominant models are those based on the natural science approach developed in the general biological understanding of Darwin's theory of evolution, where the category of "adjustment" or "adaptation" becomes the key concept. According to this model, adaptation is an individual process of changing the quality of interaction between an individual and the environment, which results in bringing this interaction into a state of certain equilibrium.

Two points are important for understanding this process. First, certain changes that occur in the environment regardless of the individual's life activities, and which act as objective factors of the need for changes on the part of the individual, are considered primary. Secondly, adaptation implies that an individual has a certain internal mechanism as the ability to change, that is defined through the concept of "adaptability". The importance of these provisions lies in the fact that here adaptation and adaptability are considered in a purely reactive sense, that is, the individual does not act as a subject of change, but is only a carrier of the ability to respond to external changes.

In a general psychological sense, adaptation is viewed in a similar way: as a process and as an individual's ability to change ideas and forms of behavior in accordance with changing conditions and circumstances of life. At the conceptual level, this is reflected through the categories "adaptability", "flexibility". However, the psychological understanding of adaptation is somewhat different from the biological one. Without going into details, we can single out at least three distinctive features. In classical biology, adaptation is considered to be the leading mechanism of the evolution of living nature, while in psychology it is seen as a mechanism for achieving well-being in interaction with the environment. In biology, it is believed that adaptation takes place mainly through morphological changes, which are fixed at the genetic level, and in psychology - mainly due to changes in the functional characteristics of unchanged psychological structures. In biology, the inability to adapt to changes means death as the physical disappearance of an organism, a population, or an entire species, while psychology introduces a special concept of "maladaptation" (respectively, "maladjustment") as a concept that captures the negative state of a person in relation to the life situation.

The very concept of maladaptation becomes one of the key ones for building various psychological practices, because it is believed that any person has the ability to adapt by default, but situationally may turn out to be unable to change quickly and effectively enough in response to changing circumstances and the demands of the environment. At the same time, it has been proven that the degree of maladjustment directly depends on two factors: the significance (cardinality) of changing the objective circumstances of life

and the subjective readiness for self-change. Numerous studies and practice in the conditions of various disasters and war have shown both the validity and limitations of this model.

This limitation was manifested in the fact that in situations of forced resettlement, people show a sufficiently high level of adaptability to new living conditions, but they may not develop a psychological state of internal balance and well-being. The reason for such discrepancy and "gap" is their inability or difficulty in entering local communities and establishing and maintaining communication ties. This problem was interpreted through the concept of "social adaptation" as the leading socio-psychological mechanism of interaction between an individual and a new social environment.

In general, three main approaches to understanding social adaptation can be distinguished. First, it is a sociological approach which emphasises the need for an individual to conform to social values and norms. At the same time, values are considered as basic moral and ideological guidelines that are fixed in various forms, from formally official to informally traditional. And norms, predominantly - as what is fixed at the legislative level. Secondly, it is an institutional approach, where adaptation is considered as the entry of an individual into any organization. Here, the key concepts are the ability of a person to fulfill organizational and operational requirements (professional adaptation) and follow the norms of organizational culture. Thirdly, this is actually a psychological approach, where adaptation is considered through the interaction of an individual and a group, as the ability to learn and apply new norms and rules of group behavior at all levels of the organization of social interaction. The concept of a group, regardless of the way it is defined (formal – informal; organized – spontaneous; established – random; large – small, etc.) appears as an analogue of the concept of environment and, accordingly, as a determinant of individual behavior. Socio-psychological adaptation, as the "entry" of an individual into a group, involves the presence of two complementary processes: the individual must "accept" the rules of interaction established in this particular group as a setting for organizing his own behavior and interactions with other members of the group, regardless of the content of his own views and rules of life, and the group must "accept" the individual as a member of the group.

This means that at the individual and psychological level, such adaptation involves a certain loss of their own values that formed the basis of their personal identity. Such a loss can occur in two forms: through the rejection of a part of the identity and adoption of another value as the basis of a new identity, or through the concealment of real life values and the declarative acceptance of a new identity (which is recorded in social psychology in the concept of conformity). We should also add that in sociology and psychology, this discrepancy between the rules followed by an individual in a group and his personal values is accepted as one of the fundamentals and recorded in various theories of social roles.

And now we can determine the subjective indicators of an individual's adaptability to any group: 1) understanding of the system of relationships and role relations in the group; 2) emotional acceptance of one's role, accompanied by a sense of comfort; 3) experiencing a state of personal well-being in this environment.



At the metaphorical level of everyday consciousness, the general formula of the subjective experience of the state of adaptation can be formulated as follows: "I now understand what's going on here (how everything is happening) and I can settle in well."

However, as we have already pointed out, social adaptation, unlike environmental adaptation, is a two-way process, i.e. it occurs not only on the side of the individual, but also on the side of the group. In short, the internal group mechanism of adaptation is the "acceptance" procedure, which is manifested in the group's symbolic definition of a person as "our person", i.e. as one who recognizes our internal norms and rules. Therefore, the efforts of group members are constantly directed at maintaining internal views and rules, in an attempt to stabilize them, make them established and "unbreakable". It is essential that this state of "acceptance" of the individual by the group is a very dynamic entity that must be constantly confirmed, because otherwise the reverse process of "throwing" the individual out of the group may unfold.

This analysis of adaptation processes will be incomplete if we do not dwell on the problem of social maladaptation in more detail. This is a real problem, because people who are incapable of full-fledged social adaptation do not disappear and continue to live among other people. At the psychological level, the signs of maladjustment are well known and studied. As a rule, they include various psychopathic manifestations, increased aggressiveness and conflict, communication disorders and deterioration of psychosomatic conditions. But the social consequences of maladaptation remain almost unexplored, and today, as a result of the war, the Ukrainian population for the first time encountered a situation where social maladaptation became a mass phenomenon and, accordingly, a global problem.

Methodology

As a preliminary hypothesis, we can express the thesis that persistent social maladaptation leads to the marginalization of the individual and the formation of special marginal communities. Unlike the processes of adaptation, marginalization is very poorly studied in domestic psychology, but it can still be argued that this process has a significant socio-psychological and social component. The fact is that marginalized individuals begin to form groups and even whole communities, which are institutionalized on a formal or informal level and, ultimately, change the social structure of society. Such a marginalized social structure of society becomes a new powerful factor in the deployment of adaptation processes in the next generations - the circle closes and we get a mechanism of self-reproduction of marginality, but no longer at the individual level, but at the societal level, at the level of social mechanisms of personality socialization. The dangers of such marginalization of society have been discussed in European and American sociology for 30 years, but for us it is actually a new problem and it can become extremely relevant as a result of the war.

Results

Thus, a brief analysis of the adaptive paradigm of personality socialization revealed the

presence of at least three significant limitations. First, in difficult life circumstances, adaptation allows the individual to survive, but the quality of life is significantly reduced and there is a threat of establishing unproductive life strategies. Secondly, adaptation does not always lead to an increase in the well-being of an individual and, moreover, can become a significant factor in his neurotization. Thirdly, the reverse side of adaptation is the marginalization of the individual and the formation of marginal communities.

To this, we would add one more, the fourth point, which in our opinion is the main one. The fact is that adaptation processes certainly perform a stabilizing function in society, but this very function acts as a limitation both for the development of personal creative potential and for social innovation. The focus on adaptation as the leading mechanism of socialization leads to the priority of the processes of reproduction of any norms and rules, and their reproduction itself becomes a social value, and the real content is diluted or recedes "into the background". It is precisely as a result of this focus that we massively receive paradoxical facts when people get into the real space of development and achievements "not thanks to, but in spite of" the efforts of numerous institutions and agents of socialization.

Perhaps it can be argued that the general reason for the limitation of the adaptation approach is that it actually ignores the activity side of the individual's social existence. It is obvious that in order to take into account this component, it is necessary to introduce a new category that will complement the adaptation model of socialization. In our opinion, the concept of social integration of the individual can become such a category.

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Review Article

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MENTORING AS A FORM OF PSYCHOLOGICAL SUPPORT FOR CHILDREN LEFT WITHOUT PARENTAL CARE

Shistko Liudmyla

Abstract

Relevance. The loss of parental care like nothing else affects the psychological well-being of the child and can have detrimental consequences for their further social adaptation and self-realization in adulthood. The emergence of effective mechanisms for child's social adaptation is the result of its productive interaction with a human social environment and an indispensable condition for successful socialization in society. The purpose of this study is to identify the influence of mentoring on the social and psychological adaptation of children left without parental care.

Methodology. By means of theoretical analysis using the methodology of the systemic and cultural-historical approach, the article analyzes in detail the history of mentoring, its types and functions in working with children.

Results. The paper proves that a child left without parental care faces a number of problems (compensation for the level of mental deprivation, formation of basic trust in the world and gender-role identification, understanding ethical norms, and formation of relevant values), which negatively affect their ability to social adaptation. To solve them, she needs competent psychological support from adults.

Mentoring is considered as an effective form of psychological support and guidance for children, which, by transforming and enriching itself in the processes of formation, has found due recognition in modern society and is widely used as a tool for the personal development of a person as a subject of activity. It is concluded that the psychological and pedagogical potential of mentoring should be used in the psychological support of children who were left without parental care due to military operations on the territory of Ukraine.

Keywords: mentoring, psychological support, child's psychological well-being, social adaptation, psychological support.

Relevance

Many scientists have dealt with the problem of mentoring as a form and technology for the development of social adaptation of a person. The historical aspects of the establishment of the mentoring institute as a relevant psychological and pedagogical



technology of post-boarding support for orphans were studied in their works by O. Baidarov, I. Baranov, Z. Bondarenko and others. The problems of socialization and social adaptation of children were psychologically studied by M. Antropov, M. Bityanov, M. Galaguzov, M. Koltsov, N. Maksimova, V. Markova, T. Pirozhenko, Yu. Shvalb, and others.

The Ukrainian psychological and pedagogical tradition closely links the success of school and preschool educational socialization with the issue of the child's psychological well-being (Ushchynskyi K., 1990, Pirozhenko T., 2013, Vlasova O., 2014). The psychological well-being of an individual is a complex psychological formation that includes emotional, cognitive, and conative components, which are formed in the process of social and psychological activity of a person in the system of their real interactions with other people and objects of the surrounding reality (Vlasova, O. I. Gulenko, A.C., 2014). Under the influence of such processes, socio-psychological attitudes, values, and strategies of individual behavior are formed. Kaufman found that strong social support in children who survived trauma protected them from developing depression, even despite the presence of genetic vulnerability to psychopathology. (Naidyonova, L. A., 2007).

Methodology

The main goal of the current study is to identify the influence of mentoring on the social and psychological adaptation of children left without parental care.

Social adaptation is an indispensable condition and result of a child's successful socialization, which is known to occur in three main areas: activity, communication, and consciousness (Naidyonova, L.A., 2007). A decrease in adaptive capabilities is characterized by such a phenomenon as maladaptation. O. Borysenko, T. Komar, M. Levchenko, B. Rudov, V. Shtyfurak, and others actively studied this mechanism in their works. In particular, in social pedagogy, a child's maladjustment is an indicator that their behavior, performance, and relationships with others do not correspond to social norms that are typical for a certain age.

A child left without parental care faces a number of problems that negatively affect their social adaptation, as a result the development of maladaptive phenomena is inevitable. In the domestic humanitarian sphere, the concept of "mentor" came from Western science, where the term "mentor" is used to describe it. The concept of "mentor" has reached our times and is now used as a general name for mentors, educators, teachers, and generally leaders of youth (Baidarova, O.O., 2012).

The analysis of scientific and psychological literature on the peculiarities of the formation of the personality of a child who was left without parental care showed that the specific conditions of development of such children lead to the appearance of negative aspects of their "I - concept", which can be expressed through low self-esteem, personal hopelessness, lack of initiative and inability to establish positive social relationships with others.

The concept of "self-concept" is most thoroughly revealed by R. Burns who defines it as a hierarchical set of attitudes of an individual about him- or herself. The structure "I –

concept“ represents the interdependence of such components as: “real I” (what I, in my opinion, really am), “I” (what I want to be), and “mirror I” (what, in my opinion , others see me) (Burns, R.B., 1979).

Results

Nowadays, there are several leading types or types of mentoring, depending on the field of application. In particular, M. Farkhan singles out the following types of mentoring:

- community-based or social mentoring;
- religious mentoring with a specific emphasis on spirituality;
- professional/industrial mentoring aimed at mastering the basic skills of a certain profession or work in a specific organization;
- educational mentoring (mentoring carried out by teachers or professionals in the field that interested the student).

Depending on the parties involved in the mentoring process, mentoring can be implemented in the following forms [4]:

- One-on-one mentoring - a traditional model of mentoring, when one mentor works in pairs with one mentee;
- Team mentoring is a form of mentoring that involves the work of a group of experienced individuals with a group of less experienced individuals; often used in social projects;
- Group mentoring – one or two mentors build relationships with a group of mentees through frequent meetings or living together.

In world practice, considerable experience has been accumulated in supporting children and youth who, for various reasons, feel a lack of care from adults: children of prisoners, children from poor, single-parent families (including families of military personnel who died at the front), children who are on long-term inpatient treatment far from their loved ones. Since the 1980s in the USA, on the initiative of Matilda Cuomo, mentoring has been used in the social sphere to combat such a negative phenomenon as children dropping out of school. Founded in 1995, the Cuomo School of Mentoring USA continues to support statewide mentoring programs today that reach children between the ages of 5 and 18, promoting their learning and nurturing (Reid, S. A., 2012).

Today, in Ukraine, mentoring refers to individual work to prepare a young person who leaves a residential care facility for independent life in the community.

Researcher O. Baidarova aptly defines the concept of “mentor“, in her opinion, a mentor is a person from the community to which a pupil returns from boarding school, their task is to help the child acquire social and life skills for successful social and psychological adaptation and integration into the community residence. Understanding the regularities of mental development processes, age and individual characteristics of the child for the mentor is a mandatory condition for the implementation of this task. The mentor helps the child in solving a number of psychological problems, such as the formation of basic trust in the world, the formation of sex-role identification and acceptance of gender roles, the assimilation and adoption of ethical values, the formation of motivation to create one’s own family (Baidarova, O.O., 2012).



The mentor's diagnostic function consists of the ability to reproduce a real picture of the life of the child and their biological family, using adequate psycho-diagnostic tools for this.

The prognostic function of the mentor includes the ability to predict the life processes of the child and the ability to see specific ways of their further arrangement.

The activity of the mentor also includes the function of assistance and support. It consists of creating for the child's personal well-being and conditions for development, helping to solve problems, and general support.

And, finally, the analytical-evaluative function covers the ability of the mentor to analyze the results achieved in the processes of raising and developing the child, to identify positive aspects, to realistically evaluate their own capabilities and the capabilities of the child, to see the possibilities of their self-improvement (Murashkevich M.I., 2015).

It is also worth mentioning cultural competence. After all, culture is a prism through which a person perceives the world and sees him- or herself, it determines a person's behavior and influences their decision-making. The mentor's cultural competence involves knowledge and acceptance of national and universal values, it is the ability to recognize and respect the values of a culture that is different from one's own. This competence involves empathy, understanding of other behavior, and flexibility in relationships (The Borden Institute, 2017).

In order for the relationship between the mentor and the mentee to be effective and help the child from the residential institution to socialize, the mentor needs to constantly develop him- or herself and improve their own competencies. The mentor's task is to help the child master social and life skills for successful social and psychological adaptation and integration.

Conclusions

Mentoring has an unequivocal positive effect on a child's social adaptation, and it should be used both for children left without parental care and for teenagers from full-fledged families, because everyone needs external support, especially from more experienced people.

The practice of mentoring should be carried out taking into account three important aspects: 1) focus on the child gaining a qualitatively new experience of relationships, different from those that developed in a destructive family or with educators of a residential institution; 2) application of an individual approach in working with a young person, in-depth study of their interests, needs, values to determine life goals and develop a plan for their personal development, assistance in making personal decisions; 3) the use of a complex approach in working with the child, which involves taking into account all aspects of the child's life, help and support both in the formation of the simplest household skills, social skills, and in solving psychological problems of personal development, resolving internal and interpersonal conflicts, organizing their life as a whole.

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Review Article

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METHODOLOGICAL PRINCIPLES OF THE THEORY OF SOCIALIZATION AND PERSONALITY DEVELOPMENT

Vlasova Olena

Abstract

Relevance. The report analyzes the methodological foundations of the study of personality socialization in the heuristic tradition of the Kyiv Philosophical and Psychological School. The laws of human development through socialization based on cultural forms are formulated.

Methodology. A comprehensive approach (I. Sikorskyi, G. Chelpanov), which establishes the methods of metaphysics, theory of knowledge and logic in the theoretical arsenal of psychological science. Phenomenological approach (E. Husserl, G. Shpet), which considers the category of social existence in the trinity of individual, collective and corporate consciousness, and also uses the categories of form and content, phenomenon, meaning and sense, image and understanding as its interpretation based on one's own experience as central in the work of cognitive actions of human consciousness.

Results. The use of a phenomenological approach allows us to assert that personality development appears as an active process that is carried out through the appropriation and transformation of cultural forms by a person as a subject of socialization and the formation of his own expanded identity based on them.

The main mechanism of the conscious development of the personality in culture involves the following processes: 1) experiencing the significance of the new and its acceptance as a cultural form (emotional component); 2) reproduction as an interpretation of the new form in the categories of one's own experience (rational-creative component); 3) use of the understood content as a practical test of its ability (cognitive component); 4) the person's expansion of the borders of the Self or his identity through awareness of a new cultural form as part of his own experience (self-reflective meaningful component).

Keywords: *comprehensive approach, phenomenological approach, laws of socialization, cultural form, figurative form, individual experience, identity, productive socialization.*

Relevance

The problem of socialization and resocialization of an individual is traditionally



considered interdisciplinary and is considered from the standpoint of various disciplines (sociology, pedagogy, philosophy and cultural studies, legal psychology and deviantology, etc.), as well as, of course, different methodologies.

It seems promising for modern Ukrainian psychological science and practice to turn to the work laid on the border of the 19th and 20th centuries by the professor of the University of St. Volodymyr Ivan Sykorskyi (1842 – 1918) of the theoretical and methodological tradition of a comprehensive study of the psyche and the main directions of its directed socialization as education, which necessarily includes the development of the physical, moral and intellectual culture of the pupil. Another teacher of the University of St. Volodymyr - Professor Chelpanov (1862 - 1936) productively implemented a complex approach in the principle of philosophical and psychological analysis of mental, proving the need for psychology of a philosophical and categorical analysis of the content of the human psyche, posing and solving metaphysical questions of the human soul (G. Chelpanov. "On the relationship of psychology to philosophy" (1907). A unique event in the development of scientific and psychological methodology of the Kyiv Philosophical and Psychological School was the introduction of the phenomenological approach, justified by the German philosopher Edmund Husserl on the basis of the creative development of the ideas of René Descartes and Immanuel Kant. This approach was significantly modernized by the closest student and follower of George Chelpanova by Gustav Shpet (1879-1937), and provides an understanding of the socio-cultural existence (experience) of humanity as the main source of a person's personal experience and its further development.

Methodology

Developing Husserl's approach, Shpet proposed an analysis of social existence as one of the main forms of empirical existence. In the book "Phenomenon and Meaning" (1914), he notes that such a kind of being is unjustifiably absent from Husserl's classification, on the other hand, the author emphasizes that the study of the nature of social existence itself leads to the recognition of a hitherto ignored factor that only makes cognition what that it is, "shows how it is." History, language, art, literature — all of these, according to Shpet's fair statement: are manifestations of social existence and meaningful human activity, and therefore, should become objects of research.

In the work "Consciousness and its owner" (1916), Shpet singles out three subjects of consciousness as systemic integrity:

- 1) personality as an individual unity of self-aware mental life - the subject of classical introspective science of consciousness;
- 2) national spirit as an embodiment of collective consciousness; in human consciousness we also find "typical" elements of a universal collective or cathedral content (for example, of a national character) expressed in the individual structure of human consciousness in a form unique to it.

This universality (in the modern sense, the social identity of people) and its types, according to Shpet, in fact, claims to be an independent field of research and can exist as

certain generalizations (theoretical constructions within which one can talk about moral, aesthetic, religious, scientific consciousness);

3) organization - a type of consciousness that has its own community, but is created not by generalization, but by a specific way - communication (in the original: "not by the way of generalization, but by the way of communication"), that is, it implies a certain community as a concrete form of existence of group consciousness. Here, the subject of research is the peculiarities of such specific phenomena as the organization of beauty (art), the organization of knowledge (scientific schools), religious, informal organizations, territorial communities ... All these subjects or bearers of social consciousness, according to the researcher, must necessarily have a form, that is, to be named, and then investigated (Shpet, 1914, p. 33).

This is how the problem of language as a universal tool of individual and group consciousness appears. In search of the nature of human language, Shpet draws attention to 2 aspects of the science of the heritage of the English philosopher Reed, which were ignored by his contemporaries: 1) the resulting origin of a person's mental life from human communication; 2) the primacy of social processes in relation to individual ones means the impossibility of reducing the content of the human psyche to purely individual acts of the soul, which opens up the possibility of fundamentally posing the question of the social as a subject of mental activity to which the relevant experiences of a person are directed (H. Shpet. Hermeneutics and its problems (1918, p. 25).

The content of the soul, according to Shpet, consists of 1) objective images that express specific things, 2) sensory representations that are the result of the inner work of the soul, as well as 3) general ideas. The existence of general ideas differ from the designations of things and sensory representations, which are derived from objective and subjective content. General ideas are common to many individuals, connected not only in space, but also in time, and express what is essentially common to many people - supra-individuals. Therefore, regardless of the fluidity and uncertainty of the individual, language, according to the philosopher, remains definite and stable, because it expresses what is really essential and common for many, that is, socio-cultural experience. Thus, words are symbols of both specific and general ideas.

Another English philosopher, Harris, is interesting for Spet with the idea that human communication, which involves their mutual understanding, consists of speaking and listening, that is, in the transition from ideas to words in the speaker, and from words to ideas in the listener . The similarity of mutually intelligible minds rests on the meaning of words as ideas. Following Harris, Humboldt, and Potebnya, for Shpet in the analysis of language, her words have an external form (sounds) and an internal (meaning). And for an individual, meaning is the external form of a word (it can be multi-meaning, as in dictionaries), and meaning is an internal form that emerges and is constructed by consciousness from the situational context of human activity.

Results

Moving in the direction of the logic of the phenomenological approach, personality can



be described as a universal social form of existence of the human psyche, capable of self-knowledge and productive self-transformation and positive changes in the environment. Social development can be understood as the process of constructing socio-cultural forms (material and spiritual) by people, with the help of creation and further use of which they carry out extended self-reproduction of themselves and society, discovering new contents of social and individual life (experiences, knowledge, technologies, laws, norms and values of life), necessary for further optimal existence.

In view of this, the development of personality appears as an active process, which is carried out through the appropriation and transformation by a person as a subject of socialization of cultural forms and the formation of one's own identity based on them.

The main mechanism of the conscious development of the personality - understanding, involves the sequence of the following processes: 1) experiencing the significance of the new and its acceptance as interest (emotional component); 2) further interpretation of the new in the categories of one's own experience (rational-creative component); 3) use of the understood content as a practical test of its ability (conative component); 4) expanding the borders of the Self or one's identity through the person's awareness of a new cultural form as part of their own experience (self-reflexive component).

The regularities of human development from the standpoint of such a vision can be described in the following laws:

1. The law of development through active socialization of individuals in culture.

Any cultural form (rules of life, knowledge, experiences, laws, technologies) is mastered by a person through understanding its meaning and investing in its content based on one's own experience, which gives rise to personal meanings of using such a form as a means of vital activity. Such a mechanism allows an individual to expand his own identity as a meaningful filling of his "I" within the boundaries of the world of culture as his (man's) cultural being.

Based on such considerations, in the structure of a person's self-awareness as a subject of self-development on the basis of socialization, it is appropriate to distinguish 3 types of identity or "I" that form the inseparable integrity of his inner world and act as centers of subject activity.

1) personal (individual) identity, which organizes the experience of a person's activity in relation to his own organism (body), features of the mental system (soul), his consciousness and self-awareness), as well as his attitude to the world (picture of the world, values and beliefs (spirit).

2) social identity (role, ethnic, civic, political, social-status) involves the reproduction of existing rules of communication and interaction with the social environment (group norms), acceptance of other people and groups (communities) as an experience of their referentiality and value.

3) civilizational or cultural identity, which develops through the active involvement of a person in high culture (world, national) and its spiritual contents (universal human values, humanistic ideals and human virtues, which are the heritage of world culture).

Depending on the development of the identified types of identities of the structural elements of the personality as the ideal form of existence of the human psyche and the peculiarities of the combination of these elements, 4 levels of integral organization and functioning of the human psyche as a living system should be recognized: organismic, socio-individual, individual, personal.

2. The 2-d law of development through productive socialization

The mental development of the carrier (personality or community as a group of persons) takes place thanks to productive socialization, the essence of which is the active and creative exchange of cultural forms and contents of the participants of the interaction. As a result, such a process ensures the transition of all participants of socialization to a higher level of development and integration and the emergence of a new integrity, which is experienced by everyone as a resource state of expanding opportunities and is manifested in the search and awareness of new meanings of joint activity, social in significance.

Conclusions

The given methodological principles and laws are the basis of the psychological theory of socialization and development of the human personality (scientific school of Prof. Vlasova), and also contain heuristic potential for conceptual development in the field of ethnocultural psychology, in the study of social-psychological mechanisms of socialization and human development in communities.

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Case Notes and Studies



Case Note

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TOLERANCE AS A CONDITION FOR THE SUCCESS OF INCLUSIVE EDUCATION

Miliutina Kateryna

Abstract

The aim of the study. Currently, about 500 million people in the world are officially recognized as disabled due to intellectual, physical or sensory disorders. 17% of them are disabled children. The purpose of the study was to study the characteristics of tolerant and intolerant attitudes towards inclusive communities in the participants of the educational process.

Methodology. A modification of the Bogardus social distance test was applied (in the version proposed by L. Pochebut). The participants were 25 parents of normtypical children aged 6-10 years and 20 master's students - psychologists from the city of Lviv. In order to create inclusive communities, it is advisable to study those social groups whose representatives are discriminated against in society and what their behavior is perceived as acceptable, questionable and unacceptable.

Results. During the study of the participants of the educational system, the presence of prejudices against national minorities and children with special educational needs was revealed. The level of tolerance was higher among parents than among psychologists. They had zero tolerance for violence. Fights between children were perceived by parents as partially acceptable behavior. Therefore, when creating an inclusive school community, it is necessary to start with the training of specialists - psychologists and teachers, without stopping informing parents.

Key words: *tolerance, inclusion, educational socialization, parents, school bullying.*

Relevance

Nowadays, about 500 million people in the world are officially recognized as disabled due to intellectual, physical or sensory disorders, 17% of them are disabled children. In the structure of causes of the disability among children, the diseases of the nervous system and the sensory organs are in first place - 42.3%. The study of the age structure of the disability in dynamics shows that 27.3% of disabled children who are registered in the state medical institutions belong to the age category from 0 to 6 years, 62.1%, respectively, to the age group of 7 to 14 years, 10.6% - for the age group of 15-16 years (Severenchuk, 2007). According to the concept of inclusive education, which was introduced in Ukraine in 2017, a significant part of these children will study in general educational establishments.



The attitude of parents towards their children and the prospects of inclusive education will be a help or a hindrance in this process. Therefore, there is a need to empirically investigate the emotional and educational problems of families raising the children with special needs and predict the problems of implementing inclusive education and the role of psychologists and social pedagogues in this process.

In recent years, inclusive communities have been created in Ukraine, in particular in the educational environment, but gradually this process is covering enterprises, recreational facilities, etc. However, the pace of this process is not as fast as we would like. Participants in the educational process unknowingly hinder the adequate implementation of the principles of inclusive education not only a lack of funds for the equipment of a barrier-free environment, manuals and teaching methods, but also doubts about the expediency of implementing inclusion. The attitude towards adults who belong to other social minorities or have special needs is also ambiguous and does not always contribute to the creation of a normal psychological microclimate in work groups and other communities. Therefore, the study of psychological factors that contribute to or hinder the development of inclusive communities becomes especially relevant.

Study of the characteristics of tolerant and intolerant attitudes towards inclusive communities in the participants of the educational process.

The definition of the problem of tolerance initially had a religious and social character. Only in the twentieth century, the concept of "tolerance" began to acquire a psychological meaning. A number of Ukrainian authors consider the concept of "tolerance" and the variety of its meanings contained in scientific research. Analyzing the definition of tolerance by different authors, it is appropriate to distinguish five levels of existence of tolerance: civilizational, international, ethnic, social, individual (Severenchuk, 2007, p.182).

O. Maksymova (Maksymova, 2015), considering the development of tolerance in the historical context, believes that tolerance is not so much a quality, a personality trait, as its state, which is realized here and now. Tolerance does not imply giving up one's own views, value orientations and ideals, it should not be reduced to indifference, conformity, giving up one's own interests. It assumes, on the one hand, stability as a person's ability to realize his personal positions, and on the other hand, flexibility as the ability to treat other people's positions and values with respect. But, unfortunately, in practice, the involvement of the children with the special needs in the educational process of a comprehensive school, as O. Hordiichuk considers, causes complications and even problems that affect the quality of education (Holubovych, 2012).

O. Holubovych pays special attention to tolerance towards migrants and ethnic minorities (Maksymova, 2015). Tolerance in this case appears as social morality. In English-language publications (Hordiichuk & Haftkovych, 2015; Johnson, 1982; Wiggins, 1988), attention is drawn to the problems of tolerance, political correctness, and features of communication in inclusive communities, but insufficient attention is paid to the psychological factors of tolerance and the psychological aspects of coexistence within inclusive communities.

Methodology

Research hypothesis. Based on the analysis of scientific sources, we put forward a hypothesis regarding the existence of the different types of personality tolerance:

- tolerance towards a certain group of people (representatives of a different race, nationality, gender orientation, etc.);
- tolerance of behavioral manifestations (fights, begging, noise, kissing in the streets...);
- tolerance towards opinions and views (religious, political, cultural...);
- tolerance of environmental changes and uncertainties.

Sample. The participants were 25 parents of children with the typical development aged 6-10 years and 20 master's students majoring in "Psychology" in Lviv.

Methods. In order to identify population groups that are not sufficiently tolerant, the author decided to apply a modification of the Bogardus social distance test (in the version proposed by L. Pochebut). It is known that the standard version of the test determines the level of acceptance of persons of another nationality such as residents of the country, employees, etc. In order to create inclusive communities, it is more appropriate to determine which representatives of social groups are discriminated against in society, and which behavior is perceived as acceptable, questionable and unacceptable. Therefore, our respondents were asked questions about who they would not want their children to play and study with, and what children's behavior respondents perceive as acceptable, questionable and unacceptable.

Results

In the course of the study, it was found that the tolerance of parents is significantly higher than the tolerance of master's students - future psychologists. Out of 25 surveyed parents, 8 could not answer the question "With whom would you not want your children to study together?", and the other 17 surveyed gave 20 answers:

- hooligans - 12 statements,
- children from disadvantaged families - 5 statements,
- "morons" - 2 statements,
- gypsies - 1 statement.

Regarding friendly relations and joint play, the parents had almost no restrictions based on any social group, there were only four statements: "much older in age" - 3 times, "hooligans" - 1 time. A study of the future psychologists (half of whom had children of their own at the time of the study) yielded quite different results. For 20 investigated persons, we received 36 statements that related to different social groups:

- gypsies - 11,
- mentally retarded - 10,
- hyperactive - 8,
- jews - 4,
- autists - 3.

Thus, it becomes noticeable that the level of hostility among the future psychologists is quite high. Among the groups to which master's students - psychologists relate



negatively, there are both national minorities (whom they called slang, offensive names) and children with special educational needs.

When studying tolerance to behavioral manifestations, the level of attitude of both groups turned out to be approximately the same, while the content of the statements differed. The results are shown in Table 1.

Table 1. Attitudes to various forms of behavior of research participants

Group	Suppose	Doubtful	Let's not assume
parents	Study well, work in class, sometimes forget to write down homework, express your own opinion, be creative, communicate	Fighting, quarreling, saying bad words, objecting to teachers, sometimes skipping school	Fighting, filming fights, smoking, getting drunk, selling and using drug substances
students are psychologists	Develop creativity, communication, obey teachers, be balanced, manage your emotions, be moral	Not believing in God, saying bad words, not studying, not being motivated to study, not respecting parents, provoking fights	School bullying, disrespecting teachers, breaking the law, disrupting others' learning, defiant behavior, early pregnancy, sexual relations

As we can see from the table, the child's behavior, from the perspective of the parents, is much freer than from the perspective of the future professionals. The last ones declare zero tolerance for school fights, while parents consider acceptable only under certain conditions. At the same time, graduate students, unlike the parents, blame the victims for school conflicts, because they could "provoke fights", "disrupt others", etc.

Moreover, while remaining in an educational institution, the child should receive not only "educational services", but also be in safe and resourceful conditions that contribute to his or her socialization. In order to realize this goal, it is necessary to create a therapeutic community and stage the activities of socio- psychological, medical and pedagogical support of the child.

Discussion

Difficulties associated with the upbringing of a "special child" lead to qualitative changes in the life of the family, maladapt the family and lead to a family crisis. N. Severynchuk notes that the stress experienced by the family during the birth of a child with special needs disrupts the family structure quantitatively and qualitatively (the risk of parents abandoning the child increases, parents may divorce, the style of family relationships changes, social isolation progresses in the families) (Khmyzova, 2011).

Such structural changes cause functional disorders: each family function (economic, reproductive, recreational, educational, etc.) changes, acquires a new meaning, new ones appear, such as rehabilitative, compensatory, corrective. V. Tkacheva's research indicates changes in the functioning of families on several levels. The psychological level is characterized by changes in the emotional, volitional and personal domains of the parents. Changes at the social level are manifested in the violation of marital, parental and extramarital relations. The somatic level suffers as a result of exceeding the level of loads, that is, parents may develop various somatic diseases, asthenic and vegetative disorders (Maksymova, 2015). As shown by the research of O. Khmyzova and N. Ostapenko, parents of disabled children can be conditionally divided into three groups according to the adaptability indicator:

- Parents who adequately perceive the child's characteristics try to develop his potential; they are constantly looking for new ways, methods, means of teaching and educating her. They are optimistic, provide moral support to other parents, organize alternative forms of correctional work, know how to optimally distribute life time, find opportunities for their own personal development.

- Parents who pay attention to the child try to develop it, but at the same time their own emotional background is significantly reduced. Mostly, these are women who divorced their husbands after the birth of a disabled child. Such mothers almost completely abandon their personal interests.

- The third group are parents who financially support the child, but do not provide emotional support. Such parents do not adequately perceive a child with limitations, for them it becomes a stranger. Sometimes they try to remedy this situation by having another child. This group also includes parents who, due to various "objective" reasons, almost completely transfer all the problems of the development of disabled children to other family members, hired workers or specialists of the rehabilitation center. Usually, they themselves do not work with the child at home.

The problems identified in the characteristics of the second and third groups of parents negatively affect the development of a child with special needs, inhibiting the success of the rehabilitation process (Holubovych, 2012).

Meanwhile, already in the period of early childhood, children with health disabilities should receive an early intervention program, which provides for the provision of medical assistance and special corrective and developmental classes for children up to three years of age. It is these programs that increase the chance of a child's successful involvement in



the educational environment. At this stage, the social educator should closely cooperate with parents, explain to them the prospects of the child's socialization, support such persons in relations with local communities, the social environment, teachers and doctors. A psychologist, when implementing early intervention programs, should contribute to the improvement of the child's sensorimotor development, his mental processes, develop and improve individual correctional programs.

Under the conditions of the implementation of the Ukrainian school reform, children with different health conditions, different levels of knowledge and development prospects will find themselves at school. According to the author, this imposes a special responsibility on psychologists and social pedagogues.

The goal of the activity of a social pedagogue is to prepare teachers, teacher assistants, and tutors for productive cooperation. They should form an adequate attitude of adults (both teachers and parents) towards children with special educational needs. The responsibilities of a social pedagogue also include group work with students, prevention of bullying, education of the appropriate level of tolerance in the school environment.

A psychologist working in an inclusive school should systematically monitor both the psychological atmosphere in the classrooms and the dynamics of the mental state of children and adolescents. In the course of individual diagnosis and psychological correction, it is he who should identify the violation of the child's psychological state and direct the parents to the necessary medical, pedagogical, and social assistance. In addition, the psychologist becomes a mediator in the creation of a complex system of therapeutic community.

Specialists with appropriate competencies are needed to implement such a range of functional duties. Therefore, when training and improving the qualifications of psychologists and social pedagogues, sufficient attention should be paid both to work with "special" children and to modern pedagogical and psychological technologies in inclusive education.

Conclusions

During the study of master psychologists and parents of disabled children - participants in the educational system, the presence of prejudices against national minorities and children with special educational needs was revealed. The level of tolerance was higher among parents than among psychologists. Therefore, when creating an inclusive school community, it is necessary to start with the training of specialists - psychologists and teachers, without stopping informing and psychoeducation of parents.

Only the coordination of the efforts of parents, teachers, speech pathologists, social workers and doctors will allow us to achieve such a goal as the successful and productive integration of a child into an inclusive educational environment.

The work of psychologists and social pedagogues in education should not be duplicated in terms of content.

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Case Note

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CHILDHOOD FEARS AS CAUSES OF STEREOTYPICAL HUMAN BEHAVIOR IN ADULTHOOD. CONTINUATION PRACTICES

Potonska Olga

Abstract

Relevance. New unpredictable challenges occur every day, generating fear of terrorist attacks, energy disasters. To quickly adapt to the new realities of life, it is necessary to become as whole, psychologically stable and flexible as possible. The confessional tools for this human psyche are required. One of them is meditation.

Purpose of the report: to statistically substantiate the influence of the author's meditation program on overcoming stereotypical behavior of adults caused by their childhood fears and to demonstrate the development of their psychological flexibility.

Methodology. Sampl: the experimental (EG) and control (CG) groups of 34 people (21-w,13-m), (age - 21-53), who had similar socio-demographic characteristics and psychological problems

Methods: Five-factor Meindfulness Questionnaire FFMQ; Scales of anxiety and worries STAI; Ambiguity Tolerance Scale MSTAT-I; New Uncertainty Tolerance Questionnaire (NTN, Kornilova T.V.); SPB Personal Beliefs Survey; PBQ-BPD Dysfunctional Beliefs Questionnaire; K. Ryff's Psychological Well-Being Scale; SCL-90-R Symptomatic Questionnaire; author's Child and Current Fear Scale for Adults.

Results. The effectiveness of the author's program of mastering skills of decentered and impartial observation, conscious choice of cognitive and emotional reactions, abilities to "let go" and unresponsiveness has been proved. Such tools of conscious presence of program participants expanded their adaptive resources and improved psychological well-being. The regulatory effects related to the reduction of fears and anxiety occurred at the level of metacognitive functions of their consciousness.

Keywords: feeling, "grievances," fear, stereotypical behavior, mindfulness, meditation.

Relevance

The formation of stereotypes of adult behavior is influenced by various predictors. The noticeable place among them is occupied by features of her primary socialization, including her childhood fears - both normal and pathological. The researchers dealing with fears (A. Zakharova, E. Ilyina, N. Zhukovska, D. Sedok, G. Kaplan, Y. Scherbatykh, R. Ovcharova, Izard,



Ye. Mash, D. Wolf, A. Lahikainen, I. Kraav, T. Kirmanen, T. Olendik, H. Remschmidt, M. Rutter, etc.) have shown that normal fears of the child are a reaction to real dangers, the consequences of which the child evaluates adequately, without overestimating or belittling the consequences. The pathological fears are those which impede the child's development, his or her interaction with peers, inclusion in social life and cause all sorts of mental aberrations. The influence of childhood fears becomes even stronger when they are projected into the future and the adult takes certain steps under the influence of stereotypes formed on the basis of his or her own experience.

Objective: to show that with the help of the author's program using meditative practices it is possible to transform negative stereotypes of adult behavior based on childhood fears and improve their subjective well-being.

Methodology

The study used a formative experiment strategy.

Sample. The experimental (EG) and control (CG) groups of 34 people (21-w,13-m), (age - 21-53), who had similar socio-demographic characteristics and psychological problems. The EG participated in a 6-week formative program, during which participants attended group sessions and also worked independently. The CG was not involved in targeted psychological interventions using meditative practices, but was also diagnosed.

Methods. The scale of tolerance to ambiguity of several types of stimuli MSTAT-I (McLain, 1993, adaptation of Lukovitska O.G. and Osina E.M., 2010); New questionnaire of tolerance to uncertainty (NTN, Kornilova T.V., 2009) and additionally calculated index of stereotype behavior; Stinginess and anxiety STAI (Spielberger, Gorsuch & Lushene, 1970, adaptation of Hanina Y.L., 1978); SPB (Survey of Personal Beliefs; T. P. Demaria, H. Kassinove & C. A. Dill, 1989); PBQ-BPD (Butler et al., 2002, adapted from M. A. Konina & A. B. Kholmogorova, 2016); Dysfunctional Beliefs Questionnaire; K. Riyff's Scales of Psychological Well-Being (adapted by Zhukovska L.V. and Troshikhina E.G., 2011); Symptomatic Questionnaire SCL-90-R, Anxiety and Phobic Anxiety Scales, General Symptom Severity Index (adapted by N.V. Tarabrin, 2001); author's Scale to determine childhood and current fears.

By means of these tools the diagnostic cuts were carried out for both groups before the beginning of the forming activity and at the end of the program. *During the forming experiment in the EG the dynamics of the formation of conscious presence was regularly monitored using the FFMQ questionnaire.*

On the basis of the analysis of the empirical data of the first ascertaining stage, the program of group sessions for development of psychological flexibility (plasticity) of those participants of research who reported the presence of childhood fears was created. Each session included three obligatory elements:

a) teaching component: mini-lectures, self-diagnosis, discussion of experiences, group discussions;

b) meditation component: variety of approaches so that each participant can choose the practices that suit him/her personally: mindfulness approach, benevolence meditation, guided visualizations, mantra repetition technique, relaxation, simplified elements of yoga, etc;

c) psychological component: psychological exercises, mainly in the context of MF-oriented cognitive-behavioral therapy, as well as lady exercises and techniques for relieving psycho-emotional tension.

In general, meditative practices occupied half the time of the program, and the remaining 50% consisted of training sessions and psychological exercises.

The theoretical basis of the technique includes 8 hierarchical levels of consciousness (mission, motives and values, actions, mentality, thinking, emotions, sensations, physical body). At each of these levels meditation is performed to correct behavioral and cognitive stereotypes.

It is felt as the basis in meditation on which various states are explored and transformed. One's own stresses are experienced in one's internal space through bodily discomforts: discomfort in the chest or throat; trembling; cold/heat all over the body or in parts of it; compression in the kidneys; weakness in the legs, etc.

Results

In the first stage of empirical research (Spring, 2020, sample of 130 people), we obtained statistically reliable evidence that fears have a direct influence on the stereotyping of personality perception, emotions, thinking and behavior. According to correlation analysis, revealed a number of significant relationships (at the level of $p \leq 0.001$): anxiety and anxiety reactions in response to a wide range of life situations affect phobic components; the expression of conditionally constructive fear is positively correlated with the evaluation of tolerance for uncertainty; provokes increased duties towards themselves; constructive and destructive fears positively correlate with manifestations of intolerance in interpersonal relationships. [Potonska, 2020].

At the second stage the program of psychological correction of consequences of influence of childhood phobias in the form of negative stereotypes of behavior of adults and development of their psychological flexibility was developed and tested (summer, 2021, 68 persons).

On the basis of the analysis of world experience of use of meditation in the therapeutic purposes, and also results of the previous empirical research, the author allocated targets of developing-corrective influence reflecting two levels of mental functioning of the person - at level of conscious presence (processes and skills MF) and at level of steady personal features and properties.

The effective tool for overcoming stereotypes in the work was the meditative approach of Mark Palchik, based on the principles of Taoist and Buddhist traditions (his practices have been adapted in Ukraine since 2006 in business consulting and corporate programs of psychological support of employees). The main idea of the approach is to find the destructive states (helplessness, hopelessness, etc.) and then transform them with the help



of special meditative practices.

The conducted research has shown that stereotypes are formed under the influence of childhood fears. During meditation, people prone to stereotypical behavior noted childhood fears in clear detail - a disgruntled look from a father; a scream from a mother; a wave of a father's hand before hitting; mocking glances from children in class, etc. In this approach these are called "OBJECTS" triggering stereotypical behavior or other destructive states.

The productive meditation involves three basic processes:

1. Tracing - awareness of internal limitations in the form of a localized feeling. It is at this level that people explore the origins of the problem (childhood fears).

2. Transformation - turning destructive states of a person into states of rest or constructive activity.

3. Non-doing - becoming aware of new behavior. After the meditation the person returns to the situation where he or she had stereotyped behavior, for example, a conversation with a female leader ("image"). At the moment of contact with the "image" she becomes aware of her behavior, noting her inner reactions in the form of various sensations. The meditation should be done until the person is completely free of stereotypical behavior, in our case until she can talk to the female leader calmly.

The experience with stereotype has shown that prior to beginning meditation in a person's personal history, it is necessary to identify the cause of the specifically stated discomfort and to search for the images to which the stereotype is triggered. To do this, while maintaining unfocused attention at all stages, it is necessary to

1. Relax your body and unfocus your attention.

2. Recall the stressful situation.

3. localize the sensation in the body.

4. See what moment in the image activates the feeling in the inner space.

5. To unfocus attention around that feeling, and to continue unfocusing until there is a sense that the medium is an extension of it. The important condition here is to maintain awareness so as not to "fall into" a destructive state. The constructive heuristics imply the following awareness: there is an image and my body reacts to it with such sensations in such places (there may be several, but as defocused attention increases, they localize in one city).

6. At the localized point of feeling of the subject of meditation at the expense of unfocused attention it is necessary to strongly expand the space of experience with such a query "Where did I learn such sensations?", to "dive" into this point, consciously accepting the state of discomfort. At the expense of conscious presence, pictures of stressful situations from different periods of one's life appear (this is a special skill that is taught during meditation). It is important at this moment to remain concentrated on the sensations and to retain unfocused attention. All of the aforementioned moments are recorded after the technique is completed.

The next stage is the transformation of the identified states, which requires the

meditator:

1. Relax the body and unfocus attention.
2. Concentrate on sensation with RU (a special skill).
3. To "uncover" the sensation. When defocusing, the meditator may feel the boundary points of the sensation of discomfort, and at the level of sensation, one must release them, "open" them until the sensation disappears altogether.

The meditations described are performed at levels of consciousness that the adult feels and realizes. The obtained meditative skills can be used in yoga classes, in sports training (running, swimming), combined with massage, etc.

Conclusions

According to the results of this study, it is possible to state with certainty the positive effect of using the program of meditative techniques aimed at developing psychological flexibility in adults and overcoming childhood fears. The results obtained show a significant increase in the EG members' tolerance for uncertainty and a decrease in intolerance; a significant decrease in the expression of fears affecting the individual's life; the elimination of irrational and dysfunctional cognitive distortions. All this was combined with an improvement in the well-being of program participants: their competence in environmental management significantly improved, assessments of personal autonomy and self-acceptance increased.

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Case Note

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LEGAL AND PSYCHOLOGICAL ASPECTS OF FORENSIC EXPERTS' ACTIVITY IN MARTIAL LAW

Sirokha Liliia and Manko Eugenia

Abstract

Relevance. The topic of legal and psychological aspects of forensic experts' activity in martial law is highly relevant today. Forensic experts play a critical role in such situations, providing vital evidence and analysis to support legal and military decision-making. The purpose of the article is to investigate the legal and psychological aspects of the activity of forensic experts during martial law and to analyze the normative legal acts that regulate the chosen topic, examining the challenges and opportunities presented by this unique context. It also explores the impact of martial law on the mental health and well-being of forensic experts.

Methodology. The research methodology is to apply general scientific methods of research: analysis, synthesis, generalization, and comparative analysis.

Results. This paper highlights the critical importance of forensic experts in martial law environments, and the need for careful consideration of the legal and psychological aspects of their work. The situation of martial law had a great impact on Ukraine and its citizens. The changes have affected not only the issue of safety but also all spheres of life in the country. However, the unique challenges of operating in a martial law environment can place significant psychological and ethical burdens on forensic experts, who must navigate complex legal frameworks and work under intense pressure. By understanding the challenges and opportunities presented by this context, we can better support forensic experts in their vital role, and ensure that their work is conducted in a way that is both effective and ethical. Overall, this paper highlights the critical importance of forensic experts in martial law environments, and the need for careful consideration of the legal and psychological aspects of their work.

Key words: *forensic expert, martial law, legislation, psycho-emotional state, stress.*

Relevance

Military conflicts at the international level, unfortunately, are still actual topics. And their consideration and understanding of the causes of occurrence is an extremely important aspect in creating a humane society with moral and democratic values. However, despite such importance and relevance, there was relatively little research on the issues of psychological peculiarities of the work of forensic experts, and none



considered their behavior and professional activity during military conflicts or war, and the impact of war on their professional and mental well-being.

On February 24, 2022, a full-scale invasion of Russia's aggressor began in Ukraine. The life of the country and the population has changed greatly. And since no one expected that a full-scale war would begin in Ukraine, at that time there were no clear algorithms for workers of different fields, including forensic experts. Professionals in different regions were not in the same conditions: it depended on the state of affairs at the front, on the shelling of cities and villages, and on the humanitarian situation in a particular settlement. Some of the forensic experts were forced to evacuate from the place of permanent residences, and so from the place of work (evacuation was made even whole units). Others had to work close to the border with the aggressor state and demarcation lines in constant shelling. At the same time, the weight of the work of forensic experts only increased in the conditions of martial law. The number of requests for separate expert research has increased greatly, so the workload on forensic experts has increased either. Due to the active fighting and the consequences of war and occupation, the most in-demand became such types of research as molecular-genetic studies of DNA profiles (which are performed almost 24 hours a day)-aimed at identifying the dead people, valuation and construction, and technical research, research of destroyed property-which help to evaluate the material and technical damage caused by the war, explosive and technical studies of explosives, devices and blast circumstances. It has a direct impact and psychological state, anxiety, and stress among specialists. Forensic experts were forced not only to learn to live in new realities, but to continue to work actively in such difficult conditions. In addition, their forensic activity has acquired new legal and psychological aspects, which would take into account all new circumstances and difficulties.

Methodology

The research methodology is to apply general scientific methods of research: analysis, synthesis, generalization, and comparative analysis.

Results

It is necessary to mention that neither the Law of Ukraine "On Forensic Expertise" (1994) nor the draft Law of Ukraine "On Forensic Expert Activity" (2021) do not regulate the peculiarities of forensic expert activity in the conditions of martial law. When martial law was implemented, a law governing labor relations - "On the organization of labor relations in the conditions of martial law" was adopted (Draft Law on Forensic Expert Activity, 2021). This Law also applies to labor relations between the employer and employees of state specialized institutions, that carry out the forensic activity, but do not take into account their specificity of work.

Conditions of martial law in which all Ukrainians have been living have a significant impact on all legal relations and institutions in countries. Therefore, unfortunately, the legislative system was not prepared for such a case and was forced to respond to changes,

and not always effective.

But it is also important to point out the psychological aspect and peculiarities of the activities of experts who have been directly influenced by hostilities.

An expert is an individual that has high professional competence, including special professional knowledge, experience, and intuition, and who should be guided in his professional activity by certain ethical standards.

The qualification characteristic of a forensic expert assumes that, based on special knowledge in the field of science, technology, art, crafts, etc., objects, phenomena, and processes, he/she should provide the answer to the questions that are valuable for trial (Yarosh, O.V., 2008).

Even before the start of hostilities, the work of forensic experts can be attributed as such where there is a high probability of burnout, since constant stress, pressure both by the judiciary and by investigators, overload, and constant changes in legislation – all these have led to a deterioration of the psychological state of specialists. And as O. Yarosh has stated, the professional activity of a forensic expert as a complex type of professional activity unfolds at the intersection of systems "human-society", "human -social group", "human -human", which creates additional requirements and pressure on specialists of such a plan. (Yarosh, O.V., 2008). Before the war actions in Ukraine, there were processes of law enforcement reform, that caused stress and tension in the professional activity of lawyers, and forensic experts as well.

The professional activity of forensic experts, which often occurs in difficult, and sometimes extreme conditions, could be characterized by extraordinary emotional tension, responsibility, and complexity of tasks, and strict terms of their completion. Therefore, working conditions put forward increased requirements for the mental qualities of a specialist, in particular his stress resistance, and the ability to constructively solve complex situations in professional activity (Yablonska, T., Sirokha, L., 2020).

Military actions in the territory of Ukraine significantly complicate the fulfillment of the full-time duties of the expert, determined by the legislation of Ukraine - such as providing working conditions for a forensic expert at the location of the objects of research, and maximum preservation of research objects. And since many institutions have been destroyed, it significantly complicates the expert's work, which also has a negative impact on the psycho-emotional state of specialists. (Yarosh, O.V., 2008).

War can have a long-term effect on individual mental health due to war injury. Mental health is an important dimension of human capital that has a significant impact on many aspects of human life, for example, well-being, employment, earnings, wealth, etc.

However, although the "tangible" costs of wars due to their impact on physical health, education, and economic wealth are regularly estimated, assessments of psychological costs for war, including mental health, are much more difficult.

The effects of war include short- and long-term physical harm, as well as a decrease in material and human capital, which has now faced many spheres since some of the experts left abroad, some went to defend their country, others moved to safer regions of Ukraine, and some, unfortunately, died or were injured. Therefore, it is very important for



management to understand the importance of social and psychological support for their specialists. An important aspect of the activity of forensic experts is not only to improve the existing legislative regulation and maintain their activities during hostilities but also to preserve the mental health of specialists due to the fact that their professional decisions will depend on the success of the tasks and the quality of the forensic examinations.

The policy of reconstruction, investment, and economic recovery may be insufficient to completely eliminate the mental consequences of the war, while special purposeful health care programs may be required for the victims to overcome the psychological suffering caused by war.

Therefore, the question of overcoming these consequences on the mental health of professionals through the development of productive professional programs for mental health support is an important task.

Conclusions

In order to summarize, we can say that the legislation of Ukraine before the introduction of martial law did not take into account the peculiarities of the activity of forensic experts. Some of the mentioned normative legal acts were adopted during martial law, others require changes to them and adaptation, which creates a wide field for the work of lawmakers and scientists. And the psychological aspects of an expert's activity are generally a new and broad topic for further study.

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Case Note

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THE PRACTICE OF PROVIDING PSYCHOLOGICAL ASSISTANCE AT THE UNIVERSITY OF THE THIRD AGE AND HUMANITARIAN CENTER FOR UKRAINIAN REFUGEES IN SLOVAKIA

Voliarska Olena

Abstract

Relevance. Universities of the third age (U3A) are institutions aimed at the post-labor socialization of the older generation, aimed at realizing the idea of "Education throughout life", which, unfortunately, have not become particularly widespread in Ukraine. All the more interesting is the experience of creating such an institution at the beginning of the war by Ukrainian specialists who ended up in Slovakia, and the generalization of the features of their interdisciplinary work on psychological support and social therapy of elderly Ukrainian refugees who are abroad.

Methodology. As part of the implementation of the project "Social and psychological assistance for children and adults" on the initiative of the NGO "League of Mental Health" (Slovakia), a University of the Third Age for elderly refugees from Ukraine was established in the city of Gabchykovo. Its activity is based on interdisciplinary, person-oriented and integrative approaches and principles of trust, mutual assistance, tolerant attitude towards the elderly.

Sample: 15 people aged 62 - 80 years.

Methods. The Spielberger-Khanin (1976) method, conversations, individual, couple, group consultations, occupational therapy, art therapy, social and educational therapy for the elderly; intergenerational programming program for children and the elderly.

The results. During the 5 months of work of the team of specialists at U3A, a favorable psychological climate was created; adaptation of the elderly to existence in a local foreign-language environment was carried out; their family conflicts were resolved; integrative classes for the elderly with children were implemented in the center for refugees, which contributed to the development of tolerance and mutual understanding between the two generations. These measures ensured a reduction in the manifestations of stress and anxiety of the study participants, and the steady development of the cognitive and creative spheres of the elderly participants of the U3A.

Key words: *old age, adaptation, psychological assistance, mental health, psychoeducation, university of the third age*



Relevance

Education of the elderly in Ukraine is represented by institutions that offer various types of formal and informal education, namely: civic education (public organizations, women's centers and associations, family clubs, associations of people of the third age); additional professional education (foreign language courses, computer courses); educational courses based on interests (clubs, cultural centers at libraries); adult education centers organized at state institutions (philharmonics, libraries, museums, cultural centers, medical education centers). However, such a variety of educational activities for the older generation in Ukraine, unfortunately, cannot be characterized as a complete system of education for the elderly, which has naturally interconnected elements, since all these institutions exist separately and are united only within the framework of the project activities on a temporary basis.

In the summer of 2008, the Ministry of Labor and Social Policy of Ukraine together with the population fund of the United Nations Office in Ukraine (UNF) joined the implementation of the "Universities of the Third Age" project. The main tasks of the "Universities of the Third Age" program, innovative for Ukraine, were defined, which consist in promoting the mental, social, intellectual and physical activation of people of the older age group, namely: comprehensive development of a person of retirement age; popularization of educational initiatives; assistance to people of retirement age in social and psychological adaptation to modern living conditions by mastering new modern knowledge; reintegration of the elderly population into the active life of society; forming the principles of a healthy lifestyle in old age and increasing their medical competence.

Methodology

Within the framework of the project "Social and psychological assistance for children and adults" on the initiative of the independent public association "League of mental health" ("Liga za zúslené zdravie" in Bratislava, Slovakia) a university of the third age for elderly refugees from Ukraine was created.

The functioning University of the Third Age "Nadvechirya" in the humanitarian center in the city of Gabchykovo (Slovakia) is an innovative educational and psychological project for a separate category of adults, which aims at introducing and practicing the principle of lifelong learning. Its activities are based on interdisciplinary, personally oriented and integrative methodological approaches and principles of trust, tolerant attitude, mutual assistance to the elderly who are socially active. The purpose of the operation of this institution is to provide psychological assistance to Ukrainian refugees by a team of specialists of the "League of Mental Health". The tasks of U3A are: 1) to provide individual and group psychological consultations to the elderly in order to stabilize their psycho-emotional state; 2) test and develop their personal abilities and adaptation skills in order to adapt to changing social conditions; 3) to create a favorable psychological climate for the elderly and their family members in order to reduce anxiety and stress; 4) support the

readiness for education of the older generation and, thus, promote their resocialization.

U3A work methods: diagnosis, conversations; individual, couple, group consultations; art therapy, occupational therapy. social and educational therapy for the elderly; psychological support, reduction of stress; development of the cognitive and creative sphere of the personality of an elderly person.

Number of listeners: 15 people aged from 62 to 80 years.

Results

At the beginning of the work, the elderly were diagnosed according to the Spielberger-Khanin Test in the modification of Y. L. Hanin (1976), which belongs to the methods used to study the psychological phenomenon of anxiety. This questionnaire consists of 20 statements that refer to anxiety as a state (state of anxiety, reactive or situational anxiety) and 20 statements to define anxiety as a disposition, a personality trait (trait anxiety). Situational and personal anxiety is established. All individuals, without exception, have a high level of anxiety, which correlates with the presence of neurotic conflict, emotional and neurotic breakdowns, and psychosomatic illnesses.

What interesting things came out of the three-month classes? At the end of the third month of systematic classes, the concept of intergenerational programming began to be implemented, i.e. creating such programs and conducting such integrated classes that expanded cooperation, interaction, and also facilitated the exchange of knowledge and skills between two generations that are at the opposite ends of human life: children and the elderly. We used the experience of the ONE generation center located in Los Angeles (California, USA) as an example of the implementation of intergenerational programming programs. It was created more than 40 years ago as a day care center for the elderly, and in 1994 a kindergarten opened on its territory. ONE generation unites approximately 160 pensioners who attend the program at least several times a week, and 10 children's groups for babies aged 6 weeks to 6 years. Each generation has its own plans for classes, but they spend time together (Causey M., 2015; Ohri A., 2021).

We also studied the experience of the center "Providence Mount St. Vincent" in Seattle in the USA, where a kindergarten and a nursing home were combined under one roof. This facility accommodates 400 elderly residents, as well as several dozen children who have become part of the International Learning Center (ILC) program. Since 1991, ILC has been trying to provide opportunities for children and adults to interact with each other. Five days a week, kids visit the older generation to play music, dance, art, tell each other stories, cook dinner, and do many other interesting things (Providence Mount St. Vincent. URL: <https://www.providence.org/locations/wa/mount-st-vincent>).

In this way, the children have many loving grandparents, they better understand the process of growing up and aging, and the elderly residents of the center again feel their need and demand, they are happy to share their experience and love, to talk about the center's activities.

The cooperation between the elderly and children provides children with role models,



helps them acquire new interests, develops emotional intelligence, as well as qualities such as respect and compassion. For the elderly, communication with children is an important source of vital energy: it reduces their social isolation, gives a sense of belonging, and increases the subjective assessment of personal well-being.

The result of integrated activities of the elderly and children aged 8-11 years is, perhaps, an ideal platform for intergenerational interaction. Intergenerational programming promotes the transmission of cultural traditions and values from the older generation to the younger, helps to form social identity, while encouraging tolerance and erasing negative behavioral stereotypes.

Intergenerational programming promotes the transmission of cultural traditions and values from the older generation to the younger, helps to form social identity, while encouraging tolerance and erasing negative behavioral stereotypes. We believe that such interaction will allow elderly Ukrainian refugees not only to feel needed and in demand, but also help them pass on their experience to the younger generation. And what is very important in the conditions of local cohabitation is to understand children's behavior and be tolerant of them. Thanks to such meetings, children can absorb wisdom, knowledge and cultural virtues from communication with people who have passed a long life path.

The separate direction of cultural and psychological communication of the elderly is also interesting, which is emphasized by Ukrainian scientists O. Vlasova and D. Koskina (Vlasova O.I., Kos'kina D.O. (2014). On October 1, 2022, a team of specialists congratulated the participants of the University of the Third Age "Nadvechirya" on the International Day of the Elderly. An excursion "Not the first rendezvous with Bratislava" to Bratislava, the capital of Slovakia, was organized for our listeners and their families, where they got acquainted with the history of Bratislava, took a walk through the historical quarters of the Old Town, viewed the Medieval Gate of the XIII century and saw the restored sculpture of St. Michael slaying the Dragon, visited the Cathedral of St. Martin. Over a cup of coffee on the main square of the city near the Old Town Hall and the Roland fountain, the tour participants discussed what they had seen and expressed their sincere gratitude to our team.

In the course of U3A activities, the following results were achieved during 5 months of comprehensive work by a team of specialists: positive: a favorable psychological climate of harmonious and tolerant communication was created at U3A classes; the first stages of socio-psychological adaptation of the elderly to existence in the local social environment were carried out; two pensioners found work, worked for a month, but subsequently did not pass the probationary period at work; family conflicts are resolved; integrative classes for the elderly with children have been implemented in the very center for refugees, which contributes to the development of tolerance and mutual understanding between the two generations; negative: lack of systemic therapy in couple and individual consultations; the emergence of conflicts among participants.

Discussion

Discussion issues include:

1. Psychological conditioning of the creation of U3A for elderly refugees: yes or no?
2. Is it correct to start work with the organization of the trust of such a target group to psychological influences?

Thus, taking into account the above, it is necessary at the state level to recognize the public benefit of institutions for the education of the elderly and to implement large-scale and targeted measures to provide psychological assistance to such a category of the adult population of Ukraine as forced migrants and refugees.

We express our gratitude to the management of the public association "Liga za zusené zdravie" in Bratislava, Slovakia, which initiated the project "Social-psychological assistance for children and adults" and provided us with the resources to implement social-psychological assistance for this target category of adults.

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Case Note

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CHARACTERISTICS OF THE EMOTIONAL INTELLIGENCE OF YOUNG PEOPLE WITH DIFFERENT ACCENTUATIONS OF CHARACTER

Zapeka Yana and Tereshchenko Kristina

Abstract

The purpose of the work is to show the results of a theoretical and empirical study of the features of the emotional intelligence of young people with different accents and styles of humor.

Methodology. 88 young men of late adolescence took part in the study - students of Kyiv secondary schools. Methods: 1) theoretical analysis and generalization of scientific literature on research issues; 2) diagnostic standardized methods: diagnostic test of character accentuation types (A.E. Lychko); emotional self-awareness test (O.I. Vlasova); questionnaire of emotional intelligence (D.V. Lusin); empathy questionnaire (Mehrabiana); questionnaire "Styles of humor" (Martin); 3) Descriptive statistics and the Pearson correlation coefficient were used to analyze the relationships between the results of the empirical study.

The results. The researchers found that the most developed interpersonal emotional intelligence is characteristic of young people with a labile accentuation type, who are characterized by low self-awareness and high mood variability. High intrapersonal emotional intelligence is significantly associated with the astheno-neurotic type of accentuation, which is characterized by increased mental and physical fatigue and irritability in everyday life. This type of accentuation of the character turned out to be predominant among the researched (22%).

Regarding the use of humor by the researched people, it was found that young men with demonstrative and hyperthymic types of character accentuations prefer an aggressive style of humor, which is destructive in content and directed at others. This significantly distinguishes them from young men of the age-standard development, for whom the most characteristic is a self-supporting style of humorous attitude to life events, which has a constructive meaning and productively affects the personality of the young man and his environment.

Keywords: *emotional intelligence, character accentuations, empathy, humor styles.*

Relevance

The concept of "emotional intelligence" (EQ) in psychology appeared relatively



recently, and interest in it is growing every day. Numerous studies conducted by theoreticians and practitioners of psychology have shown that the level of a person's personal achievements is largely determined not by the classical indicator of intelligence IQ, but rather emotional abilities. In other words, "being smart" does not mean "being successful" at all, it is important to understand your own and other people's emotions and be able to control them. (Derevyanko, 2009)

In a broad sense, emotional intelligence refers to the ability to know, understand and manage emotions; at the same time, both the subject's own emotions and the emotions of other people are implied. (Dmytryuk, 2010)

Emotional intelligence is a group of mental abilities that are involved in a person's awareness and understanding of their own emotions and the emotions of others. The authors understand emotional intelligence as a component of a person's social intelligence, which involves his ability to be aware of his own and other people's emotions and feelings, distinguish between them and use this information to regulate people's thinking and behavior. As leading psychological qualities of emotional intelligence, we define empathy, the ability of a person to understand his their own feelings, to understand the emotions of others and to manage emotional states.

The relationship between emotional intelligence and empathy as the natural basis of human emotional intelligence can be clearly traced in the literature. According to Mayer, empathy is experiencing the emotional state of other people, taking into account the feelings of others when making decisions. (Mayer, 1993)

As for the styles of humor, the following can be noted: humor is an important quality of the personality, which in its positive manifestations serves to achieve better social adaptability, preservation of mental well-being and human health. Therefore, only an adequate socially positive use of humor is a useful personal property that improves interpersonal relationships, provides emotional support, and helps people overcome difficult communicative situations (e.g., conflicts).

Adolescence is sensitive for the development and formation of a person's inner world, its meaning and value spheres. Understanding the differences of youth and related emotional experiences has a significant impact on the formation of the productive values of the individual. The indicated processes are connected not only with the specifics of the social environment, but also with the individual and psychological characteristics of the young man, among which accentuations of character become noticeable.

Character accentuations in youth reduce a person's social productivity, as they represent hypertrophied expressiveness of individual features, disharmony in character development. This causes increased in the individual's vulnerability to certain types of influences and makes it difficult to adapt to some specific situations.

Methodology

The purpose of the study is to determine the characteristics of the emotional intelligence of young people with different accentuations and prevailing symbols of humor.

A set of methods was used to solve the tasks:

1) theoretical analysis and generalization of scientific literature on research issues; 2) diagnostic standardized methods: test for diagnosis of character accentuation types (A.E. Lychko); test of emotional self-awareness (Vlasov); questionnaire of emotional intelligence (D.V. Lusin); empathy questionnaire (Mehrabiana); questionnaire "Styles of humor" (Martin).

3) methods of quantitative and qualitative data processing (descriptive statistics and Pearson's correlation coefficient). Indicators obtained using standardized methods were calculated according to the keys and processed using the SPSS software package.

Results

The primary analysis of the results of the study of the interpersonal emotional intelligence of young men showed that they have an average level of differentiation of the emotional expression of other people (60% of the subjects, the scale "Understanding other people's emotions"). Similarly, 60% of the subjects have an average level of emotional self-awareness (an indicator of intrapersonal intelligence). This level is characterized by a person's awareness of his own experiences and the ability to name emotional reactions and their manifestations, express emotions adequately. On the other hand, according to the "Management of other people's emotions" scale, 40% of the subjects received low indicators.

As for the manifestations of humor, the most characteristic of the sample of young men was the self-supporting style of humor (45% of the respondents). According to the developers of the technique, this style is characteristic of people who have an optimistic view of life, are able to keep a sense of humor in situations of difficulties and problems, that is, are able to use humor to regulate emotions and overcome stressful experiences. The authors tend to consider the obtained data as indicators characteristic of the age-standard development of young men's emotional intelligence. (Vlasova O., 2019).

The analysis of the results of the study of accentuations of the character of young men showed that the predominant for them is the astheno-neurotic type of accentuations, which was found in 22% of the subjects. This type is characterized by indecisiveness, a tendency to anxiety, a tendency to fatigue quickly, depressive states and irritability.

Correlation analysis revealed statistical relationships characteristic of the emotional intelligence of young men with different types of accentuations.

Thus, the astheno-neurotic type was characterized by an average level of emotional self-awareness (0.61 - a strong positive relationship) and a low level of empathy (0.56 - a strong positive relationship). This indicates that such people, due to their own increased anxiety, cannot understand their traits and learn to use them (see Table 1).

The hyperthymic type demonstrated a low level of emotional self-awareness (0.55 - strong positive relationship) and a low level of empathy (0.58 - strong positive relationship). Such young people are talkative and active, their attention is constantly organized by various interests, but they cannot understand their own experiences and internal states, the level of their emotional self-awareness turned out to be low, compared to the age



norm.

Representatives of the cycloid type have a high level of emotional self-awareness (0.62 - a strong positive relationship) and an average level of empathy (0.53 - a strong positive relationship). These people, as a rule, adapt well to the conditions dictated by the environment, are clearly aware and recognize their social positions and emotional characteristics.

The labile type presents a high level of emotional self-awareness (0.66 - a strong positive relationship) and an average level of empathy (0.53 - a strong positive relationship). Young men of this type have a changeable mood, besides, it is difficult for them to understand their own self.

A medium level of emotional self-awareness (0.63 - a strong positive relationship) and a medium level of empathy (0.52 - a strong positive relationship) are characteristic of young men with a demonstrative type of character accentuation. Such individuals are not responsible and do not tend to sympathize with others, because they believe that not everyone needs it.

Table 1: The relationship between the types of accentuation of the character of young people with emotional self-awareness and empathy

Types of accents	Emotional self-awareness			Indicators of empathy		
	LL	ML	HL	LL	ML	HL
Astheno - neurotic type	0,2	0,61**	- 0,39	0,56**	- 0,45	0,35
Hyperthymic type	0,55**	0,27	- 0,24	0,58**	0,35	- 0,21
Cycloid type	0,35	- 0,45	0,62**	0,34	0,53**	0,22
Labile type	0,36	- 0,12	0,66**	0,15	0,53**	0,29
Demonstration type	0,18	0,63**	- 0,08	0,24	0,52**	0,22
Unstable type	0,55**	- 0,33	0,25	0,38	0,51**	0,29

The unstable type has a medium level of empathy (0.51 - a strong positive relationship) and a low level of emotional self-awareness (0.55 - a strong positive relationship). Such young men are sociable, enjoy new experiences and use them for mutual understanding with

others.

Comparative analysis connections between the accentuations of the character of young men and the peculiarities of the development of their emotional intelligence allows us (see Table 2 to conclude that:

Table 2. The relationship between the types of accentuation of the character of young people with the types of humor and emotional intelligence

Types of accents	Types of humor				Emotional intelligence	
	Affiliative	Self-sustaining	Aggressive	Self-destructive	Interpersonal EI	Intrapersonal EI
Astheno-neurotic type						0,52**
Labile type					0,58**	
Hyperthymic type			0,51**			
Demonstration type			0,61**			

Adjustment of statistical procedures also showed that young people with accentuations of character use humor in interaction with the social environment, as evidenced by strong positive correlations that were found between the scale "aggressive type of humor", which is destructive in content and directed at others, and the demonstrative type (0, 61), which is characterized by egocentrism and an insatiable thirst for attention, as well as the hyperthymic type of accentuations, which is characterized by an active desire for activity and a positive outlook on life (0, 51).

Conclusions

The results of the conducted theoretical and empirical research provide grounds for formulating the following conclusions:

Persons of youthful age with accentuations of character have certain peculiarities in the groove of emotional intelligence as an important component of human social abilities.

Thus, developed interpersonal emotional intelligence is most typical of young people with a labile accentuation type, who are characterized by low self-awareness and high mood variability. And high intra-personal emotional intelligence is statistically associated with the astheno-neurotic type of accentuation, whose representatives have increased



mental and physical fatigue and frequent states of irritability in everyday life.

The use of humor by young people also has its own specific features. It was found that young people with demonstrative and hyperthymic types of character accentuations prefer to use an aggressive style of humor, which is destructive in content and directed at others. This significantly distinguishes them from young men of the age-standard development, for whom the most characteristic is a self-supporting style of humorous attitude to life events, which has a constructive meaning and productively affects the young man and his environment.

Based on the conducted empirical research, a set of exercises was developed for the development of emotional intelligence and constructive humor of young people who took part in the research.

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