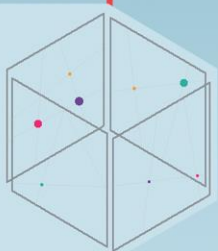


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Editorial

Dear readers!

We are pleased to announce the release of the next issue 1/2024 (Vol. 6) of this specialized international publication, in which we continue to publish the results of empirical studies, analytical reviews and scientific investigations devoted to the study of topical problems of socialization and human development. This issue presents convincing articles that, based on socio-cultural methodology, highlight important issues of educational, pragmatic, political and family socialization and development of modern man for modern human science and social practice.

In particular, we draw your attention to the research materials of Stanislav Khomenko on the experience of overcoming post-traumatic states of combatants and Oksana Korolovych on the theoretical and practical features of widowhood in wartime, dedicated to the search for evidence-based practices of psychological assistance to Ukrainian combatants and their family members. But to the work of Professor Olena Chuyko et al., which systematizes the problems of internally displaced persons, outlines important institutional, socio-economic and communicative mechanisms for their resocialization and strengthening the social unity of host communities in wartime.

Traditionally interesting are developments in the field of educational socialization of youth in times of war. Description of resources for supporting resilience and subjective well-being of young people (articles by Olga Morozova-Larina et al., Yevgeny Prokopovych et al.), discussion of the significance of the formation of foreign language metacognitive skills as effective tools for their pragmatic socialization in the processes of studying by students (material by Olga Kuznetsova).

We also anticipate active interest in Oksana Bidash's research, in which the author looks for predictors of a group of family conflicts among Ukrainians in the features of political socialization and intergenerational differences of relatives.

In order to expand the scope of possible research on topical issues of modern humanitarian science and practice, we invite you to familiarize yourself with these and other articles presented in the full issue 1.2024 of our journal.

Thank you for your continued support and look forward to your feedback on issue 1.2024.



THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE, RESILIENCE AND ACADEMIC SUCCESS OF UNIVERSITY STUDENTS DURING THE FULL-SCALE WAR IN UKRAINE

Morozova-Larina Olga, Suprun Iryna

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Abstract

Relevance. In light of the current challenges facing Ukrainian society, it is extremely important to study the factors that contribute to the formation of emotional resilience of young people and the effectiveness of the educational process in stressful conditions.

The purpose of the study is the theoretical substantiation and empirical study of the factors of the formation of emotional intelligence and resilience in student youth.

Methodology. To solve the outlined tasks, a complex of theoretical and empirical methods of scientific research was used. Theoretical methods: analysis, synthesis and generalization. Empirical: questionnaires, testing. The processing of empirical indicators was carried out using descriptive statistics, correlation analysis according to the Pearson criterion, one-way analysis of variance ANOVA, identification of statistically significant differences according to the Mann-Whitney U-criterion and multiple regression analysis according to the regression coefficient.

Results. The study revealed significant features of the development of the components of emotional intelligence of young people. 49.4% of students have a low level of emotional awareness, which affects their adaptation, and 81.8% have a low level of emotion management, which complicates coping with stress. 59.7% of respondents demonstrate low self-motivation. The level of resilience of students is moderate, in 11.7% of respondents it is below average, which indicates the risk of stress disorders. A positive correlation was found between emotional intelligence and resilience, confirming the importance of emotional competencies for supporting students' resilience.

The study showed that a high level of emotional awareness and emotion management is positively correlated with academic performance. However, among high-achieving students, a negative correlation was observed between emotional awareness and resilience, which may indicate a decrease in adaptability due to excessive self-reflection.

The results indicate the need for psychological support programs to develop emotional intelligence and resilience in students, which will help students better adapt to the stressful conditions of studying during the war.

Keywords: resilience, emotional intelligence, emotional awareness, emotion management, self-motivation, empathy, emotion recognition, academic performance.

Relevance

Emotional intelligence (EI) is an important element of personal growth and professional training, which requires special attention from participants in the modern educational process and dynamic labor market. It is a key factor influencing success in various aspects of life, including studies, careers and personal relationships. In recent years, many studies have been conducted that demonstrate that high levels of emotional intelligence have a positive effect on academic performance and overall student success (Mrisho & Mseti, 2024).

Adolescence and youth, covering the age group from 10 to 19 years, are a critically important stage full of significant physical, emotional and social changes (World Health Organization, 2021). At this time, emotional intelligence develops in close connection with brain development, as cortical and limbic structures become more active, which leads to significant emotional fluctuations (Eiland & Romeo, 2013). According to Vlasova O.I., in youth, the strength of the CNS excitation is directly related to the development of the differentiation of the carrier's emotions and vice versa - to the management of emotions. It has also been statistically confirmed that there is a lower ability to manage emotions in representatives with a pronounced dominance of the left hemisphere and low indicators of general mental activity (Vlasova O.I., 2019).

During student years, academic success depends not only on knowledge and skills, but also on the student's ability to manage their own emotions, adapt to stress and effectively interact with peers and teachers. Studies show that students with high EI often have such positive qualities as stress resistance, developed communication skills, motivation and self-regulation (Vlasova O.I., 2019).

Students with high emotional intelligence are able to cope more effectively with the stress associated with studying, thanks to emotional regulation skills that allow them to remain calm in difficult situations, such as exams or important projects (. High levels of EI contribute to better conflict resolution, understanding the positions of others and reaching compromises, which is important in a professional environment where conflicts arise quite often. People with high emotional intelligence can inspire and motivate others, which makes them effective leaders, able to create a positive atmosphere in the team, which promotes productivity and creativity (Mrisho & Mseti, 2024). Developed emotional intelligence also strengthens leadership abilities, influencing the behavior of adolescents and young men and their mental health indicators (El-Khodary & Samara, 2019; Lopez-Zafra et al., 2019; Sánchez-Álvarez et al., 2020). Emotional intelligence is the ability to be aware of one's own emotions and use this understanding to improve cognitive processes (Mayer, Roberts, & Barsade, 2008). According to the triumphal brain theory, which divides the brain into a neocortex for thinking, a midbrain for emotions, and a reptilian brainstem for basic functions, it



integrates cognitive and emotional aspects, allowing people to “think about feelings” and “feel about thoughts,” in (Butler, 2008).

According to researchers (O’Connor, Ramos-Díaz et al.), emotional intelligence is an important factor influencing students’ academic and professional success. The development of emotional intelligence should become an important component of higher education curricula, which will contribute to the formation of competent, adaptive, and successful young professionals. It is also important for us that there is empirical evidence that emotional intelligence has a strong relationship with resilience, which dynamically affects people’s mental well-being and life satisfaction (O’Connor et al., 2021; Ramos-Díaz et al., 2019).

Resilience is defined as the ability to adapt and recover from adversity. This concept is closely related to emotional intelligence, as people with high EI tend to show greater resilience in stressful situations (Schneider et al., 2013). Resilience is an active process that involves not only the ability to “survive” adversity, but also an active participation in recovery and development after difficult circumstances. Resilient individuals have specific skills that help them overcome stress and negative emotions, while maintaining an optimistic outlook on life (P’yantkivska, 2023).

In the educational context, resilience allows students to cope with stress more effectively, supporting their motivation and success. In conditions of rapid and unpredictable changes in social life, the development of resilience becomes an important goal for the individual socialization of citizens and society as a whole. Research by Afuzova et al. (Afuzova et al., 2023) confirmed that first-year students experiencing martial law have reduced opportunities to cope with difficult life circumstances. A deeper study of the "weak" aspects of resilience of Ukrainian students during adaptation to higher education may contribute to the development of effective strategies for their psychological support in such difficult conditions. The relationship between resilience and academic success is a relevant topic in education and psychology. The main factors of academic success include the ability to cope with stress, adapt to change, and problem-solving skills. Students with high resilience can effectively cope with various stressful situations in their studies, which has a positive effect on their academic performance. As noted by P’yantkivska L.V. (2023), developed resilience includes various resources that help students mobilize in difficult conditions, such as military operations.

Resilience not only contributes to the successful overcoming of educational challenges, but also increases through academic achievements. Understanding this connection is critically important for developing effective strategies to support students that will help form resilience and achieve high academic results.

Therefore, the purpose of our study was to provide theoretical justification and empirical analysis of the factors of emotional intelligence and resilience formation in students. The study was intended to carry out a theoretical analysis of the formation of

emotional intelligence and resilience, as well as to empirically investigate their relationship and impact on the academic performance of students of higher education institutions.

Methodology

To achieve the set goals, various theoretical and empirical research methods were used. Among the theoretical methods, analysis, synthesis and generalization were used, which allowed us to evaluate the materials of the scientific literature on the current state of the problem under study.

As part of the empirical study, a questionnaire was conducted to collect objective information about the participants and testing, in particular, the “Emotional Intelligence Test” (EQ Test, N. Hall) and the Connor-Davidson-10 Resilience Scale were used.

75 respondents took part in the study: aged 17 to 19 years. The survey was carried out in an online format using Google Forms, as well as through direct contact during psychodiagnostic procedures.

The data obtained were processed using mathematical statistical methods, including descriptive statistics to determine the mean, median, and range, frequency analysis with the establishment of percentage frequency relative to the actual number, correlation analysis using the Pearson criterion, one-way analysis of variance ANOVA, as well as the determination of statistically significant differences using the Mann-Whitney U-criterion and multiple regression analysis.

Results

During the analysis, various aspects of the development of students' emotional intelligence were identified, which are summarized in Table 1 (see Table 1).

Table 1. Partial and integrative indicators of emotional intelligence of students

Variables Mean	Mean	Median	Standard deviation	Min.	Max.
Emotional awareness	7,82	8	5,47	-7	18
Emotional management	0,43	-1	8,33	-16	18
Self-motivation	6,25	5	6,2	-9	17
Empathy	7,82	8	6,31	-10	18
Emotional recognition	6,81	7	6,88	-12	18
Emotional intelligence	28,44	26,5	24,81	-39	80

The mean value of the indicator “Emotional Awareness” indicates that most participants have a well-developed ability to be aware of their emotions. However, the



significant standard deviation indicates variability in the results, where the minimum value indicates a negative self-esteem in some students, and the maximum - a high level of awareness in others.

Regarding the variable "Emotional Management", the results showed that many students face difficulties in controlling their emotions. The standard deviation confirms a significant discrepancy in the data: the minimum value indicates a low level of emotional management in some respondents, while the maximum value indicates good emotional control skills in others.

Analysis of the variable "Self-motivation" showed a mean value of 6.25 and a median of 5, indicating a moderate level of motivation among students. However, the standard deviation of 6.2 indicates significant variability: the minimum value of -9 demonstrates a lack of motivation in some, and the maximum value of 17 indicates a high motivation to achieve goals.

Regarding empathy, the mean value was 7.82 with a median of 8, indicating a moderate ability to understand and sympathize with others. However, the standard deviation of 6.31

indicates significant differences across the sample: some students have very low levels of empathy, while others demonstrate high abilities in this indicator.

The ability to "Recognize emotions" had a mean value of 6.81 and a median of 7, indicating a fairly developed ability to interpret emotions in most students. However, the standard deviation of 6.88 shows significant variability: some students have difficulty recognizing emotions, while others demonstrate high skills.

The overall level of emotional intelligence of students is estimated at an average of 28.44 with a median of 26.5, which indicates a moderate level of this indicator in the sample. However, the standard deviation of 24.81 indicates a large spread of values: a minimum of -39 indicates serious problems with emotional intelligence in some students, while a maximum of 80 indicates a very high level of emotional intelligence development in other study participants.

Next, we will analyze the distribution of the sample by the level of development of the components of emotional intelligence of students (emotional awareness, emotion management, self-motivation, empathy, emotion recognition) and its integral indicator.

According to the results obtained, 49.4% of students demonstrate a low level of emotional awareness, which indicates that almost half of the participants have difficulties in recognizing their emotions. This can negatively affect their ability to adequately respond to stressful situations or maintain healthy interpersonal relationships. At the same time, 36.4% of students have an average level of emotional awareness, which indicates a moderate development of this skill, while only 14.2% demonstrate a high level, indicating significant self-reflection and the ability to recognize their emotions.

The analysis of emotion management revealed an even greater imbalance: 81.8% of students have a low level of this indicator, which is alarming, as it indicates an inability to effectively control their emotions in stressful or conflict situations. A low level of self-control can negatively affect their learning and social adaptation. Only 10.4% have an average level of emotion management, and only 7.8% demonstrate high skills in this area.

Regarding self-motivation, a predominantly low level is also observed. About 59.7% of students have a low level of self-motivation, which may indicate a lack of internal incentives to achieve goals, which negatively affects their academic performance. 28.6% have an average level of motivation, indicating some activity, but with possible fluctuations. A high level of self-motivation is observed in only 11.7% of students, which indicates clear goals and strong internal motivation.

Empathy, as another important component of emotional intelligence, also has significant variability. 44.2% of students demonstrate a low level of empathy, which may indicate difficulties in establishing social connections. An average level of empathy was found in 37.7% of respondents, which indicates a moderate ability to understand others, but with possible difficulties in complex social situations. Only 18.2% have a high level of empathy, which indicates their ability to deeply understand the feelings of others.

Regarding the ability to recognize emotions, 57.1% of students have a low level of this skill, which may indicate difficulties in interpreting emotional signals from others. The average level of emotion recognition is observed in 29.9% of participants, which indicates some possibilities in this area, although with limitations. A high level of this skill is possessed by 13% of students, which indicates their ability to adequately respond to the emotions of others. The overall level of emotional intelligence in the majority of students was low (67.5%), which indicates insufficient development of key skills for effective interaction with both their own emotions and the emotions of others. 28.6% of students have an average level of emotional intelligence, which indicates the presence of basic skills that can be developed further. Only 3.9% demonstrate a high level, which is an indicator of their ability to effectively manage emotions, motivate themselves and interact with others at a productive level.

In order to determine the relationship between emotional intelligence, resilience and academic success of students, the study participants were grouped into three groups based on the results of the first (and only at that time) session in higher education institutions. All respondents were divided into the categories of "excellent", "good" and "satisfactory" based on the results of academic success, after which a comparison of the characteristics of the emotional intelligence indicators of the created groups was carried out using a one-factor analysis of variance. As a result of this statistical procedure, significant differences were found for each of the three groups according to the emotional awareness indicator (see Table 2). Let us discuss them in more detail.



Table 2. Results of comparison of emotional awareness depending on success (ANOVA)

Variables	p-significance ANOVA	Emotional awareness
Satisfactory	0,008	7,02*
Good		8,70
Excellent		12,60*

Note: "*" - statistically significant difference according to post-hoc test. ($p < 0.05$)

The results indicate that the level of emotional awareness of students, that is, their ability to recognize and understand their own emotions, can significantly affect academic success. Students who received "excellent" demonstrated the highest level of emotional awareness with a mean value of 12.60. This indicates a close relationship between a high ability to be aware of their emotions and achieving high academic results. Such emotional competence helps them effectively cope with academic stress, maintain high motivation and concentration, which, in turn, contributes to academic success.

In contrast, students with a "satisfactory" score showed a significantly lower level of emotional awareness, with a mean score of only 7.02. This score was statistically significantly lower than that of students with an "excellent" score ($p = 0.014$). This difference may indicate that a lack of understanding and control over one's emotions hinders high performance. Students with low levels of emotional awareness are likely to have more difficulty managing stress, which negatively affects their ability to focus on their studies and perform at a high level. Students with a "good" score showed a mean emotional awareness score of 8.70. Although this score is higher than that of students with a "satisfactory" score, it is still lower than that of students with an "excellent" score. This may indicate that a certain level of emotional awareness already allows the speaker to achieve good academic results, but an even higher level of this competence is needed to achieve the highest grades.

Analysis of the results using the Connor-Davidson Resilience Scale-10 method provided important information about the level of resilience of students, reflecting their ability to adapt to stressful situations and overcome difficulties (see Table 3).

Table 3. Resilience of students who participated in the study using the Connor-Davidson Resilience Scale-10 method

Variables	Mean	Median	Standard Deviation.	Min	Max
Resilience	24,6	24	5,79	9	39

The mean resilience score was 24.6, indicating a generally moderate level of resilience among the study participants. The median of 24 indicates that half of the students have resilience at or slightly above this level, highlighting their stability in overcoming challenges. However, the standard deviation of 5.79 indicates some variability in the results, indicating different levels of resilience among students. The minimum resilience score of 9 points indicates that some students have serious difficulties in adapting and resisting stress, while the maximum score of 39 points indicates that some students have exceptional abilities for resilience. The distribution of the sample by level of resilience revealed that the majority of students have an average or above-average level of resilience (see Figure 1). Specifically, 36.4% of students have an average level of resilience, which means that they are able to cope with difficulties moderately effectively, although they may need support in particularly difficult situations. Another 31.2% of students demonstrate an above-average level of resilience, indicating their ability to adapt quite well to stressful conditions, such as training during war. Such students are likely to have internal resources that allow them to effectively confront challenges.

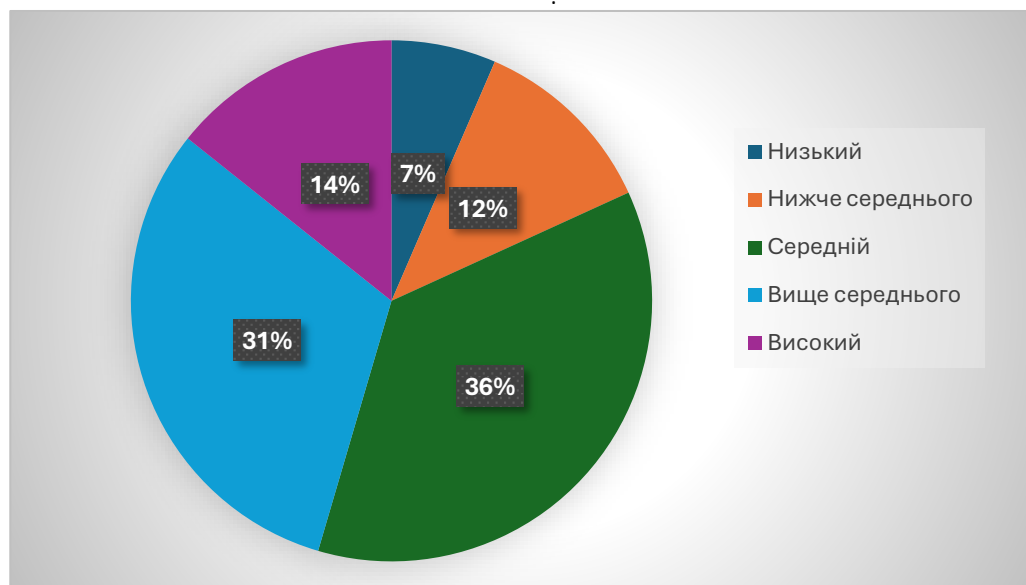


Fig. 2. Distribution of the sample by level of resilience

An important result is that 14.3% of students have a high level of resilience, which indicates their exceptional ability to quickly adapt and withstand stress factors. This may be the result of both internal psychological characteristics and the external support they receive. However, it is also worth paying attention to the fact that 11.7% of students have a level of resilience below average, which may indicate potential



difficulties in coping with stress and the need for additional psychological support or the development of stress management skills.

The situation is even more critical for 6.5% of students who have a low level of resilience, which indicates their significant adaptation problems and a high risk of developing stress disorders. This sample group requires special attention, since their ability to overcome difficulties is significantly limited.

Interesting results regarding the relationship between emotional intelligence and resilience were obtained among students with the highest academic achievements (see Table 4).

Table 4. Relationship between emotional intelligence and resilience depending on academic performance (for respondents from the “Excellent” category)

Variables	Resilience
Emotional awareness	-0,666*
Emotional management	0,249
Self-motivation	0,519*
Empathy	0,136
Emotional recognition	-0,174
Emotional intelligence	0,248

Note: "*" - statistical significance at the $p < 0.05$ level.

In this group, emotion management ($r=0.643$) and self-motivation ($r=0.600$) were the strongest factors positively influencing resilience. This indicates that the ability to self-regulate and maintain motivation in stressful situations is important for these students. Empathy also showed a positive relationship with resilience ($r=0.455$), which emphasizes the importance of social support and understanding in overcoming difficulties. It is worth noting that the overall level of emotional intelligence ($r=0.649$) was a strong indicator of resilience in students in this category.

Table 5. Relationship between emotional intelligence and resilience depending on academic performance (for respondents in the “Good” category)

Variables	Resilience
Emotional awareness	0,293
Emotional management	0,643*
Self-motivation	0,600*
Empathy	0,455*
Emotional recognition	0,292
Emotional intelligence	0,649*

Note: "*" - statistical significance at the $p < 0.05$ level.

Finally, among students who received a “satisfactory” rating, the strongest positive relationship ($r=0.633$) between emotion management and resilience was observed (see Table 6). This suggests that for those with lower academic achievement, the ability to control their emotions is the most important factor that helps them remain resilient in the face of adversity. In addition, self-motivation was also found to be a significant factor ($r=0.499$), highlighting the importance of intrinsic motivation and purpose in maintaining resilience among this group.

Table 6. Relationship between emotional intelligence and resilience by academic achievement (for respondents in the “Satisfactory” category)

Variables	Resilience
Emotional awareness	0,349*
Emotional management	0,633*
Self-motivation	0,499*
Empathy	0,095
Emotional recognition	0,185
Emotional intelligence	0,455*

Note: "*" - statistical significance at the $p<0.05$ level.

Emotional awareness ($r=0.349$) and overall emotional intelligence ($r=0.455$) were also positively associated with the resilience of these students, highlighting the importance of self-reflection and awareness of one’s own emotions to support psychological resilience in the studied students.

Discussion

In the current study, we found a significant relationship between emotional intelligence (EI) and resilience among students, which is supported by the work of Kukreja et al. (2024), who investigated emotional resilience in the context of obtaining an EB1A visa. These authors emphasize the importance of emotional intelligence and motivation as key factors for overcoming difficulties. The conducted study showed that students with high scores on emotional intelligence, especially in the aspects of emotion management and self-motivation, demonstrate higher resilience.

It should also be noted that the analysis of mental factors of elite athletes, conducted by Fletcher and Sarkar (2012), indicates that a positive outlook and self-motivation are protective elements in stressful conditions. In our study, similar results were observed among students, where emotion management and self-motivation were the main personal factors influencing their ability to adapt.

McLin (2003) demonstrated that high EI scores given by teachers are positively correlated with students' self-assessments. This is consistent with our statistical findings, which showed that emotional awareness as the understanding of the social content of emotional experiences by the study participants has a decisive impact on their academic achievements. Students with a score of "excellent" showed the highest



indicators of emotional awareness, which emphasizes their ability to adequately understand the emotional context of educational interaction and their own educational activities during their studies.

According to Malakar's (2019) study, the relationship between EI and academic achievement revealed significant differences in students with high and low levels of anxiety. We observed similar trends: students with low EI levels are more likely to demonstrate difficulties in managing stress, which affects their academic performance.

The study by Stankovska et al. (2018) emphasizes that students with high EI scores achieve better academic results, as their ability to self-regulate and adapt to stressful situations is key. The results of Rauf et al. (2024) confirm the positive relationship between EI and academic achievement, which is also reflected in the statistical results obtained in our sample.

Finally, the study by Afuzova et al. (2023) showed that students with high resilience in martial law conditions are able to effectively cope with academic stress. This is consistent with the main conclusion of our study that developed emotional intelligence is critical for maintaining the resilience of student youth during wartime.

An undoubtedly interesting result of the current study is the relationship between the emotional awareness of students with excellent grades and their resilience. The negative correlation between these indicators ($r=-0.666$) indicates that excessive self-reflection of successful students may reduce their adaptation to stress, which necessarily requires the development of psychoeducational tools to develop emotional self-monitoring of such individuals and emphasizes the importance of further research to understand how different components of EI affect resilience in different contexts.

Overall, the results indicate that the development of emotional intelligence, in particular in the aspects of emotion management, self-motivation and empathy, can be an important factor in increasing students' resilience and academic success. Understanding these connections is important for creating support programs that will promote the development of EI and resilience in the educational process of modern higher education.

Conclusions

A study of the relationship between emotional intelligence, resilience and academic success of students of higher education institutions in conditions of a full-scale war in Ukraine revealed significant features of the development of partial components of emotional intelligence. The average value of emotional awareness, emotion management, self-motivation, empathy and emotion recognition indicates the presence of both developed and insufficient emotional and intellectual skills among students. The study found that almost half of the students (49.4%) demonstrate a low level of emotional awareness, which can negatively affect their learning and adaptation.

Analysis of emotion management showed that 81.8% of Ukrainian students have a low level of this component, which is critical for their ability to cope with stress. Self-

motivation also requires attention, as 59.7% of respondents demonstrated a low level of motivation to achieve goals. Empathy and the ability to recognize emotions showed significant variability, highlighting the need to develop these skills to improve interpersonal relationships.

The study found that students had a predominantly average level of resilience, but 11.7% had resilience below average, indicating a risk of developing low self-esteem. x stress disorders. The statistically confirmed positive relationship between emotional intelligence and resilience, depending on the academic success of the studied individuals, confirms the importance of developing emotional competencies to support students' resilience.

The conducted study of the relationship between emotional intelligence, resilience and academic success of students in the conditions of a full-scale war in Ukraine demonstrated that these psychological phenomena are interconnected and significantly influence each other. It was found that a high level of emotional awareness and emotion management is positively correlated with students' academic success. Students who receive "excellent" grades demonstrated significantly higher emotional awareness indicators in the study, which indicates that the ability to recognize and be aware of their own emotions contributes to their academic success. At the same time, students with low grades often had significant difficulties in managing their own emotions, which hindered their educational process.

Resilience also emerged as an important factor in student success. The positive correlations found between resilience and components of emotional intelligence, such as self-motivation and empathy, confirm that the ability to adapt to stressful situations and maintain motivation are critical for achieving high results.

Of particular interest is that among high-achieving students, there was a negative correlation between emotional awareness and resilience, while for students with average and low achievement, emotion management and self-motivation had a positive effect on their resilience. The differences found may indicate that excessive self-reflection can reduce the adaptability of a young person in stressful situations.

Therefore, the results of the study confirm the importance of developing emotional intelligence and resilience for improving students' academic performance. The data obtained indicate the need to implement psychological support and psychological assistance programs aimed at developing the emotional intelligence and resilience of young people, which in turn will positively affect the academic performance of students. The priority should be to support students in developing emotional skills and abilities that will allow them to better adapt to the stressful conditions of studying during war.

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**ЗВ'ЯЗОК ЕМОЦІЙНОГО ІНТЕЛЕКТУ, РЕЗИЛЬЄНТНОСТІ ТА АКАДЕМІЧНОЇ
УСПІШНОСТІ СТУДЕНТІВ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ ПІД ЧАС
ПОВНОМАСШТАБНОЇ ВІЙНИ В УКРАЇНІ**

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Анотація



Актуальність. У світлі сучасних викликів, які постають перед українським суспільством, вкрай важливо досліджувати чинники, що сприяють формуванню емоційної стійкості молоді та ефективності навчального процесу в умовах стресу.

Метою дослідження є теоретичне обґрунтування та емпіричне дослідження чинників формування емоційного інтелекту та резильєнтності у студентської молоді.

Методологія. Для вирішення окреслених завдань було використано комплекс теоретичних та емпіричних методів наукового дослідження. Теоретичні методи: аналіз, синтез і узагальнення. Емпіричні: анкетування, тестування. Обробку емпіричних показників здійснено з використанням методів описової статистики, кореляційного аналізу за критерієм Пірсона, однофакторного дисперсійного аналізу ANOVA, виявлення статистично значущих відмінностей за U-критерієм Манна-Уїтні та множинного регресійного аналізу за коефіцієнтом регресії.

Результати. Дослідження виявило суттєві особливості розвитку складових емоційного інтелекту молоді. 49,4% студентів мають низький рівень емоційної обізнаності, що впливає на їх адаптацію, а 81,8% – низький рівень управління емоціями, що ускладнює справляння зі стресом. 59,7% респондентів демонструють низьку самомотивацію. Рівень резильєнтності студентів - помірний, у 11,7% респондентів він – нижче середнього, що свідчить про ризик стресових розладів. Виявлено позитивний кореляційний зв'язок між емоційним інтелектом і резильєнтністю, що підтверджує важливість емоційних компетентностей для підтримки життєстійкості студентів.

Дослідження показало, що високий рівень емоційної обізнаності та управління емоціями позитивно корелює з академічними результатами. Однак серед студентів з високою успішністю спостерігається негативна кореляція між емоційною обізнаністю та резильєнтністю, що може свідчити про зниження адаптивності через надмірну саморефлексію.

Отримані результати вказують на необхідність програм психологічної підтримки для розвитку емоційного інтелекту та резильєнтності студентської молоді, що допоможе студентам краще адаптуватися до стресових умов навчання під час війни.

Ключові слова: резильєнтність, емоційний інтелект, емоційна обізнаність, управління емоціями, самомотивація, емпатія, розпізнавання емоцій, академічна успішність.

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PERSONAL FACTORS OF THE SUBJECTIVE WELL-BEING OF YOUNG MEN DURING THE WAR PERIOD

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Abstract

Relevance. The purpose of the article is to investigate the personal factors of the subjective well-being of young men during the period of martial law in Ukraine.

Methodology. To achieve the goal, the modified BBC subjective well-being scale (BBC-SWB), the depression, anxiety and stress scale (DASS-21), the Connor-Davidson stress tolerance scale (CD-RISC-10) and the positive mental health scale (PMH-scale) were used. Correlation analysis, Student's t-test, Mann–Whitney U-test and multiple linear regression were applied. The study involved 86 students (18–21 years old), including 16% boys and 84% girls, representatives of students from various higher education institutions in Ukraine.

Results. The essence of the concepts: subjective well-being, stress resistance, anxiety, chronic stress, positive orientation of mental health was revealed. The relationships between variables were analyzed. As well as the impact of stress resistance, anxiety, stress, depressive states and positive orientation of mental health on the level of subjective well-being of young men. A gender analysis of the psychological characteristics of the respondents was conducted. The results of the statistical analysis indicate strong inverse correlations of subjective well-being with depressive states, stress and anxiety, as well as positive correlations with stress tolerance and positive orientation of mental health. Regression analysis showed that the most significant predictors of subjective well-being are positive orientation of mental health (positive impact) and depressive states (negative impact). Other variables, such as gender, anxiety, stress and stress tolerance, did not have a statistically significant impact. At the same time, girls were more prone to experiencing stress.

The conclusions of the study confirm that maintaining a positive mental resource and reducing depressive symptoms are key conditions for maintaining the subjective well-being of young men in crisis conditions. The data obtained can serve as the basis for creating psychoprophylactic programs aimed at strengthening the psychological resilience of young men in war conditions.

Keywords: subjective well-being, young men, war, chronic stress, positive orientation of mental health.

Relevance

The problem of the phenomenon of subjective well-being is caused in our realities by chronic stress experienced by the population of Ukraine in conditions of war. Direct threats to existence are atypical for the usual rhythm of life, constant information background about military actions - increase the uncertainty of the future. The personality is subjected to constant traumatization, which actually exacerbates the issue of preserving the subjective well-being of the population and its support. Since it is this phenomenon that acts as the basis for a full-fledged life of the individual. A high level of subjective well-being provides the opportunity to be an active subject of one's own existence, the desire for self-development.

Among foreign scientists studying the issue of subjective well-being were: N. Bradburn, E. Diener, E. Fromm, C. Ryff, R. Biswas-Diener, T. Kashdan, L. King, T. Rath and J. Harter, M. Csikszentmihályi, M. Seligman, C. Keyes. Among domestic researchers, there are works by I. Danylyuk, I. Horbal, I. Galetska, V. Omelyanska, B. Pakhol, A. Tverdostup, Yu. Shvalba. The impact of war on subjective well-being was studied by: S. Lukomska and O. Melnyk, T. Tytarenko, L. Karamushka, as well as foreign representatives - T. Collins, C. Niemiec.

Adolescence is one of the critical periods of personality formation, during which the processes of social adaptation and the formation of a person's life trajectory occur. It is at this time that social connections are established, the search for the meaning of life, professional self-determination, and the development of cognitive and emotional regulation take place. In conditions of war, the psychological state of young people undergoes changes in the form of high anxiety, stress, and emotional exhaustion. Young people often have to make adult decisions in an unstable environment, which can affect their ability to maintain a stable sense of well-being. It is precisely such a psychological state that will determine the quality of the decisions they make, the level of their social activity, and overall productivity. Conditions of uncertainty, the crisis nature of events can provoke a loss of motivation for learning, professional development, and activity. That is why, in our opinion, there is a need to investigate the personal factors of the subjective well-being of young people and develop an effective program to support it.

Theoretical background

The study of the phenomenon of subjective well-being begins with the construct of "happiness," which was considered back in Antiquity. It acted as a measure of a person's subjective well-being. The phenomenon of "happiness" is closely related to the existential dimension of a person's life, as well as to their perception of the world and understanding of the nature of humanity as a whole (Abramyuk & Lipetska, 2018).

Subsequently, two approaches to examining happiness emerged in psychological science. hedonistic and eudaemonistic approaches to well-being. The first one interprets well-being through pleasure, identifying it with various types of pleasures, which can differ in both duration and intensity. That is, the main value is to receive pleasant sensations and at the same time avoid suffering. The eudaemonistic approach,



based on the views of Aristotle, pointed to the idea of inner freedom. It is achieved through the awareness of the individual of his own essence and independence from external circumstances. Aristotle believed that focusing on sensual pleasures enslaves a person, making him a hostage to his own desires (Aristotle, 2002). The concepts of “happiness” and “well-being” within the hedonistic concept were expanded by behavioral and psychoanalytic approaches, considering them through the prism of experiencing discomfort or pleasure in accordance with the personal perception of positive and negative aspects of life. N. Bradburn (2004) introduced the term “psychological well-being”, identifying it with a subjective feeling of satisfaction or dissatisfaction with life and states of happiness and unhappiness. His model of psychological well-being assumes a balance between positive and negative experiences in everyday life. At the same time, these affects are not poles of the same scale and do not depend on each other. Thus, the dominance of positive affects contributes to the formation of a sense of confidence and happiness, which in turn characterizes a high level of psychological well-being (Bradburn, 2004).

N. Bradburn’s follower, E. Diener (2009), proposed the term “subjective well-being”. He considered it as one of the components of general psychological well-being. According to the scientist, well-being includes emotional and cognitive aspects of self-acceptance; they are subjective in nature, since they are based on personal experience (Diener, 2009).

The problem of subjective well-being has also attracted the attention of sociologists who have studied the influence of demographic factors on it. Studies by cognitive and social psychologists have shown that the more positive associations a person has formed, the more life events can serve as a trigger for the emergence of pleasant memories and a sense of happiness (Lukasevich, 2017).

Humanistic psychology developed the ideas of eudaemonism, the key idea of which is a person’s desire for self-realization and the search for the meaning of life, where well-being is considered as a consequence of a fulfilled and meaningful life. In fact, E. Fromm distinguished between two types of needs: those that are subjectively perceived as urgent and whose satisfaction brings short-term pleasure, and those that correspond to the deep nature of a person. The realization of the latter contributes to personal growth and the formation of a sustainable sense of well-being (Fromm, 2010).

C. Ryff (1995), as a representative of the eudaemonistic approach, developed her own multidimensional model of psychological well-being, which includes six components: self-acceptance, autonomy, positive relationships with others, environmental management, purposefulness and personal growth (Ryff & Keyes, 1995). Based on these components, the scientist developed a methodology for assessing psychological well-being. In her opinion, a psychologically well-being person does not necessarily feel satisfaction with life or the dominance of positive emotions; it is simply a mature and fully functioning person. Rath and Harter (2010) describe well-being as a

multidimensional phenomenon that encompasses five key areas of life: physical well-being, financial well-being, professional well-being, social well-being, well-being in the living environment. Researchers emphasize that success is important in each of these areas, as they cannot fully compensate for each other. Failure in any of these aspects can negatively affect the overall level of well-being (Rath & Harter, 2010).

In modern research, there is a tendency to combine hedonic and eudaimonic approaches. Biswas-Diener, Kashdan, and King (2009) propose an integrated approach, because both aspects of well-being, in their opinion, can function interrelatedly. They note that the emphasis on studying different aspects of well-being contributes to greater efficiency and productivity of research in this area (Biswas-Diener, Kashdan & King, 2009, p. 208).

Thus, scientists initially investigated external conditions that affect the level of subjective well-being. However, long-term studies have shown that such factors have a negligible effect on this indicator. In addition, research results show that subjective well-being is relatively stable over time and has a high correlation with stable personality traits and is able to change after significant life events (Lukasevich, 2017).

According to the American psychologist M. Csíkszentmihályi, a person can achieve subjective well-being only if he is in a state of flow. The concept of “flow” implies complete immersion in an activity, which is accompanied by deep satisfaction from the process. This state occurs if there is a balance between the complexity of life challenges, the tasks set and the individual dual abilities of the individual. Thus, successful completion of tasks and compliance of challenges with the level of human competence contribute to the formation of a sense of well-being (Chumakova, 2019).

The founder of positive psychology M. Seligman (2012) developed a dynamic theory of well-being, which evolved from his previous concept of happiness. He considers well-being as an abstract concept consisting of positive emotions, involvement (flow state), quality relationships, meaning of life and achievements. The theory emphasizes the development of personal potential and the creation of resources for a harmonious life. Seligman emphasizes that the pursuit of success in each component contributes to the overall prosperity of a person (Seligman, 2012).

Ukrainian scientists are also engaged in research into the phenomenon of subjective well-being. I. Danylyuk (2021) criticizes the hedonistic approach because of its contradiction: a person can simultaneously exhibit both positive and negative behavior. The scientist explains this by the desire to stand out and restore the authority of the “I”. Instead, he emphasizes the importance of the eudaemonistic direction, which takes into account personal growth and self-actualization as indicators of subjective well-being. Well-being, in his opinion, is the constant activity of the individual, since passivity destroys it. Psychological health is often considered a synonym for psychological well-being, which is defined as the dynamic balance of a person with his environment, necessary for effective functioning (Danylyuk, 2021).

I. Horbal (2012) defines subjective well-being as a cognitive-emotional assessment of the quality of life, which is formed under the influence of external conditions and



personal characteristics. It combines positive emotions, the absence of negative experiences, and the correspondence of life to the personal ideal. The researcher considers psychological health to be a manifestation of subjective well-being (Gorbal, 2012). V. Omelyanska (2021) considers psychological well-being as a multidimensional phenomenon with subjective, emotional, adaptive and social components. I. Galetska (2007) defines it as a combination of emotional, social and spiritual well-being, which ensures activity, harmonious interaction and achievement of goals. It includes general satisfaction with life, assessment of its spheres, predominance of positive affect and low level of negative (Galetska, 2017). B. Pakhol (2017) interprets psychological well-being as a state that encompasses self-actualization, positive emotional background, self-acceptance, adaptability and effective social interaction.

A. Tverdostup (2024) notes that the diversity of approaches to defining psychological well-being is due to the fact that each person evaluates it through the prism of their own life values and goals. Since this is a purely subjective phenomenon, it is impossible to create a universal model of happiness that would be equally relevant for everyone. Therefore, it is especially important to study the factors that contribute to subjective well-being and overall life satisfaction (Tverdostup & Khomenko, 2024).

Ukrainian researchers pay significant attention to studying the negative impact of the war in Ukraine on the psychological well-being and mental health of the population. It is noted that the scale of this impact is extremely significant, since its consequences can manifest themselves both in the short term and in the long term. The impact of military events on mental health can persist for decades and be passed on to subsequent generations (Lukomska & Melnyk, 2018; Tytarenko, 2018).

This trend is confirmed by data from the World Health Organization, which indicates that about 22% of people living in armed conflict zones may experience various forms of mental disorders over the next decade, ranging from mild depression and anxiety to more serious disorders (Collins, 2023). The main reason for this is the chronic stress that the population is experiencing. In Ukraine, full-scale war is the most significant factor in psycho-emotional distress. T. Tytarenko (2018) explores psychological well-being in war conditions, emphasizing that constant traumatization changes values, interpersonal relationships, and life prospects. She emphasizes that the development of well-being is an important factor in post-traumatic growth, as it contributes to a rethinking of life values, awareness of one's role in society, and responsibility for the future. In this context, the eudaemonistic approach, which emphasizes personal development and the search for meaning even in difficult circumstances, is particularly relevant (Niemiec, 2014).

Ukrainian researchers study psychological well-being during a full-scale invasion. Empirical analysis of students revealed differences between groups based on gender and psychological characteristics (Kostruba & Polischuk, 2022).

A study by Malimon, Pashkina, and Maksymchuk (2023) showed that the level of well-being affects socio-psychological adaptation. Individuals with low well-being are more likely to use coping strategies such as self-control, avoidance, and planning, while high well-being is associated with responsibility. Low well-being of the students is also accompanied by emotional instability, disorganized behavior, and difficulties in predicting social problems (Malimon, Pashkina & Maksymchuk, 2023).

Adolescence is a key stage in the formation of self-awareness, worldview, and responsibility. During this period, friendship, love, and the search for one's place in society become especially important. Young people define professional and personal goals, which contributes to self-determination. It is also a time for structuring the idea of the "flow of life" and forming a connection between the past, present, and future (Panok & Rud, 2006). Thus, adolescence is a critical stage of development during which personal values are integrated, life priorities are established, and preparation for adulthood occurs.

Researchers also note that the subjective well-being of young people is an indicator of their mental health and emotional stability. In this case, the determining factors are social support, the level of self-esteem and resilience. Positive self-perception and effective coping strategies contribute to an increase in the level of subjective well-being (Molchanova, 2025).

Y. Shvalb (2021) focuses on the influence of the environment in which a young person grows on the subjective well-being of the individual. Important factors here are environmental conditions, social connections and adaptive capabilities of the individual. Unstable living conditions, such as various crises, can cause increased anxiety and a decrease in the level of subjective well-being (Shvalb et al., 2021).

Social networks also have a contradictory effect: they contribute to expanding contacts, sharing experiences and support, but at the same time can cause comparisons with others, form unrealistic expectations and cause information overload (Shavaryn, 2024).

Revenko (2020) found that the psychological well-being of young people, in particular students, decreases under the influence of lifestyle changes, increased emotional and cognitive stress. The uncertainty of the future negatively affects young people, causing an increase in apathy, dehumanization, infantilism, simplification of thinking and a decrease in the rationality of consciousness, which, in turn, affects the level of their subjective well-being (Korobka, 2022).

In the realities of life in our country, the topic of chronic stress permeates everyone's everyday life. Podgornova and Tserkovna (2024) consider the biological mechanism of stress. With prolonged exposure to an anxiety stimulus, the hypothalamic-pituitary-adrenal system is activated, which causes the production of glucocorticoids for adaptation. If the stimulus cannot be overcome, stress becomes chronic, glucocorticoid receptors lose sensitivity, and high levels of stress mediators weaken immunity and damage organs. Symptoms of chronic stress are: headache, insomnia, irritability, anxiety, depression (Podgornova & Tserkovna, 2024). Scientists



also note that chronic stress among students has the most negative impact on the endocrine and nervous systems, which leads to changes in behavior. In particular, it can cause social procrastination, eating disorders, and substance abuse. Such consequences not only worsen physical and mental health, but also complicate social adaptation, hindering the effective functioning and self-development of a young person (Podgornova & Tserkovna, 2024).

As for the concept of “anxiety”, there is a problem of distinguishing it from the concept of “anxiety”. G. Gulko notes that these phenomena are complex and multidimensional, as they contain many common components, in particular affective ones, which play a key role in their understanding (Gulko, 2017).

K. Jaspers defines anxiety as an indefinite emotional state without a clear cause or object, different from fear, which is always associated with a specific threat (Jaspers, 1963). Anxiety, in turn, is considered a stable personality trait, manifested by a tendency to frequent experiences of anxiety, regardless of the situation. In contrast, anxiety is a temporary state of concern that arises in response to certain stimuli (Gromova, 2020). Manifestations of anxiety include emotional tension, alertness, a feeling of internal discomfort, as well as a tendency to constantly expect a threat. It can be accompanied by feelings of guilt, increased vulnerability to difficulties and underestimation of one’s own capabilities in uncertain situations (Atamanchuk, 2022).

Chronic stress depletes the psychological and physiological resources of the individual, which leads to apathy, loss of motivation, development of depression and decreased immunity. Prolonged exposure to stress activates evolutionarily ancient brain structures responsible for survival mechanisms, which reduces the ability to rational analysis and causes impulsive reactions of the “fight”, “flight” or “freeze” type (Atamanchuk, 2022).

Anxiety plays an important role in the formation of stress resistance, as it can both reduce the adaptive capabilities of the individual and contribute to the mobilization of resources to overcome difficulties (Yarosh, 2018).

As for depressive states, they are characterized by: depressed mood, loss of interest in life and inability to enjoy usual activities. Also typical manifestations are low energy levels, neurovegetative disorders, feelings of guilt, suicidal thoughts, difficulties in social and professional activities, problems with concentration. At the same time, in some cases, depression can be accompanied by increased anxiety, emotional instability and irritability (The National Institute for Health and Care Excellence, 2022).

Depressive states also significantly affect the subjective well-being of the individual, reducing the level of life satisfaction and overall happiness. Studies show that people with high levels of subjective well-being tend to have better health, function more effectively in society and at work, while anger, depression or chronic stress negatively affect the functioning of the individual (Diener, 2022).

Turning to phenomena that can positively affect subjective well-being, let's first consider stress resistance. Currently, there are four approaches to interpreting this concept.

The first approach considers stress resistance as an individual property of a person, which ensures his ability to self-realize, maintain health, work capacity and social adaptation (Lebid, 2016). Some researchers define it as a structural-functional, dynamic and integrative characteristic that is formed as a result of a person's interaction with stress factors (Korolchuk, 2009). Others focus on its role in maintaining psychophysiological stability and effective interaction with emotionally tense external conditions (Stelmashchuk, 2014).

The second approach treats stress resistance as a complex quality of a person. As L. Karapetyan notes, this phenomenon is formed on the basis of the relationship of different levels of integral individuality. This allows to ensure the stability of the entire body system and allows a person to effectively adapt to changing environmental conditions (Kudinova, 2019).

The third approach defines stress resistance as the ability to resist the negative impact of stress factors. It is manifested in the ability to maintain mental balance, not succumbing to the influence of adverse circumstances, which allows to prevent the development of pathological conditions (Melnyk, 2016). In addition, some researchers believe that stress resistance is the result of a combination of innate and acquired psychophysiological characteristics that determine the level of stress resistance (Mygal & Protasenko, 2008).

The fourth approach considers stress resistance as a complex systemic characteristic that reflects the dynamic process of adaptation to adverse conditions (Masten, 1994). It is also considered as a personality trait that contributes to protection from negative influences and reduces the risk of developing mental disorders (Block & Block, 2014).

Young people are characterized by specific psychological characteristics that affect their stress resistance. At its high level, the following are noted (Zapeka & Lytvyn, 2023): high self-control of emotions; optimism, even in a situation of hopelessness; flexible thinking; the ability to use stressful situations for personal development; strong social ties, a large amount of external support.

As for the concept of positive mental health orientation, it is defined as an internal resource of the individual that contributes to psychological well-being, resistance to stress and adaptation to life difficulties. It includes such aspects as: optimism, psychological flexibility, resilience, emotional regulation, self-esteem and self-confidence. Thanks to these characteristics, the individual is able to maintain a positive emotional background and actively interact with the social environment, which contributes to overall mental health. The positive orientation of mental health gives a person's life an optimistic color, which helps to maintain stress resistance and establish interaction with others. This, in turn, is an important element of subjective well-being,



since social isolation and tension in significant relationships with others destroy well-being.

The purpose of this article is to reveal the personal factors of subjective well-being of young men during wartime, by establishing relevant personal predictors of subjective well-being of young men.

It is seen that the relationship between the positive orientation of mental health and subjective well-being is two-way and mutually reinforcing. On the one hand, the presence of positive psychological resources, such as optimism and emotional stability, contributes to an increase in the level of subjective well-being. On the other hand, a high level of subjective well-being can enhance the positive direction of mental health, creating a kind of cycle of mutual reinforcement (Karamushka, Tereshchenko & Kredentser, 2022).

Methodology

To prove the objectivity of the created conceptual model of personal factors that underlie the support of subjective well-being of Ukrainian young men during the war period, an empirical study was organized.

The sample of the empirical study. The study was conducted by 86 young men aged 18 to 21 years old, representing students from various higher education institutions in Ukraine of various professional orientations, of whom 16% were boys (14 people) and 84% were girls (72 people).

To achieve the goal, the following psychodiagnostic methods were selected: "Modified BBC Subjective Well-Being Scale" (BBC-SWB), "Depression, Anxiety and Stress Scale" (DASS-21), "Connor-Davidson Stress Resilience Scale-10" (CD-RISC-10), "Positive Mental Health Scale" (PMH-scale). The following methods of mathematical and statistical data processing were also used: Shapiro-Wilk test, correlation analysis using Pearson and Spearman correlation coefficients, Mann-Whitney U test, T-test for paired samples, multiple linear regression.

Results

First, we conducted a correlation analysis between the study constructs. First, we examined the relationship between subjective well-being and factors that can reduce it (Table 1).

Anxiety has inverse weak relationships of high statistical significance with the scales "Subjective Well-being", "Psychological Well-being" and "Physical Health and Well-being". Thus, with increasing anxiety, the level of subjective, psychological and physical well-being decreases. Increased levels of anxiety negatively affect general well-being, although less destructively than depression. People with high levels of anxiety can remain active, but their emotional state remains unstable, which makes it difficult to feel well-being. Anxiety also has a negative but weak relationship with the scale of

relationship satisfaction, which may indicate that social support partially compensates for its effect.

Table 1. Relationships of subjective well-being with anxiety, stress and depressive states

	Subjective well-being	Psychological well-being	Physical health & well-being	Relationships
	Spearman's rho	Spearman's rho	Spearman's rho	Spearman's rho
Anxiety	-0.410***	-0.402***	-0.433***	-0.222*
Stress	-0.491***	-0.454***	-0.512***	-0.307**
Depressive states	-0.745***	-0.716***	-0.626***	-0.573***

Note: "*" — p-value <0.05; "**" — p-value <0.01; "***" — p-value <0.001

There is also a strong inverse relationship of high statistical significance between depression, subjective and psychological well-being. Depression is likely to lead to a loss of motivation, reduced energy, and a negative view of the future, which interferes with a sense of well-being, even under favorable conditions. It has a significant negative correlation with physical health and relationship satisfaction. This may be related to somatic symptoms such as chronic fatigue, sleep disturbances, and decreased physical activity. Depression also impairs social interactions, as people tend to avoid contact, which reduces the level of social support. The stress scale has inverse weak relationships of high statistical significance with subjective and psychological well-being. This emphasizes the destructive impact of stress on the psycho-emotional state of young men. With the variable "Physical health and well-being", stress has a negative statistically significant relationship of medium strength; and with satisfaction with relationships with others, the variable "Stress" has an inverse weak correlation of medium statistical significance. This may be explained by the physiological consequences of chronic stress, such as exhaustion, sleep disturbances, increased fatigue, and psychosomatic manifestations. It may also be related to the fact that people experiencing intense stress may be less involved in social interactions, experience decreased trust in others, or have difficulty communicating due to increased irritability and emotional tension.

We also examined the relationships between subjective well-being and stress resilience and positive mental health orientation (Table 2).



Table 2. Relationships of subjective well-being with stress resilience and positive mental health orientation

	Subjective well-being	Psychological well-being	Physical health and well-being	Relationships
	Pearson's r	Pearson's r	Pearson's r	Pearson's r
Stress resilience	0.598***	0.631***	0.468***	0.401***
Positive mental health orientation	0.827***	0.815***	0.684***	0.636***

Note: «***» — $p < 0,001$

A direct relationship of medium strength and high statistical significance was found between stress resistance, subjective well-being and its component, such as psychological well-being. The relationship with the subscales "Physical health and well-being" and "Relationships" also has high statistical significance, but its strength can be described as weak. It is likely that subjective and psychological well-being are closely related to stress resistance, as they reflect the internal resources of the individual that help to overcome stressful situations. In contrast, physical health and satisfaction with relationships have a weaker relationship with stress resistance, as they largely depend on external factors, such as social interaction and the state of the body, which are more dynamic and variable.

There is also a positive strong relationship of high statistical significance between the positive orientation of mental health, subjective and psychological well-being. It is likely that young men who have a more pronounced positive orientation of mental health adapt better to stressful conditions, demonstrate higher stress resistance and the ability to maintain internal balance, which contributes to the preservation of psychological stability and emotional well-being. A direct relationship of high statistical significance, but of medium strength, exists between the positive orientation of mental health, physical health and well-being, as well as with satisfaction with relationships with others. That is, the variables increase proportionally. This may indicate that although a positive perception of one's own mental state contributes to improving physical health and the quality of interpersonal interactions, these aspects also depend to a large extent on external factors, such as access to medical services, social support and the nature of relationships with loved ones.

The results of the search for relationships between stress resilience and positive mental health orientation, anxiety, stress and depressive symptoms are presented in Table 3.

The study found a positive correlation of medium strength and high statistical significance between the positive orientation of mental health and stress resistance. It

is likely that a positive perception of one’s psychological state contributes to adaptive coping strategies that facilitate adaptation to stress. Stress resistance helps maintain a positive attitude towards mental health, which increases the level of subjective well-being.

Table 3. Relationship between stress tolerance and positive mental health orientation, anxiety, stress and depressive symptoms

	Positive mental health orientation	Anxiety	Stress	Depressive symptoms
	Pearson’s rho	Spearman’s rho	Spearman’s rho	Spearman’s rho
Stress tolerance	0.625***	- 0.407** *	- 0.487** *	- 0.571***

Note: «***» — $p < 0,001$

Stress resistance has an inverse correlation of medium strength and high significance with depression: with the increase in depressive manifestations, it decreases. This may be due to the deterioration of the physical and psychological state during depression, which weakens adaptive mechanisms. At the same time, a higher level of stress resistance contributes to faster recovery from emotional shocks, maintaining motivation and a positive vision of the future, which reduces the risk of depression.

Stress resistance also has a negative, but weaker correlation with anxiety and stress. This indicates its role in reducing these states, although situational factors remain influential. In military conditions, stress resilience performs a buffering function, contributing to adaptation to uncertainty and maintaining psychological well-being.

The relationship between the positive orientation of mental health and anxiety, stress and depressive symptoms was also investigated (Table 4).

There is a strong negative relationship between the positive orientation of mental health and depression: as one indicator increases, the other decreases. This indicates that people with a positive attitude towards their psychological state are less prone to emotional exhaustion and loss of motivation. Statistically significant inverse relationships of medium strength were also found between this variable and anxiety and stress. A positive perception of mental health contributes to emotional resilience, adaptation to stressful situations and, probably, the effective use of coping strategies. Since anxiety and stress are more dynamic reactions, their relationship with positive mental health orientation is less pronounced, but remains significant.



Table 4. Relationship of positive mental health orientation with anxiety, stress, and depressive symptoms

	Anxiety	Stress	Depressive symptoms
	Spearman's r	Spearman's r	Spearman's r
Positive mental health orientation	-0.509***	-0.596***	-0.747***

Note: «***» — $p < 0,001$

The next task was to find differences between groups of boys and girls. Here, a statistically significant difference was found only on the stress scale ($p = 0.026$) - girls have higher indicators. This result may be related to gender-specific emotional reactions to stressful situations. It is known that women, compared to men, more often demonstrate higher sensitivity to stress factors, which may be due to both biological and sociocultural factors. In particular, women are usually more prone to emotional involvement in difficult situations, experience uncertainty more strongly and have a higher level of anxiety, which may contribute to an increased perception of stress. At the same time, boys may use other mechanisms to cope with stress, in particular, they are more prone to external forms of reaction, which may reduce their subjective assessment of the level of stress. In addition, boys may be less inclined to openly admit or record their stressful experiences, which could also have affected the results of our study.

The last task of our empirical study was to develop a regression model. When calculating the regression model, it turned out that in our sample there is no statistically significant effect on subjective well-being of the following variables: stress tolerance, anxiety and stress. The gender factor also has no statistically significant effect. Thus, the following independent variables were included in the regression model: positive orientation of mental health and depressive states. Our model has the following characteristics:

- The calculated model can be considered adequate, since the multiple correlation coefficient is 0.841, and the multiple determination coefficient is 0.707. The adjusted multiple determination coefficient is 0.700, therefore, the variation of the independent variables explains approximately 70% of the variation of the dependent variable. So our regression model is good;

- The model is also statistically significant, since the p value is less than 0.05;

- According to the Durbin-Watson coefficient, there are no systematic relationships (autocorrelations) between the residuals of neighboring cases - this is indicated by the value of the coefficient 1.79 (about 2);

- In addition, the VIF indicator is less than 5, which indicates the absence of multicollinearity;

- The quality of our model is also indicated by the statistical significance of the influence of the constant, and therefore it is stable.

The multiple regression equation looks like this:

Subjective well-being = 34.062 - 0.227(Depression) + 0.657(Positive orientation of mental health).

Discussion

Thus, our study shows that the positive orientation of mental health and depressive states are among the key factors determining the level of subjective well-being. At the same time, the positive orientation of mental health has a significant positive impact on the dependent variable, much greater than the negative impact of depressive states.

Based on our empirical study and the developed regression model of personal factors of subjective well-being of young men during the war period, it is possible to conduct further research into the study of this psychological phenomenon, its features in young men living in wartime conditions. As well as develop a training program to increase and prevent the level of subjective well-being in young men.

Conclusions

As a result of the analysis of psychological literature, empirical research and statistical processing of the data obtained, the article found that the subjective well-being of young people is an emotional and evaluative attitude of a young person to his own life, himself and interaction with the environment, which is manifested in a feeling of satisfaction with both individual spheres of life and life in general. It plays a key role in the processes of post-traumatic growth in wartime and is an important condition for the self-realization of young people.

Chronic stress that occurs in young people due to living in war conditions affects both the psychological and physical state, worsening the health, social adaptation and self-development of young people. Anxiety is defined as a state of emotional tension, alertness and increased sensitivity to situations of uncertainty, which disrupts the psychological balance of the individual. As for depressive states, they significantly affect the subjective well-being of the individual, reducing the level of life satisfaction and overall happiness.

Stress resistance is an integral and systemic property of the personality of a young person, which determines his ability to resist stress factors and maintain emotional balance in stressful situations. The positive orientation of mental health associated with it is an internal resource of the individual, which contributes to maintaining his psychological well-being, stress resistance and adaptation.



Statistical analysis of the data allowed us to confirm the hypotheses about the positive correlation of subjective well-being with stress resistance and the positive orientation of mental health; as well as about the inverse correlation of stress resistance and the positive orientation of mental health with anxiety, stress and depressive states.

Comparative analysis showed that girls have higher stress indicators, which can be explained both by gender-specific emotional responses and social roles and expectations. Boys probably use other mechanisms to cope with stress, which reduces their subjective assessment of the level of its experience.

It was also found that the key factors influencing the level of subjective well-being of young men during the war period are depressive states and a positive orientation of mental health. Variables such as anxiety, stress and stress resistance did not confirm a statistically significant effect on the subjective well-being of young men as a dependent variable.

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ОСОБИСТІСНІ ЧИННИКИ СУБ'ЄКТИВНОГО БЛАГОПОЛУЧЧЯ ЮНАКІВ У ВОЄННИЙ ПЕРІОД

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Анотація

Актуальність. Мета статті - дослідити особистісні чинники суб'єктивного благополуччя юнаків у період воєнного стану в Україні.

Методологія. Для досягнення мети використано модифіковану шкалу суб'єктивного благополуччя БіБіСі (BBC-SWB), шкалу депресії, тривоги та стресу (DASS-21), шкалу стресостійкості Коннора—Девідсона (CD-RISC-10) та шкалу позитивного ментального здоров'я (PMH-scale). Застосовано кореляційний аналіз, t-критерій Стьюдента, U-критерій Манна—Уїтні та множинну лінійну регресію. У



дослідженні взяли участь 86 студентів (18–21 років), серед яких 16% — хлопці та 84% — дівчата, представники студентства різних закладів вищої освіти України.

Результати. Розкрито сутність понять: суб'єктивне благополуччя, стресостійкість, тривожність, хронічний стрес, позитивна спрямованість ментального здоров'я. Було проаналізовано взаємозв'язки між змінними. А також вплив стресостійкості, тривожності, стресу, депресивних станів та позитивної спрямованості ментального здоров'я на рівень суб'єктивного благополуччя юнаків. Проведено гендерний аналіз психологічних особливостей респондентів. Отримані результати статистичного аналізу вказують на сильні обернені кореляції суб'єктивного благополуччя з депресивними станами, стресом і тривожністю, а також позитивні кореляції зі стресостійкістю і позитивною спрямованістю ментального здоров'я. Регресійний аналіз показав, що найбільш значущими предикторами суб'єктивного благополуччя є позитивна спрямованість ментального здоров'я (позитивний вплив) і депресивні стани (негативний вплив). Інші змінні, такі як: фактор статі, тривожність, стрес і стресостійкість не мали статистично значущого впливу. Водночас, дівчата виявилися більш схильними до переживання стресу.

Висновки дослідження підтверджують, що підтримка позитивного ментального ресурсу та зниження депресивних симптомів є ключовими умовами збереження суб'єктивного благополуччя юнаків у кризових умовах. Отримані дані можуть слугувати основою для створення психопрофілактичних програм, спрямованих на зміцнення психологічної стійкості юнаків в умовах війни.

Ключові слова: суб'єктивне благополуччя, юнаки, війна, хронічний стрес, позитивна спрямованість ментального здоров'я.

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EXPERIENCE OF OVERCOMING POST-TRAUMATIC CONDITIONS OF COMBAT PARTICIPANTS

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Abstract

Relevance. The study of mental changes in combat participants makes it possible to improve existing rehabilitation programs, taking into account the individual needs of veterans, which helps to achieve a more sustainable effect in their recovery and reintegration. Understanding the nature and mechanisms of the latter will help to develop more effective methods of psychological support and rehabilitation of veterans, reducing the risk of their long-term impact on the quality of life

The purpose of the study: to identify the features of post-traumatic reactions in veterans and develop the content of an effective rehabilitation program focused on overcoming them.

Methodology. The study used theoretical methods (analysis, generalization and systematization); empirical methods 1) "Scale of the impact of a traumatic event" by M. Horowitz; 2) questionnaire "Post-traumatic growth" by R. Tadashi, L. Calhoun. 3) "Mississippi scale of post-traumatic stress disorders" by T.M. Keap). 4) Narrative analysis. 5) Methodology "Unfinished sentences" by M. Sachs. Author's program for developing skills of self-knowledge and self-improvement, responsibility and self-regulation, motivation for success,.

Results. At the beginning of the study, most servicemen demonstrated stress disorders. Many of them were characterized by isolation, which complicated work in a group during rehabilitation. Simultaneously with stress disorders, they had a slight tendency to post-traumatic growth. After conducting the author's program, the experimental group of military personnel showed a significant increase in positive effects, in particular, post-traumatic stress disorder was not recorded in 80%, while the indicators of post-traumatic growth of the participants increased significantly.

Conclusions. The prepared program for the rehabilitation of military personnel can be recommended to psychological care institutions as effective in combating the consequences of hostilities in their participants.

Keywords: combatants, negative states, traumatic events. post-traumatic disorder, post-traumatic growth.

Relevance

Relevance of the study. The study of the features of negative states of combatants is highly relevant, since a person's participation in hostilities leads to severe stress and increases the risk of mental disorders, such as PTSD, depression, anxiety disorders.

Understanding their nature and mechanisms can help develop more effective methods of supporting and rehabilitating veterans, reducing the risk of long-term impact of such states on the quality of life of this population and their immediate environment.

The problem of the features of negative states of combatants was studied by the following domestic scientists: M.M. Baumer (Baumer, M.M. 2020), O.M. Kokun (Kokun O.M., Pishko I.O., Lozinska N.S., 2016), I.O. Laba (Radetska L.V., Laba I.O., Smachylo A.I., Nechaeva O.O., Lopatenko K.O., Baumer M.M., 2020), N.S. Lozinska (Kokun O.M., Pishko I.O., Lozinska N.S., 2016), K.O. Lopatenko [4], O.O. Nechaeva (Radetska L.V., Laba I.O., Smachylo A.I., Nechaeva O.O., Lopatenko K.O., Baumer M.M., 2020), L.V. Radetska (Radetska L.V., Laba I.O., Smachylo A.I., Nechaeva O.O., Lopatenko K.O., Baumer M.M., 2020), I.O. Pishko (Kokun O.M., Pishko I.O., Lozinska N.S., 2016), A.I. Smachylo (Radetska L.V., Laba I.O., Smachylo A.I., Nechaeva O.O., Lopatenko K.O., Baumer M.M., 2020); post-traumatic stress disorders in military conditions were studied by: P. Kazimi, A. Mustafaev, G. Yusifova (Mustafaev A., Yusifova G., Kazimi P., 2023), V.M. Synyshyna (Synyshyna V.M., 2021). Post-traumatic growth of the personality of combatants is presented in the work of: D.S. Zubovsky, I.I. Osyodlo (Osyodlo V.I., Zubovsky D.S., 2017) and others.

The fact of participation in military operations has an unconditional impact on the human psyche, subjecting it to serious tests. Among the large number of consequences of war (economic, political, social), there are no less important psychological consequences. The stay of a military person in extreme conditions is characterized by the impact of stress factors of increased intensity on the psyche of such a person. The duration of their impact, as well as the psychotraumatic nature of such interventions, can contribute to the emergence of changes in mental activity, which significantly reduces the effectiveness of life and the quality of life of a person already in peaceful conditions. At the same time, the circle of victims is expanding, which includes not only direct participants in military events, but also their relatives. After everything experienced in the war, such striking changes in the psyche are noted in combatants that even parents sometimes have difficulty recognizing their children in them. Returning to ordinary life after the impact of extreme conditions, servicemen cannot adapt to peaceful conditions for a long time. Fear, aggressiveness, suspicion become constant companions of peaceful life for many (Mustafaev A., Yusifova G., Kazimi P., 2023).

The adaptation of combatants to the conditions of civilian life is characterized by tense relations between such people and society. The overwhelming majority of veterans have a negative attitude towards government officials, believe that the state has deceived and betrayed them, and therefore feel a desire to vent their accumulated anger for the disrespect for the Armed Forces of Ukraine by a part of the population, imperfect management and senseless bloodshed, and the death of their comrades. The life experience of these people is unique; it differs sharply from the experience of non-military people, which often gives rise to misunderstanding on the part of the military



and a significant part of the population. The civilian population sometimes treats former fighters with misunderstanding and fear, which only intensifies the painful reaction of veterans to the unusual situation, which they perceive and evaluate with their inherent front-line maximalism (Radetska L.V., Laba I.O., Smachylo A.I., Nechaeva O.O., Lopatenko K.O., Baumer M.M., 2020).

The return of a military person home is accompanied by difficulties in social adaptation. Participants in hostilities may experience alienation, difficulties in communicating with loved ones and civil society, which leads to their social isolation and deterioration of their mental state. The study of these aspects will allow a deeper understanding of the process of adaptation of military personnel to peaceful life and offer tools for its improvement. Also, the scientific study of mental changes in participants in hostilities makes it possible to optimize existing rehabilitation programs and adapt them, taking into account the individual needs of participants, which will help to achieve a more sustainable effect in their recovery and more complete integration into society.

The purpose of the article is to identify the features of post-traumatic manifestations of military personnel who have returned from the war zone, and to develop the content of an effective rehabilitation program on this basis.

Research tasks solved in the article:

1. Empirically identify the features of post-traumatic reactions and personal characteristics of participants in hostilities.
2. Develop and test a program to improve the psychological state of military personnel who have experienced extreme experiences of military events.

At the beginning of the study, a hypothesis was put forward: military personnel who have undergone psychological rehabilitation tolerate traumatic experiences more easily than those who have not received such rehabilitation assistance.

Methodology

Sample characteristics. The research base is the “Center for Assistance to Soldiers and Family Members of ATO Participants” in the city of Kyiv. It is a stationary institution of the social protection system of the city of Kyiv. The center is intended for the socio-psychological rehabilitation and improvement of war veterans. The following categories of veterans - residents of the city of Kyiv are sent to the center: veterans of the Great Patriotic War, veterans of combat operations in Ukraine and the territories of other states, veterans of military service. The initial selection of candidates for rest at the Center is carried out through the network of the Kyiv City Organization of Veterans (administrative districts, districts). The period of stay on vacation is 27 days.

In order to implement the research tasks, 30 military officers with extreme experience of participation in combat operations were selected from the number of

vacationers at the center during a simple random selection by drawing lots from a general population of 100 men, who agreed to participate in the study.

Research methods. To confirm or refute the hypothesis of the study, it was organized according to the model of a formative experiment and included two stages. First, all subjects were tested using the methods selected for the study. Then, the participants were divided into two groups (experimental and control) of 15 people each. After that, the experimental group (which included participants with lower psychodiagnostic indicators) underwent a course of psychological rehabilitation, and the second remained the control. The choice was made in this way because in the second group there were fewer people with a low index of post-traumatic growth and more participants whose growth does not require additional stimulation.

Upon completion of the program, control testing was conducted using the same methods in the two groups. Comparison of the results makes it possible to confirm the truth of the hypothesis or refute it as unproven. To determine statistical differences between the indicators of the EG and CG, the non-parametric Mann-Whitney U-criterion was used in the work.

The following empirical methods were used in the work: 1) "Scale of the Impact of a Traumatic Event" (M. Horowitz); 2) the questionnaire "Post-Traumatic Growth" (PTG) (R. Tadashi, L. Calhoun); 3) "Mississippi Scale of Post-Traumatic Stress Disorder" (T.M. Keape); 4) Narrative analysis; 5) the technique "Unfinished Sentences" (M. Sax). Let us describe their role in the study in more detail.

1. "Scale of the Impact of a Traumatic Event" (M. Horowitz). The purpose of using the scale in the study is to study the impact of a traumatic event on the condition of combatants (CVD).

2. Questionnaire "Post-Traumatic Growth" (PTG) (R. Tadashi, L. Calhoun). The purpose of using the questionnaire is to determine the indicators of post-traumatic growth of CVD according to the following criteria:

- "Attitude towards others". Has a person become more reliant on other people in difficult times, feel closer to those around them, are more willing to express their emotions, show more compassion for people, spend more effort on establishing relationships with people, more often admit that they need other people, value them more highly.

- "New opportunities". Has a person developed new interests, has he or she directed his or her life along a new path, has he or she gained confidence that he or she can make his or her life better; has he or she gained opportunities that were not available before? Is he or she more likely to try to change what needs to be changed.

- "Personal strength". Has a person become more confident in himself or herself, better understands that he or she can cope with difficulties. Has he or she become more accepting of things as they are, and realizes that he or she is stronger than he or she thought.

- "Spiritual changes". Has a person become better at understanding spiritual issues, or has he or she become more religious.



- "Increasing the value of life". Has a person changed their life priorities, or has he or she become better at understanding the value of his or her own life, more appreciating every day of his or her life.

In general, the studied individuals with a high total OPTZ score are characterized by the following features: after a disaster, their attitude towards other people changes towards greater openness, positivity, and compassion. A sense of new opportunities, new interests, and a desire for change appear. They begin to feel more confident in themselves, feel the strength to cope with difficulties. They begin to better understand the spiritual problems of other people. In general, their value of life in general and every moment of life in particular increases.

3. "Mississippi Posttraumatic Stress Disorder Scale" (T.M. Keape). The purpose of using the scale is to assess the severity of posttraumatic stress reactions in combat veterans.

4. Narrative analysis is an analysis of life stories. The purpose of creating a narrative story is to transform the narrator's personality.

When processing the results in narrative materials, we distinguish three types of essential forms:

1) narrative of suffering, martyrdom, sacrifice. In the passive form, we have the narrative of the victim, and in the active form - the narrative of persecution, torturer;

2) narrative of resilience, trial, heroism, courage, salvation. In the passive form – the narrative of adaptation, preservation, endurance, resilience, and in the active form – the narrative of heroism, courage, savior;

3) the narrative of growth, transgression, etc. In the passive form – this is a sage, a connoisseur, in the active form – growth, transgression, determination to be, master, etc.).

Distinguishing between life history and life story (narrative), during the semantic analysis the user of the method seeks to transform the client's narrative into a life story based on the transformation of the forms of his self-identity. Thus, for the transition from a traumatic narrative to the transformation of trauma, a three-term transition is used from the self-identity of the victim to the self-identity of the survivor and the self-identity of the personally growing author of the narrative.

5. The "Unfinished Sentences" Method (M. Sachs). The purpose of using the methodology in the study is to identify conscious and unconscious attitudes of a person, showing his attitude towards parents, family, representatives of his own and the opposite sex, to higher-ranking officers and subordinates, to his fears and apprehensions, to feelings of guilt, to the past and future, to life goals.

For our study, 12 sentences were selected that characterize the veteran's attitude towards the past, future and present. On this basis, the researcher creates a characteristic that defines this system of relations as positive, negative or indifferent.

The general plan for working with empirical materials was chosen as follows:

1. First of all, scores are calculated on the scales "The Scale of Impact of a Traumatic Event" (M. Horowitz) and "The Mississippi Scale of Posttraumatic Stress Disorders" (T.M. Keape).

2. The table is filled out separately according to the questionnaire "Post-traumatic growth" (PTG) (R. Tadashi, L. Calhoun) for each of its criteria: OD - attitude towards others, NV - new opportunities, SL - personal strength, DI - spiritual changes, PC - increased value of life. They have their own normative values, which indicate a low, medium or high degree of severity of a particular indicator in a person. The total score expresses the degree of post-traumatic growth of a person. Accordingly, the higher the score for a certain criterion, the higher the overall level of post-traumatic growth.

3. All obtained data are entered into a summary table.

The second stage of the study involved the development and testing of a rehabilitation program for Ukrainian military personnel who participated in hostilities.

The purpose of developing such a program: using specially targeted tasks and exercises to increase stress resistance and reduce anxiety in military personnel who have experienced extreme military experience..

Sequence of program implementation:

1. Analysis of the psychological state of military personnel (testing).

2. Determination of program goals and objectives.

3. Conducting training sessions to improve the psycho-emotional state of military personnel.

3. Conducting group and individual sessions with military personnel to reduce their stress and anxiety levels.

4. Analysis of the results of the experimental and control groups after the program.

Description of the intervention program. The rehabilitation program to improve the psychological state of military personnel who have experienced extreme military experience is designed for a group of up to 15 people. The program is short-term, provides for 7-8 astronomical hours. At the control stages of the formative experiment to test the developed program in both diagnostic sections, one package of psychodiagnostic techniques was used.

The main task of psychologists on the first day of the program is to establish contact with clients - military personnel during individual work (questionnaire and conversation). From the second to the fourth day, group classes are held with subsequent individual counseling of clients. The objectives of the program are aimed at promoting the establishment of adequate self-esteem, the development of self-knowledge and self-improvement skills, responsibility and self-regulation of veterans of the Armed Forces of Ukraine, increasing motivation, and increasing the desire for success of training participants.

Results

Let us begin with the characteristics of the results of the ascertaining stage of the study and consider the results of the diagnostics of the military control and



experimental groups using the "Scale of the Impact of a Traumatic Event" (M. Horowitz) method, which are presented in Table 1.

Table 1. Results of the diagnostics of military personnel (assertive study in the control and experimental groups)

Level	Control group	Experimental group
High	10	13
Average	3	2
Low	2	-

According to the results of testing the control group of military personnel, a high degree of impact of the traumatic event (67%). In (20%) the average degree and only in two, (13%) low. The tendency to intrusion was noted in 8 servicemen, the tendency to avoid - in 7. According to the results of the diagnostics of the experimental group, we can conclude that almost the entire group (87%), or (13%) of military personnel, is under the influence of severe traumatic stress. The average degree was recorded in the rest, that is, in two servicemen. The tendency to intrusion was noted in 10 employees, the tendency to avoid - in 5.

As can be seen, the majority of the surveyed military personnel (77%) have a pronounced strong degree of influence of the traumatic event, which confirms the presence of disorders in them. In order to verify the objectivity of the results of testing according to the "Scale of the Impact of a Traumatic Event" (M. Horowitz), we will further analyze the indicators of the "Mississippi Scale of Post-Traumatic Stress Disorders" (T.M. Keape), taking into account that according to the Mississippi Scale, an assessment of the degree of severity of post-traumatic stress reactions of more than 100 points is considered the basis for conclusions about stress disorders in the individual and the higher the score, the deeper the disorders in the individual.

No statistically significant differences were found between the CG and the EG, which indicates the absence of differences in the degree of influence of the traumatic event in these groups at the assessment stage of the study. Next, in Table 2, we present the results of the diagnosis of military personnel (confirmatory study in the control group).

Table 2. Results of the diagnosis of military personnel (confirmatory study in the control and experimental groups)

Group	Control group	Experimental group
Indicator		
More than 100 points	10	12
Less than 100 points	5	3

No statistically significant differences were found between the CG and EG, which indicates the absence of differences in the existing stress disorders of varying severity in these groups at the constitutive stage of the study.

Based on the diagnostic results, it is obvious that (67%) of the control group, i.e. 10 military personnel, have stress disorders of varying severity. Five did not show high indicators of stress disorders.

Judging by the results of the study of the experimental group on the same scale, (80%) of military personnel have stress disorders of varying severity and only two of them do not have such disorders.

A comparative analysis of the indicators of military personnel according to the "Scale of Impact of a Traumatic Event" (M. Horowitz) and the "Mississippi Scale of Post-Traumatic Stress Disorders" (T.M. Keape) revealed that (77%) had a pronounced strong degree of impact of a traumatic event, which confirms the presence of disorders in them. The extreme, traumatic, military experience had the greatest impact on two participants (O and L), and two participants (L and K) were also the least exposed to psychological and semantic traumatization.

The next step is to analyze the indicators of the study participants according to the questionnaire "Post-Traumatic Growth" (R. Tadashi, L. Calhoun), presented in Table 3.

As shown in Table 3, the vast majority of participants in the control group have high and average post-traumatic growth indicators. Thus, almost half of these soldiers (46%) have high post-traumatic growth indicators, (40%) have average ones, and only (14%) of them have low and very low scores. The indicators of one participant (participant L), who scored the maximum possible points on all criteria, can be called ideal. The lowest results were found in three of the subjects.

Table 3. Results of diagnostics of soldiers according to the questionnaire "Post-traumatic growth" (declarative study in the control and experimental groups)

Level	Control group	Experimental group
High	7	4
Average	6	8
Low	2	3

In the experimental group, we see the following indicators of positive dynamics of participants after experiencing trauma: more than half of the military have average post-traumatic growth indicators – (54%), high indicators in (28%) of the military and low only in (18%).

Thus, at the costatistical stage of the study between the CG and EG, no statistically significant differences were found, which indicates the absence of differences in the indicators of post-traumatic growth of the examined groups.

Next, we will consider the factors of post-traumatic growth in the CG and EG, which are clearly presented in Table 4.



Table 4. Diagnostic results of military personnel on the OPtZ scales
(confirmatory study in the CG and EG)

Indicator	Control group	Experimental group
Attitude towards others	3	3
New opportunities	4	4
Personal strength	2	2
Spiritual changes	2	2
Increased value of life	4	4

So, according to the results of the diagnostics of military personnel (declarative research), it is obvious that in both groups the factors of new opportunities and reassessment of life are most clearly represented. While, for example, the attitude towards people changes slightly. It can be assumed that the remaining factors are strongly dependent on the factor of personal strength. We adhere to the opinion that such strength was significant in the pre-traumatic period of life of these individuals, which guaranteed the meaning-making activity of the individual and became the key to the development of their resilience and post-traumatic growth.

The results of the experimental group turned out to be different from the results of the control group. Declarative research of military personnel in the experimental group showed that they had the highest indicator of life reassessment (33%), the indicators of new opportunities turned out to be the lowest (26%), and the indicators of the factor of personal strength here are the lowest – (12%).

The following table presents the summary data of the ascertainment diagnostics according to the Traumatic Event Impact Scale and the Posttraumatic Growth Questionnaire (PTG) and the Mississippi Posttraumatic Stress Disorder Scale. The results of such diagnostics of servicemen in the experimental and control groups are presented in Table 5.

Table 5. Summary results of ascertainment diagnostics of servicemen in the experimental and control groups

Groups	Control group	Experimental group
Scales		
Horowitz scale	10	13
Mississippi scale	10	12
PTG	7	4

Table 5 shows high rates of stress disorders in military personnel according to the "Scale of Impact of a Traumatic Event" (M. Horowitz), which are confirmed by the data of the "Mississippi Scale of Post-Traumatic Stress Disorders" (T.M. Keape). This allows us to speak about the presence of high rates of disorders in both groups: 67% - in the control group, and 80-87% - in the experimental group. At the same time, the experimental group of military personnel has a higher rate of stress disorders than the control group. Using the "Post-Traumatic Stress Questionnaire", it was found that half of the military personnel from the control group (46%) and a quarter from the experimental group (28%) have post-traumatic stress disorder indicators.

Discussion

The main content of the research is the analysis of the dynamics of stress disorders, characteristic of the vast majority of military personnel participating in hostilities. It was empirically determined that at the beginning of the experimental intervention, half of the military personnel from the control group and a quarter from the experimental group showed signs of post-traumatic growth. The results obtained confirm the theory of M. Horowitz regarding the ambiguous impact of a traumatic event on military personnel.

Conducting group classes under the rehabilitation program for UBD shows that the organizationally optimal situation is when the number of psychologists is about 1/3 of the total composition of the military group, which allows them to be facilitators (initiators and accelerators) of the group's work. Thus, the maximum size of the group of program participants, at which the work maintains an optimal level of efficiency, is 18-20 participants together with the group leaders. The program is a plastic structure: if necessary, additional exercises (for example, dynamic ones) can be introduced into it or some exercises can be replaced with others. The need to work on all topics stated in the program remains fundamentally important.

Upon completion of the program and the implementation of the control psychodiagnostic section, a comparative analysis of the results obtained was carried out using the Mann-Whitney statistical criterion. As a result, statistically significant differences were found between the EG and CG in the factors of the Posttraumatic Growth Questionnaire ($U=785$, at $p\leq 0.05$), which indicates the effectiveness of the training program aimed at forming stress resistance and reducing anxiety in soldiers who have experienced extreme military experience.

Analyzing the results of the control section on the M. Horowitz scale, we came to the conclusion that the impact of traumatic events of war on the soldiers of the experimental group significantly decreased. While in the control group, where rehabilitation work was not carried out, the results practically did not change. In particular, in the experimental group, the traumatic impact was reduced to insignificant values in all 15 people, more than half of the participants were not diagnosed with manifestations of disorders, and the percentage of high impact of a traumatic event on the M. scale. Horowitz decreased by more than half (by 8 people). At the same time, in



the control group, low traumatization was observed in one person (i.e., without the intervention of specialists, it decreased by 1 person compared to the beginning of the study). The average degree of trauma impact was observed in 4 people, and in all others (10 people), as before, the negative impact of past extreme experiences was strongly expressed.

Similar trends were also revealed in the results of testing according to the "Mississippi Post-Traumatic Stress Disorder Scale" (T.M. Keape). If in the control group (CG) the traumatization indicators are average and high in 10 people, then in the experimental group 8 people have a low (below 70 points) level of traumatization, which means the absence of a disorder, 7 people (47%) show minor residual effects of trauma.

The most noticeable results after the rehabilitation program are noted by the questionnaire "Post-traumatic growth" (PTG) (R. Tadashi, L. Calhoun). In the first group (EG), 80% of participants demonstrate high indicators of post-traumatic growth. In the second group (CG), high growth indicators are found in 7 people, average - in 6 people and unsatisfactorily low - in 2 people. Thus, in the first group, unlike the second, after rehabilitation work, positive dynamics of post-traumatic growth and reduction of the consequences of military trauma are expressed.

The results obtained are also confirmed by the data of the narrative analysis of materials created by the participants of the developed rehabilitation program. Their narrative interviews demonstrate an increase in the meaningfulness of life, show an increase in the manifestations of the positive attitude of the program participants towards people, which harmonizes relationships with others, and the disappearance of mental discomfort caused by stress and disorder allows the military to make a positive forecast for their own future.

According to the materials of the unfinished sentence method obtained from the participants of the experimental group after completing the program, they are mostly dominated by positive ideas about life, dreams and hopes. The leading desires of the soldiers of this group are no longer getting rid of disorders, but personal ambitions, needs and life plans (for example, the desire to start a family, travel, devote themselves to a new hobby...).

Thus, we can conclude that the hypothesis that military personnel who have undergone psychological rehabilitation tolerate traumatic experiences more easily than those who have not undergone psychological rehabilitation is confirmed.

Conclusions

The results of an empirical study of stress disorders in the military indicate that the vast majority of servicemen have a high level of stress disorders at the time of their stay in the rehabilitation center, which indicates a significant deformation of their mental health and a low level of quality of life. Many servicemen are characterized by isolation,

alienation, which significantly complicates group work with such individuals during their rehabilitation. Along with stress disorders, these people also have a tendency to post-traumatic growth.

Based on the analysis of the data obtained from the servicemen who underwent the examination, a rehabilitation program was developed, the main goal of which was to help them overcome stress disorders that developed during hostilities and during their return to normal life. The effectiveness of the implemented influences, provided for by the developed rehabilitation program, was determined on the basis of recording the dynamics of psychodiagnostic indicators of group work participants before and after completing the psychological rehabilitation program and analyzing positive changes in the experimental group according to all indicators of rehabilitation effectiveness. Comparisons of data of EG participants before and after the experimental intervention were analyzed in comparison with the corresponding indicators of the control group, which was not involved in participating in the developed program.

After completing the rehabilitation program, the experimental group of military personnel showed an increase in positive results: signs of post-traumatic stress disorder disappeared in almost all participants of psychological rehabilitation, and indicators of post-traumatic growth significantly increased, while in the control group there were no significant changes. In particular, the work revealed statistically significant differences between the EG and CG on the scales of the Posttraumatic Growth Questionnaire, which indicates the effectiveness of the training program aimed at developing stress resistance and reducing anxiety in military personnel who have experienced extreme military experience.

Thus, the working hypothesis was confirmed that military personnel who underwent psychological rehabilitation according to the author's program tolerate traumatic experiences and adapt to civilian life conditions more easily than those who did not undergo psychological rehabilitation. Prospects for further research are: psychological analysis of negative states of combatants depending on their combat experience.

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Review Articles

POLITICAL SOCIALIZATION OF THE PERSONALITY AND ITS ROLE IN POLITICALLY REASONED FAMILY CONFLICTS

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Abstract

Relevance. The relevance of the study is due to the modern political context, in which political views become sources of conflicts between family members, in particular between parents and children. In conditions of high polarization of Ukrainian society, the issues of political socialization and its impact on family relations acquire particular importance.

The purpose of the work is to generalize knowledge about the political socialization of the individual in the family and determine its connection with political conflicts between generations.

Methodology. The research methodology is based on an analysis of the literature and existing theories of political socialization and collective narcissism (E. Fromm, T. Adorno and G. Tejfel). The study uses both psychoanalytic approaches and symbolic interactionism approaches, which allow for a deeper understanding of how power relations and cultural narratives in the family affect the perception of political processes by children.

Results. The article examines how family patterns of power and imposed ideas can influence the formation of political positions and the subsequent desire for independence in views. It also examines theories of social identity that explain how children, not feeling accepted in the family circle, seek out external groups to construct a positive identity and come into conflict with the family. Family relations in the parental family are considered as a model of power relations and a habitual discourse that will be projected onto political objects.

The main aspects of political socialization of the individual are highlighted that are related to politically motivated conflicts in the family - the importance of political identity for family members; dysfunctionality of the family system, which leads to the formation of a negative identity; learned patterns of behavior in the family related to the distribution of power and resources; the presence of out-groups that provide an opportunity to construct a positive identity through identification with them; collective or individual narcissism of family members; polarization of society on various issues, exposure to discussions of these topics in the family and the need to exist in groups with opposing positions.

Keywords: political identity, political socialization, political conflicts, family conflicts, collective narcissism



Relevance

Despite the fact that participation in the political life of the country is an essential part of the lives of many modern people, a subject of discussion in the family, and often the cause of conflicts between members of the same family - in the existing classifications of family conflicts, very little space is given to conflicts based on different political views of the conflict participants. This is perhaps due to the fact that in democratic countries that were the first to conduct such studies, political views were not such an emotionally charged topic that could lead to a split in the family.

Since the beginning of the 2000s, Ukraine and some other countries of the former USSR have observed an increase in the polarization of society, which can be seen in the election results, when approximately half of the voters choose the path of European integration and movement towards democracy and civil liberties, or, in other cases, approximately half gravitate towards pro-Russian candidates and parties. Each voter simultaneously belongs to several social groups that conflict with each other in terms of values and political preferences. In presidential and parliamentary elections of different years, according to the results of exit polls, one could see differences in the preferences of citizens - by age, education, gender, region of residence, etc. (Nuzhna, 2013; Balakireva, 2014).

This article aims to structure and summarize existing knowledge about the relationship between political socialization and the emergence of politically motivated conflicts between parents and children. It is assumed that the growth of polarization of society cannot but affect the dynamics of conflicts between members of the same family if they are supporters of opposing positions.

Methodology

The research methodology is based on an analysis of the literature and existing theories of political socialization and collective narcissism, such as the theories of E. Fromm, T. Adorno and G. Tejfel. The study uses psychoanalytic methodology, symbolic interactionist approaches, which allow for a deeper understanding of how power relations and cultural narratives in the family affect children's perception of political processes.

The key categories for understanding the problem of politically motivated conflicts in the family are political socialization, the phenomenon of power (in politics and in the family), social identity and the political identity of the individual as its separate part.

Political conflict is defined as a form of political interaction, which is based on the confrontation, clash and confrontation of political subjects, caused by the opposition of their political interests, goals, values and views during the struggle for a) a change in political status; b) the right to dispose of public resources; c) the seizure, use or retention of political power (Great Ukrainian Encyclopedia, 2024).

Subjects (or participants) of political conflict by definition can be a group,

community, people, political leaders, political parties, etc. A person throughout his life is part of a large number of groups - parental family, school class, group of friends, student group, work team, community of ethnic (or other) minorities, etc.

A person's involvement in the political sphere of life and in political conflicts occurs through the process of political socialization - the inclusion of a person in the political environment, his involvement in the system of political orientations, traditions, and skills formed in society. (Shchedrova, 2005).

According to Shlyakhtun P.P. (2010) in the process of socialization, a person goes through four age stages: 1) Early (from birth to primary school age); 2) Education (period of study at school and higher education); 3) Social maturity (from the beginning of employment to retirement age); 4) Completion of the life cycle (from the cessation of permanent employment to death). Throughout life, a person gradually becomes involved in the political system of society through acquaintance with political culture, political phenomena and events, through understanding the impact of these events on his life, awareness of his own role in this system and the degree of involvement in political activity, which can be expressed in specific political actions - participation in elections, participation in the activities of political parties or electoral commissions, information support of certain political forces, participation in street protests, or vice versa - political passivity and removal from any political actions.

The transformation of the political system leads to changes in the political socialization of its citizens, therefore the political socialization of the older generation, which took place during the USSR, and the political socialization of modern Ukrainian youth, which takes place during the independence and democratic transition of society, differ significantly.

Results

One of the first researchers of the political socialization of the individual, G. Hyman (1956) defined political socialization as the individual learning of social patterns appropriate to his or her social position, mediated by agents of socialization in society. One such group agent is the family. Mother, father, siblings, grandparents are the first group with which a child comes into contact in this world (Joyner, 1973).

The family is one of the most important institutions where the process of forming political consciousness, political identity and political culture takes place. It is within its framework that the transfer of values, norms, ideas and knowledge concerning politics and society in general takes place. Taking a position between society and children, the family determines, corrects the influence of other means of socialization and can even fight against values imposed from the outside (Drozdova, 2008).

The main factors influencing political socialization in the family are the cultural context, religious beliefs, social status, economic conditions and political regime in the country of residence. Different families may have different approaches to political socialization: from open discussion of political events to internal neutrality.

Political socialization in the family can be both direct and indirect. Direct political socialization involves the active transmission of political knowledge and views by



parents to children through discussions, conversations, joint viewing of the news, etc. Indirect political socialization of a child occurs through observation of the political activity of parents, perception of their attitudes towards various political events and participation in public events (Wasby, 1966). A child's perception of political problems and current events can be significantly influenced by the emotional attitude of their parents towards them.

The first studies of political socialization of the individual date back to the late 50s and early 60s. They were conducted in American society and aimed to investigate the role of the family in the process of transmitting political beliefs in order to be able to predict the behavior of voters. It is worth noting that, given the socio-economic characteristics of American society at that time, these studies had a rather significant gender imbalance, since men were considered the main voters, and it was the father who was considered the one who formed the political ideas and views of children.

R. Lane (Lane, 1959) identified three ways in which parents (meaning the father, not both parents) lay the foundations of their children's political beliefs (this study deals only with sons, not daughters):

1) Indoctrination - that is, saturation with certain political content, familiarization with certain theories or doctrines, involvement in them, upbringing in their spirit.

2) Placing the child in a certain social context, giving him ethnicity, social status, public and regional environment;

3) Through his personal relationship with his son, through the way he forms his personality.

In addition, R. Lane concluded that a son's rebellion against his father (psychoanalytic paradigm) is less likely to be directed at politics or political ideology if this area is of low importance to the father.

In 1959, H. McCloskey and H. Dahlgren conducted a study in the USA (Minnesota) on the relationship between party identification and the characteristics of family socialization of the individual. The authors suggested that the lack of family cohesion and a change in a person's party affiliation will occur if:

1) The parental family is little interested in politics

2) The person belongs to a group with conflicting political norms, or may enter them;

3) The groups that gave rise to the original norms change, are in conflict, or cease to support their previous views;

4) The voter is alienated or physically isolated from the groups in which his political views were fixed.

The results of this study showed that, firstly, the family is an important reference group that transmits, educates and supports the political loyalty of its members, and secondly, the influence of the family on the stability of political preferences increases when a) the party views of its members are homogeneous; b) the political interest and

loyalty of the members are high; c) the same family preferences have been maintained for a long time. In addition, the political preferences of an individual are quite strongly influenced by his lifestyle - a homogeneous lifestyle, as a rule, strengthens party loyalty, a heterogeneous one - weakens it (McClosky & Dahlgren, 1959).

In 1964, researchers drew attention to the fact that not only the father, but also the mother can influence a person's political views. K. Langton and M. Jennings (Jennings & Langton, 1964) found that the mother's influence on the child's political views is even stronger than the father's. According to their study, men from nuclear families dominated by mothers are less politically interested and less likely to participate in political activities than men from patriarchal families. This pattern weakens among highly educated people. Later, a study by R. Niemi, R. Ross, and J. Alexander (1977) found that high school students were closer to their mothers in their political preferences, and that the consistency of political views between daughters and mothers was higher than between fathers and sons.

D. Easton and Dennis (Easton & Dennis, 1969) summarized the most important results of early research on children's views of political power and authority and identified 4 processes that determine the process of political socialization. These are politicization, personalization, idealization, and institutionalization.

Politicization means that children learn about the existence of an authority that is higher than the family or school. Such politicization can occur in a simplified way, for example, when a parent obeys traffic rules, but it is quite effective. By the time a child is 7-8 years old, he is aware of the existence of an external force that requires support, obedience, and respect. This understanding is quite superficial, but it makes it possible to develop other political ideas later.

Personalization means that children begin to understand the phenomenon of political authority through the example of specific individuals - a police officer, a mayor, or a president. Usually, understanding of collective and abstract concepts - such as a government or a party - occurs later.

Idealization is what is inherent in children's views of authority. To most children, political authority seems trustworthy, benevolent, and helpful. Greenstein called this image "the benevolent leader".

Institutionalization. As children grow older, they begin to understand what impersonal objects are – the government or Congress (in the context of the USA). In fact, they attribute to them the same qualities that they previously attributed to the president or the policeman.

Studies in the 80s showed that the commitment to a particular political party also changes in response to economic conditions, attitudes towards the president and current political issues (Fiorina, 1981), (Franklin & Jackson, 1983), (Weisberg & Smith, 1991), so the question was raised about the relevance of studying political socialization at early stages and the fairness of assuming that political positions will remain the same in adulthood.

R. Merelman (1986) proposed a model of horizontal political socialization, which,



unlike the vertical one, placed the individual at the center, who can be both an agent of influence and an object of political socialization - depending on the situation. This expanded the idea of the process of political socialization, which was previously perceived as unidirectional - from agents of influence (society, parents, etc.) to the object of influence (child, adult), instead, the individual can either be influenced from the outside or independently determine the path of his political socialization and choose agents that will be referents for him. R. Middleton and S. Putney (1963) argue that the adoption of a different set of political preferences by young people can be a form of rebellion against parents in case of their dissatisfaction with the quality of family relations. After conducting a survey of 1,140 students, they found that differences in political views with parents are quite common, especially among male students. Differences in political views with parents are associated with alienation between parents and child, if the parents are interested in politics and if political identity is an important aspect of the personality for them. In the 1990s, interest in political socialization and political education of children and adolescents among American researchers became much less, since numerous studies of the influence of the family on political socialization and behavior still did not allow for a high degree of reliability in predicting voter behavior. American political scientists did not care whether the next generation would be supporters of democracy, because growing up in a democratic environment supposedly implies the assimilation of democratic values without special teaching or discussion (Niemi, 1995). Now we can see that such a position does not stand up to criticism, because after 30 years of democracy in modern American society, the popularity of authoritarian ideas is growing, the expression of which is the policy of D. Trump (Dean, Altemeyer 2020).

The ideological confrontation between socialists, liberals and conservatives took place within the liberal-democratic system and did not affect its foundations - human rights, pluralism and a market economy. In such conditions, voting lost most of its tension for citizens of the "first world", because no serious changes in the way of life were envisaged with any choice (Ilyasov, 2000).

In "new democracies", that is, democracies built on the basis of authoritarian regimes, the transfer of democratic values from one generation to the next also does not happen by itself. Moreover, even social and state institutions may reflect old anti-democratic approaches and values and send contradictory messages regarding such terms as, for example, "freedom", "legality", "independence", "national identity", etc. (Morduchowicz, 1994).

In general, it can be said that the interaction of an individual with potential authorities throughout life and his understanding of his own place in formal interactions (for example, the nature of subordination at school or in the work team) is an integral part of the process of political socialization of the individual. The quality of political socialization will be influenced by the basic political knowledge that a person

could have acquired both at school, university and through discussions of politics with colleagues, friends and family. The political culture of those who participated in public organizations, social initiatives, informal movements or political parties will differ significantly from the general public. And, of course, the experience of interaction with representatives of the authorities, law enforcement agencies has a significant impact - its nature, result and consequences for the individual.

The political socialization of Ukrainian youth takes place in conditions of democratic transit, the development of an independent state, greater freedom of choice, political values and ideals (Bereza, 2016) in contrast to the political socialization of the older generation, which took place during the USSR and has a significant imprint of totalitarian consciousness and behavior. The generation that was born during the independence period, while growing up, had the opportunity to see both discourses – the democratic one, which was declared by the authorities and gently penetrated into Ukrainian reality along with Western culture, and the totalitarian one, the remnants of which are still found both in professional politics and in other Ukrainian institutions of socialization – in the family, school, army, etc.

This is how the aggressor country Russia justifies its invasion of Ukraine – the fight against “values imposed by the West”, contrasting it with the authoritarian model, which finds its supporters both among the older generation in Russia and in Ukraine, and among those whose growing up took place during the independence period, but for some reason led to a tendency towards authoritarianism.

Political identity as a result of political socialization. One of the results of the political socialization of an individual is the formation of political identity. The concept of identity was first proposed by E. Erikson, who understood it as a person’s awareness of his or her identity with himself or herself and the continuity of his or her existence, and the simultaneous recognition of this identity with his or her environment (Erikson, 2006). D. Marcia, based on E. Erikson’s concept, proposed a scheme of four ego-identity states:

a) diffusion of identity – when an individual cannot overcome either the age-related identity crisis or choose a field of activity and political position;

b) predetermination – the individual has made a choice regarding his or her professional activity and political views, but has not overcome the age-related crisis;

c) moratorium – the individual has experienced a youthful identity crisis, but is unable to make a final choice regarding his or her political position and professional activity;

d) achieved identity – overcoming the identity crisis and the ability to independently make a choice regarding his or her political position (Marcia, 1993).

This scheme includes two criteria – the degree of identity crisis and the person’s acceptance of responsibilities in two areas of his life – in the profession and “ideology” (religion and politics).

In societies with rigid social norms and traditions, a stable social structure and minimal vertical mobility, identity problems are minimal, because identity is imposed



and the individual can only accept it. In democratic societies, the identity crisis is a pressing problem, since there is no clearly defined development trajectory for the individual and there are no strict restrictions, that is, he must independently choose his own path and create his own identity (Kirienko, 2016).

Within the framework of symbolic interactionism, identity is considered as a social formation. That is, the individual forms himself through the vision of himself by others. J. G. Instead of the concept of identity, Mead uses the concept of "self" or self (which is an identical category) and distinguishes 4 stages of identification through which the formation of the "self" occurs.

At the first stage, the "I" is identified with the objective environment (I am...).

At the second stage, the I is signified through the opposition of oneself and one's group with other strangers (I am not...). The role of the "generalized other" can be played by both abstract communities (social classes, etc.) and specific institutions with which the individual interacts.

At the third stage, an image of reality is built in accordance with a personal perspective (Mead, 1994).

At the fourth stage, the created reality is correlated by a person with personal practical experience and is corrected.

Representatives of post-structuralism distinguished between political and social identity, defining political identity as a category of social (Melnyk N.T., 2013). Political identity is defined here as the projection of national-civilizational, ethno-national, religious, confessional, territorial, age, gender, cultural and other components of social identity into the political sphere (Ostapenko, 2015).

The basis of the formation of political identity is the identification of an individual with certain objects that are marked in his consciousness as political, or those that relate to the sphere of politics. At the same time, belonging to a certain group is fixed, which has features related to its ideological values and political behavior. Identity - the image of "I" is included in the category "We" and is opposed to the categories "They".

Discussion

The central category in any discussion about politics and political behavior is the category of power. Power always implies the presence of two subjects. When the realization of the needs of one subject depends on another - this other has power. Its essence is that a specific subject, due to various circumstances, has the opportunity to provide or not provide another subject with funds or other means to satisfy his needs. In the structure of power, three elements are distinguished: the dominant interest, the dominant will that expresses it, and the means of ensuring this domination. Among the means, coercion stands out, the level of which can vary from the simple presence of means of coercion or the threat of their use to direct violence, and suppression (Sirenko, 2009).

Considering power as a dependence between subjects makes it possible to transfer the concept of power relations to family relations and build a model of whose interests and needs it expresses, who it is used by, whom it protects or suppresses, and whether there are facts of abuse of power by different family members.

The psychoanalytic concept of object relations emphasizes the importance of who the main objects in the child's world were (i.e., the adults who cared for him), how he experienced them, what sensory aspects were internalized, and how internal images and representations continue to exist in the person's later life. The child is completely dependent on his object not only in the context of his existence and physical well-being, but also for the satisfaction of his psychological needs. According to Fairbairn, "... the child's very helplessness is enough to make him dependent in an unconditional sense... He has no other choice but to accept or reject his object - an alternative that will appear before him as a choice between life and death" (Fairbairn, 1952).

The functionality or dysfunctionality of the family system also depends on the peculiarities of the distribution of power and the satisfaction of the needs of family members. E. Eidemiller and V. Justickis (1999) consider a functional family to be one that responsibly and differentiatedly performs its functions, as a result of which the need for growth and change of both the family as a whole and each of its members is satisfied.

The authoritarian model of the family assumes that adults (or one of the parents) have all the power in the family, and children are inferior to adults in their rights. As with the authoritarian model of the state system, in such conditions there is no system of levers and restraints, which leads to an increase in the number of abuses of power and an increase in the level of violence directed at those who are lower in the hierarchy. In families, women and children most often suffer from violence, because it is their needs that depend on the decisions of the husband and cannot be satisfied independently.

In authoritarian states, a discourse is formed in which the "Truth" is declared without appeal, the bearer of which is the political leader and his supporters, people form a belief that life is determined by forces that lie beyond the interests and desires of a person, which leads to the formation of a conformist survival strategy of the average citizen. The latter is characterized by a low level of individual self-awareness and responsibility, distrust of dissent, low motivation for active actions in relation to the current political system.

The same process occurs in a family that is authoritarian in its structure - parents are the undisputed bearers of "true views", who impose their views on those who cannot resist due to their own dependence - on their children, suppressing their ability to think independently and freely, to make decisions. In such families, the child has no right to vote and gets used to the fact that no one is interested in his opinion, while at the same time feeling offended and wanting to restore justice.

In contrast, the American researcher S. Vol explains the increase in a person's interest in more authoritarian and paternalistic governments by the lack of authority in



the family home, that is, by the "vacuum of authority". This can lead to an increased sense of danger and a search for security outside - from political leaders and parties (Wasby, 1966). Among the factors that influence the political culture of the individual and society, researchers distinguish the political education of citizens, the quality and level of general education, the awareness of citizens regarding political decisions and processes, as well as the type of political regime and the standard of living in the state. In our opinion, it is important to add to this the personal predisposition to exist in a certain model of power relations, which is laid down in the family. The space in which a person is located affects his perception of the events that are taking place, his political culture. The habit of living in an authoritarian model of a paternal family, the inability to influence the decisions of those higher in the hierarchy, and the simultaneous feeling of stability and understanding of one's place, can complicate the transition to democratic relations, where power is distributed more evenly, but in return there is a higher level of uncertainty and greater responsibility of citizens for their choices. Autocracies and totalitarian regimes, on the contrary, try to oust the citizen from the political process, which can occur both through the legislative process and through government decisions. These types of regimes are characterized by repressiveness, personalism of power, suppression of any competition in the political field, persecution of alternative points of view, restrictions on the work of the media, reduction of political awareness of citizens, replacement of facts with their interpretations through the prism of propaganda. Since people do not have the opportunity to influence political decisions, learned helplessness is formed and political activity of society decreases.

E. Fromm (2020) identified two main strategies for adapting to life in a totalitarian society - static (which remains unchanged for a long time) and dynamic (when patterns of behavior can change over time).

One form of a dynamic adaptation strategy is conformism - the process of changing beliefs, behavior, actions or perceptions towards socially acceptable norms. It is based on the need for a person to feel their belonging to a social group, to be part of a group whose behavior complies with the norms and is approved by the majority, while the lack of such belonging leads to a high level of social anxiety, fear of punishment from the authorities and isolation.

T. Adorno (2001) and his co-authors identified nine categories inherent in the personality that was formed in the authoritarian discourse:

1. Conventionalism, conformism, involvement in the logic of "like everyone else", support of the most common values, in America – "middle class";
2. Authoritarian submission – uncritical submission to the existing authorities, both state and local, to any "leadership";
3. Authoritarian aggression – directed at everyone who does not share generally accepted values;

4. Inability to introception – subjective, sensory perception of life, the world.
5. Tendency to stereotypical thinking, tendency to superstition;
6. Cult of power in relationships between people
7. Projectivity – attribution of destructive, dark, animal orientation to people;
8. Hostility and cynicism in relationships with other people;
9. Rough sexuality - interest in the biological aspects of sex, sexual violence.

According to the definition of researchers of Ukrainian political culture, it is mixed, that is, it contains both democratic and authoritarian components (Karnaukh, 2006), and the corresponding strategies of adaptation and behavior of people.

Due to the existence in the system of such social norms, violence is legitimized in the child's mind. In this way, social legitimization becomes individual, and individual - a structural link of social.

The biggest contradiction lies in the ethical dilemma, because by violating moral norms and rules of behavior (what is violence) parents try to force children to adhere to moral norms or rules of behavior. Here we can talk about the existing ambivalence of values and morality in our minds and the deep-rootedness of domestic violence, especially towards children (Krynytska, 2012).

The dual morality of parents leads to an internal conflict in the child. The inability to resolve this conflict causes a "rejection of morality", forms a feeling of learned helplessness, or to the activation of protective mechanisms of the psyche - repression, splitting, denial, which will allow to exist in a system of mutually exclusive moral and value guidelines (Petrunko, 2023). Thus, the abuse of power by parents, the lack of safe relationships for the child in the family and the inability to rely on the parental system of values, which is contradictory and violent in its essence, can lead the child to the path of splitting and relaying maladaptive behavior (which can also be adaptive if it exists in an unfavorable environment), or, in the case of the presence of other models in the circle of communication - rethinking their own path and choosing another value system, which may include support for another political force, if associated with it. In addition, the nature of power relations in the family and the discourse in which the personality was formed may be associated with a predisposition to political forces and a political culture similar to those that existed in the parental family.

The modern pro-Russian discourse is closely linked to Orthodoxy and is based on "traditional values," which refers to the patriarchal model of the family, the non-recognition of same-sex relationships and gender diversity, the relegation of women to a secondary place in public life as "women and mothers" who are supported by their husbands, etc. This discourse indirectly justifies and legitimizes violence by creating conditions in which one group is given power and the unlimited right to commit violence, while the other group is dependent and oppressed. This happens both at the socio-cultural level and at the legislative level – men who commit violence against their wives are not convicted (the law on the decriminalization of domestic violence only provides for a fine) and continue their lives without restrictions (and those who were convicted of serious crimes are released after participating in hostilities), while women



who have suffered from domestic violence are held responsible for the actions of the perpetrator of violence – “What did you do to prevent him from beating you?”

We could see the same thing in the narratives of Russian propaganda that justified military aggression: "if we had not attacked, they would have attacked us", "Ukrainians are to blame for what is happening to them", "they provoked", etc.

Formation of political identity from the point of view of the theory of social identity. To further reveal the influence of family relations on political conflicts between family members, let us turn to the theory of social identity by G. Tajfel (Tajfel and Turner, 1986).

According to the principles of the concept of social identity, individuals try to maintain or increase their self-esteem, strive to form a positive social identity. Positive social identity is based on favorable comparisons of the in-group (the group to which the individual belongs) with out-groups (groups to which the individual does not belong). If social identity is unsatisfactory, individuals will strive to make their group more positively different from others, or, failing that, to leave the in-group and join an out-group that will provide an opportunity to form a more positive identity.

As mentioned above, the family is the first group in which a person finds himself after birth. Social groups provide their members with opportunities for self-identification. The latter can both help in the formation of a positive social (or political) identity, and can complicate or even make this process impossible.

If a child in his family feels rejection, rejection or exclusion from the group of "his own", which can be expressed in double standards (all family members are allowed to do something, and the child is condemned or punished for the same), violence committed against the child, unfair treatment (when other children are the favorites of the parents), this makes it impossible to form his positive self-esteem, based on identification with the family. In this case, the child will be forced to look for other groups, better than the family, with which he can identify and which will help him form his own positive identity. The criteria for choosing such groups will most likely include characteristics opposite to those present in the parental family. If national identity is important for the parents - emigration and identification with another nation is possible, if a certain political position is important for the parents - then a group with the opposite political position will be found.

Obviously, this process will be influenced by the ease or difficulty of leaving the in-group and the ease or difficulty of entering the out-group. If the process of forming a new identity is associated with little effort and greater benefits, then a person will easily change his political views. As an example, we can cite some former Ukrainian politicians who headed the occupation administrations, or former pro-Russian Ukrainian citizens who changed their position after the start of a full-scale invasion. Conversely, if the process of entering the out-group is complicated, a person will be more likely to adapt to life in the in-group.

People's search for a positive identity can lead to collective narcissism. Collective narcissism is a belief in the exceptionality of the in-group, which is not sufficiently recognized by others. This conviction is a special form of "love for the in-group associated with hatred for the out-group" (Golec de Zavala, Lantos, 2020).

This concept was first proposed by psychoanalysts E. Fromm and sociologist T. Adorno in the 1930s. They noted the growth of collective narcissism in Germany after the economic crisis of the 1930s. The reason for this, in their opinion, was that the rapid spread of the capitalist model of the economy and the Great Depression undermined traditional ways of supporting people's own self-esteem, which led to the search for other means of increasing it and the growth of group narcissism, and later led to the emergence of Nazism.

Unlike collective self-esteem, collective narcissism is associated with prejudice, repressive intergroup aggression, and joy caused by the suffering of other people. The relationship between narcissism and intergroup hostility is due to the distorted perception by participants of the in-group as constantly under threat, and out-groups as hostile and threatening (Golec de Zavala et al., 2009). O. Cichocka and colleagues found that those who feel unable to control their own lives are more prone to manifestations of collective narcissism. Manifestations of collective narcissism were enhanced in those study participants who were asked to recall periods when they did not control their lives, and, conversely, were weaker when participants were asked to recall a time when they had everything under control. That is, collective narcissism is a means of increasing individual self-esteem in cases where basic individual needs are not satisfied (Cichocka, Cislak, 2020). Individuals - collective narcissists may view groups as an extension of themselves and expect everyone to recognize the prominent position of their groups and their individual greatness.

A number of studies in recent years examine the phenomenon of collective narcissism in connection with support for nationalism, totalitarianism and populism, support for military aggression against an "external enemy", etc. In addition, collective narcissism is associated with sexism, prejudice against minorities, and even support for terrorist violence and extremism (Golec de Zavala & Bierwiazczonek, 2021).

V.V. Vasutynsky (2020) found a connection between collective narcissism and blame attribution in intergroup interactions. Students were asked to determine who in a pair was more to blame for problems that occurred in the interaction of different subjects. Higher levels of collective narcissism were associated with attributing blame for problems to the Russian authorities led by Putin, Russian-speaking citizens, the authorities led by Kravchuk, Kuchma, Yushchenko, and Yanukovych, residents of Crimea and Donbas, as well as oligarchs and the mafia.

It can be assumed that the flowering of collective narcissism in the post-Soviet space was led by the system of social relations that existed in Soviet times - on the one hand, collectivism was declared, where the in-group was the so-called "Soviet people", identification with which supported people's positive identity and self-esteem, on the other hand - the need for individual recognition and improvement of living conditions



associated with this remained unsatisfied for many Soviet citizens.

The consequences of the collapse of the USSR, the difficult 1990s, the inability of the older generation to control their lives for a long period of time and form a new identity to replace the Soviet one were a favorable environment for collective narcissism, which is purposefully fed by Russian propaganda through the exploitation of the image of an “external enemy”, the desire to restore “historical justice”, “to take revenge on the collective West for humiliation”, to restore “the union of fraternal peoples who were insidiously quarreled”, etc. For a part of the population, these narratives become close, because they are based on a positive identity for them – the Soviet one (sometimes the only one). For the younger generation, which was born already during the times of independence, this is most often just history and can acquire emotional coloring only in dialogues with the older generation – parents and older relatives. Depending on the nature of interpersonal relationships in the family, children's attitudes towards these narratives will differ, and a certain "valence" will also be formed, which may or may not coincide with the parental one. At the same time, in known studies, no significant connection between collective narcissism and individual narcissism has been found. Therefore, for example, O.Yu. Drozdov considers individual narcissism to be a characterological trait, while collective narcissism is a socio-psychological (worldview) characteristic of a person.

Individual narcissism can be an element of a person's political identity in two cases - when the main mental construct of the personality is grandiosity, which requires an admired "mirror" to counteract the inner feeling of worthlessness and lack of value. Or when a person can feel his value only when connected with a person whom he can admire because of his prestige, power, beauty, intelligence or other qualities. This, according to H. Kohut, is a certain means of filling the inner emptiness of such a person (Kohut, 1978). J.M. Post indicates that elements of such narcissistic transference are present in the relations between charismatic leaders and their followers, that is, the leader acts as a person who needs a “mirror”, and his followers – those who are looking for an “ideal”, joining which they will be able to fill the inner emptiness and feel their significance (Post, 1986). I. Schiffer (1973) studying the phenomenon of charisma, also indicated that leaders, especially charismatic ones, are generally the creation of their followers. Analysis of the speeches of such narcissistic leaders constantly reveals polar absolutism – the opposition of good and evil, “us” and “them”, God and Satan, etc. Among the examples given by J.M. Post, – speeches of Robespierre, A. Hitler, B. Franklin, Ayatollah Khomeini. Although the tactic of unification against an external enemy is traditional for politicians, it is most effective in cases where it is supplemented by paranoid confidence (Greenacre, 1971).

H. Kohut (1978) defines the characteristics that make a person suitable for the role of an “ideal”. This is an unshakable confidence that is constantly demonstrated, a constant moral assessment of the actions of others with an emphasis on shortcomings,

etc. Such people reject and project onto the external environment all their own weakness and imperfection.

For a charismatic leader with paranoid traits who does not recognize his own aggression and projects it outward, rhetoric becomes the basis for justification: "We (I) are not weak. The problem is with them. Only by destroying them, we (I) will become strong, the way we want to be." Whenever followers approve and support this rhetoric, the leader's facade of confidence is reinforced and his inner doubts are calmed. The leader reassures the followers, and they, in turn, reassure him (Post, 1986).

J.M. Post distinguishes between those who, due to external circumstances, are temporarily attached to narcissistic leaders and those who are narcissistically wounded and are permanently prone to such relationships. As an example, he cites the relationship between W. Churchill and his followers - in a period of crisis, when the need for a strong leader was high, he was exalted and idealized, but when the crisis passed - he was removed from power, focusing on his leadership shortcomings, going from idealization to disappointment. A person can become attached to an idealized object in difficult times, just as a nation can demand the leadership of an idealized object at difficult moments of historical development. And just as the object of individual worship loses its position as the admirer reaches maturity, so the leader will be rejected when the moment of historical necessity passes.

Regardless of the changes in the circumstances of the existence of entire nations, there will always be people in them whose internal needs will lead them to seek idealized leaders, which in moments of social crises can bring to power those who seek a "mirror" (Post, 1986).

In Ukrainian political reality, during the years of independence, political forces have repeatedly speculated on the polar moods of society - in the election programs of pro-Russian forces, one could repeatedly find promises to introduce Russian as a second state language, to establish economic ties with Russia, and even to create a union of the "three sisters" - Ukraine, Belarus and Russia. The East was opposed to the West as a more hardworking region that paid the most taxes to the state treasury. In return, the inhabitants of the West were presented as hostile to all Russian-speaking people, arrogant and arrogant. That is, the dynamics of the swinging of collective narcissism described above took place - the East was presented as a region unfairly underestimated by the West, which provoked aggression towards this external group, which was presented as threatening.

The most acute political contradictions in Ukraine that families have faced date back to the Orange Revolution of 2004, in which, according to various estimates, 5 to 6 million people participated, dissatisfied with electoral fraud and the government's attitude towards voters (Kulchytsky, 2011). In contrast, the eastern regions, where Viktor Yanukovich received significant support, negatively perceived the popular protest. A significant part of the population that voted for the pro-Russian Yanukovich after the victory of the "Orange Revolution" removed themselves from participation in the political process, perceiving the victory of Viktor Yushchenko as fabricated and



"imposed by the West." The political system of Ukraine has become a "democracy of non-participation" (Proskurina, 2008).

In the 2010 elections, polarization reached a new level, and if we look at the regions where Yanukovich received the greatest support, this will coincide with the large number of ethnic Russians living there (the Autonomous Republic of Crimea, Donetsk, Luhansk, Kharkiv, Zaporizhia, Odesa regions), as well as Dnipropetrovsk, Mykolaiv and Kherson, where the percentage of ethnic Russians is smaller, but there is a high percentage of Russian-speaking population.

This dynamic developed further in 2013, when society was also divided into supporters of the "Maidan" and "Anti-Maidan". What was perceived by one part of Ukraine as a struggle for democracy, transparency of elections and European values, was perceived by another as humiliation and imposition of its will by the West on the East. That is, the dynamics of the development of collective narcissism continued with the presence of a threat from the external group and an increased sense of uniqueness and underestimation of the internal group.

Research by V. Vasyutynsky (2012) demonstrates that there are significant differences in the material situation of those who supported pro-Russian sentiments and those who are inclined to Ukrainian values. Poor Russian-speaking citizens were more likely to experience a sense of ethnic oppression, believing that the Ukrainian state did not provide them with the same rights as other peoples. In addition, this segment of the population gravitated towards anti-reformist and pro-Russian values and the creation of any forms of political alliance with Russia as a means of compensating for negative experiences. (It can be assumed that an additional reason for such a gravitation was the possibility of joining a "charismatic leader" and, through this, supporting their own positive identity, for which there were no other ways.) They were also characterized by a more passive position in social processes. A minority of them believed that the increase in the number of citizens - private owners is a guarantee of economic growth, which indicates a low level of desire to be the subject of their own lives. In addition, most of them relied more often on God than on their own strength, valued education and profession less than more affluent citizens.

Thus, the Ukrainian public consciousness was dominated by a sense of oppression on the basis of nationality, a desire to find a solution to their problems in someone greater (God or another strong country), conservatism and a low level of subjectivity - on the one hand, and the lack of perception of differences in rights between ethnic groups in Ukraine, self-reliance in solving problems, a more active civic position and higher satisfaction with life - on the other hand.

All these political events significantly influenced Ukrainian families. If we look at the dynamics of marriages and divorces, we can see an increase in their number immediately after large-scale political events in the country - on the graph of the State Statistics Service (see Fig. 1) we can see a sharp decrease in the number of marriages in

2004, in which the Orange Revolution took place and the number of marriages increased in the following years. Also, peaks in marriages are observed in 2011 (after the 2010 presidential elections) and in 2015 after the annexation of Crimea and Russia's invasion of Eastern Ukraine. This can be attributed to the fact that leap years are traditionally considered unfavorable for marriage, but this version does not explain the gradual increase in the number of marriages in the period from 2004 to 2007 and the absence of the same dynamics in the period from 2008 to 2011. In 2014, in conditions of military-political instability and military threat, the number of divorces decreased in all regions of Ukraine, and this trend continued partially in 2015–2017. Explain the reasons for the "spike" in divorces in 2018. It is difficult, but it should be noted that in 2018, compared to the previous year, the number of divorces by court decision increased by only less than 5%, and "through the registry office" by 62% (according to the Family Code, this is a divorce of couples without minor children and without disputes requiring judicial review). This increase occurred at the expense of couples with a marriage duration of more than 15 years. Therefore, in 2018, there were many divorces that were postponed earlier. This may also be a consequence of the deterioration of relations in married couples, where men, having returned from the combat zone, did not undergo qualified psychological rehabilitation (psychologists warned about the possibility of an increase in cases of domestic violence and a complication of the situation in such families) (Hladun, 2020).

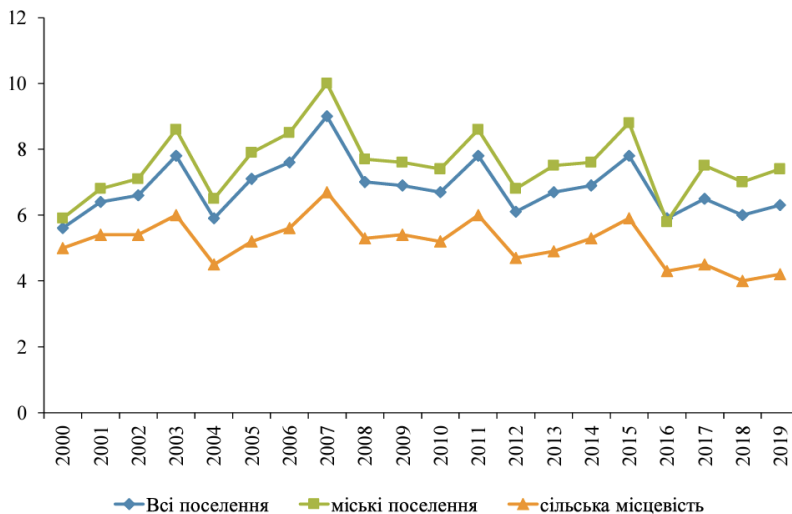


Fig. 1 Number of marriages per 1000 population in Ukraine in 2000-2019

As can be seen in Fig. 2, the peaks of marriages and divorces coincide - these are 2005, 2011 and 2015 - the years following large-scale political events. It can be assumed that, on the one hand, the stabilization of the political situation after a period of turbulence stimulated new couples to get married, and in existing families, periods of political instability triggered an internal crisis, the result of which was divorce the following year. It is obvious that these processes affected not only married couples, but



also children, who saw the development of conflicts at the family, civil society and state levels.

The events of 2004, 2010, 2013-2014 and after the full-scale invasion demonstrated the political and value split of Ukrainian society. The process of political socialization took place in such a way that a person could simultaneously be involved in groups with opposing views, for example, pro-russian views in the family and pro-European views in

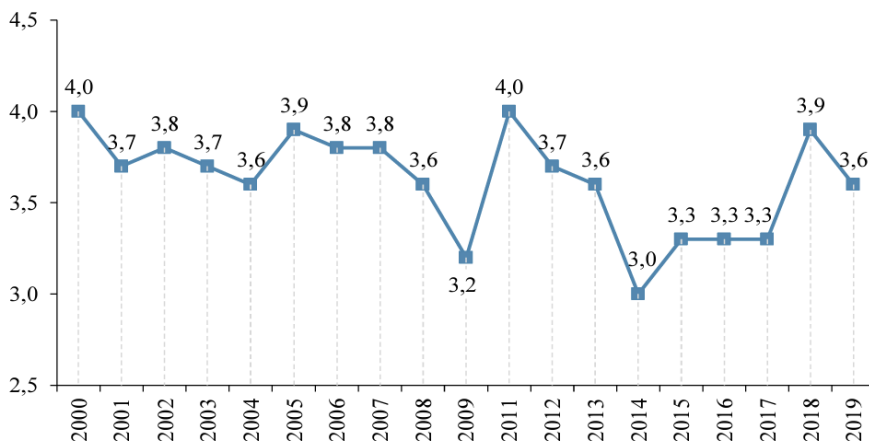


Fig. 2 Number of divorces per 1000 population in Ukraine, 2000-2018.

the work team, or vice versa. One way or another, a person found himself in a situation where he had to choose a side and find himself in a state of conflict of values and views either with the family or with other reference groups.

Conclusions

In summary, it can be said that the main aspects of political socialization of the individual, which are related to politically motivated conflicts in the family, are:

- The importance of political identity for family members;
- Dysfunctionality of the family system, which is expressed in the violent nature of the relationship between parents and the child, which leads to the formation of a negative identity of the child's personality associated with the family;
- Behavior patterns learned in the family, related to the distribution of power and resources;
- Intergroup differentiation of a family member in favor of the out-group as one that has more resources, similar values and allows for identification and construction of a positive identity on its basis;
- The threshold for entering an out-group – the lower it is, the easier it is for a person to identify with this group and construct a positive identity, and vice versa – the

higher the requirements for entering an out-group, the less likely it is to change one's own self-identification and the more likely adaptation to existing conditions;

- Collective or individual narcissism of family members, which can lead to the choice of "charismatic" leaders, or those whose rhetoric reflects the internal conflict of the individual, deploying it in the political field;

- Polarization of society on various issues, encountering discussions of these topics in the family and the need to maintain contact despite contradictions.

Polarization is a significant problem characterized by an increase in the level of tension in the interaction of people, a decrease in the level of trust in others, the perception of part of society as hostile and as one that poses a threat to its existence. It manifests itself both at the macro and micro levels in people's everyday relationships with their family members.

Further research on the topic will help to deepen the understanding of the connection between political socialization of different generations and politically motivated conflicts between family members, as well as identify opportunities for mitigating such conflicts and shaping a vision of politics as a means of supporting public interests, rather than just a source of contradictions.

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METACOGNITIVE STRATEGIES IN THE PROCESS OF FOREIGN LANGUAGE ACQUISITION (FL2) AS A FACTOR OF PRAGMATIC RESOCIALIZATION OF STUDENTS

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Abstract

Relevance. Various aspects of second language acquisition (FL2) as well as of sociocultural competence are interrelated processes of students' development, which happen in their daily routine activities. In these contexts, students gain experience in interpreting, negotiating, and indexing meaning by co-constructing different types of sociocultural identities and attitudes. The results of pragmatic socialization demonstrate a highly social and contextual focus against the background of traditional interlanguage pragmatics and invite researchers to take a different look at the interactive nature and social functions of learner's pragmatic language processing behavior deeply embedded in a rapidly changing multilingual world.

The purpose of this article is to review, analyze and give some examples of metacognitive learning strategies in teaching English as FL2 and to identify the impact of their use on students' capacity for pragmatic (re)socialization in the process of self-regulation during the study period.

Methodology. To write the article, methods of theoretical analysis and generalization and elements of empirical research were used, including the results of the author's observation and analysis of individual cases, as well as the experience of cross-cultural observation and comparison.

Results of research show that when it comes to training the development of a metacognitive approach to learning helps students to develop not only cognitive abilities, but also opportunities for more flexible social behavior, which contributes to solving the problem of (re)socialization in an unfamiliar community (for example, in the period of forced immigration during war conflicts), and does not interfere with the achievement of educational or life goals.

Conclusions. Hence, the author comes to the conclusion that the effects of designing a metacognitive approach to learning due to different types of development of students' cognitive and communicative skills in the process of learning a foreign language on their pragmatic (re)socialization is evident.

Keywords: pragmatic (re)socialization of a student in the foreign community metacognitive approach, metacognitive thinking, development of metacognitive strategies



Relevance

Foreign language learning is constantly evolving, considering the complexity of language structures, the expansion of the vocabulary of business and professional communication, and the fact that language as a system develops either discretely or, depending on the development of external events in society.

Studies reveal that learning foreign languages, one can never say that one has achieved excellence in their learning. Foreign language learning is constantly evolving, given the complexity of language structures, the expansion of the vocabulary of business and professional communication, and the fact that language as a system develops discretely over time or, depending on the development of external events in society.

The purpose of this article is to review, analyze and give some examples of metacognitive learning strategies in teaching English as FL2 and to identify the impact of their use on students' capacity for pragmatic (re)socialization in the process of self-regulation during the study period.

Methodology

To write the article, methods of theoretical analysis and generalization and elements of empirical research were used, including the results of the author's observation and analysis of individual cases, as well as the experience of cross-cultural observation and comparison.

Results

At the present stage of development of higher specialized and professional education, one of the most difficult tasks of a teacher of foreign language is not only to teach the subject matter, but also to motivate students for lifelong learning. To teach students the abilities/skills to form their own learning style and, as a result, to participate in lifelong learning, many faculty members need to use metacognitive strategies in their teaching

It should be noted that various aspects of second language acquisition (FL2) as well as of sociocultural competence are interrelated processes of students' development, which happen in their daily routine activities. In these contexts, international students and novices gain experience in interpreting, negotiating, and indexing meaning by co-constructing different types of sociocultural identities and attitudes. The results of pragmatic (re)socialization demonstrate a strong social and contextual focus in the context of traditional interlingual pragmatics and offer researchers a new perspective on the interactive nature and social functions of young people's pragmatic language processing behavior, which is deeply rooted in a rapidly changing multilingual world.

American developmental psychologist John Flavell introduced the term "metacognition" in 1979, in which he defined it as knowledge about cognition and control over cognition. Metacognition in science refers to an individual's awareness,

analysis, and understanding of his/her cognitive processes (activities, thinking, etc.). (Flavello, J. H., 1979).

Flavello, J. classified cognition into three principal components: (1) metacognitive understanding/awareness: what individuals know about themselves and others as cognitive processors; (2) metacognitive control/regulation: the regulation of cognition and learning experiences due to activities that help people control their learning process; (3) metacognitive experiences: experiences that are relevant to the ongoing cognitive process.

Nelson, T.O. and Narens, L., experimental psychologists, explore the distinction between monitoring, that is, judgments about the strength of memories, and control, that is, using these judgments to guide one's behavior, focusing on learning choices (Nelson, T. O., and Narens, L., 1990).

The types of metacognitive awareness as person/human knowledge, task knowledge, and strategic knowledge include:

(1) Knowledge about the person/person is declarative knowledge, i.e., understanding of one's own capabilities; an understanding of the factors that can affect a learner's performance. Schneider called this "knowing the world". (Schneider, W., 2010);

(2) Task knowledge is procedural knowledge, or how a student perceives the complexity of a task as expressed in the content, length, and type of task; it is knowledge about how to do things; the highest level of knowledge allows people to perform tasks automatically (Ochs, E., & Schieffelin, B., 2008; Pressley, M., Borkowski, J. G., and Schneider, W., 1987);

(3) Strategic knowledge is conditional knowledge that can be interpreted as one's ability to use strategies to obtain information; it builds an understanding of what to use declarative and procedural knowledge for; it makes students utilize their resources when using strategies and makes strategies more effective (Reynolds, R. E., 1992)..

During metacognitive regulation, three main skills are developed: (1) the ability to plan, choose strategies, and properly direct one's resources to approach the task in a positive manner;

(2) monitoring - being aware of one's understanding and performance of the task; and

(3) evaluation - assessing the product of the task as well as the effectiveness of the task; this may include reevaluating the strategies used (Jacobs & Paris, (1987).

Continued motivation to complete a task is also a metacognitive skill, along with the ability to recognize and resist distracting stimuli to spread effort over time, known as cognitive control.

The relevance of metacognitive skills has been demonstrated by scientists in their studies: in a study by Swanson comparing problem solving skills of fifth and sixth graders, it was found that metacognitive knowledge could compensate for IQ and lack of prior knowledge; adult students with higher metacognitive skills showed a complete reluctance to use a cell phone in class (Swanson, H. L., 1990)..



Many examples of metacognitive activities will encompass: planning how to approach a learning task, controlling, understanding and evaluating progress on a task. Supporting students in developing their metacognitive control contributes significantly to successful learning. The problem is that teachers in any subject matter teach students what to think about a topic but not how to think about that topic, what to learn but not how to learn it. And teaching how to learn implies that you need to think how to think. Learning how to learn implies, in effect, thinking about how to think about how to think. Metacognition, thinking how to think, occurs in situations where students realize that their cognition, their ability to understand something has betrayed them, such as understanding complex syntax, and thus they have to work to figure it out.

As one can see, the metacognitive act involves two elements or stages: (1) the students realize that their knowledge is limited to complete the task; (2) the students realize that they know strategies to remedy the limiting situation and complete the task.

Thus, in addition to teaching cognitive skills, it is important that FL2 teachers support students in developing their metacognitive skills.

Studying the trends in the development of new learning strategies, one cannot help but notice that migration processes in the world have affected all continents. Young people, mostly students of higher education institutions and vocational schools, are forced to leave their native places for various reasons: in search of safety (the war in Ukraine and other military conflicts), in search of a just society (from countries with a high level of corruption), in search of social well-being (from third world countries), etc.

The ideological and socio-cultural conflict of interests forces immigrants to carry out pragmatic (re)socialization, which also affects the language norms of their interaction in the community. As we can see, the situation of rethinking, quick setting of new tasks, rational assessment of the expected results in achieving the set goal presupposes the possession of a toolkit of metacognitive skills by a young refugee student.

Therefore, in the contemporary period characterized by massive globalization and transnational migration, mobility and communication, more and more research has focused on the peculiarities of pragmatic socialization processes as they unfold in sociolinguistically and culturally heterogeneous settings characterized by bilingualism and multilingualism. De Geer et al. studied cross-cultural mentality on pragmatic and other aspects of socialization during mealtime conversation in Scandinavian countries. One hundred middle-class families with teenagers participated in the study. Among them were Estonian, Finnish and Swedish monocultural families in their countries of origin, as well as bilingual/bicultural Estonian and Finnish families living in Sweden. The researcher examined metapragmatic and other so-called normative/regulatory

comments on table manners, dress code as common forms of socialization (De Geer et al., 2002) .

They observed that all families demonstrated some regulatory comments, and most of the comments made during meals concerned perceived violations (i.e. transgressions) of certain social or conversational rules. Expected behavior was discussed less frequently. However, some differences were noted in the content, quantity, and manner of using metapragmatic comments across these closely related cultures. Other differences also emerged, such as the extent to which moral issues were discussed, with much more of this occurring in Swedish monocultural families compared to others, and the greater involvement of their younger Swedish family members in dinner conversations in general than in other families. The researchers attributed this finding to the Swedish ideologies of egalitarianism and democratic socialization, demonstrated by the Swedish mentality, which highly valued independent and assertive behavior by all members of the community (family). Workplace foreign language learning (FL2) activities have attracted the attention of researchers as an important sociocultural context in which newcomers, immigrants from different communities and cultures, are socialized into new discourse systems and cultures that include specific pragmatics (Duff, P., 2008; Duff, P., & Talmy, S., 2011; W.; Roberts, C., 2010).

The data of the study and its results are relevant for many residents of Ukraine (students, young refugee women with children, middle-aged and older people). The researchers from China examined the pragmatic socialization of a Chinese immigrant in a job-training center and, later in the hosting American workplace. Focusing on requesting behavior, the study dealt with the important issue of pragmatics in genuine, highstakes social communications. The ethnographic case study demonstrated how the woman learned to make requests more directly than she used to do earlier, by adopting certain sociolinguistic strategies and expressions. She had learned these pragmatic strategies through exposure to and participation in social interactions with other more competent members in the community. But her socialization was not just an imitation or reproduction of the practices of native speakers of English (L1). As an adult and well educated individual in the home culture and language, the immigrant(woman) also contributed to the socialization of her American (English L1) conversational partners' communication skills and styles, when the latter seemed too impolite, particularly in their shared workplace.

Next, Palmer, D.S. examined L2 pragmatic socialization in online communities: FL2 learners of Spanish interacted with L1 Spanish speakers in a multiplayer video game. Ethnographic participant observation was used to examine learners' pragmatic development from common speech acts, greetings, requests, and refusals, to more complex pragmatic moves that are important in the game context, mass invitations or negotiations over the distribution of resources (Palmer, D. S, 2010). Thus, the data showed that video games can offer learners a valuable immersive virtual community for



FL2 pragmatic socialization that is populated with engaged native (and non-native) speakers.

Metacognitive strategies in the FL2 Classroom. The first thing a researcher/teacher should do in developing students' metacognitive skills is to help students get to know themselves and their learning styles. Students' learning styles can be identified using questionnaires administered at the beginning of a course, by exchanging questionnaires, interviewing each other, and then discussing the results in the group regarding their learning styles. The researcher/teacher may need to remind students of their learning styles from time to time to ensure that students are not distracted from using strategies that suit their individual styles.

The researcher/teacher should also implement a variety of classroom activities that suit students' individual learning styles. At the beginning of each new course, students should set their own goals in relation to the coursebook goals – for example, students may decide whether they just want to pass the course or get an A; or they may decide which specific language areas they want to focus on: reading, grammar, speaking, vocabulary, etc.

In short, metacognitive strategies are strategies for acting on what you know, i.e., directing, improving, increasing, etc. what you know. Clegg, D. offers a synthetic presentation of metacognitive, cognitive, and socio-affective learning strategies. We believe that they are all relevant to language learning and because cognitive and socio-affective strategies support the construction and shaping of metacognitive skills (Clegg, J., 2015).

Metacognition is generally viewed as comprising five major components or skills: (1) preparing and planning instruction, (2) selecting and using instructional strategies, (3) monitoring strategy use, (4) organizing different strategies, and (5) evaluating strategy use and instruction. These five metacognitive skills interact with each other because metacognition is not a linear process but a constant back and forth between preparing, planning, and evaluating instruction. (Nelson, T. O., and Narens, L., 1990)

The cognitive strategies synthesized by the above-mentioned author are as follows: grouping (classifying terminology, quantities or concepts according to their attributes, etc.); resourcing (using reference dictionaries, encyclopedias, etc.); developing prior knowledge (making personal associations; using what the student knows, making analogies, etc.); note-taking (writing down concepts in abbreviated verbal, graphic or numerical form, etc.); summarizing (saying or writing the main idea); imagery (using mental/ real pictures to learn new information or solve a problem); deduction/ induction (figuring out rules to understand a concept or complete a learning task); representation (using one's mental tape recorder); inferences (using context clues; guessing from context; predicting, etc).

And, the social-affective strategies synthesized by Clegg, J. are the following: (1) questioning: getting additional explanations or confirmation from a teacher or other

expert; asking questions; (2) collaborating: working with colleagues to complete a task, gather information, solve a problem, get feedback; collaborating, working with classmates, coaching each other; (3) self-talk: reducing anxiety by increasing a sense of competence. Positive thinking (Clegg, J., 2015).

These metacognitive strategies fall into such categories:

1. (a) planning that encompasses the following elements: advance organization, characterized by previewing, skimming and reading for gist; previewing the main ideas and concepts of a text; identifying the organizing principle; (b) organizational planning, or planning what to do; planning how to accomplish the learning task; planning the parts and sequence of ideas to express; (c) selective attention: listening or reading selectively, scanning, finding specific information; attending to key words, phrases, ideas, linguistic markers, types of information ;(d) self-management: planning when, where and how to study; seeking or arranging the conditions that help one learn.

At this stage of learning, students make plans for what they need to do and set goals, organizing their thoughts and actions to begin completing tasks. By preparing, students become more capable of tackling more complex tasks. It is also at this stage that students break larger tasks down into smaller parts that are more manageable and therefore easier to accomplish. Students think about what they want to achieve and how they are going to do it. Teachers should encourage students to think about their own goals, first by outlining the whole-class learning goals more clearly and then by helping students set their own goals. Setting goals accurately helps students better measure their own learning progress. For example, a teacher of FL2 might set a goal to master the vocabulary from a particular unit in an English textbook; a student might set a goal to be able to answer the comprehension questions at the end of the relevant unit.

2. Monitoring, and its elements: (a) monitoring comprehension: thinking while listening, thinking while reading; checking one's comprehension during listening or reading; (b) monitoring production: thinking while speaking, thinking while writing; checking one's oral or written production while it is taking place.

By monitoring their own learning, learners reflect on their personal learning styles and strategies, they become aware of how they learn best, the conditions that help them learn best and faster, they focus on the task at hand, and they seek out opportunities to practice the language content to be learned in the target language. Teaching FL2 learners different reading strategies is important in this regard: scanning and skimming force learners to read with a specific purpose in mind and they also link the type of reading to the type of purpose. Other strategies include word analysis or, using context clues to understand terminology. However, teachers of FL2 should show students how to choose the most successful strategy in a certain situation. By being constantly aware of the learning strategies they use, learners guide, organize, and make connections between different learning strategies, which differentiates between strong and weak second language students. And, with a writing task, a teacher of FL2 should ask students to think about their audience and the purpose of the writing; as students



write, they should continually return to the questions of why and who they are writing for to help them think. Teachers should also help students recognize when one strategy is not working and suggest changing it into another one.

3. Evaluating, namely self-assessment: checking back, keeping a learning log, reflecting on what you learned; judging how well one has accomplished a learning task.

Students should be encouraged to independently decide how well they have learned certain content or how well they have performed on a task in order to become aware of their strengths and weaknesses that can help them do better next time. Students also reflect on the effectiveness of the learning strategies they have used, as well as the changes they would make to their learning process in relation to a future learning task.

Using written multiple-choice questionnaires, it can be seen that living and studying in the target language community (L1) contributes to the enhancement of pragmatic competence through pragmatic (re)socialization. Clearly, researchers should focus on the importance of including a diachronic and comparative perspective in the study of language (re)socialization. Other studies have used a combination of qualitative and quantitative methods, or qualitative methods including interviews but with relatively little direct observation.

Conclusions

Developing metacognitive control in students helps them achieve successful learning in any subject. It is important to teach students not only what to think, but also how to think, not only what to study, but also how to study. Teaching how to study is tied with how to think. Thinking about how to think, i.e. metacognition, occurs when students realize that sometimes their abilities to perceive, understand and process educational material does not comply with their capabilities, which means that they need to make an effort and develop another cognitive level of understanding the information. Thus, by participating in the metacognitive act, students go through two stages: they realize that there are limitations in everyone's knowledge to complete the task, but also that they can develop independent strategies necessary to correct the limiting situation and fulfil the task.

In addition, metacognitive strategies help to form new attitudes, i.e. self-esteem and self-confidence (Magaldi, 2010), formed on the ability to choose and evaluate any new learning strategies. Research on pragmatic linguistic (re)socialization can provide researchers/teachers with an opportunity to gain a deeper understanding of the interactive nature and social functions of learners' pragmatic behavior based on linguistic forms that are embedded in any social and cultural context.

Pragmatic studies of (re)socialization take a longitudinal approach, documenting natural communication processes and learning over a developmental period and linking

these individual developmental processes to the sociocultural contexts and interactions in which they are embedded.

Pragmatic socialization research represents a sharp departure from the traditional methods used in cross-language pragmatics research, where data have largely been obtained from experimental and controlled situations, mostly in written form.

Language socialization theory has particularly rich potential for FL2 acquisition because it is inherently developmental and requires making connections between culture, cognition and language, between the macro-levels of socio-cultural and institutional contexts and the micro-level of discourse.

The results of the research show that with the development of a metacognitive approach to learning, students develop not only cognitive abilities, but also the ability to behave more flexibly socially, which helps to solve the problem of (re)socialization in an unfamiliar community (for example, during forced immigration during military conflicts), and does not interfere with the achievement of educational or life goals. They will be able to clearly look at situations in the workplace and in everyday life, being able to determine ways to overcome problems. Thus, the influence of the development of a metacognitive approach to learning, due to various types of development of students' cognitive and communicative skills in the process of learning a foreign language, on their pragmatic (re)socialization is obvious.

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МЕТАКОГНІТІВНІ СТРАТЕГІЇ У ПРОЦЕСІ ОСВОЄННЯ ІНОЗЕМНОЇ МОВИ (FL2) ЯК ЧИННИК ПРАГМАТИЧНОЇ РЕСОЦІАЛІЗАЦІЇ СТУДЕНТІВ

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Анотація

Актуальність. Різні аспекти засвоєння другої мови (FL2), а також розвиток соціокультурної компетенції є взаємопов'язаними процесами розвитку студентів, які відбуваються в їх повсякденній діяльності. У цих контекстах студенти отримують досвід інтерпретації, обговорення та індексування значення понять шляхом спільного конструювання різних типів соціокультурних ідентичностей і установок.

Метою статті є огляд, аналіз та узагальнення метакогнітивних стратегій навчання у викладанні англійської мови як FL2 та визначення впливу їх використання на здатність студентів до прагматичної (ре)соціалізації у процесах саморегуляції під час навчання.

Методологія. Для написання статті використовувалися методи теоретичного аналізу й узагальнення та елементи емпіричного дослідження, включаючи результати спостереження та аналізу автором індивідуальних випадків, а також досвіду кроскультурного спостереження та порівняння.

Результати прагматичної соціалізації демонструють високу соціальну та контекстуальну спрямованість на тлі традиційної міжмовної прагматики та запрошують дослідників по-іншому поглянути на інтерактивну природу і соціальні функції прагматичної поведінки учня/студента при обробці мови, глибоко вкорінених у багатомовному світі, що швидко змінюється.

Результати досліджень показують, що використання метакогнітивного підходу до навчання допомагає учням розвивати не лише когнітивні здібності, але й можливості для більш гнучкої соціальної поведінки, що сприяє вирішенню проблеми (ре)соціалізації в незнайомому середовищі громади (наприклад, у період вимушеної імміграції під час воєнних конфліктів), при цьому не заважаючи досягненню освітніх або життєвих цілей.

Висновок. Авторка доходить висновку про перспективність подальшої розробки метакогнітивного підходу до навчання, зумовленого різними типами розвитку когнітивних та комунікативних навичок студентів у процесі вивчення іноземної мови у зв'язку з завданнями їх прагматичної (ре)соціалізації.

Ключові слова: прагматична ресоціалізація, метакогнітивний підхід, метакогнітивне мислення, розвиток метакогнітивних стратегій.



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INFLUENCE OF TRAUMATIC EXPERIENCE ON THE SOCIALIZATION OF YOUTH

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Abstract

Relevance. Despite the significant amount of research in the field of trauma psychology, there is still a shortage of works devoted to the influence of traumatic experience on the process of socialization of the individual in adolescence. This issue becomes especially relevant in the context of understanding how traumatic events affect self-perception, the formation of social ties, and the ability of young people to integrate into society.

Methodology. The analysis of relevant scientific sources, synthesis and generalization of approaches to the study of post-traumatic states and socialization were used, and the factors that influence the socialization of a young person who has experienced trauma were classified and specified.

Results. The article reveals the characteristic features of traumatic experiences of young men and their impact on the social behavior of a person at this age, reveals specific changes in the perception of social roles and values, which affect the processes of socialization of young people after trauma. The key role of traumatic experience in the formation of behavioral models and social adaptation of young people is indicated. The impact of trauma on the individual's perception of social norms, values, and the possibility of integration into society is shown. It is emphasized that traumatic experience can lead to social isolation, disruption of interpersonal relationships, as well as the development of asocial or deviant behavior of a young person. Socialization after trauma becomes a complex process that requires special support and correction.

Conclusions. Traumatic experience significantly affects the process of socialization of a young person, determining their ability to integrate into society and adapt to social norms. Resocialization after trauma is associated with the need to overcome internal conflicts, restore social ties and reintegration into the social environment. Its outcome depends on how much the individual is able to correlate their experiences with social norms and values, as well as on support from social institutions.

Keywords: traumatic experience; adolescence; socialization; social adaptation; post-traumatic changes; resocialization, deviant behavior.

Relevance

Adolescence is one of the most important stages of a young person's development, when the process of forming their socialization, developing a system of life priorities, values, self-identification and integration into society is actively underway. However, in the conditions of current socio-psychological difficulties, in particular traumatic events,



this path can be significantly complicated. Traumatic situations, events, and experiences, such as war, violence, deprivation, loss of relatives, territory, important things, protection and security, or other significant emotional upheavals, can profoundly affect the mental health and psychological state of an adolescent, negatively affecting their adaptation to the social environment.

In light of current stresses, such as the war in Ukraine, it is becoming increasingly important to study how traumatic experiences affect the process of social adaptation. For most young men and women, this experience can become a significant obstacle to integration into society and social groups, to the formation of communication skills and self-identification. In order to develop effective methods of psychological support that will contribute to the harmonious development and social adaptation of young people, it is important to understand how traumatic experiences affect the personality. Such a study will help to identify the impact of traumatic events on the socialization process of young men, considering their adaptability, emotional experiences and relationship with society.

The problem of psychological trauma and various aspects of its manifestation have not gone unnoticed by Ukrainian scientists. In particular, it is worth noting the works of L. Bondarevska (Bondarevska, 2008), who studied the impact of mental trauma on the experiences of the subject and on the occurrence of burnout; O. Keryk (Keryk, 2013), who studied professional burnout and manifestations of secondary trauma in the "person-person" system. N. Gotsulyak focused her research on the analysis of psychological trauma and ways to overcome it (Gotsulyak, 2015). Scientist N. Lozinska (Lozinska, 2018) studied psychotrauma as a consequence of traumatic stress in various areas of modern psychology; E. Varban and T. Tytarenko studied the psychology of life crises, self-help tools and coping strategies in conditions of prolonged traumatization (Varban, 2009; Tytarenko, 2018); T. Tytarenko studied the psychology of traumatic situations (Tytarenko, 2015); R. Ovcharova and I. Kyrychenko studied stress resistance and psychological well-being of adolescents with experience of traumatic events (Ovcharova, Kyrychenko, 2021).

The study of traumatic experience and its characteristics was carried out by such researchers as S. Luppo, G. Didenko, O. Sandal, D. Volkov A. Baratynska, N. Zhuravlyova, T. Gurlyeva. In particular, S. Luppo studied the typology of life interaction with children's experience their psychological trauma (Luppo, 2015); G. Didenko considered the psychological features of a lifestyle with traumatic experience (Didenko, 2020); O. Sandal investigated traumatic events as a factor in the traumatic experience of an individual (Sandal, 2021). Modern researchers D. Volkov, A. Baratynska, N. Zhuravlyova and T. Gurlyeva are actively studying the impact of the Russian-Ukrainian war on the psychological state of individuals who have experienced traumatic experiences. They note that mass traumatization as a result of military events has serious consequences for the psychological health of both military personnel and the civilian population, in

particular youth. Young people who have witnessed or participated in military actions face numerous emotional and social problems that complicate their ability to normal socialization. These studies emphasize the importance of timely psychological and social support, which can help overcome the consequences of traumatic events and contribute to the restoration of the ability to social integration (Volkov, & Baratynska, 2020; Zhuravlyova, & Gurlyeva, 2023).

Thus, traumatic experiences in adolescence are a significant factor influencing the process of individual socialization. Violations of the emotional and cognitive spheres, loss of social connections, changes in interpersonal relationships and value systems are just some of the consequences of trauma that can interfere with the normal process of socialization. In modern conditions, when traumatic events caused by war affect a significant part of young people, it is important to develop effective psychological and social rehabilitation programs that will help young people survive traumatic experiences and integrate into society.

The goal and objectives are to outline the impact of traumatic experience on the process of socialization of the adolescent personality, to identify the main aspects of the social adaptation of young people after traumatic events, and to clarify how the traumas experienced change the social roles, values, and behavioral models of the individual in the process of integration into society.

Methodology

To fulfill the tasks set in the work, theoretical research methods were used: analysis of scientific sources on the problem of the impact of traumatic experience on the processes of human socialization, systemic analysis, synthesis, and generalization of approaches to the study of post-traumatic states, as well as classification and specification of changes in social values and behavioral models that arise under the influence of traumatic events in adolescence.

Results

To study the impact of traumatic experience on the socialization of the adolescent personality, a set of theoretical methods was used, which allowed for a deep analysis of this multifaceted phenomenon. First of all, a thorough analysis of scientific sources was carried out, covering both classical and modern approaches to the study of post-traumatic states. This allowed us to outline the main areas of research related to the impact of traumatic events on the psychological structure of the personality and its social adaptation. Particular attention was paid to issues related to adolescence, since this period is critical for the formation of social skills, identity and value system of a young person.

The use of systems analysis helped to structure knowledge about various aspects of the impact of traumatic events on the personality. It was determined that trauma affects several levels: psychological, emotional, behavioral and social.

At the psychological level, trauma can change cognitive processes, such as the



perception of oneself, one's place in society and the world around us. Emotional changes include increased anxiety, depression, feelings of helplessness and isolation. Social changes are manifested through disruption of interpersonal relationships, a decrease in the ability to build trusting bonds, as well as through disruption of social roles, which leads to difficulties in social adaptation. At the behavioral level, traumatic events can lead to asocial or deviant behavior.

The synthesis of scientific approaches to the study of post-traumatic states has helped to collect and systematize various theories and hypotheses regarding the impact of trauma on socialization. One of the main ideas that appears in many studies is the assertion that traumatic experiences have a powerful long-term impact on the personality and can cause lasting changes in their social behavior. In particular, researchers indicate that trauma can change the basic attitudes and beliefs of a young person about the world, other people, and themselves. As a result, young men often lose the ability to trust others, become more withdrawn or aggressive, which significantly complicates their socialization processes (Tytarenko, 2009; Herman, 2022).

An important stage of the study was the classification of factors that influence the socialization of young men after a traumatic experience. It was found that these factors can be divided into several categories: individual, social and contextual.

Individual factors include personality traits, level of emotional stability, cognitive abilities and predisposition to adaptation. Social factors include support from family, friends and social institutions, such as an educational institution or community. Contextual factors include the influence of the wider socio-cultural environment, in particular political and economic conditions, as well as the severity and nature of the traumatic event.

In the scientific works of researchers, a certain difference is seen in the concepts of mental and psychological trauma. The definition of mental trauma is described somewhat earlier and is associated with the works of P. Levin, Zettl and Josephs (P. Levin 1998, Zettl & Josephs 2001). It is accompanied by fear, horror and helplessness that arose as a result of a threatening situation for the physical or mental integrity of the individual.

Psychological trauma, according to the definition of E. Jones and S. Wessely (Jones, Wessely, 2007), is a significant disruption of normal mental functioning caused by external factors or events. At the same time, despite these disorders, fundamental mental functions remain unchanged, and a person retains the ability to effectively adapt to the environment, the authors note.

Tytarenko T. defines psychological trauma as a person's reaction to a traumatic event or series of events that can have a long-term negative impact on a person's emotional, cognitive, and physical well-being (Tytarenko, T., 2019, pp. 11-12).

Summarizing the above, we can conclude that there is currently no single approach to understanding psychological trauma in psychological science. Based on the analysis of

scientific literature, we tend to consider psychological trauma as a reaction to an event that has a destructive impact on the emotional, cognitive, physical, and social well-being of a young person, caused by external factors and significantly changes the person's life. Instead, it can also become the basis for productive transformation and personal growth of a person.

Researchers such as G. Eysenck, M. Seligman, R. Linley and others have confirmed the importance of individual characteristics in determining how traumatic experiences affect the personality and its ability to adapt in society. G. Eysenck in the methodology of his model of neurosis proved that individuals with a high level of neuroticism are more prone to developing mental disorders after traumatic events (Eysenck, 1947; Seligman, 2004; Linley, 2003). They react to emotionally intense stimuli more strongly and longer, which leads to persistent emotional disorders. M. Seligman and R. Linley focused their attention on the study of post-traumatic growth - a phenomenon in which some individuals demonstrate improvement in personal development and strengthening of emotional stability after experiencing trauma. However, this phenomenon is less common than the negative consequences of trauma, and its presence depends on many factors, including the level of support and personality traits (Seligman, 2004; Linley, 2003).

The concept of traumatic experience in the context of psychological research of the adolescent personality encompasses events or situations that exceed the young person's ability to cope with them, causing significant psychological and emotional stress, notes J. German (German, 2022). Traumatic experiences in adolescence are events or experiences that a young person could directly observe or experience (Kisarchuk, 2015; Tytarenko, 2019. p.12).

An important aspect of the study was the analysis of emotional disorders that arise as a result of traumatic experiences. Emotional instability, increased anxiety, depressive states and post-traumatic stress disorder are the main emotional reactions to trauma that seriously affect the socialization of young people. They cause difficulties in establishing social contacts, increase feelings of isolation and reduce the ability to adapt in society. (Tytarenko, 2019; Herman, 2022).

Adolescents who have experienced trauma may experience emotional alienation, loss of control over their own emotions or inability to respond adequately to external stimuli. These emotional reactions are often the result of prolonged stress that occurs after a traumatic event. In cases where the trauma remains unresolved, such emotional disorders can become chronic, which significantly complicates the processes of socialization of young people and their integration into society, scientists note (Kisarchuk, 2015; Tytarenko, Dvornyk, Klymchuk, 2019; Shevchenko, Bayer, 2019).

Interpersonal relationship disruption is one of the main problems faced by young people. A feeling of alienation can provoke young people to avoid any contact with others or even with loved ones. They may feel a fear of repeated trauma, which complicates the ability to build trusting and stable relationships. This increases isolation, since social ties are an important element of adaptation in society, and their absence



prevents normal socialization, leading to even greater alienation from society (Luppo, 2015; Herman, 2022).

Such social isolation becomes not only a psychological problem, but also has profound social consequences. The loss of trust and the rejection of social interaction lead to the fact that young people gradually lose touch with social groups, including their friends, family, colleagues, or peers. They begin to feel disconnected from society, which they no longer perceive as safe or supportive. The feeling of alienation increases their emotional stress and creates additional barriers to integration into the social environment. This is confirmed by numerous studies, in particular the work of O. Blinov, O. Sannikova, and O. Kuznetsova, who studied the impact of combat trauma on the social behavior of veterans and young people who have experienced similar traumas (Blinov, 2018; Sannikova & Kuznetsova, 2018). Isolation from the social environment also deprives young people of the opportunity to develop their social skills, which are critical for normal integration into society. Social skills such as communication, cooperation, empathy, and conflict resolution are developed and improved through continuous interaction with other people. Refusing to participate in social interactions deprives young people of the opportunity to acquire or improve these skills. As a result, even when a traumatized person tries to return to normal social life, they face difficulties due to their absence, which only increases their feelings of helplessness.

Social isolation also affects people's self-esteem and sense of self-worth. Young people who have experienced trauma may begin to doubt their value as members of society. They may feel that their problems and experiences are of no interest to anyone, or that they do not deserve support and understanding. This leads to a decrease in self-esteem, which further complicates their ability to integrate into the social environment. Loss of self-confidence and significance often leads to such people stopping trying to re-establish social connections, as distorted thinking has been formed and they do not believe that they can be successful in them.

Psychological research also indicates that social isolation can have particularly serious consequences for young people, since they are still in the process of forming their identity and their place in society (Erikson, 1968). As a result, young people who have experienced trauma and feel isolated may lose the ability to further socialize.

Thus, social isolation is one of the most dangerous consequences of traumatic experiences, which seriously complicates the processes of socialization and psychological rehabilitation of young people. Loss of trust, feelings of alienation, aggression or antisocial behavior are just some of the manifestations that are exacerbated by isolation. If young people do not receive the necessary support, their isolation can lead to serious mental and social problems that will complicate their lives in the long term.

Research by M. Seligman and his colleagues shows that traumatic experiences can contribute to the development of depression and feelings of hopelessness in young people. The feeling that they cannot control their lives or influence the events around

them can lead to deep emotional exhaustion. The depression that arises as a result undermines the ability of young people to self-actualize, suppresses motivation and is often accompanied by a loss of meaning in life. This creates a vicious cycle: trauma causes depression, and depression complicates the ability to overcome the consequences of trauma, which only worsens the psychological state and increases feelings of isolation (Seligman, 2004). Thus, the scientist found that traumatic events cause not only disturbances in the emotional and cognitive spheres, but also affect the value orientations and moral beliefs of young people.

Adolescence is a period of identity formation, social norms formation, and interpersonal relationships formation. However, trauma experienced during adolescence can alter this process, making it difficult not only to adapt emotionally but also to integrate socially (Lauer, 1998; DePrince, Weinzierl & Combs, 2009; Herman, 2022).

Adolescence is a time of active search for identity and self-determination, and the formation of personal values and beliefs, but traumatic events can undermine the sense of stability and security that is necessary for building a healthy identity. The sense of hopelessness that often accompanies such situations hinders self-realization, and young people may begin to perceive themselves as alienated from society (Hall, 1904).

After experiencing traumatic events, young people may reconsider their life priorities and change their attitude towards social roles and norms. They may refuse to fulfill certain social obligations or lose interest in social activities, leading to increased social isolation (Luppo, 2015; Herman, 2022).

Traumatic experiences significantly affect the perception of social roles in young people, which can lead to significant internal conflicts. Social roles that are formed during adolescence are important elements of identity that help young people understand their role in society, interact with others, and accept social norms. However, when a young person experience trauma, these fundamental aspects of their personality can be significantly changed or disrupted.

R. Ilchenko notes that young people who have experienced traumatic events may begin to doubt the justice of the world, feel that social norms no longer correspond to their personal beliefs. This can lead to an identity crisis, when young people cannot find their place in society or accept social values. Such changes in value orientations can become the basis for deviant behavior, as young people may begin to ignore social norms or resist them. This may include drug or alcohol use, evasion of social obligations, or conflict in relationships with others. Such behavior is a response to internal emotional conflict and an attempt to overcome the consequences of trauma by avoiding or devaluing social norms, trying to find their own ways to resolve internal conflict. (Ilchenko, 2023).

Traumatic experiences often lead to the development of new behavioral patterns that do not always correspond to generally accepted social norms. Young people may exhibit aggressive behavior, which complicates their process of integration into social groups. Such changes can be caused by various factors, including the duration and intensity of the stress that accompanied the traumatic event, as well as the nature of the



trauma itself. Adolescents who have experienced such events often experience difficulties in interacting with the social environment. This is confirmed by the research of D. Volkov and A. Baratynska, who note that trauma leaves lasting emotional consequences that negatively affect the ability of young people to adapt (Volkov & Baratynska, 2020). Therefore, the results of the research clearly indicate that traumatic experiences have a key impact on the formation of behavioral patterns and social adaptation of young people.

The loss of meaning in life is particularly dangerous for young people, as this period of development is critical for the formation of life goals and plans for the future. Trauma can cause young people to lose sight of their future prospects, which leads to even deeper frustration and despair. Without the ability to see positive changes or feel in control of their own lives, young people can begin to feel hopeless, which increases the risk of developing suicidal thoughts or self-destructive behavior. Research shows that such feelings of hopelessness are a serious risk factor for the development of mental disorders, which can have long-term consequences for young people's lives. Research by R. Pitman, A. Shalev, and P. Scott also shows that individuals with high levels of neuroticism are more likely to develop neurotic states after traumatic events. Neuroticism is a personality trait characterized by emotional instability, increased sensitivity to stress, and a tendency to negative emotions. Individuals with high levels of neuroticism react more intensely to traumatic events, making them more vulnerable to developing mental disorders such as anxiety, depression, or PTSD. These individuals have greater difficulty coping with stressful situations, which makes it difficult for them to adapt socially after encountering a traumatic experience (Pitman, Shalev, & Scott, 2000).

High levels of neuroticism can also affect young people's ability to build and maintain social connections, and they often have difficulty establishing trusting relationships. These individuals may be overly cautious, avoid intimacy, or show hostility toward others, which makes it difficult for them to integrate into society. Such behavior, in turn, increases isolation and contributes to further deterioration of the psycho-emotional state, creating a vicious cycle of emotional and social difficulties.

Thus, traumatic experiences have a profound impact on the perception of social roles, values, and self-determination of young people. Loss of social roles, identity crisis, depression, and deviant behavior are common consequences of trauma, which complicate the processes of socialization of such individuals and their integration into society. High levels of neuroticism further exacerbate these difficulties, as such individuals are more prone to developing mental disorders after traumatic events.

Discussion

The process of social rehabilitation of young people after trauma is long-term and requires an individual approach. Young people who have experienced traumatic events often need a long period to restore emotional stability and adapt to the social

environment. Psychotherapy is an important tool in this process, as it helps traumatized individuals reflect on their emotions, understand the causes of the trauma, and find ways to overcome it. However, psychological help alone is not enough if social support is absent. Social institutions play an important role in the reintegration process, creating conditions for young people to return to active social life. For example, an educational institution can provide a safe and supportive environment for the recovery of social skills, and the community can provide a space for social activity and participation in public life.

A significant part of the research emphasizes the importance of social support in overcoming the consequences of traumatic experiences. Adequate social support – from family, friends, social institutions – can significantly reduce the negative consequences of trauma, emphasize Maddi and Khoshaba (Maddi & Khoshaba, 1994). Young men who receive emotional support and assistance have a better chance of successful social adaptation, notes Masten (Masten, 2014). At the same time, the lack of such support can lead to deepening social isolation and the development of serious mental disorders, such as PTSD or depression (Lauer, 1998; Tytarenko, 2009; Luppó, 2015, Turinina, 2017; Herman, 2022).

Support from the family is also extremely important for successful rehabilitation after a traumatic experience. The family, as the closest social environment, has an important influence on the emotional state and social behavior of a young person.

V. Pasichnyk emphasizes that working with values and meanings is an important component of successful rehabilitation, since these personal resources help young people overcome the negative consequences of traumatic events. Working with values allows young people to find a new meaning in life, reconsider their life priorities and understand their own role in society. The family, providing emotional support and contributing to the strengthening of positive life values, plays a key role in this process (Pasichnyk, 2013).

In addition to working with values, it is also important to provide young people with access to social institutions that can help them restore their social skills and return to an active social life. Institutions such as schools, community organizations, volunteer projects, or even sports clubs can provide opportunities for resocialization and further socialization of young people, helping them develop communication skills and strengthen social bonds. An important element of this process is that young people feel useful and valued members of society, which will contribute to their emotional recovery and reintegration (Herman, 2022).

Contextual factors also have a significant impact on the socialization of young people after experiencing traumatic experiences. Social and political conditions, economic stability or instability, and cultural characteristics of the environment can either exacerbate or mitigate the effects of trauma. For example, in countries where social support is provided at a high level, individuals who have experienced traumatic events have better opportunities for rehabilitation and recovery. At the same time, in societies with low levels of social security or insufficiently developed rehabilitation programs, the consequences of trauma can be more negative (Turykina, 2017; Herman,



2022; Lukomska, 2023).

Ultimately, the process of socialization after a traumatic experience is complex and requires the joint efforts of psychologists, social workers, teachers, family and the young person himself. Psychological rehabilitation and social support, going hand in hand, can ensure the recovery of a traumatized adolescent and his successful integration into society. A comprehensive approach that takes into account all aspects of personal development and social interaction is able to guarantee positive results in the long term, helping young people overcome the consequences of traumatic experiences and become full members of society again (Tytarenko, Dvornyk, Klymchuk, 2019).

Conclusions

Analysis of scientific approaches to studying the impact of traumatic experience on the socialization of young men shows that this experience significantly affects their self-perception, social values, and behavioral activity. Trauma changes the individual's attitude to the world, to himself, and to the environment, forming a sense of alienation and difficulties in building interpersonal relationships. Loss of trust in social norms and values can lead to social isolation, asocial, or deviant behavior. For successful socialization after traumatic events, comprehensive support is provided, which includes work on restoring value orientations and motivation for active participation in society.

In general, research results (Lauer, 1998; Linley, 2003; Luppó, 2015; Tytarenko, 2018; Ovcharova, Kerychenko, 2021; Herman, 2020, Ilchenko, 2023) indicate that traumatic experiences in adolescence significantly affect socialization, disrupting the ability of young people to adapt to social norms, build social connections, and fulfill social roles. The role of social support and psychological assistance is important, which allows young people to restore social skills and reintegrate into society after trauma. Prospects for further research lie in a detailed study of how traumatic experiences change the value system and social attitudes of young people, as well as in the development of effective methods for restoring their ability to social integration. Particular attention should be paid to psychological support, which will contribute to the formation of new values and motivational determinants that will help young people to return to an active social life as a result of traumatic events.

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ВПЛИВ ТРАВМАТИЧНОГО ДОСВІДУ НА СОЦІАЛІЗАЦІЮ МОЛОДІ

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Анотація

Актуальність. Незважаючи на значну кількість досліджень в галузі психології травми, на сьогодні залишається дефіцит робіт, присвячених впливу травматичного досвіду на процес соціалізації особистості в юнацькому віці. Особливо актуальним це питання стає в контексті розуміння того, як травматичні події впливають на самосприйняття людини в юнацькому віці, формування соціальних зв'язків та здатність юнаків інтегруватися в суспільство.

Методологія. Використано аналіз дотичних наукових джерел, синтез та узагальнення підходів до дослідження соціалізації людини і її посттравматичних станів, здійснено класифікацію та конкретизацію чинників, які впливають на соціалізацію особистості юнацького віку, яка зазнала травми.

Результати. У статті виявлено характерні особливості травматичних переживань юнаків та їх вплив на соціальну поведінку людини у цьому віці, виявлено специфічні зміни в сприйнятті соціальних ролей та цінностей, що впливають на процеси соціалізації молоді після травми. Вказано на ключову роль травматичного досвіду у формуванні поведінкових моделей і соціальній адаптації юнаків. Показано вплив травми на сприйняття особистістю соціальних норм, цінностей та можливості інтеграції в соціум. Наголошено, що травматичний досвід може призводити до соціальної ізоляції, порушення міжособистісних зв'язків, а також до розвитку асоціальної або девіантної поведінки молоді особи. Соціалізація після травми стає складним процесом, що вимагає спеціальної підтримки та корекції.

Висновки. Травматичний досвід значно впливає на процес соціалізації особистості юнацького віку, визначаючи їхню здатність інтегруватися в суспільство та адаптуватися до соціальних норм. Ресоціалізація після травми пов'язана з необхідністю подолання внутрішніх конфліктів, відновлення соціальних зв'язків та реінтеграції у соціальне середовище. Її результат залежить від того, наскільки особистість здатна співвідносити свої переживання із соціальними нормами та цінностями, а також від підтримки з боку соціальних інституцій.

Ключові слова: травматичний досвід; юнацький вік; соціалізація; соціальна адаптація; посттравматичні зміни; ресоціалізація, девіантна поведінка.

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Authors' contributions: Olena Nosova – methodology; preparation of the theoretical framework of the study; analysis of sources; formulation of key definitions; writing – original draft; Lyudmila Matyash–Zayats – conceptualization; writing – revision and editing.

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Case Notes and Studies

SOCIAL COHESION IN HOST COMMUNITIES IN THE CONTEXT OF SOCIAL WORK

Chuiko Olena, Ilchuk Andrii

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Abstract

Relevance. Under conditions of large-scale internal displacement in Ukraine (3.6 million people as of October 2024), the issue of social cohesion in host communities has become increasingly important. According to the International Organization for Migration, 76% of internally displaced persons plan to stay in their new region for more than a year, which requires effective social integration mechanisms.

Methodology. A theoretical analysis of scientific research and statistical data on the integration of internally displaced persons in Ukraine was conducted. Data from the International Organization for Migration, Kyiv International Institute of Sociology, and the reSCORE project were analyzed. Social cohesion is examined through three main dimensions: cultural-territorial, state-administrative, and social capital. These dimensions encompass various aspects of social interaction, including social connections, sense of belonging, and society's ability to ensure the well-being of its members.

Results. The challenges faced by internally displaced persons have been systematized: psychological trauma (67%), employment difficulties (45%), limited access to social services (34%), problems with access to medical services (28%). Existing mechanisms for developing social cohesion during wartime have been generalized: institutional (establishment of advisory bodies), socio-economic (employment programs), social integration (creation of hubs), and communication (development of information platforms).

Conclusions. It has been established that social cohesion is not merely a theoretical construct but a practical mechanism of social work that requires a comprehensive approach to address socio-economic, socio-psychological, and cultural-communicative challenges. Through the development of inclusive practices and the formation of a common space for interaction in host communities, social cohesion serves as the foundation for social stability, promoting mutual trust and strengthening social bonds between local residents and internally displaced persons.

Keywords: internally displaced persons, host communities, social cohesion, social integration, social work.

Relevance

According to the International Organization for Migration, as of October 2024,



there are approximately 3.6 million internally displaced persons in Ukraine. The largest number of internally displaced persons are located in Dnipropetrovsk (509,000, 14% of the total number of internally displaced persons) and Kharkiv (441,000, 12%) regions in eastern Ukraine, while Kyiv (374,000, 11%) and Kyiv region (305,000, 9%) rank third and fourth respectively. About 30% (1,052,000) of registered internally displaced persons live in frontline areas.

At the same time, a significant number of internally displaced persons have settled in the western regions of Ukraine, which are considered relatively safe. Specifically, Lviv region hosts 146,000 internally displaced persons, Ivano-Frankivsk - 95,000, Vinnytsia - 106,000, Khmelnytskyi - 83,000, Zakarpattia - 66,000, Chernivtsi - 56,000, Volyn - 29,000, Rivne - 36,000, and Ternopil - 43,000.

According to the International Organization for Migration, about 76% of internally displaced persons plan to stay in their new region for more than a year, indicating their desire to integrate into these communities. However, the adaptation and integration of internally displaced persons into host communities is accompanied by significant challenges.

According to the Kyiv International Institute of Sociology, 38% of local residents have a cautious attitude towards internally displaced persons (Kyiv International Institute of Sociology, 2023). Research by the International Organization for Migration found that 45% of internally displaced persons face difficulties with employment, 52% need housing solutions, 34% have limited access to social services, and 28% indicate problems with access to medical services (International Organization for Migration, 2024).

Among the biggest challenges faced by internally displaced persons are cultural and communication barriers. According to research by Palatna and Semygina (2024), 28% of internally displaced persons encounter obstacles due to language differences, 35% experience adaptation difficulties due to different cultural traditions, and 41% of respondents note significant differences in worldview orientations.

Research by Holotenko and Udoenko (2023) revealed that 67% of internally displaced persons have experienced psychological trauma related to war experiences; 43% perceive their stay as temporary, which complicates integration.

Research by Chuiko and Fedorenko (2020) emphasizes the importance of a comprehensive approach to the integration of internally displaced persons, which includes support at socio-economic, sociocultural, and personal levels, and empirically demonstrates three levels of integration of internally displaced persons: low at 12.9% of respondents, medium at 60.2%, and high at 26.9%.

Creating conditions for self-realization, employment, housing provision, and establishing communication with the community are key factors for successful integration of internally displaced persons into host communities and indicate the need to develop comprehensive integration strategies for internally displaced persons, taking

into account the identified correlations.

Methodology

Social cohesion plays a crucial role in the integration and development of host communities. Social cohesion is a multidimensional phenomenon, defined as a state of society in which its members experience a strong sense of community and belonging, ensuring stability and resilience to social challenges and conflicts. Increasing the level of social cohesion contributes to growing tolerance, reducing social inequalities, and strengthening civic responsibility.

In the context of the war in Ukraine, vertical cohesion, expressed through trust between citizens and the state, has significantly increased due to a shared awareness of existential threat. In 2023, the growth of such indicators as sense of civic duty and belonging to one's country reflects profound social transformations in Ukrainian society (Minich & Sereda, 2024). In political and academic discourses, social cohesion is examined through three main dimensions: cultural-territorial, state-administrative, and social capital. These dimensions encompass various aspects of social interaction, including social connections, sense of belonging, and society's ability to ensure the well-being of its members.

Important elements that influence the level of cohesion are mutual trust, horizontal and vertical social connections, as well as shared values and identity, which reduce social barriers and promote integration of different population groups. In the political discourse of the European Union and the World Bank, social cohesion is viewed as a means of improving quality of life, protecting rights, and ensuring social justice in society (Dovhan, 2024).

In Ukraine, social cohesion consists of various dimensions, particularly horizontal, which includes relationships between different social groups, and vertical - relationships between citizens and authorities. The development of these dimensions during wartime contributes to the stability and resilience of Ukrainian society. According to the reSCORE research, during wartime there has been a significant strengthening of both civic engagement and tolerance and cooperation in communities, which emphasizes the importance of horizontal and vertical connections for national unity (Minich & Sereda, 2024).

According to Berger-Schmitt (2002), social cohesion includes two key dimensions: reducing inequalities and strengthening social capital. In the context of internally displaced persons integration, this involves both ensuring equal access to resources and opportunities, as well as developing social connections and trust between displaced persons and local residents.

Methods. Analysis of statistical data, theoretical analysis of scientific literature on social rehabilitation of internally displaced persons in Ukraine; content analysis of regulatory and legal documents and analytical materials, systematization of obtained data and development of recommendations.



Results

Summarizing the research findings, three key groups of challenges for successful integration of internally displaced persons can be identified:

1. Socio-psychological: challenges of psychological adaptation to new conditions
2. Socio-economic: challenges of integration into the economic environment
3. Cultural-communicative: challenges of adaptation to the sociocultural context of the host community.

Understanding these challenges and their interrelationships is crucial for developing effective social work strategies aimed at increasing the level of integration of internally displaced persons in host communities. Based on the analysis of the report «Resilience and cohesion of Ukrainian society during the war» (2024), the following mechanisms for developing social cohesion during wartime can be identified (see Table 1.).

Table 1. Mechanisms for Developing Social Cohesion During Wartime

Development Mechanisms	Content
Institutional Mechanisms	<ul style="list-style-type: none">● establishment of advisory bodies (volunteer councils, tripartite socio-economic councils)● development of public consultation systems● creation of support programs for internally displaced persons● implementation of international infrastructure reconstruction projects
Social and Economic Mechanisms	<ul style="list-style-type: none">● employment programs for internally displaced persons● grant support for local initiatives● housing programs for displaced persons● creation of opportunities for business relocation
Social Integration Mechanisms	<ul style="list-style-type: none">● establishment of integration hubs● organization of psychosocial support centers● development of public spaces● implementation of collaborative cultural initiatives
Communication Mechanisms	<ul style="list-style-type: none">● development of information dissemination platforms● establishment of professional experience exchange platforms● inter-governmental coordination across administrative levels● implementation of collaborative frameworks between governmental bodies and volunteer organizations

Therefore, social cohesion functions not solely as a theoretical construct but manifests as a practical social work mechanism that facilitates the establishment of conditions conducive to the successful integration of internally displaced persons through the implementation of inclusive practices, enhancement of social connectivity, and development of collaborative spaces within host communities.

The professional competency of social workers serves as a critical determinant in facilitating effective integration of internally displaced persons within host communities, as inadequate professional preparation may substantially constrain the spectrum of support provision. In the context of insufficient professionally qualified personnel, the scope of services essential for internally displaced persons remains restricted, thus emphasizing the significance of specialized professional development for social workers. Moreover, the enhancement of inter-organizational collaboration among entities engaged with internally displaced persons proves fundamental, as coordination deficiencies may result in service redundancy or inadequate addressing of the distinct requirements of internally displaced persons (Hryhorenko & Savelieva, 2017).

Social integration complexities are exacerbated by societal stigmatization and adverse dispositions of local populations towards displaced persons, thereby generating impediments to social support implementation. Research demonstrates that resource mobilization, enhancement of professional competencies, and mitigation of social stigmatization constitute fundamental imperatives in facilitating integration support for internally displaced persons. A strategic information policy emphasizing the positive societal contributions of internally displaced persons serves as a critical component in this process. Strategic engagement with media entities and local governance structures facilitates the deconstruction of prejudicial perceptions regarding internally displaced persons and fosters inter-community comprehension and cohesion (Shestakova, 2022).

Implementation of destigmatization initiatives concerning internally displaced persons proves fundamental in cultivating positive societal dispositions within host communities. This methodological approach facilitates the development of a socially cohesive, culturally competent, and resilient society, capable of effectual integration of vulnerable population segments while ensuring provision of comprehensive support systems and self-actualization opportunities.

Conclusions

Therefore, the successful integration of internally displaced persons into host communities constitutes a multidimensional process necessitating a comprehensive methodological approach to address socio-economic, socio-psychological, and cultural-communicative challenges. Within this framework, social cohesion assumes paramount significance as a foundational element of social stability, facilitating the cultivation of reciprocal trust, communal identity, and enhancement of social connectivity between indigenous populations and displaced persons. Social cohesion, functioning as an integral component of integration policy, serves a mediatory function by mitigating social tensions and discriminatory predispositions.



The development of institutional, socio-economic, integration, and communication mechanisms constitutes a critical imperative for the implementation of integration strategies. Institutional mechanisms encompass the establishment of consultative bodies, systematic public engagement frameworks, and comprehensive support programs for internally displaced persons. Socio-economic initiatives, comprising grant-based support for local endeavors and residential accommodation programs for displaced populations, facilitate economic stability and enhance self-sustainability capacities. Integration mechanisms—incorporating the establishment of integration hubs, psychosocial support facilities, and implementation of cultural initiatives—foster interpersonal connectivity and social engagement. Communication mechanisms, including information dissemination platforms and knowledge-exchange forums, ensure efficacious bidirectional communication between citizenry and governmental entities.

In light of the identified challenges and integration mechanisms, subsequent research initiatives may be oriented towards the development and efficacy assessment of specialized professional development programs for social workers across diverse geographical contexts within Ukraine. Moreover, systematic monitoring and evaluation of implemented integration strategies remain imperative for methodological refinement and optimization.

The efficacious implementation of integration policy is substantially contingent upon the mitigation of social stigmatization towards displaced populations, achievable through strategic information policies that emphasize the positive contributions of internally displaced persons to local development paradigms. Addressing the stigmatization of internally displaced persons necessitates proactive information dissemination strategies oriented towards enhancing awareness of their constructive impact on community development trajectories. Pragmatic manifestations include strategic media campaigns illuminating successful integration narratives, incorporation of internally displaced persons into local developmental initiatives, and establishment of platforms facilitating dialogue and experiential exchange. Strategic collaboration with media entities and local self-governance structures can facilitate the deconstruction of prejudicial perceptions, enhance reciprocal trust, and foster positive societal recognition of internally displaced persons within host communities.

Hence, a comprehensive methodological approach to the integration of displaced populations through the enhancement of social cohesion facilitates the development of a resilient, culturally competent, and socially cohesive society capable of ensuring equitable opportunities for societal participation among all constituent members. This underscores the imperative of cultivating professional competencies among social work practitioners, as insufficient professional preparation may substantially constrain the spectrum of support provision. The effective integration of internally displaced persons into host communities necessitates specialized professional development of social workers, emphasizing intercultural communication proficiency, comprehensive

understanding of regional socio-economic resource allocation, crisis intervention communication protocols, and foundational principles of psychosocial support provision. Such professional competencies enable social work practitioners to not only facilitate direct intervention services but also to establish comprehensive support networks for internally displaced persons within communities, thereby promoting efficacious adaptation and integration processes.

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СОЦІАЛЬНА ЗГУРТОВАНІСТЬ В ПРИЙМАЮЧИХ ГРОМАДАХ У КОНТЕКСТІ СОЦІАЛЬНОЇ РОБОТИ

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Анотація

Актуальність. В умовах масштабного внутрішнього переміщення в Україні (3,6 млн осіб станом на жовтень 2024 року) питання соціальної згуртованості в приймаючих громадах стає дедалі актуальнішим. За даними Міжнародної організації з міграції, 76% внутрішньо переміщених осіб планують залишатися в новому регіоні більше року, що вимагає ефективних механізмів соціальної інтеграції.

Методологія. Проведено теоретичний аналіз наукових досліджень та статистичних даних щодо інтеграції внутрішньо переміщених осіб в Україні. Проаналізовано дані Міжнародної організації з міграції, Київського міжнародного інституту соціології та проекту reSCORE. Соціальна згуртованість розглядається через три основні виміри: культурно-територіальний, державно-адміністративний і соціальний капітал. Ці виміри охоплюють різні аспекти соціальної взаємодії, включаючи соціальні зв'язки, почуття приналежності та здатність суспільства забезпечувати добробут своїх членів.

Результати. Систематизовано проблеми, з якими стикаються внутрішньо переміщені особи: психологічна травма (67%), труднощі з працевлаштуванням (45%), обмежений доступ до соціальних послуг (34%), проблеми з доступом до медичних послуг (28%). Узагальнено існуючі механізми розвитку соціальної єдності у воєнний час: інституційні (створення дорадчих органів), соціально-економічні (програми працевлаштування), соціальної інтеграції (створення хабів), комунікаційні (розвиток інформаційних платформ).

Висновки. Встановлено, що соціальна згуртованість є не просто теоретичною конструкцією, а практичним механізмом соціальної роботи, який потребує комплексного підходу до вирішення соціально-економічних, соціально-психологічних та культурно-комунікативних викликів. Завдяки розвитку інклюзивних практик і формуванню спільного простору для взаємодії в приймаючих громадах соціальна згуртованість служить основою соціальної стабільності, сприяючи взаємній довірі та зміцненню соціальних зв'язків між місцевими жителями та внутрішньо переміщеними особами.

Ключові слова: внутрішньо переміщені особи, приймаючі громади, соціальна згуртованість, соціальна інтеграція, соціальна робота.

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PSYCHOLOGICAL ASPECTS OF WIDOWHOOD: THEORETICAL AND PRACTICAL DIMENSIONS IN THE CONDITIONS OF WAR

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Abstract

Relevance. In the context of war, the number of widows and widowers in Ukraine is steadily increasing; however, the issue of adaptation to widowhood remains largely unexplored in Ukrainian academic research. International studies on widowhood mostly focus on elderly people, addressing the role of financial challenges and mental health issues among widows and widowers. However, we have found no research examining widowhood at a young age, which is characteristic of many contemporary Ukrainian widows of fallen soldiers.

The purpose of this paper is to present the theoretical and practical aspects of the issue of widowhood in wartime.

Methodology. The author applied the following theoretical research methods: analysis of scientific sources, systems analysis, synthesis, generalization of theoretical and practical observations, along with classification and specification.

Results. Widowhood brings about numerous economic, social, and psychological challenges, especially within the first year or so following the spouse's death. A woman who has lost her husband undergoes a process of grieving and adaptation that affects all areas of her life. The experience of loss has a specific trajectory, with four primary tasks that need to be addressed during grief: (1) acknowledging the loss; (2) openly experiencing and expressing feelings; (3) developing skills to act independently in areas of life where the deceased had significant influence; and (4) forming new emotional connections.

Conclusions. Key factors in adapting to widowhood and processing grief include the individual psychological characteristics of the woman and the nature of her relationship with her partner. The primary stages of working with widows encompass three phases: the first is individualized psychological support during acute grief; the second is individualized support as the woman transitions out of the acute phase; and the third phase involves group psychological work with women who have moved through acute grief, stabilized, and are ready to engage in mutual support groups with other widows.

Keywords: grief, grieving, adaptation to widowhood, widow, post-traumatic growth.



Relevance

In Ukraine, the war has led to a daily increase in the number of widows. However, despite this, the issue of psychological characteristics, mental health, the grieving process, and therapeutic interventions for widows remains largely unexplored in Ukrainian academic research. The number of Ukrainian studies on this topic is so limited that it is nearly nonexistent.

Meanwhile, international psychological research continues to examine the mental health and well-being of widows and widowers (Carr, 2009; DiGiacomo et al., 2013; Onrust et al., 2006; Zisook et al., 1991; King et al., 2019), various factors affecting their condition (Sasson et al., 2014; Dabergott, 2021; Somhlaba et al., 2008; Carr, 2009), as well as social and socio-psychological aspects (Scannell-Desch, 2003; Trivedi et al., 2009; Dabergott, 2021; Srivastava, 2021; Schmitz, 2021; O'Rourke, 2004), among others.

The present paper aims to study the widows of Ukrainian soldiers – women who have lost their husbands to war – as they represent one of the most psychologically challenging categories for both research and therapeutic interventions.

We will give some grounds why the present research focuses on women. Statistics from various countries indicate that women are more likely to become widows than men. This is due to differences in average life expectancy, health, resilience, lifestyle, and other factors. Furthermore, studies suggest that widowhood has a more significant impact on women's mental health, while men generally adapt to it more easily (Fasoranti et al., 2007).

Let us specify, why we focus on the widows of Ukrainian soldiers. First, the issue of their adaptation in our challenging circumstances is of utmost relevance. Second, this category of widows is notably younger, as most existing research addresses elderly individuals coping with the loss of a spouse. In wartime, widowhood also affects young women, which we believe significantly influences their experience of grief and adaptation. Many young women, particularly those under 45, lack the established resources to cope with loss that older women (those over 50-60) typically possess. Such resources develop during maturity, particularly as parents and friends begin to pass away, making encounters with death more frequent. Furthermore, mature individuals tend to orient themselves toward mortality and adapt to thoughts of death, which fosters a maturity acquired during late adulthood in contact with the archetype of Hecate. And third, we have our own experience of widowhood and the largest number of clients in our psychotherapeutic, systemic family practice for the third year in a row are the widows of Ukrainian soldiers, so we have a lot of research and therapeutic material for observation, presentation and conclusions.

The research covers the psychological aspects of grieving and adapting to widowhood, as these are two parallel processes that initially exhibit significant dynamism, though their intensity may decrease over time. However, these processes

do not end with the time. We find it essential to raise this issue for further psychological research in domestic science, as we all share a bitter yet unique experience against a backdrop of collective trauma. Who, if not us, will help women who lose their husbands in war adapt to their new social and psychological conditions with as little trauma as possible? The purpose of the present research is the coverage of theoretical and practical aspects of the widowhood issue in wartime

Methodology

To fulfill the set tasks of the research the author applied the following theoretical methods of research: analysis of the scientific sources related to the topic of the research, system analysis, synthesis, generalization of theoretical and practical observations, their classification and concretization.

Results

The loss of a spouse is one of the most negative events in life, if not to take into account the loss of a child. The scientific research testifies, that disorganization and trauma, which follow the death of a spouse, are more intense among widows than widowers (Fasoranti et al., 2007).

The present paper defines the following main categories, which we will address:

- widow, according to the definition in the Ukrainian explanatory dictionary, is a woman who, after the death of her husband, has not remarried;
- widowhood refers to the unmarried status of a person following the death of their spouse;
- adaptation to widowhood is the process of a person adjusting to new socio-psychological living conditions after the death of their spouse;
- grieving is the natural transformative process that unfolds after a loss, fulfilling difficult but necessary tasks, including accepting the loss, experiencing pain, adapting to life with the loss, forming a new attitude toward the deceased or the lost, and building new relationships with people and the world (Rybyk, 2016).

The definition of the word widow suggests that it refers to a woman's social status: "married", "single", "divorced", "widow." However, in our view, it would be inaccurate to consider widowhood solely as a social status. It also represents a distinct psychological state that impacts all aspects of existence – psychological, physiological, cognitive, personal, professional, and social, among others.

First, a woman who has lost her husband experiences a process of grieving and adaptation that affects her entire way of life. Widowhood brings numerous economic, social, and psychological challenges, particularly within the first year or so after a spouse's death. For both genders, economic hardship is a primary concern. When the husband was the main breadwinner, his widow is now deprived of his income, leaving the family unit broken (Fasoranti et al., 2007).

Second, the term "social status" doesn't quite apply to widows of fallen soldiers, who are often referred to as "the wife of a deceased hero." In this sense, even this



“social status” exists in Ukraine mostly on paper. For the widow herself, this means she is still perceived as “wife”, which deeply impacts her process of adaptation to widowhood and grieving. After all, “wife” implies the husband is still alive, while “widow” indicates that he is gone and she must find a way to move forward – these are two very different paths in coping with loss. It is nearly impossible to accept the husband’s death, acknowledge this loss, adapt to life without him, and form new emotional bonds if she still identifies (or is identified) herself as “wife.” The first step in therapy when working with the widows of military personnel is to help them accept a new identity – “I am a widow.”

Another issue associated with widowhood is loneliness. Many widows suffer from the fear of being alone and experience a decline in self-esteem as a woman, along with a loss of emotional connection and close communication with others. This can lead to avoidance of social interactions and a reduction in emotional responsiveness when in contact with other people (Fasoranti et al., 2007).

According to our observations, young widows often seek casual relationships to “feel alive.” They attempt to fill the absence of the Animus in their lives by seeking physical connection, hoping to draw from this a form of energy they lack to overcome grief, build the necessary resources for healthy grieving, and ultimately reach post-traumatic growth. However, a challenge they face is that Ukrainian women have been raised by Ukrainian mothers, where such relationships are heavily stigmatized, along with the cultural myth that a widow should remain loyal to her deceased husband. Consequently, the grieving process for these women will differ significantly from that of those who do not have such social taboos surrounding these kinds of relationships.

The greatest challenge of widowhood is emotional. People respond differently to loss and go through grief at their own pace. For widows, the most difficult time is immediately following the funeral (Scannell, 2003). In my observations, even if the marriage was abusive or far from ideal, a certain level of idealization of the deceased spouse occurs. This idealization of the late husband is a stage of grieving that all widows go through.

The experience of loss follows a distinct process. It involves the “death” of a collapsed system, where neural connections formed during the relationship are severed, and new ones are formed, creating a new sense of wholeness – “me without him”, “me as the head of the family”, “me and my roles” (this is the essence of adaptation). In a partnership where the husband fulfilled multiple roles and was an equal partner in each, the woman experiences the “death” of each of these roles. She grieves the loss of her lover, her husband in all his partner roles, the father of her children, her friend, and so forth.

Based on our experience, we note that these processes drain a great deal of energy from the neocortex (nearly all cognitive functions, while grieving itself engages the limbic system and the reptilian brain). Thus, in the first weeks and even months

after the funeral, there is often a noticeable decline in thinking, attention, and perception. Even emotions seem “frozen” as all available energy is channeled toward physical survival and adapting to widowhood.

Nevertheless, Worden (2001) identified four tasks that need to be addressed during the grieving process:

1. acknowledging the loss;
2. openly experiencing feelings;
3. developing the skills to act independently in areas of life where the influence of the deceased was most significant;
4. forming new emotional connections.

Grieving is a dynamic process with specific stages. Voytovych (2019) outlines the following periods:

- the first 48 hours – a period of shock and denial;
- the first week – automatism, emotional or physical exhaustion;
- 2-5 weeks – exhaustion, feelings of abandonment, despair;
- from 6 to 12 weeks – through initial denial, then aggression, the realization of the loss of a loved one;
- 3 to 4 months – abrupt shifts from one emotional state to another, from aggression to despair, from emotional pain to some form of activity;
- around 6 months – depression;
- around 12 months – the first emotional and mental breakthrough may occur;
- 12 to 24 months – a gradual return to life.

But we note that despite the attempts of various researchers to highlight

However, we would like note that despite researchers’ efforts to identify specific stages within the grieving process, it remains a highly individual experience, influenced by numerous factors. The most significant of these, in our view, are the woman’s unique psychological characteristics and the nature of her relationship with her late husband.

Based on practical experience, we have identified three main types of women and three distinct patterns of grieving and adaptation to widowhood. We also observed that the progression from grieving to post-traumatic growth varies among these different types of women.

Partnerships are typically characterized by traits such as love, interest in the other person, closeness, and acceptance of the other as an individual. They also involve a strong sense of freedom, well-defined boundaries, comprehensive support, constructive conflict resolution, equality in decision-making, and shared responsibilities in managing the home and raising children. When one partner in such a relationship passes away, the surviving partner experiences a profound loss – not only the loss of a husband (or wife) with all associated social and psychological roles but also the loss of a best friend, a soulmate.

Women who build partnerships typically exhibit a high level of psychological maturity, personal and professional fulfillment; they are active, assertive, and resilient.



Therefore, in the grieving process, these widows immediately take on the “husband’s” role (in Jungian terms, this would be the dominant Animus state), and even experience hormonal shifts with elevated levels of adrenaline and testosterone. They become even more active and responsive, grieving through action. “What should we do?” becomes their guiding question. Their emotional responses are also intense – sadness and grief are constant background feelings, but anger, and at times even rage, is the dominant emotion. Consequently, in the early stages of grief, these widows do not cry – they shout and scream. Many start wearing their deceased husband’s clothing as a way to feel close to him. If the couple did not have children, some of these women decide to go to the front lines and join the fight. We have also observed that these women develop a heightened sense of boundaries and become highly sensitive to aggression or disrespect toward military personnel from others. For these widows, emerging from grief involves reaching a stage of rest and pause, reducing reactivity, and finding emotional balance.

There are also widows who grieve very quietly, withdrawing entirely, becoming isolated and immobilized. The main characteristic of their grieving process is an absence of action, with even minimal social interactions becoming challenging due to a lack of energy. For these widows, the path out of grief is transitioning to a stage of anger and action, but this shift must be gradual and careful.

The next type of relationship is immature (parent-child dynamics, sometimes abusive). These relationships are marked by attachment issues in women, often stemming from complex relationships with their actual parents during childhood, typically resulting in insecure attachment styles, such as anxious or disorganized attachment. These women from the beginning seek not a partner but a parental figure, becoming emotionally and financially dependent on them. Such relationships are based more on fear than love, on anxiety rather than partnership. There is also a pronounced psychological merging with the partner, with the woman seemingly losing herself and adopting her partner’s identity.

These widows resemble lost children being confused, filled with fear and anxiety, asking me, “How do I live without him?” or “What do I do now?” Idealization of the deceased husband is typical for them. Alongside grieving, they undergo a process of separating from him as a parental figure. In therapeutic interventions, it’s important to help these widows see their deceased husbands as partners, to learn to rely on themselves, and to achieve psychological maturity. Without this support, they may either revert to dependent relationships in the future, or the grieving process may become endless, with the role of the husband-father figure taken up by children or relatives. For these women, emerging from grief involves a process of separation and achieving psychological maturity.

We should note that our observations require more detailed research and empirical validation. Our conclusions are largely based on practical experience and

personal insights. It was important for us to draw attention to the issue of widowhood, as the number of widows in Ukraine continues to grow.

Conclusions

The theoretical aspects of adaptation to widowhood and grieving, which we have outlined above, summarize the limited research on this issue. However, there is also a practical side based on our experience in psychological work with women.

We founded the “Lagertha” NGO, which is dedicated to the development and support of women. One of the organization’s focus areas is the “Women of Fallen Heroes” project, which provides psychological support in the processes of grieving and post-traumatic growth for widows.

The work proceeds in three main stages:

1.The first stage involves individual psychological support for women in a state of acute grief.

2.The second stage continues with individual psychological support as the woman emerges from the acute state.

3.The third stage is group psychological work with those women who have already experienced the acute phase of grief, stabilized, and are ready to work with others in a peer support group format.

We use various approaches in group work, including widow support groups and, for example, bread therapy (Korolovych, 2024). Other groups include: the language workshop “Ukrainian – a Language that Heals”; an advanced online training project on loss and grieving for experienced practical psychologists called “The Power of Grieving”; a retreat called “Recovery”, focused on enhancing resilience and preventing burnout among mediators; and support groups for relatives of missing persons, “Psychological Support for Those Who Wait.”

We believe that extensive research is necessary to examine the unique aspects of adaptation to widowhood among the widows of fallen soldiers, with a detailed analysis of the characteristics, factors, and psychological mechanisms of this process. Additionally, there is a need to develop comprehensive psychological intervention methods to support their grieving and adaptation. These questions will be the subject of our further scientific investigations.

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ПСИХОЛОГІЧНІ АСПЕКТИ ВДІВСТВА: ТЕОРЕТИЧНИЙ ТА ПРАКТИЧНИЙ ВИМІРИ В УМОВАХ ВІЙНИ

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Анотація

Актуальність. В умовах війни, в Україні дедалі зростає кількість вдів та вдівців, але проблема адаптації до вдовства не є актуальною у вітчизняній науці. Зарубіжні дослідження загалом стосуються літніх людей, визначенню місця матеріальних проблем у процесі адаптації, проблемам психічного здоров'я вдів та вдівців. Але нами не відомі дослідження, що вивчають вдовство у молодому віці, а саме такими є сучасні українські вдови загиблих військових. Метою цієї статті є викладення теоретичних та практичних аспектів дослідження проблеми вдовства в умовах війни.

Методологія. У роботі над матеріалом публікації було використано теоретичні методи дослідження: аналіз наукових джерел, системний аналіз, синтез, узагальнення теоретичних та практичних спостережень, їх класифікація та конкретизація.

Результати. Показано, що вдовство створює безліч економічних, соціальних і психологічних проблем, особливо в перший рік або близько того після смерті одного з партнерів подружжя. Жінка, яка втратила чоловіка на війні, переживає процеси горювання та адаптації до життя у статусі вдови загиблого, які істотно



впливають на всю її подальшу життєдіяльність. Переживання втрати має досить конкретну динаміку. Основні чотири завдання, які повинні бути вирішені вдовою за час переживання горя це - 1) визнання втрати; 2) відкрите переживання почуттів; 3) вироблення вмінь самостійно діяти в тих сферах життя, де вплив померлого був найбільш помітним; та 4) створення нових емоційних зв'язків. Значущими для перебігу процесів горювання й адаптації до вдовства є індивідуально-психологічні особливості жінки, яка втратила чоловіка та тип стосунків, в яких перебувала пара.

Висновки. У статті обґрунтовано, що основними кроками психотерапевтичної роботи із вдовами є три наступні етапи: першій – індивідуально-психологічний супровід жінки в стані гострого горя; другий – індивідуально-психологічний супровід вдовиці, коли жінка вже вийшла із гострого стану; третій етап - групова психологічна робота з тими жінками, які вже пережили гостру фазу горювання, психологічно стабілізувалися та готові до роботи з іншими жінками в форматі груп взаємопідтримки.

Ключові слова: горе, горювання, адаптація до вдовства, вдова, постравматичне зростання

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