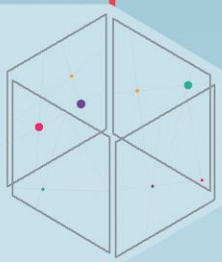


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Editorial

Dear readers!

We are pleased to announce the release of the regular number 2/2024 of our multi-disciplinary publication, in which we continue to publish the results of empirical studies, analytical reviews and scientific intelligence devoted to the study of current problems of socialization and human development. In this issue, convincing articles are presented, which, based on sociocultural methodology, highlight important issues for modern humanitarian science and social practice.

On the pages of this magazine, you can read the resolution and key reports of the 9th International scientific and practical conference "Socialization and socialization of personality in the conditions of modern society" - "METHODOLOGICAL PROBLEMS OF RESEARCHING THE PROBLEMS OF SOCIALIZATION OF PERSONALITY IN THE CONTEXT OF THE RUSSIAN-UKRAINIAN WAR" by Mykola Slyusarevsky, director of the Institute of Social and Political Psychology of the National Academy of Sciences of Ukraine . The scientist emphasizes that the problem of socialization remains vulnerable to criticism due to the apologetic nature of its theoretical and methodological foundations, since traditionally the success or failure of the process and the results of socialization are considered, in fact, in the interests of an officially recognized state ideology with a corresponding set of ideals and values. The methodology of the discursive approach proposed by the speaker does not deprive the researcher of the right to evaluate socialization from his ideological positions, but excludes the extrapolation of these evaluations to the psychological (procedural) content of socialization.

RESOLUTION

The 9th International Scientific and Practical Conference "Socialization and Resocialization of the Personality in Modern Society" (SRPCMS-24) November 14 - 15, 2024

1. The Ninth International Scientific and Practical Conference on the Problems of Socialization and Resocialization of Modern Man united in the space of public communication more than 170 participants from 9 countries of the world (Ukraine, Georgia, Kazakhstan, Latvia, Norway, Germany, Poland, USA, and the Czech Republic), once again confirming the relevance of the issues of socio-cultural development of man not only for domestic, but also for world science. The mixed format chosen for the conference, using multimedia tools, provided domestic and foreign scientists and practitioners, teachers and students with an interested discussion of the impact of adverse military-political and dynamic eco-social conditions on the mental health and subjective well-being of Ukrainian citizens suffering from war, allowed them to strengthen their own resilience and expand their understanding of self-help practices and psychological assistance to victims of military actions and secondary traumatization in the conditions of the ongoing war in Ukraine, and also clearly experienced the real efforts that various scientists of the civilized world are making in solidarity to bring peace and victory to Ukraine.



2. The wide range of issues discussed at the conference on the theory and practice of educational, political, family, professional and military socialization, the peculiarities of the acculturation of displaced persons and their social adaptation in new living conditions, the problems of resocialization of veterans of the Armed Forces of Ukraine and their family members made obvious to the participants not only the importance of further developing practices and technologies of psychological assistance to the affected population, but also the relevance of the scientific search for ways to consolidate Ukrainian society, involved in a long-term hybrid war, and the successful integration into such a society of people with different pre-war, war and post-war experience in order to prevent the development of centrifugal social trends and the growth of social tension in Ukraine.

3. Theoretical-methodological and scientific-practical approaches to the development of the issues of socialization and human development, presented in the reports and messages of the conference participants, allow us to state the importance of taking into account, when studying the problems of the development of modern man, an understanding of the essence and mechanisms of his socialization and resocialization as general predictors of personality development, focusing on the importance for such development of the growth of the specific weight of modern permanent education as an institution of directed socialization, aimed at the development by means of psychoeducation of a self-sufficient personality, who will be able to rationally, creatively and tolerantly build his life path in an information society of constantly growing opportunities.

4. The organizational and activity game “Socio-psychological support of the work of Veteran Development Centers (VDC)” held within the conference space, in which veterans, members of their families and families of deceased soldiers of the Armed Forces of Ukraine, scientists, psychologists, social workers, military chaplains, representatives of the public sector, administrations of operating Ukrainian VDCs and other interested service providers to users of such centers, made it possible to inventory the requests of potential clients and resources of subjects of ensuring the work of VDCs, within the framework of the regulatory and legal support currently in force in Ukraine, to determine the main tasks of the productive organization of the activities of such institutions at Ukrainian HEIs, to outline the contours of the capabilities of a modern higher education institution to comprehensively provide for the needs of post-traumatic recovery, personal growth and successful reintegration of demobilized soldiers and members of their families into the modern war-torn Ukrainian society.

5. The participants decided to hold the next (10th) international conference on the problems of socialization, resocialization and development of the human personality on November 17-18, 2026 in Kyiv.

November 15, 2024

Prof. Olena VLASOVA

Member of the organizing committee of the conference (SRPCMS-24)

Thank you for your continued support and we look forward to hearing your feedback on the 2/2024 release.



ROMANTIC BELIEFS OF YOUTH WITH DIFFERENT ATTACHMENT STYLES

Bulatevych Natalia, Androsovyh Sofia

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Abstract

Relevance. The article explores the relationship between young people's beliefs about romantic relationships and attachment styles. It summarizes contemporary scientific literature covering concepts of romantic beliefs, love styles, and attachment, which are essential for understanding interaction in romantic relationships.

Methodology. Research methods include tools for assessing romantic beliefs, love styles and attachment styles: Romantic Beliefs Scale (S. Sprecher & S. Metts), Love Attitudes Scale (LAS, C. Hendrick & S.Hendrick), The Experiences In Close Relationships-Revised (Ecr-R) Questionnaire (R. Fraley, N. Waller & K. Brennan). The study sample consisted of 73 respondents aged 18 to 25 years

Results. An empirical study was conducted to examine beliefs about romantic relationships as well as the connection of these beliefs with attachment styles (anxious and avoidant). Comparative analysis revealed gender differences: young men more often demonstrated partner idealization, belief in "One and Only" partners, and love at first sight as well as more inclined toward "Mania" and "Agape". Correlation analysis showed that avoidance has a negative connection with the belief "Love Finds a Way," while anxiety positively correlates with "Mania" and "Pragma." Avoidant individuals are more inclined toward the playful "Ludus" love style, while their inclination toward passionate "Eros" and altruistic "Agape" is negatively correlated.

Conclusions. Young men are more prone to a romanticism in relationships, idealization of the partner and belief in love at first sight. In styles of behavior in love, they demonstrate a greater tendency to love of the type "Mania" and "Agape". The qualities of attachment (anxiety and avoidance) influence the ideas about romantic relationships and the choice of a style of behavior in them. Thus, higher anxiety indicators and low avoidance parameters, regardless of gender, predict a high probability of ideas about love that conquers all ("Love finds a way"). The remaining types of romantic ideas are significantly determined by gender, and, according to our data, it is young men who are more prone to idealization in relationships, belief in love at first sight and one single partner.

Keywords: romantic relationship beliefs, love styles, attachment styles

Relevance

Romantic relationships play an important role in people's lives. During early adulthood, they also represent a significant developmental stage. The formation of mature romantic



relationships in this period is closely linked to various aspects, including well-being and subjective feelings of happiness. Healthy and fulfilling relationships during adolescence and early adulthood are positively associated with well-being, whereas low-quality relationships are similarly linked to negative outcomes (Gómez-López, M., Viejo, C., & Ortega-Ruiz, R., 2019). According to an earlier study, individuals who married between the ages of 18 and 24 and remained married for more than seven years had lower levels of depression and fewer problems with alcohol compared to those who remained single (Horwitz, A. V., White, H. R., & Howell-White, S., 1996). Furthermore, romantic relationships during early adulthood can have long-term implications for the success of future marriages (Fincham & Cui, 2011).

Given this, there is growing interest in research examining factors that may contribute to the development of healthy romantic relationships among young people during this period. In this context, the significance of young people's perceptions of romantic relationships is key to understanding their romantic experiences and sparks significant discussions (Papp et al., 2017; Reizer & Hetsroni, 2014).

Recent research has also explored correlates of young people's perceptions of romantic relationships, such as a 2023 study on the connection between perceptions of parenting styles and implicit theories of relationships (Wang, Z., & Chen, W.-W., 2023).

In Ukraine, this topic remains insufficiently studied. In open sources, there are isolated publications dedicated to the topic of perceptions of romantic relationships. Notably, the article "Gender Features of Perceptions of Love in Adolescence" by Vasyuk K.M. (2023) should be mentioned.

Given the high popularity of studies on the factors contributing to healthy romantic relationships in Western countries and the limited amount of research in Ukrainian, this research topic is considered highly relevant. In the context of today's world, where human relationships are becoming increasingly complex, the formation of healthy and realistic expectations of romantic relationships is very important.

People form relationships based on their perceptions of what they should be like, what makes them valuable and satisfying, and the rules that should govern partners' behavior. These generalized expectations and beliefs about relationships are known by various terms, such as relational schemas (Baldwin, 1992), implicit relationship theories (Knee, 1998), and relationship beliefs (Fletcher & Kininmonth, 1992).

M. Baldwin in his work "Relational Schemas and the Processing of Social Information" (Baldwin, 1992), describes the concept of relational schemas. These cognitive structures serve as working models of relationships, encompassing images of oneself and the other, as well as a script for expected interactions based on repeated interpersonal experiences.

R. Knee, building on the idea of implicit theories, introduced the concept of implicit relationship theories, which include beliefs about the nature and stability of relationships (Knee, C. R., 1998). People may perceive relationships as either destined or as something that develops. Belief in destiny suggests that partners are either "meant" for each other or

not, often leading to idealistic perceptions focused on initial compatibility. This can result in the search for a perfect partner and the formation of unrealistic expectations, contributing to disappointment.

The growth theory of relationships embodies a different (though not opposite) perspective on how successful relationships emerge. Conceptually, the growth theory asserts that successful relationships are built and developed by overcoming obstacles and growing closer. Thus, belief in growth aligns with research and theory that suggest successful relationships develop through addressing risks, challenges, and difficulties rather than their absence.

While specific descriptions may vary, beliefs associated with the romantic ideal generally include ideas such as: love is the central foundation for marriage, love at first sight is possible, there is only one true love, true love lasts forever, and love can overcome all obstacles (Sprecher & Metts, 1989).

In a widely cited study, S. Sprecher and S. Metts developed the Romantic Beliefs Scale to connect with this ideology of romanticism. Factor analysis identified four subscales of romantic beliefs, each reflecting a different facet of romanticism: Love Finds a Way (belief that love can overcome all obstacles); One and Only (belief in the existence of "soulmates"); Idealization (belief that "true love" will be nearly perfect); Love at First Sight (belief that one can instantly recognize the "right" person).

In 1986, Clyde and Susan Hendrick (Hendrick, C., & Hendrick, S., 1986) developed the "Love and Sex Attitudes" scale (Colors of Love). They sought to expand J. Lee's (Lee, J. A., 1973) theory of six primary love styles: Eros (passionate love characterized by strong physical attraction, intense emotions, and commitment to the partner); Ludus (playful love where relationships are seen as a game without deep feelings, often manipulative); Storge (friendship-based love, solid and stable, developing gradually without passion); Pragma (practical love based on a rational approach and compatibility criteria); Mania (dependent love with insecurity about oneself and the partner, often typical of adolescence); Agape (altruistic, selfless love, which J. Lee believed is rarely found in its pure form).

Attachment theory, formulated by J. Bowlby, considers early interactions with parents as the foundation for forming "internal working models" that shape behavior in adult relationships (Bowlby, J., 1969). Bowlby's colleague, M. Ainsworth, through the Strange Situation experiment, identified three attachment styles in children: secure, anxious-ambivalent, and avoidant (Ainsworth, M. D., & Bell, S. M., 1970). In 1986, M. Main and J. Solomon (Main & Solomon, 1990) added another category of child attachment: disorganized/disoriented.

Beliefs, attitudes, and expectations related to attachment reveal significant connections between self-reported attachment styles and general beliefs about oneself and the social world, though empirical research is still in its early stages.

C. Hazan and P. Shaver (Hazan, C., & Shaver, P., 1987) conceptualized romantic love as a bio-social attachment process, similar to the emotional bonds between infants and their parents. Their research demonstrated that the three attachment styles (secure, avoidant, anxious/ambivalent) persist into adulthood and influence romantic experiences differently.



These attachment styles are associated with mental models of the self, social relationships, and past interactions with parents.

In a study by N. L. Collins and S. J. Read (Collins, N. L., & Read, S. J., 1990), it was found that individuals with a secure attachment style perceive others as reliable and responsible, possess higher self-esteem, and exhibit greater confidence in social situations. Anxious adults view others as unpredictable and complex, feel less control over their life, and have lower self-esteem. Avoidant adults hold negative beliefs about human nature, exhibit distrust, doubt others' honesty, and have less confidence in social situations, though their self-esteem is not significantly different from the secure group.

In a 1993 study, M. Baldwin, B. Fehr, E. Keedian, M. Seidel, and D. Thomson (Baldwin, M. W., Fehr, B., Keedian, E., Seidel, M., & Thomson, D. W., 1993) demonstrated that attachment-related beliefs often manifest as "if-then" propositions that reflect expectations for social interactions (e.g., "If I trust others, they will hurt me"). Participants with secure attachment expected more positive responses in hypothetical scenarios than those with avoidant or anxious-ambivalent styles. These findings highlight differences in behavioral predictions depending on attachment style.

R. Knee (Knee, C. R., 2022), the author of implicit relationship theories—beliefs in destiny and beliefs in relationship growth—stated in his 2022 study that both beliefs in destiny and growth are romantic in nature and thus are associated with the subscales of romantic beliefs developed by Sprecher and Metts in 1989. Belief in destiny is associated with the idea of a single potential partner, idealization of romance, and love at first sight, while belief in growth aligns with the conviction that "love finds a way." Regarding attachment dimensions, belief in growth moderately correlates with secure attachment, but beliefs in destiny and growth typically show no strong correlation with attachment-related anxiety or avoidance.

Therefore, we can hypothesize that individuals with secure attachment are more likely to adopt the belief that "love finds a way."

Methodology

The aim of the study was to examine the specifics of the relationship between young people's perceptions of romantic relationships and qualities of attachment.

Methods. The research methods were selected in accordance with the objectives of the study and include tools for assessing romantic beliefs, love styles, and attachment styles. Socio-demographic variables, such as gender, age, and information about relationship status, were collected through a questionnaire. The survey was conducted using the open platform Google Forms, where the questionnaire was hosted. The survey link was distributed via social media platforms such as Telegram, Instagram, and Viber between November 11 and 16, 2024.

Romantic Beliefs Scale (S. Sprecher & S. Metts). The questionnaire employs a 7-point Likert scale and includes 15 items designed to evaluate romantic beliefs through four

subscales: Love Finds a Way, One and Only, Idealization, Love at First Sight. The extent of romantic beliefs was calculated by summing the raw scores on these subscales.

Love Attitudes Scale (LAS, C. Hendrick & S.Hendrick) A 42-item questionnaire designed to measure attitudes toward love. The questionnaire combines attitudes toward one's current/recent/hypothetical partner with attitudes about love in general. The scale is broken into 6 subscales (7 items each) that each represent a different love style: EROS (passionate love) LUDUS (game-playing love) STORGE (friendship love) PRAGMA (practical love) MANIA (possessive, dependent love) AGAPE (altruistic love). Participants respond to each item using a 5-point scale, ranging from «strongly agree» to «strongly disagree»

«The Experiences In Close Relationships-Revised (Ecr-R) Questionnaire» (R. Fraley, N. Waller & K. Brennan). The questionnaire employs a 7-point Likert scale, includes 36 items, and is designed to assess the characteristics of adult attachment style. The ECR-R (Experiences in Close Relationships - Revised) measures individuals on two subscales of attachment: Avoidance and Anxiety. Scores on these subscales provide insight into the respondent's attachment style, reflecting tendencies to avoid closeness or experience anxiety in relationships.

Data analysis was carried out in the jamovi 2.6.17 program using descriptive statistics, correlation, comparative and regression analyses.

Sample. The study sample consisted of 73 respondents aged 18 to 25 years, including 58 females (74%) and 19 males (26%). The majority of participants had incomplete higher education (52.1%), while 32.9% had completed higher education, and the remaining 15.1% had secondary education.

Participants resided both in Ukraine and abroad. Regarding the size of their places of residence: 74% lived in large cities with a population exceeding 500,000; 15.1% in cities with 101,000 to 500,000 inhabitants; 2.7% in cities with 51,000 to 100,000 inhabitants; 4.1% in cities with up to 50,000 inhabitants; and 4.1% in rural areas.

Among the respondents, 53.4% were in a relationship but not married, 38.4% had been in a relationship or marriage but were not currently in one, and 8.2% had never been in a relationship. Regarding living conditions, 43.8% lived with their parents; 27.4% with a partner; 19.2% independently; and 9.6% with friends.

Results

In the study we've conducted a comparative analysis of perceptions of romantic relationships by gender using the nonparametric Mann-Whitney test. The results of the comparative analysis, including mean values, rank, and significance of differences, are presented in the Table 1 and on the graphs (Fig. 1)

According to the data obtained (table 1), girls and boys have statistically significant differences in their perceptions of romantic relationships in three subscales. The distribution of data by these indicators is also interesting (Fig.2).



Table 1. Comparative analysis of romantic beliefs among young women and young men

Romantic beliefs	M Young women	SD	M Young men	SD	Mann-Whitney U	p
Love Finds a Way	5.19	0.99	5.68	0.99	410	0.095
One and Only	3.63	1.39	4.53	1.86	354	0.020
Idealization	4.06	1.25	5.07	1.29	280	0.001
Love at first sight	3.44	1.05	4.33	1.10	288	0.002

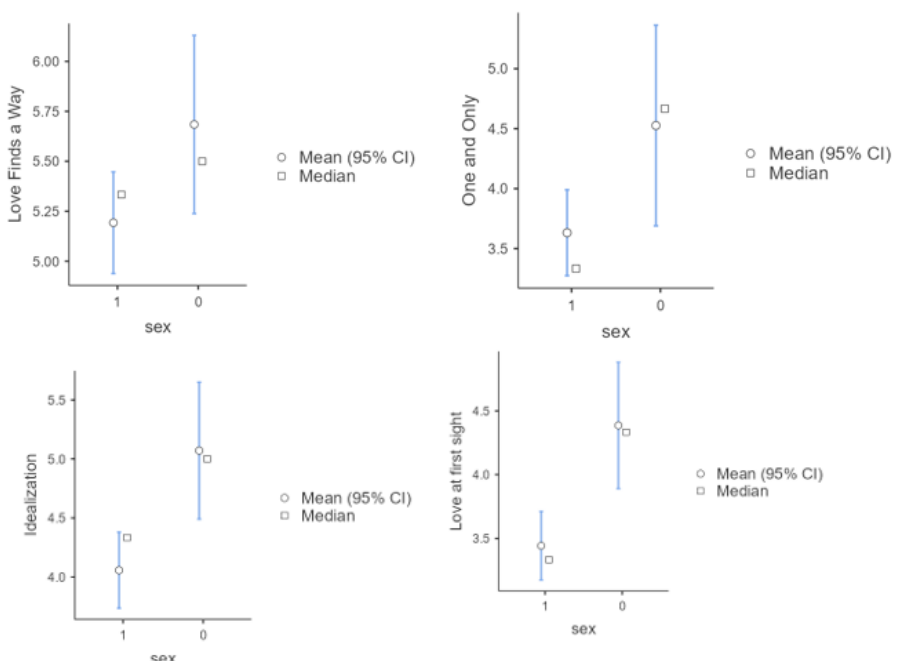
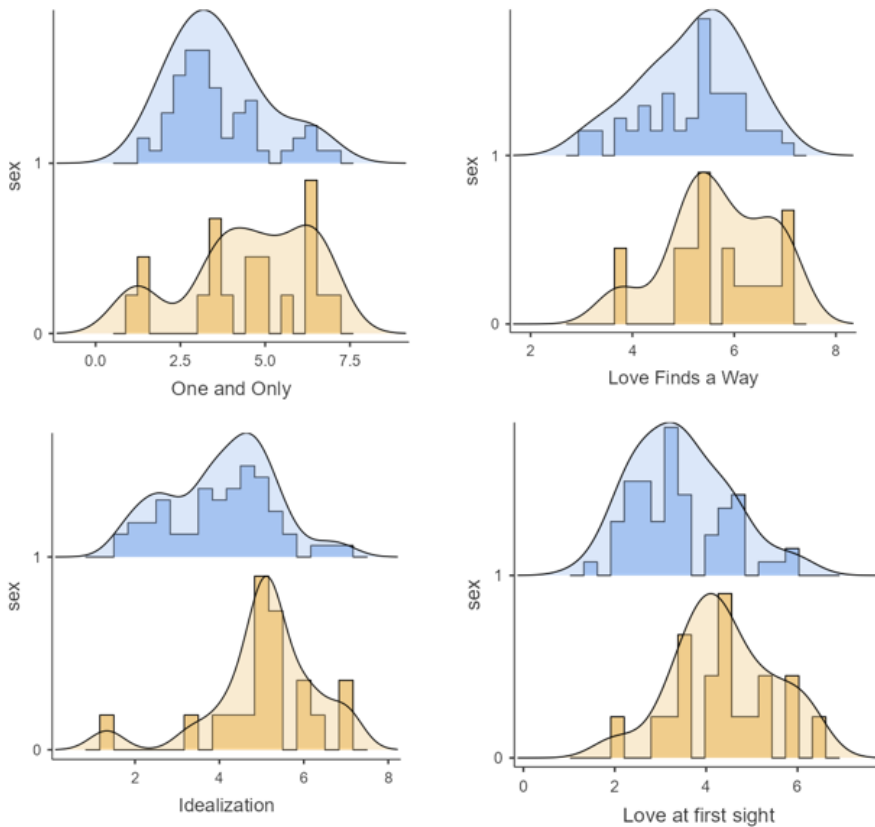


Fig. 1. Differences in romantic beliefs among young men and women

We see that on the scale “One and Only”, on which boys have higher indicators on average and the distribution is more diverse than in the group of girls, and on the scale of idealization it is clear that boys are more inclined to idealize their partner in their romantic perceptions, while girls with a lower tendency to idealize have more diverse indicators within the subgroup on this attribute. On the scale “Love at first sight”, boys generally have higher indicators and the distribution of attributes is visually similar in both subgroups.

Comparative analysis of love styles depending on gender, we analyzed the results obtained using the Love Attitudes Scale (LAS). The results are presented in Table 2 and Figure 3.

Statistically significant differences are observed in the Mania and Agape subscales, which show higher scores in the young men’s group. A graphical representation of the results for these scales (picture 3) shows that the confidence intervals for the Agape scale for the young women and men groups do not overlap. The other subscales (Eros, Ludus, Storge and Pragma) did not show significant differences between the sexes.



Picture 2. Graphs of the distribution of differences in romantic beliefs among young men (0) and women (1)



Table 2. Comparative analysis of love styles depending on gender (LAS)

Love Attitudes	M (young women)	SD	M (young men)	SD	U Mann- Whitney	p
EROS (passionate love)	25.7	4.47	26.3	4.27	513	0.653
LUDUS (game-playing love)	15.9	3.70	15.9	5.65	483	0.423
STORGE (friendship love)	22.6	5.12	23.3	6.93	525	0.758
PRAGMA (practical love)	3.07	4.95	3.08	7.49	253	0.264
MANIA (dependent love)	2.43	5.27	2.88	5.67	352	0.019
AGAPE (altruistic love)	3.14	5.19	3.81	5.97	296	0.003

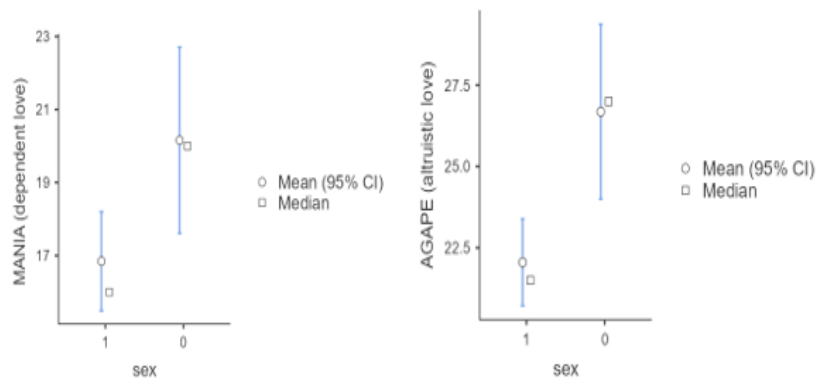


Fig. 3. Differences in MANIA and AGAPE love among young men and women

To clarify the relationship between attachment parameters and romantic beliefs, we first conducted correlation and then regression analyses.

The results of the correlation analysis of the relationship between attachment parameters and perceptions of romantic relationships are presented below in Table 3.

As can be seen in Table 3, a significant negative relationship was found between avoidant attachment style and the romantic idea «Love finds a way» ($r = -0.35, p < 0.01$).

This may indicate that individuals with avoidant attachment are less likely to believe in the ability of love to overcome all difficulties. Their pessimism may be a consequence of the

desire to distance themselves from emotional closeness due to childhood experiences of ignoring their needs. Anxious attachment parameter, on the other hand, has no significant relationships with any romantic ideas, indicating a minimal association with it in this context.

Table 3. Corellation analysis between attachment parameters and romantic beliefs

	Love Finds a Way	One and Only	Idealization	Love at first sight
Anxiety	0.110	0.10	0.020	0.137
Avoidance	-0.35**	-0.045	-0.102	-0.019

Note: * $p \leq 0.05$; ** $p \leq 0.01$; *** $p \leq 0.001$;

The results of the correlation analysis of the relationship between attachment parameters and Love Attitudes Scale are presented below in Table 4.

Table 4. Corellation analysis between attachment parameters and Love Attitudes Scale

	Eros	Ludus	Storge	Pragma	Mania	Agape
Anxiety	-0.23*	0.23*	0.14	0.30*	0.46***	0.145
Avoidance	-0.43***	0.43***	0.26*	0.23	0.04	-0.24*

Note: * $p \leq 0.05$; ** $p \leq 0.01$; *** $p \leq 0.001$;

Table 4. demonstrates a significant positive relationship of the anxious attachment dimension with Pragma. This may indicate that increased levels of attachment anxiety may be associated with a pragmatic approach to love. The strongest positive relationship is observed with Mania, which may indicate a tendency towards passionate and dependent love among individuals with anxious attachment. The significant negative relationship of the avoidance dimension in the attachment structure with Eros may indicate a tendency to avoid romantic, passionate love among individuals with avoidant attachment. The positive relationship with Ludus probably indicates an association of attachment avoidance with a playful, frivolous love style.

Regression analysis, which included gender and parameters of attachment style (avoidance and anxiety) as potential predictors of romantic relationship beliefs and love styles, allowed us to explore their influence. The results of the regression equations are presented in Table 5.



Table 5. Results of regression equations of predictors of the beliefs about romantic relationships

Factor	Coef, β	SE	t	p
Love Finds a Way ($R = 0.49$, $R^2 = 0.24$)				
Intercept	5.72	0.342	16.72	<.001
Anxiety	0.22	0.093	2.38	0.020
Avoidance	-0.47	0.111	-4.21	<.001
sex	-0.47	0.238	-1.98	0.052
One and Only ($R = 0.27$, $R^2 = 0.07$)				
Intercept	3.65	0.584	6.25	<.001
Anxiety	0.11	0.158	0.68	0.498
Avoidance	-0.14	0.189	-0.72	0.474
sex	-0.87	0.407	-2.15	0.035
Idealization ($R = 0.35$, $R^2 = 0.12$)				
Intercept	4.44	0.483	9.19	<.001
Anxiety	0.01	0.131	0.08	0.938
Avoidance	-0.16	0.156	-1.03	0.305
sex	-1.03	0.337	-3.05	0.003
Love at first sight ($R = 0.39$, $R^2 = 0.15$)				
Intercept	3.28	0.405	8.10	<.001
Anxiety	0.14	0.110	1.23	0.222
Avoidance	-0.10	0.131	-0.75	0.455
sex	-0.91	0.283	-3.22	0.002

The analysis of regression equations showed that the quality parameters of attachment are significant factors in the formation of a romantic beliefs of the “Love Finds a Way” type. For the rest types of representations, gender is the determining, but far from the only, factor, and attachment and its features do not influence these representations. The explanatory power of the models is from 7 to 15%, which indicates the necessity to take into account additional factors in the formation of romantic representations.

Table 6. Results of regression equations of predictors of the love styles

Factor	Coef β	SE	t	p
EROS (passionate love) (R = 0.44, R ² = 0.20)				
Intercept	31.340	1.538	20.383	<.001
Anxiety	-0.417	0.416	-1.000	0.320
Avoidance	-1.702	0.497	-3.425	0.001
Sex	-0.895	1.072	-0.835	0.406
LUDUS (game-playing love) (R = 0.46, R ² = 0.22)				
Intercept ^a	10.452	1.468	7.121	<.001
Anxiety	0.318	0.397	0.801	0.426
Avoidance	1.752	0.474	3.693	<.001
Sex	0.826	1.023	0.807	0.422
STORGE (friendship love) (R = 0.23, R ² = 0.05)				
Intercept ^a	19.066	2.117	9.007	<.001
Anxiety	0.189	0.573	0.329	0.743
Avoidance	1.145	0.684	1.673	0.099
Sex	0.490	1.476	0.332	0.741
PRAGMA (practical love) (R = 0.37, R ² = 0.13)				
Intercept ^a	14.508	2.624	5.5294	<.001
Anxiety	1.505	0.666	2.2580	0.028
Avoidance	0.741	0.766	0.9665	0.338
Sex	0.141	1.674	0.0842	0.933



MANIA (dependent love) (R = 0.60, R ² = 0.36)				
Intercept ^a	11.44	1.718	6.66	<.001
Anxiety	2.71	0.465	5.83	<.001
Avoidance	-1.12	0.555	-2.01	0.048
Sex (men-women)	2.55	1.197	2.13	0.036
AGAPE (altruistic love) (R = 0.51, R ² = 0.26)				
Intercept ^a	23.83	1.916	12.44	<.001
Anxiety	1.23	0.519	2.37	0.021
Avoidance	-2.15	0.619	-3.47	<.001
Sex (men-women)	4.47	1.335	3.35	0.001

Regression analysis of predictors of love styles shows that characteristics of attachment quality and gender are factors in the formation of the “Mania” style (the explanatory power of the model is 36%) and “Agape” (the model explains 26% of the data variance). As for the remaining love styles, we see that avoidance in the attachment structure, regardless of gender, affects the tendency to the “Eros” and “Ludus” style (the models explain 22 and 20% of the variability, respectively). The tendency to the “Storge” style in love is not explained by the qualities of attachment and does not depend on gender, that is, other factors play a role here that we did not take into account.

Discussion

The results of our comparative and regression analyses are consistent with the 1989 study by S. Sprecher and S. Metts (Sprecher, S., & Metts, S., 1989). The study examined the influence of gender and gender-role orientation on perceptions of romantic relationships. The results of the regression showed that men were generally more romantic than women, and femininity was a stronger predictor of romanticism than masculinity. The results for the «Idealization» and «Love at First Sight» subscales were similar. For both perceptions, gender was the first variable included, the mean values for these subscales were 3.66 and 3.42 for men and 3.31 and 3.06 for women, respectively.

The results of the correlation and regression analyses partially correspond with the study comparing J. Lee's love styles and attachment styles (Levy, M. B., & Davis, K. E., 1988).

«Eros» was negatively and significantly associated with avoidant attachment style, while «Ludus» was positively associated with secure attachment style and avoidant attachment style. Anxious-ambivalent attachment style and «Mania» were significantly positively associated in both samples. The main surprise for them was that «Storge» was not positively associated with secure attachment style. The peculiarity of our study results is that «Agape» is negatively correlated with avoidant attachment style, while «Pragma» is conditioned by the degree of anxiety in the attachment structure.

Conclusions

1. Based on the results of our study, we can draw several conclusions. First of all, young men are more prone to a romanticism in relationships, idealization of the partner and belief in love at first sight. In styles of behavior in love young men demonstrate a greater tendency to love of the type “Mania” (emotionally dependent love) and “Agape” (altruistic love, which involves unconditional support for the partner and the ability to put his interests above his own). It seems that this is a kind of sign of certain shifts in stereotypical patriarchal ideas about the behavior and experiences of young men and girls in love relationships and romantic ideas.

2. The qualities of attachment (anxiety and avoidance) influence the ideas about romantic relationships and the choice of a style of behavior in them.

Thus, higher anxiety indicators and low avoidance parameters, regardless of gender, predict a high probability of ideas about love that conquers all (“Love finds a way”). The remaining types of romantic ideas are significantly determined by gender, regardless of attachment’s parameters. According to our data, it is young men who are more prone to idealization in relationships, belief in love at first sight and one single partner.

3. Higher anxiety indicators and low avoidance indicators increase the likelihood of dependent and altruistic behavior of young women in love relationships («Mania» and «Agape» styles). Regardless of gender, the avoidance indicator in the attachment predicts the choice of behavior in relationships according to the type of «Eros» (if avoidance has low indicators) or «Ludus» (if high). And anxiety in the attachment structure, regardless of gender, predicts behavior of the “Pragma” type, which can be partially explained by the fact that such a pragmatic approach to love allows you to partially compensate for anxiety and reduce the risk of emotional disappointment.

Considering that our regression equation models have moderate explanatory power, we consider it appropriate to consider other potential predictors in further studies.

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РОМАНТИЧНІ ПЕРЕКОНАННЯ МОЛОДІ З РІЗНИМИ СТИЛЯМИ ПРИХИЛЬНОСТІ

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Анотація

Актуальність. У статті досліджується зв'язок між переконаннями молоді щодо романтичних стосунків та стилями прихильності. У ній узагальнено сучасну наукову літературу, що охоплює концепції романтичних переконань, стилів кохання та прихильності, які є важливими для розуміння взаємодії в романтичних стосунках.

Методологія. Методи дослідження включають інструменти для оцінки романтичних переконань, стилів кохання та стилів прихильності: Шкала романтичних переконань (С. Шпрехер та С. Меттс), Шкала ставлення до кохання (LAS, К. Хендрік та С. Хендрік), Опитувальник «Досвід у близьких стосунках – переглянутий» (Escr-R) (Р. Фрейлі, Н. Уоллер та К. Бреннан). Вибірка дослідження складалася з 73 респондентів віком від 18 до 25 років.

Результати. Порівняльний аналіз переконань щодо романтичних стосунків, а також зв'язку цих переконань зі стилями прихильності (тривожним та уникаючим) виявив гендерні відмінності: юнаки частіше демонстрували ідеалізацію партнерки, віру в «єдину і неповторну» партнерку та кохання з першого погляду, а також частіше схилилися до стосунків типу «манії» та «агапе». Кореляційний аналіз показав, що



уникнення має негативний зв'язок з переконанням «Кохання знаходить шлях», тоді як тривога позитивно корелює з «манією» та «прагмою». Унікаючі особи більше схильються до грайливого стилю кохання «Лудус», тоді як їхня схильність до пристрасного «Еросу» та альтруїстичного «агапе» має негативну кореляцію.

Висновки. Якості прихильності (тривога та уникнення) впливають на уявлення про романтичні стосунки та вибір стилю поведінки в них: вищі показники тривожності та низькі параметри уникнення, незалежно від статі, прогнозують високу ймовірність уявлень про кохання, яке перемагає все («Кохання знаходить шлях»). Решта типів романтичних уявлень значною мірою визначаються статтю. Юнаки (на відміну від юнок) більш схильні до романтизму у стосунках, ідеалізації партнерки та віри в кохання з першого погляду. У стилях поведінки в коханні вони демонструють більшу схильність до кохання типу «манія» та «агапе». І, за нашими даними, саме молоді чоловіки більш схильні до ідеалізації у стосунках, віри в кохання з першого погляду та одного єдиного партнера.

Ключові слова: переконання у романтичних стосунках, стилі кохання, стилі прихильності.

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PSYCHOLOGICAL PREREQUISITES FOR FORMING THE PROFESSIONAL IMAGE OF A CHILD PSYCHOLOGIST IN A DIGITAL ENVIRONMENT

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Abstract

Relevance. The formation of a child psychologist's image in the online environment is an important aspect of modern psychological practice. This is determined by the growing role of digital communications in organizing individuals' lives and professional relationships, as well as the need for practical psychologists to adapt to the expectations of their potential online audience. The aim of this article is to present the results of theoretical justification, empirical research, and the development and testing of effective tools for creating a professional image of a child psychologist in the digital space. The material discusses the results of a study aimed at developing strategies for shaping the professional image of a child psychologist in the digital environment, demonstrates their novelty, and substantiates their practical significance.

Methodology. The main research methods included content analysis of psychologists' professional social media pages, surveys of parents and psychologists, as well as the application of specific psychodiagnostic tools such as the Beck Anxiety Inventory and the Worldview Flexibility Questionnaire.

Results. The obtained results demonstrate the following: for the successful formation of a child psychologist's image, it is important for the specialist to systematically and actively engage with their audience using specific strategies, diverse content, and adhere to ethical standards of online communication. Empathy, low anxiety, worldview flexibility, professionalism, and adapting the content of a professional website to the specific needs of parents and children contribute to increased trust and effective interaction between the child psychologist and their audience. The tested author's training program for child psychologists who aim to develop their professional activities and increase their online visibility and trust from potential clients has proven to be an effective evidence-based practice.

Keywords: psychological practice, child psychologist, professional image, online communication, professional activity strategies

Relevance

Social networks have long become a popular, convenient, and, most importantly, accessible means of communication, information exchange, and searching for modern people. Considering societal changes at global and national levels (the coronavirus pandemic, the full-scale invasion of Ukraine by the Russian Federation), it can be concluded

that the boundaries between the real and virtual worlds have been erased quickly and naturally. This has also stimulated the development of the image of specialists in various fields, including psychologists, through the Internet and information and communication technologies, among which are social networks such as Facebook, YouTube, X (Twitter), Instagram, TikTok, LinkedIn, Telegram, Pinterest, Reddit, and others. For this reason, the formation of the child psychologist's image in the Internet environment has become an important aspect of optimizing modern psychological practice (Brown, Newman, & Palekha, 2015).

The growing importance of digital communications has created new opportunities for professionals to present themselves, while simultaneously posing a number of challenges for psychologists, particularly the need to adapt their professional competencies to the expectations of an online audience. The relevance of the topic is determined by the increasing demand for child psychologists in modern conditions and the necessity of developing effective tools for establishing trusting and productive interactions with clients through online platforms.

The aim of the article is to present the results of an empirical study focused on developing tools for the effective formation of a child psychologist's image, taking into account the peculiarities of their personal characteristics, the specifics of communication with children and their parents, and the need to build trust through online platforms using interactive client engagement methods.

An analysis of existing scientific works on the formation, correction, and management of the psychologist's professional image confirms the relevance of this topic; however, it still contains a number of unresolved scientific and practical issues, such as ambiguous approaches to defining the concept of image, diagnostic tools for its assessment, measurement of external and internal determinants, and variability in the conditions of its formation.

An additional complexity in forming their own image arises for child psychologists because they do not engage in a simple two-way interaction (psychologist–client), but often face the demands of parents, teachers/caregivers, and in the case of correctional work — also the expectations of speech therapists, defectologists, and others.

Theoretical Background

Summarizing scientific trends regarding the psychologist's image, it should be noted that the image of a child psychologist largely determines the productivity and quality of interactions with children and their parents, as well as with other participants in the educational and/or corrective-developmental process. It also helps define directions for the psychologist's own professional development. This, in turn, creates demand among practicing child psychologists for increasingly effective technologies to improve their professional image, which positively correlates with better outcomes of their work in the future.

In practice, the image is often interpreted as a kind of radical expression of personality traits and communication features formed as a result of professional activity. On social



networks, this is often demonstrated through “good relationships” with clients, family, and close ones, which sometimes leads to a vague or even distorted perception of both the personal and expert components of such a specialist.

From a scientific point of view, the formation of a psychologist’s professional image is inseparable from the concept of psychological readiness for this process. According to T. Lygomina, psychological readiness of a specialist is a state of mobilizing all personal resources aimed at creating and maintaining one’s positive image (Lygomina T. A., 2020). It is also important to note that the process of creating a personal image stimulates the reassessment of professional achievements and working methods, which subsequently significantly affects the psychologist’s professional activity. By forming their own image, including in the online environment, the psychologist acquires a critically important professional quality — the ability to see themselves from the outside, recognize their weaknesses, and define and adjust their image and vectors of professional improvement.

Since the psychologist’s profession involves constant interaction with people, it is directly proportional to the personal resilience and flexibility of the specialist, as well as their ability to contain emotions and states. For a child psychologist, it is also important to be able to quickly switch between the roles of “adult” and “child.”

An analysis of scientific research shows that certain personal traits play a significant role in the professional activity of a practicing psychologist. Based on the works of scientists such as Zh. Virna, O. Vlasova, H. Katolik, L. Karamushka, S. Maksymenko, Ya. Omelchenko, I. Kornienko, V. Panok, N. Chepeleva, and N. Shevchenko, the most significant characteristics can be identified. These primarily include introspection and professional reflection, self-regulation abilities and high responsibility, clearly defined professional and personal identity, a high level of professional morality and spirituality, as well as professional competence. These qualities are key to the successful practice of a psychologist (Vlasova O.I., 2019; Lygomina T.A., 2020).

Studies conducted by researchers from various countries confirm that professionally important qualities of practicing psychologists evolve through postgraduate education, promoting personal development. In particular, changes are observed in aspects such as: restraint transforming into expressiveness, rigidity turning into sensitivity, conservative views yielding to radicalism that includes a tendency to experiment, greater awareness and flexibility, and practicality developing toward creativity. There is also an increase in conformism and anxiety, which may be related to group dynamics, the development of internal psychological conflicts and deficits, as well as changes in the personality’s value-semantic beliefs (Otych O. M., 2021; Johnson, M., 2017; Komar, T., & Vargata, O., 2022).

A child psychologist needs a well-trained attunement to recognizing unconscious aspects of their own psyche to avoid resorting to defensive distortions during complex transference challenges. Otherwise, the specialist remains emotionally and cognitively rigid, insensitive to the full range of the client’s emotional content as well as to their own

behavior motivated by defense mechanisms and unconscious meanings (Lygomina T. A., 2020).

The significance of observing ethical standards in psychologists' activities on the Internet is highlighted in the works of N. Bulatevych and T. Yablonska. Particularly relevant are the basic ethical principles defined by the American Psychological Association's Code of Professional Ethics. These include the specialist's competence, integrity—which implies honesty, fairness, and respect for others—a high level of professionalism, and scientific responsibility. Equally important is a deep respect for the rights and dignity of individuals, concern for their well-being, and the social responsibility of the psychologist (Bulatevych, N., Yablonska, T., 2018).

For example, to adhere to the principle of respect for the client, a psychologist must obtain the client's permission before publicly sharing any case information and/or photo, video, or audio materials. A similar prohibition applies to child psychologists working with children. Demonstrating adherence to the principles of competence, integrity, and professionalism can take the form of posts or short educational videos about the necessary competencies of psychologists and basic rules of professional practice. Such online content has a dual benefit: on the one hand, clients learn the real requirements for psychologists' work and can protect themselves from collaboration with low-qualified specialists; on the other hand, the psychologist, as an expert in the eyes of their audience, remains honest and fair, thereby increasing trust in themselves.

Ethical dilemmas in building a psychologist's image on the Internet include compliance with professional standards in online communication and the risk of conflicts of interest when covering controversial topics. To maintain a positive image in the event of a conflict of interest, it is important first and foremost to respond to negative comments and avoid repetitive, template-like answers.

Furthermore, a psychologist's image online can differ significantly from their offline image due to the peculiarities of online communication and the possibilities offered by digital space. Meanwhile, the online image of a psychologist can have a substantial impact on their practice and client relationships for several reasons. First, it attracts new clients and helps build trusting relationships: a positive online image may attract new clients through high ratings, positive reviews, and impressions created by the content they publish. Second, it influences communication with clients. Through social media, psychologists can establish closer relationships with their audience and foster a sense of support and connection.

Social responsibility also plays a crucial role in forming the image of a child psychologist, as it reflects the psychologist's orientation toward supporting and protecting children's well-being and mental health. Child psychologists can raise public awareness about child development and mental health issues by delivering lectures, seminars, webinars, and other forms of public presentations. They may also participate in developing and implementing educational programs for parents, teachers, and other professionals working with children (Lozova O. M., Tsyganchuk T. V., Lipyanska O. V., Mykolenko N. V., 2022).



Child psychologists can actively demonstrate social responsibility by providing support to children and their families during crisis situations such as divorce, loss of a loved one, trauma, or violence. Their actions in these cases can significantly improve children's psychological state and contribute to their further development. Child psychologists can advocate for openness and understanding regarding mental disorders in children and publicly support initiatives aimed at reducing stigma and increasing the accessibility of mental health care for children and their families. They may also actively participate in social aid projects and volunteer work focused on supporting children from low socioeconomic backgrounds, children with special needs, or those who have experienced traumatic events. The overarching goal of all these suggested actions is to increase trust in child psychologists and to foster a positive professional image of a specialist who not only provides psychological assistance but also cares about the social well-being of children and families.

To build a positive online image of a child psychologist, various tools and strategies can be utilized:

1. Creating a professional website that includes information about services, professional experience, client testimonials, articles on child psychology, and more. The website can serve as the main point of contact for potential clients.

2. Publishing articles, blogs, or other types of content on one's own website or external platforms on topics related to child psychology. This helps demonstrate expertise and deep knowledge in the field.

3. Developing and maintaining active social media profiles on platforms such as Facebook, Instagram, LinkedIn, Twitter, etc. Social media can be used to engage with the audience, share helpful content, and build a community.

4. Creating video content such as vlogs, parenting advice, educational videos, etc. Videos are a highly effective communication tool that allow psychologists to show their real personality, their interaction style with children and parents, tone of voice, and overall behavior. If the psychologist provides in-office consultations, offering a video tour of the office may also reduce client anxiety before the first session.

5. Participating as a speaker in webinars, conferences, or other events in the field of child psychology. This allows professionals to demonstrate expertise on specific topics, network with peers (thus strengthening their image among colleagues), and interact with parents.

6. Using various forms of online advertising, such as Google Ads or sponsored content on Facebook and Instagram, to promote services and attract new clients.

7. Registering on online platforms for finding psychologists such as Mindly, Hedeply, Rozmova, Pleso, etc. Doing so automatically increases the perceived trustworthiness of the specialist and contributes to forming a positive impression, potentially resulting in more client inquiries (Lolenko, K. M., 2022).

It is essential to choose those tools that work most effectively for the target audience and align with the preferred modes of communication. At the same time, it is important to consider the personal characteristics of the child psychologist, which, in most cases, influence the choice of a specific professional image-building strategy.

We assume that for many child psychologists, developing a professional image in the virtual space poses a significant challenge due to:

- the lack of technical skills such as copywriting, post writing, video recording and editing, basic knowledge of SMM (Social Media Marketing), etc.;
- elevated levels of anxiety and cognitive rigidity;
- fear of not meeting parental expectations regarding the psychologist's persona.

Therefore, the hypothesis of the study is that acquiring the necessary practical knowledge and skills to manage one's social media presence, developing cognitive flexibility, and reducing the specialist's anxiety are the main predictors of building an appealing professional image of a child psychologist in the online environment.

Methodology

Research Methods. To achieve the stated goal, general scientific methods of theoretical research were applied, including analysis, synthesis, comparison, and generalization of scientific literature. In addition, specific psychological methods of data collection were employed: surveys, the use of cinquain, test questionnaires (Beck Anxiety Inventory, Gruzina's Cognitive Flexibility Questionnaire), a formative experiment aimed at optimizing the image of child psychologists in the online environment using a self-developed training program, and mathematical-statistical analysis of the obtained data.

Sample. The research sample included 81 participants divided into two categories: 40 parents of children of various ages and 41 child psychologists representing different therapeutic approaches and levels of professional experience (39 women and 2 men). The age of participating psychologists ranged from 18 to 50 years. Their professional experience varied from 1 year to over 10 years, including:

- approximately 1 year – 27%;
- 1–3 years – 15.2%;
- 3–5 years – 12%;
- 5–10 years – 9%;
- over 10 years – 18.2%.

The research was conducted in three stages: theoretical, empirical-ascertaining, and formative, followed by an evaluation of the effectiveness of the implemented interventions.

During the theoretical stage, the concept of image was explored as both a psychological and social phenomenon, with special attention given to its formation in the digital space, particularly on social media. Conceptual approaches to creating a professional image (symbolic interactionism, social representations, and trust models) were analyzed. Special focus was given to the specifics of forming the image of a child psychologist, taking into account parental expectations and professional requirements.



The empirical part of the study focused on collecting and analyzing factual data concerning the specifics of building the image of a child psychologist in the online environment, as well as testing the training program for developing image-related competencies in the digital space.

The collected data served as the basis for developing a training program and methodological recommendations for child psychologists aiming to improve their online self-presentation. The program is primarily designed for professionals who seek to increase their visibility and the number of client inquiries, as well as those child psychologists who are not yet professionally active on social media but wish to enhance their productivity through organized and effective online engagement.

The developed training program consists of four thematic modules, each of which includes three components:

- Mastering technical knowledge and skills for managing a webpage or social media presence;
- Reducing anxiety levels;
- Enhancing cognitive flexibility.

Each module is designed to be delivered in 3–4 hours of training (excluding breaks). The optimal interval between sessions is one week. As demonstrated during the study, this time frame allows participants to complete homework assignments and thoroughly process new material, thereby reinforcing the skills needed to manage their online presence effectively.

The first substantive module is dedicated to introducing the participants, formulating goals and expectations for the near future, and discussing fears and doubts related to blogging within the group. The main task of the second training module is to familiarize child psychologists with types of image, methods of online advertising, identifying their target audience, and forming a more balanced view of themselves and their activities on the Internet as child psychologists. Methodically, it consists of brief informational messages, metaphorical games, brainstorming, and group discussions. The third substantive block aims primarily at developing creativity and flexibility of thinking in participants, reducing their worldview pessimism, as well as providing information on the practice of composing personal stories (storytelling), since this skill is one of the key ones when managing a professional page by a specialist. The goal of the fourth substantive block is to strengthen participants' confidence in their information-digital competence, overcome corresponding restraint, summarize results, and form prospects for further professional use of internet platforms after completing the training program.

Next, the presented program was piloted with the participation of 10 child psychologists with varying work experience, after which its effectiveness was analyzed and corresponding statistical calculations were made to prove the effectiveness of such group work.

Results

As a result of the theoretical analysis, it was found that the image of a specialist on social networks is not only a means of self-presentation but also an effective tool for attracting an audience and professional development of the specialist. An important outcome of the analysis is also the idea of the particular significance of a child psychologist's adherence to ethical standards, which substantially influences the emergence and maintenance of trust toward such a specialist in the online space.

In solving the task of building an attractive image of oneself as a child psychologist for clients, it is appropriate to highlight the stages that every psychologist faces while working on their professional image (Dialogue: Media Studies, 2018):

At first, the psychologist finds a model, an "ideal" specialist with the help of mass media, colleagues' feedback, opinions of instructors (both at university and in professional development courses), and by comparing and emulating the ideal with oneself (both professionally and personally). At this stage, the first problem arises: new requirements for professional activity and competence in the context of modernizing the education system and views on child upbringing contrast with entrenched, stereotypical perceptions of the image as a secondary factor that has exclusively an external, formal effect and only hinders professional activity.

2. Taking into account socio-psychological influence mechanisms such as suggestion, contagion, persuasion, and emphasizing one's own professional achievements, advantages, and personal strengths. Unfortunately, sometimes this occurs at the expense of criticizing colleagues.

3. At the third stage, having established a connection with the real needs and expectations of their actual and potential clients, the psychologist reviews the techniques and methods used in their work, considering what is popular, which topics provoke stronger reactions, and what clients like or doubt.

4. Making corrections to the existing image as the fourth stage of working on the image deserves no less attention. In this case, the direction of correction depends on how much the clients' requests, who expect to meet with the specialist, coincide with the requests the psychologist would like to work with. This ensures the transition from an idealized self-image to the real construction of one's image as a subject of psychological assistance.

The study revealed that a psychologist's image on the Internet may differ from their image offline for a variety of reasons, the main ones summarized below:

On the Internet, a psychologist can be more accessible and noticeable since the Internet provides the opportunity to reach them from any place with network access. This can attract new clients who are seeking psychological support and assistance.

Clients can leave reviews and ratings on the psychologist's page. Positive reviews can increase trust in the psychologist, while negative ones can harm their image and demand in real practice.



The Internet allows the psychologist to demonstrate their expertise through publications of articles, videos, blogs, etc. This can contribute to increased trust in them as a specialist in their field, while offline activities of the psychologist can only be learned about directly from the specialist.

The psychologist can use social media to interact with the audience and maintain their image. Presence on social networks enables the psychologist to build a community, communicate with clients, and publish useful content that clients will always have access to.

The psychologist also has the opportunity to create and quickly distribute info products (guides, checklists, online masterclasses, and trainings), thus realizing themselves not only as a counseling psychologist but also as a scientist, mentor, thereby gaining popularity and creating a “first contact” with the client even before starting individual work. Moreover, this is significantly cheaper than printing all the aforementioned in paper form. (Zarytska V. V., 2019). As a result of the conducted empirical study, a number of important characteristics and interrelations between them were identified, which influence the formation of a positive image of a child psychologist on the Internet. The study revealed a number of significant features of the online presentation and communication of modern child psychologists related to 1) parents’ expectations regarding the personal and professional characteristics of the child psychologist, 2) the actual individual psychological traits of the practicing psychologists who participated in the study (including the role of anxiety and worldview traits of the specialist, such as pessimism, criticality, or flexibility), as well as 3) their individual strategies of online communication and peculiarities of managing their own Internet pages.

Parents’ expectations towards child psychologists emphasize the importance of professional competence, clarity of content, and availability of emotional support. Parents note the significance of communication style and visual profile design as important factors when choosing a specialist online.

The survey conducted among child psychologists revealed existing difficulties in choosing and implementing effective communication strategies. Most specialists acknowledge the need to improve media skills but experience fear of criticism and apprehension about revealing the imposter phenomenon, which restrains their active presence in the online environment.

A comparison of parents’ expectations and psychologists’ professional perceptions using the cinquain technique showed discrepancies in priorities between these two groups. Psychologists tend to focus on theoretical aspects when building their image, while parents primarily expect practical cases and emotional support from the specialist. This indicates the necessity and importance of child psychologists adapting their professional content to the needs of the audience.

Overall, the results of this part of the study highlight the importance of a flexible approach to building the image of a child psychologist on the Internet. It should be based

on professional competence and take into account parents' expectations regarding emotional support and practical application of knowledge.

Personal characteristics of specialists have a significant influence on their choice of image-building strategies. The study found that parents who seek psychological help for their children want to see qualities in a psychologist such as empathy, openness, professionalism, and communication skills. They note that a personalized approach and interactivity in the child psychologist's online presence contribute to strengthening trust in such a specialist. This underscores the importance of psychologists considering their individual traits in professional self-presentation.

To build a model of personal characteristics of the child psychologist's image successful in using Internet resources, we analyzed heatmaps of the specialists studied, grouping them into two categories: the first group includes those who manage Internet pages, and the second group includes those who do not use social media. Table 1 presents the results of the correlation analysis of indicators of psychologists working on the Internet.

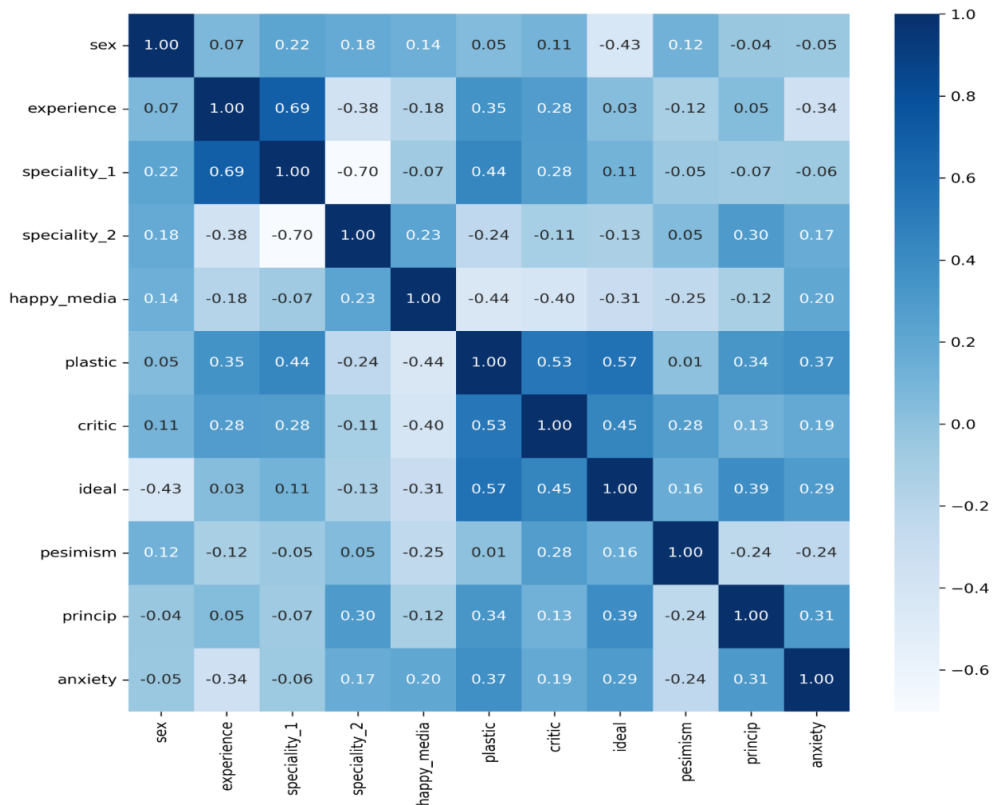
As seen in Table 1, the study revealed a moderate positive correlation between the worldview flexibility of the examined psychologists and their worldview idealism ($r = 0.57$). This indicates that psychologists who manage social media are willing to adjust their self-presentation approach to better align with an ideal image of a psychologist in the eyes of their audience. They may modify their communication style, post topics, and overall image to better meet followers' expectations and create an attractive public persona. This also suggests that respondents who maintain social media tend to have a more optimistic worldview and do not overly focus on life's problems.

These conclusions are further supported by the presence of a moderate positive correlation between their worldview flexibility and the level of worldview criticality ($r = 0.53$), in other words, between their cognitive flexibility and tendency toward critical thinking. Such specialists likely reflect more frequently on the content they create, analyze it to improve and adapt it according to audience demands. This may be part of their self-improvement strategy aimed at increasing popularity on social networks.

Additionally, a moderate positive correlation between worldview flexibility and the psychologists' professional experience was observed ($r = 0.43$). This means that psychologists with more work experience better understand the needs of their audience and learn to align their online presentations with the expectations of potential clients. It should be noted that respondents, as their satisfaction with the quality and results of managing their networks increases, demonstrate a decrease in worldview flexibility ($r = -0.44$). The negative correlation between the willingness to acknowledge positive outcomes of their work and worldview flexibility may indicate that psychologists who try to maintain a positive media image are less willing to change their approaches or discuss difficult issues. Most likely, this group of respondents focuses on maintaining the stability of the chosen positive image and is not inclined to specifically adapt it to the demands of their client audience.



Table 1. Correlational relationships of personal characteristics of child psychologists who maintain social media, revealed in the study.

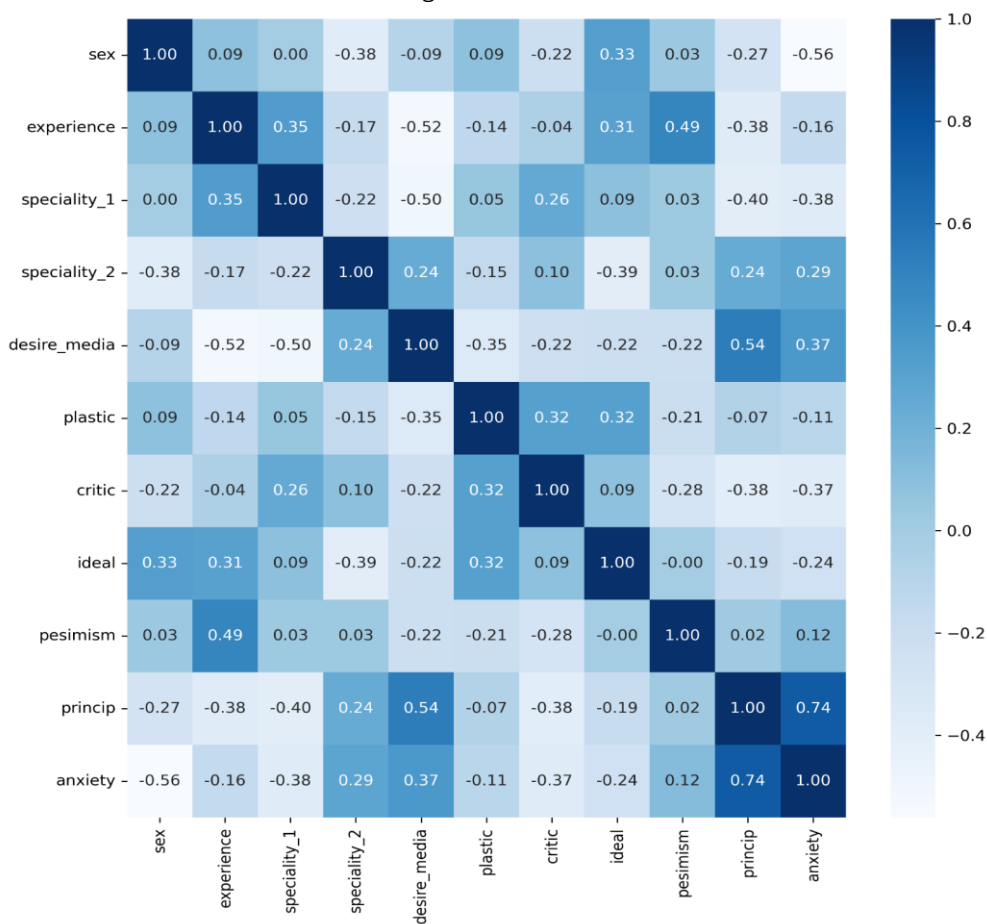


It is also worth noting the revealed negative correlation between anxiety and work experience of child psychologists who use social media ($r = -0.34$), as well as positive correlations of anxiety with worldview flexibility ($r = 0.37$) and principledness ($r = 0.31$), which point to the importance for such individuals of gaining positive experience in managing their image through social networks and the potential of using the latter to reduce anxiety in child psychologists by enabling the formation of an adaptive public image.

In the following Table 2, the pattern of correlation links between the diagnosed variables of psychologists who do not manage social media is presented.

The most noticeable here is the high positive correlation between their principledness and level of anxiety ($r = 0.74$). This may indicate that the activity of such psychologists is more strictly governed by professional standards, which under conditions of modern high uncertainty can cause increased anxiety in the specialist. Presumably, they also change their approaches to organizing professional activity less often and rely on strictly established frameworks, while trying to avoid publicity and the associated public discussion and criticism, which are difficult for specialists to avoid when managing social media.

Table 2. Correlation links of personal characteristics of child psychologists who do not manage social networks



At the same time, the presence of the second strongest correlation between principledness and the desire to master working in the media ($r = 0.54$) indicates a corresponding increase in motivation among this group of specialists for specialized training with an increase in their conscious and conscientious attitude toward fulfilling professional duties.

Additionally, the desire of these specialists to master the practice of working in the online environment is significantly and positively associated with their anxiety ($r = 0.37$) and negatively with the development of critical worldview perception ($r = -0.37$), which confirms our assumption about the presence of an internal personal barrier on the way to mastering professional digital literacy, despite their understanding of the importance of such training.



A moderate positive correlation between the experience of child psychologists who do not manage their work on social networks and worldview pessimism ($r = 0.49$) indicates that more experienced among them tend to have more pessimistic worldview attitudes. Likely, the lack of sufficient contact with their professional and client audience limits their opportunity to receive support and positive feedback from the community in the virtual environment, which, against the backdrop of other life challenges characteristic of contemporary Ukrainian society, does not add optimism to their outlook on life and professional prospects. Conversely, the slight negative correlation between experience and principledness ($r = -0.38$) may indicate that psychologists with more experience focus less on strict principles and may be more open to adaptation, albeit without engaging with the media.

Thus, the analysis of anxiety levels and professional online activity of the psychologists who participated in the study demonstrates that child psychologists with different levels of anxiety use online platforms for professional self-presentation in different ways. Specialists with lower anxiety levels more actively engage online platforms for self-presentation and client outreach. In contrast, psychologists with higher anxiety levels tend to avoid public content and interaction with the audience, which naturally limits their professional presence in the virtual space. The study also identified effective online strategies of child psychologists that contribute to an increase in actual client inquiries, namely:

- regular updates of professional content, including articles, videos, and recommendations for parents;
- use of interactive formats such as live broadcasts, webinars, and Q&A sessions that promote audience engagement;
- development of personalized messages for specific target groups, which enhances communication effectiveness;
- consistent responses to comments on posted materials and active interaction with the audience.

The analysis of the visual content over time on forty-one professional pages of child psychologists who participated in the current study showed that:

- profiles combining personal stories and professional materials received significantly more attention from potential clients;
- the use of graphic elements, infographics, and videos positively influenced the increase of audience interest;
- pages designed in a corporate style, featuring high-quality photos and appropriately demonstrating fragments of the psychologist's work process, foster trust among potential clients.

As noted, based on the results of the empirical study, a training program was developed with the goal of helping child psychologists acquire competencies for building an effective image in the online environment. This included the development of their creative

abilities, strengthening resilience, optimizing personal attitudes towards forming worldview plasticity, and mastering necessary modern tools of psychological assistance for adults and children in solving problems of family socialization and the development of contemporary children.

The criteria for the effectiveness of the formative impact were selected as the characteristics of expressed anxiety and worldview traits of participants in the active psychological training according to the developed program, such as worldview pessimism, criticality, and plasticity, as well as the number of clients who sought help from these child psychologists before and after the training.

The results of the effectiveness of the program trial involving a group of 10 child psychologists are presented in Table 3 (see Table 3).

Table 3. Significance of differences in key indicators of training participants before and after completion (based on Student's t-test)

Indicator	Mean Before Training	Mean After Training	Std. Deviation Before Training	Std. Deviation After Training	t- statistic	p-value
Anxiety Level	26,5	17,5	2,87	2,41	17,41	1.43e-08
Worldview Plasticity	19,5	28,1	1,88	2,41	-17,34	1.48e-08
Worldview Criticality	12,1	14,7	1,10	0,95	-11,44	6.31e-07
Worldview Pessimism	11,5	7,1	1,08	0,99	26,94	6.47e-10
Number of Clients	1,0	3,7	1,05	1,49	-8,06	2.09e-05

The calculations presented in Table 3 statistically confirm the significance of changes in the indicators of training program participants across the given parameters (all p-values < 0.05), specifically noting:

After completing the training, a significant decrease in the average anxiety scores of the studied specialists (by 6 points), compared to their pre-training levels (from 26.5 to 17.5);

An increase resulting from the training of 9 points (19.5 versus 28.1) in their worldview plasticity, a growth of 2.5 points in worldview criticality (12.1 versus 14.7), and a decrease of 4 points in the average scores of worldview pessimism among participants (from 11.5 to 7.1).

Moreover, during the implementation of the program, the average number of clients of its participants increased nearly fourfold (average data: from 1 to 3.7), which clearly indicates the necessity of further use of such a program to enhance the effectiveness of specialists providing psychological assistance to children and their parents.



Thus, we can conclude that the developed training program can be considered an effective tool for improving the productive, emotional, and cognitive aspects of the activities of training participants, as well as for promoting their professional growth and enhancing the quality of the image of a practicing child psychologist.

Discussion

The obtained results are consistent with existing studies in the field of imageology (Smith, Ch., 2024; Lolenko, K. M., 2022; Lygomina T. A., 2020; 2019; Johnson, M., 2017, etc.), confirming the importance of a strategic approach to forming the professional image of a modern specialist. A common conclusion shared by most similar studies, and by us as well, is that the integration of a rational worldview, emotional intelligence, and technological literacy is key to successfully creating and maintaining the image of a psychologist specialist in a virtual environment.

Challenges faced today by child psychologists include the need to balance individual-personal characteristics of such specialists with the professional demands of digital engagement. The data also indicate the necessity to develop stress resilience and adaptability among these psychologists.

Comparison of the obtained results with other research highlights the uniqueness of the developed approach, which focuses on building trust in the audience toward the child psychologist and fostering their adaptation to dynamic changes in the modern digital space, including through mastering productive strategies for providing psychological services to children and their parents.

The study confirmed the importance of a strategic approach to forming the professional image of a child psychologist in the internet environment. Considering that the ability to create a trusting atmosphere and demonstrate professionalism in work are the main predictors of a positive image of such a specialist, child psychologists who have undergone training through the formative program can apply several strategies to maintain and improve their online presentation.

The first of these strategies is the emotional support strategy for potential clients, which aims to build trust in the specialist by providing emotional feedback to parents who turn to the psychologist. As shown by the literature review and the results of parent surveys, children and their parents prefer psychologists who consistently demonstrate empathy and openness. According to Reynolds et al., (2015), an important quality is also the psychologist's ability to support clients experiencing stress or crisis situations, which requires a high level of emotional resilience from the specialist. For effective interaction under such conditions, a child psychologist can use online methods such as active listening and validating the client's emotional state through video or text messages.

Another important strategy that positively supports the psychologist's image is the personalization of interaction with clients, which allows the child psychologist to tailor their services to the specific needs of each family. Image-building specialists emphasize that

personalized content (e.g., individual advice, recommendations, or programs for parents) is one of the most effective ways to increase client engagement online (Johnson, 2017). To implement a personalized approach, child psychologists can actively use webinars, online sessions, and other interactive formats based on monitoring parents' requests to address specific concerns troubling their clients.

Another crucial strategy is the ongoing work of the child psychologist on strengthening their own psychological resilience, as this not only improves their emotional well-being but also enhances professionalism in communication with children and parents (Kohls et al., 2016). Psychologists can develop stress resilience through specialized training, meditation, and relaxation techniques, which promote better emotional control and more effective responses to challenges encountered during online consultations.

An important aspect of maintaining the child psychologist's image is creating visual content that meets the expectations of modern users. Research by Chae (2019) shows that effective visual content combining personal and professional elements helps create a more trusting atmosphere among potential clients. It is evident that psychologists who actively publish useful materials, including videos, infographics, and articles, can significantly grow their audience and attract more clients.

A critically important component for ensuring the productivity of a child psychologist's activity in the online space is the ethical aspect of their work with clients. Adhering to ethical standards and principles of transparency in communication is vital for maintaining client trust. Specifically, research by Black et al. (2018) indicates that ethical violations or insufficient transparency can greatly damage a psychologist's image online and lead to loss of trust among current and potential clients. Considering this, psychologists participating in the developed training program learn to clearly separate professional activity from personal life and to respect client confidentiality.

So, as the results of the training showed, the use of image-building strategies presented by the program by a child psychologist allows such a specialist to create a more attractive positive image in the digital environment, which contributes to both increasing trust in him from clients and his professional development.

Conclusions

The results of the formative study presented in this article allow us to draw the following conclusions:

The image of a specialist on social media is not only a means of self-presentation but also an effective tool for attracting an audience and professional development. Parents seeking psychological help for their children prefer psychologists who demonstrate empathy, openness, professionalism, and strong communication skills. A personalized approach and interactivity in professional activities contribute to strengthening parents' trust in such specialists.

According to the empirical study, psychological resilience and anxiety levels of specialists significantly influence their readiness and ability to effectively form a professional image. The study revealed a connection between the productivity of internet



activity among participating child psychologists and their individual psychological and professional characteristics: psychologists who regularly update their content and interact with clients through comments, Q&A sessions, or live broadcasts create an atmosphere of trust and engagement on their online pages. This fosters the development of a positive professional image and increases client trust.

So, as the results of the training showed, the use of image-building strategies presented by the program by a child psychologist allows such a specialist to create a more attractive positive image in the digital environment, which contributes to both increasing trust in him from clients and his professional development.

Conversely, specialists with higher anxiety and pessimistic attitudes tend to avoid public content and interaction with the audience. They are also less active in using online platforms for self-presentation and client engagement, which naturally limits their professional presence in the virtual space. To optimize the online work of anxious and pessimistic specialists, targeted training programs aimed at reducing stress and increasing their confidence in successfully working on social media should be utilized.

When designing training programs for such groups of child psychologists, it is important to consider the use of textual, visual, and interactive content (videos, infographics, educational publications), which significantly increases the outreach of services and promotes audience engagement. Special attention should be given to creating content tailored to the specific needs of parents and children. It is also important to work on developing their worldview flexibility and self-confidence. A critically important topic is discussing the necessity of adhering to ethical standards in the digital environment, as ensuring transparency in communication, confidentiality, and honesty contributes to improving the specialist's reputation and client trust.

The pilot implementation of the training program for child psychologists on working in the online environment demonstrated significant personal and professional transformations among participants according to the selected criteria relevant to the research problem. The experience of creating a personalized image that reflects the uniqueness of the specialist is capable of increasing interest in the specialist and client trust, thereby increasing client numbers. Combining the demonstration of professional achievements, accessibility, and humanity becomes the key to successful interaction with clients online. Overall, the chosen methodological approach significantly improves the professional image of child psychologists, helps them attract new clients, and fosters trust between the specialist and their audience. These results allow us to confirm the research hypothesis that was put forward as the purpose of the study.

Future research on this topic will focus on the dynamics of changes in the digital environment and the new challenges that arise for child psychologists as a result. Building a positive image on the Internet not only facilitates the attraction of new clients but also enhances the professional development and recognition of specialists within the psychological community. It is also important to consider the long-term impact of the

image-building strategies used in practice on the professional growth of the child psychologists who participated in the study.

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POTENTIAL OF MEDITATION IN OVERCOMING CURRENT AND CHILDHOOD FEARS OF ADULTS

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Abstract

Relevance. Modern society is characterized by a high level of stress (war, economic instability and other unforeseen circumstances), which significantly affects the psychological well-being of the individual. In conditions of constant stress and anxiety and the need for rapid adaptation, it is important to find methods that allow a person to independently overcome these problems. One of such methods is meditation, which can help reduce the level of stress, improve emotional self-regulation and contribute to maintaining a person's psychological well-being.

The purpose of the article: to experimentally prove the positive effect of meditative practices in the process of correcting the subjective well-being of adults, caused by their childhood and current fears.

Methodology. Methods: Five-factor mindfulness questionnaire FFMQ; Anxiety and worry scales STAI; Tolerance scale for ambiguity of several types of stimuli MSTAT-I; New questionnaire for tolerance to uncertainty (NTN, Kornilova T.V.); Personal beliefs survey SPB; Dysfunctional beliefs questionnaire PBQ-BPD; Psychological well-being scales K. Riff; Symptomatic questionnaire SCL-90-R; author's Scale of children's and current fears for adults, program for the development of psychological flexibility. The study sample - 130 adults.

Results. The results of the testing of the author's program for overcoming fears using meditative techniques statistically confirm its effectiveness. The study revealed a significant decrease in the severity of current and children's fears that affect the lives of program participants, a decrease in the level of their situational anxiety and personal anxiety, positive changes in psychological health and well-being, separate, participants significantly improved their competence in managing the environment, increased assessments of personal autonomy and self-acceptance.

Keywords: children's fears of adults, stress, meditation, awareness, mindfulness, psychological well-being, self-regulation.

Relevance

For the author, the presented material is part of a study on the influence of childhood and current fears on the subjective well-being of adults through the development of their psychological flexibility. A key problem identified is the impact of childhood fears on stereotypical behavior in adults. Literature notes that direct influence on fear reactions formed in childhood is ineffective because scientific evidence shows that

once formed, fear responses persist throughout life and are almost irreversible — they can be suppressed but may reappear under certain conditions (Barad, 2006).

Meditation is a process of deep, prolonged contemplation, focused attention, or self-reflection aimed at achieving altered states of consciousness for deep relaxation, insight, and better self- and world-understanding (APA, 2024). The number of scientific works dedicated to the impact of meditative practices on mental and physical health has significantly increased in recent years. By early 2021, the American Psychological Association's database APA PsycNet contained over 9,500 publications on this topic, including 361 peer-reviewed journal articles. The current database of psychological and medical literature PubMed.gov includes nearly 8,000 works where meditation was the subject of study, among which are 1,102 clinical trials.

Meditation, as a modern psychological intervention, has a long philosophical foundation. Two approaches have formed in Western culture: 1) mindfulness, aimed at developing a decentered metacognitive stance, and 2) transcendental meditation, aimed at transcending ordinary states of consciousness. The first approach has led to authoritative therapeutic programs with clinically proven efficacy, such as Mindfulness-Based Cognitive Therapy (MBCT), Mindfulness-Based Stress Reduction (MBSR), loving-kindness meditation, and mind-body skills groups.

An advantage of meditative practices is their simplicity and accessibility, ability to be adapted to various socio-cultural and age groups, and different types of disorders, their integration into daily life, and their high preventive potential in fostering resilience and stress resistance. Furthermore, meditative practices have the potential to overcome stereotypical behavior and increase psychological flexibility through components such as: contact with the present moment instead of focusing on past or future; acceptance of difficult emotional states instead of fighting or avoiding them; distancing from thoughts instead of fusing with them; and understanding inner experiences as a context in which life unfolds.

Today, many everyday and clinical meditation practices are known for stress relief and have proven effects in promoting physical health and psychological well-being. Each has unique focus, procedures, expected effects, and benefits. Empirical evidence supports meditation's impact on emotion regulation related to reducing fears and anxiety — both on neurological processes and metacognitive functions of consciousness. However, these sometimes fragmented and contradictory data do not provide a comprehensive scientific-psychological explanation of the mechanism of this effect and cannot reliably describe intervention methodologies for different cases.

At the same time, J. Michalek and T. Heidenreich (2018) note that the rapid spread and acceptance of meditation-based psychological interventions precede empirical validation. L. Carlson (2018) adds that leading roles in this movement are played not by scientist-clinicians or professional therapists but by media and a powerful community of instructors and followers.

The aim of the article is to statistically substantiate the positive effect of an author's intervention program incorporating meditation elements on overcoming stereotypical



behavior in adults caused by childhood fears and on developing their psychological flexibility.

Methodology

The study used the strategy of a formative experiment. The need to develop a program for psychological correction of the consequences of the influence of childhood phobias in the form of negative stereotypes of adult behavior is based on the results of our previous ascertaining study (Potonska O., 2020, 2021). Diagnostic sections were conducted before the beginning of the formative influence and immediately after its end using the following tools: the Scale for determining childhood and current fears developed by the author in the work; The Scale of Tolerance to Ambiguity of Several Types of Stimuli MSTAT-I (McLain, 1993, adaptation by O. G. Lukovytska and E. M. Osin, 2010); The New Questionnaire of Tolerance to Uncertainty (NTN, T. V. Korniylova, 2009) and the index of stereotyped behavior additionally calculated for it; STAI Anxiety Scale (Spielberger, Gorsuch & Lushene, 1970, adapted by Yu. L. Khanin, 1978); SPB Survey of Personal Beliefs (T. P. Demaria, H. Kassinoe & C. A. Dill, 1989); PBQ-BPD Dysfunctional Belief Questionnaire (Butler et al., 2002, adapted by M. O. Konyina and A. B. Kholmogorova, 2016); K. Riff Psychological Well-Being Scale (adapted by L. V. Zhukovskaya and E. G. Troshykhina, 2011); SCL-90-R Symptomatic Questionnaire (adapted by N. V. Tarabrina, 2001), which considered the General Symptom Severity Index and the indicators of two scales "Anxiety" and "Phobic Anxiety".

Based on the analysis of empirical data from the first ascertainment stage, a program of group classes was created to develop psychological flexibility (plasticity) of those study participants who reported the presence of childhood fears. Each class included three mandatory elements:

a) cognitive component: mini-lectures, self-diagnosis, discussion of experience, group discussions;

b) MF component: various meditative practices: mindfulness approach, as well as transcendental meditations (Altway method), kindness meditation, guided visualizations, mantra repetition technique, relaxation, simplified elements of yoga; (a variety of approaches was deliberately used here so that each participant could choose practices that are personally suitable for him);

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

The program for developing psychological flexibility and overcoming fears lasted six weeks, during which participants attended group classes (total duration 24 academic hours), and also worked independently, implementing meditation practices in their daily lives.

Sample The study on this program was conducted in 2 stages. Initially, data collection was carried out on a sample of 130 adults.

The experimental group (EG) consisted of 34 people, including 21 women and 13 men (age from 23 to 51, average age 36.27 ± 5.97). They participated in a six-week formative program.

The control group (CG) also consisted of 34 people who had similar socio-demographic characteristics and psychological problems and contacted the authors for various psychological consultations, but did not participate in the meditation program (21 women and 13 men aged 21-53 years, age: 35.5 ± 6.94). Most of this group were participants in the ascertainment stage of the study. The participants of the control group also filled out the questionnaires twice, between these sections they lived their usual lives and were not involved in targeted psychological interventions using meditative practices. In addition, during the formative experiment, we regularly monitored the dynamics of the formation of conscious presence using the FFMQ questionnaire.

Results

At the first stage of the study, it was found that the intensity of fears in its participants is directly related to the stereotyping of their perception, emotions, thinking, and behavior. This is manifested in mental rigidity (the inability to change attitude, mindset, motive, or mode of experience when there is an objective need) and intolerance to uncertainty (a desire for control and order, a dichotomous division of actions, thoughts, and values into "right and wrong"; an unwillingness to independently go beyond accepted limitations).

Table 1 presents a correlation matrix that demonstrates the relationships between the indicators of the intensity of childhood fears in adults and the manifestations of stereotyping in them. Significant coefficients are highlighted with gray shading ($p \leq 0.05$) and in bold font ($p \leq 0.01$).

As can be seen from Table 1, individuals with pronounced phobic reactions stereotypically interpret the surrounding environment and current life events as sources of threat or discomfort. They have a negative attitude toward new, complex, or ambiguous situations; encountering such situations triggers strong anxiety reactions that lead a person into a passive-depressive or hostile-aggressive state.

Manifestations of stereotypes in the cognitive sphere are expressed in the presence of persistent dysfunctional beliefs about one's own vulnerability, excessive sensitivity to frustration, the need for external support, and at the same time, the inability to trust other people and the world in general. All of this disrupts psychological adaptation processes, causing a person to feel dissatisfaction with themselves and their life.



Table 1. Correlations between the indicators of childhood fear intensity and manifestations of stereotypes in various spheres of life (N=130)

	Childhood fears	Adult fears	Overall intensity of fears	Number of fears	Strength of fear	Phobic component	Destructive fears	Constructive social fears
Current rigidity	0,12	0,138	0,143	0,129	0,05	0,128	0,194	-0,04
Tolerance of uncertainty of multiple stimulus types (MSTAT-I):								
Acceptance of novelty	-0,20	-0,22	-0,23	-0,23	0,005	-0,18	-0,31	0,042
Acceptance of complexity	-0,13	-0,06	-0,13	-0,18	0,084	-0,04	-0,27	0,119
Acceptance of uncertainty	-0,15	0,032	-0,11	-0,20	0,174	0,015	-0,24	0,062
Overall tolerance score	-0,18	-0,06	-0,16	-0,22	0,117	-0,06	-0,30	0,086
New intolerance of uncertainty questionnaire (T. V. Kornilova):								
Tolerance of uncertainty	0,044	-0,06	0,025	0,02	0,069	0,026	-0,11	0,242
Intolerance	-0,16	-0,27	-0,21	-0,14	-0,34	-0,25	-0,09	-0,22
Interpersonal intolerance	0,208	0,248	0,242	0,206	0,115	0,23	0,154	0,190
Stereotyping	-0,17	-0,18	-0,19	-0,14	-0,30	-0,21	-0,02	-0,32
Survey of Personal Beliefs (SPB H. Kassiove, A. Berger):								
Duty to self	0,16	0,057	0,138	0,103	0,011	0,148	0,072	0,321
Low frustration tolerance	0,268	0,069	0,246	0,242	0,046	0,194	0,230	0,231
Self-esteem	0,228	0,065	0,197	0,231	-0,05	0,113	0,279	0,021
Irrational beliefs	0,225	0,126	0,225	0,212	0,006	0,190	0,184	0,202
Dysfunctional Beliefs Questionnaire PBQ-BPD:								
Mistrust	0,339	0,414	0,399	0,378	0,169	0,334	0,391	0,06
Dependence	0,234	0,417	0,312	0,208	0,31	0,365	0,206	0,172
Defense	0,093	0,424	0,200	0,059	0,302	0,323	0,055	0,103
Total BPD score	0,301	0,544	0,404	0,298	0,325	0,440	0,301	0,138
Anxiety scales (STAI):								
State anxiety	0,338	0,559	0,443	0,290	0,462	0,524	0,315	0,214
Trait anxiety	0,372	0,485	0,455	0,356	0,342	0,470	0,319	0,317

Note: The critical value of Pearson's correlation coefficient is 0.172 at $p \leq 0.05$; 0.225 at $p \leq 0.01$; 0.285 at $p \leq 0.001$.

Discussion

The diagnostic indicators of the experimental and control groups before the start of the formative intervention did not differ significantly. The results of the comparative analysis showed that for none of the variables were there any statistically significant differences in distribution or mean values.

A post-program survey revealed significant changes in the psychological indicators in the experimental group (EG). The significance of the shift in mean values was determined using Student’s t-test for paired samples, and the reliability of the changes was additionally verified using the nonparametric Wilcoxon T-test. The hypothesis of a significant shift was accepted if the p-value was less than 0.05.

Table 2. Dynamics of Fear Intensity in the Experimental Group

Quantitative indicator	Frequency analysis			Central tendencies		Comparative analysis (two-tailed p)	
	Decrease	No change	Increase	Before	After	Wilcoxon t-test	Student’s t-test
Past fears	↓ 21	= 6	↑ 7	16.71±9.46	14.88±7.64	<,001	<0,001
Current fears	↓ 21	= 5	↑ 8	3.44±3.58	2.26±1.93	0,008	0,006
Fear intensity	↓ 25	= 6	↑ 3	20.15±10.75	17.15±8.50	<0,001	<0,001

Note: * parameters that do not meet the criterion of normal distribution, thus it is necessary to rely on a nonparametric comparison criterion.

First of all, it should be noted a significant decrease in the intensity of fears: both those that respondents recalled from their own childhood ($p < .001$), and those experienced in adulthood ($p < .01$). The average scores in the experimental group decreased, and the distributions narrowed due to the correction of high values.

The vast majority of participants at the end of the program indicated fewer fears in the questionnaire than during the first survey (73.5% of the experimental group). This reflects significant changes in participants’ current attitudes toward the world and their own relationship with it. The most substantial positive changes concerned the parameter “Current fears.” Participants in the experiment began to feel significantly less influence of various types of fears (primarily social) on their present life and behavior. This result is quite logical, as a significant part of the program’s exercises focused on awareness of fear sensations and related cognitions, distancing from them, and eliminating their influence on behavior.

There was also a significant reduction in the “Past fears” indicator. 21 participants (61.8% of the group) indicated fewer fears during the follow-up survey than at the



beginning of the experiment. This can be explained by the fact that a person remembers and interprets their past based on their current state — their present self-perception. Thus, since some fears became irrelevant for participants (were “processed” and “released”), they disappeared from the self-reports. Our assumption is confirmed by the fact that the most significant reduction in this indicator was observed in individuals who initially reported a very large number of childhood fears (20 or more items). In these cases, by the end of the experiment, participants reported 3–8 fewer childhood fears than at the beginning. Therefore, a positive perception of oneself “here and now” influenced the perception of the past as being less filled with anxiety and fears.

At the same time, some participants demonstrated an increase in the intensity of fears by the end of the experiment: 7 people reported more fears that occurred in the past, and 8 people reported more fears currently present in their lives. We associate this dynamic with the growing awareness of these participants regarding their own feelings and thoughts, including negative ones. The development of mindfulness includes improving the ability to name and describe one’s experiences in words, as well as reducing psychological defenses that suppress the memory of fears. As can be seen from Figure 1, the tendency toward increase is primarily characteristic of individuals who initially reported a very small number of fears or believed they had none at all. In the course of the work, participants became aware of how past fears are reflected in their present life, so the proportion of “adult” fears increased. It is worth noting that according to the goals of the program, awareness of the presence of a certain fear was accompanied by non-judgmental acceptance and conscious responding (or rather, non-reacting) — therefore, in this case, the increase in the fear indicator is not a sign of psychological distress.

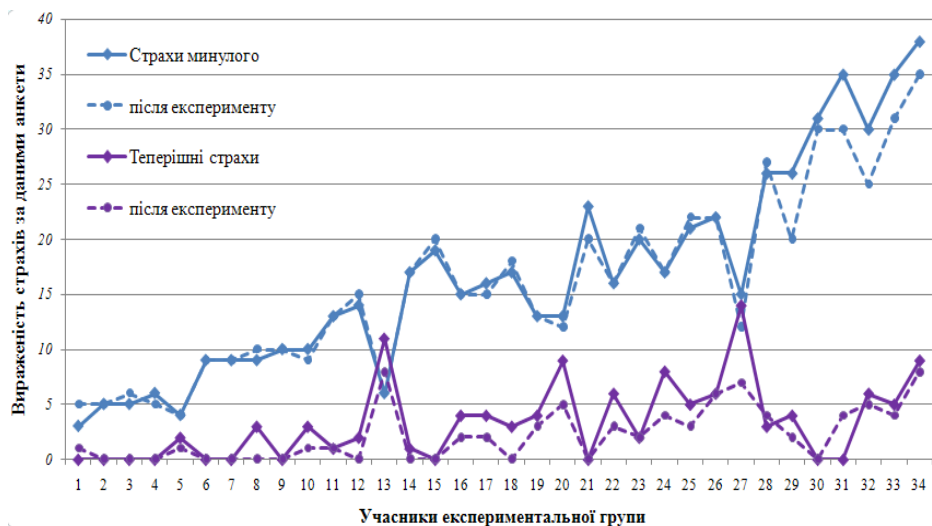


Figure 1. Dynamics of fear indicators among participants of the experimental group.

Thus, it can be confidently stated that the implemented program using meditative practices had a positive impact on the experience of fears of various origins, which manifested in:

- a) a decrease in the self-reported presence of fears and anxieties in one’s life (both past and present),
- b) non-judgmental acceptance of one’s own fear as a temporary phenomenon.

The mindfulness-based approach (MBA) involves a decentered awareness of the emotion of fear and the neutralization of its limiting influence on a person’s current behavior.

By the end of the experiment, participants also demonstrated a significant decrease in state anxiety ($p = 0.003$), and most importantly — in trait anxiety ($p < 0.001$). Thus, as a result of regular meditation, actual psycho-emotional tension decreased, as did the general tendency to experience anxiety in a wide range of everyday situations perceived as threatening.

These changes, as well as a number of effects not accounted for in the study but typical for learning meditative practices, led to significant improvements in the psychological health and well-being of participants (see Table 3).

Table 3. Shift in mean indicators of psychological well-being and psychopathological symptoms as a result of psychological intervention (34 participants)

Diagnostic parameters	Mean trends in the experimental group				Зчв M	Student’s t-test	Wilcoxon t-test
	before		after				
	M	SD	M	SD			
Ryff’s Psychological Well-Being Scales							
Autonomy	29,24	3,22	30,53	2,65	+1,29	<0,001	<0,001
Environmental Mastery	29,18	3,96	31,29	3,28	+2,12	<0,001	<0,001
Personal Growth	33,59	3,73	34,21	3,13	+0,62	0,002	0,005
Positive Relations	32,44	4,24	33,47	3,58	+1,03	<0,001	0,001
Purpose in Life	33,65	4,37	34,35	3,72	+0,71	0,002	0,006
Self-Acceptance	31,74	5,55	34,03	4,20	+2,29	<0,001	<0,001
Psychological Well-being	189,8	17,45	197,9	14,30	+8,06	<0,001	<0,001
Symptom Checklist							
Global Severity Index (GSI)*	0,62	0,57	0,53	0,46	--0,09	<0,001	<0,001
Anxiety	0,64	0,84	0,51	0,69	--0,14	<0,001	<0,001
Anxiety Phobic	0,32	0,59	0,22	0,45	--0,11	<0,001	<0,001

Note: * indicators that do not meet the criterion of normal distribution, thus a nonparametric comparison criterion should be used (Wilcoxon signed-rank test).



While noting the overall reduction in psychopathological symptoms in the experimental group ($p < 0.001$), particular attention should be paid to the indicators of manifest anxiety and phobic anxiety. The data obtained from the participants indicate a significant decrease in nervousness and tension, including both somatic correlates of anxiety and cognitive components that involve the feeling of fear. There was a significant reduction in persistent irrational phobic reactions (to places, objects, or situations) that previously led to avoidance behavior.

These results demonstrate the positive effects of the developed program aimed at enhancing psychological flexibility and overcoming fears. However, a final conclusion about the effectiveness of the program using meditative techniques can only be made after a secondary comparison of the control and experimental group indicators, which is a prospective direction for further research.

Conclusions

Thus, based on the results of the conducted study, it can be confidently concluded that the program developed by the author — aimed at overcoming fears through the use of meditative techniques — had a positive effect. This was manifested in a significant reduction in the intensity of fears affecting the participants' lives, a decrease in levels of state and trait anxiety, and the elimination of irrational and dysfunctional cognitive distortions in the experimental group. These distortions included catastrophic thinking, vulnerability to stress, excessive self-demands and self-criticism, unstable self-esteem, distrust of others, and a perceived need for protection.

All of this led to positive changes in the psychological health and well-being of the program participants: their competence in managing the environment improved significantly, and their levels of personal autonomy and self-acceptance increased.

This direction appears promising for future scientific and psychological research, as evidence-based meditation practices may significantly expand the toolkit of modern practical psychology in working to enhance clients' psychological well-being, allowing for the study of those individual psychological characteristics that underlie more effective self-regulation of behavior.

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THE POTENTIAL OF MEDITATION IN OVERCOMING CURRENT AND CHILDHOOD FEARS IN ADULTS

Abstract

Relevance. To experimentally demonstrate the positive effect of meditative practices in the process of correcting the subjective well-being of adults, influenced by their childhood and current fears.

Methodology. Five Facet Mindfulness Questionnaire (FFMQ); State-Trait Anxiety Inventory (STAI); Multiple Stimulus Types Ambiguity Tolerance Scale (MSTAT-I); New Uncertainty Tolerance Questionnaire (by T.V. Kornilova); Survey of Personal Beliefs (SPB); Personality Belief Questionnaire - Borderline Personality Disorder version (PBQ-BPD); Ryff's Scales of Psychological Well-Being; Symptom Checklist-90-R (SCL-90-R); an author-developed scale of childhood and current fears in adults; and a psychological flexibility development program. The study sample included 130 adults.

Results. The results of the implementation of the author's fear-overcoming program using meditative techniques statistically confirmed its effectiveness. The study revealed a significant decrease in the intensity of current and childhood fears affecting the lives of the program participants, a reduction in their levels of state and trait anxiety, and positive changes in psychological health and well-being. In particular, participants showed a significant improvement in their competence in managing their environment, as well as increased scores in personal autonomy and self-acceptance.



Keywords: childhood fears in adults, stress, meditation, mindfulness, psychological well-being, self-regulation.

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REVIEW ARTICLES

PSYCHOLOGICAL MECHANISMS OF ECONOMIC SOCIALIZATION IN CONDITIONS OF AN UNSTABLE ECONOMY

Dembytska Nataliia, Penska Daria, Chuhaieva Nataliia

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Abstract

Relevance. The aim of this article is to highlight the results of a theoretical and methodological analysis of the psychological mechanisms of economic socialization in the context of an unstable economy.

Methodology. Research methods include analysis, synthesis, and generalization of scientific sources on the problem of psychological determination of economic socialization, as well as the method of theoretical modeling.

Results. Economic socialization mechanisms are defined as psychological processes of mutual influence between the subjects of economic benefit appropriation, which ensure the development of personal qualities. These mechanisms become relevant in situations of intersubjective interaction. As a result, there are changes in the key characteristics of an individual as a bearer of the culture of economic activity. This system of mechanisms is shown to be complex, hierarchical, and unfolds on different levels of socializing influence: interpersonal and intrapersonal. Interpersonal socializing mechanisms serve as external conditions and means of activating intrapersonal mechanisms of personal change.

The properties of the psychological mechanisms of economic socialization are described. It is shown that the mechanism can be both a substantial, static formation and simultaneously a process that develops over time; it serves as a means of personal change and is primarily activated in the space of intersubjective economic interaction, leading to the demonstration, transmission, and embodiment of the canonical content of society's economic culture in everyday practices. Those psychological processes that ensure its internalization and transformation into the inner content of an individual's consciousness are intrapersonal mechanisms of economic socialization.

Conclusion. A structural-goal model of the psychological mechanisms of economic socialization of a young person is presented as an attempt to generalize our vision of the systemic nature of the activation and functioning of interconnected processes that determine and ensure the formation and lifelong development of an individual's economic qualities as a subject of the economy. The functioning of the system of psychological mechanisms of socialization is shown according to the principle of isomorphism.

Keywords: personality socialization, psychological mechanism, economic socialization



Relevance

Unveiling the essence of the psychological mechanisms of economic socialization is a complex task, as the term "psychological mechanism" is not well-established in psychological science.

The etymology of the term "mechanism" highlights the procedural nature or the intermediary state of any phenomenon, for which the concept of a mechanism is used. For example, N. Kogutyak (2008: 115) demonstrates the mediating role of those psychological processes that act as means, links, or prerequisites for an individual to find a sense of existence appropriate to their unique circumstances. This approach to understanding a mechanism stems from the idea that a mechanism is a process that connects the conditions and determinants of a phenomenon with its result.

Another approach to this phenomenon is developed by A. Luchinkina, who argues that a mechanism constitutes the resource support of the socialization process, its material part, which includes a set of interconnected elements "tuned" to perform the function of the given process (see: Dembytska, 2024).

Through the unfolding of the intimate-psychological mechanism of differentiation (integration) of relationships with the social environment, in which an individual is involved, as the fundamental process of personal development, Yu. Shvalb (2015) defines the phenomenon of socialization. According to the author, socialization is the process of the formation of an individual as a subject of social interaction.

The philosophical and natural-scientific context of the term "mechanism" denotes two essential meanings: a mechanism is the internal structure of something, in relation to the interconnectedness of its elements that ensure a certain process, and the process itself, or a set of processes, which include a sequence of actions or operations interconnected with each other. In the social sciences, the term "mechanism" is used to denote the method, manner, system, or form of organization by which a particular goal is achieved, as well as the natural system or type of behavior that performs a specific function (Oxford Learner's Dictionary of Academic English, 2023). Therefore, if we take the psychological meaning of the term "mechanism," it can be divided into two aspects: structural and procedural. A mechanism is, on the one hand, something that has a clear structure and interconnection between elements, and on the other hand, a set of processes that have a goal and function and unfold over time.

M. Smulson (2021) indicates that all mechanisms identified in psychology, beginning with the defensive mental mechanisms defined by Z. Freud, are characterized by three main categories: mechanism as a system, as an explanatory principle and model, and the "psychological mechanism" as a still-uncertain complex phenomenon.

Yu. Shvalb (2015) points out that there are two main approaches to understanding psychological mechanisms: the naturalistic and the organizational-technical. From the perspective of the first approach, a psychological mechanism is defined as a system activated by a trigger, which carries out a defined sequence of actions, transforming one type of energy (stimulus) into another (reaction) in a specific way, such as the mechanism

of an unconditional reflex. The researcher notes that the specificity of the natural process lies in the fact that it contains the mechanism of its unfolding within itself: it is not an active, but a reactive formation, its action reduces the range of choices for actions or behavior to a single possible response or a defined sequence of responses, and it is unconscious for its carrier (Shvalb, 2015).

The organizational-technical approach shows that in processes of activity or communication, which are not natural but specially organized, or even spontaneous, it is impossible to identify laws or mechanisms that ensure their existence. The unfolding of such processes occurs on the basis of natural processes, and the mechanisms of their unfolding are seen as external, with their meaning lying in the organization and management of the process (Shvalb, 2015). In other words, the phenomenon of mechanisms embodies not only the structure-process duality but also the natural-controlled duality. From the perspective of the structural-goal approach, the methodological effectiveness of which has already been demonstrated in our previous studies, the psychological mechanism of socialization is a certain psychological system with a specific structure, whose elements are interconnected to ensure the socialization process through a sequence of actions and processes of assimilation and appropriation by the individual of social, cultural, economic, and other relations, values, which are also interconnected.

The natural flow or managedness of the process of cultural internalization, in our view, depends on many factors that provide it with the means of mechanisms within the individual's consciousness. Thus, at the interpersonal level, all the diversity of socialization mechanisms act through their influence on the individual's consciousness, and at the intrapersonal level, they are either appropriated by the individual, internalized by their mind or consciousness, or not.

Moreover, socialization is not always a controlled process; it can be spontaneous, relatively directed, or socially controlled. Spontaneous socialization occurs due to the influence of various, not specifically created circumstances of public life on the individual. Relatively directed socialization involves the creation of certain economic, cultural, and other preconditions in society that influence the development and life creation of the individual. Socially controlled socialization shows in the organized transfer of social experience, culture, values through agents of socialization, such as schools, families, informal organizations, etc.

Methodology

The research methods included analysis, synthesis, and generalization of scientific sources on the issue of psychological determination of economic socialization, as well as the method of theoretical modeling.

Results

Our view of the psychological mechanisms of socialization follows the structural-goal approach to economic socialization (Dembytska, 2020; 2024), within which it is studied as a process of acquiring qualities of a subject in the relations of appropriation of economic benefits, oriented towards the value system of the culture of economic activity. In this context, all psychological processes of various scales (interpersonal and intrapersonal) that



ensure the development of these qualities form a system of mechanisms of socializing influence (Fig. 1). Upon theoretical analysis of the understanding of psychological mechanisms, we reached the following generalizations about the nature of the phenomenon under study. The mechanism of economic socialization is characterized by the following properties:

The same mechanism can be a substantial, static formation (examples include self-esteem, identity, awareness of oneself in a specific economic role, etc.) and at the same time a process (e.g., self-assessment, identification, reflection) unfolding over time. A psychological mechanism can be an organized phenomenon of group or individual psychology or a complex one. For example, the "Self-concept" of an individual is a dynamic formation whose development is ensured by various cognitive, evaluative, and conative processes/mechanisms, which itself is both a mechanism and a product of the system organization of self-awareness.

The mechanism is designed to ensure necessary personal changes in general and adaptation in a specific situation in particular. Therefore, the mechanism of socialization is a means of personal changes. It should be taken into account that economic socialization is a process of forming and lifelong developing key orientations of an individual for the norms and prescriptions embedded in the canon of valuable traits for society. This consolidated normative image of a community representative is a means of preserving and transmitting society's accumulated experience of economic activity to future generations.

Mechanisms of socializing influence are primarily activated in the space of intersubjective economic interaction, leading to the demonstration, transmission, and embodiment in everyday economic practices of the canonical content of society's economic culture. Those psychological processes that ensure its internalization and transformation into the inner content of an individual's consciousness are intrapersonal mechanisms of economic socialization.

Thus, a mechanism of socialization refers to the psychological processes of mutual influence and exchange of economic experience on different scales (from macrosocial to interpersonal) that are generated and activated in intersubjective interaction, the result of which is changes in important characteristics of an individual valued by society as a representative characteristics of a bearer of the respective culture of economic activity such as buying and selling, entrepreneurship, tax payment, volunteerism, patronage, etc.

The mechanism of socialization functions: both at the level of group psychological phenomena — interpersonal changes, from influence (coercion, manipulation, persuasion, counter-argumentation, suggestion) in interpersonal interaction (mechanisms of interpersonal influence, socio-psychological) to the influence at the level of macroeconomic subjects' interaction; and at the level of individual psychology — at the level of intrapersonal changes: the formation of skills, traits of character (formative mechanisms), their development (development mechanisms), correction of existing formations and states (corrective mechanisms), and protection from destructive influences (defensive mechanisms).

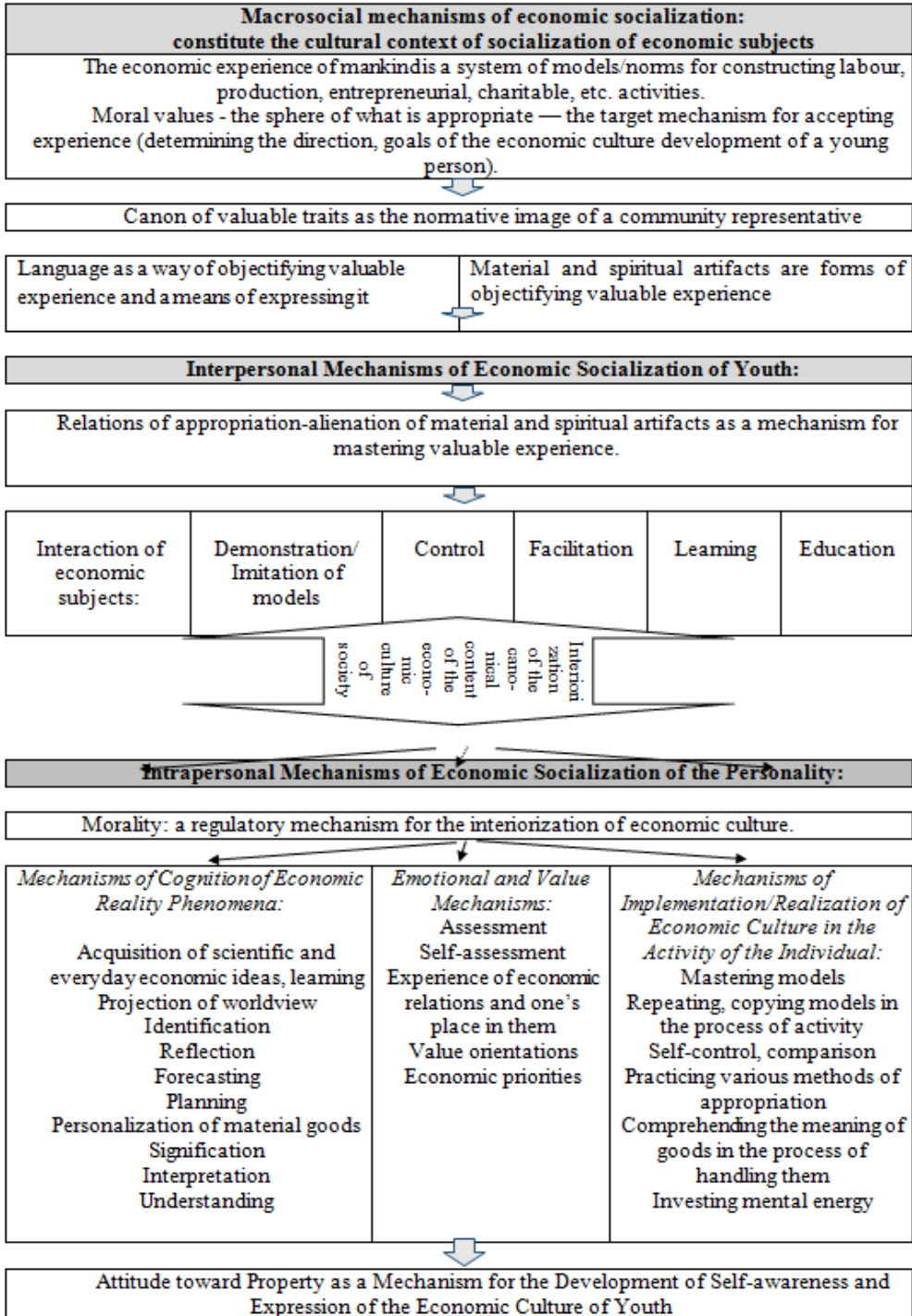


Fig. 1. Structural-target model of psychological mechanisms of economic socialization of a personality (Dembytska, 2024)



The results of the actualization of socialization mechanisms are expressed in socialization itself, particularly in the level of development of subject-related personal qualities. Thus, following Yu. Shvalb (Shvalb, 2020), who identifies various spheres of relationships in which personality development unfolds, we emphasize its result-the acquisition of subjectivity -the ability of the individual to solve life-critical tasks related to organizing, managing, and leading their own system of social interactions.

The question of which intra-systemic socializing processes contribute to the acquisition of subjectivity in economic activity remains a debated issue in psychological science. This can be clarified by the established tradition in domestic psychological research (Dembytska, 2020; Moskalenko, 2013) to study it in a procedural aspect. The very definition of socialization of the individual as a subject of the economy reveals the first definition of the complex psychological mechanism underlying it. Thus, the phenomenon under investigation is explained as the process by which an individual enters the economic system of society and acquires the expected economic-psychological qualities and traits, through which their inclusion and realization as a subject of economic relations are successful. In this way, economic socialization is explained as a powerful socio-psychological process.

The procedure for describing the semantic field of the concept of "economic socialization" as a scientific category opens up the possibility to show a range of mechanisms that ensure such an entry. Let's analyze a series of conceptual oppositions in which the concept appears in the works of researchers: "typical – unique," "activity – passivity," "spontaneity – goal-oriented," "external influence – internal influence," "structured – unstructured."

According to the first opposition, the twofold nature of economic socialization already involves the action of two powerful psychological mechanisms: on the one hand, the development of personal qualities of the individual that are required under specific historical conditions of societal development, which, as V. Moskalenko (Moskalenko, 2013) emphasizes, are determined by the characteristics of a particular historical period. This refers to the mechanism of typification, which ensures the formation of qualities common to many members of the community, contributing to the organization of economic interaction, mutual understanding, and the exchange of information and other benefits.

On the other hand, there is the process of forming unique, special personality traits, understood as the particular presentation of the universal, considering that the unique in the personality is shaped in certain conditions and within the requirements set by the economic system for its participants – the mechanism of individualization, where the individual tests their uniqueness as a subject of economic benefit distribution. The mechanisms of typification, closely related to individualization, are actualized in the consciousness of each member of any community.

These two mechanisms operate within the context of broader mechanisms of community influence on its individual members - interpersonal mechanisms of socio-psychological influence. We refer to the socio-psychological processes that ensure the

transmission of the requirements regulating the behavior of community members. This involves the unfolding of interpersonal communication between more experienced individuals, knowledgeable in the field of consumption or production, who are ready to correct initially unsocialized economic actions of less experienced participants in communication. This influence occurs in the direction of developing culturally conditioned models and schemes, primarily through the demonstration of conventionally accepted examples, socially developed ways of interacting with certain categories of economic objects. Therefore, interpersonal socializing mechanisms are external conditions and stimuli for intrapersonal changes in the corresponding areas of the personality.

As we can see, explaining the procedural essence of economic socialization inevitably leads us to the mechanisms of intrapersonal changes, which must be considered in close connection with the psychological processes of developmental-formative influence within a broader socio-psychological context on the economic-psychological qualities and traits of the personality.

The opposition "spontaneity – goal-oriented organization" compels us to view economic socialization as a lifelong process, not devoid of influences from various external and internal personal factors, making it difficult to organize and control. However, with purposeful preparation of agents creating special conditions and involving various psychological mechanisms of socializing influence, this process can be managed and planned to some extent. In this sense, we are not talking about a mechanism of total control over the process of forming economic-psychological qualities of the personality, but about mechanisms for supporting and stimulating its development in a certain direction, ensuring the movement of the entire system of personal qualities in line with the requirements presented to the individual by the communities of which they are a member. Again, we must refer to socio-psychological, even societal, mechanisms of intrapersonal changes since these requirements are concentrated in the basic model of the "ideal person" for any society – the "basic personality." According to A. Kardiner and R. Lipton (1945), the basic personality is the main personal structure formed by a given culture based on the shared experience of all members of a society and includes personal traits that make an individual most receptive to that culture, enabling them to achieve the most comfortable and secure state within it.

Using the term "basic," A. Kardiner emphasized the socio-cultural matrices common (modal) to society, which serve as the initial genetic source of various behavioral presentations among society's members. It is in these matrices that the full spectrum—the canon of values—of personal traits valuable to the society is reflected, which are expected to be formed in all its members. This matrix is reflected in societal consciousness within the value system, implicitly carrying the normative image of a person in the economy and constituting the content of the economic culture of the society. These values are the result of the objectification mechanism in property, knowledge, achievements, and projects of humanity, being fixed in the social experience of acceptable ways of appropriation and alienation of life benefits. The latter is preserved in a material or spiritual form detached from the subject. This mechanism operates by objectifying the results of the individual's



creative activity in economic goods, thus embodying the valuable human creativity that satisfies material needs.

The individual masters this creativity through the active process of re-objectifying and further interiorizing the cultural experience of successful "appropriation – alienation" of life benefits. In the process of re-objectifying, the personality masters and reveals for itself the creative potential of humanity through activity, thus gaining social maturity. They emerge as a bearer of the economic value system, achieving a certain level of personal autonomy, independence, and becoming a subject of the economic culture of society.

V. Moskalenko (2013) defines the psychological mechanism of projecting the individual's worldview onto their personal identity, relying on the associative property of thought to create connections between different phenomena by constructing generalized strategies through combining ideas from various fields of experience, helping to achieve the set goal.

In the works of Yu. Shvalb (2004), we find a description of the universal socio-cultural mechanism of "translation" of cultural forms into the contents of consciousness. The key condition for its successful and organized unfolding is that idealized cultural exemplars as norms for building any activities must be incorporated (also suggested during social governance) into the content of educational activities.

Thus, by actively learning to operate with material and spiritual economic objects, the individual becomes the subject of self-transformation. Therefore, in the intrapersonal dimension, we can speak of the mechanisms of economic socialization as psychological processes that ensure the development of those economic-psychological qualities of the personality that will ensure its harmonious integration into economic relations. Thus, the creative mastery of the achievements of the economic culture of society is a crucial condition for the successful economic socialization of the individual.

Studying economic socialization within the opposition "activity – passivity," as noted in our works (Dembytska, 2020; Psychological, 2024), emphasizes the active role of the socialized individual, the subject nature of their acquisition of economic culture through the active comprehension of cultural meanings and values of economic goods, about which they engage in interaction.

In the context of an axiological approach to explaining the active mastery of culture, we speak (Dembytska, 2020) of the mechanisms of value-based mastery of economic reality, as opposed to passively acquiring the corresponding knowledge and practical skills. This occurs through the ethical filling of economic categories: forming one's attitude to labor through behavioral experiences in different environments (household labor, educational activities, etc.), actively acquiring consumer behavior skills, and forming ideas about the presentation of "new" economic phenomena (cryptocurrency, electronic signature, etc.).

Yu. Shvalb (2004) describes the unfolding of an intimate-psychological mechanism of differentiation/integration of the individual's relationships with the surrounding

environment. By the predominance of one of the components of this mechanism, one can distinguish stages of socialization, each with its own socio-psychological meaning. The author starts from the first 4-5 years of a child's life, the primary differentiation of interactions with close surroundings, while the integration process presents itself in the establishment of the child's emotional attachment to the surrounding people. This later stereotypes and determines the stability of the individual's life style. Later, throughout primary school, up until early adolescence, the differentiation of formal and informal relationships takes place. The inclusion of a younger student in the system of formal institutional relationships and regulated interactions, as well as in friendships, when they face their first moral choice, involves differentiating their attitude toward themselves as a subject of this choice and self-organizing their life. In adolescence, the mechanism of differentiation of self-positioning unfolds, allowing the individual to shape the sense of "my own" life space and trajectory of its development as an instance of personal consciousness. In adulthood, the mechanism of differentiation recedes, and integrative processes of development begin to prevail. Finally, the author notes the mechanism of social disintegration, which presents itself in social fatigue, which can be compensated by the emergence of a particular phenomenon - wisdom. This refers to the personal ability to engage in new social differentiations while maintaining a high level of personal integration, which is generally directed not so much at solving an individual's own problems, but at addressing the problems of those around them.

The opposition "structure – unstructured" allows us to view economic socialization within the framework of the classical empirical tradition of scientific analysis, where this phenomenon is studied through the description of the processes involved in the formation and development of a person within the social environment. S. Fera (2016) emphasizes the effectiveness of mechanisms that shape adequate and harmonious ideas about economics, knowledge of economic categories, and the development of economic behavior skills during the senior preschool age. At the same time, the mechanisms of acquiring basic economic concepts and categories, forming essential economic-psychological traits, and gaining initial economic experience are examined. This will enable the individual to later engage as a subject of economic activity.

Discussion

A rather debatable issue in our concept of the mechanisms of economic socialization remains the role of processes of appropriation, which embody the essence of translating the economic content of the culture of economic activity into internal personal structures. There is no consensus among psychologists regarding the sequence or relationship of these processes. However, a number of studies shed light on this matter, revealing the essence of operating with material goods, attributing them the status of "ours," "personal," and, at the same time, internalizing their cultural content.

The complex nature of the mechanism of appropriation is evident in the fact that it has been described in scientific literature as encompassing a broad range of processes: constructing and expressing the identity of an owner (Barrett, 1996), defining socio-



economic status (Barton, 1985: 465-468), mediating the perception of the world or another person by the observer through reading meanings from environmental characteristics (Altman, 1975), internalizing systems of values and methods of categorizing the social world (Dittmar, 1992).

R. Tanchuk (see: Dembytska, 2020) refers to collecting as a practice of appropriation, calling it a mechanism of interpreting the world, a method of establishing control over it, and an activity that imbues the world with meaning. Thus, it is about cognitive and interpretive mechanisms of appropriation as a means of explaining and giving meaning to economic reality. Moreover, the author focuses on the previously mentioned evaluative mechanism, emphasizing that a collection, as a carrier of culture (since it consists of meaningful objects), represents a cultural good. It is valued not for its usefulness, as its practical function may diminish over time, and it may lose its consumer value. Objects in a collection are valued not because they are vital, but because of their importance to the collectors and because the items are endowed with special characteristics such as originality, rarity, mystery, antiquity, memorial value, classicism, preciousness, aesthetics, and so on. These objects are seen as evidence of scientific or historical truth, and they possess axiological qualities that form the basis of their significance. As S. Pearce (Pearce et al., 2009) asserts, objects, through their longevity, are capable of physically transporting the past into the present.

Researchers suggest (Belk, 1995) the existence of an important emotional-value mechanism in the accumulation of owned objects—experiencing satisfaction from power, domination, and control over possessions that have gained the status of "ours." Moreover, following T. Veblen, R. Tanchuk names the act of owning property as confirmation of the owner's power, the foundation of respect and self-respect, and the realization of one's expertise and uniqueness.

Such mechanisms of appropriation, such as the anthropomorphization of "personal" objects during childhood (attributing personal names and titles to them) (Belk, 1995) and the general personalization of the environment (Altman, 1975) — assigning qualities of one's own personality to objects in the external environment — are connected with the development of communicative competence and the arrangement of the owner's life space.

In studies of the connection between "Self" of a person and objects (Belk, 1995; Wolfe, D. Rudy, J. Grusec J. E, 1999), we find references to a mechanism of expanding individuality —literal ("real ownership") and symbolic ("symbolic ownership") through the appropriation of goods. According to R. Belk, objects signify our recognition of the elements of our identity that we can control, as well as those we are subordinated to. The more we believe we own an object or that it owns us, the more it becomes part of our individuality. At the same time, there are at least several psychological mechanisms in scientific sources that explain how objects become part of individuality, which supports our conclusions. The first is called the control mechanism. An example of this is purchasing goods with money, which

gives the person power and confidence in their ability to freely use the object. The same mechanism is triggered in the act of giving, which is associated with the freedom to dispose of the gifted item and simultaneously expand the giver's sense of self.

Another mechanism — creation — is reflected in the conclusions of American researchers on the process of personality formation through transactions with material objects (M. Csikszentmihalyi & R. Halton, 1981). It involves goal-oriented actions and the comprehension of meaning through signs. The authors point out that when a person dedicates time, attention, and effort to an object, they invest mental energy into it. J. Pierce et al. (2009) note that this energy and its outcomes are considered part of the individual's self, as they have "grown" and emerged from the "Self."

When discussing the active internalization of the cultural meaning of material and spiritual objects, it is worth referring to achievements in the field of cultural philosophy. Thus, we address the mechanism of internalizing the value content of economic culture by an individual. Since the current economic culture objectifies humanity's economic experience within its subject, the primary process through which this experience is internalized is the mechanism of depersonalization (V. Moskalenko, Y. Shyhorodsky, O. Mishchenko, 2012).

R. Belk uncovers the essence of another mechanism of appropriating the cultural content of objects — the attribution of authorship to a collection, from naming it to attempting to impose requirements on collection users to preserve its integrity and present it with clear attribution of its creator. This is, in turn, an act of self-definition.

In the study of privacy and the subject-environment approach, we find similar examples illustrating complementary mechanisms of signification and personalization. Every living being pays attention to a significant object, thereby highlighting it as a figure against the background, transforming the "world in general" into a visible, marked world. This is signification — the highlighting of the meaning or value of an object for the individual's life activity. Later, under the influence of the image of the object, certain activities are stimulated to change the life space, and the world, having been merely perceived, becomes transformed and personalized.

Conclusions

In theoretical research, mechanisms of economic socialization have been identified as psychological processes of mutual influence between the subjects of appropriation of economic goods, which ensure the development of personal qualities. These mechanisms are activated in intersubjective interactions. The result of these mechanisms' activation is changes in the significant traits of personality valued by the community, such as economic activity culture — buying, selling, entrepreneurship, paying taxes, volunteering, patronage, etc. The theoretically grounded position is that this system of mechanisms is complex, hierarchical, and unfolds at various levels of socializing influences, specifically on interpersonal and intrapersonal levels. Interpersonal socializing mechanisms act as external conditions and stimuli for intrapersonal mechanisms that lead to changes in the relevant aspects of a person's economic activity.



The idea that the system of psychological mechanisms of socialization functions according to the principle of isomorphism is theoretically substantiated. Invariant psychological mechanisms present both as external socio-psychological processes (affecting the configuration of appropriation relations) and as internal personal mechanisms of change in the components of an individual's economic culture and qualities (within their cognitive, evaluative, and regulatory functions). Both levels of functioning of these mechanisms form a unified system of mutual influences on the individual, resulting in the deliberate transformation of their economic-psychological traits, aligned with the model of the economically socialized person in a market economy, such as the model of an entrepreneurial individual.

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PERSONALITY SOCIALIZATION AS A FACTOR IN THE PREVENTION OF PSYCHOSOMATIC ILLNESSES IN HUMANS

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Abstract

Relevance. The relevance of the topic lies in the necessity of implementing a comprehensive approach in healthcare and a scientific analysis of the impact of various factors on the overall health status of an individual. The level of education, access to medical services, economic status, and living conditions are closely intertwined with a person's emotional resilience and the quality of their social connections, as well as their stress experience characteristics, which collectively influence physiological processes in the body, the immune system, and overall resistance to diseases. In this regard, the development of effective preventive and therapeutic strategies should be based on a multidisciplinary approach that considers various interrelated components, utilizing both traditional medical methods and innovative technologies, including psychological support and assistance as well as social programs. This will enable the creation of a more effective healthcare system focused on long-term positive outcomes and improvement of patients' quality of life.

Methodology. The aim of the work is to investigate, through theoretical analysis and generalization of scientific data, the significance of personality socialization practices in the prevention of psychosomatic illnesses. According to the author, for prevention and effective treatment, it is necessary to consider the influence of the specifics of a person's socialization process on their mental and physical health. The concept of "agency in structure" as a methodological basis of the study can combine sociological and medical perspectives on health in the understanding of how an individual, being in certain social conditions, can actively influence their health and well-being.

Results. As predictors of health, the article analyzes the connection between physical symptoms and interpersonal relationships, examines the impact of specific socialization practices on emotional resilience, professional fulfillment, and life satisfaction. Emphasis is placed on the promising nature of research into the effectiveness of digital technologies in supporting socialization and emotional well-being, as well as the importance of developing new models of therapeutic socialization that take into account modern socio-cultural changes.

Keywords: socialization, comprehensive healthcare approach, mental health factors, psychosomatic disorders, quality of life.

Relevance

Socialization is a dynamic process which, contrary to widespread criticism about its conditional limitations, continues to open new perspectives for the formation of the human



personality and its productive behavior. Socialization represents a complex mechanism of continuous influence of the social environment on the individual, which constantly evolves alongside changes in society (Darmon, M., 2023). Socialization processes create a context that significantly affects the formation and development of the social-emotional characteristics of personality through the interaction of cultural beliefs, values, and social practices. Such a multifaceted mechanism of cultural transmission not only determines ways of emotional responding and behavioral patterns but also influences cognitive schemas for interpreting social reality, the formation of identity, attitudes toward one's health, and potential illnesses.

The relevance of the chosen topic lies in the necessity of developing a comprehensive approach to human healthcare and a scientific analysis of the impact of various factors on the overall health status of an individual. The level of education, access to medical services, economic status, and living conditions are closely intertwined with a person's emotional resilience and quality of social connections, as well as their specific ways of experiencing stress, which collectively affect physiological processes in the body, the immune system, and overall resistance to diseases. In this regard, the development of effective preventive and therapeutic strategies should be based on a multidisciplinary approach that takes into account various interrelated components, using both traditional medical methods and innovative technologies, including socialization practices, psychological support and assistance, and diverse social programs. This will enable the creation of a more effective healthcare system focused on long-term positive outcomes and improvement of patients' quality of life, whose socialization continues throughout their entire life.

Theoretical Background

In the process of social interaction, cultural norms and values act as filters through which a person perceives, interprets, and responds to the surrounding world, leading to the formation of specific personal competencies and models of interpersonal interaction. This process is characterized by constant dynamics and adaptability, in which cultural influences continuously interact with the individual characteristics of a person, shaping their own ways of adapting to society and personal development. It is important to note that the cultural context not only determines the external manifestations of socio-emotional characteristics but also influences their internal meaning and interpretation, forming a complex system of interrelations between individual experience and collective cultural patterns, which ultimately defines a unique "cultural code" of the personality and its modes of interaction with the social environment (Chen, X., 2023).

The author leans toward the view that the concept of "agency within structure," which underpins modern socialization theory, can serve as a multifactorial framework for understanding the connection between social structure and human health throughout life. The theory of socialization holds significant potential to become a theoretical foundation that unites social science insights and provides a comprehensive framework for studying

the dynamics of the interrelationship between social conditions and individual health over a lifetime (Richter, M., & Hurrelmann, K., 2016; Liu, Z., 2012).

Since socialization shapes behavioral and personal characteristics of the human individual, it acquires particular importance in therapy and social rehabilitation of people with mental disorders. In this context, it can be beneficial in therapy and promote social reintegration. For individuals with mental disorders, quality social interaction becomes not only an element of daily life but part of the healing process and psychological rehabilitation. A coordinated process of social adaptation helps overcome social isolation, which often accompanies mental illnesses, and fosters the development of new adaptive mechanisms for coping with the illness. Group therapeutic sessions, participation in social projects, and mutual aid programs create a safe space for practicing social skills and emotional self-regulation. Gradual reintegration into the professional environment through specialized employment programs and workplace support enables the restoration of social roles and improvement of the patient's self-esteem.

Modern approaches to socialization of individuals with mental disorders also include the use of digital technologies and online support communities, making the social adaptation process more accessible and flexible. Thus, integrative socialization processes not only reduce symptoms of the disorder but also significantly improve quality of life, contribute to the formation of a new positive identity, and restore social connections (Flood-Grady, E., & Koenig Kellas, J., 2019).

Research on the impact of parental emotional socialization practices on the mental health of young adults has revealed significant cultural differences. Supportive practices showed particular effectiveness in Latino families, whereas unsupported practices had a greater negative impact in European American and African American families. These results emphasize the importance of considering cultural context when developing mental health support programs (Lugo-Candelas, C. I., 2016).

Psychosomatic medicine emphasizes the need for a holistic approach to treatment, taking into account not only physical symptoms but also the emotional state of the patient and the quality of their social relationships (Uchino, B. N., & Eisenberger, N. I., 2019). It has been proven that the quality of social bonds and accompanying emotional experiences can significantly affect the functioning of various bodily systems. Positive emotions arising from healthy social relationships stimulate the production of happiness hormones, strengthen the immune system, and reduce the risk of cardiovascular diseases. Conversely, prolonged emotional stress in troubled relationships can lead to various psychosomatic disorders, including sleep disturbances, chronic pain, and autoimmune diseases. Strengthening social health is a key preventive factor for stable psychological well-being. Studies show that natural, spontaneous encounters are more effective for maintaining social bonds than specially organized events. Despite the fast pace of modern life, it is important to find opportunities to maintain live interpersonal contacts (Bulut, S., 2019).

Research by A. Özden revealed a significant connection between difficulties in emotional regulation and the propensity to develop psychosomatic symptoms. Specifically, it was found that the inability to effectively cope with anxiety and sadness, closely related



to alexithymia, is a predictor of the frequency of psychosomatic disorders. Additionally, important factors influencing the frequency of psychosomatic manifestations in the sample were parental health problems and the medical history of the participants (Özden, A., 2015).

Zepf (Zepf, S., 2014) proposes a conceptual model of psychosomatic symptom formation based on the ideas of conversion. This model views somatic symptoms through the lens of fundamental psychoanalytic principles and scientifically substantiated medical knowledge, allowing a better understanding of the mechanisms of psychosomatic disorder formation.

A notable feature of our time is cyber-socialization; however, socialization through social networks can have an ambiguous impact on people's psychological state. On one hand, active communication and interaction on social media can contribute to the development of social skills, strengthening of friendships, and increased self-esteem. On the other hand, excessive immersion in virtual communication may cause negative consequences such as deterioration of family relationships, feelings of isolation, and depressive symptoms. Passive consumption of social media content without real-life interaction can also adversely affect psychological well-being. Therefore, it is important to maintain a balance and use these platforms in a healthy and constructive way to maximize positive outcomes and minimize negative effects (Zhang, X., 2023).

Other studies demonstrate the significant predictive role of both a person's emotional state and the quality of their interpersonal relationships in the context of developing various illnesses and the risk of premature death. The emotional sphere of the personality and the nature of social bonds act as powerful indicators of potential health threats and protective factors against them (Smith, T. W., & Weihs, K., 2019).

Meanwhile, research by Naseem, M. A. et al. on the relationship between personality traits, work socialization, and job satisfaction among bank branch managers showed that socialization acts as a key mediator between personality traits and professional satisfaction. Extraversion, conscientiousness, and neuroticism were found to be significant predictors of occupational cohesion in these employees (Naseem, M. A. et al., 2016).

According to Min, J. A., Lee, C. U., and Lee, C., improving mental health requires a comprehensive approach that includes three interrelated but independent directions: education, prevention, and treatment of mental disorders. While society generally recognizes the importance of strengthening mental health and well-being, psychiatrists often focus more on providing direct medical care rather than on preventive measures and psychoeducational programs. For truly effective population-level improvements in mental health, equal attention must be given to all three components — education, prevention, and treatment. Undoubtedly, only a comprehensive approach that accounts for these interdependent aspects can ensure sustainable positive changes in people's mental health (Min, J. A., Lee, C. U., & Lee, C., 2013).

Stress research by Blatnik, P., and Tušak, M. has shown that stress disorder prevention includes methods aimed at reducing stress levels and increasing resistance to its negative effects. These techniques include somatic practices (muscle relaxation, hypnosis, autogenic training) as well as cognitive approaches based on changing the perception and interpretation of stressors. The authors emphasize that creating favorable socialization conditions in childhood, strengthening parent-child relationships, and developing effective problem-solving strategies can be key to enhancing resilience and preventing psychosomatic disorders in a person's future (Sobhani, S. et al., 2024).

According to Bransfield, R. C., and Friedman, K. J., the modern medical community faces a critical problem of oversimplifying the diagnostic process, where complex-to-explain physical symptoms are automatically attributed to psychiatry, creating a vicious cycle of ineffective diagnosis and treatment. Accurate disease identification requires a comprehensive approach where the physician's clinical reasoning, thorough medical history taking, and holistic patient examination take precedence over isolated laboratory tests or diagnostic tools. Excessive use of vague and scientifically unsubstantiated terms such as "psychogenic states" or "somatoform disorders," along with outdated diagnostic terminology, leads to systemic errors in determining the true nature of diseases and inadequate patient care. The future of effective diagnosis lies in deeper integration of psychiatric and somatic medicine, abandoning obsolete diagnostic models, and developing a more nuanced understanding of the interplay between mental and physical health (Bransfield, R. C., & Friedman, K. J., 2019).

The aim of the article is to present a theoretical rationale and determine the impact of personality socialization as a factor in preventing psychosomatic disorders through meta-analysis and systematic review of related scientific studies, with the goal of developing effective preventive measures.

Methodology

The article employs a comprehensive methodology of theoretical analysis. Initially, a thorough review of scientific sources was conducted by examining contemporary studies and publications to substantiate theoretical positions with empirical data. Subsequently, a conceptual analysis was performed to elucidate the core concepts and theories, including the notion of "agency within structure" and socialization theory. Structural-functional analysis enabled the identification of interrelations between various components of the socialization process and their functional significance for the dynamics of an individual's mental health.

To explore the origins of socialization and its impact on mental health, systemic and comparative analyses were applied, allowing for the comparison of different approaches to understanding socialization processes across diverse cultural contexts and their influence on psychosomatic disorders.

Through interdisciplinary analysis, knowledge from psychology, sociology, and medicine was integrated to develop a holistic understanding of the relationship between social conditions and individual health.



Results

Based on the analysis of materials from representative scientific studies, we present conceptual generalizations alongside a set of tables and graphical materials illustrating the author's perspective. First, we will discuss in more detail the biopsychosocial model of factors influencing human mental health (Source: Mehta, M., Kapoor, S., 2018). This model encompasses three types of factors: biological, social, and psychological (see Fig. 1).

Biological factors (physical health and genetic predisposition) play an important role; however, their influence is difficult to control through socialization. In contrast, social aspects—including family circumstances, school environment, and peer communication—are crucial in the process of personality formation. In this context, socialization can serve as a preventive method against psychosomatic illnesses by strengthening stress resilience and fostering healthy relationships. Self-esteem, coping skills, and social abilities can be enhanced through socialization, thereby exerting a positive effect on mental health. Thus, the interaction of social, biological, and psychological factors determines how socialization can contribute to the prevention of psychosomatic disorders and improvement of overall mental well-being.

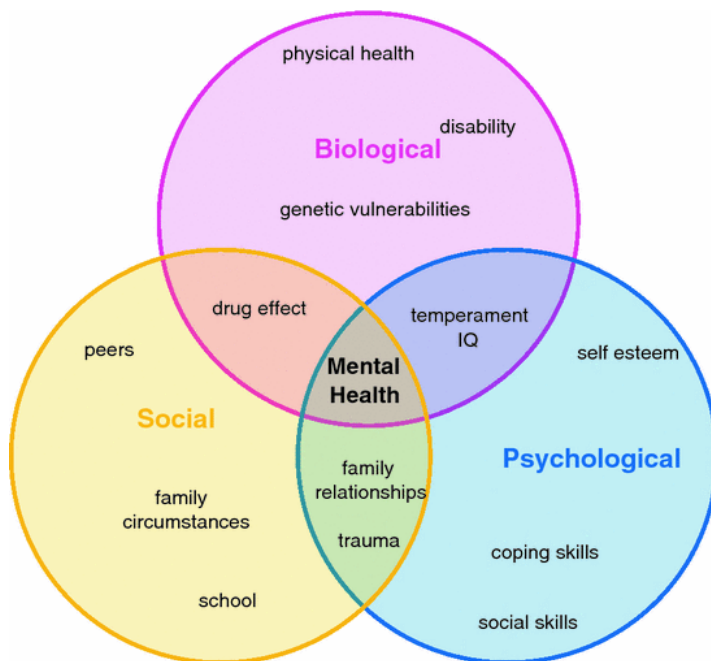


Fig. 1. Biopsychosocial Model of Factors Affecting Mental Health
(Source: Mehta, M., Kapoor, S., 2018)

Figure 1 illustrates a comprehensive model highlighting factors affecting mental health, divided into biological, social, and psychological aspects.

The conducted theoretical analysis revealed that participation in social groups, family relationships, and involvement in community events contribute to stress reduction, improved immune response, and stabilization of blood pressure and heart rate. Communication in online environments can both increase anxiety levels and affect sleep quality. Professional communication and participation in therapeutic groups stimulate cognitive activity and normalize neurotransmitter processes, promoting emotional stability. Key resilience factors such as emotional support, role clarity, and professional guidance help individuals reduce the negative effects of stress and enhance personality resilience against psychosomatic disorders.

The summarized data from representative studies, systematized in Table 1, demonstrate that various forms of social interaction have specific effects on an individual’s psychophysiological state and characteristics of psychological resilience. Notably, participation in social...

Table 1. Impact of Different Forms of Social Interaction on Psychophysiological State and Key Resilience Factors

Form of Social Interaction	Impact on Psychophysiological State	Key Resilience Factors
Participation in Social Groups	<ul style="list-style-type: none"> – Reduced cortisol levels – Improved immune response – Stabilized blood pressure 	<ul style="list-style-type: none"> – Sense of belonging – Social support – Regular interaction
Communication in Online Environment	<ul style="list-style-type: none"> – Mixed effect on anxiety level – Variability of sleep quality – Emotional instability 	<ul style="list-style-type: none"> –Quality of online connections –Online/offline communication balance
Family Relationships	<ul style="list-style-type: none"> – Stabilization of heart rate – Reduced stress level – Improved digestion 	<ul style="list-style-type: none"> – Emotional support – Stability of relationships – Quality of communication
Professional Communication	<ul style="list-style-type: none"> – Increased cognitive activity – Regulation of circadian rhythm – Stress response regulation 	<ul style="list-style-type: none"> –Professional self-realization – Role clarity – Healthy work environmen
Participation in Public Events	<ul style="list-style-type: none"> - Increased endorphin levels – Improved coordination – Reduced muscle tension 	<ul style="list-style-type: none"> - Voluntary participation – Regular activity – Positive feedback
Therapeutic Groups	<ul style="list-style-type: none"> –Normalization of neurotransmitters –Stabilization of autonomic functions – Improved sleep 	<ul style="list-style-type: none"> – Professional guidance – Structured sessions – Group dynamics

Note: Table created by the author based on findings from Frisch et al. (2015), Bernstein et al. (2018), Viznyuk et al. (2021), Vickram & Richard (2023), and Xu et al. (2024).



Participation in social groups leads to a reduction in cortisol levels, improved immune response, and stabilization of blood pressure. It also provides a sense of belonging, social support, and stability in interactions with others. For example, attending a therapeutic group contributes to neurotransmitter normalization, regulation of autonomic functions, and improved sleep quality. It also enhances an individual's perceived quality of life through professional support, structured sessions, and productive group dynamics.

Healthy family relationships promote heart rate stabilization, stress reduction, and improved digestion. They also provide a sense of emotional support, relational security, and quality communication.

The theoretical analysis also revealed that combining different methods significantly enhances overall effectiveness, especially when applied over an extended period, which yields the highest level of impact (see Table 2).

Table 2. Effectiveness of Various Socialization Methods and Their Impact on Psychosomatic Health

Method of socialization	Key components	Effectiveness indicators	Duration of impact	Level of effectiveness
Group psychotherapy	— Interpersonal interaction — Emotional support — Experience sharing — Development of empathy	— Reduction of anxiety — Improved sleep — Decrease in somatic complaints — Increased stress resilience	Long-term	High
Socio-psychological training	— Development of communication skills — Conflict management — Emotional regulation — Teamwork	— Improved social skills — Reduced social anxiety — Increased self-esteem — Leadership development	Medium-term	Average
Mentoring programs	— Individual guidance — Professional growth — Experience sharing	— Professional adaptation — Reduced occupational stress — Career advancement	Long-term	High
Volunteering	— Social activity — Helping others — Team interaction — Personal development	— Increased self-worth — Expanded social connections — Reduced depressive states — Improved physical condition	Medium-term	Average

Interest-based club activities	<ul style="list-style-type: none"> - Shared interests — Regular meetings — Creative self-realization — Knowledge exchange 	<ul style="list-style-type: none"> —Development of hobbies —Formation of friendships — Decreased loneliness — Increased life activity 	Long-term	Moderate
Family therapy	<ul style="list-style-type: none"> — Improved communication — Conflict resolution — Emotional support - Strengthened bonds 	<ul style="list-style-type: none"> — Harmonized relationships — Reduced family-related anxiety —Improved psychosomatic health —Increased life satisfaction 	Long-ter	High

Note: The table was created by the author based on the findings of studies by Frisch et al. (2015), Bernstein et al. (2018), Viznyuk et al. (2021), Vickram & Richard (2023), and Xu et al. (2024).

An individual approach also plays an important role in achieving better outcomes. Depending on the duration of the intervention, methods are classified as long-term (more than one year), medium-term (from six months to one year), and short-term (up to six months). The level of effectiveness may range from moderate to very high, depending on the conditions and individual characteristics of implementation. For example, group psychotherapy, socio-psychological training, and mentoring programs have proven effective in reducing anxiety, increasing stress resilience, and supporting professional adaptation. These methods provide long-lasting positive effects on emotional and psychological well-being, especially when conducted regularly. Volunteer activities and interest-based clubs contribute to expanding social connections and increasing life engagement, although their impact is somewhat shorter and less intensive. Family therapy demonstrates a high level of effectiveness due to improved communication and reduced family-related anxiety, which positively affects the participants’ psychosomatic condition.

Discussion

The results of the conducted analysis demonstrate the impact of various forms of socialization on an individual’s psychosomatic health. This aligns with contemporary scientific approaches to understanding the interplay between social factors and human physical well-being. Social interaction within groups and family environments shows the most positive influence on physiological indicators, including reductions in cortisol levels and improvements in immune response. In contrast, online communication yields mixed outcomes, underscoring the importance of a balanced approach to digital communication tools.

A significant finding is the identification of key resilience factors—namely, emotional support and communication quality—which serve as mediators between socialization and psychosomatic health. The analysis of the effectiveness of different socialization methods



revealed that long-term interactional formats, such as group psychotherapy, mentorship programs, and family therapy, demonstrate the highest impact on psychosomatic health when applied systematically.

Importantly, the obtained results confirm the validity of the biopsychosocial model of mental health determinants, emphasizing the inseparable connection between biological, social, and psychological components of health. This has crucial implications for the development of comprehensive programs for the prevention and treatment of psychosomatic disorders.

It was also found that socialization methods involving emotional support and interpersonal interaction show the highest level of effectiveness in preventing psychosomatic illnesses. Moreover, it is essential to consider that combining various socialization strategies and applying an individualized approach to their implementation can significantly enhance the overall effectiveness of preventive interventions, as evidenced by the variability of influence different forms of social interaction exert on an individual's psychophysiological state.

Conclusion

Based on the conducted study, which synthesizes and generalizes the results of a number of contemporary scientific works, a relationship has been established between the processes of socialization and the psychosomatic health of the individual. Direct social interaction, especially in the context of group and family communication, demonstrates the most positive impact on physiological indicators of the body, including a reduction in cortisol levels and improvement of immune response.

At the same time, the effectiveness of socialization significantly depends on the presence of emotional support and the quality of communication, which is confirmed by the validity of the biopsychosocial model of factors influencing mental health. This justifies the necessity of implementing comprehensive social adaptation programs that combine various forms of social interaction, take into account individual personality traits, and provide professional support, particularly in the context of prevention and treatment of psychosomatic disorders.

This is of great importance for the development of theory and practice in the fields of health psychology, social psychology, and psychosomatic medicine.

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PERSONALITY SOCIALIZATION AS A FACTOR IN THE PREVENTION OF PSYCHOSOMATIC DISORDERS

Abstract

Relevance. The relevance of this topic lies in the need to implement a comprehensive approach in the field of healthcare and scientific analysis of the influence of various factors on the overall state of human health. The level of education, access to medical services, economic status, and living conditions are closely intertwined with a person's emotional resilience and the quality of their social connections, as well as their individual experience of stress. These elements collectively impact physiological processes in the body, the immune system, and overall resistance to disease. In this context, the development of effective preventive and treatment strategies should be based on a multidisciplinary approach that takes into account various interrelated components, utilizing both traditional medical methods and innovative technologies, including psychological support and assistance, as well as social programs. This would enable the creation of a more effective healthcare system aimed at long-term positive outcomes and improved quality of life for patients.

Methodology. The aim of this work is to investigate, through theoretical analysis and generalization of scientific data, the role of personality socialization practices in preventing psychosomatic illnesses. According to the author, effective prevention and treatment require consideration of the influence of a person's socialization process on their mental and physical health. The concept of "agency within structure" serves as the methodological basis of the study, offering a framework that integrates sociological and medical perspectives on health. It explores how an individual, within specific social conditions, can actively influence their own health and well-being.

Results. As predictors of health, the article analyzes the connection between physical symptoms and interpersonal relationships. It examines the influence of specific socialization practices on emotional resilience, professional fulfillment, and life satisfaction. The article emphasizes the promising potential of researching the effectiveness of digital technologies in supporting socialization and emotional well-being, as well as the importance of developing new models of therapeutic socialization that account for current socio-cultural changes.

Keywords: socialization, comprehensive healthcare approach, mental health factors, psychosomatic disorders, quality of life.

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PREDICTORS OF DEVIANT BEHAVIOR OF FUTURE LAWYERS

Kikbayev Daniyar

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Abstract

Relevance. In the context of modern changes and global challenges, such as the destabilization of international law and order, changes in security systems and new approaches to law enforcement, the relevance of studying aggression and hostility as social phenomena remains high. Despite extensive research in this area, the problem requires constant revision due to dynamic changes caused by demographic, environmental, social, political, economic and other factors. Understanding all aspects of aggression allows us to develop effective strategies for managing aggression, increase the level of safety among both police officers and society, as well as improve the psychological atmosphere in law enforcement agencies. The psychological analysis is aimed at identifying the presence of significant links between the levels of aggression, hostility and the tendency to deviant behavior of future law enforcement officers.

Methodology. The study used methods for diagnosing the tendency to deviant behavior (the A.Orel method) and measuring aggressiveness (the Buss-Durkee method), which were applied to a sample of 57 law enforcement cadets.

Results. Comparative analysis shows that the models of law enforcement services in Kazakhstan and Ukraine have some differences in the principles of activity, which imposes certain requirements on the psychological characteristics of employees. However, the socioeconomic nature and specificity of law enforcement activities determine a similar dynamic of aggressive reactions. The data obtained showed a high correlation of the components of aggression and hostility with such forms of deviant behavior as: addictive behavior, a tendency to self-destructive behavior, violent behavior, a tendency to violate norms and rules, a tendency to delinquent behavior, to loss of control over emotional reactions. Which indicates the risk of professional deformation, especially given the high stress loads characteristic of for law enforcement purposes. This makes it possible to predict and prevent their manifestations at an early stage to take effective measures to prevent and counteract such manifestations. Reducing the level of aggression and hostility reduces the risk of developing other forms of deviant behavior. Thus, the indicators of aggressiveness and hostility have a prognostic value.

Keywords: aggressiveness, hostility, deviant behavior, law enforcement.

Relevance

Research on the phenomenon of aggressiveness does not stop, despite the rather high scientific coverage of this topic. The specificity of psychological science, due to the

dynamics of social, demographic, environmental, technological, political, economic, legal and other processes, obliges researchers to constantly pay attention to the relevance of issues related to forms of aggression. In this regard, issues of law enforcement, law enforcement and the administration of justice will be of particular interest, in particular during global cataclysms, the destruction of the foundations of international law and order, the reformatting of the global security system based on democratic principles and the rule of law. As O.P. Khaietska notes, in the context of globalization, the role of national states is decreasing, which leads to the loss of their specific identity and integrity. At the modern global level, there are leading countries with signs of dominance and states for which economic globalization is becoming a new, important condition for development, which is almost impossible to control, but it is necessary to consider the scale and dynamics of the formation of a global system for managing world resources and income redistribution, which occurs unequally (Khaietska, 2024).

In such circumstances, the psychological aspects of aggressive behavior among police officers are a significant problem that requires careful study and attention. As O.Romanenko reasonably notes, most police officers consider it permissible to show aggression in situations where there is a clear threat to life and health. At the same time, law enforcement officers note that aggression can be provoked by the actions of citizens, including provocations and humiliation of a police officer. The respondents believe that excessive manifestations of aggression may be associated with difficulties in self-control and managing emotions such as anger, irritation and resentment. The results of the study emphasize the need for more detailed screening of law enforcement officers at the beginning of their professional activity, as well as the development of special psychoprophylaxis programs aimed at strengthening functional strategies for overcoming stress and adaptation (Romanenko, 2023). Aggression can be triggered by a variety of factors, including stressful working conditions, difficulties associated with maintaining law and order, and personal psychological characteristics. Awareness of these aspects makes it possible to develop effective strategies for managing aggression, increase the level of security both among police officers and in society, as well as improve the psychological atmosphere in law enforcement agencies (Ponomorenko, 2024; Volnova, 2015).

In this paper, the individual psychological determinants of aggression and hostility are studied based on the analysis of empirical data obtained from a survey of students of the Academy of Law Enforcement Agencies of the Prosecutor General's Office of the Republic of Kazakhstan. Indicators of aggressiveness are of research interest as personal indicators of the tendency to display deviant behavior of future law enforcement officers. Such criteria, in particular, make it possible to evaluate and predict the success of a cadet's professional adaptation in the process of forming basic law enforcement competencies.

The purpose of the study is to analyze and identify predictive indicators of integrative components of aggressiveness and hostility as factors determining the manifestation of various forms of deviant behavior during the training of applicants for law enforcement service.



Methodology

To solve this problem, the following diagnostic tools have been selected: the method of determining the tendency to deviant behavior by A.N. Orel, as well as the method of detecting manifestations of aggression by Buss-Durkee Hostility Inventory, BDHI. The term "aggression" covers a variety of actions that violate a person's physical or mental integrity, cause material harm to him, hinder the implementation of his plans, contradict his interests or lead to his destruction (Nezhuta, 2015). Aggression is understood as human behavior aimed at harming another, including physical violence, direct insults, and even sarcasm if expressed in an unfriendly form. This can be either an individual or a collective action, the purpose of which is to cause physical or psychological harm, damage or destroy another person or group of people. This behavior is characterized by purposeful and deliberate harm to others. In turn, aggressiveness is a personality trait expressed in a stable hostile attitude towards other people and a tendency to aggressive actions without provocation. It is characterized by a person's willingness to display aggressive behavior. Most researchers, studying the problem of deviance, rely on the connection of this concept with "social norms". Social norms are created in all areas of public life and regulate various types of social relationships. On the one hand, they contribute to the achievement of relative universality of human behavior, and on the other hand, they serve as the basis for the implementation of social control and the application of various sanctions. Deviant behavior is a type of aberrant behavior associated with violation of social norms and rules (Safin, Bayda, 2021). At the same time, methods for measuring the main forms of deviant behavior were used for our study.

According to Y.F. Andreeva and S.I. Sobkova, the Vologda Center for Humanitarian Research and Counseling "Razvitie" developed a methodology for diagnosing the tendency to deviant behavior in 1992. The methodology includes 98 statements, is widely used in practice, and has proven its reliability and validity. It is recommended by many authors of teaching aids (Aleksandrov, 2024; Garkavenko & Sobkova, 2019; Volnova, 2016). Also, the methodology includes accounting and correction of attitudes towards socially desirable responses of the subjects.

As for the methodology of A. Buss and A. Durkee (BDHI), this psychological tool, which is well known in the professional psychological environment, is used to diagnose the level of aggression and hostility, as well as their forms both in Ukraine and Kazakhstan. It was admitted to work by the psychological service of the Ministry of Internal Affairs of the Republic of Kazakhstan. Developed by A. Buss and A. Durkee, the technique includes a questionnaire with statements aimed at assessing the aggressive reactions and inclinations of the subject. The test allows you to identify physical verbal, indirect aggression, irritability, negativism, resentment, suspicion and guilt.

The object of the study was the individual psychological characteristics of the students of the Academy of Law Enforcement Agencies of the Prosecutor General's Office of the Republic of Kazakhstan in the number of $n=57$ people aged 21 to 34 years (average

age 25 years), as part of three groups of a six-month training course for candidates for service in the Prosecutor's Office, the Economic Investigation Service and the Anti-Corruption Service. The survey was conducted in September 2022.

To solve this problem, a mathematical and statistical analysis of the interdependence of indicators of propensity to deviant behavior with scales of aggressiveness and hostility was carried out. In this regard, the average values of the aggressiveness index were determined – 44 points, hostility – 31 points (which is the average value). The study consisted of the following stages:

1) a general description of aggressiveness and its importance in law enforcement is provided, as well as a comparative analysis of the principles of the law enforcement services of Ukraine and the Republic of Kazakhstan, as fundamental socio-psychological factors that determine individual requirements for a candidate.

2) the analysis of empirical data by the method of rank correlation using the r-Spearman coefficient was carried out. Correlations between the components of aggressiveness, hostility and indicators of a tendency to deviant behavior have been revealed.

3) based on the revealed patterns of the implemented interpretation of the results, conclusions and relevant recommendations are formulated, which are proposed for discussion.

Results

The phenomenon of human aggression and hostility, as a form of deviant behavior, is the subject of many fundamental psychological scientific studies. The works of such scientists as A. Bandura, A. Buss, L. Berkowitz, R. Barron, G. Hartman, A. Durkee, D. Dollard, K. Lorenz, D. Richardson, C. Jung, S. Fishbach, S. Freud, E. Fromm and many others formed the basis of modern trends and approaches to the study of this phenomenon.

At the same time, taking into account the peculiarities of the object of research, the study of the psychological determinants of aggression and hostility includes the specifics of law enforcement activities, the success of which is primarily due to the competence of its staff (Ugwu, & Idemudia, 2024). As has been proven more than once, the quality of service in law enforcement agencies is influenced by a complex of socio-psychological factors. At the same time, based on the content of professional activity, the functions of law enforcement agencies and other significant characteristics by such scientists as D.O. Aleksandrov, Y.V. Aleksandrov, V.G. Androsiuk, B.G. Bovin, A.V. Dulov, L.I. Kazmirenko, Z.Kisil, V.S. Medvedev and many other representatives of the Ukrainian school of legal psychology have defined individual psychological criteria for the selection of applicants for service. The authors have identified the main and additional personality qualities necessary for the successful performance of state law enforcement functions. Thus, the authors refer to the main types of law enforcement activities in the aspect of psychological science: cognitive, communicative, organizational and constructive activities that are aimed at fulfilling the main tasks of law enforcement. In turn, the auxiliary ones include preventive and certifying ones, which are designed to ensure the implementation of the main ones.



Regarding the issue of aggressiveness, we rely on the opinion of D.O. Aleksandrov about its important adaptive function, contributing to the maintenance of life and a normal response to a threat to vital needs. And, as E. Fromm proved, if the control mechanisms are weakened, then a person is prone to the manifestation of malignant aggression – cruelty, which is not biologically adaptive and is not designed to protect human vital interests. In turn, hostility, being a set of undesirable qualities such as resentment, a tendency to unproductive self-accusation, etc., can be caused both by ideological attitudes in the process of internalization and the result of traumatic factors. Hostility can be the cause of such destructive mental phenomena as neuroticism, internal tension, increased suspicion, anxiety and depression, which acquire threatening manifestations in high-risk dangerous professions. As one of the predictors of professional deformation, hostility can provoke malignant destructive aggression, and therefore is a contraindication when selecting a candidate for law enforcement service (Aleksandrov, 2013).

It should also be added that according to the position adopted in jurisprudence (V. Glukhoverya, P. I. Khamula), all law enforcement agencies have the following unifying features:

- 1) the presence of state authority;
- 2) the availability of authority to apply state coercion measures;
- 3) professionalization of activities aimed at the implementation of special law enforcement powers and functions of a state body;
- 4) availability of special material and technical equipment and personnel support for the activities of the state agency;
- 5) the existence of a special procedure for the selection of personnel and service, special restrictions and requirements for personnel, increased responsibility and additional guarantees of activity.

Thus, the personal determinants of effective law enforcement are conditionally distributed based on the presence or absence of specified individual psychological traits directly related to the success of their implementation.

At the same time, given the socio-economic nature of law enforcement activities, it is also necessary to note external factors that cause a negative psychological impact on the personality of a law enforcement officer:

- 1) anomie of the population and legal nihilism;
- 2) the imperfection of the organization of the prevention of "excesses" in the service;
- 3) staff turnover;
- 4) high workload, irregular work schedule, lack of proper rest;
- 5) insufficient social protection and non-compliance of wages with modern standards of living standards;
- 6) increasing the requirements for physical and psychological qualities (Aleksandrov D.O., 2014).

These factors, as well as an increased risk to life and health in situations of active

confrontation with crime, may determine the level of aggressiveness and hostility of a law enforcement officer.

Thus, based on the review of the theoretical material, the following intermediate conclusions can be drawn:

- a candidate for service in law enforcement agencies is an established mature mentally stable person motivated to serve by the ideals of the rule of law, impartiality and justice, and self-improvement. Successful professional adaptation of a law enforcement officer can be facilitated by such attitudes and beliefs of a candidate as: ensuring law and order, defending the interests of the state, respect and observance of human and civil rights and freedoms, intolerance to manifestations of crime and corruption.

Further, returning to the purpose of our study, it is necessary to analyze the collected empirical data and their impact on the psychological qualities of a future law enforcement officer.

The BDHI methodology, chosen to assess the propensity for aggressive reactions, includes 75 questions distributed on eight scales: physical aggression; verbal aggression; indirect aggression; negativism; irritability; suspicion; resentment; guilt.

A.Buss proposed to distinguish aggression and hostility, defining the latter as a reaction expressing negative feelings and assessments of other people and events. Based on the results of the basic scales, the indices of general aggressiveness and hostility are calculated:

1) the aggressiveness index is determined by the average values of indicators of physical, verbal and indirect aggression.

2) the hostility index is the average values of the indicators of suspicion and irritability (Buss & Durkee, 1957).

As part of our research, it is important to determine the relationship between aggression and hostility. So, if a certain level of aggressiveness in the personality structure of a law enforcement officer is one of the professionally significant features, then hostility undoubtedly acts as a negative characteristic (Aleksandrov D.O., 2013).

The method of diagnosing the tendency to deviant behavior by A.N.Orel is intended for use as part of preventive measures aimed at preventing deviant behavior among employees. This standardized questionnaire measures a person's willingness (propensity) to manifest various forms of deviations and includes special psychodiagnostic scales to determine the propensity for each of them.

The scales of the questionnaire are divided into substantive and service scales. The service scale evaluates the participant's propensity to provide socially approved responses, checking the reliability of the results and allowing data to be adjusted according to the content scales depending on the severity of this attitude.

Meaningful scales help to identify the psychological foundations and social attitudes that contribute to various forms of deviant behavior. Meaningful scales include: tendencies to violate norms and rules; propensities to addictive behavior; propensities to self-harm and self-destructive behavior; propensities to aggressive and violent behavior; propensities to loss of control over emotional reactions; propensities to delinquent behavior



(Aleksandrov D.O., 2024).

It is important to note that in the course of service, most employees have a tendency to reduce aggressive manifestations. Research shows that with the accumulation of experience, an employee becomes less susceptible to feelings such as envy and hatred caused by anger and dissatisfaction. Professional experience contributes to the development of tolerance and tolerance through long-term interaction with representatives of different strata of society. The manifestations of autoaggression and guilt are also significantly reduced. As the employee adapts to the service, he begins to perceive himself more objectively, which helps to overcome internal conflicts and conflicting emotions. Strengthening reflexive skills builds self-confidence, and the accumulated positive experience allows you to satisfy the need for self-affirmation as a professional (Aleksandrov Yu.V., 2012).

Also, the level of suspicion decreases over time. If at the initial stage of a career a young specialist shows caution and distrust, fearing possible threats, then as he adapts to his job and builds confidence, increased anxiety normalizes. Thus, in the course of professional adaptation, the level of hostility decreases markedly, which can be considered a positive feature of professional development. Since hostility interferes with the objective performance of official duties, its decrease is a positive trend. At the same time, aggressiveness decreases slightly, as it retains importance for performing law enforcement tasks. Consequently, the reduction of aggression occurs within the optimal level as adaptation and professional growth take place. Awareness of this trend helps to track changes in related personality traits that contribute to a decrease in aggressiveness and hostility (Kisil, Z., 2017).

At the same time, in this study it is necessary to address the dependence of the components of aggressiveness and hostility with the scales of propensity to deviant behavior.

The correlation matrix of indicators of the tendency to deviant behavior of the components of aggressiveness and hostility.

Scales	Physical	Verbal	Indirect	Aggressive						
	Aggression BD1	Aggression BD2	Aggression BD3	Negativism BD4	Irritation BD5	Suspiciousness BD6	Resentment BD7	Feeling Guilty BD8	ness Index BDI	Hostility Index BDII
social desirability O1	-0,287	-0,545	-0,510	-0,181	-0,355	-0,040	-0,289	-0,297	-0,574	-0,185
violation of rules and regulations O2	0,301	0,360	0,215	0,189	0,171	0,210	0,366	0,316	0,366	0,339
addictive behavior O3	0,438	0,346	0,370	0,344	0,357	0,404	0,490	0,366	0,494	0,534
self-destructive behavior O4	0,471	0,244	-0,098	0,059	0,125	0,230	0,173	0,119	0,240	0,246
violent behavior O5	0,429	0,152	0,023	0,073	0,172	0,156	0,104	0,229	0,248	0,159
loss of control over emotions O6	0,137	0,201	0,251	-0,035	0,365	0,010	0,005	0,293	0,256	0,009
delinquent behavior O7	0,245	0,302	0,225	0,371	0,296	0,332	0,421	0,342	0,326	0,449

During the processing, the existing relationships were determined by calculating Spearman's rank correlation coefficient. This is due to the fact that the resulting metrics are not subject to the law of normal distribution. It should be noted that in relation to the volume of the experimental sample ($n=57$), the statistical value of r_s is at least 0.261 at $p \leq 0.05$, the high value of r_s is at least 0.339 at $p \leq 0.01$, and the maximum value of r_s is 0.424 at $p \leq 0.001$.

Consequently, significant correlations are noted between the following scales of the methodology Orel and Buss-Durkee:

The O1 service scale (sincerity scale) shows negative correlations with all scales of the methods used. Of these, the most significant inverse correlations are with the general aggressiveness index (BDI), verbal aggression (BD2), indirect aggression (BD3), irritation (BD5), suspicion (BD6), tendency to violate norms and rules (O2), tendency to addictive behavior (O3) and delinquent behavior (O7), this indicates the respondent's tendency to give socially desirable answers to these questions during the survey. At the same time, it is expected that as the level of aggressiveness decreases, the level of sincerity will increase and vice versa. As for the index of aggressiveness (BDI), it has high positive associations with such indicators of deviance as a tendency to addictive behavior (0.494), a tendency to violate norms and rules (0.366), a tendency to delinquent behavior (0.326). The hostility index also shows a high positive dependence with addictive behavior (0.533), delinquent behavior and a tendency to violate norms and rules.

Evaluating other correlations, the following high values can be noted:

- physical aggression with addictive behavior (0.438), tendency to self-destructive behavior (0.470), violent behavior (0.428);
- verbal aggression with a tendency to violate norms and rules (0.360), addictive behavior (0.345);
- indirect aggression with addictive behavior (0.370);
- negativism with a tendency to delinquent behavior (0.371) and addictive behavior (0.343);
- suspicion with dependent behavior (0.404), delinquency (0.332) and self-destructive behavior (0.230);
- irritability with a tendency to lose control over emotional reactions (0.364);
- vulnerabilities with addictive behavior (0.490), delinquent behavior (0.421), violation of norms and rules (0.366);
- unjustified self-accusation with addictive behavior (0.366), delinquent behavior (0.341), violation of norms and rules (0.316).

Positive correlations indicate that with a decrease (increase) in some indicators, the associated values will decrease (increase) accordingly.

Such trends suggest that a decrease in the overall level of hostility and aggressiveness contributes to a corresponding decrease in the tendency to deviant behavior.



Discussion

In psychology, aggression is considered as emotionally intense behavior aimed at harming others. This behavior can manifest itself in various forms, from physical violence or verbal aggression to indirect aggression. The causes of aggressive behavior are complex and may include biological, psychological, and social factors. Within the framework of theories of social learning (A. Bandura), frustration-aggression (D. Dollard et al.) and psychoanalytic approaches (S. Freud) aggression is explained as the result of the interaction of various factors - from hereditary inclinations to social experience and stress levels.

The relationship between aggression and professional deformation is especially relevant for socio-economic professions where there are high emotional and mental loads. As indicated by Professor V.S. Medvedev, activity determinants play a decisive role in professional deformation, but at the same time personal characteristics also have a high degree of influence (Penkova, 2022). These changes in the personal and professional qualities of an employee caused by prolonged exposure to specific professional conditions and stressful factors in the law enforcement sphere are associated with the constant need to maintain a high level of preparedness for dangers, resolve conflict situations and limit one's own emotions. These processes lead to "burnout" and emotional fatigue, as well as to the manifestation of destructive traits such as hostility, cynicism, excessive suspicion. In extreme cases, professional deformation can contribute to increased aggressiveness, decreased empathy and loss of motivation to work (Kisil, Z.R. & Kisil, R.V., 2021).

In law enforcement agencies, aggression in a controlled form can perform an adaptive function, helping employees respond to threats. However, the accumulation of aggression in the absence of proper psychological relief and support can eventually transform into malignant forms of aggressive behavior and professional deformation. This highlights the importance of preventing professional burnout and managing aggression to prevent negative consequences in the work of law enforcement officers and other high-risk professions.

Conclusions

Some forms of deviant behavior have high correlations with the components of aggressiveness and hostility, which makes it possible to predict and prevent their manifestation at an early stage in order to take effective measures to prevent and counteract such manifestations.

Reducing the level of aggression and hostility reduces the risk of various forms of deviant behavior. Thus, the indicators of aggressiveness and hostility have a prognostic value.

Forms of preventive work with this specific client audience should constantly include the development of respect and importance of the fundamental principles of law enforcement, thereby reducing the level of hostility and aggressiveness caused by external negative factors influencing the personality of a law enforcement officer.

It is necessary to conduct additional empirical research among students in order to identify links between indicators of tendency to deviant behavior and professional deformation in order to develop an integrated approach to the prevention of destructive mental phenomena of law enforcement officers in the process of psychological support for their service.

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AGGRESSION AS A FACTOR OF DEVIANT BEHAVIOR AMONG FUTURE LAW ENFORCEMENT OFFICERS

Daniyar Kikbaev

Abstract

Relevance. In the context of contemporary changes and global challenges such as the destabilization of international law and order, transformations in security systems, and new approaches to law enforcement activities, the study of aggression and hostility as social phenomena remains highly relevant. Despite extensive research in this field, the issue requires ongoing reassessment due to dynamic changes driven by demographic, environmental, social, political, economic, and other factors.

Methodology. The study employed diagnostic methods to assess tendencies toward deviant behavior (A. Orla's Methodology) and to measure aggression (Bass-Darky Methodology). These methods were applied to a sample of 57 cadets training for law enforcement careers. **Results.** Comparative analysis reveals differences between the law enforcement models of Kazakhstan and Ukraine, which impose certain psychological requirements on personnel. However, the socio-economic nature and specifics of law enforcement work result in similar dynamics in the manifestation of aggressive reactions. The data showed high levels of aggression and hostility, indicating a risk of professional deformation, especially considering the high-stress nature characteristic of law enforcement activities. Specific forms of deviant behavior exhibit strong correlational relationships with components of aggression and hostility, enabling early prediction and prevention through effective measures to counter such behaviors.

Conclusions. Reducing levels of aggression and hostility can decrease the risk of other forms of deviant behavior. Therefore, aggression and hostility indicators hold prognostic significance.

Keywords: aggression, hostility, deviant behavior, law enforcement activities.

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PSYCHOLOGICAL AND SOCIAL OBSTACLES ON THE PATH OF SOCIALISATION OF PRESCHOOL CHILDREN WITH FUNCTIONAL MENTAL LIMITATIONS (ACTUAL EXPERIENCE IN THE REPUBLIC OF KAZAKHSTAN)

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Abstract

Research objective – to investigate psychological and social obstacles to the child's socialization preschool age with functional mental limitations. For solution delivered tasks in work was used methods theoretical and empirical (pilot), in which 39 mothers raising children aged 2.8 to 5 years participated, who underwent a periodic medical examination or sought help from a rehabilitation center. The research was conducted on the basis of the Public Association of Disabled People “Kenes” Center for Social Adaptation and Labor Rehabilitation in Almaty, Republic of Kazakhstan, which provides comprehensive services. The empirical method was Questioning mothers at initial consultations and studying anamnestic data in the prenatal and postpartum periods and analyzing subsequent factors of child development. Psychological- medical-social diagnostics aimed to comprehensively assess the medical-biological, psychological and social components, which allows us to make a judgment about the presence of stability and the degree of restriction of certain categories of life activities and social isolation of the child and family. According to our survey, all causes of developmental delay, in our opinion, can be divided into prenatal (problems of intrauterine development) and postnatal (postnatal period, the duration of which is approximately 1 month after birth). By the nature of the risk, the causes can also be divided into: risks associated with the mother's health (heredity, chronic diseases, etc.), risks associated with the child's health (presence of a cyst or other pathologies confirmed by medical and instrumental studies), risks of an external nature/intervention (birth trauma, aggressive rapid birth, or vice versa - prolongation of the labor period, prolonged fetal dehydration, reactions to vaccination, anesthesia).

We have determined that a fairly high percentage of mothers (71%) see the cause of a child's developmental delay in preventive vaccinations, which, in our opinion, requires further study.

Keywords: functional mental limitations, dysontogenesis, risk factors for developmental delay in preschool children.

Relevance

Relevance of the system studies of the human psyche and mental functions is one of the priority areas in the field of theoretical, empirical and clinical studies in the field of natural sciences and humanities, including psychology, which enables solving a number of important academic and applied research tasks, such as: Study of the features of the



formation, functioning, and development of the psyche as a systemic formation; study of the features of the early ontogenesis of the nervous system; determination of the relationship between the biological and social in the structure of the psyche; study of the patterns of mental development; study of the significance of the rate of mental development, the concepts of the normality and pathology of mental development in the prenatal, postnatal, and neonatal stages of personality development; study of the factors of mental pathology development and the risks of pathology development; the relevance and significance of the rehabilitation of children with functional mental limitations in the system of social relations, etc. Study of the personality as a subsystem of the psyche gives a new scientific knowledge about the social nature of humanity.

Awareness of the complexity and variety of human mental development and the desire of scientists to explain its nature has resulted in creation of a number of development theories. Each theory analyses important aspects of the formation of the personality, but none of them has managed to describe human mental development in all its complexity and diversity. To analyse and differentiate the content of these theories, the following problematic aspects are taken into account: correlation of the roles of biological and social factors of mental development, activity/passivity of the individual in mental development, continuity or discreteness of mental development.

In currently realities, as never before, children form a resource potential of the state, and their mental health is emphasized as important for rebuilding a new Ukrainian statehood and for the vector of social policy, as a condition for the formation of a socially oriented state: “Children are important agents of change and building our future. Their protection, ensuring their security, as well as providing them with opportunities to succeed in life and contribute as citizens to a prosperous and peaceful Europe is a moral imperative and our shared responsibility” [1], reads a joint statement by the participants of the event at a meeting with the European Union delegation on 20 April 2023.

Providing health care, including mental health, is one of the main functions of the state. While the main task of medical diagnostics is to establish a diagnosis, the main task of the psychological and pedagogical area is to compensate for the developmental defect as much as possible, relying on the resource potential of the child’s personality and capabilities.

In modern English-language scientific literature, the following terms are most often found: “global developmental delay”, “developmental retardation”, “developmental disability”, “speech language delay” (Dornelas L. F., 2015). The main peculiarity of this concept in English-speaking countries is that the term is used to refer to disorders in children aged 0 to 5 years and is defined as a significant retardation in one or more areas: gross/fine motor skills, speech language development, cognitive functions, social interaction (Simeonsson R., Sharp M., 1992; McDonald L. et al., 2006; Fenichel M., 2009). After a child reaches the age of 5, he/she is tested using the Wechsler method, sensory stimulus techniques, the medical history data of the mother and child are studied, and the

diagnosis of “developmental delay” is normally replaced with a diagnosis of “intellectual disability”.

The concept of “limitation” is considered from different points of view and, accordingly, is interpreted differently in different professional spheres related to a person with a developmental disorder: in the medical field, social science, the field of social law, pedagogy, and psychology. “Children with disabilities” allows considering this category of persons as those who have functional limitations, unable to perform any activity as a result of a disease, derivation or development disability, an atypical medical condition. Any development defect creates certain functional limitations causing the loss of individual functions, which leads to a significant restructuring of mental development on new grounds, thereby disturbing the normal course of the process of involving a child in social and cultural interaction. In fact, atypical development caused by a defect significantly complicates assimilation into the cultural environment. The child development below the age norm is observed mostly in the early stages of the formation of mental activity. The disorders that occur in childhood do not disappear without a trace, but can increase over time without proper help.

The aetiology of the pathology of the development of mental functions in children is determined by multiple-factor: on the one hand, a variety of biological causes (intoxication, infections, injuries, etc.) can play an important role in causing the rate of development of brain mechanisms to be disrupted, and on the other hand, adverse social factors, including family upbringing and the consequences of pathogenic family inheritance, instability of parenting style, parents’ over-expectations, mentality of the subculture in which the child is raised, social living conditions and education, force-majeure circumstances (epidemics, war, migration, refugee status) etc. Thus, we define a child with functional mental limitations as one who has a violation of the rate of mental development in the following range of mental functions: cognitive (cognitive processes), relative (subject-object relations and communication) and/or regulatory (provides regulation of all types of activity (play, education, labour), as well as all forms of his/her behaviour) with retardation in its development compared to the accepted psychological norms for a given age without structural damage to the brain, but with minimal brain dysfunctions.

Purpose and Methodology

The study objective is to investigate psychological and social obstacles to the socialisation of a preschool child with functional mental limitations.

To solve the tasks set in the work, the following methods of theoretical and empirical (pilot) study were used:

a) Theoretical methods — analysis, classification, types, generalisation of monographic studies and publications of domestic and foreign scholars in the field of philosophy, sociology, psychology and pedagogics, general and special pedagogics;

- International and domestic regulatory documents in the field of inclusive education and the rights of children with disabilities;

- Domestic and foreign informative collections and reference books, including ICD-10



and DSM-5;

- Internet information resources;

b) Empirical methods — conducting surveys among families for primary consultations, who raise children with functional mental limitations, and study of the medical history data of mothers at pre- and post-natal stages.

The study was conducted on the basis of the Kenes Public Association of Disabled People of the Centre for Social Adaptation and Labour Rehabilitation in Almaty, Republic of Kazakhstan (hereinafter referred to as the Kenes Centre), which provides comprehensive services.

On 6 February 2023, Agreement No. 75 “Creation of a scientific and methodological service aimed at the prevention of severe disabling conditions among children with development pathologies under the public social contract” was concluded between the Department of Employment and Social Programs of the city of Almaty and the Kenes Centre, within which the study was carried out.

In accordance with the goal and objectives, a questionnaire surveys and interviews were conducted with families raising children aged between 2.8 and 5 years, who underwent periodic medical examinations or requested help from the Kenes Centre.

The criteria for inclusion of respondents in the study were the following:

- 1) History of delayed speech development in a child aged under 3 years;
- 2) Symptoms of emotional and/or behavioural disorders;
- 3) Retardation in mental and/or motor development.
- 4) Informed consent of parents to participate in the study.

The surveyed families included those who applied to the outpatient clinic service of the Kenes Centre for the diagnosis of possible personality disorders and functional mental limitations in preschool children. The sample includes 39 families raising preschool children with functional mental limitations without organic brain damage (according to ICD-10, the following range of children’s diagnoses was selected: “Mental Developmental Disorders” (F80-F89); “Specific Language and Speech Disorders” (F80), Attention Deficit Hyperactivity Disorder (ADHD) (F90, F90.0, F90.1, F90.8, F90.9)).

All patients were examined by a paediatrician, neurologist, and speech therapist. At all the stages of the study, the author independently carried out the study of clinical, socio-psychological, psychomotor, and emotional-behavioural factors in the formation of disorders with functional mental limitations. A package of documents, which included an anamnestic card of the child and a social passport of the family, were executed for each respondent.

Results

By analysing the theories of personality mental development, we can distinguished the following ones:

1) Biogenetic — considers the individual with certain anthropological properties, who goes through various stages of maturation as the phylogenetic program is implemented in ontogenesis (biogenetic theories of S. Hall, M. Hutchinson, psychoanalytic approach of S.

Freud);

2) Sociogenetic — emphasises the study of the processes of human socialisation, the assimilation of social norms and roles, the acquisition of social attitudes and value orientations (learning theories of J. Watson, B. Skinner, A. Bandura), according to which a person acquires various forms of behaviour through learning;

3) Representatives of the personogenetic approach (A. Maslow, K. Rogers) focus on the problems of activity, self-awareness and creativity of the individual, the formation of the human “self”, self-realisation of personal choice, and the search for the meaning of life;

4) Theories of cognitive development (J. Bruner, J. Piaget) are in an intermediate position between biogenetic and sociogenetic approaches, since the genotypic program and the social conditions in which this program is implemented are considered the leading determinants of development;

5) The ecological systems model (W. Bronfenbrenner) has become a popular and influential theory of development, which considers mental development as a dual process of restructuring by the individual of his living environment and experiencing influence by elements of this environment. Among Ukrainian scientists, Yu. M. Shvalb, O. L. Vernik, O. O. Vovchik-Blakytna, O. V. Rudomino-Dusiatska work within the framework of the environmental approach to psychological studies, exploring the topic of personal determinants of environmentally oriented life activities.

When a child with functional mental limitations comes into the psychologist’s view, it is quite difficult to be satisfied with only one approach of mental development for further psychodiagnosis. The biogenetic approach is important, because the physical basis of the psyche is the brain. So, they use analysis of the data obtained through clinical and instrumental diagnostics, such as the results of EEG of the child (preferably in dynamics), early results of brain ultrasound; the child’s medical history card. The pre-birth and postnatal card of the mother are also studied, a card of hereditary diseases is compiled, on the basis of which certain factors are identified that could provoke the psychopathology of the child’s development. Within the framework of the sociogenetic approach, an attempt is made to diagnose defects in personal development and deviations in behaviour, to study emotional-volitional control, while within the framework of the environmental approach, social activity and the level of involvement in social interaction, the influence of the environment and various social institutions on the development of an individual are studied. Based on the personogenetic approach, a multi-modal team of specialists in the rehabilitation process assesses the level of awareness of the individual, the degree of formation of the “self” concept and the stage of development based on the degree of satisfaction of the individual’s needs. This generates a problem at the level of diagnostics and subsequently the correct construction of a rehabilitation pattern. Consequently, the main problem is related to improving the effectiveness of diagnosis and quality of comprehensive medical-psychological-pedagogical care for children with functional mental limitations.

Based on observations: children with functional mental limitations experience difficulties in socially communications and acquiring friendly relations; they behave



aggressively due to the inability to adequately engage in social interaction and explain their intentions due to general underdevelopment of speech; they have problems with focusing attention and other mental processes. The impairment of mental functions in children with functional mental limitations is not total but mosaic. Therefore, timely diagnostic examination, identification of the form of mental development delay, the degree of functional mental limitation and execution of an appropriate pattern of personal development within the framework of an inclusive developmental environment will, in most cases, allow achieving the maximum corrective effect and significant improving the quality of life of the child, and for the majority, in case of early diagnosis and remedial care, allow prevention of severe disabling conditions, which are often acquired in relation to the main defect in connection with maladaptation, deprivation or untimely provision of a rehabilitation complex of services.

In this regard, it is appropriate to talk about preventive measures for a number of reasons: the dynamics of growth of children with mental development problems is increasing, including due to untimely and late referral to specialists; some of the children undergo rehabilitation, they have many disorders in addition to the main diagnosis, and it would be realistic to help them at an early age with timely psychodiagnosis of dysontogenesis, when the brain is still plastic and is at the stage of active formation. Depending on the nature of the disorders in the conditions of special education and a properly organised inclusive environment, they can be overcome, mitigated, compensated and even prevented. The social factor is a priority in this process (L. S. Vyhotskyi, S. P. Yevseyev, T. O. Vlasova, N. O. Rubtseva, L. V. Shapkova, M. D. Yarmachenko).

Developed countries in Europe and the USA have long been focusing their efforts on the prevention of disability among children and therefore pay great attention to early detection and providing assistance to children with functional mental limitations, namely children with mental retardation, children of the "risk group" and preschool children with mental disorders. Retardation in one or more areas (physical, sensory or mental development) leads to delays in mental development and functional mental limitations of the child with high probability, while timely assistance holds promise for the child to be integrated into society, involved in the processes of inclusion in kindergartens, schools and in the future to be a full member of social interaction.

Consequently, the priority of the state in the field of social services should be a multidisciplinary assistance to the child in the early stages of his/her development, identification of child's personal potential and own resources for further execution of the individual development plan, support of the family in difficult life situations (related to raising a child with functional mental limitations) both in the healthcare sector, social protection, and as in the field of pre-school and school education within the framework of the organisation of a developmental inclusive environment.

The social significance of this problem demonstrates the need to determine the organisational, psychological, and pedagogical conditions for the developmental potential

of an inclusive environment for preschool children with functional mental limitations.

The clinical study of functional mental limitations presents certain difficulties, because in these cases we are talking about structural features and patterns of dynamics, developmental anomalies — disorders of mental ontogenesis.

Selective effect, lack of specialists’ focus on goals, pursuit of a “trendy” specialist instead of an integral system of rehabilitation activities — all these only feed the parental ego and tighten the functional mental limitations of a preschool child. Often parents see only the tip of the iceberg, for example, speech problems, and start working with only one specialist, without understanding that the problem is complex.

We consider it important to emphasize that human health care, especially for children, is one of the key functions of the state. Parents, in turn, need to know that the state provides such services, so depriving a child of the right by parents to receive assistance from the state in the form of rehabilitation measures means depriving him or her of the right to development.

Table 1 shows the step-by-step organisation of the work of government institutions with children with functional mental limitations.

Table 1. Algorithm for organising work with preschool children with functional mental limitations (using the example of work in Almaty, Kazakhstan)

			BUILDING THE INDIVIDUAL PATH OF CHILD DEVELOPMENT
		PROVISION OF INFORMATION	Fulfilment of a comprehensive remedial care program
	INITIAL CONSULTATION at the rehabilitation centre at the place of residence	Informing parents about the further remedial care process and the rules for visiting the centre.	Internal interdisciplinary council of specialists
IDENTIFICATION	Diagnosis and assessment of a child’s psychomotor development	Conclusion of a contract for receiving comprehensive psychological and remedial care, and psychomotor services	Execution of a development plan and assignment to the group according to the principle of an individual-differential approach.
Identification of children with developmental disabilities	Determination of the degree of defect and developmental delay according to the KSA (knowledge, skills and abilities) assessment protocol.	Informing about cooperation and assistance in rehabilitation from the family.	Determination of the resource potential of the child and family



Cooperation with the Education Administration of Almaty (the department of preschool inclusion and the psychological and pedagogical correction centre (PPCC), remedial care offices of psychological, medical and pedagogical commissions (PMPC)) to refer children in need to the correctional centre at their place of residence /registration	Primary comprehensive consultation for children with mental developmental delay: - Analysis of medical findings; - Analysis of the social situation of development and conditions of family upbringing; - Advanced developmental diagnostics	The terms of cooperation, including the frequency and types of services provided will be specified in the contract.	- Determination of the individual's resource, methods and techniques of group work depending on the needs of the child and family - Selection of a complex of individual remedial care programs by specialised doctors.
Specialists from district clinics, paediatricians; specialists from the PMPC commission.	The centre's interdisciplinary team of specialists: psychiatrist, neurologist, child psychologist, methodologist, early development specialist, special education teacher, exercise therapy specialist	The interdisciplinary team of specialists of the rehabilitation and correction centre	The interdisciplinary team of specialists of the rehabilitation and correction centre: special needs teacher, child psychologist, family psychologist, speech therapist, psychomotor specialist and exercise therapy specialist.

Stage one — identification of a child's developmental delay, delay in the development of some mental functions and behavioural patterns (the so-called mental dysontogenesis) in preschool age does not start with a doctor's office or other patronage-related specialists, but as a result of observation and comparison of the child with other peers in public places by the mother herself or relatives: on playgrounds, at somebody else's house, in a kindergarten, etc.

Often, the staff of the preschool institution indicates the peculiarities of development. It is good when this kind of information is provided professionally, with explanations of further actions for the mother, in the form of a "road map", but sometimes the preschool institution simply refuses to provide further services. Most often, mothers of such children respond with feelings of irritation, anger, and rejection of the information provided; the

parents are left face-to-face with all that without psychological support and assistance.

Parents often strive in every possible way to send a child with functional mental limitations to a kindergarten for typical children (not even to an inclusive group), with the assumption that such a child will learn the speech and behaviour patterns of a typical child. At that, parents do not think that their children require special treatment, which is provided in specialised institutions that have knowledge of the specifics of such children and appropriate psychological and pedagogical tools. In regular kindergartens for typical children, a teacher only directs the development of child's mental functions in the right direction, while in a remedial kindergarten these functions have to be rebuilt (built-up), and sometimes "to be formed from scratch", where the specialist is a guide and mentor for such a child in learning the world around him or her, starting with elementary social and everyday skills.

It should be noted that the faster the family passes through the stages of denial to acceptance of the child's mental development, the higher the chance of a positive outcome of rehabilitation.

Stage two — the initial consultation of children with functional mental limitations is based on the analysis of medical findings, the analysis of the social situation of the development and conditions of family upbringing (family sociometry and analysis of family roles) with the use of the protocol of advanced diagnostics of psycholinguistic development. The roadmap for a parent raising a child with special educational need (SEN) is a consultation with a psychological, medical and pedagogical commission (PMPC) or a specialised remedial centre, which must make a comprehensive assessment of the child's development at a given age stage. In the process of habilitation of a child with general mental retardation, the work with his/her family, the initial contact with which occurs at the initial consultation, is of particular importance for a psychologist. Involving the family in the process of habilitation and rehabilitation is a mandatory condition. A child with general or partial mental retardation is a big challenge for the whole family. When visiting doctors, psychologists, rehabilitation specialists, speech therapists and other specialists involved in the child's habilitation, parents often try to find the causes of development retardation. Typically, they offer their own versions and expect to confirmation.

Psychological, medical and social diagnostics aims to comprehensively assess the medical, biological, psychological and social components, which make possible to judge about the presence of stability and the degree of limitation of individual categories of life activity and social isolation. The clinical doctrine on prediction of functioning in society and patient's future working capacity in psychiatry is developed on theoretical principles common to all medicine. For example, classification of the degree of disability is not based on anatomical principle or on a mechanical calculation of the percentage of disability but on the actual ability to perform a job without harm to health. Thus, scientists note that the basis of psychological, medical and social conclusion constitutes a clinical picture, compared with the demands from society, living conditions and professions to the mental functions of the person.



According to our survey conducted during the initial consultation at the Kenes Centre (Almaty), vaccination is the most common answer among respondents among various reasons (71%, n=39). The data are given below in Table 2.

Table 2. The causes of child development retardation according to respondents (mothers)

N %	Description of the cause
71%	Because of vaccination, approximately from 1 to 2 years there was a developmental delay resulted in the following developmental regression: stop of talking, responding to a significant adult, there was a retardation in actions and reactions or vice versa — hyperactivity.
11%	Events that occurred related to family members: divorce, loss of a parent or significant adult during pregnancy or early preschool age, moving.
9%	Diseases: Covid, acute respiratory virus infection and other diseases during pregnancy that require the use of antibacterial therapy.
1%	The presence of a cyst identified after the birth of a child, diagnosed by ultrasound, and other neoplasms in various brain structures.
5%	It's difficult to answer.

During the initial consultation, both mothers and fathers made assumptions about heredity (“my sister also started talking late”), harmful habits of one of the spouses, and childhood traumas. Later, one of our respondents said that she had measles in the last trimester of pregnancy, another mentioned that she was hospitalized as a victim of a traffic accident with minor injuries. Sometimes parents also blame obstetricians-gynaecologists or other medical personnel who deliver babies.

Foreign and domestic studies confirmed that the pathology of the perinatal period, which includes stimulation of the woman’s birth activity, emergency caesarean section surgery and low birth weight, lack of autonomous breathing activity, with the need for resuscitation measures on the part of the child, also play a significant role in the formation of speech pathology. In addition to the listed factors, gestational stage anaemia and large fetus of more than 4.000 g are reliably associated with speech disorders (Luria A. R.). The determining risk factors among perinatal pathology are complications of the labour stage (Lukashevych I. P. et al., 2008). With reference to the official results of ultrasound examination, the delay in the maturation of the cerebral cortex due to acute hypoxia of the labour stage and birth trauma should be considered a key point in this case.

Stage three — provision of information. Parents must sign a document about the further remedial care process and the rules for visiting the centre. By signing, they agree to the terms of cooperation, which include the frequency, types of services and

responsibilities of the parties to the rehabilitation process. It is important to take into account the family's trust in specialists and rehabilitation methods, to interact with the methodologist to clarify the goals and objectives of rehabilitation, to be fully involved in the rehabilitation process, and to cooperate with the psychologist.

Stage four — development of an individual development pattern. The plan is developed by a team of interdisciplinary specialists based on the principle of an individually differentiated approach.

Conclusion

The relevance of the topic of psychological and social obstacles for families raising children with functional mental disorders is proved by the number of theses defended in recent years: Mushkevych M. I. "Psychological Support of Families with Problem Children" (2020), Honcharenko N. A. "Peculiarities of psychological assistance to parents of children with attention deficit hyperactivity disorder" (2021), Sklianska O. V. "Formation of social interaction in children of early age with disabilities with their primary caregiver." (2019), Maksymov M. V. "Psychology of development of reflexive personality skills in primary school age." (2020), Tsymbalenko O. O. "Psychological features of communication ability formation in children with communication disorders" (2021) [2,3,4,5,6].

According to our survey conducted during the initial consultation at the Kenes Centre (Almaty), vaccinations (71%) and stress factors (11%) are the most common answers of respondents among various causes, such as: divorce, loss of a parent or significant adult during pregnancy or early preschool age, moving; 1% named the presence of a cyst identified after the birth of the child, diagnosed by ultrasound, and other neoplasms in various brain structures, and 5% of parents could not find any cause to explain the child's existing functional mental disorders.

All of the above causes, in our opinion, can be classified as prenatal (problems of intrauterine development) and postnatal (postpartum period, the duration of which is approximately 1 month after birth). By nature, the causes can also be classified as follows: risks associated with the mother's health (heredity, chronic diseases, etc.), risks associated with the child's health (presence of a cyst or other pathologies confirmed by medical and instrumental examinations), risks of an external nature/intervention (birth trauma, aggressive rapid birth, or vice versa — prolongation of the labour stage, a long anhydrous period of the fetus, reactions to vaccination, anaesthesia).

We have determined that a fairly high percentage of parents (71%) see the cause of the child's developmental delay in preventive vaccinations, which, in our opinion, requires further study of what this indicator is associated with. The "début" of the delay falls on the DPT vaccination (according to the vaccination calendar, the child of approximately 1.5–2 years old receives this vaccine). With reference to the information provided by the Committee for Consumer Rights Protection in the Republic of Kazakhstan: across countries of the former Soviet Union, Kazakhstan is the only country that, on the recommendation of the National Advisory Committee on Immunization, has switched to DTP vaccines containing acellular pertussis component despite the fact that such vaccines are



significantly more expensive than whole-cell vaccines. In addition to that, the DPT vaccine is part of combined five- and six-component vaccines, which provide protection against several infections simultaneously during immunization. In Kazakhstan, the list of infectious diseases against which vaccination is introduced is approved by the Resolution of the Government of the Republic of Kazakhstan “On approval of the list of diseases against which preventive vaccinations are carried out, the Rules for their implementation and population groups subject to routine vaccination” No. 2295 dated 30.12.2009.

In our opinion, the delay in mental and speech development at the age from 1.5 to 2 years becomes more noticeable than at the early age. At the age from 1.5 to 2 years, the social situation of development, which is the driving force of dynamic changes in mental development in a certain period (L. S. Vyhotskyi) forms such a neoplasm as the need for speech and language, the need to interact with the immediate environment. This is a clear diagnostic sign for parents.

According to a survey and conversation at the initial consultation at the Kenes Centre, the following are the main problems that a psychologist faces and continues to work with:

- Non-acceptance of the child’s diagnosis by the family; 9% — diseases: Covid, acute respiratory virus infection and other diseases during pregnancy that require the use of antibacterial therapy,

- Overstated expectations of a child with functional mental limitations, or vice versa — disappointment and blow to hopes, and high level of social pressure from outside;

- Transfer of responsibility to specialists or other persons involved in the rehabilitation process (sometimes searching for alternative, unproven, invalid, unscientific methods of remedial care);

- Illusory nature of the future (“the child will outgrow”);

- “Mythification”, endowing the child with qualities that he does not have or playing along (“he, like Einstein, also started talking late”; “at home, she understands everything, listens to me carefully”, “I read about Asperger’s syndrome. This is our case”, etc.);

- Denial of reality (avoiding PMPC, postponing examination);

- Stigmatization regarding the work of psychiatrists (unwillingness to have a child examined by a psychiatrist, since this is a “stigma” throughout life, deliberate non-use of medications prescribed by a psychiatrist).

As a result, parents do not form a comprehensive picture of mental development, there is no unified understanding of the goals and objectives of rehabilitation, there is a pursuit of “collecting” diagnoses, spot consultations of “top” specialists (“in trend”), the search for the guilty party is intensified. All these actions are destructive in nature in relation to the child, and only reflect the parents’ own feelings of guilt and attempts to ease their experiences.

Thus, depending on the parents’ decision, such a child can become a chronic psychotraumatic factor in the family or a unifying factor capable of bringing joy. It all depends on the family’s attitude towards this child, the correct understanding of the tasks

of upbringing, remedial care and approach. It is very important that the family has an adequate level of claim to the child. Parents often find themselves unable to accept such a child or have high expectations and are overly busy with the child. The child fails to cope; this irritates the parent and child, which makes the child worry excessively about his failure, suffer and as a result, the child often develops neurotic disorders that threaten with behavioural disorders and aggressiveness. At that, neurotic symptoms are aggravated, depression and psychosomatic disorders often occur. In addition to that, in our practice, we often meet parents, in particular mothers, with an impaired attachment and the lack of emotional contact with the child, or with infantile features who do not realise the full depth of the problem and the degree of their responsibility. Often, such parents measure attention by material values or satisfy only basic needs of the child's personality: food, clothes, and higher needs for love, care, games, conversations are omitted (next to each other, but not together, under supervision: physically the mother is near, but there is no emotional connection). Positive emotional environment and awareness of parents create a huge resource for building mental health of the child.

Therefore, at each stage from the identification of mental dysontogenesis in preschool child with functional mental limitations to the final stages of the rehabilitation route the family faces difficulties, both psychological and social. A psychologist is a mandatory member of the multi-modal rehabilitation team at each stage. The work of a psychologist is important at every stage, including diagnostics of rehabilitation potential, counselling, psychological support of the family, sometimes it is crisis intervention, psychological support for families raising a child with functional mental limitations, psychological correction of the emotional-volitional sphere, which contributes to personal growth, restoration of cognitive, motivational, emotional resources of the child's personality. Family involvement and a conscious attitude towards the characteristics of a child's mental development enhance the child's rehabilitation potential and increase resistance in overcoming difficulties on the path to socialisation.

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PSYCHOLOGICAL AND SOCIAL BARRIERS TO THE SOCIALIZATION OF PRESCHOOL CHILDREN WITH FUNCTIONAL MENTAL DISABILITIES (EXPERIENCE FROM THE REPUBLIC OF KAZAKHSTAN)

Abstract

Relevance. The problem of mental development of preschool children without pronounced mental pathology is becoming increasingly relevant every year. In special psychology and corrective pedagogy, one of the most important and urgent issues is the study of the features of the development of higher mental functions during childhood. In recent years, there has been a noticeable increase in the number of children with delayed mental development, and therefore with functional mental limitations, caused by biological, socio-psychological, environmental, and other factors, as well as their complex

combinations, which in one way or another lead to significant obstacles on the path to the socialization of the child.

Methodology. To solve the set tasks, the study used theoretical and empirical (pilot) research methods:

a) theoretical methods – analysis, classification, types, generalization of monographic studies and publications of domestic and foreign scientists of philosophical, sociological, psychological-pedagogical, general and special pedagogical orientation;

- international and domestic normative-legal documents in the field of inclusive education and the rights of children with disabilities; domestic and foreign informational collections and reference books, including ICD-10 and DSM-5;

informational resources of the Internet network;

b) empirical methods – surveys of families raising children with functional mental limitations and the study of anamnesis data of mothers in the pre- and postpartum periods. The representative sample consists of 39 mothers of preschool children with functional mental limitations without organic brain damage (according to ICD-10, the selected range of diagnoses for children: “Mental developmental disorders” (F80-F89); “Specific speech and language disorders” (F80), ADHD (F90, F90.0, F90.1, F90.8, F90.9)) from inclusive groups of the Social Adaptation and Labor Rehabilitation Center “Kenes” (Kazakhstan, Almaty).

Results. Analyzing the theories of mental development of personality, the following can be distinguished:

1. Biogenetic, which considers the individual with certain anthropological characteristics who goes through different stages of maturation as the phylogenetic program is realized in ontogenesis (biogenetic theories of S. Hall, M. Hutchinson, psychoanalytic approach of S. Freud);

Sociogenetic – focuses on studying the processes of socialization of a person, assimilation of social norms and roles, acquisition of social attitudes and value orientations (learning theories of J. Watson, B. Skinner, A. Bandura), according to which the acquisition of various forms of behavior occurs through learning;

Representatives of the personogenetic approach (A. Maslow, C. Rogers) focus on issues of activity, self-awareness and creativity of the individual, formation of the human “I,” self-realization of personal choice, and search for meaning in life; Cognitive theories (J. Bruner, J. Piaget) occupy an intermediate direction between biogenetic and sociogenetic approaches, since the main determinants of development are considered to be the genotypic program and the social conditions in which this program is realized;

2. A popular and influential developmental theory is the ecological systems model (U. Bronfenbrenner), which considers mental development as a dual process of restructuring by the individual of their life environment and experiencing influence from the elements of this environment. Among Ukrainian scientists working within the ecological approach to psychological research are Y.M. Shvalb, O.L. Vernik, O.O. Vovchyk-Blakytnaya, O.V.



Rudomino-Dusyatska, studying the topic of personal determinants of ecologically oriented life activity.

Conclusions. At every stage—from the detection of mental dysontogenesis in a preschool child with functional mental limitations to the final steps of the rehabilitation pathway—the family faces difficulties of both psychological and social nature. At each stage, the psychologist is an essential member of the multimodal rehabilitation team. The work of the psychologist is indispensable at every phase: including diagnosis of rehabilitation potential, counseling, psychological support of the family, sometimes crisis intervention, psychological assistance for families raising a child with functional mental limitations, psychological correction of the emotional-volitional sphere, which promotes personal growth, restoration of cognitive, motivational, and emotional resources of the child's personality. Family involvement and conscious attitude toward the child's specific mental development enhance the rehabilitation potential and strengthen the child's resilience in overcoming difficulties on the path to socialization.

Keywords: functional mental limitations, dysontogenesis, risk factors of developmental delay in preschool children.

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ADVERSE CHILDHOOD EXPERIENCE AS A PSYCHOLOGICAL DETERMINANT OF STUDENTS' SELF-HARM IN THE CONTEXT OF WAR IN UKRAINE

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Abstract

This article explores adverse childhood experiences as a psychological determinant that can lead to self-harm in the student population. The paper defines the concept of self-destructive behavior and delves into the phenomenon of self-harm among students and adolescents. A review of current empirical studies on the role of various factors such as gender, age, adverse childhood experiences, family environment, psychological condition, major depressive disorder, stress, and coping strategies in the development of self-harm is provided. The empirical section examines the main determinants of self-harm among students and the primary types of self-harm. Research into the psychological determinants of self-harm in students is important for understanding the causes of this dangerous phenomenon and developing effective prevention and treatment strategies. Adolescence and student years are a critical period for the emergence of mental health issues, as during this time adolescents and students undergo psychological crises and situations that negatively affect personality development and lead to mental disorders. These issues are often difficult to resolve in socially acceptable ways. In such cases, adolescents and young people frequently resort to various forms of self-destruction to cope with life's difficulties. In our study, we focus on examining the psychological determinants of self-harm among students. We believe that this research will contribute to a broader understanding of the causes and the phenomenon of self-harm in young people, which will have significant theoretical value and contribute to the further development of this topic, as well as practical value for psychologists and psychotherapists. The findings emphasize the importance of early identification of individuals at risk for self-harm and the need for creating a safe environment in educational institutions. The conclusions of this study may be helpful to psychologists, educators, and other professionals working with students and addressing youth mental health.

Keywords: autodestructive behaviour, self-harm, students, stress, war.

Relevance

Introduction. Adolescence and student years are a crucial period for the development of mental health issues. During this time, adolescents and students undergo psychological crises and situations that negatively affect personality development and lead to mental disorders, which they cannot resolve in socially acceptable ways. In such cases, adolescents and young people often resort to various forms of self-harm in an attempt to cope with

life's challenges. According to the fifth version of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), the term self-harm or "non-suicidal self-injury" (NSSI) is defined as "intentional, direct self-damage without suicidal intent and with a purpose that is not socially sanctioned" (American Psychiatric Association, 2013). It is sometimes also referred to as self-injurious behavior, non-suicidal self-directed violence, self-injury, or deliberate self-harm (although some of these terms, such as self-injury, do not distinguish between non-suicidal and suicidal intentions) (International Society for the Study of Self-injury, 2007). This is a physical form of self-aggressive behavior where a person intentionally harms themselves without the goal of suicide. Joseph Klonsky, a professor of psychology at Stanford University, has dedicated a significant amount of time to researching the issue of self-harm and developed models for the mechanisms of NSSI. According to his research, NSSI mechanisms may include emotional regulation, reduction of internal tension, increased control over life, and a heightened sense of reality (Klonsky, E. D., 2007). He also studied various types of self-harm and factors that may influence the risk of NSSI, including age and gender differences. Klonsky developed a theoretical model of the risk of self-harm that includes psychological, social, and biological factors influencing the risk of NSSI and other forms of self-destructive behavior. Kimberly Gratz and her team studied the relationship between mental health symptoms and NSSI. Gratz examined the effectiveness of emotion regulation therapy in reducing self-harm incidents. The research showed that participants who received emotion regulation therapy had significantly fewer self-harm incidents (Swanson, S. A., 2011). Furthermore, Gratz concluded that NSSI is prevalent among individuals with mental disorders, especially among those who experience anxiety and depression symptoms. Adolescence and student years are critical for the emergence of mental health problems, often resulting from psychological crises and stressful situations. These problems can negatively affect personality development and lead to mental disorders, where individuals cannot resolve personal life issues in socially acceptable ways. As a result, adolescents and young people frequently attempt to cope with difficulties by engaging in various forms of self-destruction. This trend has become particularly evident during times of war. Self-destructive behavior is a dangerous and widespread phenomenon in our society and poses a significant threat to personal development. Statistical data from the international research project "European School Survey Project on Alcohol and Other Drugs" (ESPAD), in which Ukraine has participated since 1995, confirm this. The latest survey in 2019 revealed that 19.6% to 23% of boys and 16.5% of girls aged 14-17 reported smoking, and 18% of respondents admitted to having used some form of illicit drug at least once in their lives (17.9% of boys and 18.1% of girls). Furthermore, 8.7% had used marijuana in their lifetime (10.7% of boys and 6.8% of girls) (Balkirieva O.M., 2019). In the context of war in Ukraine, these figures are likely to be even higher due to the stress experienced. Adverse childhood experiences (ACE) were first described in relation to health outcomes in one of the largest studies, the CDC-Kaiser study in 1998 (American Psychiatric Association, 2013). The study revealed that individuals who experienced four or more categories of childhood trauma had a 4 to 12 times higher risk of self-harm, alcoholism,



drug abuse, depression, and suicide attempts compared to those who had no such experiences (O'Neill, S., 2018).

Objective

To analyze the connection between adverse childhood experiences and the increase in self-harm behaviors among students during the ongoing war in Ukraine. The research also aims to determine the role of self-harm as a potential response to stressful events in the context of war. Considering studies and theories indicating adverse childhood experiences as one of the key causes, it is important to confirm and clarify these factors to better understand the determinants of self-harm under stress during the war.

Methodology

The research applied the following methodological tools: the "Adverse Childhood Experiences" questionnaire (short version by D. Felitti), the PSS-10 Subjective Stress Scale, the Inventory of Self-Harm (Self-Harm Inventory), and the Inventory of Statements about Self-Injury (ISAS). The "Adverse Childhood Experiences" questionnaire was used to identify childhood psychological traumas, while the PSS-10 was used to assess the level of stress among students. The Self-Harm Inventory was used to determine types and methods of self-harm, and the ISAS was used for a comprehensive evaluation of non-suicidal self-injury functions. Data collection was conducted anonymously using Google Forms in January 2024. The survey included 110 respondents aged 17 to 26, consisting of 78 women and 32 men, all of whom were university students.

Results

To explore the most common methods of self-harm and the functions it serves in men and women, a random sample of 30 men and 30 women was selected. Using descriptive statistics (specifically, mean values) and frequency tables, it was found that men engaging in self-harm most often use methods such as overdose (8.3%), cutting (15%), burning (11.7%), head-banging (20%), reckless driving (5%), and distancing themselves from faith or spirituality (5%). Women, on the other hand, most frequently engage in scratching (30%), picking at wounds (25%), deliberately worsening their health (15%), intentionally quitting their jobs (6.7%), suicide attempts (6.7%), and intentional starvation (13.3%). Both men and women equally often engage in behaviors such as alcohol abuse (43.3%), hitting themselves (38.3%), engaging in indiscriminate sexual relationships (6.7%), expecting their partner to leave them (38.3%), medication abuse (11.7%), abusive relationships (21.7%), inflicting bodily harm (28.3%), and ruminating on suicidal thoughts (23.3%). Through descriptive statistics and mean value analysis, it was revealed that the most frequent motive for self-harm in both men and women is to experience "self-punishment" (mean = 1.10). This suggests that participants are driven by the motive of "proving to themselves that their emotional pain is entirely real." Both genders equally often use self-harm to cope with

"suicide resistance" (mean = 0.767). The construct of "interpersonal boundary" (mean = 0.667) reflects statements like "creating a boundary between myself and others" or "setting up a barrier between myself and others." This behavior may be interpreted as deriving a narcissistic satisfaction from one's suffering, contrasting others' seemingly shallow inner lives. However, literature often highlights a painful sense of otherness in such individuals—a burden rather than a source of pride. The construct of "self-care" (mean = 0.567) suggests that individuals who self-harm may have a deep concern for their own well-being. This concern manifests as a desire to find ways to overcome suffering or improve their condition, even if it involves self-inflicted harm. The construct of "revenge" (mean = 0.500) indicates a desire to retaliate for what an individual perceives as unjust or offensive. In the context of self-harm, this may involve the belief that self-harm is a way to "get back" at someone or something. Revenge may be directed at other people, society as a whole, or even oneself, as an attempt to punish oneself for perceived inadequacies or guilt. In the context of exploring functions of self-harm among men, it was found that they are more likely to use self-harm as a means of seeking "independence" (mean = 1.07). This scale includes statements like "I convince myself that I am self-sufficient," "I demonstrate that I do not need to rely on others for help," and "I prove my autonomy/independence." Additionally, the studied men exhibited a pronounced construct of "seeking feelings and experiences" (mean = 0.567), emphasizing statements like "I try to achieve emotional excitement, to feel a thrill," "I entertain myself or others by doing something extreme," and "I push my limits, as happens during parachuting or other extreme activities." The construct of "connection with others" (mean = 0.300) reflects the individual's relationship with others and their feelings of social isolation or alienation. In the context of self-harm, individuals may feel detached from others or unable to form deep connections, leading to loneliness, alienation, or an increased risk of further self-harm as a way to express these emotions. Unlike men, women showed constructs such as "affect regulation" (mean = 1.87), "anti-dissociation" (mean = 1.13), "resilience" (mean = 1.03), "pain marking" (mean = 0.967), and "interpersonal influence" (mean = 0.833). The highest score was for "affect regulation," indicating the ability to manage emotions. In the context of self-harm, this suggests that women who engage in self-harm may struggle with effectively managing their emotions, using self-harm as a coping strategy for emotional regulation. This is supported by high scores in the "pain marking" construct, suggesting that women may use self-harm as a way to express their pain or alleviate emotional discomfort. The "anti-dissociation" construct, which also scored high among women, highlights a tendency to avoid dissociation—the disconnection or separation from thoughts, feelings, or the body. It can be assumed that women seek to maintain a sense of personal unity and avoid the disconnection that may accompany self-harm. The construct of "resilience" likely reflects psychological strength and adaptability to stress and negative life circumstances. Thus, women may use self-harm as a way to overcome difficulties, emerging with greater inner strength and self-confidence. Finally, the construct of "interpersonal influence" describes how interactions with others affect decisions and behaviors related to self-harm, highlighting the diverse ways interpersonal relationships can play a role in this phenomenon. For example, positive



interpersonal interactions, such as support and understanding from close ones, can help women find alternative ways to express their emotional states and resolve problems that might otherwise lead to self-harm. Conversely, negative interpersonal interactions, such as conflicts, rejection, or lack of acceptance, may intensify emotional tension and increase stress, which can heighten the tendency toward self-harm in women. During the study, it was found that 96 respondents (87.3% of the sample) had engaged in at least one form of self-harm. The findings indicated a correlation between self-harm and the "dysfunctional family" indicator, suggesting that individuals with self-harm experiences are more likely to display certain signs of dysfunctional family dynamics. Among the 110 participants, only 19 were raised in destructive families. Therefore, it cannot be conclusively stated that being raised in a destructive family environment guarantees self-harming behavior. However, it can be asserted that the greater the level of familial destructiveness experienced during childhood, the higher the frequency of self-harming behaviors observed in student years. Additionally, a high correlation between self-harm and a "destructive environment" (0.405, $p=0.001$) confirms that students who engage in self-harm are more likely to exist in environments that foster destructive habits, such as drug or alcohol use, aggressive behavior, and other negative practices. The "emotional neglect" indicator also correlates with self-harm (0.269, $p=0.038$), reflecting that students who grew up in emotionally neglectful environments—characterized by a lack of support, persistent conflicts, and other factors causing psychological discomfort and stress in childhood—may resort to self-harm as adults. Regression analysis results indicate a moderate positive relationship between the level of self-harm and the dysfunctionality of the family environment. This means that the higher the dysfunctionality of the family, the higher the self-harm levels among students. The study also found that participants who engage in self-harm exhibit higher stress levels, as indicated by the average values. Moreover, the overall destructiveness of the family environment is also higher, suggesting a link between adverse childhood experiences and stress, which may ultimately lead to self-harming behavior in students.

Discussion

This study explored the relationship between self-harm, adverse childhood experiences, and stress. Our findings revealed that while most respondents had engaged in at least one type of self-harm, only a minority were raised in destructive families. Using randomized sampling, we established that students who engage in self-harm exhibit higher stress levels and greater overall family dysfunction. Correlational analysis demonstrated strong associations between self-harm and indicators such as "dysfunctional family," destructive environment, and emotional neglect. This suggests that individuals with a history of self-harm are more likely to show signs of dysfunctional family dynamics. However, it is important to emphasize that being raised in a destructive family does not necessarily lead to self-harm. Yet, higher levels of family dysfunction in childhood are associated with increased self-harm during college years, as confirmed by regression

analysis. These results align with findings from a study that examined the role of adverse childhood experiences as determinants of non-suicidal self-harm among children and adolescents admitted to psychiatric facilities (Baiden, P., Stewart, S. L., & Fallon, B., 2017). That research showed that children who experienced physical abuse had a 49% higher likelihood of non-suicidal self-harm, and those subjected to sexual abuse had a 60% higher likelihood compared to peers without such experiences. Our results also align with research conducted in Glasgow, UK, exploring adverse childhood experiences and self-harm among psychiatric inpatients. A univariate analysis revealed that patients with recurrent self-harm reported higher levels of depressive and anxiety symptoms, suicidal intent, adverse childhood experiences, and lower levels of secure attachment (Cleare, S., 2018). In addition, this study examined the most common self-harm methods among students and their underlying functions. We identified a wide variety of self-harm behaviors among both men and women. Regarding functions, both genders frequently used self-harm as a means of self-punishment, suicide resistance, and establishing interpersonal boundaries. Differences were noted in constructs unique to women, such as affect regulation, anti-dissociation, and resilience, suggesting more complex emotional and psychological functioning in the context of self-harm.

Conclusions

This study provided a theoretical overview of the phenomenon of self-destructive behavior, focusing specifically on self-harm. Additionally, an empirical study was conducted to identify the main psychological determinants of self-harm among students and adolescents. Adolescence and the student period are critical phases for the development of mental health issues, which often arise due to psychological crises and stressful situations. These issues can negatively affect personality development and lead to mental disorders that individuals may find difficult to resolve in socially acceptable ways. As a result, adolescents and young people often resort to various forms of self-destruction to cope with their difficulties. NSSI (Non-Suicidal Self-Injury) affects 15–28% of young people (Boullier, M., & Blair, M., 2018) and typically begins between the ages of 12 and 14 (Whitlock J., Knox K.L., 2007). Self-aggressive behavior is a type of behavior in which an individual deliberately and intentionally causes harm to themselves. It is often a sign of emotional and psychological tension, which may arise from stress, anxiety, depression, or other mental states. Self-aggression may also be caused by low self-esteem, dissatisfaction with oneself, or other factors. Self-harm, as a physical manifestation of self-aggressive behavior, involves inflicting harm on one's body without the intention to commit suicide. It may manifest in forms such as cuts, head banging, burns, and other methods. Through empirical research, we explored the determinants of self-harm among students and examined its relationship with adverse childhood experiences and stress. Based on our findings, we established that the majority of respondents had engaged in at least one form of self-harm; however, only a few were raised in dysfunctional families. The key determinants of self-harm in student-age individuals were identified as destructive environments, dysfunctional families, and emotional neglect in childhood. These findings suggest that adverse childhood experiences,



especially within the context of family dynamics, can play a significant role in the development of self-harming behaviors later in life. Moreover, it was found that students who engage in self-harm exhibit higher stress levels and a greater degree of family dysfunction. This provides grounds to hypothesize a relationship between adverse childhood experiences and stress, which may eventually lead to self-harm.

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NEGATIVE CHILDHOOD EXPERIENCES AS A PSYCHOLOGICAL DETERMINANT OF SELF-HARM AMONG STUDENTS IN THE CONTEXT OF THE WAR IN UKRAINE

Sokolova Valeria

Abstract

Актуальність. У даній статті досліджено негативний дитячий досвід як психологічну детермінанту, яка може спричинити селфхарм у студентській популяції.

Методологія. У роботі описано поняття аутодеструктивної поведінки, роль різних чинників (стать, вік, негативний дитячий досвід, сімейне середовище, психологічний стан, великий депресивний розлад, стрес та копінг-стратегії) в розвитку селфхарму. Для виявлення дитячих психологічних травм використано опитувальник «Негативний дитячий досвід», коротка версія Д. Фелітті; для визначення рівня стресу у студентів - Опитувальник рівня суб'єктивного стресу PSS-10; Анкета Способи самоушкодження (Self-Harm Inventory) - для визначення видів та способів самоушкодження; для всебічної оцінки функцій несуйцидального самоушкодження - опитувальник Опис суджень про самоушкодження (ISAS).

Вибірка. В опитуванні узяло участь 110 респондентів віком від 17 до 26 років. З них 78 жінок та 32 чоловіка. Всі респонденти є студентами вищих навчальних закладів. Збір даних проводився анонімно за допомогою Google Forms у січні 2024 р.

Результати. На основі результаті дослідження встановлено, що хоча б до одного виду селфхарму вдавалося більшості респондентів, проте лише деякі з них виховувалися в деструктивних сім'ях. Виявлено також, що аутоагресія студентів може бути спричинена низькою самооцінкою, незадоволеністю собою та іншими причинами. В межах емпіричного дослідження виявлено, що основними детермінантами селфхарму в студентському віці є деструктивне оточення, дисфункціональна сім'я та емоційна занедбаність в дитинстві. Ці результати дозволяють припустити, що негативний дитячий досвід, особливо в контексті сімейного середовища, може мати важливе значення для розвитку самопошкоджувальної поведінки у подальшому. Окрім цього, встановлено, що у студентів, які вдаються до селфхарму, рівень стресу є вищим, також вищим є загальний рівень деструктивності сім'ї. Це дає підставу припускати, що існує взаємозв'язок між негативним дитячим досвідом та стресом, який може в подальшому призвести до самошкодження.

Ключові слова: аутодеструктивна поведінка, селфхарм, студенти, стрес, війна.

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