

Ukrainian Association of
Educational and Developmental Psychology
Institute of Psychology at Szczecin University

Socialization
&
Human Development
International scientific Journal

2020/2

ISSN Online: 2706-8706

Ukraine–Poland

SOCIALIZATION & HUMAN DEVELOPMENT

**INTERNATIONAL
SCIENTIFIC
JOURNAL**



**Kyiv-Szczecin
2020**

Certificate ID: 925111839

Issue 3 DOI: <https://doi.org/10.37096/SHDISJ-20-1.2>

Socialization & Human Development: International Scientific Journal. Volume 2. № 2 2020 / Ukrainian Association of Educational and Developmental Psychology (Ukraine), University of Szczecin (Poland), - Kyiv, Szczecin, 2020.

The journal was launched in accordance with the founding agreement of Public Organization "Ukrainian Association of Educational and Developmental Psychology" (agreement dated apriele 02, 2019) & Institute of Psychology at University of Szczecin, Poland.

Editorial Board

Executive editors

Editor-in-Chief (Ukraine)– *Olena I. Vlasova*, Dr. hab. of Psychology, Professor, Head of the Developmental Psychology Department at Kyiv Taras Shevchenko National University, Head of the Public Organization "Ukrainian Association of Educational and Developmental Psychology"; **Coeditor-in-Chief (Poland)** - *Zdzislaw Kroplewski*, Professor, dr hab. of Psychology, Director of the Institute of Psychology at Szczecin University **Responsible Editor (Ukraine)** – *Nataliia M. Dembytska*, PhD of Psychology, Assoc. Prof. of the Developmental Psychology Department at Taras Shevchenko National University of Kyiv; **Responsible Editor (Poland)**.; - *Celina Timoszyk –Tomczak*, PhD, Assoc. Prof.; **Creative editor** – *Vitaliy Lunyove*, PhD of Psychology, Assoc. Prof. of the General Psychology Department, Kyiv National O.Bogomoltsya Medical University; **Editor of the scientific papers in English** – *Svitlana Y. Paschenko* - PhD of Psychology, Assoc. Prof., Kyiv National Taras Shevchenko University; **Releasing editor** - *Mykola V. Maksymov* - PhD of Psychology, Assoc. Prof. of the Developmental Psychology Department at Kyiv National Taras Shevchenko University (Ukraine).

Editorial board members

Pavel Boski - Dr. hab. of Psychology, Professor, Head of Department of Cross-Cultural Psychology Warsaw Faculty of Psychology at SWPS University (Poland) *Tatyana M. Yablonskaya*, Dr. hab. of Psychology, *Sergey I. Yakovenko* – Dr. hab. of Psychology, Professor, first vice-rector at Kiev Institute of Contemporary Psychology and Psychotherapy (Ukraine); *Katerina L. Milyutina* - Dr. hab. of Psychology, Professor of the Development Psychology Department at Kyiv Taras Shevchenko National University (Ukraine); *Igor A. Furmanov*, Dr. hab. of Psychology. Professor, Head of the Psychology Department at Belarusian State University. (Belarus); *Manuele Shabus*, Dr. Hab.in Psychology, Professor at the University of Salzburg (Austria); *Dr. Małgorzata Szcześniak*, Professor, of the Faculty of Psychology at Szczecin University (Poland), *Leandro L. Di Stasi*, PhD. of Psychology, assist. of Professor Mind, Brain and Behavior Research Center at University of Granada.(Spaine). *Tamara O. Pirozhenko* Dr. of Psychology, Professor, Head of the Laboratory of Preschool Psychology of the G.S. Kostyuk Institute of Psychology of the National Academy of Pedagogical Sciences of Ukraine, *Valentina I. Podshivalkina*, Dr. hab.of Sociology, Professor, Head of the Department of Social and Applied Psychology, at Odessa National I.I. Mechnikov University, *Natalia I. Pohorilska*, Candidate of Psychological Sciences, Associate Professor of the Department of General Psychology at Kyiv Taras Shevchenko National University (Ukraine); *Denis E. Predko* Candidate of Philosophical Sciences, Assistant Professor of the Department of General Psychology at Kyiv Taras Shevchenko National University (Ukraine).

Publisher: Public Organization "Ukrainian Association of Educational and Developmental Psychology"Kyiv (Ukraine) <http://www.UAPED.com>

© Authors of the Scientific Papers, 2020

© Ukrainian Association of Educational and Developmental Psychology, 2020

© University of Szczecin (Poland), 2020

CONTENTS

<i>Boski Paweł, Kmiotek Łukasz K., Shatruk Yulianna</i> Multilingualism and multiculturalism: challenges for education and socialization in the XXI century	5
<i>Davydenko Viktoriia</i> Professional burnout of child psychologists and educators of CEI	26
<i>Diachenko Liudmyla</i> Psychological and pedagogical training of future teachers of secondary schools in the universities of Germany	37
<i>Gorbanyuk Oleg, Beviz Galina, Gorbanyuk Julia, Krasa Paul</i> Descriptive potential of the ukrainian language from the perspective of new methods of lexical analysis of personality structure	55
<i>Karamushka Margarita, Vlasova Olena</i> Psychological support of the development of socially active youth	65
<i>Lytvynenko Oleksandr</i> Historical memory as a factor of national identity formation	81
<i>Marusynets Mariana, Shevchenko Oleksandra</i> Psychological support of nurses training from the position of resilience	94
<i>Shvalb Yuri, Opanasenko Ludmila</i> Technology of development of psychological structure of educational goal-setting among high school pupils	106
<i>Shyshko Nadiia, Naydonova Lyubov</i> The impact of social internet practices on the psychological well-being of senior pupils	119
<i>Tselikova Yulia</i> The importance of parental attitude in negative childhood experience	135

**MULTILINGUALISM AND MULTICULTURALISM:
CHALLENGES FOR EDUCATION AND SOCIALIZATION
IN THE XXI CENTURY**

<https://doi.org/10.37096/SHDISJ-20-2.2-0001>

Boski Pawel

ORCID ID: 0000-0003-0984-5686

Kmiotek Łukasz K.

ORCID ID: 0000-0002-5726-1274

Shatruk Yulianna

Abstract

Our paper has two goals. First we review the state of multilingualism in the world today, with a particular emphasis on Europe which was the cradle of foreign education many centuries ago and has remained the leader in this field. There is no doubt that bi- and multi-lingualism characterize successful people of the XXI century, while the confinement to one language can be seen as a personal and social handicap or a socialization problem.

We argue next, that the growing bilingual potential should be analyzed as integral part of bicultural personality of our time. Whether we speak native or second language, we participate in cultural communication. Language is not just a multilevel linguistic structure but also part and parcel of its culture, the warehouse of its meanings and history. Learning a language one acquires its culture. In this context we set research questions pertaining to the language ↔ cultural values and identity mutuality: Which and under what conditions impacts the other?

Two studies were conducted by the second author on Polish-French bilingualism and bicultural identity of Romanesque university students and immigrants of two generations in France and Belgium. Opposite to our hypotheses, there was no evidence for mutual reinforcement of linguistic proficiency and cultural identity. French language skills among Romanesque students were low but their idealistic French identity was high. Polish cultural identity was dominant, over French, among second generation immigrant youths. We explain these results referring to theories of idealized identity and nostalgia.

We conclude with recommendations, that second language teaching should not only be intertwined with general culture learning but also should convey realistic and not idealized versions of other cultural worlds. Extending learner's identity, rather than replacing one by the other should be the goal of bilingual education.

Keywords: socialization, education, multiculturalism, multilingualism, values, cultural symbols.

Introduction

In our paper we start with painting an image of bi- and multilingualism in contemporary world, but with the focus on Europe, which was the cradle and remains the champion in foreign

languages education. As cultural psychologists, we do not regard language separate from culture in which it is embedded. To the opposite, language serves various purposes of cultural communication and it is the library or a

warehouse of cultural deposits: meanings and history. *When you learn a language, your native or foreign, you become a member of its culture.* This phrase could indeed serve as a motto of our work. We consider these two features: linguistic proficiency and cultural identity as mutually intertwined or co-determined. Our research reported in the second half of this paper is based on these premises.

The article aims to argue that bi/multilingualism and biculturalism become a challenge for the educational system in the twenty-first century, and one of its tasks of top importance. It is a new phenomenon, because traditionally,

socialization was considered as a process, parallel to schooling, whereby children and youths were acquiring the desired qualities for future adult citizens of their society. That society was, as a norm, considered as unilingual and unicultural. These assumptions are not true anymore.

To illustrate our central thesis, that language is embedded into its culture and must be studied jointly, we shall exploit two examples of memes. Memes have become very popular in popular culture and they are concise, shorthand pictorial records of current themes mixed with historical references. The two memes are seen on exhibits 1 and 2.



Exhibit #1. Kamil Stoch – a Polish meme.

Exhibit #2. Lesia – a Ukrainian meme.

Meme #1 exploits the popularity of Polish ski-jump champion, Kamil Stoch. His profile is a morph appearing on a note of 100 PLN, substituting king Władysław Jagiełło of XV century. The note of 100 in Polish is STO ZŁOTYCH. When "CH" is cut and moved to STO, then it becomes Kamil's last name: STOCH. There are only two words in this meme but still it is culturally very rich. Knowing the meaning of the two words is not sufficient to understand the hidden name of the meme.

Meme #2 has come from Ukraine. Since it is written in Cyrillic script, many readers will not understand this. But even if you read: "The teacher of Ukrainian used to think all her life that two strips indicate a predicate". Indeed, these two strips indicate a positive pregnancy test. Moreover, the teacher is a famous young Ukrainian woman Lesia, a poet and patriot, who laid important merits for the renaissance of Ukrainian language. Again, this meme is every rich in cultural connotations and mere understanding of few words would not help to get to this deeper meaning.

Theoretical background

Foreign languages in the history of European culture. Unlike in other continents, Europe has a long tradition of bilingualism. In past centuries it was limited to the slim layer of educated and socially privileged strata, as a marker of their high status. In medieval times Latin was this second language which served the clergy, medical doctors and lawyers. Until quite recently Latin was compulsory at high school level; then, students in the three professions learned Latin at university and then used Latin terminology, even if in diminishing scope, in work practice.

Gradually Latin was replaced with French culture and language which dominated in the European landscape throughout the eighteenth and nineteenth centuries. This was the case in many countries, only in Poland oriented towards the West and Napoleon, but also in Russia, which opposed military against the Napoleon. For nobles and intelligentsia of that time, French represented high social status. It was used for reading books and conducting dignified conversation. But apart of this *haute culture*, linguistic situation in the world was diversified. Colonization split the continents in territories where several European languages dominated: French, English, Spanish, and Portuguese. Those languages became official stamps of colonial powers and vehicles for local elites to gain status and influence. The appropriation of a language of conquerors became a springboard for social promotion.

Russian language too, can be seen in historical perspective as a language of colonizers not only in large parts of Asia, but also in Europe. Our country, Poland, vanished throughout the whole XIX century from the map of Europe, being partitioned between three neighboring states. The conquerors brought their languages, and Poles became subjects of russification and germanization. Much more than with the off Europe colonization by Western powers, German and Russian were perceived as languages of the invaders and the attempts of their forceful inculcation were met with resistance. The resistance to russification (or sovietization) meant that the generation of Poles born shortly after World War II, for whom learning Russian was compulsory at least for seven years at school, has acquired only basic skills in

this language, so similar to the mother language. The cohorts of 40-years old Poles or younger are illiterate in Cyrillic script.

The era of French as popular second language lasted well into the second half of XX century, when it ended and was replaced by the dominance of English. With English we have, for the first time in history, a phenomenon of dominance at a truly global level. In all domains of international relations (science, sports, politics, business, popular culture), English has become a language of communication. Practical proficiency in English has become a necessary condition for success in life. English may be prestigious and fancy but its role is mainly utilitarian.

These historical observations have important theoretical consequences. Second language is not a neutral subject of education, driven only by individual learner's interests. Language may be culturally attractive and prestigious, or may well be an object of political hatred, generalized from the feelings cherished for the country and culture it represents. When a mother language form into a core value of identity (see: Hamers & Blanc, 2000, p. 202; Smolicz, 1981), and the L2 is the language of the invaders, then even constitutional changes and modern teaching methods are unsuccessful to overcome the resistance towards bilingualism. Positive motivation to learn, or negative motivation not to learn, are important psychological phenomena operating at a larger social scale.

Bi-/multilingualism in Europe and the policy of the European Union. In modern times, a significant part of the world's population acquires at least two languages beginning in childhood (Crystal, 2003; Mohanty & Perregaux, 1997; Schönplflug, 2008). While perfectly balanced bilinguality is still rare, fractional profiles of unequal competences abound. They are not reported in macro-level statistical reports but still, these reports give us orientation about the scale of bi-/multi-lingual phenomena.

There are 24 official languages of the members states in the EU. As early as 1995, the European Commission (EC) published a so-called a white paper which announced that trilingualism should be an official goal of European education systems. This policy was further advanced by EC in the document "New approach to educational strategy". This goal was reformulated at the Barcelona conference in 2002 as part of the 1 + 2 directive. It meant that all European citizens should be encouraged to learn two additional languages in addition to their 'mother language' as part of compulsory education. This policy obviously contributes to reducing the cultural distance between the members of the community and thus to strengthen the integration process.

Also the role of Socrates / Erasmus program should not be underestimated in this endeavor. It enables the exchange of students between partnership universities. Figure 1 shows how this EU policy idea is reflected in foreign language competences in members states.

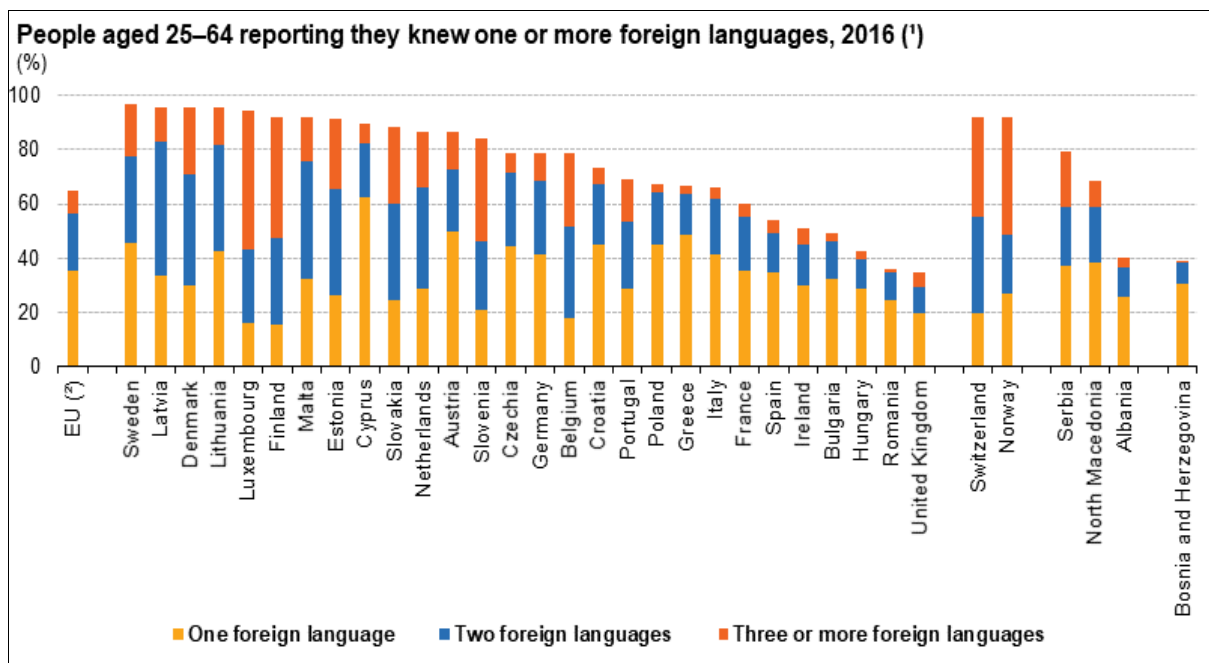


Figure 1. Multilingualism in Europe

In general, in more than half of European countries, 80% of citizens declare competence in 1 to 3 foreign languages; and for the whole population of the EU this rate is about 70%.

In small, less populated countries, the proliferation of foreign language skills is better. The top polyglot are Scandinavian countries and those which are small and less populous. recorded in Scandinavian countries and – for different historical reason of connection with Soviet Union/Russia - the Baltic republics (Lithuania, Latvia, Estonia). Some European countries have more than one official language (Belgium, Luxembourg, Switzerland), which also helps in formatting multilingualism of their populations. The five most populous countries (Germany, France, UK, Italy, and Spain) have the lowest rates. It also happens, that their three mother languages, English, French, and Spanish belong to the class of world spoken languages. On the whole, the case of United Kingdom, the country which left the Union, is much telling: in 2016, 65%

of their citizens declared no knowledge of any foreign language (if naturalized people were excluded this proportion would definitely be higher). The conclusion we draw from this is clear: *there is no need to learn foreign languages, when your native is a global one, others will learn yours to speak with you.*

While 64.6% of the EU people of working age (25-65) declared at least one foreign language, almost a quarter (24.8%) of population asserted that they knew this language (their best known foreign language) at the fluency level (which was defined as: "I understand a wide range of demanding texts; I speak flexibly a foreign language. I am convinced that I have mastered the language almost completely").

Other studies draw similar conclusions. Bilingualism is becoming more common in the modern world (Delvin, 2015; Lapresta-Rey & Huguet, 2019). Presently, most of world population is bilingual or multilingual instead of monolingual (Crystal, 2003;

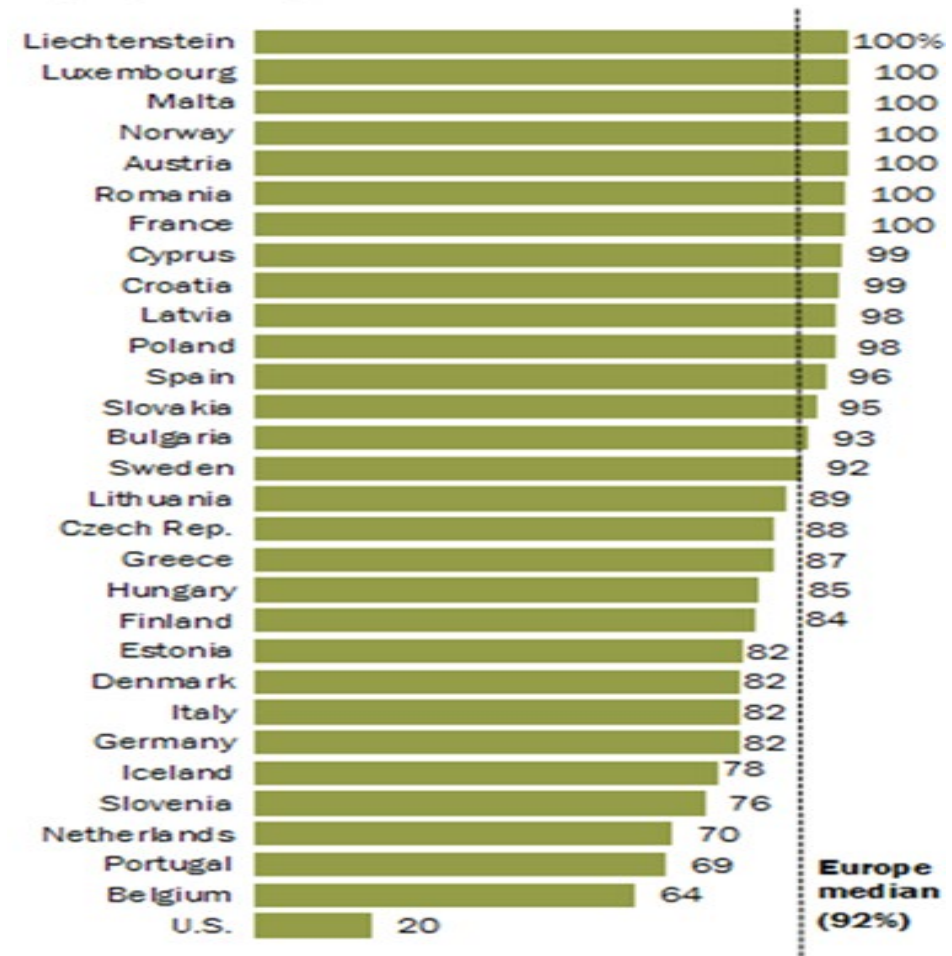
Grosjean, 2010). The point is however, of how general is this trend and which are the exceptions.

It is meaningful to compare in this context the European situation on bi-/multilingualism with that of the US. After all, the concept of Western

civilization encompasses countries on both sides of the Atlantic. As figure 3 shows, the difference could hardly be larger: 92% of young European learners are contrasted with 20% Americans who get some of second language experience but only at a basic level.

Europe drastically outpaces U.S. in foreign language learning

% of primary and secondary students learning a foreign language in Europe (2016) and the U.S. (2017)



Note: Data not available for the UK, Ireland or the Republic of Macedonia. U.S. includes 50 states and the District of Columbia. Source: Europe data from Eurostat, accessed June 20, 2018. U.S. data from "The National K-12 Foreign Language Enrollment Survey Report," American Councils for International Education, June 2017.

PEW RESEARCH CENTER

Figure 2. Percentages of primary and secondary students learning a foreign language in Europe and in the US.

Thus, the United States stands off from the typical image of a bilingual country. Here, only immigrants are bilingual. Citizens born at place speak only English: They do not have to or want

to be bilingual, and there has always been reluctance by official factors (Aída Hurtado, 2016; Aida Hurtado & Gurin, 1987). In short, Americans remain monolingual and continue that policy

based on unscientific and totally false beliefs that bilingualism leads to mental retardation. In fact acquiring English (or any second language) promotes human development around the world, as much as staying with English only is a hindrance

for development for Americans and other Anglophones.

What is particularly important, is that the trend towards multilingualism in Europe is growing when we observe younger cohorts entering adulthood; see figure 3.

Języki obce używane w UE, w podziale na grupy wiekowe

Odsetek obywateli posługujących się przynajmniej jednym językiem obcym, w zależności od grupy wiekowej, w roku 2016.



Figure 3. Biligualism in two cohorts of Europeans

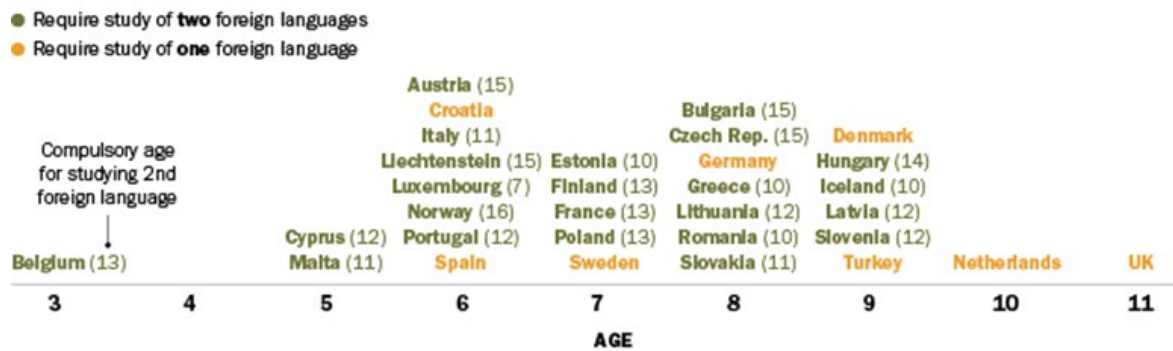
In the life-span of one generation, the percentage of Europeans mastering at least one foreign language grew up by 20%. There exist large between country differences too. In the top raking Sweden and the lowest United Kingdom, no cohort differences have been observed.

The association of British monolingualism with the Brexit must be emphasized. Even that some countries are close to the ceiling effect of bilingualism, the process will continue. This conclusion is well justified when we observe educational requirements regarding

foreign languages across the continent; see figure 4.

Most Students in Europe Must Study Their First Foreign Language by Age 9 and a Second Foreign Language Later

Compulsory age for studying first foreign language, by country



Note: Pupils in Scotland (a part of the UK) and Ireland are not required to study a foreign language. The German-speaking Community in Belgium studies their first foreign language at age 3 and a second at 13; the Flemish Community does so at ages 10 and 12; and the French Community begins their first foreign language at age 8 or age 10 and are not required to study a second foreign language. In Estonia, pupils must study a second foreign language between ages 10 and 12. In Finland, pupils must start learning a foreign language between ages 7 and 9; in Sweden, between ages 7 and 10.
Source: Eurostat

Figure 4. Compulsory age for studying first foreign language, by country

Consensual to the EU Commission recommendations, majority of member states have implemented the policy of two foreign languages instruction. The mean age for teaching the first foreign language (which is English) coincides with the beginning of schooling, which is the age of 7; second language instruction starts on average at 13.

Still, some variability occurs. Within the German-speaking community of Belgium, for example, foreign language education begins in the third year of life, while in parts of Great Britain (except Scotland) in 11 years of age. On the other hand, the legislation of Scotland and Ireland does not oblige their nationals to learn a foreign language. However, students apart from English also learn Gaelic. The Scottish language learning policy implies that the curriculum offers optional foreign language learning for

students between 10 and 18 years of age. Nowadays in Poland, pupils often start learning English in kindergartens (thus at the age of 4-5). The former privilege of higher social class to speak a second language on a daily basis becomes more and more ubiquitous.

The young generation acquires foreign languages more intensively than ever before at school. It is also due to the technical progress. This phenomenon will certainly lead to a significant increase in the multilingualism of Europeans over the next 15 years.

English around the world. It goes without saying that presently English is a lingua franca in the world of today (Crystal, 2003). Figure 5 presents statistics concerning self-assessment of the proficiency of this language among Europeans.

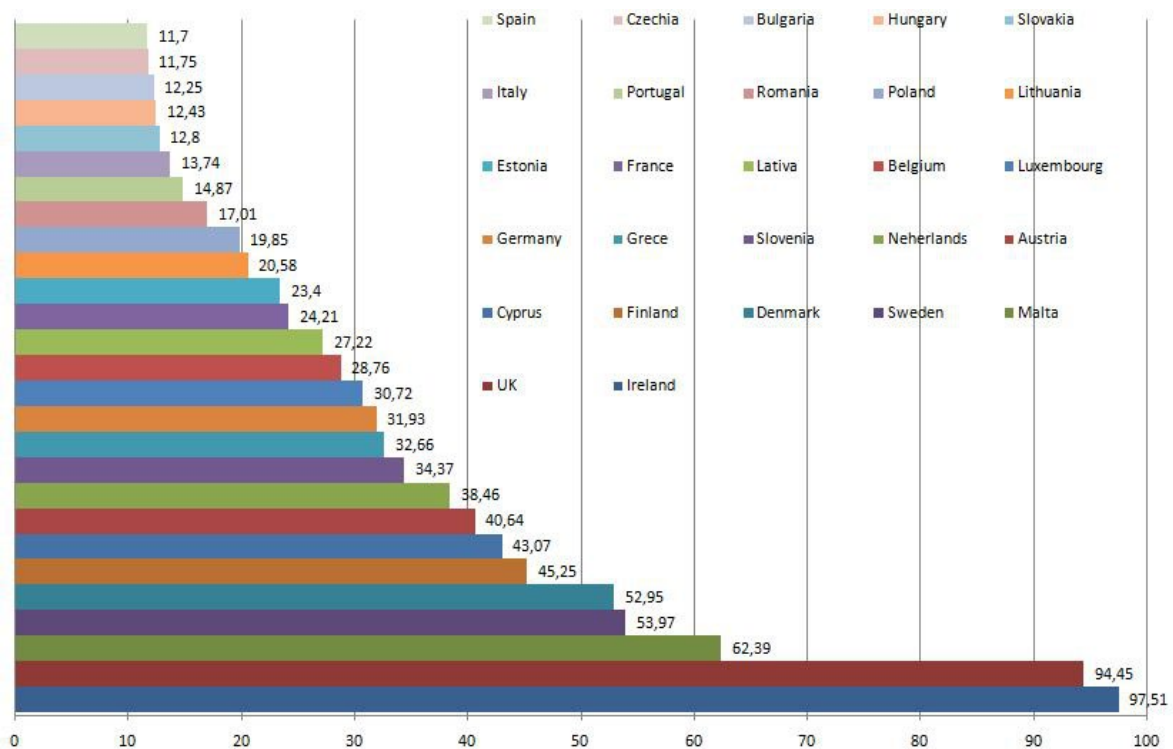


Figure 5. Proficiency in English among Europeans

English is spoken by over half of Scandinavians, but only 12% of Spaniards. English is the most widely learned foreign language in almost all European countries and at all levels of education. 73% of primary school students in Europe and more than nine out of ten students in secondary education studied English at school in 2009-2010. In Poland, of which we are most familiar with, the situation is similar; at primary level, 96% of all pupils learned English; followed by 34.4% German; 3.6% Russian; 2.9% Spanish; 2.3% French as second foreign languages.

Conditions to foster multilingualism. *Content and Language Integrated Learning (CLIL).* Bilingual education in European countries is most often based on the CLIL program. In CLIL programs, the target language (i.e.: English, French) is used only to a limited extent, to a limited number of school subjects (usually only one or two).

Therefore, in terms of the teaching objectives (acquiring the knowledge taught through the target language) and time allocated to its daily use, CLIL seems to be less beneficial than full bilingual education, e.g. compared to immersion programs leading to additive bilingualism (Hamers & Blanc, 2000). The CLIL model has become the dominant model of bilingual education in Europe and has been incorporated into the public education system (Cenoz et al., 2013). The aim of this model is mainly to develop more effective approaches to foreign language teaching by increasing: (i) exposure to the target language, (ii) communicative practice through the integrated learning of content and language as their means of communication. The European Commission promotes the teaching of foreign languages to improve individual mobility and European integration.

Immersion programs. Outside Europe Canada has been officially a bilingual country at the federal level since 1971, after 100 years of Anglo-French antagonism. Canada's case testify that the outset of the multiculturalism coincided with the effective defense of the French language in the province of Québec. At the same time, Québec represents the highest (comparing to other Canadian provinces) level of bilingualism in the country. For education purposes, immersive method was applied to teach the second language, primarily French among Anglophones. The conditions for immersion with L1 in L2 are the following: the child learns from home L1, which is the language of the majority and has high social status; instructors and the school administration uphold this status; the child himself values his L1; the child, and the environment around him (school and parents) are interested in acquiring skills in L2 (see also Kurcz, 2005). Immersion is that the first two (three) years of study take place in L1, then a pupil move on to study two languages (one subject in L1, another in L2), with each subject changing from year to year (Lambert, Genesee, Holobow, and Chartrand, 1993).

Despite of great enthusiasm which accompanied Canadian immersion programs, their results of are suboptimal. According to the 2016 census, 44.5% of tiehe Francophone Quebec's population is bilingual; in the remaining provinces, this rate is only 7.5%. In short, Canadian bilingualism policy does not work, apart of Quebec, which is destined to be franco-anglo for simple survival, the rest of that

huge country is not linguistically different from the US.

Multilingual macro-level environment. We miss relevant research data on Africa but likely it is the most multilingual continent. In a country like Nigeria with about 240 ethno-linguistic groups of at 100,000 large communities, speaking three languages appears as a norm. There, English is the official language of the country; Hausa, Ibo and Yoruba are the largest national languages, and for most other individuals an ethnic language of a local community often is the mother language. Those languages are used not for all functions; some of them are spoken but not written (but the Bible is translated to all, where Christianity is professed). If anything, the richness of linguistic variability in Africa will be shrinking in the future.

Back to Europe, Ukraine offers a good example of a thriving multilingual environment. Two Slavic languages: Russian and Ukrainian are used on daily basis. The political context of this is obvious so feel exempted from further analysis. Since Poland is the second important neighbor with a long historical ties of living in one state, and current economic migration, and student migration, Polish is likely to become a third language. Ukrainians often study in English at Polish universities, and so they become four language individuals.

Multilingual micro level environment. With the global opening human migration contacts have been intensified to the level unheard before. Migrants and their children carry an acculturation potential which facilitates their bilingualism. Mixed marriages, travelling and settling down in a third country, further contribute to these phenomena, resulting in multilingual,

multicultural lives of more and more numerous individuals. Thus, with conducive conditions of life in a multilingual environment and by often changing the place of residence, it is possible to develop a truly multilingual-multicultural mind. The secret of this is a culturally rich and changeable environment. Just as a living in a secluded, walled-off environment is a secret of producing a monolingual-monocultural life.

Benefits of being bilingual and bicultural. When intentional effort has been present in Europe for centuries to include bilingualism as an essential part of school education, the question of benefits of such learning seems to be ill addressed or irrelevant: intellectual elites would not err for such long period of time. The purpose of all this was to ascertain that new generations will be formed with “broader horizons”, and a “better understanding” of their world. But contemporary psychology wants to obtain precise knowledge what are the consequences of these educational efforts.

It was repeatedly shown that the bilingual brain has better cognitive control than the monolingual brain (Bialystok, 1999, 2011). This improvement concerns the ability to switch between different tasks. This advantage is believed to be due to the enhanced ability to inhibit one language while in use of another (Emmorey et al., 2008).

Positive effects of bilinguality concerns both oppositional ends of the age spectrum: it has been found that seven months old children raised by parents with different mother languages adapted better than monolingual to environmental changes. In bilingual seniors bilingualism

delays the effects of neurodegenerative diseases of the nervous system, delay cognitive decline and the outset of dementia (Bialystok, 1999, 2011).

It is important, that the beneficial effects of bilingualism are difficult to disentangle from biculturalism, to which it is subsumed. To discuss such effects as cognitive flexibility, creativity, complexity, tolerance, and openness to diversity, it is necessary to broaden the scope of our theoretical analysis.

Frame switching as a mechanism of negotiating bicultural identity. In his pioneering works Hong et al. (2000) coined the concept of **cultural frame switching** (CFS) mechanism. It enables a bilingual/bicultural individual to switch between cognitive styles: analytical vs. holistic. Boski (2008) extended these arguments to axiological domains of two bilingual groups: Polish-Americans and Arab-French Tunisians. Depending on language they use (are tested in), bilinguals emphasize values of one culture or another.

Tadmor and colleagues (Tadmor et al., 2012; Tadmor et al., 2012) advanced the argument that multicultural experience has significant positive effect in decreasing a need for cognitive closure and in increasing integrative complexity. These two processes form the basis of two mechanisms (a) weakening prejudices and stereotyping towards outgroups; and (b) enhancing creativity and improving ability to implement innovations at work, which lead to professional successes. Individual subjected to experimental or life openness to cultural diversity cope better with the social and cognitive complexity of the world.

Possible problems? It is well known that bilinguals of the past intentionally used Latin proverbs or expressions (e.g.

alea iacta est, pacta sunt servanda, etc.); or French (e.g. *qui vivra verra, Paris vaut la messe, etc.*). It was a sign of high culture. Nonintentional is mixing two languages, particularly adding words of L2 to L1 grammar structures (e.g. *mam problem z wypełnieniem income tax reportów = I have some problems with filling out income tax report*). This is when the two systems are activated and competing for expression; speaker may miss some words in his L1. Word competing (substitution) may also extend reaction times in bilingual experiments (Boski, 2021, ch.13).

More light on biculturals' identity problems is shed light by Benet-Martinez (Benet-Martínez et al., 2002; Benet-Martínez & Haritatos, 2005; Benet-Martínez & Hong, 2014). The author devised the concept of *bicultural identity integration* (BII) which reflects different forms that psychological biculturalism can take. Benet-Martinez contrasts

Methodology

Psycholinguists (Hamers & Blanc, 2000; Wierzbicka, 1997, 1999) assert that the use of a given language is closely related to one's personal and cultural identity, national pride, personal convictions and attitudes – all of which influence the process of language acquisition. This theoretical psycholinguistic approach stresses that second language acquisition (not unlike first language acquisition) involves stepping into and merging with another culture, rather than simply acquiring a new linguistic code. In other words, to use a (second) language means to “become” a member of a certain ethnic or national group. This process involves taking part in various social interactions, and often results in one's own identity being

harmonious vs. conflicting, but also unified (blended) vs. divided (compartmentalized) identity. The conflicting bicultural identity unveils possible tensions, difficulties and costs of negotiating bicultural identity. A young individual raised in such a complex environment requires extended attention and support in solving questions of belongingness (identification with reference group) at the interface of two cultures that should constitute his comfort zone.

We shall address some costs of bicultural and bilingual individuals in the studies conducted by Kmiotek (2020).

Our recent studies deal with Biligualism and Bicultural Identity. So far our paper discusses mainly the issues of bilingualism, but biculturalism has been introduced later. Our assumption, shared with other authors, is that the two features are tightly interconnected.

enriched, newly-defined and changed (Boski, 2006, 2021). Therefore, in the psyche of a bilingual a bicultural identity is formed (Grosjean, 2015; La Fromboise et al., 1993). This view implies that each language carries a specific cultural role that the speaker must take on, involving specific ways of thinking, norms of behavior, ways to express feelings. Thus, one of the fundamental aim of educational system is, through socialization process, to create favorable conditions for the development of bi/multicultural psyche.

The reason of their interconnectedness at the level of individual psyche is that language and other layers form the circle of objective culture; see figure 6 (based on Boski, 2021, ch.13).

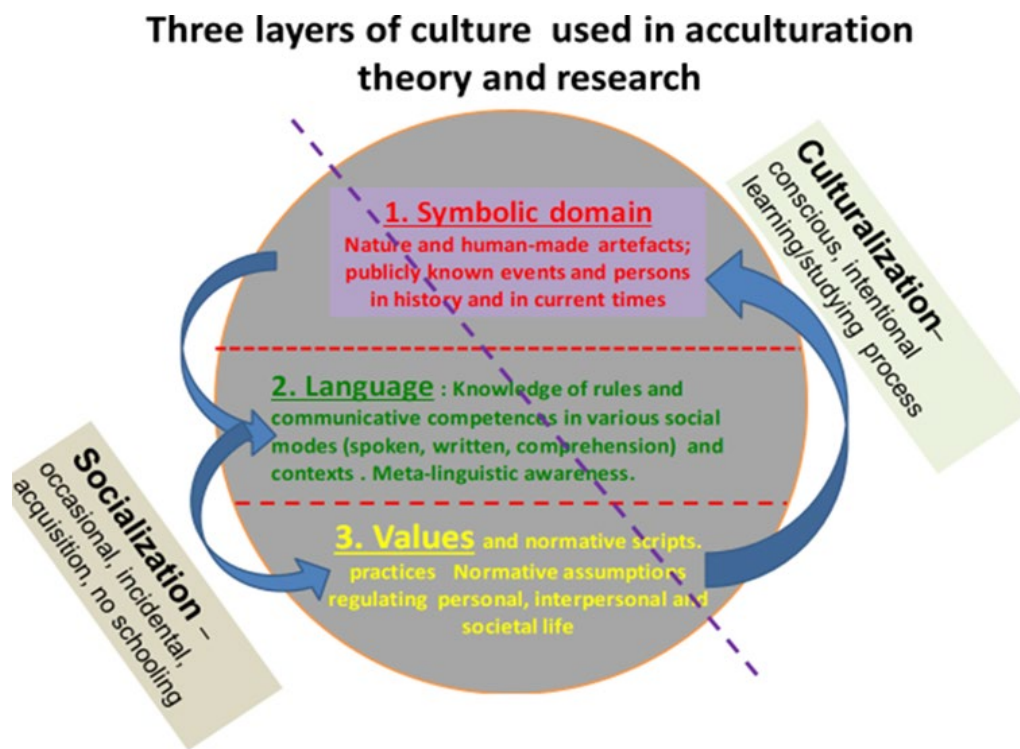


Figure 6. Three layers of objective culture and of individual cultural competences

Individuals functioning as members of any culture are programmed by its three layers: language – symbols – values / practices. The three layers are interconnected but maintain relative autonomy. When a second culture has been learned/acquired, the same three components form the process of acculturation, and eventually make up a bicultural individual. The diameter cutting the circle separates two processes occurring at culture learning. They are: (i) *culturalization* to cover intentional culture learning at formal schooling, and (ii) *socialization* which refers to *incidental* acquisition at home family and other social contacts.

Of the three layers, symbols may deserve more explication than the other two. They are nature-shaped or human-made artifacts, events, and personage figures of history and of current public life, considered as important for cultural identity. Their representations are mainly pictorial, inculcated at school culturalization. Values and practices, on

the other hand, are not subject of school learning but acquired mainly via socialization (“*you should learn how to behave at home, not in school*” – teachers often say). The different proportions of culturalization vs. socialization at the three layers are illustrated by the diameter slicing across them.

Cultural identity may apply to all three culture layers, but in its conventional use, it is covered by the symbolic and value aspects, leaving language apart. The concepts of biculturalism and bilingualism are used in a similar manner, respectively.

In Kmiotek’s dissertation, the author was interested in studying the mutual relations of bilingualism and bicultural identity among five groups of participants immersed in Polish – French acculturation context. The research problem sought to answer whether higher linguistic proficiency corresponded with higher identity in joint cultural domain. Those participants were students of French language and culture at two Polish

universities, 2nd generation youths from high schools in Lyon (France) and Brussels (Belgium), and first generation Polish economic immigrants in Lyon.

They were tested with two types of linguistic tasks: (i) Polish ↔ French bidirectional translations, and (ii) Polish and French auditory comprehension. To measure cultural identity a value inventory by Boski (2021/21) was used. Participants attributed each value (e.g. *Maintaining close, long-term friendships*; or *Free love relationship, without a formal marital commitment*) to one of four cultural cells in a 2 (PL: Y|N) * 2 (FR: Y|N) matrix: PL * FR; PL * ~FR; ~PL *

FR; and ~PL * ~FR. Then, they endorsed personal preferences for each value (e.g. *I maintain close, long-term friendships*; or *I favor a free love relationship, without a formal marital commitment*); a rating scale ranging from -2 to +2 was used for that purpose. Identity index for each culture was a sum of products of culture value attribution and personal preferences (more on that in Boski, Kmiotek, 2021).

Results

Bilingual auditory comprehension was compared in five categories of participants and the findings are illustrated on figure 7.

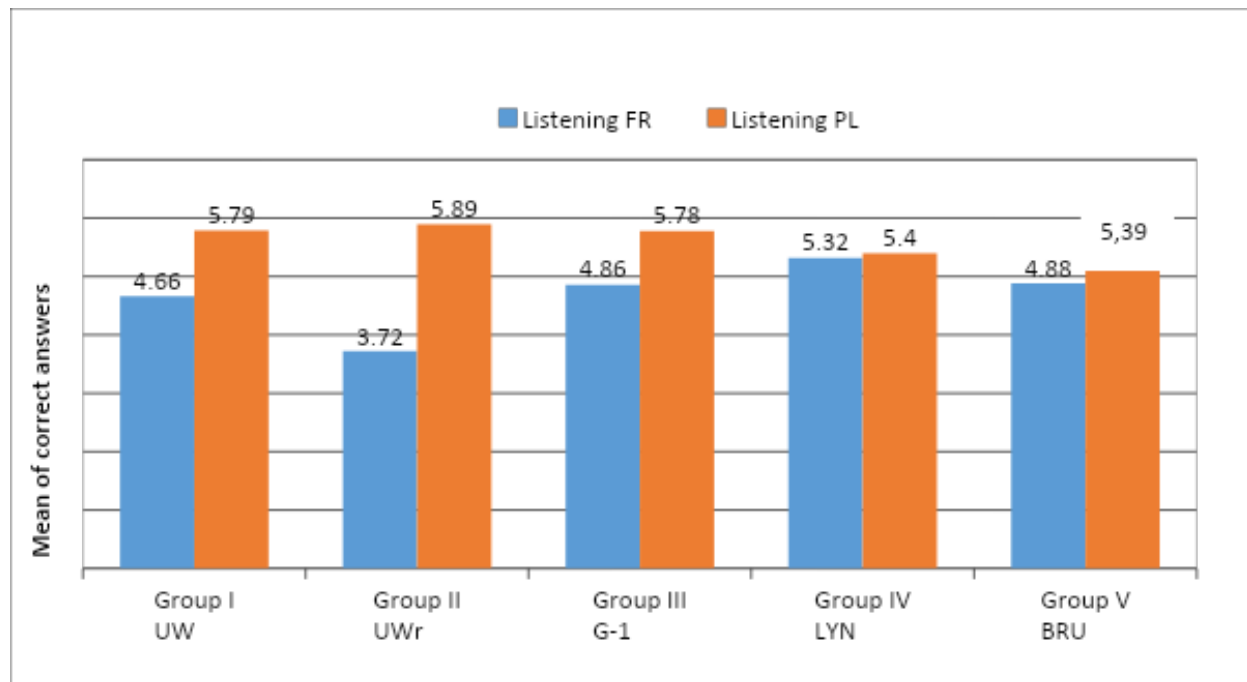


Figure 7. French and Polish auditory comprehension in five groups of participants

The main effect for language was highly significant, $F(1, 227) = 54.06$; $p < 0.001$, $\eta^2 = 0.19$ indicating that study participants were more proficient in Polish than in French. Significant interaction effect [$F(3, 227) = 15.31$; $p < 0.001$, $\eta^2 = 0.17$] further indicates that Polish linguistic proficiency was not differ among the five categories of participants, but French proficiency was.

This difference reflects the poorer knowledge of their second language by university students in Poland.; consequently, Polish was their dominant language whereas participants residing in France revealed a balanced pattern of bilingualism. Results for the value-based identity ran the opposite direction; see figure 8.

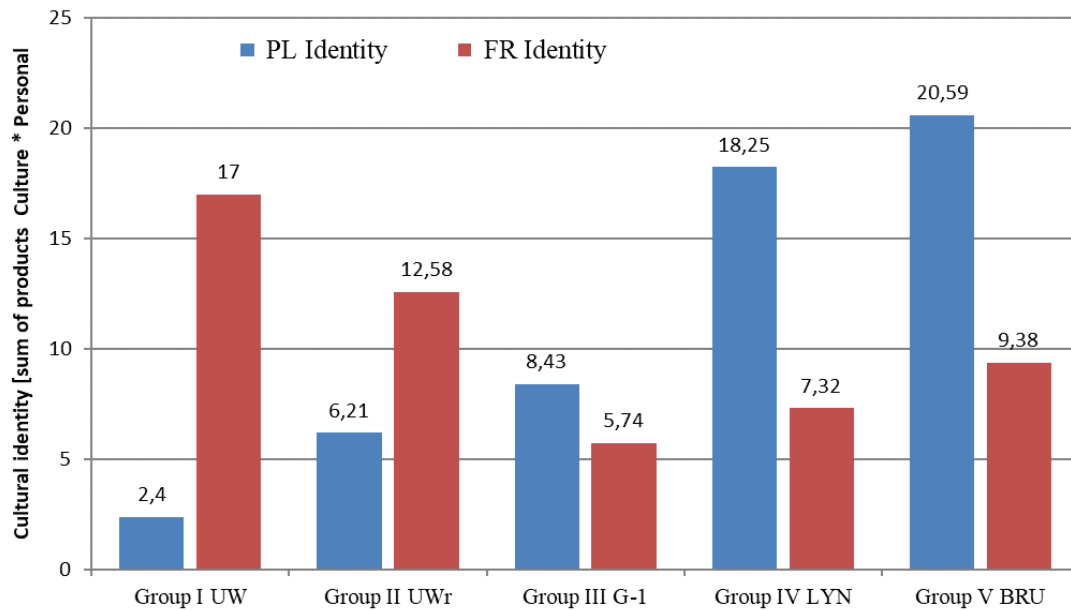


Fig.8. Polish and French identities in five groups of participants.

Notes:

UW = University of Warsaw students of French Language and Culture

UWr= University of Wrocław students of French Language and Culture

G-1 = Polish economic migrants in France (lyon)

LYN = 2nd generation Polish youths, international high school students in Lyon (France)

BRU = 2nd generation Polish youths, students at Polish high school in Brussels (Belgium)

Rather unexpectedly, it was high French identity which

characterized university students in Poland, while Polish identity dominated among second generation of emigrants in France and Belgium. The interaction effect $F(4,323) = 14,75$ $p < 0,001$ $\eta^2 = ,15$ testifies to these striking differences.

Thus, we observe a complementary rather than a mutually reinforcing phenomenon in bilingualism and bicultural identity. This led us to consider

the home vs. Host country variable as a moderator in the analysis between bilingualism and bicultural identity. Such moderation analysis was performed (with the use of Macro PROCESS, Hayes, 2018, model 1). The predictor was the standardized indicator of bilingual proficiency; acculturation context of Poles living in Poland or Poles on emigration was the moderator; and French-Polish identity integration index was the dependent variable.

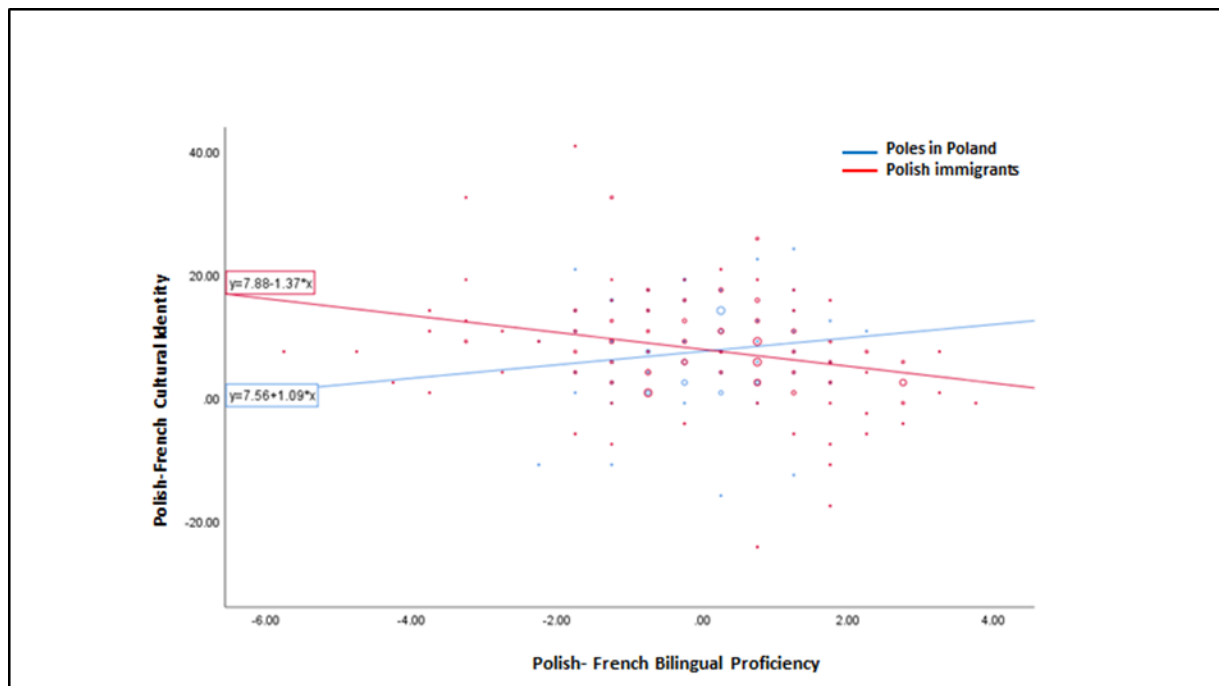


Figure 9. Bilingual proficiency and bicultural identity in two acculturation contexts

The regression model fits the data $F(2, 228) = 3,91; p < 0,05$. The main effect of bilingualism was also significant as indicated above ($\beta = -0,18; t = -2,78; p < 0,01$); but the acculturative context was not. An interaction effect between an acculturative context and bilingualism was significant $F(3, 227) = 4,96, p = 0,002; \beta = -2,46; p = 0,009$. The interactive component improved the percentage of explained variance of the dependent variable by 3%. An analysis of bilingualism separately for two acculturative contexts indicated that for university students this relation was positive but statistically insignificant ($\beta = 0,15; t = 1,33; p > 0,05$); in emigration, this relation had an opposite direction and was significant: $\beta = -0,28; t = -3,54; p < 0,001$.

In Poland, increase of bilingualism (better French), goes hand in hand with an increase of integrated {PL and FR} identity; on emigration (in France and Belgium) – we observed an opposite

trend, where improved bilingual skills diminish integrated identity.

For the group of Romanesque students at University of Warsaw we ran another analysis, which included Benet – Martinez's BII measures (exemplary conflict items: *I feel torn between Polish and French cultures; I feel that my two cultures, French and Polish contradict each other*). We wanted to find out if the extremely high French identity of these people, and low Polish identity [$M_{Fr}=17.00 > M_{Pl}=2.46; F(1,95) = 39.43; p < 0.001, \eta^2 = 0.29$] generate a conflict in them, and how it is moderated by French linguistic proficiency.

In regression analysis, the aggregated French identity was found a negative predictor of the BII conflict ($\beta = -0.26, p < 0.01$). Not intuitively, though, it was the lower and not higher French identity component which led to a more conflicting BII. To check if French proficiency added to this relationship, a moderation analysis was conducted using Macro PROCESS (Hayes, 2018, model

#1). French identity was set as predictor (auditory) served as a moderator. Results while French language proficiency are seen on figure 10.

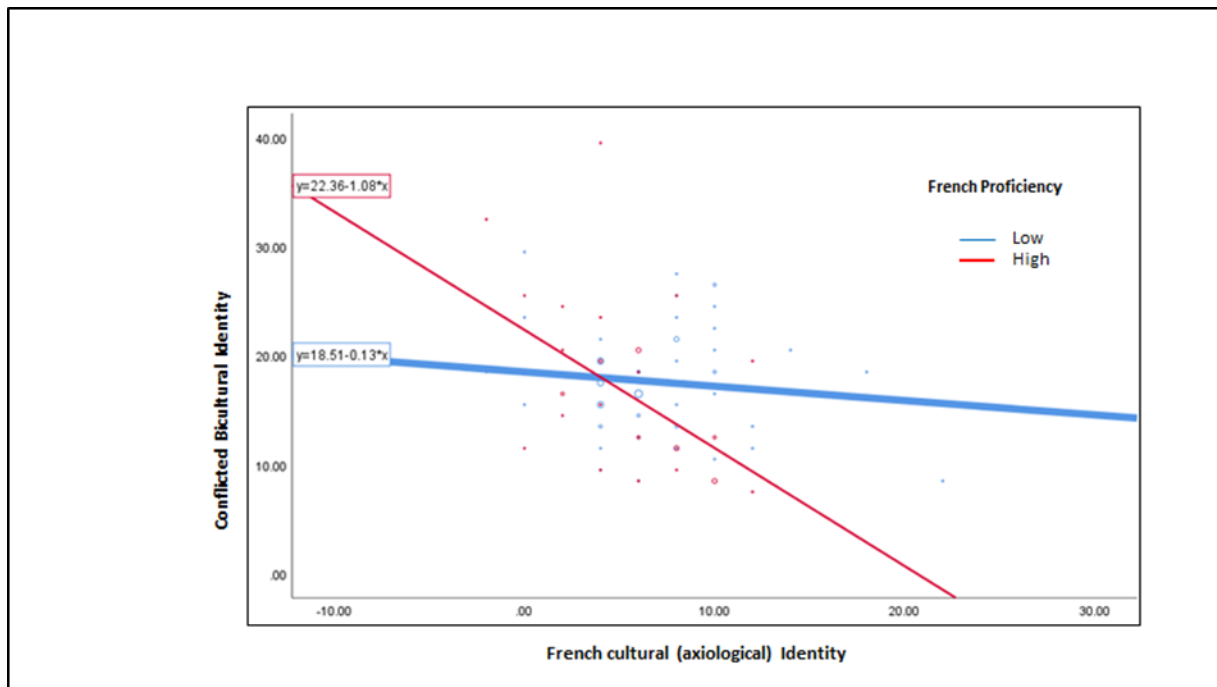


Figure 10. French identity and linguistic proficiency on bicultural identity integration index (conflict-harmony)

As the predictor and moderator enter a significant interaction [$R^2_{ch}=.084$, $F(1,90) = 8.95$, $p<.01$], the stronger partial French identity diminishes conflicting BII but only for those students who were of more advanced French proficiency ($B= -.904$, $t=-3.99$, $p<0.001$). This clearly shows that the novel linguistic and axiological identity components do not enter in conflict with the home culture even though it is depreciated and not identified with.

Discussion

The main result in our studies is the contrast between Polish students of French, residing in Poland and the groups of 1st and 2nd generation migrants residing in France and the francophone Belgium. We found French identity stronger than Polish among the university students, and Polish identity stronger than French among the migrants; particularly those of 2nd generation. The findings may appear

counterintuitive, especially for the Romanesque university students, whose French proficiency was at much lower level than Polish mother language, and much below French proficiency among 2nd generation immigrants residing in France or Belgium. These surprising results may be paraphrased as: “*the grass is always greener on the other side of the fence*”, or “*I belong to the place located far away from here*”. But referring to adages is not enough to explain the findings. Here we have two theoretical perspectives which may do the job.

First, Weinreich and Saunderson (2005) propose a distinction between realistic and idealistic identity. The latter occurs when a person is not in daily contact with a culture of her/his choice but creates its image of a promised-land. We found evidence for such imagery identity among repatriates from Kazakhstan and also with Polish two generation

immigrant families in Germany (Boski 2021, ch.13). Not far from this reference is a more recent theory of nostalgia (Sedikides, et al, 2009; Wildshut, et al. 2006). These authors define nostalgia as a positive, sentimental longing over the past which provides a shield/shelter over acculturative stress. We do not have direct data on nostalgia, yet the mechanism seems plausible for both categories of our participants. Thus, Romanesque students in Poland feel nostalgic after their idealized France; and Polish immigrants in France dream Poland, back home, similarly to what our great poets of XIX century did.

These results generate new questions on the issue of foreign language learning in Europe, from where we started this paper. In light of our empirical results this new question should be framed as follows: What are the desirable and not desirable effects of second language acquisition on learners cultural identities? Does our intention do modify them? replace? or leave intact? We are sure, such questions were not addressed before, because languages and linguistic competences were conceived as separate form cultural identities. Now we know, that such assumption is erroneous. Languages shape identities, and are shaped by them recursively. What may accompany or even stimulate foreign language learning is an idealized image of cultures they represent. If this happens, then the learning process becomes a way of separating oneself from the country of origin. This is perhaps what the educators would like to avoid.

Conclusions

Extension or broadening of identity is something what we consider as positive in individual development, but not identity replacement. Our forefathers resisted a forceful Germanization or Russification; but possibly they were ready for Francophilia as a better version of life. Both extremes are similar in their one-sidedness. The great European project of developing multilingualism should avoid such extremes. Languages are keys that open doors to different culture rooms. People may have preferences for some rooms more than for others but each has its own qualities which deserve to be protected and maintained. We have psychological enrichment when a person savors life entering various rooms with the linguistic keys that she/he has mastered. Being congested in one room gives a feeling of suffocation which is maldaptive.

We may finish our paper with a famous quote from Ruth Benedict (1934/2005) herself reporting a legend accounted for by chief Ramon, of the Digging Indians: 'In the beginning,' he said, 'God gave to every people a cup, a cup of clay, and from this cup they drank their life.' 'They all dipped in the water,' he continued, 'but their cups were different. Our cup is broken now. It has passed away.'

To this tragic end, the authors wish to add a more optimistic accomplishment: Today, as we belong to more than one culture at once, we should seek opportunities to drink the water of life from different cups without breaking any of them.

References

- Benedict, R. (2005). *Patterns of Culture*. Houghton Mifflin Harcourt.
- Benet-Martínez, V., & Haritatos, J. (2005). Bicultural Identity Integration (BII): Components and Psychosocial Antecedents. *Journal of Personality*, 73(4), 1015–1050. <https://doi.org/10.1111/j.1467-6494.2005.00337.x>
- Benet-Martínez, V., & Hong, Y. (2014). *The Oxford Handbook of Multicultural Identity*. Oxford University Press.
- Benet-Martínez, V., Leu, J., Lee, F., & Morris, M. W. (2002). Negotiating Biculturalism Cultural Frame Switching in Biculturals with Oppositional Versus Compatible Cultural Identities. *Journal of Cross-Cultural Psychology*, 33(5), 492–516. <https://doi.org/10.1177/0022022102033005005>
- Bennett, J. M., & Bennett, M. J. (2004). Developing Intercultural Sensitivity: An Integrative Approach to Global and Domestic Diversity. In D. Landis, J. M. Bennett, & M. J. Bennett (Eds.), *Handbook of Intercultural Training* (3rd ed., pp. 147–165). SAGE Publications, Inc. <https://doi.org/10.4135/9781452231129>
- Bialystok, E. (1999). Cognitive Complexity and Attentional Control in the Bilingual Mind. *Child Development*, 70(3), 636–644. <https://doi.org/10.1111/1467-8624.00046>
- Bialystok, E. (2011). Reshaping the Mind: The Benefits of Bilingualism. *Canadian Journal of Experimental Psychology = Revue Canadienne de Psychologie Experimentale*, 65 (4), 229–235. <https://doi.org/10.1037/a0025406>
- Boski, P. (2006). Humanism-materialism centuries -long polish cultural origins and 20 years of research in cultural psychology. In U. Kim, K.-S. Yang, & K.-K. Hwang, *Indigenous and Cultural Psychology*. NY: Springer.
- Boski, P. (2021). *Kulturowe ramy zachowań społecznych: Podręcznik psychologii międzykulturowej* (2nd ed.). Wydawnictwo Naukowe PWN; Academica Wydawnictwo SWPS.
- Boski, P., Kmiotek, Ł. (2021). Acculturation as a Learning Process of Bilingual Competences and Bicultural Identity Acquisition. *International Journal of Psychology* (under review).
- Cenoz, J., Genesee, F., & Gorter, D. (2013). Critical Analysis of CLIL: Taking Stock and Looking Forward. *Applied Linguistics*, 1–21. <https://doi.org/10.1093/applin/amt01>
- Crystal, D. (2003). *English as a Global Language*. Cambridge University Press. <http://ebooks.cambridge.org/ref/id/CBO9780511486999>
- Delvin, K. (2015). Learning a foreign language a ‘must’ in Europe, not so in America. *Pew Research Center*. <https://www.pewresearch.org/fact-tank/2015/07/13/learning-a-foreign-language-a-must-in-europe-not-so-in-america/>
- Emmorey, K., Luk, G., Pyers, J. E., & Bialystok, E. (2008). The Source of Enhanced Cognitive Control in Bilinguals. *Psychological Science*, 19(12), 1201–1206. <https://doi.org/10.1111/j.1467-9280.2008.02224.x>
- Grosjean, F. (2010). *Bilingual: Life and reality*. Harvard University Press.

- Grosjean, F. (2015). Bicultural bilinguals. *International Journal of Bilingualism*, 19(5), 572–586. <https://doi.org/10.1177/1367006914526297>
- Hamers, J. F., & Blanc, M. (2000). *Bilinguality and Bilingualism*. Cambridge University Press.
- Hong, Y., Morris, M. W., Chiu, C., & Benet-Martínez, V. (2000). Multicultural minds: A dynamic constructivist approach to culture and cognition. *American Psychologist*, 55(7), 709–720. <https://doi.org/10.1037/0003-066X.55.7.709>
- Hurtado, Aída. (2016). The Social Psychology of Spanish/English Bilingualism in the United States. In M. Gelfand, C. Chiu, & Y. Hong (Eds.), *Handbook of Advances in Culture and Psychology* (Vol. 6). Oxford University Press. <http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780190458850.001.0001/acprof-9780190458850-chapter-4>
- Hurtado, Aida, & Gurin, P. (1987). Ethnic Identity and Bilingualism Attitudes. *Hispanic Journal of Behavioral Sciences*, 9(1), 1–18. <https://doi.org/10.1177/073998638703090101>
- Kmiotek, Ł. K. (2020). *Polsko-francuska dwujęzyczność i dwukulturowa tożsamość: Badania z udziałem polskich emigrantów w krajach frankofońskich i studentach filologii romańskiej w Polsce. [Polish-French bilingualism and bicultural identity. Studies on Polish immigrants in France and Belgium, and French language students in Poland.]* [Unpublished PhD thesis]. SWPS.
- La Fromboise, T., Coleman, H. L., & Gerton, J. (1993). Psychological impact of biculturalism: Evidence and theory. *Psychological Bulletin*, 114(3), 395–412. <https://doi.org/10.1037/0033-2909.114.3.395>
- Lapresta-Rey, C., & Huguet, D. Á. (2019). *Multilingualism in European Language Education*. Multilingual Matters.
- Mohanty, A., & Perregaux, C. (1997). Language acquisition and bilingualism. In *Handbook of Cross-Cultural Psychology*. Alladyn and Bacon.
- Schönpflug, U. (2008). *Cultural Transmission: Psychological, Developmental, Social, and Methodological Aspects*. Cambridge University Press.
- Sedikides, C., Wildschut, T., Routledge, C., Arndt, J., Zhou, X. (2009). Buffering acculturative stress and facilitating cultural adaptation. Nostalgia as a psychological resource. In R. S. Wyer, C.-y. Chiu, & Y.-y. Hong (Eds.), *Understanding culture: Theory, research, and application* (p. 361–378). Psychology Press.
- Smolicz. (1981). Core values and cultural identity. *Ethnic & Racial Studies*, 4(1), 75.
- Tadmor, C., Chao, M., Hong, Y. Y., & Polzer, J. (2012). Not Just for Stereotyping Anymore: Racial Essentialism Reduces Domain-General Creativity. *Psychological Science*, 24. <https://doi.org/10.1177/0956797612452570>
- Tadmor, C. T., Satterstrom, P., Jang, S., & Polzer, J. T. (2012). Beyond Individual Creativity: The

- Superadditive Benefits of Multicultural Experience for Collective Creativity in Culturally Diverse Teams. *Journal of Cross-Cultural Psychology*, 43(3), 384–392. <https://doi.org/10.1177/002202211435259>.
- Weinreich, P., & Saunderson, W. (2005). *Analysing Identity: Cross-Cultural, Societal and Clinical Contexts*. Routledge.
- Weretiuk, O. (2006). FILOZOFIA PORĄŻKI: BERESTECZKO LINY KOSTENKO. *Przegląd Humanistyczny*, 404(01), 123–136.
- Wierzbicka, A. (1997). *Understanding Cultures through Their Key Words: English, Russian, Polish, German, and Japanese*. Oxford University Press.
- Wierzbicka, A. (1999). *Język, umysł, kultura*. Warszawa: Wydawn. Nauk. PWN.
- Wildschut, T., Sedikides, C., Arndt, J., & Routledge, C. (2006). Nostalgia: Content, triggers, functions. *Journal of Personality and Social Psychology*, 91(5), 975–993. <https://doi.org/10.1037/0022-3514.91.5.975>.

PROFESSIONAL BURNOUT OF CHILD PSYCHOLOGISTS AND EDUCATORS OF CEI

<https://doi.org/10.37096/SHDISJ-20-2.2-0002>

Viktoriia Davydenko

ORCID ID: 0000-0001-9214-2855

Abstract

The article considers the problem of professional burnout and its connection with the working atmosphere of child psychologists and educators of CEI. The professional range of work of child psychologists and educators of CEI is revealed and compared. Professional burnout is shown in the context of the employee's interaction with the co-workers and its impact on the quality of work. The comparison revealed the phase of the burnout syndrome at the stage of the formation, which means that workers are in the state of stress, which depends on external influences.

It was justified that the professional burnout of psychologists and educators of CEI is manifested mostly in the following phenomena: depersonalization, apathy, depression, pessimism, nervous breakdowns and the fear of not coping with their responsibilities. Organizational and methodological aspects of the research are described. Probationers in this study were women of different ages, child psychologists and educators of CEI. Empirical study of the influence of the syndrome of their burnout was conducted in various development centers and children's educational institutions. In winter 2020, 18 persons were interviewed and 22 persons took part in a study during the spring quarantine, caused by COVID-19, in conditions of self-isolation. In particular, the level of professional burnout was determined by using the method of V.V.Boyko "Diagnosis of the level of emotional burnout" (Boyko, 2009). To highlight the psychological factors of burnout and study the impact of working atmosphere on burnout of psychologists and educators of CEI, the method of assessing organizational culture K. Cameron, R. Quinn (Kim S. Cameron, Robert E. Quinn, 2011), the method PsyCapQuestionnaire (PCQ) Luthans, F., Avolio, B., Avey, J., & Norman, S. (F Luthans, B. J. Avolio, J. B. Avey, and S. M. Norman, 2007), "Attitude to work" (Trofimov, Milutina, 2020) and "Communicative Tolerance" (Boyko, 1998) was used.

The study did not reveal the formed phases of the burnout syndrome; relations in the team between co-workers are satisfied, the assumption that a significant impact on the syndrome of "professional burnout" has a working atmosphere was not confirmed. In this regard, we assume that a possible obstacle to confirm the previous assumption about the influence of the working atmosphere on burnout was that the major part of the probationers was already self-isolated due to COVID-19.

Keywords: burnout syndrome, professional burnout, emotional burnout.

Introduction

The first work on burnout belongs to the American psychiatrist

J. Freidenberger, who introduced a new term to describe the psychological state of individuals in an emotional, stressful

atmosphere in the provision of professional care. Later, the problem of emotional burnout was examined more detailed by K. Maslach, who proposed a new term to denote this phenomenon – “burnout” (“burnout”), which means a process.

In their study A. Payson & E. Ironson (1988) proposed one-factor model that considered exhaustion as the main consequence of emotional burnout, and the manifestations of disharmony, feelings and behavior were its secondary consequences. It was given an attention to the relationship between motivation and burnout, generally highlighting the following motives: salary satisfaction, a sense of importance, needs in the workspace, career growth and promotion, interpersonal development and so on. They did not find a direct connection between burnout and the level of wages (Udovik S., Molokoidov A., Slobidchikov I., 2018: 9-26).

Improper operation is manifested in the workload, which contributes to burnout, repeatedly becoming its cause. There is a close connection between burnout (especially emotional exhaustion) and workload. At the workplace workload leads to emotional exhaustion, which is manifested in excessive demands on employees, which exhaust them. It can be not only amount of work but also a lack of necessary skills, knowledge to do the work. Then, as a result of the lack of competence, the workload increases and that may cause the inability to do the work (Maslach et. al., 2001).

Burnout of psychologists can cause ethical problems, which lead to the continuation and completion of their work (Rupert et. al., 2015). There is a clear state in the Canadian psychological ethical code: «engage in self-care activities that

help avoid conditions» (for example, burnout). So, the syndrome can lead to violation of one’s own judgments and obstruct the employee from benefiting (Koocher & Keith-Spiegel, 2008). Therefore, it is clear that burnout is a potential personal problem that can negatively affect the competence, perception of self-concept, so it should be considered by ethical standards.

The relevance of the problem is in the fact that the syndrome mostly affects those who work with the human factor. This factor includes: communication, transmission and reception of any information, including emotions. Emotions can be depleted and this leads to emotional exhaustion, which is appearing in feelings of emotional stress and feeling of emptiness. A person feels that cannot do his work with the same inspiration and desire as before.

Rupert and co-workers (Rupert et al. 2009) believe that burnout can negatively affect the quality of their work, and therefore the quality of the service provided to customers may not be reliable enough. Thus, burnout is not only harmful to the employee (for example, a psychologists or educator), but can also have a secondary detrimental effect on the individual during the work process.

The professional work of child psychologist and educators of CEI is similar. It is focused on children, their development and communication with parents. The work structure of both professions, at first glance, is the same. But actually, the difference is significant. The child psychologists help parents to solve problems and difficulties, which appear during the process of growing up and development of children and in relationships between parents and children. Psychologists work with

occurrence of problems, which have psychological character. The working team of child psychologists may include specialists of various psychological fields and, as practice shows, during non-working hours or between breaks it is possible to have some discussions. If there are difficulties in the working process, it is possible to get support or supervision, which is obligatory in the profession of psychologists. Supervision can prevent the symptoms of burnout. The work of educators of CEI is associated with educational work: to conduct classes, games and, in general, to organize the stay of children in educational institutions. The team and the atmosphere in this profession consists of constant stay with children during the working day, so time to communicate with co-workers is generally small. Also, educators of CEI cannot always prevent the symptoms of burnout due to insufficient communication with psychological care professionals.

Therefore, analyzing the differences between the studied groups, we can say that psychologists have a more favorable working atmosphere to prevent symptoms of burnout. This includes more often breaks, an ability to have discussions between co-workers and receiving recommendations unlike working atmosphere of educators of CEI.

The purpose of the article is empirically investigate the manifestations of the syndrome of "professional burnout" of psychologists and educators of CEI and identify the impact of the working atmosphere on the manifestations of the syndrome.

Theoretical background

The problem of the professional burnout syndrome has been studied in the works of foreign and domestic scientists.

The content and structure of the syndrome were examined by L. M. Karamushka, S. D. Maksimenko, T. V. Zaichikova. The methods of its diagnosis were reviewed by V.V. Boyko, N.E. Vodopyanova. Peculiarities of professional stress, some manifestations of the syndrome of professional burnout, its causes and consequences of educators of CEI, were studied by (A. A. Rean, A. A. Baranov, 1997), (L. O. Kitaev-Smyk, 2015), (Y. L. Lviv, 1988) and others.

At each stage of work an educator of CEI, as well as a psychologist, has its own characteristics that affect the psycho-emotional state of employees. In a study by Bearnse and co-authors (Bearnse et al., 2013), it was found that one of the barriers for psychologists, who need a professional help, there is an idea that it's hard to find this help. Almost 60% of respondents stated that they did not ask for help, although they were aware that they could benefit from this time (Bearnse et al. 2013: 150-157).

As Schaufeli W. B. noted, at the organizational level there are appearing similar negative perceptions of colleagues and managers, and an excessively critical attitude towards people is formed. This may lead to aggressive behavior, towards colleagues (Maslach, C., Schaufeli, W. B., & Leiter, M. P., 2001).

The main psychological problem of those, who work with children, is connected with a state of stress with necessity of the need for internal adjustment to a certain behavior, mobilizations of energy for active and expedient actions. Researchers believe that the syndrome of "professional burnout" is mostly common for people with 11-16 years of experience (Maslach, C., Schaufeli, W. B., & Leiter, M. P., 2001: 397-422).

In the analyzed literary sources it was found that serious manifestations of “professional burnout” are behavioral changes and rigidity. Normally talkative and unrestrained person can become quiet and alienated. On the contrary, usually quiet and reserved person can become very talkative, join a conversation with anyone. An employee with burnout syndrome may become rigid in thinking. A rigid worker is closed to changes because they require energy and risk, which are threatening to an already exhausted person. Violations determine the formation of the symptom complex. It may include different indicators, which have a great influence on the destruction of the personality of specialists. Workers are not able to take full advantage of their professional opportunities because they experience a state of mental fatigue or lose their working skills.

The research of the impact of emotional burnout is very important for those, who work with children. The study of this syndrome and creation of conditions to prevent its formation can contribute a positive atmosphere in educational and consultative process.

Methodology

The profession of educator of CEI is related to the development of the child. The same applies to the child psychologist. The development of children’s attention, memory, thinking, ingenuity, initiative, communication skills etc., – are the part of the function of employees. Contact with parents and colleagues – is integral part as well. All this requires a lot of energy and strength and then acquires a permanent character and leads to exhaustion. According to the topic and purpose, the following methods are chosen:

1) Method of diagnosing the level of emotional burnout V. V. Boyko (Boyko, 2009).

This method is the most complex. It provides an opportunity to analyze systematically and in detail the severity of the twelve symptoms of burnout syndrome, including components to which they relate. It consists of 84 items; each includes two judgments of a value or behavior nature. It allows determining at what stage of the formation of “emotional burnout” with the help to these components, such as:

1. Stress, which is characterized by a feeling of emotional exhaustion, fatigue caused by their own professional activities.

It can cause such symptoms as the perception of working conditions and professional interpersonal relationships as psycho-traumatic; dissatisfaction with one’s personal professional activity and oneself as a professional; feeling of hopelessness and a desire to change work or professional activity in general, there may also be increased nervousness and depressed mood.

2. Resistance, which is characterized by excessive emotional exhaustion, provokes the formation and development of protective reactions that make person emotionally closed and detached. At this background, any emotional involvement in professional deeds and communications makes a person to feel an excessive fatigue. It can manifest in such symptoms as an inadequate selective emotional response; presence of emotional and moral disorientation; a reduction of professional duties.

3. Exhaustion, characterized by psychophysical fatigue of a person, feeling of emptiness, depreciation of

one's own professional skills and achievements, violations of professional communications, the development of cynical attitude towards co-workers, formation of psychosomatic disorders. It can cause such symptoms as: emotional deficiency; emotional alienation; personal alienation (depersonalization); psychosomatic and psycho-vegetative disorders.

2) Assessment of organizational culture by K. Cameron and R. Quinn (Kim S. Cameron, Robert E. Quinn, 2011).

This questionnaire provides an opportunity to identify the type of organizational culture of the employee. Based on the results of the completed questionnaire, it is possible to assess six most important parameters of culture: the dominant characteristics of the organization's culture; leadership style that permeates the entire organization; management of employees; the coherence of the organization or the mechanisms that allow employees to stay together, the strategic accents that determine which business processes are key to the implementation of the organization's strategy; success criteria.

There are also six standard sections of comparison in the organization: for today's dominant type of culture; differences between current and desired future culture; the power of the dominant type of culture; the consistency of the profiles of different attributes of the culture and different individual assessments of these attributes by the members of the organization; according to the results of comparison of the culture profile of the organization with the average culture profile; compatibility of

the tendencies of the organization with a number of general tendencies of the development of the economic space.

3) Methodology "Attitude to work" (Trofimov A., Milyutina K., 2020: 233-236).

The method is based on the principle of bipolar semantic differential, which allows us to explore the presence of a general indicator of the attitude to work and individual components; stability, effectiveness, relationships with the team, discipline.

4) Methods for the study of psychological capital of employees (PCQ), Luthans F., Avolio B., Avey J., Normans S. (Luthans F., Avolio B., Avey J., Normans S., 2007).

This method is created to study a psychological capital.

5) Questionnaire of communicative tolerance V.V. Boyko (Boyko, 1998). This questionnaire allows assessing in which aspects of the relationships there is a greatest propensity for conflict. It makes it possible to identify behavioral reactions, strategies and attitudes in interpersonal communication, which need to be adjusted to make the communication process pleasant and effective.

Each of these methods makes it possible to identify a separate indicator of the working atmosphere, which, as we assume, contributes the formation of the burnout syndrome.

The study involved 40 people: 18 psychologists from various development centers and 22 educators of CEI. These centers and institutions of children education were within the Kyiv region. The study was conducted from winter until the spring of 2020.

The solution of the tasks was carried out with the help of theoretical and

empirical methods: the first stage – the theoretical – provided for the definition of the essence and peculiarities of the influence on the personality of the psychologist and educator of CEI of the syndrome of “professional burnout”; the second stage – empirical – determination of the influence of personal and organizational factors on the syndrome of psychological burnout of psychologists and educators of CEI.

Results

To verify the existence of statistically significant differences in the features of professional burnout among educators of CEI and child psychologists, a nonparametric criterion was used to

compare the independent Mann-Whitney variables. Due to its application, the hypothesis of the existence of a statistically significant difference between the groups of educators of CEI and child psychologists was not confirmed.

Analyze of the results of the survey according to the method of V. Boyko “Diagnosis of the level of emotional burnout” (Table 1). The indicator of “emotional burnout” on a scale “Stress” is 31.8, which means that a phase is not formed. The indicator is 49.9 on a scale “Resistance” that means a phase of formation. The scale “Exhaustion” shows 39.6 that also means a phase of formation. There were no general formed phases.

Table 1. The average standard deviation of the indicators of the method of V.V. Boyko “Diagnosis of the level of emotional burnout” and the method (PCQ)

Variable name	Average values		
	General values of groups n=40	Educators of CEI n=22	Psychologists n=18
Stress	31,8	32,5	31
Resistance	49,9	52,3	46,9
Exhaustion	39,6	42,1	36,5
Effectiveness	22,6	23,2	21,8
Hope	22,2	23,5	20,7
Resilience	21,8	21,8	21,7
Optimism	20,0	20,8	19,0
Feedback	10,0	10,0	10,0

Thus, we found that the formed phases of the syndrome are absent and the phase of resistance is in the stage of formation, which indicates excessive emotional stress in the groups of “psychologists” and “educators of CEI”.

According to the indicators of the PCQ method, we have found that resilience has the same manifestation in

two professional fields, which means high (21.8) resilience to external influences and the ability to store and reveal the skills for a long time. Feedback indicator is 10, which corresponds to its presence. Effectiveness is more manifested in the group of educators than in the group of psychologists. Based on this, it can be argued that educators are more focused on

the effectiveness of the process (for example, educational). The indicator of hope is also higher in the group of educators (23.5), which is a sign of greater commitment in their faith of work. But the indicator of optimism occupies almost the same degree of expression (20). It means faith in the future and the achievement of their goals.

Evaluation of organizational culture according to the method of Cameron K., Quinn R. (Kim S. Cameron, Robert E. Quinn, 2011) makes it possible to evaluate organizational culture by individual parameters. Thus, a comparison of average values by types of organizational cultures was made, namely:

- Psychologists have higher indicators of the desired clan (78.5), lower indicators in the organizational real clan (56.1).
- Educators have higher indicators of the desired clan (85.5),

lower indicators of the adhocratic real (54.4).

Thus, for a group of "educators of CEI" the typical type is the desired organizational culture, the real type is democratic.

And for the group of "psychologists" the desired and real type of clan organizational culture is typical.

According to the results of the method "Communicative tolerance" V.V. Boyko, educators noticed tolerance (59.4) according to the general indicators, which means an average degree (Table 2). The indicator for psychologists was (56.1), which also corresponds to the average indicators.

The lower the rate, the higher the degree of tolerance, so the general rate of tolerance is manifested more in the group of psychologists. This means tolerance and a higher level of communicative tolerance in this aspect of relations.

Table 2. The results of the study by the method of "Communicative tolerance" by VV Boyko and the method of "Attitude to work"

Name of the method	Variable name	Average values of the group of educators	Average values of the group of psychologists
"Communicative tolerance" V.V. Boyko	Tolerance	59,4	56,1
Attitude to work	Stability	17,1	14,8
	Effectiveness	16,5	15,4
	Relationships with colleagues	15,2	12,7
	Discipline	15,8	15,5

The results of the method "Attitude to work" indicate that the highest score is the amount that is closest to 25. If you

compare the stability, it is higher in educators (17.1) than in psychologists. Relationships with colleagues are better in

the group of educators than psychologist in these professional fields. We assume based on the general indicator of that under the same number of educators (15.2) and psychologists (12.7) probationers the result would be almost Discipline at work is found to be the same the same.

Table 3. Correlation between the methods of "Diagnosis of the level of emotional burnout" V.V. Boyko and the PCQ

PCQ Burnout	Effectiveness	Hope	Resilience	Optimism	Feedback
Stress	0,135	0,131	-0,502**	-0,230	-0,278
Resistance	0,079	0,147	0,315*	0,471**	-0,055
Exhaustion	-0,282	0,252	-0,385*	-0,216	0,185

According to these indicators, which are listed in table 3, we can conclude that there is a direct relationship between the scale of resistance and optimism (P-value = 0.471, $p = 0.05$), this may be due to the fact that the positive atmosphere has a strong direct correlation with the emergence of the development of protective reactions. The resistance scale

also has a direct correlation with the stability (P-value = 0.315), the logical explanation is because a more stable worker is less conducive to irritation, while the resistance has a very weakly indirect correlation with the stress scale (P-value = -0.502). In my opinion, this may indicate a feature of the structure of the working process.

Table 4. Correlation between methods of "Diagnosis of the level of emotional burnout" and "Communicative tolerance" V.V. Boyko

Burnout	Communicative tolerance	Tolerance
Stress		0,072
Resistance		0,390*
Exhaustion		0,024

The statistical significance between burnout and tolerance was revealed (Table 4). Indicators of the resistance scale (P-value = 0.390), where the limit of P-value = 0.05, indicate that emotional secrecy has an impact on communication, or rather adaptation, evaluation, regulation of emotions. There is no direct correlation between the scale of exhaustion and tolerance (P-value = 0.024), there is an assumption that the mechanisms of communicative tolerance,

namely the ability to restrain negative reactions, to adequately assess the significance of the situation are not directly related to fatigue.

Discussion

Psychological resilience depends on the level of stress, the formation of the phase of resistance depends on optimism, because less often "burn out" optimistic and cheerful people, who know how to overcome life's hardships and age crises, those, who occupy difficult

circumstances, possess the means of mental self-regulation, take care of replenishment of their psycho-energetic and social-psychological resources. The connection between the phase of resistance and tolerance is explained by the fact that the resistance of employees is related to the degree of endurance of unpleasant or unacceptable, in their opinion, mental states, qualities and actions (team or object) of interaction.

It should be noted that employees, who had a high level of support from managers and colleagues have a less manifested tendency to burn out (Wade et al., 1986). So, it becomes clear why the probationers have high performance in the organizational culture they would like to have. In both groups, the organizational culture of the clan is desirable, which is characterized by focusing on caring for people and internal respect for the individuality and uniqueness of each, team cohesion, support and coherence.

In the research of Starchenkova E. and Vodopyanova N. (2008) it was studied the relationship between burnout, optimism and active life positions, it was found that active optimists in comparison with realists have less tendency to burn out, the correlation showed that the higher the activity and optimistic attitudes to life, the less emotional exhaustion.

According to the results of our study, we can add that the optimistic atmosphere has a strong direct correlation with the occurrence of protective reactions in employees.

The limitation of this study is that the number of probationers is not enough for reliability. In the future, it would be appropriate to increase the sample and conduct a repeat study. The results of the

study could also be influenced by the conditions of self-isolation in connection with COVID-19, because the hypothesis of the study was to identify the impact of the working atmosphere on burnout, but compliance with self-isolation conditions means the avoidance of contact with others.

In this research it was revealed that the relationship in the team between co-workers is average. The "Diagnosis of the level of emotional burnout" (Boyko, 2009) showed that the phase of "resistance" is in formation, which is a sign of the emotional tone decrease and the protection from unpleasant impressions of educators of CEI. So, it is more likely that burnout is more related to the employee-client relationships than to the manager-subordinate relationship. The phase of "strain" is in an unformed state in both groups, the results are almost the same (32.5) educators of CEI and (31) for psychologists. Indicators of the phase "exhaustion" for the psychologists (36.5) can be attributed to the unformed phase and for educators (42.1) are already at the stage of formation.

A typical type of desired organizational culture for a group of "educators of CEI" is a type, where the manager is able to be a leader and can find an individual approach to each employee. The real type is adhocratic, strict rules are absent, the main things are skills, power depends more on the knowledge of deeds and abilities than on the position. The desired and real organizational culture for the group of "psychologists" is the type of clan. In this type knowledge is more important than a position.

Conclusion

The workers did not have any formed phases of "emotional burnout", so it can be affirmed that they need preventive measures to prevent the syndrome.

Relationships with the team have a satisfactory performance, so its effect on the syndrome is unlikely. We did not confirm the assumption that the working atmosphere has a significant effect on the syndrome of "professional burnout". A possible explanation for this effect is conditions of self-isolation in connection with COVID-19.

Prevention and correction of mental burnout should include training the individual in the skills of adequate emotional response to

circumstances. Important for the prevention of the syndrome of "professional burnout" are the skills of self-control, the ability to work with their own negative emotions, the ability to feel free. The following methods were chosen for the training: group supervision, discussion, role-playing games, discussion of specific situations, exercises for practicing skills and abilities focused on the reflexive thinking.

The prospect for the further development of this problem may be the identification of professional orientation in child psychologists and educators of CEI. It is possible to assume the similarity of their professional tasks and goals.

References

- Bearse J.L., McMin, M. R., Seegobin, W., & Free, K. (2013). Barriers to psychologists seeking mental health care. *Professional Psychology: Research and Practice*, 44 (3), 150-157.
<https://doi.org/10.1037/a0031182>
- Boyko V.V. (1999) Syndrome of "emotional burnout" in professional communication. SPb. Peter.
- Bulatevich NM (2005). Emotional burnout syndrome: the role of individual and organizational factors. *Bulletin of the Taras Shevchenko National University of Kyiv. Sociology series. Psychology. Pedagogy.* V ip. 22-23. P.47-50.
- Van Droogenbroeck F., Spruyt B., & Vanroelen C. (2014). Burnout among senior teachers: Investigating the role of workload and interpersonal relationships at work. *Teaching and Teacher Education*, 43, 99-109.
<https://doi.org/10.1016/j.tate.2014.07.005>
- Dziuba K. (2013) Prevention of burnout: a set of exercises for emotional stability. *Psychologist*. № 8. pp. 24-25
- Freudenberger, H. J. (1975). The staff burn-out syndrome in alternative institutions. *Psychotherapy: Theory, Research & Practice*, 12(1), 73-82.
<https://doi.org/10.1037/h0086411>
- Kitaev-Smyk L.A (Ed.) (2015). *Consciousness and stress: Creativity. Mastery. Burnout. Neurosis M.: Meaning.*
- Koocher GP, Keith-Spiegel P. (2008). *Ethics in Psychology and the Mental Health Professions: Standards and Cases (3rd e d.)*. New York: Oxford University Press. Reviewed by Eric K. Willmarth, PhD, Saybrook

- Graduate School and Research Center, San Francisco, CA. and Western Michigan University, Kalamazoo, MI
<https://doi.org/10.1080/00029157.2009.10401695>
- Kotlyarenko I.O. (2019). Determinants of professional burnout of kindergarten teachers. *Current problems of psychology. T.12. Psychology of creativity. Issue 19.* P.37-45.
- Maksimenko S.D., Karamushka LM, Zaychikova T.V. (2006). Professional burnout and professional careers of educational organizations: gender aspects. *K. Millennium.*
- Malinowski A. J. (2013). Malinowski, A. J. (2013). Characteristics of job burnout and humor among psychotherapists. *Humor: International Journal of Humor Research*, 26(1), 117–133.
<https://doi.org/10.1515/humor-2013-0007>
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, 52, 397–422.
<https://doi.org/10.1146/annurev.psy.ch.52.1.397>
- Milyutina K.L, Trofimov A.Yu. (2020). *Psychology of modern business.* Kyiv: Lira.
- Molokoedov A.V., Udovik S.V., Slobodchikov I.M. (2016) Emotional burnout in professional activities. Moscow: Lev.
- Nekiz T.A. Prevention of emotional burnout of a psychologist in the process of working with deviant adolescents. *Current problems of psychology. Volume XI. Issue 13.* P.171-177.
- On the question of the decline in the professional activity of teachers and its tides. *Socio-pedagogical problems of professional and social activity of teachers / ed. Lviv Yu. L. M.: ANP SSSR.1988*
- Rean A.A., Baranov A.A. (1997). Factors of teachers' stress resistance. *Questions of psychology. № 1.*P.46-54.
- Rupert PA, Stevanovic P. & Hunley HA (2009). Work-family conflict and burnout among practicing psychologists. *Professional Psychology: Research and Practice*, 40(1), 54–61.
<https://doi.org/10.1037/a0012538>
- Vodopyanova N.E. (2001). The "burnout" syndrome in the professions of the "man-man" system. SPb.: Press.
- Zaychikova T.V., Kovalchuk O.S., Fedosova G.L., Filatova O.F., Phil O.A. (Ed.) (2004). *Research of the syndrome of "professional burnout" of teachers.* K.: Millennium.

**PSYCHOLOGICAL AND PEDAGOGICAL TRAINING OF FUTURE
TEACHERS OF SECONDARY SCHOOLS IN THE UNIVERSITIES OF
GERMANY**

<https://doi.org/10.37096/SHDISJ-20-2.2-0003>

Diachenko Liudmyla

ORCID ID: 0000-0001-6897-124X

Abstract

The purpose of the study is to identify key principles for structuring the content of psychological and pedagogical training of future teachers based on the analysis of the legal framework for professional training of teachers of secondary schools in Germany, and based on program-methodical and educational-methodical documentation of German universities as well. The author has found that the training of future secondary school teachers in German universities includes four blocks: 1) special-subject; 2) subject-didactic; 3) "Science of Education"; 4) professional and pedagogical practice. The author emphasizes the special significance of the block "Science of Education", because it reflects the content of psychological and pedagogical training of teachers. In the article it was revealed that the purpose of this block is to consider the main problems of teaching, education, and assessment of students, and the introduction of innovations based on the synthesis of knowledge in pedagogy, psychology, sociology. The basic fundamental task of the block "Science of Education" is to develop special reflective competence of future teachers.

Teacher training standards for the block "Science of Education" are formulated in terms of competencies, which every future teacher should possess for the effective implementation of professional and pedagogical activities. There is a further development of the curriculum of psychological and pedagogical training of teachers on the basis of these standards. The central points of these standards are education and upbringing; profession and role of teacher; action strategies in decision-making situations; designing the learning process and learning environment; diagnostics, assessment, counseling; differentiation, integration, support; motivation for success and learning motivation; learning, development, socialization; communication, interaction and conflict management; media education; school development; research in the field of education. The author reveals two key areas of structuring the content of curricula in the block "Science of Education". The first one is based on the subject principle - through the definition of the list of disciplines and on the principle of interdisciplinarity. It provides conducting classes based on the synthesis of knowledge in pedagogical, psychological, and sociological sciences. It is proved that the interdisciplinary principle is determinative in the process of updating the content of psychological and pedagogical training of teachers in Germany.

Keywords: psychological and pedagogical training, sciences about education, principle of interdisciplinarity, subject principle, future teachers, general secondary education institution, university, Federal Republic of Germany.

Introduction

The beginning of the XXI century was marked not only by rapid social and economic, and political changes in society. Besides, it could be characterized by rethinking of the role of teachers in the development of globalization and integration processes. It is stated in the international legal acts (such as documents of UNESCO, the Organization for Economic Cooperation and Development (OECD), the Council of Europe and others) that the teaching staff potential is the basis for ensuring high quality and competitiveness of education in the world labor market. Also the teacher of the XXI century is proclaimed the bearer of social change.

Nowadays the training of teachers is really important. They are the main driving force for the renewal of the national education system in accordance with modern requirements. All the mentioned was emphasized in key Ukrainian documents, such as: Law of Ukraine "On Education" (2017), National Strategy for the Development of Education in Ukraine until 2021 (2013), the Concept of implementation of state policy in the field of reforming general secondary education "New Ukrainian School" until 2029 (2016), regulations The Cabinet of Ministers of Ukraine "On additional measures to improve the skills of teachers in 2018" (2018), Concept of development of pedagogical education (2018), branch Concept of development of continuous pedagogical education (2013). In particular, among the strategic directions of education development, the necessity to modernize the structure and content and organization of education on

the basis of the competence approach was declared. This transfers accents from the process of accumulation of normatively defined knowledge, skills and abilities to the field of formation and development of the ability to act practically and creatively apply the acquired knowledge and experience in different situations. In this conceptual scheme, the psychological and pedagogical training of the future teacher should be activity and personality oriented. It is known that competencies are developed and manifested in the activity under the condition of deep personal interest and on the basis of comprehensive interdisciplinary knowledge, which should be focused on solving problems of practical pedagogical activity. All these highlight the necessity to update the content and to find effective forms and methods of psychological and pedagogical training of future teachers in higher education.

Taking into account all the mentioned, we can assume that experience of psychological and pedagogical training of teachers of general secondary education in the Federal Republic of Germany (Germany) opens new opportunities to improve pedagogical education in Ukraine in terms of its adaptation to the requirements of the European educational space. There is such an interest to the system of higher pedagogical education in Germany due to a number of reasons, including the fact that this country has a rich historical tradition of education. Due to it, Germany received an opportunity to play a leading role in the field of world science and education. It is one of the most developed and open countries in Europe. Germany is one of the initiators and an active

participant in the process of creating a European Higher Education Area and it has a significant experience in the field of professional training in the new socio-cultural environment.

The aim of the article is revealing key principles of structuring the content of

Theoretical background

During the years of independence of our state, the interest of comparative scientists in studying the education system in Germany has only increased. Many famous scientists have studied various aspects of the German model of teacher training, among them are: L. Puhovska, B. Melnichenko, N. Mahinja, S. Bobrakov, T. Vakulenko and others. But it is necessary to mention that the analysis of the domestic scientific literature has showed that the psychological and pedagogical training of secondary school teachers in Germany was not the subject of a systematic scientific search in Ukraine. It still has been insufficiently studied. The scientific achievements of German scientists on certain aspects of the training of future teachers of general secondary education are really important for our study. In particular, such scholars as: E. Terhart (Terhart, 2000), J. Schützenmeister (Schützenmeister, 2002) analyzed the state and problems of professional pedagogical training of secondary school teachers in Germany at the beginning of the XXI century in their works; K. Bauer (Bauer, 2005), J. Baumert (Baumert, 2011), W. Nieke (Nieke, 2006) substantiated the structure of professional competence of teachers; A. Mack (A. Mack), D. Rohr (Rohr, 2012) described the forms and methods of psychological

psychological and pedagogical training of future teachers on the basis of the analysis of the normative-legal base of providing professional training of teachers of secondary schools of Germany and program-methodical documentation of German universities.

and pedagogical training of future teachers of secondary schools in Germany.

The mentioned German scientists in their research have actualized the following problems of teacher training as: insufficient professional orientation; lack of links between science and practice; insufficient attention to the study of methods of teaching the subject; lack of interaction between the phases of university training, internships and further professional development of teachers; insufficient attention to the personal growth of the specialist-teacher. They especially emphasize the necessity to update the content of psychological and pedagogical training of teachers as a basis for the development of professional competence of the future specialist.

Methodology

The following methods were used in order to achieve the goal of the study as: general scientific (analysis, synthesis, generalization). The normative-legal base of providing professional training of teachers of secondary schools of Germany and program-methodical documentation of German universities was worked out with the help of these methods. The structural and functional analysis was also used. Besides, approaches to structuring the content of psychological and pedagogical training of teachers in universities of Germany were identified.

Results

An analysis of the legal framework for the professional training of teachers in secondary schools in Germany has revealed that the main guidelines for the training of specialists in higher education institutions were reflected in the Framework Law "On Higher Education" of January 19, 1999. It is a guideline for the development of the corresponding legislation at the regional level (Hochschulramengesetz, 1999).

At the same time, the details of obtaining professional pedagogical education are defined in the land laws "On teacher training". The structure of these land laws reflects the main phases of professional pedagogical education. It also reveals the organizational and

The basis for the formation of the content of psychological and pedagogical training of secondary school teachers are the standards of teacher training in the block "Science of Education". They are approved by the Conference of Ministers of Education and Culture of the Federal Länder of Germany on December 16, 2004.

Standards are defined through the competencies that a future teacher should master for the effective implementation of daily professional pedagogical activities in such four areas as: training, education, evaluation and innovation. The improvement of acquired competencies in the process of further education becomes particularly important, as the development of competencies is a dynamic and continuous process (Standards für die Lehrerbildung, 2004). The standards formulate the general purpose of education, the objectives of teaching groups of subjects and guidelines

pedagogical aspects of university training, school practice, internships, further postgraduate education and advanced training of teachers. In particular, in the mentioned laws it is stated that the training of future secondary school teachers in German universities includes the following blocks as: 1) special-subject (two or three subjects of teaching); 2) subject-didactic (by subjects of teaching); 3) "Science of Education"; 4) professional and pedagogical practice. The new practical components of university education at the beginning of the XXI century were: orientation practice, professional field practice (for bachelors), practical semester (for masters) (Lehrerausbildungsgesetz, 2009; Lehrkräftebildungsgesetz, 2014).

for planning and designing the curriculum by regional and local authorities, universities. It is emphasized that the block "Science of Education" is interdisciplinary and it covers a number of scientific disciplines (pedagogy, psychology, sociology). These disciplines explain the processes of education and upbringing, they reveal the basics of the functioning of educational systems, their internal and external relationships (Standards für die Lehrerbildung, 2004: 2).

Standards are a framework structure for further curriculum development and formation of the content of psychological and pedagogical training modules. The curriculum is a framework for the content of education in the system of higher and postgraduate education. (National Academy of Pedagogical Sciences of Ukraine, 2017: 25). Curriculum as a document differs from the educational program, due to the fact that educational

program determines primarily the substantive side of the course and is only a part of the curriculum. In addition to the program, the curriculum contains an analysis of the reasons for the need to introduce new educational content; clear definition of learning objectives; outlining the target groups for which this curriculum is designed; a description of the expected relationship between the teacher and students; consistency of methodological principles with corresponding educational materials; modern models and teaching aids; system and principles of control and evaluation (White Book of the National Education, 2009: 50).

The main points of the curriculum for the training of teachers in secondary schools in Germany in the block "Science of Education" are as follows: education and upbringing; profession and role of teacher; action strategies in decision-making situations; designing the learning process and learning environment; learning, development, socialization; motivation for success and learning motivation; differentiation, integration, support; diagnostics, assessment, counseling; communication, interaction and conflict management; media education and media literacy; school development; research in the field of education. The standards emphasize the special importance of training secondary school teachers of all types to interact in heterogeneous groups - implementation of individual support in the system of school education of children with physical and mental disabilities, gifted children, migrants to ensure equal opportunities and the right to education based on the

principles of humanization and individualization (Standards für die Lehrerbildung, 2004: 5).

The standards do not have a clear list of disciplines for students to study. Instead, the main topics were identified and they have defined a teacher's professional activity in four areas - training, education, evaluation, innovation. Therefore the competencies of the future teacher in the theoretical and practical aspects of university training are determined according to these spheres. Further development of competencies is provided during internships and postgraduate education.

In particular, the third paragraph of the standards describes 11 competencies of future teachers, namely:

1. teachers professionally and scientifically plan and conduct lessons;
2. teachers support students' learning motivation by involving them in learning situations that provide an opportunity to use the acquired knowledge and experience;
3. teachers facilitate the development of students' abilities for independent learning and work;
4. teachers take into account in the educational process the social and cultural living conditions of students, they support student's individual development;
5. teachers support the formation of students' life values and norms of behavior, they encourage independent decision-making and development of an action plan;
6. teachers find the best ways to solve problem situations and get out of conflicts during and outside the lesson;
7. teachers diagnose the conditions of learning and the learning process, consult students and parents;

8. teachers objectively assess students' learning achievements on the basis of understandable criteria;

9. teachers know and understand the requirements for the teaching profession, understand their work as a public position with special responsibilities and obligations;

10. teachers carry out continuous professional self-development and self-improvement;

11. teachers are involved in the planning and implementation of school projects for school development (Standards für die Lehrerbildung, 2004: 7–14).

The standards contain recommendations for the effective development of competencies. It is emphasized that the training of future teachers should be interdisciplinary, practical and research-oriented with the obligatory development of professional reflection. The guidelines for the practical implementation of the development of professional competencies of future teachers in the standards we can define as the following:

- concretization of theoretical concepts with the help of verbally described examples of professional pedagogical activity, examples from literature sources, videos, role-playing and business games, modeling situations;

- an analysis and methodological interpretation of simulated, filmed or directly observed learning situations;

- conducting video monitoring;
- approbation of theoretical concepts by students during practice with the subsequent reflection of experience of pedagogical activity in written tasks, role games;

- an analysis and reflection by students of their own previous learning experience based on theoretical concepts;

- use of media resources in the educational process of the university and during internships at school;

- participation of students in different research projects;

- cooperation of university teachers, consultants of the center of school practical training and school teachers for the purpose of planning, carrying out and the analysis of common actions;

- coordination of the activities of people involved in the support of future teachers during internships at school (Standards für die Lehrerbildung, 2004: 6).

Special common commissions were created in some German Länder to study the standards of the Science of Education and to create a curriculum for the training of secondary school teachers in certain federal states of Germany. For example, with the assistance of the Rhineland-Palatinate government, the "Teacher Training Curriculum Standards" were established in May 2011. They became a guideline for the development of curricula and corresponding modules by universities (Curriculare Standards des Fachs Bildungswissenschaften, 2011).

We want to clarify that the curriculum describes only the general goals, content of training and competencies that the future teacher should acquire. It determines the scope of professional and methodological competencies in accordance with the training program (bachelor / master) and identifies the main topics for the formation of integrated knowledge and skills in the process of professional and methodological training of future teachers.

In particular, in the curriculum standards we have proposed to take as a

basis the variant of load distribution, which we have shown in Table 1.

Table 1. Workload distribution by the "Science of Education" block in the universities of the federal state of Rhineland-Palatinate (Curriculare Standards des Fachs Bildungswissenschaften, 2011: 6)

Type of teacher training	Total number of success scores (SS)	Distribution of SS according to training programs	
		Bachelor's degree	Master's degree
Primary school teacher	34 SS	34 SS	--
Main school teacher	50 SS	30 SS	20 SS
Real school teacher	40 SS	30 SS	10 SS
Gymnasium teacher	42 SS	30 SS	12 SS
Teacher of vocational school	42 SS	May vary	
Teacher of a special school	34 SS	34 SS	--

The content of the modules has its differences according to the type of school in which the future teacher will continue his activities, which we can see in table 2. In particular, the curriculum standards emphasize that the training of primary and

special school teachers has its own specific features. Therefore the content of modules for these types of teacher training may differ significantly (Curriculare Standards des Fachs Bildungswissenschaften, 2011: 6).

Table 2. Content of modules on the "Science of Education" block in universities Rhineland-Palatinate (Curriculare Standards des Fachs Bildungswissenschaften, 2011: 7)

Training program	Module	Type of teacher training
Bachelor's degree	1. Socialization, upbringing, education	all teachers
	2. Didactics, methods, communication and media	all teachers
	3. Diagnosis, differentiation, integration	teachers of the main, real, gymnasium, vocational school
	4. Upbringing and education in childhood	primary school
	5. Psychological bases of special pedagogical support	special school teachers

Master's degree	6. School development and differential didactics	teachers of the main, real school, gymnasium
	7. Professional pedagogy	vocational school teachers
	8. Special tasks of education and pedagogical support	primary and secondary school teachers

We focused our attention on the content of the modules, which are the same for future teachers of secondary schools of the first and second grades, namely: main, real and gymnasium. It means that we pay attention to the content of modules 1) "Socialization, upbringing, education"; 2) "Didactics, methods, communication and media"; 3) "Diagnosis, differentiation, integration"; 6) "School development and differential didactics".

The content of module 1) "Socialization, upbringing, education" includes the following topics: 1) learning, development and socialization of children and youth in school and out of school: cognitive, emotional, social and speech development, learning and motivation; 2) education and upbringing in institutional processes: history and theory of childhood and youth, theory of emotional and value development, compliance of development and education with age norms, school as an environment of learning and development of students; 3) organization of the educational process on the basis of Evangelical or Catholic pedagogy, which is a subject of choice for students (Curriculare Standards des Fachs Bildungswissenschaften, 2011: 7).

According to the module 1, students have to master the following competencies: they should know theories of personality development and take them

into account in the appropriate context of socialization of children and youth; understand the key aspects of different theories of teaching and education, they should be able to use them as categories of analysis of the educational process; they should understand the importance of interaction between teacher and student for the social development of the child's personality; they should understand the education and upbringing of children and youth as key tasks of the school, they should be able to scientifically substantiate their importance in the context of society development; they should be able to reflect on their own previous experience of teaching and education (Curriculare Standards des Fachs Bildungswissenschaften, 2011: 7).

The content of the module 2) "Didactics, methods, communication and media" involves the acquisition of competencies on the following topics: 1) creation of the educational environment at school and during the lesson: conceptual substantiation of the content of lessons, methods of teaching the subject, preparation and design of learning and learning situations, theory of didactics 2) communication and interaction as the basis of teaching and education: theories of communication and interaction, coding and decoding of messages, verbal and nonverbal communication, activation and support of attention, constructive conflict

management and violence prevention; 3) independent and creative use of the media, taking into account technical, practical, aesthetic and educational aspects, the concept of media education, communication and the media (Curriculare Standards des Fachs Bildungswissenschaften, 2011: 8).

After completion of the topics of the module 2, students should master the following competencies: they know the main components of the lesson, they should be able to analyze the lesson and its theoretical and methodological aspects; they should know the basic stages of lesson planning, they should be able to apply didactic knowledge and skills during independent lesson planning; they should know the strategies of interviewing students during the lesson and the criteria for assessing academic performance; they should be able to reflect about their own previous experience of teaching and education; they should have basic knowledge to explain the processes of interaction and communication during the lesson and at school; they should be able to perceive the content of verbal and nonverbal communication, interpret their own communication messages; they should be able to analyze conflict situations, identify ways to constructively overcome conflicts and know ways to prevent conflicts during the lesson; they should understand the importance of cooperation of students in the team and the interaction of teachers with students; and be able to apply information and communication technologies in accordance with the objectives of the lesson, they should analyze the experience of using the media,

assess the psychological and educational effects of the media product; they should know the rules of communication with the use of media resources and follow them (Curriculare Standards des Fachs Bildungswissenschaften, 2011: 8).

The module 3) "Diagnosis, differentiation, integration" contains the following list of topics for students: 1) diagnosis and support of individual features of learning processes: individual support and differentiation of tasks, monitoring and measurement of productivity; 2) heterogeneity, individual, social and cultural diversity of the student body: giftedness, developmental disabilities, social and cultural features as conditions of teaching and education, the task of pedagogical correction of individual development of students, accessibility and inclusiveness of education; 3) tasks and functions of counseling, its concepts and procedures, survey methods (Curriculare Standards des Fachs Bildungswissenschaften, 2011: 9).

The aim of mastering the module 3 is the formation and development of the following competencies as: knowing the basics of diagnostics of learning processes, opportunities and limitations of methods for measuring learning productivity; perceiving the student group as a heterogeneous group; knowing the methods and ways of individual support of students; understanding the impact of social and cultural living conditions on the development of the personality of children and youth; be able to interact with students in a socially determined diversity, taking into account intercultural differences in the educational process; be

able to identify developmental disorders and special abilities of students, supporting the development of these abilities on the basis of the relevant pedagogical concept; knowing the tasks and functions of counseling students and parents; be able to design and interpret counseling situations based on communication theories; be able to apply methods of interviewing students and parents, know the possibilities and limitations of their use (Curriculare Standards des Fachs Bildungswissenschaften, 2011: 9).

The module 6) "School development and differential didactics" includes the following topics: 1) special requirements to the pedagogical activity of teachers in schools of different types and features of the educational process; 2) school development, school-based research; 3) teaching methods; design, implementation and evaluation of teaching and learning situations; teacher communication with students during the lesson (Curriculare Standards des Fachs Bildungswissenschaften, 2011: 12).

The competencies that students should acquire upon completion of this module are as follows: they should know and understand the requirements of the teaching profession, specific educational tasks of the teacher; they should know the special requirements for pedagogical activities of teachers in schools of different types and features of the educational process, they should be able to compare them; understand the goals of training and education, they should be able to reflect on their own experience of pedagogical activities, taking into account them; they should be able to use research

methods at school; and be able to scientifically make a choice of methods of teaching and education, they should evaluate the effectiveness of their use during lessons and extracurricular activities; and be able to analyze and interpret the process of communication with students, they should apply methods and techniques of conversation with students and parents; and be able to apply information and communication technologies and use the media in the educational process, they should assess their psychological and educational impact (Curriculare Standards des Fachs Bildungswissenschaften, 2011: 12).

At the universities of the federal state of North Rhine-Westphalia, the curriculum of teacher training in the block "Science of Education" prescribes for students to study the content of five modules: for students receiving bachelor's degree – the module 1) "Education", the module 2) "Assessment", the module 3) "Training"; for students receiving master's degree – the module 4 "Innovation", and the module 5) "Diagnosis and individual support".

The following topics are defined in the characteristics of the content of the module "Education": theories of teaching, education, socialization; modern achievements of pedagogical, psychological and sociological basic and applied research; scientific substantiation of the basics of professional pedagogical activity; development of communication and interaction skills; the impact of social and cultural living conditions on the education and socialization of the individual; discrimination in education

and ways to overcome it; conflict situations in the educational process; behavioral strategies and ways to overcome conflicts constructively; reflection on one's own experience of teaching and education (Universität zu Köln, Humanwissenschaftliche Fakultät, 2015: 8).

The content of the module "Assessment" identifies the following topics for study: cognitive, social and motivational bases of competence development; diagnostic methods: the procedure of applying it and possible restrictions; assessment of student achievement: criteria, standardized diagnostic procedures, informal tests, exams; feedback as a necessary condition for monitoring performance and determining learning outcomes (Universität zu Köln, Humanwissenschaftliche Fakultät, 2015: 10–11).

The content of the module "Learning" involves mastering the following topics: basic guidelines for designing and constructing of teaching and learning processes (educational standards and curriculum requirements, organization of school and classroom activities, lesson as a dynamic interaction in conditions of heterogeneity and diversity); models for ensuring the quality of teaching and learning and its theoretical and empirical foundations; requirements of professional pedagogical activity (social organization of learning processes and classroom leadership, structuring and conducting lessons, with their further analysis and evaluation); didactic models of teaching, their scientific substantiation; use of media resources in the school environment; learning theories, learning

strategies, methods of individual and cooperative learning (Universität zu Köln, Humanwissenschaftliche Fakultät, 2015: 12).

The module "Innovation" includes the following list of topics: features of activity as: schools and lessons; theories and models for defining educational innovation processes and measuring their effectiveness; methods of empirical research in the field of education and design of their results; professional requirements for teachers; the main directions of school development and educational process; educational standards and school programs (Universität zu Köln, Humanwissenschaftliche Fakultät, 2015: 9).

The module "Diagnosis and individual support" is aimed at developing competencies while working on the following topics: theories and methods of diagnosis; procedure and tools for diagnosing abilities, features of development and behavior; development of recommendations in accordance with the results of diagnosis; optimization of teaching and learning processes taking into account the obtained data; determination of efficiency and expediency of ways of correction of development of the person (Universität zu Köln, Humanwissenschaftliche Fakultät, 2015: 11).

Thus, in the pedagogical education of Germany there is a recession from the established practice of structuring the content on the basis of the subject principle, which provides for the correspondence of the structure of the content of education to the structure of branches of scientific knowledge. Due to

the competence approach, the content of education begins to be considered not by specifying the number of subjects (so-called "input control"), but through the definition of results ("output control"), which are planned to be obtained at the national level (Lokshyna, 2009: 19).

It is necessary to mention, that a significant number of universities in Germany have left the subject principle of content structuring of psychological and pedagogical training of teachers. Although in higher education institutions in some Länder, including Bavaria and Baden-Württemberg, development of modules is carried out by allocating separate educational disciplines, among which are: general pedagogy, high school pedagogy, psychology, sociology, philosophy, religion (evangelical or catholic) and folklore/European ethnology (Otto-Friedrich-Universität, Bamberger Zentrum für Lehrerbildung, 2015: 172–195).

Therefore, it is natural that in a number of publications, some outstanding German scientists as H.Kiper, (Oldenburg, Lower Saxony), R. Arnold (Kaiserslautern, North Rhine-Westphalia), V. Ladenthin (Bonn, North Rhine-Westphalia) define two parts of content of the block "Science of Education" as: 1) subject principle, which involves the acquisition of knowledge in a particular discipline - pedagogy (high school pedagogy, general didactics); psychology (pedagogical, social psychology, learning psychology, work psychology, psychodiagnostics);

sociology (theory of socialization, organization, basics of scientific research); political science (basics of educational policy, etc.), 2) interdisciplinary principle, which requires creation of an interdisciplinary course based on the synthesis of the most important for professional pedagogical activities knowledge of various sciences (Arnold, 2009; Kiper, 2009; Ladenthin, 2009).

In order to demonstrate the subject principle, we present the content of the modules of the block "Science of Education" of teacher training at the Otto-Friedrich-Universität Bamberg and the Universität Augsburg (Bavaria). The components of this block are shown in the Table 3.

The purpose of the module "General Pedagogy" is to define the basic concepts, including "teaching" and "education", to acquaint students with the basic requirements of the teaching profession, disclosure of the content of his work at school. The content of this module provides students with the following topics: the history of pedagogy, the formation of pedagogy as a science, methodology of science, essence, content, general laws and principles of education, components of the process of education, styles of education, learning as a pedagogical category, its goals, requirements, significance, planning and organization of the learning process (Otto-Friedrich-Universität, Bamberger Zentrum für Lehrerbildung, 2015: 174).

Table 3. Disciplines of the block "Science of Education" of the curriculum Otto Friedrich University of Bamberg ((Otto-Friedrich-Universität, Bamberger Zentrum für Lehrerbildung, 2015: 172–173)

Module	Status	S
General pedagogy	obligatory	8
High school pedagogy	obligatory	12
Psychology	basic, obligatory	5
	additional, obligatory	10
Philosophy	by choice	3 or 5
Politology	by choice	5
Sociology	by choice	5
Religious Studies (Evangelism)	by choice	3 or 5
Religious Studies (Catholicism)	by choice	3 or 5
Folklore / European ethnology	by choice	3 or 5

The module "High School Pedagogy" includes the following topics as: organizational systems of school education, tasks and functions of the school, introduction of innovations, planning, conducting and analyzing lessons, individualization and differentiation, educational management, approaches to school development, methods of evaluating the success of school development, the basics of research in school, health technologies, concepts and models of inclusive education (Otto-Friedrich-Universität, Bamberger Zentrum für Lehrerbildung, 2015: 188–189).

The following thematic components were singled out in the content of the module "Psychology": pedagogical psychology of teaching and learning (basic processes of learning and

assimilation of knowledge, basic models of learning); differential psychology and personality psychology (learning motivation and motivation to succeed); social psychology of school and family (expectations, values, beliefs, school class as a group, class management); developmental psychology in the context of childhood and adolescence (models and conditions of development); psychological and pedagogical diagnostics (psychological bases of estimation and interpretation of data, value of measurement of school achievements and development; detection of behavioral disorders in children and adolescents) (Otto-Friedrich-Universität, Bamberger Zentrum für Lehrerbildung, 2015: 178–181).

Discussion

In the article we have noted that the standards of teacher training for the block "Science of Education" are the basis for the formation of the content of psychological and pedagogical training of teachers of secondary schools in Germany. At the same time, these standards become a framework structure for further development of the curriculum and the formation of the content of modules of psychological and pedagogical training. We found that their creation and implementation in Germany have caused a wave of discussion among German scientists, such as K. Beck (Beck, 2006), M. Brandenburg (Brandenburg, 2002), J. Oelkers (Oelkers, 2003), E. Therhart (Therhart, 2005) and others.

Also the processes of standardization of pedagogical education in different countries of the world, including Germany, have become the subject of research by Ukrainian comparativists. Professor L. Pukhovska in the article "Standards of pedagogical education: a scientific discussion of Western scholars" notes that the development of world and European educational space, harmonization of national education systems, including pedagogical, in the conditions of development of the market of educational services, actualize the problems of equivalence of qualifications, training courses, diplomas, certificates, etc. And this, in turn, gives rise to rapid processes of standardization of pedagogical education (Pukhovska, 2013: 10). The Ukrainian researcher draws attention to the fact that the existence of standards does not really guarantee the quality of pedagogical education. This is so because the peculiarity of their interpretation and implementation is related to the human factor. She agrees

with scientists who see professional teacher standards as a tool for implementing education strategies in a rapidly changing world (Pukhovska, 2013: 17).

Another Ukrainian comparative researcher, Professor O. Lokshina, emphasizes that in the Western Europe people try to leave the established practice of structuring content on the basis of the subject principle, which provides for the correspondence of the structure of the content of education to the structure of branches of scientific knowledge. According to the competency approach, the content of education is not determined by specifying the number of subjects (the so-called "input control"), and through the definition of results ("output control"), which are planned to be obtained at the national level (Lokshyna, 2009: 19). This approach is reflected in the German standards of teacher training in the block "Science of Education".

We agree with the scientists' opinion about the positive importance of implementing standards in order to improve the quality of training of secondary school teachers. At the same time, we believe that they should be theoretically reasonable; they should reflect the scientific basis of professional pedagogical activity and be in structural unity, in order to be an effective basis for the formation of the content of psychological and pedagogical training of future teachers.

We should mention that our study does not cover all aspects of this problem. Therefore we consider further study of the content, forms and methods of organization of psychological and pedagogical training of secondary school teachers in German universities as promising areas of scientific research.

Also, identification of constructive ideas of the German experience of pedagogical education and development of scientific and methodical recommendations on their use in the system of higher pedagogical education of Ukraine can be sphered by the interest as well.

Conclusions

In the article we found that the training of secondary school teachers in German universities is carried out on an interdisciplinary basis in the following blocks: special-subject, subject-didactic, science of education, and practice at school. German scientists emphasize the special importance of the block "Science of Education". The content of psychological and pedagogical training of teachers is presented in this block. It is a block of interdisciplinary complex, which involves the use of scientific knowledge from different disciplines (pedagogy, psychology, sociology) in order to reveal the basics and features of the processes of education, training and upbringing, and conditions for the effective functioning of the education system, the interaction of participants in the educational process, etc. Its main function is to ensure pedagogical professionalization and promote the formation of pedagogical identity. The fundamental task of the block "Science of Education" is to develop reflexive competence. And the reflective competence means not only the ability to internalize theoretical and methodological knowledge, but also the desire to constantly develop them and test

them in practice in appropriate situations with corresponding interaction partners.

We can make a conclusion, on the basis of the analysis of the normative-legal base of providing professional training of teachers of secondary schools of Germany and program-methodical documentation of German universities, that the formation of the content of psychological and pedagogical training of future teachers of secondary schools in the universities of Germany is carried out in two directions. These directions are the following: the first one is the subject principle. It is applied through the definition of the list of disciplines. Another principle is a principle of interdisciplinarity with a focus on results. The focus is on the development of competencies based on the synthesis of knowledge from various fields of science and practice, mainly pedagogy, psychology, sociology. We should note that the principle of interdisciplinarity is decisive in the process of updating the content of psychological and pedagogical training of teachers in Germany. Accordingly, the topics of the modules are complex. Their aim is to consider certain phenomena and processes of school, extracurricular life in terms of different sciences in their inseparable unity. Modules require mastering of certain competencies. The main competencies are theoretical knowledge of pedagogical, psychological, sociological sciences and the development of the ability to project this knowledge in the field of professional activity in school and beyond.

Referenses

Arnold, R. (2009). Die administrative Konstruktion der Bildungswissenschaften [The administrative construction of the educational sciences]. PÄD-Forum:

unterrichten erziehen [PÄD Forum: teaching educating], 3 (37/28), 125–126 [in Germany].

Bauer, K.-O. (2005). Pädagogische Basiskompetenzen. Theorie und Training [Basic pedagogical skills.

- Theory and training]. Weinheim: Juventa Verlag [in Germany].
- Baumert, J. (2011). Professionelle Kompetenz von Lehrkräften: Ergebnisse des Forschungsprogramms COACTIV [Professional competence of teachers: results of the COACTIV research program]. Münster: Waxmann Verlag [in Germany].
- Beck, K. (2006). Standards – ein Mittel zur Qualitätentwicklung in der Lehrerbildung [Standards - a means of quality development in teacher education]. *Wirtschafts und Erziehung [Economic and Education]*, 2, 44–45 [in Germany].
- Bila knyha natsionalnoi osvity «Syly zmin ta vektory rukhu do novoi osvity Ukrainy» (2009). [The White Book of National Education «Forces of Change and Vectors of Movement for New Education in Ukraine»]. Uporiandyk V. Hromovyi. Kyiv: MBF «Ukraina–3000» [in Ukrainian].
- Brandenberg, M., Keller, B. (2002). Entwicklung von Standards. Methodisches Vorgehen und Prozesserfahrungen [Development of standards. Methodical approach and process experience]. *Jornal für Lehrerinnen- und Lehrerbildung*, 2 (1), 61–69 [in Germany].
- Curriculare Standards des Fachs Bildungswissenschaften. Grundlegende Empfehlungen der Arbeitsgruppe für Leitbild, Kompetenzen und Inhalte [Curricular standards in educational science. Basic recommendations of the working group for mission statement, skills and content] (2011). Reform der Lehrerinnen- und Lehrerbildung in Rheinland-Pfalz. Stand: Mai 2011 [Reform of teacher training in Rhineland-Palatinate. Status: May 2011]. Retrieved from http://www.mbwjk.rlp.de/fileadmin/mbwjk/Bildung/lehrerberuf/CS/CS_Bildungswissenschaften.pdf [in Germany].
- Hochschulramengesetzt von 19. Januar 1999 [Higher education law of January 19, 1999.]. *Bundesgesetzblatt [Federal Law Gazette]*, 3 (27.12.1999), 18–34 [in Germany].
- Kiper, H. (2009). Bildungswissenschaften – Begriff – Profile – Perspektiven [Educational sciences – concept – profiles – perspectives]. *PÄD-Forum: unterrichten erziehen [PÄD Forum: teaching educating]*, 3 (37/28), 127–131 [in Germany].
- Ladenthin, V. (2009). Bildungswissenschaft? [Educational sciences?]. *PÄD-Forum: unterrichten erziehen [PÄD Forum: teaching educating]*, 3 (37/28), 132–133 [in Germany].
- Lehrerausbildungsgesetz. Gesetz über die Ausbildung für Lehrämter an öffentlichen Schulen vom 12. Mai 2009 [Teacher Training Act of May 12, 2009]. *Gesetz- und Verordnungsblatt für das Land Nordrhein-Westfalen [Law and regulation gazette for the state of North Rhine-Westphalia]*, 14 (25.09.2009), 308–313 [in Germany].
- Lehrkräftebildungsgesetz – LBiG. Gesetz über die Aus-, Fort- und Weiterbildung der Lehrerinnen und Lehrer im Land Berlin vom 7. Februar 2014 [Teacher Education Act of February 7, 2014]. *Gesetz- und Verordnungsblatt für Berlin*

- [Law and Ordinance Gazette for Berlin], 4 (19.02.2014), 49–54 [in Germany].
- Lokshyna, O. I. (2009). Stanovlennia «kompetentnisnoi» idei v yevropeiskii osviti [Formation of the «competence» idea in European education]. Realizatsiia yevropeiskoho dosvidu kompetentnisnoho pidkhodu u vyshchii shkoli Ukrainy [European experience of the competency-based approach: implementation in Ukrainian higher education]: materialy metodolohichnoho seminaru. Kyiv: Ped. dumka, 2009, 19–33. [in Ukrainian].
- Mack, A. (2002). Kompetenzentwicklung als Orientierung für die Gestaltung des Studiums [Competence development as an orientation for the design of the training courses]. Esslingen: Fachhochschule Esslingen [in Germany].
- Natsionalna akademiia pedahohichnykh nauk Ukrainy (2017). Kurykulum pidvyshchennia kvalifikatsii pedahohichnykh, naukovo-pedahohichnykh pratsivnykiv ta kerivnykiv zakladiv osvity haluzi znan 01 Pedahohichna osvita: zb. robochykh navchalnykh prohram. [Curriculum for professional development of pedagogical, scientific and pedagogical workers and heads of educational institutions in the field 01 Pedagogical education]. Kyiv: TsIPPO [in Ukrainian].
- Nieke, W. (2006). Professionelle pädagogische Handlungskompetenz zwischen Qualifikation und Bildung [Professional pedagogical competence between qualification and education]. Rapold, M. (Hrsg.) [Eds.]. Pädagogische Kompetenz, Identität und Professionalität [Pedagogical competence, identity and professionalism]. Baltmannsweiler: Schneider Verlag Hohendehren, 2006, 35–49 [in Germany].
- Oelkers, J. (2003). Standards in der Lehrerbildung. Eine dringliche Aufgabe, die der Präzisierung bedarf. [Standards in teacher education]. Lemmermöhle, D., Jahreis, D. (Eds.) Professionalisierung der Lehrerbildung [Professionalization of teacher education], 7, 54–70 [in Germany].
- Otto-Friedrich-Universität, Bamberger Zentrum für Lehrerbildung [Otto Friedrich University, Bamberg Center for Teacher Education]. (2015). Modulhandbuch für das Studium Lehramt an öffentlichen Schulen an der Otto-Friedrich-Universität Bamberg / Sommersemester 2015. Stand: 09.02.2015 [Module handbook for teacher education studies. Public schools / summer semester 2015. Status: 09.02.2015.]. Retrieved from https://www.uni-bamberg.de/fileadmin/uni/wissenschaft_einricht/zlb/Modulhandbuch_Lehramtsstudiengaenge_Sommersemester_2015_-_Studienbeginn_ab_SoSe_2014.pdf [in Germany].
- Pukhovska, L. P. (2013). Standarty pedahohichnoi osvity: naukova dyskusiiia zakhidnykh uchenykh [Standards of pedagogical education: scientific discussion]. Tavriiskyi visnyk osvity [Taurian Bulletin of Education], 4 (44), 10–18 [in Ukrainian].

- Rohr, D. (Eds.) (2012). *Bildungswissenschaften: das Kölner Modell von der Erprobung zur Implementierung* [Educational sciences: the Cologne model from testing to implementation]. Münster: Waxmann Verlag [in Germany].
- Schützenmeister, J. (2002). *Professionalisierung und Polyvalenz in der Lehrerbildung* [Professionalization and polyvalence in teacher education]. Marburg: Tectum Verlag DE [in Germany].
- Standards für die Lehrerbildung: *Bildungswissenschaften (Beschluss der Kultusministerkonferenz vom 16.12.2004 i. d. F. vom 12.06.2014)* [Standards for teacher training: educational sciences (Standing Conferences of Ministers of Education and Cultural Affairs Resolution of December 16, 2004)]. Retrieved from https://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2004/2004_12_16-Standards-Lehrerbildung.pdf [in Germany].
- Therhart, E. (2000). *Perspektiven der Lehrerbildung in Deutschland* [Perspectives of Teacher Education in Germany]. Abschlußbericht der von der Kultusministerkonferenz eingesetzten Kommission. Weinheim: Beltz [in Germany].
- Therhart, E. (2005). *Standards für die Lehrerbildung – ein Kommentar* [Standards for teacher education - a comment]. *Zeitschrift für Pädagogik* [Journal of Education], 51 (2), 275–279 [in Germany].
- Universität zu Köln, Humanwissenschaftliche Fakultät [University of Cologne, Faculty of Human Sciences] (2015). *Modulhandbuch Bachelor of Arts. Bildungswissenschaften. Studiengang Lehramt an Gymnasien und Gesamtschulen* [Module handbook Bachelor of Arts. Educational sciences. Grammar schools and comprehensive schools]. Version 4.0. Retrieved from https://www.hf.uni-koeln.de/data/hflehrestudium/File/Modulhandbuecher/UzK_HF_MHB_GYMGE_BA_BIWI_150901_Entwurf.pdf [in Germany].

**DESCRIPTOR POTENTIAL OF THE UKRAINIAN LANGUAGE FROM
THE PERSPECTIVE OF NEW METHODS OF LEXICAL ANALYSIS OF
PERSONALITY STRUCTURE**

<https://doi.org/10.37096/SHDISJ-20-2.2-0004>

Gorbaniuk Oleg

ORCID ID: 0000-0001-9830-8537

Bevz Galyna

ORCID ID: 0000-0003-2487-5429

Gorbaniuk Julia

ORCID ID: 0000-0001-7732-7819

Krasa Pavel

ORCID ID: 0000-0001-8153-0318

*Possibilities of analyzing Ukrainian personality lexicon in the light of new
method of psycholexical research*

Abstract

Introduction. The relevance of the study is caused by the existing need to develop psycholexical research, which will allow the universalization and operationalization of theoretical psychological constructs and models. The specifics of psycholexical research are revealed. The main advantages and limitations of the psycholexical method are analyzed.

Methodology. Prospects for the analysis of the Ukrainian language with the help of a new method of separating the factor structure of low and high dimensions are presented. The initial provisions and procedure of psycholexical research on the basis of the Ukrainian lexicon of personality are described.

Results. Based on the determination of the appropriate number of factors and the comparison of different methods of data processing, the choice of personality descriptors and the rotation of the factors, structures of different dimensions are singled out on the basis of the same data.

Discussion. The authors emphasized on the need to analyze the resulting structures, taking into account the theory of the psycholexic industry, as well as giving theoretical meaning to open dimensions, checking their descriptive and explanatory meaning on the way to creating a theoretical model.

Keywords: personality structure, psycholexical method, Ukrainian language, descriptive potential of language.

Introduction

Achieving a taxonomic compromise is important for any science (for example, Darwin's or Mendeleev's taxonomy). Acceptance of the taxonomy of the subject of research contributes to the development of the industry due to the unambiguous terminology and to

acceptance of the same models and universalization of operationalization of theoretical terms. The task of psychology – as a science that aims to explain human behavior - includes a systematics of individual differences, and the key are differences in personality traits. The research method that allowed achieving

taxonomic agreement in the psychology of personality is a psycholexical method. Its greatest achievement is the model of the Big Five Personality Traits, which is widely accepted in the modern scientific and psychological environment (Saucier & Srivastava, 2015).

The starting point for psycholexical research is the lexical assumption, according to which:

1) All the most important differences for the social functioning of man were coded in natural languages;

2) The more terms a given nation/culture have created for a given difference/trait, the more important a given personality trait is;

3) We can identify the most important features while analyzing the structure of the lexicon of personality (Galton, 1884; Goldberg, 1981).

An example of a lexical assumption about the encoding of personality traits in natural languages is presented below in Figure 1.

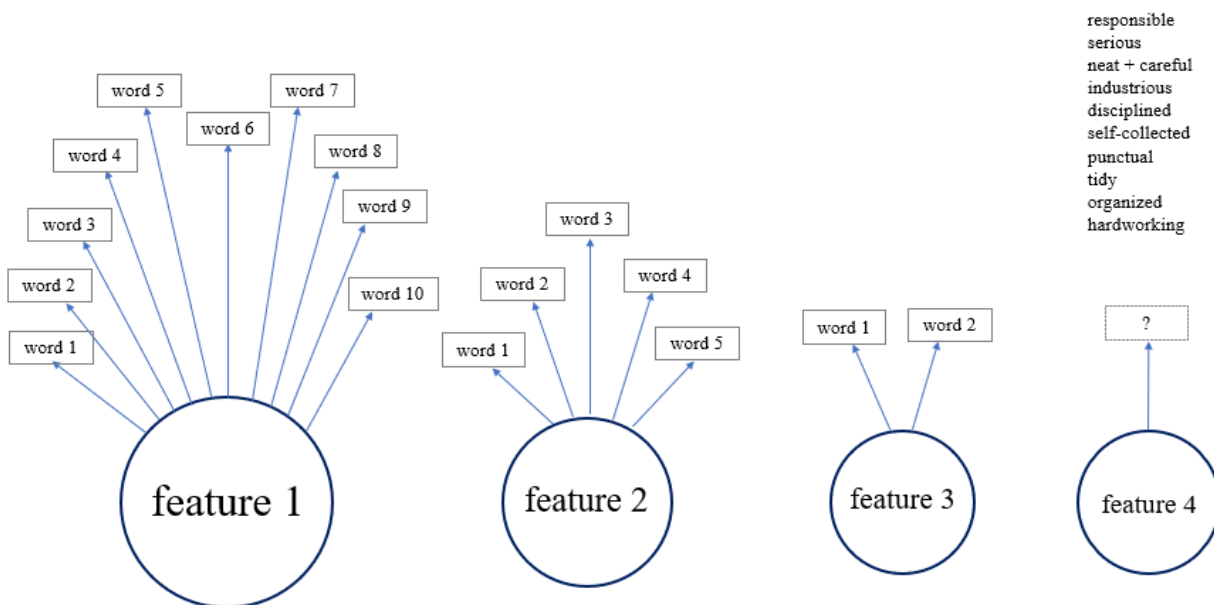


Fig.1 Lexical assumption about the encoding of personality traits in natural languages.

Modern psycholexical research over the past 30 years has covered about 30 languages out of more than 5-6 thousand languages in the world (De Raad & Mlacic, 2020). Among the many conclusions that can be drawn from the results of these studies, we would like to highlight a few key ones: 1) the lexicon of personality has a hierarchical structure of the organization, 2) in the case of higher levels of abstraction, personality traits are more universal for many languages, 3) 5-6-factor models explain no more than 18-25% of individual differences that can be

described in languages, 4) the methodological shortcoming of research is the lack of criteria that would indicate the optimal structure (factorial decision), which is the reason for differences in research results, regardless of whether such differences actually exist between languages / cultures / nations.

The aim of the research. Ukrainian is one of the languages for which the structure of the personality lexicon has not yet been established (Gorbaniuk et al., 2018). The aim of the conducted psycholexical research was to establish

the structure of the Ukrainian lexicon of personality with low and high dimensions.

Methodology

Sample. The sample of the empirical study consisted of 835 Ukrainian-speaking students from universities in Ukraine and Poland. They made a self-description of their personality on the basis of the Ukrainian list of human qualities created by the authors of the research. The task of the respondent in the process of research was to assess with the help of 7-point scale, how exact each word from the list accurately characterizes him as a person. If the respondent did not understand the

meaning of the word, it was necessary to put "0".

All lexical research can be reduced to two most important stages (Gorbaniuk & Ivanova, 2018): 1) qualitative analysis of the vocabulary of natural language, the purpose of which is to identify the complete vocabulary of the individual, 2) quantitative research aimed at identifying the factor structure of the personality lexicon based on the use of the lexicon by its users in the process of self-description and description of the characteristics of other people. In graphical form, the main stages of psycholexical research are presented in Figure 2.

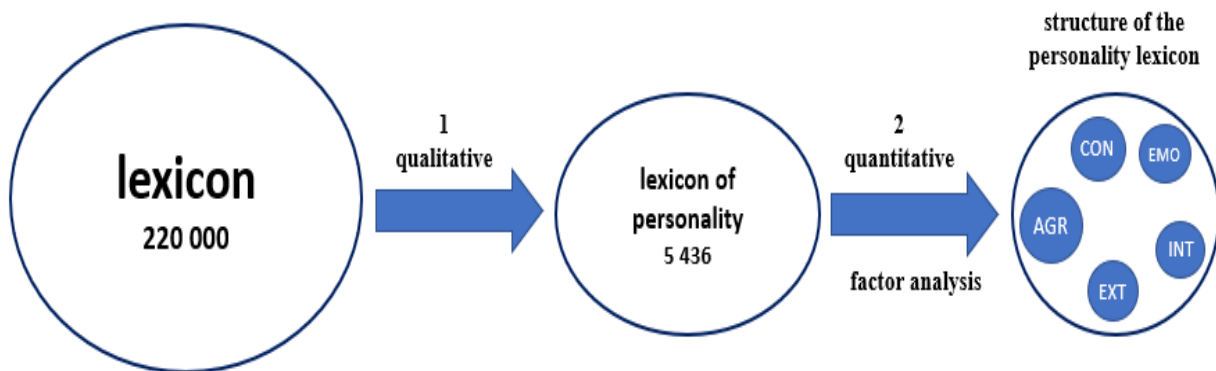


Fig. 2. Stages of psycholexical research

Method. The authors made the selection and classification of words describing human characteristics using German taxonomy (Angleitner et al., 1990). The word selection process based on the Ukrainian dictionary (220,000 words) is described in details in a separate article (Gorbaniuk et al., 2018). The final list of terms describing personality (including terms that are highly valued) contains 1053 adjectives. Selected words are the best representatives of morphemes with very similar meanings and they are understandable to more than 90% of students. The exception made protocols in which 1) there was a poor knowledge of words by the respondent (>10%), 2) the absence in the form of a list of specific respondents filled in data (>10%). The method Input Forest was used in other forms to fill in the missing answers.

Saucier & Iurino (2020) developed a proposal to identify structures with an increased number of measurements, that complements existing structures, which consist of one to six to seven factors. The procedure proposed by the authors allows minimizing the arbitrariness of the choice of factor structure with the highest degree of detail for a given language, resulting from the various structures obtained on the basis of: 1) original vs ipsatized data (raw vs ipsatized data), 2) orthogonal vs oblique

rotations (Equamax vs Oblimin rotation), 3) data of self-description in comparison with the description of other people's personality (self-vs peer-rating). This gives a total of 8 combinations of possible results: data x rotation x perspective. Exploratory factor analysis (EFA) is performed separately for each of the 8 combinations.

At the first stage of factor analysis, Parallel Analysis is performed in order to identify the maximum possible number of non-random k factors for each data type.

In the second stage, the EFA is calculated cyclically until three conditions will be met simultaneously by systematically reducing the number of factors, starting with k factors (See Table 1):

| r | • with each of the factors correlates at least 8 personality descriptors with a load factor > 0.30 ;

| r | • at least one adjective correlates with the factor > 0.40 .

• the factor has a clear and consistent psychological interpretation.

Table 1. Number of Factors Recommended by Parallel Analysis and the MAP Procedure and Candidate Models Derived from Each Dataset Variant Having All Factors of Sufficient Size and Interpretability

data	object	Number of Factors Recommended By		Solutions Having All Factors of Sufficient Size (at least one item $r > 0,40$ + at least 8 items $r > 0,30$) and Interpretability	
		PA	MAP	Orthogonal (Eqx)	Oblique (Obl)
ips	self	41	>41	19	21
raw	self	34	>34	20	28

* numbers of factors reduced until a solution with a full set of sufficiently sized and interpretable factors was found. Ips. – ipsatized data. Orig. – original data. Eqx – equamax. Obl – oblimin ($\delta = 0$).

Perspective for each number of factors, which corresponds to all criteria from the second stage of the research taken together. This similarity between factor structures is estimated using Tucker coefficients (for different perspectives), Pearson correlation (for different rotations) and canonical analysis (original vs ipsatized data). It is necessary to choose a factor solution \times rotation \times In the third stage, the coherence coefficients between the structures are calculated for all eight combinations (data n and

perspective) reach the highest value. We can also define several competing solutions, the advantage of one of which will be established only in the following stages. \times rotation \times for it the similarity coefficients between the structures for all eight combinations (data

In the fourth stage, the best 8 markers/descriptors for each of the n factors for each combination are identified (data x rotation x perspective). Optimally 4 markers/descriptors represent each extremity of the continuum. Then

Cronbach's alpha reliability coefficients are calculated for each of the n scales. In such way the psychometric potential of the future operationalization of the personality model is established.

In the fifth stage, the explanatory value of the established structures in relation to the behavior is calculated. In order to do this, multiple correlation coefficients R between the n -factor structure and human behavior indicators are calculated.

In the sixth stage, the optimal solution is selected for each of the competing n -factor solutions. It is based on a comparison of the reliability of the scales and multiple correlation coefficients. This means that the final structure is: 1) the most resistant to differences arising from the use of different types of data, rotation and perspective of the description of personality, 2) is the most detailed in describing personality traits in individual dimensions, 3) is with the greatest psychometric potential in the process of operationalization, 4) is with the greatest ability to predict human behavior.

Results

The authors distinguish linguistic structures of personality of low and high dimension on the basis of the same data, by using the method of determining the appropriate number of factors and comparing different methods of data processing (original vs ipsatized), different methods of choosing personality descriptors (with and without highly evaluative terms) and rotation of factors (orthogonal vs oblique).

In the case of a low-dimensional structure, the two-factor solution corresponded to the "big two", but the three-, five-, and six-factor structures did not at least partially overlap with the universal models of the "big three," "big five," or "big six, when the list contained highly valued adjectives. Methods for determining the maximum number of factors recommended more than five or six factors. We compared 8 candidate structures obtained from different combinations of methods. We compared 8 candidate structures obtained from different combinations of methods. Also we defined the 21-factor structure as the most reliable and promising model compared to all other models (See Table 2).

Table 2. Robustness Indices for the 4 Candidate Models

Candidate Models (Origin)	N of factors	Average Orthogonal-Oblique Best – Match Correlation		Canonical analysis	
		lps	Orig	lps vs Orig (Eqx)	lps vs Orig (Obl)
19 factors, lps, Self, Eqx	19	0.831	0.760	0.817	0.847
20 factors, Orig, Self, Eqx	20	0.770	0.797	0.827	0.853
21 factors, lps, Self, Obl	21	0.840	0.800	0.823	0.851
28 factors, Orig, Self, Obl	28	0.819	0.784	0.820	0.847

The comparison was made on the basis of maximum coefficients of agreement, thoroughness, factor independence and high coefficients of predicted validity of human behavior (See Table 3).

Table 3. 21-Factor Structure (21 factors, Obl, Ips), personality-adjectives with highest factor loadings

N	Factor	Альфа	Personality-adjectives
1	industriousness	0.762	capable of working successfully; feasible, thrifty, responsible, dutiful, industrious, reliable, hardworking, operative, efficient, practical, housewifely
2	Talkativeness	0.886	taciturn, silent, tacit, reticent, unconvivial, taciturn, quiet, chatty, talkative, conversational
3	apprehensiveness	0.792	apprehensive, weepy, maudlin, cowardly, anxious, apprehensive, indecisive, hesitating, brave, self-confident, perky, assured
4	lack of intelligence	0.816	stupefied, empty-headed, moron, imbecile, stupid, foolish, oakhead, backward, retarded
5	Organization	0.740	organized, tidy, neat + careful, punctual, disciplined, lazy, disorderly, serious
6	Helplessness	0.711	uneducated, unreasonable, unconscious, ignorant, not well-read, infirm, absent-minded, helpless, slow-witted
7	Stubbornness	0.591	who likes to slander, but also loves to speak wittily; stubborn, controversial, unyielding, principled, naughty, weak character, non-persistent
8	Craziness	0.835	insane, nuts, crazy, doltish + crazy, gaga, dejected, depressed
9	Creativeness	0.703	literate, creative, poetic, savant, gifted, talented, art critic
10	Mercenary	0.694	self-seeking, calculating, interested, self-serving, not mercenary, vulgar, slippery, malicious, adhesive, selfless, self-denying
11	submissiveness, humility	0.662	complaisant, obliging, compliant, suggestible, someone, who like to help others, sacrificial, humble, submissive, obedient, submissive, obedient, susceptible-compliant
12	Heroism	0.806	chivalrous, heroic, courageous, fearless, strong, tough, brave, intrepid
13	imbalance, unpredictableness	0.717	mad, wild, unbridled, mischievous, misbehave, riotous + exuberant, frantic, unbalanced, audacious, capricious

14	Optimism	0.806	enjoying life, optimistic, who loves life (optimistic, cheerful, vivacious), joyful, gloomy, depressive, pessimistic, nervous
15	Flexibility	0.587	unstable, impervious, unresponsive, not flexible, not deep, not quick, aplastic, inelastic, quarrelsome, snappish, not appeasable, non-sagacious
16	Dynamism	0.778	fast, energetic, nimble, clever, quick, inactive, not fast, unhurried
17	Honesty	0.709	deceitful, hypocritical, two-faced, crafty, mendacious, corrupt, truthful, veracious
18	quarrelsomeness	0.741	rude, fierce, sharp-tongued, hard, irritable, scandalous, swearing, gruff
19	self-determination	0.650	far-sighted, self-defined, self-identified, practical, sighted, conscious, enthusiast, cautious, ambitious
20	haughtiness, egoism	0.757	selfish, proud, arrogant, power-hungry, narcissistic, dictatorial, authoritarian, self-praise, domineering
21	Sensitiveness	0.790	mild-tempered / meek, gentle, delicate, romantic, sensitive, affectionate, soft, pleasant, kind-hearted, softhearted.

Below are the results of multiple regression analysis (See Table 4)

Table 4. Multiple Correlations for Predicting Self-Reported Variables from Factors of Candidate Models

	Predicted / explained variable	Data:	Ipsatized								Original			
			x	x	x	x	x	x	qx	bl	x	x	qx	bl
		Rotation:												
		Factors:							9	1			0	8
	Happiness	R	.39	.49	.49	.60	.60	.63	.77	.77	.56	.56	.73	.79
	Number of acquaintances	R	.22	.42	.44	.44	.45	.45	.57	.57	.41	.41	.50	.59
	Number of (close) friends	R	.03	.04	.06	.14	.16	.17	.32	.37	.20	.20	.36	.42
	Constant sexual partner	R	.02	.18	.22	.25	.31	.32	.62	.66	.43	.42	.66	.69
.1	Playing computer games	R	.01	.03	.17	.18	.33	.33	.59	.63	.20	.39	.66	.77
.2	Communicating	R	.13	.21	.28	.29	.30	.35	.44	.53	.26	.28	.47	.60

	on social media													
.3	Browsing websites or movies	R	.31	.40	.42	.42	.45	.45	.61	.63	.35	.37	.57	.66
.1	Consuming strong alcohol >20%	R	.11	.18	.18	.19	.17	.17	.36	.37	.20	.20	.35	.37
.2	Consuming medium alcohol 9-20%	R	.04	.10	.30	.30	.30	.35	.42	.44	.35	.35	.48	.58
.3	Consuming weak alcohol 1-8%	R	.05	.05	.18	.19	.26	.28	.45	.46	.22	.35	.51	.58
	Smoking	R	.09	.09	.11	.11	.10	.24	.50	.52	.29	.29	.60	.65
	President elections	R	.38	.38	.39	.43	.46	.46	.62	.63	.44	.47	.60	.73
	Parliament election	R	.36	.37	.37	.37	.39	.45	.65	.66	.42	.44	.58	.73
0	Membership of organizations (social/political activity)	R	.15	.28	.28	.32	.33	.36	.47	.48	.32	.32	.46	.55
1	Sports exercises	R	.06	.33	.44	.52	.53	.53	.63	.66	.50	.51	.62	.68
2	School scores	R	.23	.24	.24	.48	.48	.52	.73	.75	.50	.51	.73	.77
3	BMI	R	.07	.09	.17	.18	.22	.22	.52	.55	.37	.37	.53	.63

Note. N=90. R – multiple correlation. Adj. R – adjusted R value, with any negative values replaced by .00. Vx. – from varimax rotation. Eqx. – from equamax rotation. Obl. – from oblimin rotation. Q – Questions.

The figure shows the hierarchical structure of the lexicon of the low-dimensional personality.

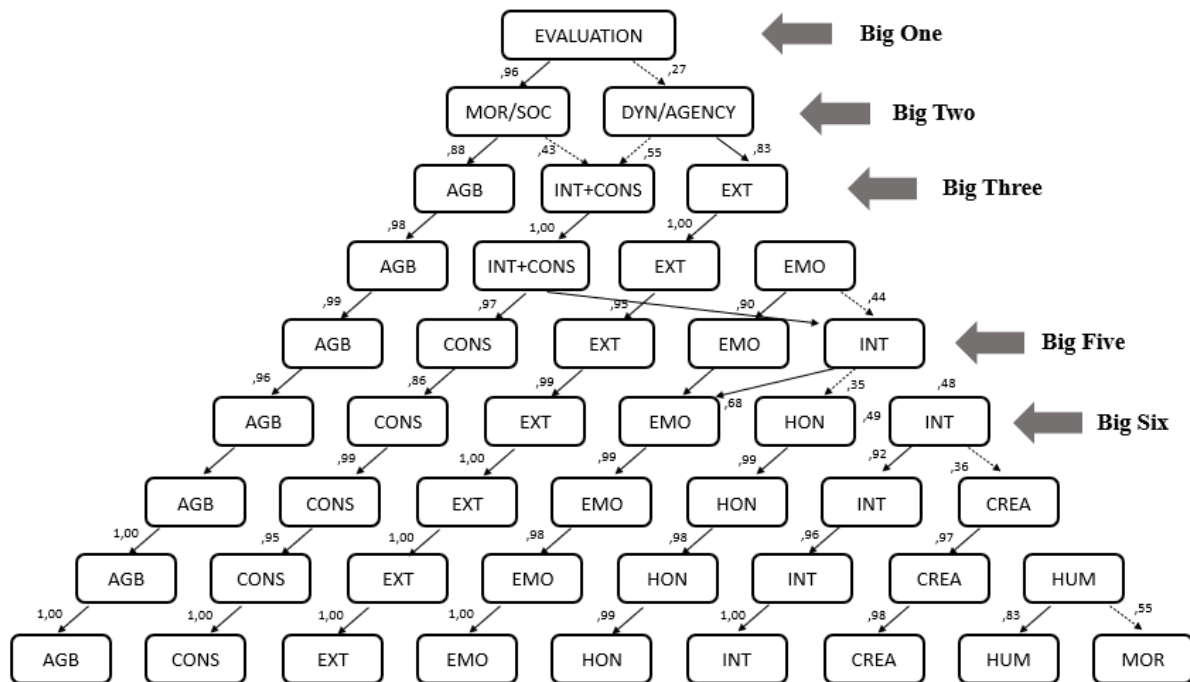


Fig.3. Hierarchical structure of the lexicon of low-dimensional personality.

Conclusions

The lexical approach is a valuable alternative in modern scientific and psychological studies of human perception due to its unique features. The experience of lexical analysis in the process of development and systematization of individual differences gives a chance to reach an agreement between researchers on the scientific systematics of the studied phenomena and their methodological research with the help of compatible models and research tools developed on the basis of the results of lexical research.

In addition to possibilities, the lexical approach also hides dangers when the result of lexical research in the form of lexicon structure is perceived literally as a theoretical model. It is assumed that the naive observer will notice and name all aspects of the phenomenon, in which the

researcher is interested in. Before becoming a model, the chosen structure should be analyzed, taking into account the theory of this field of knowledge. And only after giving theoretical meaning to open dimensions and checking their descriptive and explanatory meaning, it can become a theoretical model in the full sense of the term. Therefore the result of lexical research is only an inspiration for the development of the theory, but it cannot be its replacement.

References

- Angleitner, A., Ostendorf, F., & John, O. P. (1990). Towards a taxonomy of personality descriptors in German. A psycho-lexical study. *European Journal of Personality*, 4, 89–118.
- De Raad, B., & Mlačić, B. (2020). The Big Five Personality Trait Factors. In

- Oxford *Research Encyclopedia of Education*. Oxford Press.
- Galton, F. (1884). Measurement of character. *Fortnightly Review*, 36, 179–185.
- Goldberg, L. R. (1981). Language and individual differences. The search for universals in personality lexicons. In L. Wheeler (Ed.), *Review of personality and social psychology* (Vol. 2, pp. 141–165). Beverly Hills, CA: Sage.
- Gorbaniuk, O., Ivanova, A. (2018). Język jako źródło wiedzy o różnicach indywidualnych. *Nauka*, 4, 7-26
- Gorbaniuk, O., Mirowich, A., Leoszko, W., Gorbaniuk, J., Kordon, A., Świdorska, M., Kuts, O., & Korczak, A. (2018). A psycholexical classification of Ukrainian descriptors of individual differences. *Current Problems of Psychiatry*, 19, 1–8.
- Saucier, G., & Iurino, K. (2019). High-dimensionality personality structure in the natural language: Further analyses of classic sets of English-language trait-adjectives. *Journal of Personality and Social Psychology*, 119(5), 1188–1219.
- Saucier, G., & Srivastava, S. (2015). What makes a good structural model of personality? Evaluating the Big Five and alternatives. In M. Mikulincer & P. R. Shaver (Eds.), *APA Handbook of Personality and Social Psychology*, Vol. 4: Personality Processes and Individual Differences (pp. 283–305). New York: Cambridge University Press.

PSYCHOLOGICAL SUPPORT OF THE DEVELOPMENT OF SOCIALLY ACTIVE YOUTH

<https://doi.org/10.37096/SHDISJ-20-2.2-0005>

Karamushka Margarita

ORCID ID: 0000-0003-4421-8178

Vlasova Olena

ORCID ID: 0000-0002-9894-0038

Abstract

The article provides a theoretical substantiation and experimentally investigates the psychological support of the development of socially active youth. The study has been carried out on the materials of comparative research of psychological qualities of socially active and socially inactive youth to present advantages and limitations of the selected types of socially active youth, and also to describe experience of psychological support of the further development of their social activity.

Methodology. A model of the psychological qualities of socially active youth has been built (leadership development, value-motivational, emotional-regulatory and communicative components of psychological qualities) and the appropriate psychodiagnostic, statistical and developmental tools have been selected.

Results and discussion. Based on empirical research, the level of development of the indicated psychological qualities of its participants was revealed, differences between socially active and socially inactive youth were revealed. There are 5 types of socially active youth (according to the level of development of psychological qualities): leaders, communicators, impulsive, aggressive, avoiding communication young people.

There are statistically significant relationships between the psychological qualities of socially active youth and factors at the macro level (orientation of social activity of youth), meso level (type of organization in which youth is active), micro level (professional and socio-demographic characteristics of youth). The psychological conditions for the development of socially active youth have been determined. A training for the development of psychological qualities necessary for the implementation of the social activity of young people has been developed and tested.

Keywords: Social activity; psychological qualities, types of socially active youth; factors of development of socially active youth; psychological training.

Introduction

Relevance of research. Among the activity areas from which sustainable development of Ukrainian society largely depends, a special place belongs to the social activity of young people. The real progress of the country to the prosperity of the Ukrainian state and its individual citizens depends on how actively the

young generation of modern Ukrainians acquires the experience of adequate understanding, objective vision of social perspectives and real planning of changes in the surrounding social reality.

The analysis of the literature shows that the problem of *social activity* of young people is interdisciplinary and it is reflected in various ways in the works of

representatives of various humanities. Modern approaches to the study of human social activity are political and legal (O. Kindratets, M. Ostapenko, etc.), sociological (L. Kogan, S. Tsypko, etc.), socio-cultural (E. Anufriev, A. Kravchenko, etc.), pedagogical (M. Kolesnikova, V. Kosovets, O. Kulinchenko, O. Seredyuk, S. Cherneta, etc.), psychological (A. Bazylenko, O. Vlasova, S. Grabovska and S. Czolij, I. Zarubinska, L. Kiyashko, L. Snigur, etc.) and others.

According to the *psychological approach* on which this study is based, social activity of the individual is understood in *two main manifestations*: as a form of activity and as a personal quality, which in the system of philosophical - categorical analysis corresponds to the metaphysical interpretation of the unity of paired categories of actual and potential. According to the authors of the article, social activity is defined as the highest

Theoretical background

Analysis of publications of domestic and foreign authors showed that the psychological characteristics of social activity of youth are expressed in its content, structure of components, factors and conditions of development and are manifested through the types, directions and functions of social activity, as well as (what is essential for this article) - because of the psychological qualities of the individual that are necessary for its successful implementation.

The special *role of psychological qualities of personality* in the implementation of social activity is revealed in the studies of K. Abulkhanova (1985), L. Bozhovich (1968), O. Vlasova (1989), O. Kyrychuk (1983), S.

form of activity of the individual, which provides its deep and diverse links with society, which are realized in the process of socially useful activities of the individual. In this activity, based on formed psychological qualities, it realizes the needs and interests of society as a whole or individual social groups, transforms the given social environment and itself. An important role is played by subjective human activity, which is the core of social activity and determined by "internal" validation of personality (M. Boryshevsky, N. Volenyuk, V. Zenkovsky, S. Rubinstein, G. Chelpanov, etc.).

The purpose of the article is to present the advantages and limitations of the selected types of socially active youth, as well as to describe the experience of psychological support of further development of their social activity on the materials of comparative research of psychological qualities of socially active and socially inactive youth.

Grabovska, and S. Choliy (2010), R. Turenko and S. Yanovska (2018) and others. Thus social activity as quality of the person, on one hand, is characterized by socially valuable motives of the person, on the other – person's active behavior, ability not only to adapt to circumstances, and, above all, to change them in accordance with the social challenges that arise and the moral requirements in force in society. Thus, *the psychological qualities of socially active youth* are a set of psychological characteristics that a young person needs for the successful implementation of various types of social activity.

As internal psychological factors that are necessary for social activity, various researchers identify such *psychological characteristics of human* as

the individual initiative (Sapriyanchuk, 2010), needs and motives (Vintyuk, 2010, Zinevych, Tsypko, 2016, etc.), leadership qualities (Sopivnyk, Yanovska, 2018), empathy (Gusev, 2019), the qualities of self-regulation of the individual, expressed independence and responsibility (Abulkhanova, 1985, (Tatenko, 2017)), prosocial orientation, responsibility and initiative of the growing person, its social abilities (Vlasova, 1989, 2019) and others.

Among the social and socio-psychological conditions for the successful development of social activity of youth in the literature, the peculiarities of the youth policy of the state (Murzina, 2019), the environment of the modern

young city (Potapova, 2013), socio-cultural environment of the village (Kosovets, 2009), youth formations and children's associations (Bespalko, Romanovska, 2009), etc., pupils' and students' self-government (Kulinchenko, 2015), Kosenchuk, 2013) and others), integration of formal and non-formal education (Kharlamova, 2019) are reasonably determined.

The author's conceptual model presented in Fig. 1 provides a study of 1) the structure of personality components of socially active youth as its psychological qualities and the system of macro-, meso- and micro-factors of such activity, as well as psychological conditions of psychological qualities of socially active person.

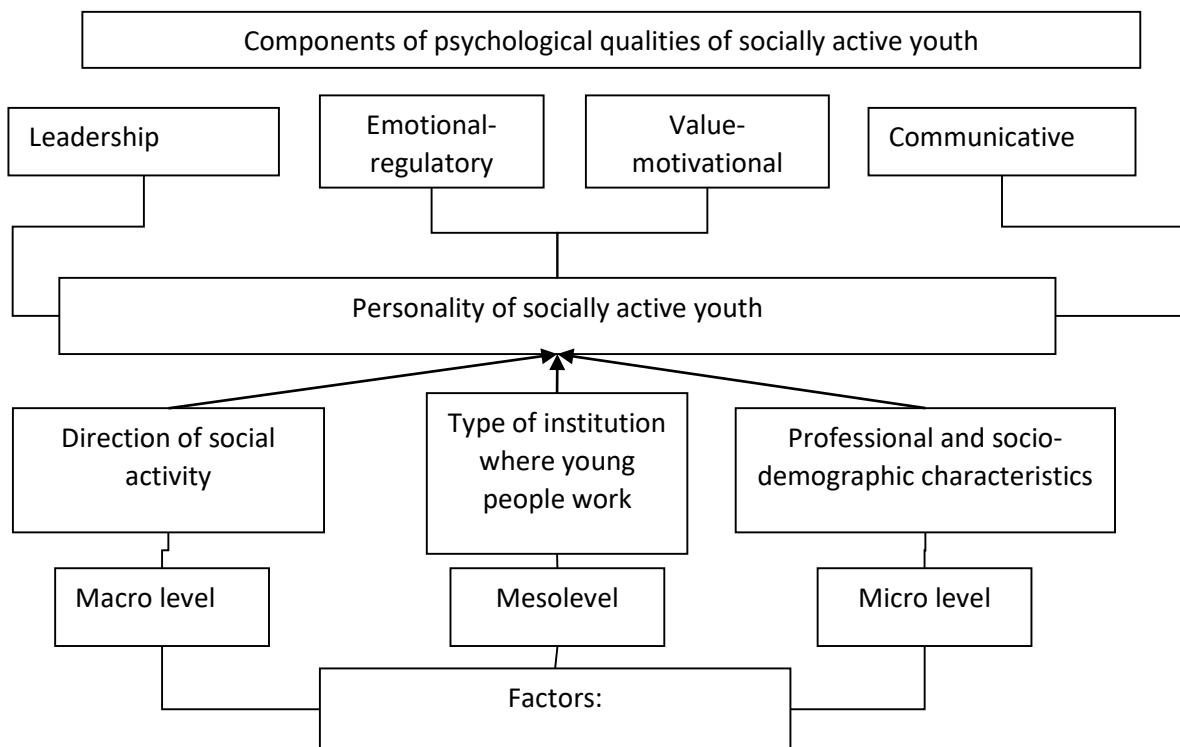


Fig. 1. Model of research of psychological features of socially active youth

Taking into account the available literature sources (Abulkhanova-Slavskaya, 1985, Bazilenko, 2016,

Vintyuk, 2010, Zinevych, 2013, Sopivnyk, 2016, Yanovska, 2018 and etc.), the structure of psychological

qualities of socially active youth is determined, which consists of leadership, value-motivational, emotional-regulatory and communicative components. The leadership component, in turn, is filled with the ability to lead as a person's initiation of activity (its and other people), its communication and organizational skills. The value-motivational component includes the level of development of individual altruism and such motives as the desire for success, recognition and respect, power as social control. The emotional-regulatory components include the degree of human satisfaction with their own social achievements and the prevailing strategies of their behavior in stressful situations. The self-confidence of a socially active person and communicative control as a mechanism for implementing responsible social behavior of people are the parts of the communicative component.

The main factors in the development of psychological qualities include the direction of social activity (macro-level factor), the type of institution in which young people are socially active (meso-level factor), as well as professional and socio-demographic characteristics of youth as micro-level factors. The study of psychological conditions for the development of psychological qualities of socially active youth involves the development and implementation of special programs for their socio-psychological training.

Certain theoretical positions were the basis of empirical research of psychological features of development of socially active youth. The analysis allowed formulating **the main hypotheses of empirical research:**

1. There are differences in the manifestation of psychological qualities

of socially active and socially inactive youth;

2. In the group of socially active youth there may be different types of young people who differ in the manifestation of psychological qualities related to leadership, value-motivational, emotional-regulatory and communicative components of social activity;

3. There is a connection between the manifestations of psychological qualities of socially active youth and factors related to: a) macro level (areas of social activity of youth); b) meso level (type of institution where young people do social activity); c) micro level (professional and socio-demographic characteristics of youth);

4. The psychological conditions for the development of psychological qualities of socially active youth include the introduction of a special training program, which provides mastery of training participants: a) knowledge of the psychological qualities of socially active youth; b) methods of diagnosis and analysis of their own psychological qualities necessary for the manifestation of social activity; c) skills and abilities necessary for social activity.

Methodology

Methods. To test the hypotheses in the work it was used a set of techniques, the choice of which depended on the content of the objectives of the study, built in the logic of the formative experiment:

- *theoretical methods* – analysis, generalization, systematization and interpretation of scientific sources, modeling;

- *empirical methods* – psychodiagnostic (testing and questioning) to study the basic psychological qualities of socially active youth and the method of psychological

training for the implementation of active socio-psychological training of participants. Psychodiagnostic tools were used in the study to diagnose the following components of social activity: 1) leadership (methods "Ability to Leadership" by R. Nemov and "Methods for studying communicative and organizational tendencies (KOS-2)" by V. Synyavsky, B. Fedoryshyn); 2) value-motivational ("Methods of motivators of social and psychological activity of the individual" by N. Fetiskin, V. Kozlov, G. Manuylov and "Methods for the study of personal "altruism-selfishness" attitude by O. Potemkina); 3) emotional-regulatory (S. Hobfall's Strategic Approach To Coping Scale (SACS) (adaptation of N. Vodopyanova, O. Starchenko) and method "Study of the level of social frustration" by L. Wasserman (adaptation of V. Boyko)); 4) communicative (Rathus Assertiveness Scale (RAS) and Snyder's Self-Monitoring Scale).

The author's questionnaire "Social activity of youth" with "open" questions was also used and *the program of psychological training* of development of social activity, which included a number of active methods of social and psychological training, was developed (case method, project method, discussion method, brainstorming, etc.).

- *mathematical and statistical methods* – descriptive statistics, correlation, factor, cluster and analysis of variance, the method of content analysis to study young people's ideas about the nature, forms and factors of social activity of youth, psychological conditions of psychological qualities of socially active youth. Mathematical data processing was performed using the SPSS statistical software package (version 17.0).

Sample. The study, which was conducted in Kyiv in 2015-2019, involved 232 persons. Among them there are 206 persons who were active in various social fields (participants of the Maidan events, representatives of the football fans association "Ultras", volunteers-psychologists, scholarship holders of the Victor Pinchuk Foundation program "ZAVTRA.UA", etc.). As well as 26 people who identified themselves as socially inactive. 28.2% of the total sample are men and 71.8% are women. The age of the subjects - 17-20 years old - 30.1%, from 21 to 30 years old - 69.8%. Among them, 31.0% of young people have higher education, 31.0% have incomplete higher education. 44.5% of study participants have been the heads of working groups, departments or organizations, 55.5% have worked as employees of organizations.

Results

1. Empirical research of psychological features of development of socially active youth by means of questionnaires has shown that modern Ukrainian youth understands adequately *essence of social activity*. Most of them (42.9%) attributed to such activity "any activity of young people (charitable, scientific, political, social, etc.) to improve life in various social spheres" (31.2%). In addition, such answers were received as "participation in social projects, events, conferences, etc." (11.7%), "creation or development of projects / organizations" (11.7%), "assistance in the social life of youth" (10.4%) and "clear life position, defending their rights, self-development" (9.1%).

The forms of social activity of young people were included in the study: "volunteering" (41.6%), sports, creative

and other activity (organization of youth leisure) (32.5%), "student activity" (24.7%), "work in public associations" (14.3%), "participation in political activity" (14.3%), "participation in social projects" (14.3%), "charity" (11.7%), "participation in rallies, strikes, etc." (10.4%), "assistance to participants in hostilities" (9.1%), "assistance to others" (3.9%). The participants of the study also determined the main directions of social activity of youth: scientific and educational (participation in the activities of scientific and educational funds, preparation and implementation of scientific and educational projects) - 39.0%; socio-psychological (work in volunteer organizations to provide psychological assistance to combatants) - 18.2%; cultural and artistic (work in cultural and artistic public associations, movements, etc.) - 16.9%, business (youth business development, entrepreneurship, etc.) - 16.9%, sports (sports development assistance) - 15.6%, military-patriotic (participation in the organization and conduct of military-patriotic events, organizational and economic assistance to participants in hostilities) - 10.4%, medical field and ecology (work in medical and environmental organizations).

2. The main reasons that contribute to the development of social activity of young people in the current socio-economic conditions of Ukraine, respondents consider "the unstable situation in the country and low living standards" (39.0%), "desire for self-development" (18.2%), "activity of public organizations" (14.3%), "availability of funding for various projects" (14.3%),

"information in the media" (9.1%), "promotion of social activity, in particular, in higher education institutions" (7.8%) and others.

Among the reasons that hinder the development of social activity of Ukrainian youth were named: "lack of support from the state" (37.7%), "lack of desire in the youth" (27.3%), "lack of funding, the presence of other cases and responsibilities that do not allow to give their free time to social activity" (19.5%), "the inability of young people to adapt to today's conditions and actively act in them" (14.3%). Significant in the context of the objectives of our study is that a significant number of respondents (41.6%) indicated that young people do not have the necessary psychological qualities to do the social activity.

To study the psychological qualities of young people necessary for social activity, a comparative analysis of the development of these qualities in socially active and socially inactive youth has been conducted. Based on the data of all applied methods, the average statistical value for each scale for both groups has been determined. Further, during the analysis of variance (Fisher's test has been used), a statistically significant difference has been found between two groups of indicators (socially active and socially inactive youth) on the following scales: leadership ability ($F = 7.7, p = 0.001$), organizational skills ($F = 3.58, p = 0.030$), desire for power ($F = 5.75, p = 0.004$), assertiveness ($F = 3.56, p = 0.031$), manipulative actions ($F = 7.79, p = 0.001$), antisocial actions ($F = 6.84, p = 0.001$), frustration ($F = 6.08, p = 0.003$).

Thus, as a result of the features' analysis of psychological qualities development of socially active youth (leadership, value-motivational, emotional-regulatory and communicative) it is established that the main psychological characteristics of socially active youth are high indicators of aspiration to success, the increased indicators of their assertiveness, organizational abilities and motivation for recognition and respect.

The motives of avoidance, aggressive and impulsive actions of such young people against the background of

low indicators of their motivation of social contacts are also revealed. The obtained results have shown significant differences in the development of psychological qualities of socially active and socially inactive youth, as well as reveal a number of reserves in the development of psychological qualities of socially active youth.

3. Psychological research of types of socially active youth has been carried out using the procedure of factor analysis. These principal components of analysis have identified five factors that describe 62.04% of the sample variance (see Table 1).

Table 1. The results of factor analysis of indicators of socially active youth who participated in the study

Variable	Factors				
	1	2	3	4	5
Communication skills	0,729	0,126	- 0,174	0,225	0,338
Organizational skills	0,734	0,175	0,011	-0,209	0,257
Ability to lead	0,826	- 0,052	0,187	-0,223	0,027
Altruism-selfishness	0,036	0,166	- 0,361	-0,294	0,621
Striving for success	0,581	0,306	- 0,025	-0,377	0,042
The desire for power	0,480	0,378	0,527	-0,179	- 0,159
The desire for recognition and respect	0,338	0,732	- 0,087	0,073	0,098
Assertive actions	0,613	0,123	-0,016	0,031	-0,306
Entering social contact	0,103	0,833	0,047	- 0,067	0,138
Search for social support	0,036	0,698	0,015	-0,021	0,025
Precautions	- 0,146	0,625	0,245	- 0,025	-0,361
Impulsive actions	0,010	- 0,008	0,322	0,197	0,651
Avoidance	-0,258	0,217	0,099	0,753	0,151
Manipulative actions	0,173	0,093	0,597	0,402	-0,161
Antisocial actions	0,066	- 0,012	0,848	0,135	-0,028
Aggressive actions	-0,125	0,043	0,747	- 0,105	0,167
Frustration	- 0,434	0,013	0,281	- 0,054	0,047
Assertiveness	0,774	- 0,003	0,235	- 0,014	-0,056
Communicative control	- 0,005	- 0,182	0,015	0,717	- 0,059

The first factor has included scales: "leadership" (0.826), "assertiveness" (0.774), "organizational skills" (0.734), "communication skills" (0.729), "assertive actions" (0.613), "success" (0.581). The "negative" pole of the factor

has combined the scales "frustration" (- 0.434), "avoidance" (- 0.258) as significant projections.

Descriptively, the "leaders" factor brought together the psychological characteristics of young people who

aspire to leadership, have high communication and organizational skills, show assertiveness (coping strategy «assertive actions») and are focused on success. It is not typical for them to use coping strategies of "avoidance" (not focused on solving life's problems) and "social frustration" (based on dissatisfaction with life's achievements).

Scales represent *the second factor*, which in terms of psychological characteristics is called «*communicators*»: coping strategy "entering social contact" (0.833), "desire for recognition and respect" (0.732), "search for social support" (0.698), "precautions» (0.625). The pole of "declining" values includes the scale "communicative control" (- 0.182).

Young people, who have these qualities, are positive about the interests of others, are quick to make concessions, and can use a strategy of compromise and even ignoring their own interests to make "everyone comfortable". This implies their tact, high emotional competence, ease of establishing contacts and making new acquaintances. They are diligent executors, can successfully negotiate, and conscientiously perform the assigned work.

The content of *the third factor* is filled with such scales as "antisocial actions" (0.848), "aggressive actions" (0.747), "manipulative actions" (0.597), "desire for power" (0.527), "altruism-egoism" with a predominance of values, indicating the absence of altruism in the person (-0.361). According to the set of variables that are represented in its structure, the factor and the corresponding type of youth are called "*aggressive*". It describes young people who know how to achieve their goals, although not always in humane ways. Representatives of this

type are determined and self-confident, quickly reach management positions, for which they can manipulate information, other people, but it is difficult for them to work in a team. Usually such people think first of their own interests and can engage in social activity to achieve personal goals, self-affirmation and self-realization, while the motives of helping others or prosocial activity recede into the background.

The fourth factor has included variables on the scales "avoidance" (0.753) and "communicative control" (0.717). At the pole of negative values are the indicators of the scales "success" (- 0.377) and "desire for power" (- 0.179). According to the content of scales integrated into the factor, such representatives of socially active youth can be called "*avoiding*". They are characterized by an attempt to avoid active contacts and work independently. But they also try to achieve socially significant goals in their activities and therefore do the social activity. Low rates of motive for the success of these individuals mean that in the organization of their activities they have a different strategy - to avoid failure). At the same time, they are highly effective in self-control, including their own statements. Typically, such people are not risky, and do only the things that they are sure of.

The fifth factor is represented by variables such as "impulsive actions" (0.651) and "altruism-egoism" (0.621), as well as "cautious actions" (-0.361) and "assertive actions" (-0.306). According to the content of the scales of the representatives of this group, they can be classified as "*impulsive*", and therefore have the desired result. This type of socially active person is most distinguished by impulsiveness and

altruism. Such young people tend to act rather than think, they can inspire others, but their own activity is not always organized and independent. At the same time, they are not inclined to behave correctly in relation to others, persistently defend their point of view, and emotionally react to objections from others, negative statements or actions about themselves or their business. They are not characterized by assertiveness as the ability to effectively withstand the psychological pressure of the environment.

The results of cluster analysis complement the data of factor analysis and confirm the presence of *five types of socially active youth* (according to the level of development of psychological qualities): "leaders", "communicators"; "aggressive"; "avoiding"; "impulsive", and also allowed to establish their quantitative representation. In particular, the group of "leaders" included 35.2% of young people surveyed, "communicative" - 22.5%, "aggressive" - 16.9%, "avoidant" - 15.5% and "impulsive" - 9.9 %. This indicates that according to the current study of socially active youth, the third of respondents belongs to the type of "leaders". Young people who belong to the other types, combined into four groups, are not psychologically "leaders", but they are also socially active and manifest themselves in various areas of social activity (scientific, patriotic, sports, charity, etc.), implementing their style of social activity. Therefore, in the process of interaction with different categories of socially active youth should take into account the psychological characteristics of each of the identified groups both in terms of their positive characteristics and in terms of limitations that are presented in the psychological portrait of each type.

Empirical study using correlation analysis of factors of development of psychological qualities inherent in different types of socially active youth have showed that among the macro- and meso-level factors on the development of psychological qualities of socially active youth are influenced by the following: 1) for the group of "leaders" - work in a government organization ($r = 0.185$, $p = 0.028$); 2) for the group of "communicators" - sports ($r = 0.182$, $p = 0.031$), socio-psychological ($r = 0.235$, $p = 0.005$), military-patriotic ($r = 0.192$, $p = 0.022$) spheres; 3) for the group of "aggressive" - business ($r = 0.188$, $p = 0.025$); 4) for the group of "avoiders" - cultural and artistic sphere ($r = 0.190$, $p = 0.024$); 5) for the group of "impulsive" - work in a government organization ($r = 0.194$, $p = 0.020$).

Such data indicate that the *state type* of organization in which respondents work correlates with groups of "leaders" and "impulsive".

It is obvious that "leaders" in public-type organizations can find support for their desire to advance to a higher position, as well as to confirm their leadership status through this position, while in private organizations the connection between position and personal qualities is not obvious. As for the type of "impulsive", it is seen that clear regulation of work in government agencies can have a positive effect on reducing this quality of socially active young people. For "communicators" the development of appropriate qualities is supported by work in the social-charitable, military-patriotic and sports spheres, which is explained by the specifics of work in the field of "human-human", where communication

is the main means of performing work that involves the presence of personal qualities that are important for social activity. For a group of "aggressive" work in the business sphere helps to improve the qualities needed to carry out their social activity. Probably, these young people have a personal experience of combining entrepreneurial and socially active activities allows them to be quite tough, persistent in the situation of achievement and more "soft", "understanding" in the situation of interpersonal interaction. For the "avoiders" the artistic sphere turned out to be much related, because, as the positive correlation indicates, it is the experience of individual creative activity that enhances the manifestations of such a personality to the level necessary for its successful prosocial activity.

It is also established that the *professional factors for the development* of psychological qualities of socially active youth are: 1) for "leaders" - a position in the organization ($r = -0.226$, $p = 0.003$) and level of education ($r = 0.252$, $p = 0.003$); 2) for "avoiding" work experience ($r = 0.305$, $p = 0$). The data obtained show that the career growth of young people *in the organization* contributes to the development of such representatives of leadership skills. This is due, in particular, to an increase in the direct responsibilities of a young person holding a certain position. It is also established that *the level of education* of a person significantly correlates with the development of psychological qualities necessary for his social activity, as it expands the "vision" of young people in the range of possible areas of activity. Instead, a *longer work experience* more often assigns a "strategy of avoiding failures" to a young person, reducing the

manifestation of those qualities that are necessary for successful social activity.

The study has found that *socio-demographic factors* in the development of psychological qualities of socially active youth are: 1) for "leaders" - having children ($r = 0.208$, $p = 0.016$); 2) for "communicators" - gender ($r = 0.188$, $p = 0.03$) and place of residence ($r = 0.186$, $p = 0.031$); 3) for "aggressive" - marital status ($r = -0.304$, $p = 0$); 4) "avoiding" - age ($r = 0,324$, $p = 0$). This indicates that the level and quality of social activity and related psychological qualities of young people increases if such respondents show older age, female gender, the presence of children and the growth of their number, living in the capital, the absence of a marriage partner. At the same time, the factor of "*having children*" is important for "leaders" (with the increase in their children, the manifestations of leadership qualities of the person increase). Factors of "*sex*" and "*place of residence*" - for "communicators" (women are more communicative, especially if they live in the capital: the socially enriched environment of a big city gives them self-confidence, increases their self-esteem). For "aggressive" there is a characteristic feature such as "*no family person*". It is under these conditions that they are more active in social activities. Finally, the socially active young person of older age turned out to be more moderate and "avoidant", i.e. in the organization of their own activity the "age" part of the youth is mainly guided not by motivation to succeed, but rather by motives of "avoiding failure", which is a safer behavior strategy.

5. The results of the survey of socially active youth have showed that the respondents adequately identified many conditions, methods of development of

psychological qualities of socially active youth, among which the leading place is occupied by socio-psychological training. Therefore, the idea of developing and testing a training program for the development of psychological qualities of socially active youth has become the main goal of the formative stage of the current study. In accordance with this goal, the following tasks have been set:

1. To develop the content and structure of the training program for the development of psychological qualities of socially active youth, based on the results of empirical research.

2. To test the program of development of psychological qualities of socially active youth.

3. Investigate the effectiveness of the training based on the comparison of data before and after the implementation of the program of socio-psychological training.

The implementation of the tasks has been done in three stages of the formative experiment. Initially, based on an empirical study of the psychological qualities of socially active youth, a list of those psychological qualities that need further development to increase the productivity of social activity of young people has been identified, the structure of training has been created, and also those theoretical questions which need to be opened by the trainer at realization of an information part of the program have been defined.

The content of the program includes seven training sessions: "Social activity and its role in the life of the individual and society"; "Features of social activity of youth and its main directions"; "Psychological qualities of socially active

youth: content and structure"; "Leadership potential as an important quality of socially active youth"; "Value-motivational basis of social activity of youth"; "Emotional-regulatory qualities of social activity of youth"; "Communicative potential of socially active youth". The first three sections of the training are informative and are implemented in the form of lectures with elements of discussion and group work. The purpose of the next four sections is the formation and development of psychological qualities of participants. Therefore, they consist of practical exercises. After each lesson, training participants complete creative homework tasks. The introductory and final classes are aimed at the logical beginning (acquaintance) and completion of the whole cycle of classes and discussion by the participants of the received information and acquired skills.

The molding effect was carried out once a week for two months. *The total volume* of the training program is 60 academic hours: 7 training sessions (6 academic hours each), 2 acad. year - introduction to training; 2 acad. year - completion of training and 14 hours of individual work (to perform psychodiagnostic and creative tasks). Training programs carried out based on the charitable organization "Foundation for psychological support in crises "Ancora". The training was systematic, holistic in accordance with the content and purpose of the training aimed at developing the psychological qualities of socially active youth.

To determine the effectiveness of the training, a group of 52 study participants was selected (26 people - the experimental

group and 26 people - the control group). At the beginning and after the training, we did the diagnosis of psychological qualities necessary for the social activity of a young person in accordance with the components identified in our work. The obtained data were processed by

comparing two dependent samples by the method of Student's t-test. This method makes it possible to determine the presence and significance of changes in the parameters of the object over time on the same sample (see Table 2).

Table 2. The results of the effectiveness of training in the experimental group (according to the first and second diagnostic sections)

Psychological qualities	I cut (before training)	II cut (after training)	Student's t-test	Significance of differences
	X1	X2		
Communication skills	18,0	21,0	-1,364	0,174
Organizational skills	21,0***	21,6***	-3,277	0,001
Leadership	16,32***	21,66***	-4,093	0,0001
Altruism - selfishness	13,35**	15,0**	-2,733	0,007
Achieving success	24,36**	26,16**	-2,873	0,005
The desire for power	20,64	22,2	-1,345	0,181
Tendency to affiliation	21,72	22,8	-1,001	0,318
Assertive actions -	19,9***	23,3***	5,726	0,001
Entering social contact	21,3***	23,0***	-3,452	0,001
Search for social support	23,3	23,7	-0,672	0,503
Precautions	20,0	20,6	-1,235	0,219
Impulsive actions	18,5	17,2	0,844	0,400
Avoidance	17,3***	13,2***	3,337	0,001
Manipulative actions	19,2	18,7	0,343	0,732
Antisocial actions	16,5***	13,6***	3,544	0,001
Aggressive actions	18,6***	13,0***	5,350	0,0001
Frustration	21,67	15,75	1,750	0,082
Assertiveness	17,93***	19,05***	-5,330	0,0001
Communicative control	16,8**	18,9**	-2,631	0,009

*** $p < 0,00$; ** $p < 0,01$; * $p < 0,05$

According to the results of statistical analysis of experimental data before and after impact, the difference was significant on the following scales: organizational skills ($t = -3,277$; $r = 0,001$), leadership ($t = -4,093$; $r = 0$), altruism ($t = -2,733$; $r = 0,007$), success ($t = -2,873$; $r = 0,005$), assertive actions ($t = -5,726$; $r = 0$), assertiveness ($t = -5,330$; $r = 0$), entering social contact ($t = -3,452$; $r = 0,001$), avoidance ($t = 3,337$; $r = 0,001$), antisocial actions ($t = 3,544$; $r = 0,001$), aggressive actions ($t = 5,350$; $r = 0$), communicative control ($t = -2,631$; $r = 0,009$).

In the control group, where with an interval of 2 months, the relevant psychodiagnostic measurements were also performed, no significant differences in the indicators of social activity of the participants were found.

Based on the data obtained, it can be argued that the training "Development of

psychological qualities of socially active youth" is effective, because after its implementation, the participants have increased the expression of such qualities as: organizational skills, leadership, altruism, success, assertiveness, communicative control of the entering the social contact desire, and decreased levels

of behavior strategies such as "avoidance", "antisocial actions" and "aggressive actions". That is, changes took place among all personal spheres in which psychological qualities of socially active youth were allocated. Thus, it is possible *to make a conclusion* that as a result of formative experiment there were positive shifts in development of psychological qualities of socially active youth. The data obtained in the process of conducting a formative experiment indicate the high efficiency of training and the expediency of its use for the psychological preparation of young people for social activity.

Discussion

In the organization and implementation of the study of psychological qualities of socially active youth, a non-classical methodology has been used, built using systematic, comparative-typological and integrated approaches. The combination of psychological, sociological and statistical means of diagnosis and psychological-pedagogical and socio-psychological tools of development have allowed the authors to determine psychological characteristics of such persons more adequate, to define objective and subjective factors of productivity of their activity, personal resources and psychological and pedagogical opportunities for their further development.

The obtained results have allowed the authors to move away from the

Conclusions

1. Modern Ukrainian youth adequately understands *the content* of social activity as an activity that contributes to the improvement of life in various social spheres and social

interpretation of a socially active personality in its canonical vision as a young person who demonstrates a set of highly developed characteristics inherent in the theoretical model of psychological qualities of such a person. The study has found that only a third of its socially active participants (32.5%) showed the expected compliance. Instead, most socially active respondents have psychological characteristics that not only promote but also limit the productivity of their prosocial activity. The study has identified 4 types of such socially active people, the leading psychological qualities of which are: active communication (type 1), expressed aggression (type 2) - avoidance of contact (type 3) and impulsiveness (type 4). The presented typology indicates the need to develop and implement programs of psychological support for the development of psychological qualities of socially active youth, taking into account the specifics of their psychological profile, form and types of activity. The author's version of the program of diagnosis and basic psychological training of such persons is covered in this article. Obviously, depending on the psychological characteristics of each type, its representatives need not only general knowledge, skills and abilities necessary for social activity, but also special psychological support for further personal development. The development of appropriate programs for the development of psychological qualities of such socially active youth is a prospect of our study.

development in general. Various *forms* (volunteering, work in public associations, participation in social projects, etc.), *directions* (scientific-educational, social-psychological, cultural-artistic, etc.) of social activity in

which modern youth is involved are allocated. There are also *reasons* that *hinder* the development of social activity of youth in Ukraine in modern socio-economic conditions: lack of support from the state, inertia of youth, lack of funding, having the other cases and responsibilities, etc. At the same time, a significant number of respondents indicated that young people *do not have the necessary psychological qualities* to do the social activity.

2. According to the results of variance analysis, a statistically significant difference has been recorded between the two groups (socially active and socially inactive youth). Socially active youth prevails in terms of the development level of such psychological qualities as leadership ability, organizational skills, desire for power, assertiveness, manipulative actions, antisocial actions, while socially inactive youth has shown higher indicators of psychological signs of success.

3. With the help of factor and cluster analysis, *the types of socially active youth* have been identified according to the level of development of psychological qualities necessary for social activity ("leaders", "communicators", "aggressive", "avoidant", "impulsive"). It has been found that one third of respondents belong to the type of "leaders", and young people - representatives of the other four types, are not "leaders", but also manifest themselves in various areas of social activity (scientific, patriotic, sports, charity, etc.), making their special style of social activity. Therefore, in the process of interaction with groups of socially active youth should take into account the psychological characteristics of each of the types identified in the work, taking

into account their positive characteristics and existing limitations.

4. As a result of correlation analysis, it has been proved that the involvement of a person in different areas of activity in different ways increase the level of development of psychological qualities necessary for social activity in representatives of different types. For "communicators" it is a sports, socio-psychological, military-patriotic sphere of activity, for "aggressive" it is a business sphere, and for "avoiding" socially active persons - a cultural and artistic sphere. The links between the types of socially active youth and the type of organization (public or private) in which the respondents work are also revealed: for "leaders" and "avoiders" the work in the state organization contributes to the increase of their psychological qualities development level. In addition, it was found that among the professional characteristics for the group of "leaders" important predictors are career growth in the organization and higher education; for the group of "avoiding" increase of the work experience leads to lower levels of psychological qualities. Among the socio-demographic characteristics having children is most positively influential for the group of "leaders", for the group of "communicators" - female gender and residence in the capital, for "aggressive" - no family, for representatives of "avoiding" group such negative impact has the age increase of the respondents.

5. For the development and formation of significant personal qualities that help increase the productivity of social activity of Ukrainian youth, *the training "Development of psychological qualities of socially active youth"* has been created and tested. Based on statistically significant indicators, it has

been proved that the respondents significantly increased the levels of altruism, organizational and leadership skills, communication control, motivation to succeed, assertiveness and decreased the level of manifestations of such traits as aggression, asociality, avoidance behavioral strategy.

Psychological conditions of development of psychological qualities of socially active youth, provided by the developed program, include mastering by participants of training: a) knowledge of psychological qualities of socially active youth; b) methods of diagnosis and analysis of their own psychological qualities necessary for the manifestation of social activity; c) skills and abilities necessary for social activities.

Further research is focused on expanding the possible ways of psychological support for the development of social activity of young people.

Acknowledgments. The study did not receive a grant from any financial agency in state, commercials or the non profit sector.

Conflict of interest. We state that there is no conflict of scientific interests.

References

- Abulkhanova-Slavskaya K.A. (1985). Tipologiya aktivnosti lichnosti. [Typology of personality activity.] Psychological Journal. - Psychological Journal. Volume 6 №5 1985. pp. 4-21. [in Russian]
- Bazilenko AK (2017). Psykholohichni chynnyky formuvannya sotsial'noyi aktyvnosti student-s'koyi molodi (na prykladi student-s'koho samovryaduvannya). [Psychological factors of formation of social activity of student's youth (on an example of student's self-government).] The Dissertation on competition of a scientific degree of the candidate of psychological sciences on a specialty 19.00.07 - pedagogical and age psychology. - Open International University of Human Development "Ukraine". - Kyiv, 2017. [in Ukrainian]
- Grabovska S, Czolij, S. (2010). Sotsial'na aktyvnist' u protsesi sotsializatsiyi osobystosti. [Social activity in the process of personality socialization.] Problems of general and pedagogical psychology - Problems of general and pedagogical psychology: coll. Science. etc. Institute of Psychology. GS Kostyuk, Academy of Pedagogical Sciences of Ukraine. Vol. XII, part 1, 171–181. [in Ukrainian]
- Cherneta, S. (2015). Sotsial'na aktyvnist' osobystosti yak umova rozvytku suchasnoho ukrayins'koho suspil'stva. [Social activity of the individual as a condition of development modern Ukrainian society.] Scientific Bulletin of the Lesia Ukrainka East European National University. № 1, 177–180. [in Ukrainian]
- Karamushka, M. I. (2016) Socially active youth qualities development training program. Fundamental and applied researches in practice of leading scientific schools -Fundamental and applied researches in practice of leading scientific schools. 2016. No. 3 (15). P. 8–15.
- Karamushka, M.I. (2020) Psykholohichni osoblyvosti rozvytku sotsial'noyi aktyvnosti molodi. [Psychological features of development of social activity of youth.] Dissertation ... Candidate of Psychological

- Sciences: 19.00.07 - K., Institute of Psychology Kostyuk G. S. NAPS of Ukraine-Kyiv, 2020. [in Ukrainian]
- Kulinchenko, OS (2015). Formuvannya sotsial'noyi aktyvnosti studentiv v umovakh diyal'nosti orhaniv samovryaduvannya vyshchoho navchal'noho zakladu. [Formation of social activity of students in the conditions of activity of bodies of self-government of higher educational institution.] Author's abstract dis. ... cand. ped. Science: 13.00.05. - Kyiv, 2015. - 23 p. [in Ukrainian]
- Soroka, O. (2018). Diahnostyka sotsial'noyi aktyvnosti maybutnikh sotsial'nykh pratsivnykiv. [Diagnosis of social activity of future social workers.] Social Work and Education. -Social Work and Education, Vol. 5, no. 2., pp. 66-76.
- Stupak, O.Yu. (2019). Systema formuvannya sotsial'no aktyvnoyi molodi v instytutakh hromadyans'koho suspil'stva: informatsiynny etap. [The system of formation of socially active youth in civil society institutions: information stage.] Bulletin of KNLU - Bulletin of KNLU 2019. Series pedagogy and psychology Issue 13 p.148-154. [in Ukrainian]
- Tatenko, V. (2017). Metodolohiya sub'yektno-vchynkovoho pidkhodu: sotsial'no - psykholohichnyy vymir: monohrafiya. [Methodology of subject-action approach: socio-psychological dimension: monograph.] - K.: МІЛЕНІУМ, 2017. - 184 с. [in Ukrainian]
- Vlasova, O., Kalenichenko K., (2020). The effectiveness of the psychological support program of the personal-professional growth of the state employment service of Ukraine personnel reserve. Socialization and Human Development: International Scientific - Socialization and Human Development: International Scientific Vol. 2 № 1 2020. <https://doi.org/10.37096/SHDISJ-20-1.1-0011>.
- Vlasova, E.I. (1989). Lichnostnyye mekhanizmy sotsial'noy aktivnosti podrostkov. [Personal mechanisms of social activity of adolescents.] Abstract of the dissertation... Candidate of Psychological Sciences. On the rights of the manuscript - K., 1989 -17p. [in Russian]
- Yanovska, S., Turenko, R. (2018). Perezhyvannya vlasnoho vyboru ta osobystisni yakosti lideriv student's'koho samovryaduvannya. [Experiences of one's own choice and personal qualities of leaders of student self-government.] Bulletin of VN Karazin Kharkiv National University - Bulletin of VN Karazin Kharkiv National University. Psychology Series, 2018 (64), 71-74. <https://periodicals.karazin.ua/psychology/article/view/11259> [in Ukrainian]

HISTORICAL MEMORY AS A FACTOR OF NATIONAL IDENTITY FORMATION

<https://doi.org/10.37096/SHDISJ-20-2.2-0006>

Lytvynenko Oleksandr

ORCID ID: 0000-0002-0544-8977

Abstract

The article is devoted to the problems of historical memory formation as a factor of national identity formation. Its actuality is due to the serious challenges that exist in Ukraine for the Ukrainian national identity. These challenges are due to the long-term impossibility of developing our own historical discourse, regionalization of historical memories, politicization of historical issues. The comparative and structural-functional methods have mainly been used in this research. The first one is a comparative analysis of different interpretations of historical memory and national identity. The second has been used in determining the structure of historical memory and the directions of its influence on the formation of national identity. Historical memory became the object of the author's scientific interests in 2015. A more detailed study of the impact of historical memory on national identity was carried out in 2020.

The article analyzes the phenomena of national identity and historical memory, the structure and functions of historical memory, its connection with history as a science have been analyzed in this article. The most significant and relevant, according to the author, problems of formation of historical memory in modern Ukraine have also been covered: 1) time gaps and deformations of this process; 2) the long impossibility, in fact, until the end of the twentieth century, of actualization in the public consciousness of one's own historical narrative; 3) significant regional differences in historical memories that lead to horizontal gaps in historical memory; 4) mental alienation of Ukrainians from a significant part of their history.

The discussion examines the critique ideas of essentialist about the nation and national identity, based on the concept of the nation as an "imagined community", reveals its theoretical shortcomings and political motivation. Arguments were also made against the call of some Ukrainian historians to abandon the national paradigm of historiography as one that allegedly leads to "provincialism" and "isolationism."

The importance of historical policy or the policy of memory for post-socialist countries, the urgency of the problems of historical memory for Western countries in the context of globalization and migration challenges have been emphasized in the conclusion.

Keywords: historical memory, historical narrative, national identity.

Introduction

The relevance of the topic of this article is due to several circumstances. First, the fact that Ukrainian national identity, even after thirty years of

independent existence, remains a problem rather than a fact. Although, according to opinion polls conducted in 2017-2019, 92% of Ukrainians consider themselves as Ukrainians and 83% - patriots of their

country, and according to the first indicator, Ukraine could even be considered as a mono-national state, there is a reason to believe that the concept "Ukrainian" and "patriot of Ukraine" many of them have completely different, often opposite meanings (Stepyko, 2020: 116-117). In addition, during these thirty years, the attitudes of Ukrainian citizens to the constitutive components of national identity have fluctuated significantly depending on the socio-economic situation in the country, real or imagined prospects for its existence, political crises, and even geopolitical changes. And most importantly, it is almost impossible to predict what changes in this area will occur in the future.

Secondly, the fact that historical memory has always played a special role in the socio-political life of Ukraine. Ukrainian political parties, in addition to such political relics and atavisms as the Communist Party of Ukraine, the Socialist Party of Ukraine, the Progressive Socialist Party of Ukraine, etc., and presidents differed not so much in their socio-economic programs as in foreign policy orientations. Thus, the European choice was accompanied by the actualization of historical ideas about Ukraine as a European country since the time of Yaroslav the Wise - "father-in-law of Europe", a grateful recipient of European culture in the Baroque era, an outpost of European civilization to threats from the East. The course of rapprochement with Russia was based on the common historical past since Vladimir's baptism, the prominent role of Ukrainians in building the Russian Empire and the Soviet Union, their participation in the wars and victories of these state formations, peace and prosperity won by Ukraine under Moscow. Less common

focus solely on their own forces, rather than on West or East, drew inspiration from memories of the glorious Trypillia, Aryan, Scythian and Proto-Slavic past, when there was no Europe, much less Russia, and the ancestors of Ukrainians already were and amazed the world with their military power, cultural brilliance and human virtues.

Thus, the future of Ukraine is seen by those on whom it largely depends - political elites - through the prism of history, as it seems to them, constructed on the basis of personal life experience, socio-cultural context of their existence, interests, external influences.

Thirdly, which follows from the previous one, historical memory, like Ukrainian identity, is an extremely heterogeneous and unstable phenomenon, dependent both in terms of content and institutions on the political situation, differentiated according to regional historical and cultural divisions. In 2014, in some regions, the lines of these divisions became the lines of armed confrontation. According to a historian O. Zaitsev, "one of the important factors that allowed Putin to ignite the war was historical memory - divided in Ukraine and much more united and imbued with imperial myths in Russia" (Zaitsev, 2015).

Fourth, in the modern world there is a tendency to gradually erode national identity in favor of strengthening the sense of belonging of individuals to other - sub- or supranational - social entities. Moreover, this affiliation can be variable, in any case, it is not imperative, as it was in times of clear estates, cultural, religious boundaries. This situation leads to a crisis of national identity, which makes the

future of the nation itself and its organizational form - the state. The fact that this problem concerns not only Europe - the homeland of classical nations and national movements, as evidenced by the work of S. Huntington "Who are we? Challenges to American National Identity" (Huntington, 2018). Therefore, the choice of effective means of national socialization is a priority issue of national security, especially in countries where the state is still in its infancy and has problems with creating effective safeguards against national destruction.

Based on this, it can be argued that the future of Ukraine as a sovereign, politically stable and economically developed state depends not only on reforms in political, economic, administrative and other spheres, but above all on the formation of common historical memory for all its citizens. identity, without which neither lasting national consolidation nor internal national solidarity is possible.

The aim of the article is a theoretical analysis of the problems of formation of historical memory as a factor in the formation of national identity.

Theoretical background

Numerous works of foreign scholars are devoted to the problems of historical memory, in particular, A. Assman (Assman, 2012), R. Kozellek (Kozellek, 2005), P. Reeker (Riker, 2004), J. Rusen (Rüsen, 2010). E. Smith (Smith, 2009) analyzed and in some way systematized all the diversity of ideas about the nation, the factors of its formation, the historical framework of its existence. T. Snyder studied the formation of national identities in Ukraine and its historically associated Poland, Lithuania, Belarus. E.

Hobsbawm (E. Hobsbawm, 2010) and B. Anderson (Anderson, 2001) - the role of "invented traditions" and the collective imagination in the formation of national identities. P. Nora (Nora, 2014) - the specifics and functions of collective memory in modern Western society.

In Ukraine, the problems of formation of historical memory and the formation of national identity were studied, in particular, by E. Bystrytsky, Y. Zerniy, L. Nagorna, G. Kasyanov, M. Stepyko and others. N. Yakovenko, Z. Kohut, S. Plohiy devoted their works to the formation of Ukrainian identity in the early and modern periods of national history. S. Krymsky analyzed the archetypes of the Ukrainian national consciousness in the context of the formation of traditional culture. M. Rozumny researched the mentioned problems in the context of the information society.

Paying tribute to the scientific achievements of the above-mentioned researchers, we consider it necessary to determine our own theoretical positions on the subject of this article. In our opinion, it is expedient to consider the nation, national identity, historical memory not as separate phenomena, but in a complex, in their dialectical interrelation, as parties of one social essence. This is not a tribute to the systemic approach popular in modern research, but a methodological necessity, because differentiation and specialization in the study of these phenomena may lead not to clarification but to distortion of their vision, and in accordance with one-sided conclusions, as we will try to show below.

Also, in understanding the phenomenon of the nation, we share the position of Perennialism (according to the

classification of E. Smith), that is, do not draw a clear line between ethnic and national and do not consider the nation works of political and intellectual elites of the modern era. In our opinion, the nation is only a stage in the organic development of the ethnos in the conditions of modernism, so to speak, a political metamorphosis of the ethnic. From this point of view, the artificiality and politicization of the division of nations into "political" and "ethnic" becomes obvious, with the recognition of perspectives and moral advantages only by the former. Moreover, only the recognition of the historical depth of national existence gives real meaning to the study of historical memory and national identity, because only in this case do they look like something essential and not artificially constructed. In the latter case, they should be the subject not of scientific consideration, but of political-technological manipulations.

Methodology

The study used mainly comparative and structural-functional methods. The first is a comparative analysis of different interpretations of historical memory and national identity. The second is in determining the structure of historical memory and the directions of its influence on the formation of national identity and collective consciousness.

Results

History occupies a special place among the sciences in their relation to man. It does not create the preconditions for the invention of new, better means of its existence, does not expand the possibilities of its knowledge of the universe. It is a source of self-knowledge of man as an individual and as a community. Like any knowledge, historical knowledge needs to be

generalized. However, this generalization occurs in a special way – not at the conceptual-categorical, but at the figurative-sensory level (if it is appropriate to talk about levels). Historical images allow a person to understand something in himself, his past and present. To do this, they must turn from facts into symbols, in extreme cases – into archetypes of individual and community existence. It is in this perspective that history can serve as a "landmark of the highest order in human life," as defined by J. Rusen (Rusen, 2010: 9). Thus, historical self-knowledge intersects with socio-cultural self-identification (identification).

Although it is believed that the concept of "identity" was introduced into social psychology in the middle of the last century by E. Erickson and A. Goldner (Bystritsky, 2015: 11), but we must recognize that the phenomenon of identity existed long before the articulation of its concept, probably since the emergence of "intelligent man". Similarly, national identity, which became the subject of scientific research and public interest only in the twentieth century, has existed since the emergence of nations. This process in England since the XVI century., France since the XVII century., Russia and the United States since the XIX century. described in detail by L. Greenfeld in her fundamental work "Nationalism", but in general the origin of nations, as well as the time and conditions of their emergence, remains controversial in modern science (Greenfeld, 2012).

Speaking of national identity, we cannot ignore the question of defining a nation. However, it is also so debatable that some researchers consider it impossible in principle to give the nation a comprehensive universal definition. E.

Renan in his essay "What is a nation?" noted that all its objective characteristics, such as race, language, religion, culture, geographical area of common interests, are relative. A nation is a soul or a spiritual principle that consists of two things: "One is the common possession of a rich heritage of memories, the other is the common consent, the desire to live together, to enjoy a common and further indivisible heritage... Heroic past, great people, glory (but fair) - this is the main capital on which the national idea is based. To have common glory in the past, common desires in the future, to perform great deeds together, to desire them in the future - these are the main conditions for being a nation. However, at the beginning of his essay, Renan says something else: "Forgotten history, or rather, historical error is one of the main factors in the creation of a nation, and therefore the development of historical research is often dangerous for nationality," because historical research "sheds light on violence. which were at the beginning of all political works, even those that had very beneficial consequences" (Renan, 2000).

Thus, constitutive for the nation, according to E. Renan, are not objective characteristics, but subjective factors - memory and desire to be. The first is an element of her self-knowledge, that which creates for her her own image, the second - the will to continue its existence in the same capacity, in the same image, in other words - to maintain its dynamic identity.

It is necessary to recognize a certain validity of this, at first glance, somewhat idealistic point of view. Although traditionally the most obvious components of national identity are not only the common historical heritage and collective memory, but also language,

culture, spiritual connection with the territory of formation and existence of the nation, but given the historical nature of language, culture and ideas of the nation as her homeland, we can say that national identity is constituted primarily by the attitude to national history to the formative factor. Even the opposition "we - they", fundamental for the formation of national consciousness, did not arise suddenly, but was formed historically. Both "we" and "they" are endowed with certain characteristics, but these characteristics are not immanent. They carry the whole historical heritage of the relationship between "us" and "them" and exist only in this relationship. In addition, a nation may survive even after losing its statehood, territory, socio-political and cultural institutions and even language, but it ceases to exist after losing its historical memory as the basis of national self-consciousness and the will to be based on that self-consciousness.

At the same time, this point of view has certain limitations. After all, common historical memory, "joint possession of a rich legacy of memories", retains a consolidating and suggestive power as long as it is based on a very specific subject area - territory ("homeland"), which must be returned to national ownership or to which to return, culture, which needs to be revived, including in its material and material manifestations, the language and religion of ancestors, which also need to be preserved or revived, etc. Correcting the previous statement, we can say that the people begins to assimilate and disappear as a historical subject not when it loses historical memory, but when its content loses its meaning and prospects, unconditionally remaining in the past without any hopes for discovery,

revival in a completely objective, material form in the future.

Historical memory as a factor of the national identity formation - differs from history as a science, which aims to objectively study the past, regardless of political goals and circumstances. According to J. Rusen, historical memory is "the vitality and effectiveness of a culturally conditioned and constantly updated interpretation of the past in the culturally oriented framework of the modern life of specific subjects. It is normatively oriented and tends to interpret the past in terms of its usefulness for the present. Then historical consciousness, as an excellent way of interpretation, points more to the control of experience and the critical distancing of historical knowledge from the legitimating requirements of modernity" (Rüsen, 2010: 20-21).

The goal of historians is to bring back from oblivion the events of the past, no matter how unfortunate they may be for national selfishness. The goal of the creators of historical memory is to give the nation a picture of the past that is acceptable in terms of maintaining national dignity, the needs of further development and increasing competitiveness in the international arena. As such, historical memory tends to become a national myth. Mythologizing history is not so much about inventing non-existent or giving hypotheses the status of real facts, but about endowing real historical characters and events with subjectively conditioned, emotionally colored value characteristics, deliberately exaggerating or diminishing their significance, glorifying their heroes and demonizing or demonizing the past as the

"golden age" or the time in which the glorious ancestors acted, laying the material and spiritual foundations of the nation.

However, this distinction is quite conditional. As J. Rusen wrote above, "memory, which is not based on experience, not on the content, the existence of which is at least assumed, loses its orientation in life, and knowledge of what happened in the past has a special property" historical "Only when it speaks of the importance of the known for the cultural orientation of modernity" (Rusen, 2010: 21).

It is no coincidence that historiography flourished in the 19th century, the century of nationalism, when new political nations were formed in Europe on the basis of old ethnic groups and models of national emancipation were created, combining political, religious, social and cultural elements. It was a time of creating great historical narratives that put nations in front of images of their past, where they found a source of inspiration and justification, a treasure trove of role models. Thus, historiography became an important factor in the formation of national identity. It is noteworthy that the French historian P. Nora, a postmodernist and critic (or rather a follower of critics) of "great narratives" in historiography, recognizes, speaking of classic examples of these narratives - a school textbook on French history and 27-volume "History of France". "Although the content (of these works) has long been obsolete, we have long, for a century, lived in France and a world that has little to do with the national consciousness and republican optimism that follows from these textbooks, as well as from this" History ", But all of us, as

historians, as French, as citizens, have Lavis in our blood" (Nora, 2014: 127).

Historical memory, as the basis of national identity, has a multilevel character. It is formed under the influence of: 1) national historical narrative; 2) regional historical narratives; 3) "micro-stories" of communities; 4) family "micro-stories". Under normal circumstances, local and family historical memory become a memorial "microcosm" in which, with appropriate refraction, the "macrocosm" of national memory is reflected. However, this ideal scheme does not always have exact equivalents in real life. There are many cases when these levels of influence are in conflict with each other, forming, as a result, an internally contradictory worldview. For example, regional historical narratives can claim the status of national or become the basis of irredentist sentiments.

The means of forming / preserving historical memory are quite diverse. The main ones include: scientific historical works, normative textbooks, popular science historical works, memoirs, historical fiction, audiovisual historical works (both popular science and art), mass media, tangible and intangible cultural heritage, oral histories, folklore, formal and informal commemorative events, in a sense and under certain conditions - religious traditions.

The functions of historical memory include: first, the creation of a holistic image of the nation in its historical development (the past is a mirror in which people can see themselves and on the basis of what they see form a certain opinion about their own historical destiny); secondly, the consolidation of society, increasing its resistance to

negative external influences and interference, which is achieved through the strengthening of national identity; third, to settle the nation's reckoning with its own past in such a way that it opens the prospect of a kind of catharsis - overcoming historical complexes, moral justification or apology for contradictory actions in the past.

These functions can be quite effective only if there is a perspective of a certain future, and the clearer the idea of the desired future, the more specific the requirements for historical memory. Conversely, the uncertainty and illusory nature of the future force man to hold on to the present as the only possible reality. The past no longer weighs on the individual and society - it becomes a treasure trove of "just" facts, examples, signs, allegories and just "curiosities", but loses its motivation.

The problems of historical memory formation in Ukraine. The formation of the historical memory of the Ukrainian people was not a continuous process. It is characterized by long time gaps and deformations, due primarily to the long stay of most, and since 1945, the whole of Ukraine as part of the Moscow Empire, the Russian Empire and their historical successor, the Soviet Union. All these state formations were dominated by views of Ukrainians as part of the Russian people or as a blood-related "brotherly" people who were destined to be with the Russians in the same state. Accordingly, any attempts not only to politically separate Ukraine from Russia, but also to form its historical subjectivity, to prove its separation from the Russian language, culture, and history were perceived extremely negatively by the Russian establishment and qualified as separatism.

As a result, the process of creating Ukraine's own great historical narrative was delayed compared to similar processes in other European nations, and this narrative itself became the property of the general Ukrainian public only in the late 80's – early 90's of the twentieth century. Until now, its components are the works of M. Hrushevsky, D. Doroshenko, N. Polonska-Vasylenko and others were available to the Ukrainian reader only in the diaspora, and in Ukraine their concealment and distribution were considered a criminal offense.

This does not mean that Ukrainians did not have a historical memory during their stay in the mentioned states. It existed, and in Soviet times it was formed extremely actively and purposefully under the influence of Russian historical narratives, the specifics of which in relation to Ukraine were mentioned above. Under the influence of this memory, Ukrainians formed the idea of their people as secondary and inferior to Russia, of most heroes of national liberation struggles - as traitors and criminals, of their culture - as immature and provincial, secondary to Russian culture. The influence of historical officialdom was partly offset by oral history, family memories, and so on. However, firstly, these memories differed significantly in content depending on the regions, secondly, a significant part of them, especially traumatic, was transformed or replaced by memory in the process of psychological compensation, and thirdly, in the face of official historical memory. These memories created a cognitive dissonance that not everyone was able to withstand, and therefore preferred to focus on the version learned in school, approved by the government and supported by the

conclusions of nationalized historical science.

As a result, different versions of historical memory still exist and have a significant impact on the public consciousness in Ukraine, and not only different, but often hostile to each other. This is especially true of the interpretation of such historical events as the Holodomor of 1932-1933, the national liberation struggles of the twentieth century, and the Second World War. This greatly complicates the tasks of both historical science and historical or memory policy in Ukraine. If, for example, in modern Russia the newly constructed historical memory was to eliminate, so to speak, the "vertical" gaps created in Russian history by the revolutions of 1917 and the liquidation of the USSR in 1991 (a similar task was facing French historiography of the XIX century.), then Ukrainian historical science and the policy of memory face a slightly different and more difficult task - to eliminate the "horizontal" gaps in national history. The greater complexity and danger of "horizontal" gaps, compared with "vertical", is that they contribute in their extreme manifestations to the formation of different identities. "Vertical" gaps only lead to disputes over the identity of the same nation.

These disputes, no matter how sharp and long, are sooner or later overcome either by the creation of a national historical narrative, where there is a worthy place for heroes, deeds and institutions of all periods of national existence (the case of France in the Third Republic), or by political discourse on revival. National and state greatness, which in itself removes the contradictions of the past, because greatness and prosperity have always been the goal of

the state, regardless of the state system (the case of modern Russia). Both in the national historical narrative and in the political discourse, "vertical" historical gaps (changes in the state system, liquidation of entire social classes, multimillion victims of civil wars and political repressions) can be presented as painful but necessary stages of national development, because any development occurs due to the emergence of contradictions and their overcoming, "removal".

Some scholars, in particular, L. Nagorna, V. Rasevych, V. Soldatenko, V. Babka, etc., a significant shortcoming of the Ukrainian historical memory, and, accordingly, the memorial policy. to the emergence of depressed social sentiments, a complex of historical inferiority, and so on. Examples of such victimization are the historical policy of President Yushchenko, in which considerable emphasis was placed on honoring the victims of the Holodomor, political repression, the Baturyn massacre, and the tragically killed heroes of the liberation struggle (Babka, 2016: 119-120).

In our opinion, the problem of Ukrainian historical memory is not the pathos of tragedy and victimhood, generated by the long history of military defeats, national and social oppression. This pathos, like the cult of national suffering, is no less, if not more, present in the historical memory of the Jewish and Armenian peoples, but for them it serves as a source not only of sorrow (and by no means despair) but also of national consolidation. and resistance to external challenges. Visiting the memorial on Tsitsernakaberd Hill near Yerevan on April 24, dedicated to the victims of the 1915 genocide, annually becomes a

nationwide commemorative event for Armenian citizens, which does not depress the people's spirit, but on the contrary, elevates it. The same can be said about the visit of Israeli citizens and Jews from the diaspora to the Yad Vashem memorial complex in Jerusalem. As E. Renan wrote, "Common suffering unites more than common joys. In national memories, sadness is more important than triumph: sadness imposes responsibilities, sadness encourages joint efforts."

The problem of Ukrainians is not the tragic national history, which allegedly frustrates their consciousness and instills in it pessimism about the present and the future, but their largely artificial, but still insurmountable, mental alienation from much of this history. As a result, many undoubted victories, examples of heroism, cultural achievements, even when made public, have not become part of the national historical memory, a formative factor of national identity. M. Stepyko, also noting that "the specificity of the existence of Ukrainian society and its historical memory is that they are dominated by social pessimism, pathos of tragedy and victimhood", quite rightly connects the first of these phenomena with the complex of "Little Russia": Social pessimism, total capitulatory sentiments are a distinctive feature of Little Russia, which is still widespread in Ukraine. its transformation depending on the degree of pressure of society" (Stepyko, 2020: 148).

Discussion

In modern, including Ukrainian, science is quite popular critique of the "essentialist" understanding of the nation as a certain socio-historical entity and, accordingly, the understanding of identity as a characteristic of the existence of a

national-cultural community as a single organism, when identity becomes an individual, and an individual becomes an identity" (Bystrytsky, 2015: 30). According to B. Anderson, a nation is understood as an "imagined community" and identity as an "imagined way of being", and judgments about it are "fundamentally different from those that we can rationally justify" because they are based on prejudices that they do not need special proofs, just as they cannot be rationally proved" (Bystrytsky, 2015: 27-31). The essence of these prejudices is to "transform the collective pre-understanding" into a predetermined picture of the world, the knowledge of the characteristics of which gives us, as it were, a universal opportunity to judge everything in the world as simply as we obviously judge things. This understanding of identity limits the free choice of the perspective of the development of the nation and the individual: "Identity, which opens existential possibilities, turns into a total prejudice that restricts our freedom" (Bystrytsky, 2015: 32-33). In addition, an essentialist understanding of national identity leads to a policy of non-recognition of the "other" and, in extreme cases, violence against him.

It is noteworthy that in her speech at the conference "The Holocaust in Ukraine: New Sources and Prospects" (2013), Professor Sorbonne Delfin Bestel accused Ukrainian researchers, in addition to "Ukrainocentrism", of "belief in essentialism when individuals are viewed through the prism of collective group psychology.", which, in her opinion, does not meet Western standards of scientific research (Bechtel, 2013).

In view of the above, it should be noted that "imagination" can be

considered a characteristic of any social phenomenon, including man as a social being, and if we follow Schopenhauer, then the whole world. Similarly, in history we are not dealing with what was "really", in the understanding of Leopold von Ranke, but with the idea of him. However, such ideas are not identical with unfounded fantasies or reckless optimism and do not deny the reality and objectivity of "imagined" phenomena. In this case, we are dealing, on the one hand, with the hypostasis of quite obvious characteristics of the reflection of reality, including social, in the human psyche, and on the other, with the illegal politicization of a particular case of the problem of objective reality and its mental reflection.

In addition, national identity is only one of human identities and does not claim to form a universal worldview. Also, identity can limit "our freedom" only in the sense in which it is limited by an objective necessity consisting of our physical data, the natural and social conditions of our existence, and so on. As for the biased, negative attitude towards the "other", it is not embedded in the essentialist understanding of the nation, and not in the understanding of national identity as an objective fact with permanent characteristics, but in the instrumental use of the first and second for political purposes. But no social phenomenon, no value system, no idea is safe from such use. It can be assumed that both theoretical and practical deconstruction of the national with all its attributes, and the erosion of traditional identities and the formation of "hybrid" identities may lead in the future to no less tragic consequences than the extremes of nationalism.

Ukrainian historians are increasingly proposing to go beyond the national

paradigm in historiography. According to S. Plohi, "writing national history in modern conditions means strengthening isolationism and provincialism in Eastern European historiography... The new nations of Eastern Europe want to be part of a united Europe, and their young historians seek to find their place among the European and world historical community" (Bad, 2013: 5). Instead, a transnational approach is proposed, in which Ukraine is seen "as a civilizational and cultural border. That is, both as a dividing line and a bridge between Central and Eastern Europe" (Plohiy, 2013: 10). It is noted that this approach has been successfully used in other Central and Eastern European countries, including Hungary and Poland. The funny thing is that with this approach, Ukraine will look like a bridge to at least two other bridges, and if this approach is applied in Western European historiographies, we will have a surreal picture in general. It should be noted that "frontal" studies are one of the promising areas in modern science. Such research is being conducted in Ukraine as well, but the history of the steppe front is only a part of the national history, many important events and processes of which did not take place at the border. Accordingly, the history of Ukraine cannot be reduced to, of course, important intercivilizational and intercultural ties. As for "provincialism" and "isolationism" as a consequence of national historical studies, in our opinion, they may be the result not of choosing the subject of study as such, but of inadequate assessment of its place and role in human history or a particular region. (-centrism, including "Eurocentrism").

In our opinion, research within the national paradigm does not in any way contradict Ukraine's desire to become part

of a united Europe, and Ukrainian historians – to find their place among the European and world scientific community, unless, of course, environmental considerations. Only by knowing and comprehending one's own past and forming a stable identity on this basis can one hope to take a subjective position in Europe and the world, especially since Ukraine's neighbors are mostly nations with clearly articulated identities, developed historical consciousness and extremely respectful, even passionate to its own history.

In our study, we only briefly outlined the problems of the formation of historical memory in Ukraine. In the future, we consider it necessary to analyze these problems in more detail and describe in more detail the functional relationship between historical memory and national identity, as well as to carry out a comparative analysis of memory policy in Ukraine and European countries.

Conclusion

Historical memory is an important, if not the main factor of national identity and as such is the object of historical or memory policy both in Ukraine and in some other countries that were once part of the Soviet Union or the socialist camp and for which settlements with one's own past are a means of creating acceptable prospects for the future.

In Ukraine, the formation of historical memory, as well as the formation of national identity, was a complex, intermittent and quite painful process, which in our time is still far from completion, ie the development of Ukrainian society a common vision and evaluation of its own past, especially recent history.

The problems of historical memory are also relevant for Western countries (Western Europe and the United States), whose identity, formed long ago and on a solid foundation of their own states with a long and glorious history, met in the late twentieth - early twenty-first century. with serious challenges and whose historiography, according to Western scholars, is in crisis. However, the latter circumstance is characteristic of the development of historical science in the last hundred years and can be seen as an incentive to invent new approaches to solving existing problems, improve methodology and increase the social significance of history and historical memory.

References

- Assman, A. (2012). *Prostory spohadu. Formy ta transformatsii kulturnoi pamiaty*. [Memory spaces. Forms and transformations of cultural memory.]. Kyiv: Nika-Tsentr. (in Ukrainian)
- Anderson, Benedykt. (2001). *Uiavleni spilnoty. Mirkuvannia shchodo pokhodzhennia y poshyrennia natsionalizmu*. [Imaginary communities. Reflections on the origin and spread of nationalism.]. Kyiv: Krytyka, 2001. (in Ukrainian)
- Babka, V. (2016). *Istorychna pamiat yak faktor politychnoho vplyvu v nezalezhnii Ukraini*. [Historical memory as a factor of political influence in independent Ukraine.]. (Dys. kand. polit. nauk.). Nizhynskiy derzhavnyi universytet imeni Mykoly Hoholia, Nizhyn. (in Ukrainian)
- Bechtel, Delphine. (2013). *The 1941 Pogroms as Represented in Western Ukrainian Historiography and Memorial Culture. The Holocaust in Ukraine: New Sources and Perspectives Conference Presentations*. Center for advanced Holocaust studies. United States Holocaust memorial museum.
- Bystritsky, E., Proleev S., White O., Loznitsa S., Zymovets R., Kobets R. (2015). *Natsionalna identychnist i hromadianske suspilstvo*. [National identity and civil society.]. Kyiv: Spirit and Letter. (in Ukrainian)
- Greenfeld, Leah. (2012). *Natsyonalizm. Piat putei k sovremennosti*. [Nationalism. Five ways to the present.]. Moscow: PER SE. (in Russian)
- Hobsbawm, E., Ranger T. (Eds.). (2010). *Vynaidennia tradytsii*. [Invention of tradition.]. Kiev: Nika-Center. (in Ukrainian)
- Hrytsak, Ya. (2010, December 2). *Novi povoroty v ukrainskii politytsi pamiaty*. [New turns in the Ukrainian politics of memory.]. Zakhid.net. Retrieved from: https://zaxid.net/novi_povoroti_v_ukrayinskiy_politytsi_pamyati_n111751
- Kasianov, H., Tolochko, O. (2012). *Natsionalni istorii ta suchasna istoriohrafii: vyklyky ta nebezpeky pry napysanni novoi istorii Ukrainy*. [National histories and modern historiography: challenges and dangers in writing a new history of Ukraine.]. *Ukrainskyi istorychnyi zhurnal*. 6, 4–24. (in Ukrainian)
- Khantynhton, Samiuəl. (2018). *Kto my? Vyzovы amerykanskoї natsyonalnoi ydentychnosti*. [Who are we? Challenges of American national identity.]. Moskva: AST. (in Russian)
- Kohut, Zenon. (2004). *Korinnia identychnosti. Studii z*

- rannomodernoi ta modernoi istorii Ukrainy*. [The roots of identity. Studies in early modern and modern history of Ukraine.]. Kyiv: Krytyka. (in Ukrainian)
- Kozellek, Reinhart. (2005). *Mynule maibutnie. Pro semantyku istorychnoho chasu*. [Past future. On the semantics of historical time.]. Kyiv: Dukh i litera. (in Ukrainian)
- Krymskyi, S. B. (2008). *Pid syhnaturoiu Sofii*. [Under the signature of Sophia.]. Kyiv: Vyd. dim «Kyievo-Mohylianska akademiia». (in Ukrainian)
- Nahorna, L.P. (2012). *Istorychna pamiat: teorii, dyskursy, refleksii*. [Historical memory: theories, discourses, reflections.]. Kyiv: IPIEND im. I.F. Kurasa NAN Ukrainy. (in Ukrainian)
- Nora, Pier. (2014). *Teperishnie, natsiia, pamiat*. [The present, the nation, the memory.]. Kyiv: TOV «Vydavnytstvo «Klio». (in Ukrainian)
- Plokhii, S. (2013). *Yakoi istorii potrebuie suchasna Ukraina?* [What kind of history does modern Ukraine need?]. *Ukrainskyi istorychnyi zhurnal*. 3, 4-12. (in Ukrainian)
- Renan, Ernest. (2000). *Shcho take natsiia?* [What is a nation?]. O. Protsenko, B. Lisovyi (uporiad.) «*Natsionalizm*» (*Antolohiia*). (s. 107-120). Kyiv: «Smoloskyp» (in Ukrainian)
- Riuzen, Yorn. (2010). *Novi shliakhy istorychnoho myslennia*. [New ways of historical thinking.]. Lviv: Litopys (in Ukrainian).
- Rozumnyi, Maksym. (2006). *Ideia i natsiia v informatsiinu epokhu: monohrafiia*. [The idea and the nation in the information age: a monograph.]. Kharkiv: Maidan. (in Ukrainian)
- Rykër, P. (2004). *Pamiat, ystoria, zabvenye*. [Memory, history, oblivion.]. Moskva: Yzdatelstvo humanytarnoi lyteratur. (in Russian)
- Smit, Entoni D. (2009). *Kulturni osnovy natsii. Iierarkhiia, zapovit i respublika*. [Cultural foundations of nations. Hierarchy, testament and republic.]. Kyiv: Tempora. (in Ukrainian)
- Stepyko, M. T. (2020). *Ukrainska identychnist u hlobalizovanomu sviti*. [Ukrainian identity in a globalized world.]. Kharkiv: Maidan. (in Ukrainian)
- Yakovenko, Natalia. (2012). *Dzerkala identychnosti. Doslidzhennia z istorii uiavlen ta idei v Ukraini XVI – pochatku XVIII stolittia*. [Mirrors of identity. Research on the history of ideas in Ukraine in the XVI - early XVIII centuries.]. Kyiv: Laurus. (in Ukrainian)
- Zaitsev, O. (2015, liutyi 26). *Viina i vidpovidalnist istorykiv*. [War and the responsibility of historians.]. Lviv: Ukrainskyi katolytskyi universytet. Retrieved from: <https://ucu.edu.ua/news/oleksandr-zajtsev-vijna-i-vidpovidalnist-istorykiv-zahid-net/>
- Zernii, Yu. O. (2009). *Derzhavna polityka pamiaty yak chynnyk utverdzhennia ukrainskoi natsionalnoi identychnosti*. [State policy of memory as a factor in establishing Ukrainian national identity.]. (Dys. kand. polit. nauk). Natsionalnyi instytut stratehichnykh doslidzhen, Kyiv (in Ukrainian).

PSYCHOLOGICAL SUPPORT OF NURSES TRAINING FROM THE POSITION OF RESILIENCE

<https://doi.org/10.37096/SHDISJ-20-2.2-0007>

Marusynets Mariana

ORCID ID: 0000-0002-9935-3337

Shevchenko Olecsandra

ORCID ID: 0000-0003-0915-3495

Abstract

The article highlights the results of theoretical analysis of scientific literature and the study of peculiarities of nurses' professional development in the course of their professional training. A number of problems have been outlined, which indicate the need to develop resilience of this category of specialists dealing with severe somatic patients and providing appropriate socio-psychological conditions in the process of their professional training.

The aim of the article is to substantiate the overall strategy of the content and objectives of the program for the development of resilience of future nurses dealing with severe somatic patients. In the context of our study, a diagnostic set of methods is defined, which is based on the need to comply with the basic psychometric requirements for psychodiagnostic tools, as well as the possibility of applying methods for the group form of conducting. An alternative program for the development of resilience of future specialists in "Nursing" deals with severe somatic patients, in which the psychological component is substantiated, as such, which will promote the development of stability and stress resistance of nurses in situations of different production complexity. Experimental data are presented, which confirm the need to develop this ability in nurses throughout professional training. The practical significance of the study is to develop and test a comprehensive psychological program for the development of resilience of future nurses in working with severe somatic patients. The obtained results, developed psychodiagnostic and corrective techniques, as well as training sessions can be implemented in practical classes on the basics of nursing, basics of psychology and interpersonal communication, nursing in palliative and hospice care, nursing ethics and deontology, occupational psychology, psychology educational institutions that provide professional training for future nurses. The resilience development training program can be used in the educational process aimed at training nurses, as well as in advanced training courses during direct practical activities for continuous professional development.

Keywords: resilience, future nurses, psychological resilience, stress resilience, psychological program.

Introduction

The increase in the pace of life, growth of information, intensification of work in modern world increase the requirements for specialists whose profession is related to people. The work of nurses is no exception, since they by

virtue of their functional responsibilities are constantly in the area of high professional responsibility due to the danger of difficult experiences associated with unexpected work situations, uncertainty of conditions, physical and psychological stress, and sometimes

overload. The current situation in the globalized world, the pandemic of coronavirus infection, specially focuses on the working conditions of medical specialists. This was stated by UN Secretary General Antonio Guterres, who called on governments, society and health authorities to immediately address the mental health needs arising from the coronavirus pandemic, warning that COVID-19 could provoke a crisis in this area, and noted that health workers need special help and support nowadays.

Health care reform in Ukraine, updated requirements and public attitudes to nursing practice indicates the need for a new generation of health workers with a high level of resilience in carrying out professional activities in situations of varying production complexity. The International Labor Organization ascertains in its recommendations that today the profession of a nurse is one of those that is inherently stressful.

The aim of the article is to substantiate the overall strategy of the content and objectives of the program for the development of resilience of future nurses dealing with severe somatic patients.

Theoretical background

It was established that nursing profession is classified as particularly sensitive to different types of stress, characterized by high emotionality, significant mental and physical stress and overload, dissatisfaction with financial situation, special interaction with patients, doctors, colleagues/members of the medical team, potential propensity to burnout. It has been revealed that more than 40 percent of nurses suffer from physical, emotional or mental exhaustion and have characteristic signs of emotional burnout (D. Sieg, 2015). This requires

constant and maximum mobilization of the nurse's own resources and necessitates the formation of protective factors that would support the healthy and stable psychological functioning of these professionals.

Anderson G. and co-authors (G. Anderson, M. Black, J. Collins, A. Vaughn, 2019) provide data of Canada of Public Health and Safety Personnel (PHSP), that 44.5% of respondents have at least one manifestation of mental health disorder (eg, anxiety, depression, suicidal ideation, post-traumatic stress disorder) associated with their stressful work activities.

The ability to overcome or recover from the effects of stress and turn it into a positive life and professional experience is called resilience. Numerous foreign studies emphasize that resilience helps nurses adapt to the difficult physical, mental, and emotional nature of their profession (F. Cameron, S. Brownie, 2010). Researchers G. Manzano-Garcia & J.C. Ayala-Calvo (G. Manzano-Garcia, J.C. Ayala-Calvo, 2012), who involved 983 nurses in the study, claim that resilience is a major factor that protects against emotional exhaustion. Resilient nurses are better able to respond to stress, manage and avoid negative impacts while maintaining their own well-being.

Nurse resilience is the ability to accurately perceive and adequately respond to stressful situations (J. Arzouman, 2015). A high degree of resilience helps nurses cope with stressful health conditions and minimizes moral stress that causes emotional exhaustion and burnout. A similar understanding of nurse resilience is expressed by the American researcher D. Sieg and emphasizes that resilience is the ability to accurately perceive and adequately

respond to stressful situations not only during a crisis, but also during the daily performance of professional activities. With the uncertainty in connection with the reorganization of health care, nurses resilience is more important than ever, D. Sieg says (D. Sieg, 2015).

The need to form the ideas of future nurses about themselves as equal subjects of interaction in the triad "doctor-nurse-patient", development of skills and abilities, as well as personal qualities necessary for mid-level nurses to realize their self-worth as individuals and professionals, strengthening self-confidence, accepting their limitations and resources, developing stress resistance and willingness to act in difficult professional situations, to maintain constructive interaction with participants in the treatment process are also relevant.

In the context of the study, data confirming the need for targeted training of future nurses to develop their resilience in critical situations of work with seriously ill people and their relatives, while adhering to ethical standards and maintaining emotional balance is of a great interest. These are some studies by G. McDonald et al., R. Maunder et al., J. Gerhart et al., S. S. Chesak et al., M. Mealer et al., M. Earvolino-Ramirez, M. Mcallister.

Theoretical analysis of the literature and practice of professional activity of nurses, conducted by the authors, have led to the assumptions about the insufficient level of resilience in a large number of nurses, which may be caused by the lack of special psychological training for the development of this quality, and insufficient scientific and methodological development of the content of personal training in the process of professional

development of nurses in general, indicating the need to develop a special program for the development of resilience in working with severe somatic patients in the process of professional development of future nurses.

The results of theoretical analysis of scientific literature and the study of peculiarities of nurses' professional development have allowed to identify a number of educational problems necessary for the development of resilience of this category of professionals.

The first group of problems related to the direct impact on the formation and development of resilience includes the limited theoretical and methodological development of the process of formation of this professionally important quality of medical workers. It should be noted that today in the domestic psychological scientific field there is a limited number of scientific studies related to the development of resilience, however, more relevant consideration was given to tangible, sometimes synonymous concepts, such as "stability", "sustainability", "flexibility", "reproducibility", etc. which, in our opinion, do not sufficiently reveal the essence and specificity of this psychological phenomenon of "resilience".

Researchers K. Pivtorak and I. Fedzhaga (K. Pivtorak, I. Fedzhaga, 2011) stated the limited components of psychological, pedagogical and organizational and methodological conditions for the development of resilience of medical professionals, both during training and in the process of professional practice. There is a lack of research and teaching materials, textbooks, manuals, developing

technologies that would represent active forms and methods of resilience formation. The question of psychological resilience of nurses dealing with severe somatic patients remains virtually uncovered.

The second group of problems is related to the training of medical staff. Modern Ukrainian medical school whilst training medical professionals during the study of somatic pathology focuses mainly on changes of physical condition of a patient, underestimating the emotional, psychosocial and spiritual condition of the patient, their impact on the disease and its results. Limited awareness of clinical specialists with changes in the psychological sphere of a person does not allow to adequately respond to them, which can negatively affect the treatment process, on the relationship in the system "medical worker-patient" and on the psychological integrity of the personality of the medical specialist.

The conducted analysis shows that current professional training of future nurses does not take into account the need to develop their resilience for work with severe somatic patients and does not provide appropriate socio-psychological conditions. It is necessary to form the ideas of future nurses about themselves as equal subjects of interaction in the triad "doctor-nurse-patient", to develop skills and personal qualities needed by mid-level nurses to realize their self-worth as individuals and professionals, strengthening self-confidence, accepting their limitations and resources, developing stress resistance and willingness to act in difficult professional situations, to maintain constructive interaction with patients in the treatment process.

Methodology

Sample. The main directions of our research were the theoretical substantiation and empirical verification of levels and factors of development of resilience of future nurses in work with severe somatic patients, based on the authors' component-criterion model. The study involved 386 respondents from different regions of Ukraine – future nurses, students majoring in "Nursing".

Methods. To form the nurses resilience, it is necessary to identify the need for it in this group of specialists and the psychological prerequisites for this, the understanding and interpretation of the concept of "psychological stability" by future nurses.

In the context of our study, a diagnostic set of methods is defined, which is based on the need to comply with the basic psychometric requirements for psychodiagnostic tools, as well as the possibility of applying methods for the group form of conducting: "Motivational profile of the individual" (S. Richie, P. Martin, in the author's modification); "Scale of basic beliefs" (R. Yanov-Bulman, adaptation by O. Kravtsova); Questionnaire "Psychological resilience of nurses dealing with severe somatic patients" (O. Shevchenko); "Method of reflexivity diagnosis" (A. Karpov); Methodology "Indicator of coping strategies" (D. Amirhyan, adapted by N. Syrota and V. Yaltonsky); "Stress resilience self-assessment test" (S. Cowhen and G. Willianson); "Analysis of problem situations of the nurse's work with severe somatic patients" (O. Shevchenko); "Communicative tolerance" (V. Boyko); "Diagnosis of rigidity" (G. Eisenk); Methodology "Personal readiness for change" (A. Rodnik et al., adaptation by

N. Bazhanova, G. Bardier); 'Short scale of resilience' (B. Smith et al., adapted by O. Shevchenko for nurses).

Results

Given the importance of developing the resilience of future nurses in working with severe somatic patients to increase the efficiency of their professional activities and given the fact that this quality is a dynamic characteristic of the individual, which is formed and adjusted, we have developed and tested a program for the development of the studied quality of future nursing professionals in the process of their professional training.

The development of the experimental research program takes into account the selection of forms and methods aimed at the development of all components of resilience in work with severe somatic patients.

When developing the corrective component of the program for the development of the resilience of future nurses in working with severe somatic patients on the value-motivational component, the contradictory nature of the motivational-needs sphere is taken into account, as well as the ambivalent nature of basic beliefs, especially those relating to one's own worth and ability to manage life events.

Within the cognitive-reflexive component of resilience of future specialists in working with severe somatic patients, it was taken into account limited knowledge of the essence of the concept of resilience, barriers and factors of its development in the professional activity of a health worker, as well as insufficient level of reflectivity for a significant number of subjects.

The development of the operational component of resilience took into account the difficulties of future nurses in

choosing the optimal coping strategies in working with severe somatic patients, and the limited development of skills of rapid recovery in difficult professional situations.

In forming the content of the program for the development of communicative-regulatory component of resilience in working with severe somatic patients, the insufficient level of important professional quality of nurses was taken into account, such as acceptance of severe somatic patients, rigidity and personal unwillingness to act in unpredictable conditions and recovery from difficult situations.

Taking into account the problems of development of resilience of future nurses revealed in the previous stages of research and the principles and psychological conditions of development of resilience are singled out, the most optimal forms and methods of development of psychological readiness of nurses to work with difficult somatic patients were chosen as prerequisites for the development of their resilience: thematic group discussions, brainstorming, situational role-playing games, rapid diagnostics of individual indicators of resilience, psychogymnastic techniques, tasks for individual independent work, etc.

The content of the program for the development of resilience of future nurses in working with severe somatic patients is designed for 60 hours (of which – 45 classroom hours and 15 hours of independent work). The main form of its implementation was chosen as training, lasting 11 weeks. The study involved 55 students of Cherkasy Medical Academy, future nurses. Of these, the experimental group included 28 persons, the control group included 27 persons

from the same educational institution. Homogeneity of the experimental and control groups was ensured according to the initial data on the development of resilience and socio-demographic characteristics of the subjects.

The effectiveness of the implementation of the program for the development of nurses' resilience in terms of training was assessed by two evaluations before and after the experiment.

In *the experimental group*, as part of professional training, a program for the development of nurses' resilience in working with severe somatic patients in a training format was implemented. In *the control group*, the training of nurses was exclusively traditional and was carried out in accordance with the Industry Standard of Higher Education. Field of knowledge 1201 Medicine. Direction of training 6.120101 Nursing. Specialty 5.12010102 Nursing.

Evaluation of the statistical significance of the dynamics of indicators

of resilience of nurses in general, as well as its individual components before and after the formative experiment was carried out by the G-criterion of signs in both the experimental and control groups. In addition, the criterion χ^2 was used to assess the statistical significance of differences in the indicators of resilience between the participants of the experimental and control groups at the beginning and after the end of the formative experiment.

Comparative analysis of the results of the study of the resilience of the subjects from the experimental and control groups before and after the program showed a fairly strong positive dynamics of both the general level of resilience and its individual components in the experimental group ($r < 0.05$, $r < 0.01$). At the same time, no statistically significant differences were found in the control group during the time when the formative experiment lasted in the experimental group (Table 1).

Table 1. Distribution of study nurses by levels of resilience before (1 evaluation) and after (2 evaluation)

Groups of subjects	Levels of resilience, number of subjects in%					
	Low		Medium		High	
	I evaluation	II evaluation	I evaluation	II evaluation	I evaluation	II evaluation
EG	7,2	3,6*	60,7	39,3*	32,1	57,1*
CG	11,1	7,4	59,3	63,0	29,6	29,6

* – differences are significant at the level ($r < 0,05$)

As can be seen from Table 1, if before the beginning of the formative experiment in the experimental group a high level of resilience was found in 32,1% of the subjects, then after the experiment this number increased to 57,1%. At the same time, the number of

subjects with a low level of resilience decreased from 7,2% to 3,6% ($r < 0.05$).

As for the control group, the results of the first and second "evaluations" recorded only minor changes at medium (from 59,3% to 63,0%) and low (from 11,1% to 7,4%) levels, while the number

of subjects with a high level of resilience did not change (29,6%). In general, the differences between the indicators of I and II evaluations in the control group are not statistically significant.

Thus, it can be stated that during the approbation of the program of the formative experiment, the number of nurses with a high level of resilience significantly increased and the number with a low level decreased. As a result, the respondents of the experimental group differed in greater awareness of resilience and its importance in the work of a nurse, a strong value attitude to the development of resilience, the ability to constructive communication and self-regulation in working with severe somatic patients, and showing resilience in professional activities are significant.

Similar results have been found for the levels of development of all components of the resilience of future nurses, as evidenced by the results of a comparative analysis of the results of the study of the first (prior forming experiment) and second (after forming experiment) evaluations in the experimental and control groups, aimed at studying changes in the levels of development of the components of the resilience of the participants of the experimental group.

Thus, a comparative analysis of the levels of the value-motivational component of nurses' resilience in the experimental and control groups at the beginning and after the experiment was performed (Table 2).

Table 2. Comparative analysis of the levels of development of the value-motivational component of the nurses' resilience in the experimental and control groups at the beginning and after the experiment

Groups	Levels of value-motivational component, number of subjects in %					
	Prior forming experiment			After forming experiment		
	Low	Medium	High	Low	Medium	High
EG	25,2	54,0	20,8	3,6*	50,0*	46,4*
CG	25,9	59,5	14,6	22,2	59,3	18,5

* – differences are significant at the level ($r < 0,05$).

As can be seen from the data in Table 2, in the experimental group, statistically significant differences ($r < 0,05$) have been recorded between the results of the first (prior to the forming experiment) and the second (after the forming experiment) evaluations in the levels of development of the value-motivational component of nurses' resilience.

These are: a significant increase in the number of subjects with a high level (from 20,8% to 46,4%) and a decrease in the number of subjects with a low level of development of this component (from

25,2% to 3,6%). Such nurses have showed a desire to psychologically prepare for work with severe somatic patients, to develop psychological stability (elasticity, resilience), they have showed a mostly positive attitude to the environment and to themselves as medical professionals.

While the levels of the value-motivational component of the resilience of the participants of the control group between the results of the first (prior to the forming experiment) and the second (after the forming experiment) evaluation were statistically insignificant.

Regarding the dynamics of this component of resilience in the development of the cognitive-reflexive experimental and control groups at the beginning and after the experiment are results of the comparative analysis presented in Table 3. according to the levels of development of

Table 3. Comparative analysis of the levels of the cognitive-reflexive component of resilience in the experimental and control groups at the beginning and after the experiment

Groups	Levels of cognitive-reflexive component, number of subjects in%					
	Prior forming experiment			After forming experiment		
	Low	Medium	High	Low	Medium	High
EG	17,9	64,2	17,9	7,1*	42,9*	50,0*
CG	18,5	63,0	18,5	11,1	70,4	18,5

* – differences are significant at the level ($r < 0,05$)

From the data given in Table 3 it follows that the differences of the cognitive-reflexive component of resilience between the results of the first (prior to the forming experiment) and the second (after the forming experiment) evaluation in the control group are not statically significant. In the experimental group, on the contrary, an increase in the number of subjects with a high level of development of this component of resistance from 17,9% to 50,0% and a decrease in the number of subjects with a low level of development of this component from 17,9% to 7,1% ($r < 0,05$).

As a result, the experimental group had a higher level of awareness of the nature and psychological preconditions of

working with severe somatic patients, there was aware of the importance of resilience in the professional activities of nurses, and more than at the beginning of the forming experiment prone to reflection on the peculiarities of their own work with severe somatic patients and opportunities for the development of resilience during educational and professional activities, etc.

Similar tendencies were revealed as a result of a comparative analysis of the levels of development of the operational-activity component of resilience in the participants of the experimental and control groups at the beginning and after the experiment (Table 4).

Table 4. Comparative analysis of the levels of development of the operational component of the resilience of the participants of the experimental and control groups at the beginning and after the experiment

Groups	Levels of operational component, number of subjects in%					
	Prior forming experiment			After forming experiment		
	Low	Medium	High	Low	Medium	High
EG	7,1	50,0	42,9	3,6*	32,1*	64,3*
CG	11,1	48,1	40,7	7,4	51,9	40,7

* – differences are significant at the level ($r < 0,05$)

As follows from the data given in table 4, changes in the development of the operational component of nurses' resilience occurred in both the control and experimental groups, but in the experimental group they are statistically significant. Thus, the indicators of the high level of the operational component in the control group remained almost unchanged, and in the experimental group they increased from 42,9% to 64,3% of the subjects ($r < 0,05$).

The obtained results show that the

participants of the forming experiment developed the skills of quick recovery in difficult professional situations, showed the ability to choose the optimal coping strategies in working with severe somatic patients, etc.

In addition, the positive dynamics of the levels of the communicative-regulatory component of resilience in the experimental group at the beginning and after the experiment was recorded in comparison with the control group (Table 5).

Table 5. Comparative analysis of the levels of development of the communicative-regulatory component of the resilience of the subjects from the experimental and control groups at the beginning and after the experiment

Groups	Levels of communicative-regulatory component, number of subjects in%					
	Prior forming experiment			After forming experiment		
	Low	Medium	High	Low	Medium	High
EG	42,8	53,5	3,6	14,3*	53,6*	32,1*
CG	44,4	51,9	3,7	37,0	59,3	3,7

* – differences are significant at the level ($r < 0,01$)

Thus, Table 5 shows that the indicators of the communicative-regulatory component of resilience between the results of the first (prior to the forming experiment) and the second (after the forming experiment) evaluation in the control group practically did not change. And in the experimental group there was a significant increase in the number of subjects with a high level of development of the communicative-regulatory component of resilience (from 3,6% to 32,1%) and a decrease in the number of subjects with a low level of development of this component (from 42,8% to 14,3 %) ($r < 0,01$).

As a result, the experimental group was more willing to act flexibly in unpredictable conditions of communication with severe somatic

patients, to be tolerant in difficult situations of communication with severe somatic patients, patient to the displays of their disease, etc.

In general, it can be stated that the conducted comparative analysis of the results of approbation of the developed program testifies to positive changes in the displays of nurses' resilience.

Other reasons for this conclusion are given by the answers to the feedback survey, that was filled-in by the participants of the experimental group after the forming experiment. In particular, 72% of nurses from the experimental group rated the level of usefulness of participation in the training as high, and 28% – as very high. They noted that participation in resilience development training contributed to their

greater stress resilience, better understanding of the role of the nurse in working with severe somatic patients, awareness of the possibilities of rapid recovery in difficult situations of interaction with them. In addition, respondents indicated that participation in the training contributed to a better understanding of themselves and other people, helped to establish contact with them.

Almost all subjects from the experimental group indicated that they would use the acquired knowledge in the practice of professional activity, not only in working with severe somatic patients, but also in general with other patients.

Thus, the results of the program approbation confirmed its effectiveness in developing the resilience of nurses.

Discussion

The results of scientific research indicate a significant interest in the issue of emotional stability, mental and physical well-being of nurses and prevention of burnout.

However, the analysis of the data shows that the nursing resilience development programs described in the professional journals were used exclusively outside Ukraine (Australia, the United States, China, Canada, Turkey, etc.), had a point application in some institutions or departments (eg, children's oncology department, intensive care unit), for certain categories of nurses (for example, new nurses).

It is worth noting that the system of training nurses abroad has some differences from the Ukrainian, first of all, with its quite flexible organization. In many countries, health facilities have developed a psychological service that provides care, including assistance to health professionals and nurses in

particular. It would be useful to introduce programs in the health care facilities of our country where nurses could share their problems, feelings and thoughts, share experiences with other nurses who have similar problems, and develop common methods of solving these problems. Nursing professional self-government, associations, foundations and non-governmental organizations affiliated with nursing should be actively involved in the initiation and implementation of such projects.

At the same time, in the development of programs for the formation of resilience in nurses, including future ones, the work of researchers who studied this issue can be used. Each of them came to his|her own conclusions that can be used as a ready-to-use basis for such work.

Conclusions

The practical significance of the study is to develop and test a comprehensive psychological program for the development of resilience have developed psychodiagnostic and corrective techniques, as well as training sessions can be implemented in practical classes on the basics of nursing, basics of psychology and interpersonal communication, nursing in palliative and hospice care, nursing ethics and deontology, occupational psychology, psychology educational institutions that provide professional training for future nurses.

The resilience development training program can be used in the educational process aimed at training nurses, as well as in advanced training courses during direct practical activities for continuous professional development.

Conflict of interest. We argue that there is no conflict of scientific interest.

References

- Pivtorak, K. V. & Fedzhaga, I. V. (2011). Formuvannya osobistosti ta motivatsii navchannya studentiv medichnogo vuzu [Formation of personality and motivation of medical students]. *Medichna osvita*, 4, 28-31.
- Gerhart, J. et al. (2016). A pilot test of mindfulness-based communication training to enhance resilience in palliative care professionals. *Contextual Behav Sci.*, 5(2), 89-96. DOI: [10.1016/j.jcbs.2016.04.003](https://doi.org/10.1016/j.jcbs.2016.04.003)
- Anderson, G., Black, M., Collins, J. & Vaughn, A. (2019). Researching Resilience in Bachelor of Science in Nursing (BScN) Students. *International Journal for Cross-Disciplinary Subjects in Education (IJCDSE)*, 10 (3), 4098-4102. Electronic resource. Available at: https://www.researchgate.net/publication/338805506_Researching_Resilience_in_Bachelor_of_Science_in_Nursing_BScN_Students (date of application 20.02.2020).
- Arzouman, J. (2015). Got resilience? *MEDSURG Nursing*? 24(6), 377-436. Electronic resource. Available at: https://www.amsn.org/sites/default/files/documents/practice-resources/healthy-practice-environment/MSJ_ND_2015_Got_Resilience.pdf (date of application 02.11.2018).
- Cameron, F., & Brownie, S. (2010). Enhancing resilience in registered aged care nurses. *Australas J Ageing*, 29(2), 66-71. DOI: [10.1111/j.1741-6612.2009.00416.x](https://doi.org/10.1111/j.1741-6612.2009.00416.x).
- Maunder, R. G. et al. Computer-assisted resilience training to prepare healthcare workers for pandemic influenza: a randomized trial of the optimal dose of training *BMC Health Serv Res.*, 10, 72. DOI: [10.1186/1472-6963-10-72](https://doi.org/10.1186/1472-6963-10-72).
- Earvolino-Ramirez, M. (2007). Resilience: a concept analysis. *Nurs Forum.*, 42(2), 73-82. DOI: [10.1111/j.1744-6198.2007.00070.x](https://doi.org/10.1111/j.1744-6198.2007.00070.x)
- Chesak, C. C. et al. (2015). Enhancing resilience among new nurses: feasibility and efficacy of a pilot intervention, 15(1), 38-44. Electronic resource. Available at: <https://www.ncbi.nlm.nih.gov/pubmed/25829879> (date of application 05.02.2018)
- Manzano, G. & Ayala-Calvo, J. C. (2012). Emotional exhaustion of nursing staff: influence of emotional annoyance and resilience. *International Nursing Review*, 59(1), 101-107. DOI: [10.1111/j.1466-7657.2011.00927.x](https://doi.org/10.1111/j.1466-7657.2011.00927.x)
- McAllister, M. (2013). Resilience: a personal attribute, social process and key professional resource for the enhancement of the nursing role. *Prof Infirm.*, 66(1), 55-62. DOI: [10.7429/pi.2013.661055](https://doi.org/10.7429/pi.2013.661055).
- McDonald, G., Jackson, D., Wilkes, L. & Vickers, M. H. (2013). Personal resilience in nurses and midwives: effects of a work-based educational intervention. *Contempy Nurse*, 45(1), 134-143. DOI: [10.5172/conu.2013.45.1.134](https://doi.org/10.5172/conu.2013.45.1.134).
- Mealer, M., Jones, J. & Moss, M.A. (2012). Qualitative study of

resilience and posttraumatic stress disorder in United States ICU nurses. *Intensive Care Med*, 38(9), 1445-1451. DOI: 10.1007/s00134-012-2600-6. Epub 2012 May 23.

Sieg, D. (2019). 7 habits of highly resilient nurses. Electronic

resource. Available at: https://www.reflectionsonnursingleadership.org/features/more-features/Vol41_1_7-habits-of-highly-resilient-nurses (date of application 10.01.2019).

TECHNOLOGY OF DEVELOPMENT OF PSYCHOLOGICAL STRUCTURE OF EDUCATIONAL GOAL-SETTING AMONG HIGH SCHOOL PUPILS

<https://doi.org/10.37096/SHDISJ-20-2.2-0008>

Shvalb Yuri

ORCID ID: 0000-0001-9110-3651

Opanasenko Lyudmyla

ORCID ID: 0000-0001-6641-4634

Abstract

The article presents the results of a theoretical and empirical study of the psychological structure of educational goal-setting among high school pupils. The author's structural and functional model of educational goal-setting among senior pupils contains 2 blocks: educational goals (cognitive, cognitive-pragmatic, social-pragmatic, formal educational) psychological competence (cognitive, motivational, activity, reflexive, regulatory). The dominance of the block of educational goals determines the type of educational goal-setting, and the development of blocks of psychological competence determines the level of its formation.

The following is used in the empirical research: test "Assessment of the life and time perspective of the individual in the adaptation" by N. Nikolskaya; the methodology "Revealing the motivational structure of the pupil's educational activity" by V. Semchenko; questionnaire "My learning today and in the future" by L. Opanasenko; questionnaire "Map of interests" modified by A. G. Filimonova; questionnaire "Evaluation of motivation for achieving goals" by T. Ehlers; questionnaire "Style of self-regulation of behavior – SSP-98" by V. Morosanov; questionnaire "Diagnostics of reflection" by A. Karpov, V. Ponomarev; "Test of volitional self-control" by A. Zverkova and E. Eydman. The total number of participants in the empirical study is 754 people.

It has been established that each type of pupils is positive according to the existing structure of educational goal-setting, but the ability to independently produce learning goals for representatives of various types is different. The author's technology for the development of the psychological structure of educational goal-setting in high school pupils is presented, which contains a synthesis of coaching, game and training technologies. The main results of the introduction of the technology are: positive dynamics in the development of blocks of psychological competence; increase of the level of competitiveness of pupils; change of the dominant types of learning goals in the life perspective vector.

Keywords: educational goal-setting, cognitive type, cognitive-pragmatic, social-pragmatic, formal educational type of educational goal-setting among high school pupils.

Introduction

The new content of school education in Ukraine is based on the introduction of a competency-based approach. Among the key competencies required for the

successful self-realization of young people in society, a special role is given to the ability to learn throughout life. It is based on the pupil's independent

advancement of significant educational goals, his ability to set goals in learning.

Educational goal-setting, as a psychological phenomenon, is not identical with the general process of goal-setting, but is in generic relations with it. It is unfolded in the process of conscious design by the subject of person's own educational activity (goal-setting theory) in the process of solving educational problems aimed at the actual self-change of the learning subject (theory of educational activity and educational tasks); in the process of identifying the personal meaning of educational activity (a systematic approach to the formation of a personality); in the process of coordinating the significant goals of the subject of learning with other goals of his life (career guidance concepts, provisions on an active position in one's own life and self-development) in the process of assessing the real and ideal result of educational activities for the subject to build further educational trajectories (system-activity approach). Educational goal-setting is the ability of a person to consciously determine his own learning goals, their coordination with other personally significant goals and an assessment of the achieved and desired learning outcome.

The phenomenology of goal setting has been in the focus of scientific consideration for many years, but it still remains insufficiently disclosed. The "open scientific zones" include the question of its psychological structure in a sensitive period correlates with the teaching of pupils in school, in particular in the senior grades. Accordingly, the lack of scientifically substantiated research results of the component-wise structure of educational goal-setting makes it impossible to provide high-quality

psychological and pedagogical assistance in promoting the development of the ability of high school pupils to study at any time in life and in any area of life upon completion of schooling, which is a significant obstacle in meeting the social demand for continuous youth education.

The **purpose of the article** is presentation of the author's structural and functional model of educational goal-setting among high school pupils and the technology of the development of the phenomenon, taking into account its psychological structure.

To achieve this goal, the following **tasks** are defined:

1. to analyze and systematize scientific research on the issues of educational goal-setting and on their basis to develop a structural and functional model of the studied phenomenon among high school pupils;

2. to empirically investigate the typological groups of senior pupils according to the formed structure of educational goal-setting;

3. to develop and test the technology of development of the psychological structure of educational goal-setting among high school pupils.

The methodological basis of the study is based on: system-activity approach (K.O. Abulkhanova-Slavskaya, B.G. Ananiev, L.I. Antsiferova, L.I. Bozhovich, O.M. Leontiev, V.A. Roments, S.L. Rubinstein, V.D. Shadrikov, G.P. Shchedrovitsky, L. Vekker); a systematic approach to the formation of personality (M.Y. Boryshevsky, A.V. Brushlinsky, G.S. Kostyuk, S.D. Maksimenko); theory of educational activity and educational tasks (G.O. Ball, V.V. Davydov, D.B. Elkonin, Yu.I. Mashbyts, V.V. Repkin, J. Bruner); goal-setting theory (Yu.M. Shvalb, L.V.

Pomitkina); career guidance concepts (E.I. Golovakha, E.A. Klimov, V.P. Paramzin, G.V. Rezapkina, E. Schein, D. Super); provisions on an active position in one's own life and self-development (S.B. Kuzikova, V.O. Tatenko, T.M. Tytarenko, A. Adler, G. Allport, K. Lewin, A. Maslow, C. Rogers).

Theoretical background

Educational goal-setting as a specific type of individual's ability to set goals unfolds in different planes, primarily in ontogenetic terms. Its development depends on the formation of a number of other abilities, in particular: 1) the ability to realize the goal; 2) the ability to accept the goal; 3) the ability to set goals. Dynamics in the formation of the phenomenon is provided by the gradual "transition" of the ability to educational goal-setting from the lowest to the highest level (Schwalb, Opanasenko, 2020).

The attempts to determine the levels of its development were made by a number of scientists, including Yu.O. Egorova. The scientist determines: 1) zero level – the ability to set goals is not manifested: the goal, which is formulated by teachers or parents, is not realized and is not accepted or accepted in the form of formal requirements for actions to be performed; 2) low level – the goal is realized only in a situation where there is an algorithm of necessary actions and their meaning is explained, a specific practical task is accepted; 3) intermediate level – the requirements of both practical and theoretical tasks are realized, the sequence of necessary actions is determined, the ability to self-control of their performance in relation to the externally set goal is traced; 4) high level – independent formulation of the purpose

of future activities, which significantly expands the boundaries of personal resources (Egorova, 2013: 84).

Vasiliev Ya.V., Kanevsky V.I. state that the subject with the developed ability to goal-setting has a considerable arsenal of means of achievement of the purposes and optimally uses them, it is capable to react flexibly to dynamics of a situation, to be as much as possible independent and rather independent of external influences. building goals (Vasiliev, Kanevsky, 2018).

At the turn of adolescence and early adolescence (15-16 years old), according to A.V. Zhilinska, the external indicator of goal-setting is the effectiveness of the process of setting and implementing learning goals; productivity of the decision of tasks concerning definition, construction and achievement of the purpose at the minimum mental, physical and time expenses. Pupils with a developed ability to educational goals show intellectual initiative, creativity, rationalism, strategic, pragmatism, predictability (Zhilinska, 2015).

At the age of 15-17, a pupil, according to E.G. Kruglyk, enters a new social situation of development in the transition from secondary school to high school. The novelty of the situation is due to its focus on the future: it is during this period that children begin to actively build their life plans, consciously think about further education after school. Their definition of "educational future" not only affects the nature of educational activities, but also sometimes determines it. The educational activity of schoolchildren of this age is characterized by a qualitatively new content and is subject to a more important goal – professionally-oriented activities (Kruglyk, 2016). In this regard,

the interest in learning increases, learning motivation is transformed, the selectivity of cognitive motives is traced, and ways of self-education are developed.

A number of scientists, in particular N.M. Tokareva and A.V. Shamne, argue that in 15-17 years old the goals of education are determined by life prospects ("birth" of life prospects at the age of 15-17 is associated with the development of the ability of high school pupils to build their lives plans) (Tokareva, Shamne, 2013). Investigating the psychological conditions for the formation of life prospects in early adolescence, L.D. Todoriv emphasizes that life prospects combine life goals and the pace of progress towards them, ensuring the growth of personal activity; they are an image of moral-worldview, value-target and activity-behavioral self-determination. The level of development of perspective is determined by the level of mental and social development of the individual (Todoriv, 2000).

S.I. Babatina argues that the age of early adolescence is most characterized by distant perspectives that arise as a result of generalization and strengthening of goals set by high school pupils (Babatina, 2011). Studying experience as a factor in the formation of life prospects of the individual, O.V. Pavleno identifies as integral components of its content personal goals, plans, programs, ways to implement them, motives, meanings, values, expected events and notes that awareness of their own life perspectives can be carried out in the form of positive forecasting, design and programming of the future (Pavlenko O.V., 2019: 59-60).

According to G. Latham and E. Locke, the choice of goal in the process of goal setting is conditioned by positive expectations, assumptions of the

individual about the possibility of achieving it, previous successes in similar situations. High goals are based on the expectation of high rewards from the results achieved, and goals affect the "calibration" of the satisfaction scale: to achieve job satisfaction is more difficult when goals are difficult, rather than when they are easy (Latham, Locke, 1991).

Learning goals-setting for high school pupils determine the need of pupils to learn (the need for learning activities). The need for learning is supported by the educational or pragmatic interest of pupils and through the prism of their strategic guidelines aimed at personal growth or socially normalized behavior, determines the goals of educational activities (Lukyanova, Kalinina, 1998), (Khutorsky, 2002).

Learning goals, based on which the educational interest and focus on personal growth are cognitive. Learning goals that combine pragmatic interest and focus on personal growth should be attributed to cognitive-pragmatic. If learning goals link pupils' pragmatic interests and their focus on socially normalized behavior, they are socio-pragmatic. Formal pupils are also characterized by formal and educational goals: they are built on the basis of educational interest and focus on socially normalized behavior.

The dominance of the pupil's educational goal is determined by the type of educational goal-setting (cognitive, cognitive-pragmatic, social-pragmatic, formal-educational). Any type of educational goal-setting causes the pupil's self-movement to the formation of new educational competencies, and therefore determines the self-development of high school pupils.

The goals of educational activities determine the meaning of educational

goal-setting, and its level of functioning is evidenced by the component-by-component development of pupils' psychological competence. On the basis of the analysis of researches of V.I. Dolgova, O.V. Baryshnikova, O.V. Popova, Yu.M. Schwalb it is found that the structural blocks of psychological competence of high school pupils in relation to educational goal setting include: cognitive, motivational, activity, reflexive, regulatory blocks (Dolgova,

Baryshnikova, Popova, 2015), (Schwalb, 2003).

In accordance with the above stated, the structural and functional model of educational goal-setting among high school pupils is formed by blocks of educational goals and functional blocks of psychological competence. Schematically, the psychological structure of the studied phenomenon is presented in Fig. 1.

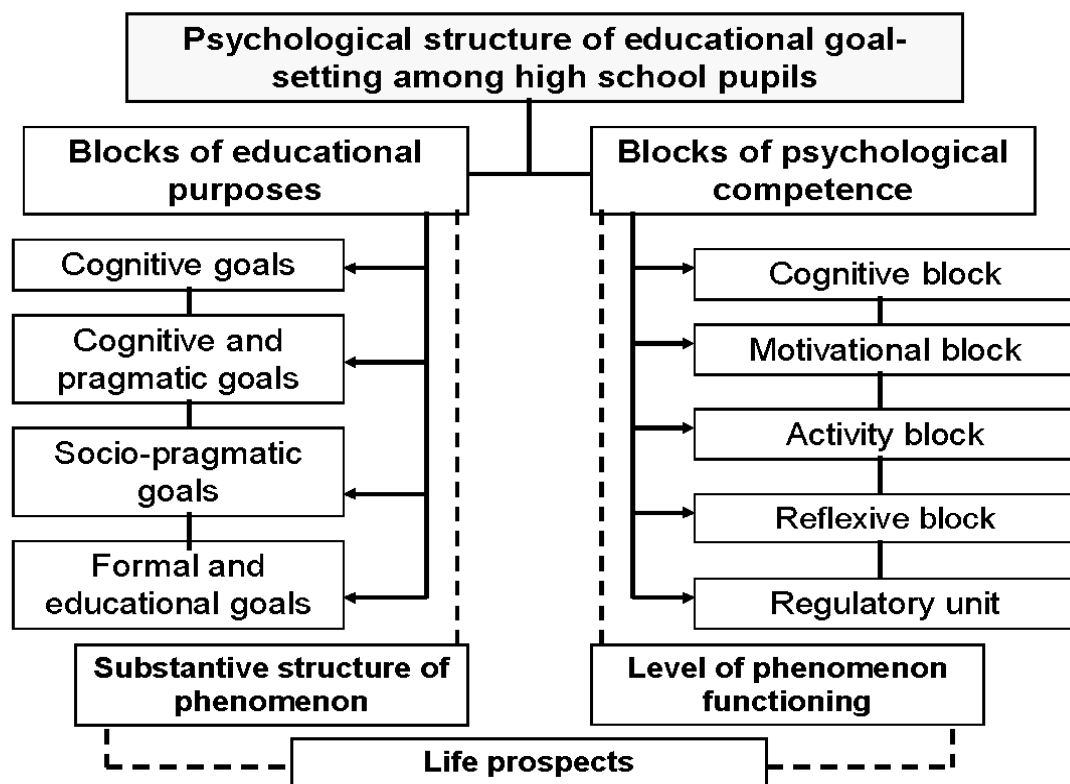


Fig. 1. Structural and functional model of educational goal-setting among high school pupils

The proposed structural and functional model of educational goal-setting among high school pupils was used as a methodological basis for constructing a statement experiment.

Methodology

To solve the objectives of the study a set of psychodiagnostic techniques is used: 1) test "Assessment of life and time perspective of the individual" (adapted by

N. Nikolska); 2) method "Identification of the motivational structure of the pupil's educational activities" (V. Semichenko); 3) questionnaire "My education today and in the future" (L. Opanasenko); 4) questionnaire "Map of interests" (modified by O.G. Filimonova); 5) questionnaire "Assessment of motivation to achieve the goal" (T. Ehlers); 6) questionnaire "Style of self-regulation of

behavior – SSP-98” (V. Morosanova); 7) questionnaire “Diagnosis of reflection” (A. Karpova, V. Ponomareva); 8) “Test of volitional self-control” (A. Zverkova and E. Eidman). The study involved 754 high school pupils. The age of the respondents is 15-17 years. These are pupils of 10th grades (355 people) and pupils of 11th grades (399 schoolchildren). In total, 430 girls and 324 boys were diagnosed during the study. 72 high school pupils were involved in the formative experiment.

Results

Based on the study of empirical data, it is stated that the indicators of life and time perspective (competitiveness) of the participants of the observational experiment are at a level not lower than the lower average. The most important among them are: clear goals and value orientations; sustained interest; ability to self-development; diligence; creativity, etc. It is worth noting that 4.1% of high school pupils have a level of life and time prospects below average, 32% of pupils have an average level, and 63.9% are characterized by a level above average.

The motivational structure of educational activities of high school pupils is affected by a variety of motives, but the dominant role belongs to professional and value (19.1%), educational and cognitive (31.7%) and utilitarian motives (35%). They are significantly inferior to social and value motives, positional motives, motives of self-education, communicative and situational motives.

Correlation analysis revealed a strong direct relationship between competitiveness and educational and cognitive motives of pupils in 10-11 grades ($r_{xy} = 0.754$ at $p \leq 0.01$); moderate direct relationship between competitiveness and professional motives

($r_{xy} = 0.408$ at $p \leq 0.01$); moderate inverse relationship between competitiveness and utilitarian motives for pupil learning ($r_{xy} = -0.384$ at $p \leq 0.01$).

Based on experimental data, it is revealed that the educational motivation of high school pupils is mostly formed on the basis of pragmatic interests: they dominate the educational in 63.1% of 10th grade pupils and 64.7% of 11th grade pupils. This situation is due to the special importance for pupils of strategic guidelines aimed at socially normalized behavior in responsible learning in senior classes. Pupils feel the pressure of society, as a result of which the goals of learning are mostly correlated with the position “It is necessary”, not “I wish”. Accordingly, the psychological structure of educational goal-setting is characterized by a complication in the direction of combining pragmatic and cognitive goals of educational activities.

Among the types of educational goals for high school pupils, the most common are blocks of socio-pragmatic goals. They dominate in 32% of respondents. Blocks of cognitive and pragmatic goals, defined as leading in 31.7% of respondents, are almost not inferior to them. Blocks of cognitive goals are typical for 24.7% of subjects. 11.7% of pupils in 10-11 grades are characterized by the dominance of blocks of formal and educational goals of educational activities.

Typological groups of high school pupils have been identified by the dominance of blocks of educational goals. Based on the analysis of statistically significant correlations, a tendency to significant life prospects in pupils of cognitive type ($r_{xy} = 0.616$ at $p \leq 0.01$), but this trend acquires the opposite meaning in high school pupils of formal type ($r_{xy} =$

-0.366 at $p \leq 0.01$). Positive trends in educational and life prospects are unfolded according to the scheme: formal-educational type → socio-pragmatic type → cognitive-pragmatic type → cognitive type of high school pupils. Thus, the least positive (but not negative) is the formal-educational type of pupils, and the most promising – the cognitive type of pupils.

Psychological competence for learning goal setting among high school pupils is generally formed in 7.2% of respondents at the low level, in 62.6% of respondents at the middle level and in 30.3% of pupils at the high level. The results of the study of the level of development of psychological competence among high school pupils of different typological groups are presented in Table 1.

Table 1. The results of the study of the psychological competence development level among high school pupils of different typological groups

Level of psychological competence	Typological groups of high school pupils			
	Cognitive	Cognitive-pragmatic	Socio-pragmatic	Formal-educational
	n=186	n=233	n=243	n=92
	y %	y %	y %	y %
Low level	0.0	7.5	11.6	9.1
Middle level	53.2	51.5	70.5	90.9
High level	46.8	41.0	17.8	0.0

The factorization procedure (the method of principal components with Varimax rotation) has been used to aggregate the studied characteristics of the phenomenon. The factorization procedure has been carried out separately for each typological group of participants in the observational experiment. Based on the factor analysis, it has been established that all typological groups of high school pupils are positive, as they are aimed at building individual learning trajectories by the pupil. For pupils of the cognitive type, these trajectories are associated with continuous self-development, for the cognitive-pragmatic type – with the construction of life prospects, for the social-pragmatic type – with life goals, and for the formal-educational type - with solving current educational problems. At the same time, the shortcomings of each

type have been identified: the cognitive type has difficulties in self-realization; cognitive-pragmatic type – difficulties of self-determination; socio-pragmatic type – difficulties of self-organization; formal-educational type – difficulties of self-knowledge.

The generalized results of the ascertaining stage of empirical research have become the basis for the development of technology for the development of the psychological structure of educational goal-setting in high school pupils. The proposed technology is aimed at developing the psychological structure of educational goals in high school pupils, the formation of their ability to lifelong learning and readiness for personal growth throughout life through access to life prospects and the level of formation of blocks of

psychological competence of pupils. The technology contains 4 stages, focused on the characteristics of pupils of formal-educational, socio-pragmatic, cognitive-pragmatic and cognitive types.

The 1st stage of technology involves working only with pupils of formal-educational type in the format of individual coaching sessions with the intention of self-knowledge of their own learning needs, interests, values, motives and their differences from responsibilities, needs, socially imposed standards. The structure of coaching sessions contains 4 main stages: 1) motivation (coaching begins from the moment when the high school pupil realizes the need for change); 2) planning (identification of key success factors, preparation of a development plan, coordination of an action plan and monitoring of the effectiveness of results); 3) implementation (accompanying the pupil from the moment "now" to the moment "desired future" involves direct action in accordance with the defined goals and outlining priorities); 4) reflection (systematic feedback). The coaching session with pupils aged 15-17 should last no more than 1 hour and to be held not more often and not less often than 1 meeting per week.

For the 2nd stage (microgroup work) with the use of the transformational game "Path to Success" high school pupils of formal-educational and social-pragmatic type are involved. Number of players – up to 6 participants; presenter (game technician) – a specialist with psychological education; the optimal duration of the game is 2 hours. The game is aimed at activating the mechanisms of self-organization of pupils' learning activities and the development of their

ability to build life prospects. The structural organization of the T-game "Path to Success" consists of the following elements: 1) acquaintance; 2) settings; 3) work with rules; 4) the game itself; 5) reflection; 6) feedback.

At the 3rd stage, pupils of cognitive-pragmatic type should be included in the formed microgroups of high school pupils. The work is carried out with the use of board career guidance game "100 steps to a successful choice", which is aimed at professional self-determination, building an individual educational trajectory, the development of the ability to continuous self-development. The use of the game "100 steps to a successful choice" involves the quality of its three main stages: organizational (game settings, organization of game space), research (development of thematic game zones: areas of professions, areas of professional interests, areas of personal resources and restrictions, areas of exchange, zones of guidelines and zones of values in the game process), reflexive (discussion of general and individual results of the game). The optimal duration of the game is up to 2.5 hours, the number of participants should not exceed 6 people.

At the 4th stage, the technologies of high school pupils of all typological groups (including the cognitive type) are combined into training groups for classes on a specially developed training program "Perspective".

The structure of the program is focused on the development of blocks of psychological competence of pupils, their appeal to the subjective vision of life prospects and stimulating high school pupils to successful self-realization. The training program is designed for 21 hours. Its structure includes 7 training sessions

lasting 3 hours. each: 1) "Active start", 2) "Light and shadows of educational interests", 3) "Learning motivation: the direction of the driving forces", 4) "Secrets of self-organization", 5) "5 steps to conscious action", 6) "At the wheel of his studies", 7) "Vector of educational prospects".

Classes on the Perspective training program are held once a week, for 7 consecutive weeks with a permanent group of no more than 20 people. General scheme of training sessions: introductory block (greeting participants, warm-up exercise, acquaintance with the purpose and regulations of the lesson, discussion of expectations); main block (theoretical

part, 2-3 training exercises, work with a multimedia portfolio of a high school pupil); final block (resource training exercise, summarizing, reflection).

In general, the work with high school pupils according to the presented technology of development of the psychological structure of educational goal-setting was carried out for 14 weeks. The main stages of technology implementation are summarized in Fig. 2. Upon its completion, 2 sections were made immediately after classes and after 2 months (the presented technology was tested in work with 72 pupils in grades 10-11).

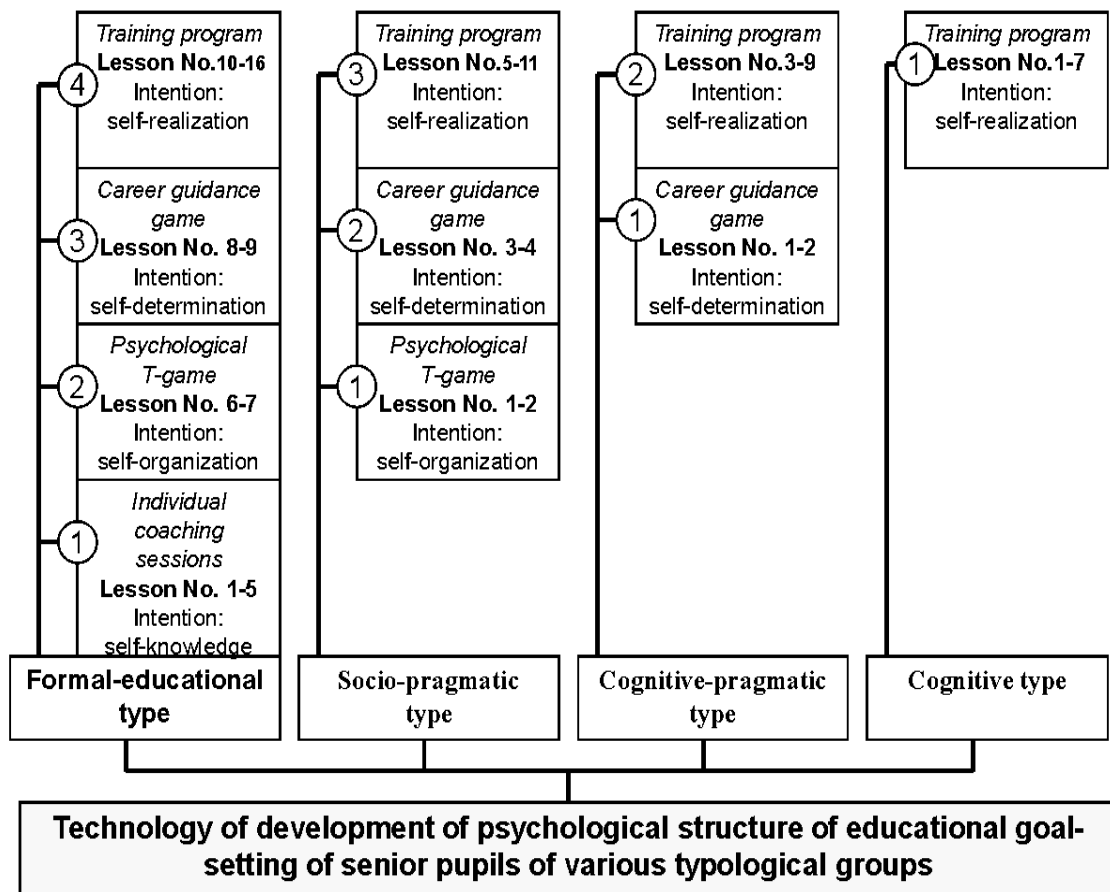


Fig. 2. The main stages of introduction of technology of development of psychological structure of educational goal-setting of senior pupils

Based on the analysis of the results of technology testing, it should be noted that 30.6% of high school pupils participating in the formative experiment

showed an increase in the level of development of psychological competence. The most significant changes have taken place in the development of motivational, cognitive and regulatory blocks of psychological competence of high school pupils. Difficulties in the development of the activity block are associated with insufficient flexibility of pupils, insufficiently developed their ability to objectively assess their own results, fixed by ineffective strategies for programming the future. The development of the reflexive block was negatively influenced by the tendency of the participants of the experiment to avoid retrospective reflection.

In the process of processing empirical data the following was established: with increase of the level of

psychological competence among high school pupils the increase of the level of life and time perspective was revealed; revealed positive dynamics in the level of motivation of pupils to achieve the goal and in the dominance of types of learning goals among high school pupils. Two months after the completion of the formative experiment on the basis of re-slice, it was found that the most stable is the impact of technology on the reflexive block of psychological competence, and the least stable – on the activity. However, the identified indicators of individual regression did not affect the overall results achieved during the formative experiment. Table 2 shows the results of the calculation of empirical data by Pupil's t-criteria for dependent samples relative to the results of the forming experiment.

Table 2. Statistical significance of results of formal experiment

Blocks of psychological competence regarding educational goal-setting	The results of the diagnostic section performed immediately after the end of experiment			The results of the diagnostic section performed 2 months after the end of experiment		
	t_{emp}	t_{cr}		t_{emp}	t_{cr}	
Cognitive block	13.292	2.65	$p \leq 0.01$	-2.501	1.99	$p \leq 0.05$
Motivational block	14.356	2.65	$p \leq 0.01$	-2.088	1.99	$p \leq 0.05$
Activity block	9.214	2.65	$p \leq 0.01$	-4.181	2.65	$p \leq 0.01$
Reflective block	10.225	2.65	$p \leq 0.01$	-.931	1.99	$p \leq 0.05$
Regulatory block	13.118	2.65	$p \leq 0.01$	-2.302	1.99	$p \leq 0.05$

Thus, the identified changes in the psychological structure of educational goal-setting are statistically significant, stable and testify to the effectiveness of the proposed technology for the development of the psychological structure of educational goal-setting among high school pupils.

Discussion

The proposed structural and functional model of educational goal-

setting among pupils of 10-11 grades significantly complements the work of scientists and practitioners on the ontogenetic development of goal-setting in this age category. The presented research for the first time reveals the substantive and functional aspects of the psychological structure of educational goal-setting of high school pupils on the basis of a comprehensive approach to the study of the phenomenon. The results of

empirical study of the problem provided an opportunity to identify typological groups of pupils according to the formed structure of educational goal setting, to identify the strengths and weaknesses of each type to build an effective technology of development work. The uniqueness of the proposed technology for the development of the psychological structure of educational goal-setting is to take into account the characteristics of typological groups of high school pupils and a combination of coaching, play and training technologies for successful formation of continuing education and readiness for personal growth throughout life. However, this study does not consider the impact of the level of formation of the psychological structure of educational goal setting on the educational achievements of high school pupils, no less promising is the identification of factors that determine the formation of a certain type of educational goal setting of pupils. Nevertheless, the proposed technology of development of the psychological structure of educational goal-setting among pupils of 10-11 grades is effective, has theoretical and practical significance and opens the potential for further scientific research in the field of pedagogical and age psychology.

Conclusion

Based on the theoretical and methodological analysis of the problem, it has been found that educational goal-setting is a kind of goal-setting process that is unfolded in conscious learning activities to build the subject of further educational trajectories. Cognitive, cognitive-pragmatic, socio-pragmatic, and formal-educational blocks of the goals of the high school pupil's educational activity determine the content structure of his educational goal-setting.

The functional characteristics of educational goal-setting in early adolescence are related to the blocks of psychological competence of pupils. Such blocks include: cognitive, motivational, activity, reflexive, regulatory. Blocks of educational goals and blocks of psychological competence form a structural and functional model of the studied phenomenon. Typological groups of high school pupils are defined by the dominance of blocks of educational goals. It is proved that each type is positive, but the functional capacity of pupils is different: formal-educational type – underdeveloped ability to self-knowledge, socio-pragmatic type – shortcomings in self-organization of educational activities, cognitive-pragmatic type – difficulties of self-determination, cognitive type – lack of self-realization.

The technology of development of psychological structure of educational goal-setting is developed taking into account features of each typological group of pupils. It has a 4-stage structure and contains a synthesis of coaching, game and training technologies (individual, microgroup and group work). The internal content of the technology from stage to stage changes and becomes more complicated, as the functional positions and tasks to be solved by high school pupils in the process of its implementation are strengthened. The main results of the introduction of technology are: positive dynamics in the development of blocks of psychological competence of pupils; raising the level of life and time prospects of pupils (competitiveness); change of dominant blocks of educational goals in the vector of life prospects. Statistically confirmed data indicate the fact that the proposed technology is effective and efficient, can

be used in the practice of psychologists with high school pupils.

Prospects for further research are profound study of the relationship between the type of educational goal-setting on the formed psychological structure and educational achievements of high school pupils (pupils' learning competence, academic performance, academic achievements); in the study of socio-psychological factors, under the influence of which the type of educational goal-setting among high school pupils is formed; developing a program to encourage pupils to obtain quality education.

References

- Babatina S.I. (2011). Theoretical analysis of the psychological category of time in the characterization of the pupil's personality. *Bulletin of KhNPU named after G.S. Skovoroda. Psychology*, Red. 41, 14-22. [in Ukrainian]
- Vasiliev Ya.V., Kanevsky V.I. (2018). Psychocorrection of positions of the target orientation of the personality: textbook. Mykolaiv: Publishing house of ChNU named after Petro Mogila. [in Ukrainian]
- Galtseva T.O. (2017). Learning self-efficacy of adults: origins, psychological mechanisms, determinants. K.: Hi-Tech Press. [in Ukrainian]
- Dolgova V.I., Baryshnikova E.V., Popova E.V. (2015). Innovative psychological and pedagogical technologies in work with high school pupils. M.: Pero Publishing House. [in Russian]
- Egorova Yu.A. (2013). Ability to set goals as an activity and pedagogical category: essence, functions, structure, levels of development. *Bulletin of the Chelyabinsk State Pedagogical University*, No.3, 77-90. [in Russian]
- Zhilinskaya A.V. (2015). Development of goal-setting in older adolescents (on the material of project activities): dis. by Cand. of psychol. science: 19.00.13. M. [in Russian].
- Kruglyk E.G. (2016). Development of the ability to set goals for 15-17 years adolescents. *Young Scientist*, No.20, 646-649. [in Russian]
- Lukyanova M.I., Kalinina N.V. (1998). Educational activity of schoolchildren: essence and possibilities of formation. Methodical recommendations for teachers and school psychologists. Ulyanovsk: IPK PRO. [in Russian]
- Maksimenko S.D., Kuzikova S.B., Zlivkova V.L. (2019). Psychological technologies of effective functioning and development of personality. Sumy: Publishing house of Sumy State Pedagogical University named after A.S. Makarenko. [in Ukrainian]
- Pavlenko O.V. (2019). Experience as a factor in the formation of life prospects of the individual: dis. by Cand. of psychol. science: 19.00.01. K. [in Ukrainian]
- Reva M.M. (2016). Socio-psychological determinants of life goal-setting personality. *Psychology and Personality*, No.1 (9), 207-216. [in Ukrainian]
- Todoriv L.D. (2000). Psychological conditions of formation of life prospects in early adolescence (cognitive aspect): author's ref. dis. by Cand. of psychol. science: 19.00.07. K. [in Ukrainian]
- Tokareva N.M., Shamne A.V. (2013). Fundamentals of age psychology: textbook. Krivyi Rig. [in Ukrainian]

- Khutorsky A.V. (2002). Key competencies as a component of personality-oriented paradigm of education. *Public education*. No.2, 58-64. [in Russian]
- Schwalb Yu.M. (2003). Purposeful consciousness (psychological models and research). K.: Millennium. [in Ukrainian]
- Schwalb Yu.M., Opanasenko L.A. (2020). Typological model of educational goal-setting among high school pupils. *Science and Education a New Dimension. Humanities and Social Sciences*, VIII (40). <https://doi.org/10.31174/SEN-D-HS2020-232VIII40-19> [in Ukrainian]
- Latham G, Locke E. (1991). Self-Regulation through goal setting. *Organizational behavior and human decision processes*, No.50, 212-247. [in English]
- Deschamps C., Mattijs J. (2017). Sustainable goal setting: a large-scale case in management practice. *International Journal of Productivity and Performance Management*, 66 (8), 1087-1104. [in English]
- Moeller A. K., Theiler J. M., Wu C. (2012). Goal setting and pupil achievement: a longitudinal study. *Faculty Publications: Department of Teaching, Learning and Teacher Education*. p. 159. [in English]

**THE IMPACT OF SOCIAL INTERNET PRACTICES
ON THE PSYCHOLOGICAL WELL-BEING OF SENIOR PUPILS**

<https://doi.org/10.37096/SHDISJ-20-2.2-0009>

Shyshko Nadiia

ORCID ID: 0000-0003-3021-4547

Naydonova Lyubov

ORCID ID: 0000-0002-1222-295X

Abstract

The article deals with the study of the peculiarities of the impact of social Internet practices on the psychological well-being of senior pupils.

The author presents a model of psychological well-being of senior pupils and a conceptual model of the impact of social Internet practices on the psychological well-being of senior pupils, which takes into account the content of practices, situational and targeted self-regulation of their realization.

An empirical study of the impact of social Internet practices on the psychological well-being of senior pupils is carried out. The general sample consisted of 9th-11th grade pupils of secondary schools, a total of 1,144 respondents, including 458 boys and 686 girls, aged 14 to 17. The study used: author's methods of express evaluation of psychological well-being, assessment of the content of social Internet practices, separate scales of the questionnaire for assessing the level of media culture (L. Naydonova, O. Baryshpolets, etc.), author's questionnaire of subjective self-assessment of impact of social Internet-practices on psychological well-being.

The results of the empirical study have revealed the phenomenon of asymmetry of subjective assessments of the impact of social Internet practices: senior pupils overestimate the positivity of the impact of the Internet. Besides, the higher the level of real psychological well-being of respondents, the more their subjective assessments of the impact of Internet practices are shifted towards the positive, i.e. they more positively perceive any activity on the Internet, although it may objectively cause certain risks.

Peculiarities of psychological well-being of active and inactive users of various social Internet practices are identified and described. The positive impact of the practices of searching for interesting information and information for learning (informational consumer practices), as well as the practice of using social networks to maintain friendly relations (communicative) on psychological well-being have been confirmed. It has been established that computer games and surfing the web without a purpose have a negative impact on the psychological well-being of senior pupils.

An analysis of the differences between situational and targeted self-regulation of senior pupil's practices with different levels of psychological well-being is presented. Senior pupils with a high level of psychological well-being are better able to voluntarily self-regulate social Internet practices. It has been established that the goals of Internet use aimed at development (to search for educational information, skills

development, reading news) and maintaining friendly relations have a positive impact on psychological well-being, while the use of the Internet without a clear purpose and to earn money has a negative impact.

Keywords: psychological well-being, social internet practices, senior pupils, Internet, self-regulation

Introduction

At the present stage of historical development there is a transition to the information society, which is characterised by the increasing impact of information and communication technologies on all spheres of human life. The active spread of the Internet is accompanied by the emergence of new social practices that transform habitual priorities and behavioural standards, change established patterns of activity, and thus have the potential to affect human well-being in the information society.

Different aspects of psychological well-being (PWB) are the object of study of domestic researchers (Alexandrov, 2010; Hrub'yak, 2017; Tytarenko, 2016;), foreign scholars (Argyle, 2003; Boniwell, 2009; Deci, Ryan, 2001; Waterman, 2004;), scholars from the post-Soviet countries (Voronina, 2002; Sozontov, 2006; Shevelenkova, Fesenko, 2005; Shiryaeva, 2008). However, despite a large number of studies aimed at elucidating the impact of social factors on psychological well-being (level of income, education, marital status, etc.), the features of the transformation of psychological well-being under the influence of the latest media remain insufficiently studied.

Social Internet practices (SIP), as an activity that has a routine nature and consists of habitual, repetitive actions associated with the use of the network to solve problems or increase efficiency in various spheres of life (Radkevych, 2009), significantly expand a person's

opportunities in the professional sphere, communication, leisure. At the same time, such virtual practices are a relatively new phenomenon of social reality, so there is an urgent need to classify, determine its parameters and characteristics, clarify the impact of various social Internet practices on the psychological well-being of studying youth, including senior pupils.

Research objective: determine the content and self-regulatory components of senior pupils' implementation of social Internet practices as a factor of general psychological well-being, and its individual components.

Theoretical background

The need for a category that would denote the external and internal positive functioning of man has existed since ancient times. Philosophy, and later psychology studied various aspects of this phenomenon through the categories of "happiness", "pleasure", "well-being". In 1969, N. Bradburn's book *The Structure of Psychological Well-Being* was published, which first used the term "psychological well-being" (Bradburn, 1969). The current state of development of felicitary issues suggests that despite significant achievements in the study of this topic, there is an urgent need for a clear definition of the concept of "psychological well-being", because there is currently no generally accepted definition of this term.

Generalized analysis allows identifying three main approaches to the study of psychological well-being. The first, hedonistic approach, identifies PWB with a subjective sense of happiness, life

satisfaction (Bradburn, 1969; Argyle, 2003; Caprara et al. 2006). The second approach is eudemonistic, considering PWB as a process of realization of personal potential (Deci, Ryan, 2001; Waterman, 2004 and others). Within this approach, the concept of psychological well-being proposed by K. Ryff (1995) requires special attention. Based on the analysis of the works of A. Maslow, C. Rogers, G. Allport, C.-G. Jung, E. Eixon, S. Buhler, M. Jahoda, K. Ryff proposed a model of psychological well-being, which contains the following components: Self - Acceptance (a positive attitude to oneself despite the awareness of one's own shortcomings and limitations), Positive Relations With Others (the ability to maintain close relationships with others based on support and empathy), Environmental Mastery (ability to meet the requirements of the environment, to plan and effectively carry out the planned, to overcome difficulties), Purpose in Life (the ability to find meaning in one's own efforts and life challenges, to experience the meaning of one's own existence), Autonomy (ability to build one's own lives according to one's own beliefs, the ability to organize one's own environment according to one's own needs and desires), Personal Growth (the desire to realize one's own abilities and talents, openness to new experiences). Thus, psychological well-being is seen as the conformity of one's life to a certain positive social norm.

The third approach is integrative. In the context of this approach, PWB is considered taking into account its hedonistic and eudemonistic aspects (Nosenko, Arshava, 2009; Shiryayeva, 2008; Voronina, 2005; Oleksandrov, 2010). Among the attempts to combine hedonistic and eudemonistic approaches

are the developments of P. P. Fesenko and T.D. Shevelenkova (2005), which, based on the theory of K. Ryff, consider psychological well-being as an integrative indicator of a person's focus on the realization of this need, which is subjectively expressed in a sense of happiness, satisfaction with oneself and one's own life." The authors of the theory emphasize both the subjective assessment of one's own life and the realization of the positive functioning of the individual.

Our understanding of the essence of the concept of psychological well-being is also based on the provisions of K. Ryff's theory. This concept is one of the most theoretically sound approaches to determining psychological well-being, it is widely used in modern scientific research by foreign and domestic authors. In our opinion, the components of psychological well-being proposed by K. Ryff can be further structured.

The classic of domestic science V.N. Miasishchev presented the idea of reducing all the diversity of personal relationships with the surrounding reality to certain interconnected groups (Miasishchev, 1998). According to the concept of this scholar, we can distinguish 3 levels of personality-environment interaction: intrapersonal (relations of the "self – other self" level), interpersonal (relations of the "self – other person" level), and relations with the environment ("self – environment" level).

In our opinion, the components of psychological well-being proposed by K. Ryff can be divided into 3 vectors taking into account these levels. Personality vector «Self-attitude» (covers such parameters as "personal growth" and "self-acceptance"), vector of interaction with other people «Attitude to others» (consists of such parameters as

“autonomy” and “positive relationships with others”), and activity vector «Attitude to environment» (covers parameters of “environmental mastery” and “goals in life”) (Figure 1).

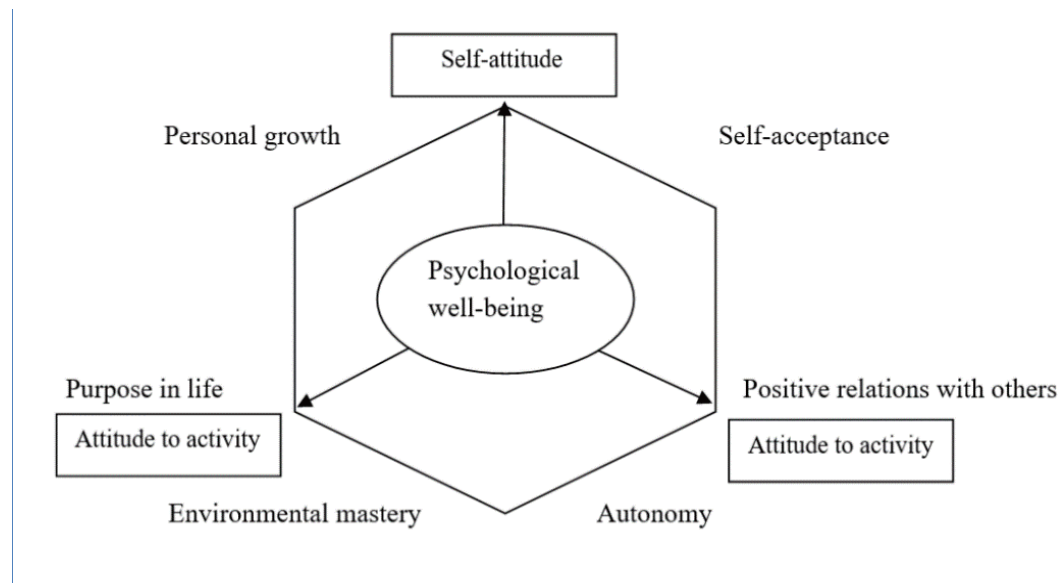


Fig.1. Model of the structure of the psychological well-being concept

Analysis of research on the phenomenon of social practices details the definition of the term “social Internet practices” (Radkevych, 2009), as a routine activity consisting of habitual, repetitive actions, which are associated with using the network to solve problems or improve efficiency in various spheres of life, as well as to meet various needs.

Based on the analysis of existing approaches to the characterization of social practices realized in the Internet environment (Radkevych, 2009; Malieieva, 2014; Halich, 2010; Reutov, 2015; Khmil, 2015; Li and Bernoff, 2010), a psychological classification of SIP by activity content is proposed. According to this classification, various types of network activity of senior pupils are divided into “creative”, “critical”, “classification”, “communicative” and “consumer”.

The relevant approach to the consideration of social Internet practices is based on the concept of “socio-

technographic ladder” proposed by Forrester analysts Charlene Li and John Bernoff (2008), which was developed to describe and analyse the processes of interaction and communication in the network.

The principle of building this classification is the grouping of users according to their usual ways of spending time on the Internet. The authors of the classification identified six types of users: “creators” (create and publish new content), “critics” (express their attitude to the content already created and published), “collectors” (classify and arrange content on the Internet in different ways), “communicators” (use social networking websites), “consumers” (consume content — listen/watch audio and video, read forums, visit advertisers’ websites), and “inactive” (do not use any of the above practices on the network).

According to the change in the object of classification, we reformulated the

names of groups (e.g. “Creators” in “Creative Practices”); expanded the list of operational features guiding assignment to a particular group; removed the group of “inactive”, because it indicates the absence of practice in the reformulated version.

To clarify the hypothesis about the impact of the content of SIPs on the PWB of senior pupils, we have distributed them according to the level of knowledge that is expected to be applied when using a particular practice. Thus, we can distinguish practices of the highest level of knowledge (mental skills according to Bloom’s taxonomy): creative, critical, classificational. According to our assumption, such practices that require a higher level of mental skills for their implementation should provide a developmental effect and contribute to improving the psychological well-being of senior pupils.

It is important to take into account the content but there is insufficient basis for constructing the classification of SIPs in the context of their impact on PWB.

In our opinion, the PWB of users can be related to Internet practices at the level of whether they are a tool for the development of studying youth, or are used to compensate for existing deficits, in particular to distract from real problems.

To test this part of the hypothesis, it is necessary to consider the *self-regulatory component* of the realization of social Internet practices, which has two components: targeted and situational self-regulation.

Targeted self-regulation provides an understanding of how clearly the user determines the purpose of being on the Internet, whether he acts automatically or following the example of others; if the

goal is set consciously, what it is then. We can assume that the clearer the goal is the more it correlates with those development tasks that are relevant at a certain stage of life, the better for PWB. The more blurred the goal, and the more it aims to correct symptoms (such as distraction from problems, escape from reality), the worse for psychological well-being.

Situational self-regulation helps to understand how the user behaves while being directly in a situation of using practice. One aspect is the time spent online. The results of empirical studies show that taking this factor into account it is very important for understanding the impact of SIPs. It is noted that the impact of time spent online is nonlinear, and moderate involvement in SIP is not only not harmful, but even improves user PWB (Twenge & Campbell, 2019), while excessive daily use (5 or more hours per day) has negative consequences (Poulain et. al, 2018). We also attribute the ability to create a plan to stay online and implement it (in particular, without being distracted by irrelevant content or too immersed in the media environment) to the aspects of situational self-regulation. In our opinion, the more the user manages to implement the planned, the more positively it is reflected on PWB, and vice versa — procrastination in the network has a negative impact, as evidenced by large empirical studies (Reinecke, Meier et al., 2016).

In our opinion, it is also important to take into account how the subject assesses the impact of practice on the actual PWB (Naydonov, Naydonova, Hryhorovska, 2017). Subjective self-assessment of the impact of practices can be a driving force in changing one’s own habits of using the network, or, conversely, consolidate them.

In our opinion, the complex model should take into account both the content of practices and self-regulatory aspects of their realization, as well as the subjective

assessment of practices. A schematic representation of this model is presented in Figure 2.

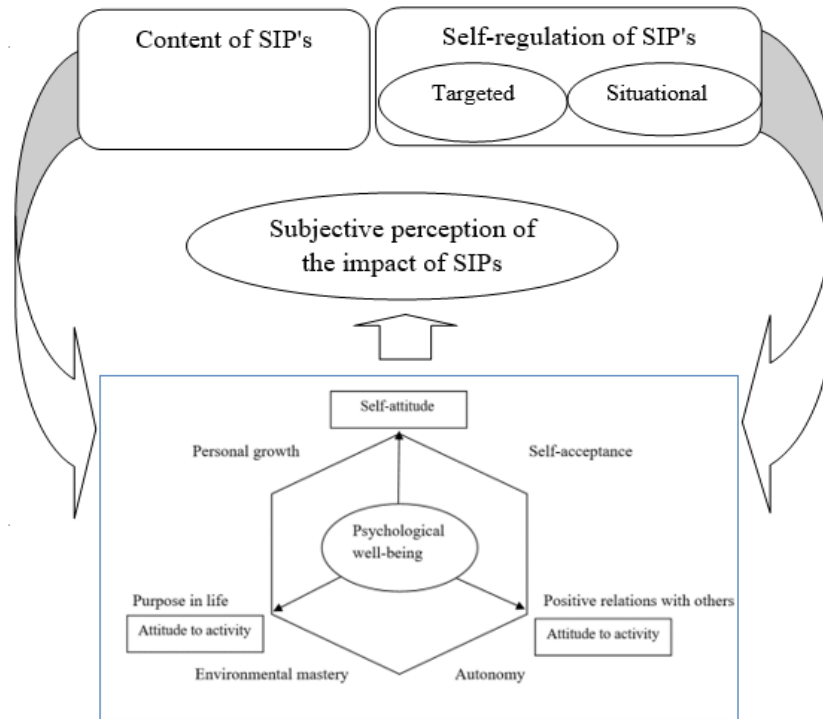


Fig. 2. A comprehensive conceptual model of the impact of SIP on the psychological well-being of senior pupils

Methodology

Sample. The general sample consisted of 9th-11th grade students of secondary schools of 7 regions (Lviv, Dnipropetrovsk, Zaporizhzhia, Cherkasy, Ivano-Frankivsk, Mykolaiv and Poltava). A total of 1,144 respondents took part in the survey, including 458 boys and 686 girls. The age of the survey participants was from 14 to 17 years (average age – 15.56, median – 16).

Methods. General theoretical methods: analysis, synthesis, comparison, systematization and generalization. Psychodiagnostic methods: to determine the level of psychological well-being – author's Ukrainian-language adaptation of K. Ryff's method and standardized

author's method of express evaluation of PWB; to study the features of social Internet practices of senior pupils – author's method of assessing the content of SIP, separate scales of the questionnaire for assessing the level of media culture (L.A. Naydonova, O.T. Baryshpolets, etc.), the author's questionnaire for self-assessment of the impact of SIP on psychological well-being. For the *analysis* of the obtained data we used mathematical and statistical analysis of data: Cronbach's α , Pearson's X^2 , Student's t-test for the evaluation of independent samples, analysis of variance (one-way ANOVA), correlation analysis (SPSS version 19.0).

Results

To analyse the self-assessment of the impact of SIPs on PWB, the responses of the survey participants have been divided into groups according to the general indicators according to the PWB express evaluation questionnaire into 3 groups: with low (310 respondents), medium (560 people) and high (274 respondents) indicators. Pearson's chi-square test has been used to statistically confirm the differences in the results obtained.

It has been established that senior pupils tend to evaluate the impact of their activities on the Internet on various PWB parameters as neutral or positive. The higher the PWB of respondents, the more positively they assess the impact of their Internet practices on certain parameters of their own PWB, and vice versa. To a large extent, a similar trend concerns the assessment of the impact of SIPs on such a component of PWB as personal growth.

We can state that at the level of subjective perception most of the survey participants do not see the risks in the impact of their own activities on the Internet on their psychological well-being.

When analysing the differences in the profiles of psychological well-being of senior pupils depending on the frequency of use of various SIPs, we revealed the general activity of senior pupils using certain types of SIPs. It has been found that the most popular practices among senior pupils are those belonging to two types according to the author's classification: communicative (80.33% of participants use social networks daily or almost daily) and consumer (76.77% constantly look for information to study; 74.39% search for information on topics of interest, 56.56% search and view audio and video information).

For each of the practices, a comparison has been made between respondents who are its regular users and those who use it very rarely or never use it (Table 2). To compare the performance of active and inactive users, the Student's t-test has been used for independent samples, upon having compared the variances of the samples under consideration using the Levene's test.

It has been established that the most sensitive component of PWB that responds to Internet practices there is a Personal Growth. Feelings of personal change, tracking the maturation of one's own views, a focus on change in one's own life, and a willingness to accept new experiences that are integrated into this component have a negative significant relationship with the vast majority of practices.

It has been found that Internet practices requiring a higher level of knowledge (creative, critical, classification) cannot be unambiguously considered as contributing to the psychological well-being of senior pupils. Creative and critical practices have a negative relationship with the individual components of PWB and its overall level. In case of the active use of such classificational practice as Collection and Classification of Information on Your Page, we recorded a combinatorial type of communication — positive with such a component as Autonomy, and negative — with the general level of PWB, Self-acceptance, Personal Growth, Environmental Mastery and Purpose in Life.

Communicative and consumer practices are heterogeneous in their impact on PWB. Among the communicative practices, we can distinguish communicative-supportive

ones (use of social networks), which are positively related to PWB, and communicative-compensatory (search for new friends), which are negatively related to this parameter. Among consumer practices, there are also two types: information-pragmatic (search for

interesting information and search for information for learning), which are positively related to PWB, and risky (use of the Internet without a purpose and playing computer games), which are negatively related to both the general level of PWB and all its components.

Table 2. Significant differences in PWB rates between users who actively practice certain types of SIPs and those who do not

	Practice	General indicator		Positive relations with others	Autonomy	Environmental mastery	Purpose in life	Personal growth	Self-acceptance
		t	P						
Creative	1. Publishing own articles, reviews $N(a) = 289$; $N(n) = 649$;	-4.930	.000	-*		***		***	***
	2. Maintaining own page or diary on the Web $N(a) = 521$; $N(n) = 418$;	-3.831	.000			***	***	***	*
Critical	3. Expression of own opinion at special thematic forums $N(a) = 323$; $N(n) = 581$;	-5.312	.000	*	*	*	***	***	
Classificational	4. Collection and better arrangement of information found on the Internet on your page (website) $N(a) = 387$; $N(n) = 444$;	3.419	.001		****	*	***	*	*

We used *the analysis of variance*, namely – one-factor ANOVA – to better understand the results obtained in terms of the direction of correlation, to test the hypothesis of the impact of the use of Internet practices on PWB of senior pupils. The independent variable (factor) is the frequency of practice, measured by an ordinal scale (5 gradations). The dependent variable is PWB, for the correctness of the method the indicators have been converted from the Likert scale to the dichotomous one. Levene's test has been used to preliminarily check the groups for the homogeneity of the variances. To determine the significance of differences in the mean values of the groups after the deviation of H_0 , we used the Scheffe's test. In those cases when the condition of equality of variances was violated, we used the Brown and Forsythe F-test of equal variances, and reliability of differences of group means was determined by using Danett's method.

A direct relationship between the frequency of use of such SIPs as *Search for Interesting Information in the Web* ($F = 12.286$ $p \leq 0.000$) and *Search for*

Information for Learning (3.855 $p \leq 0.004$) and the level of PWB of senior pupils has statistically been confirmed. According to the data obtained, an increase in the frequency of use of these practices leads to a directly proportional increase in PWB rates. The frequency of use of such practices as *Computer Games* (the Brown and Forsythe F-test of equal variances 8.831 $p \leq 0.000$) and *Pointless Surfing the Web* (Brown-Forsythe F-test = 14.472 $p \leq 0.000$) has an inverse effect on the level of PWB. Intensification of the use of these types of practices leads to a decrease in the overall level of PWB (see Figure 3).

Other types of practices do not have a direct linear relationship with PWB (search for friends and new acquaintances, collection and arrangement of information, some critical and creative practices). Some of them have no significant impact on PWB (search for media files, commenting on news on the Internet).

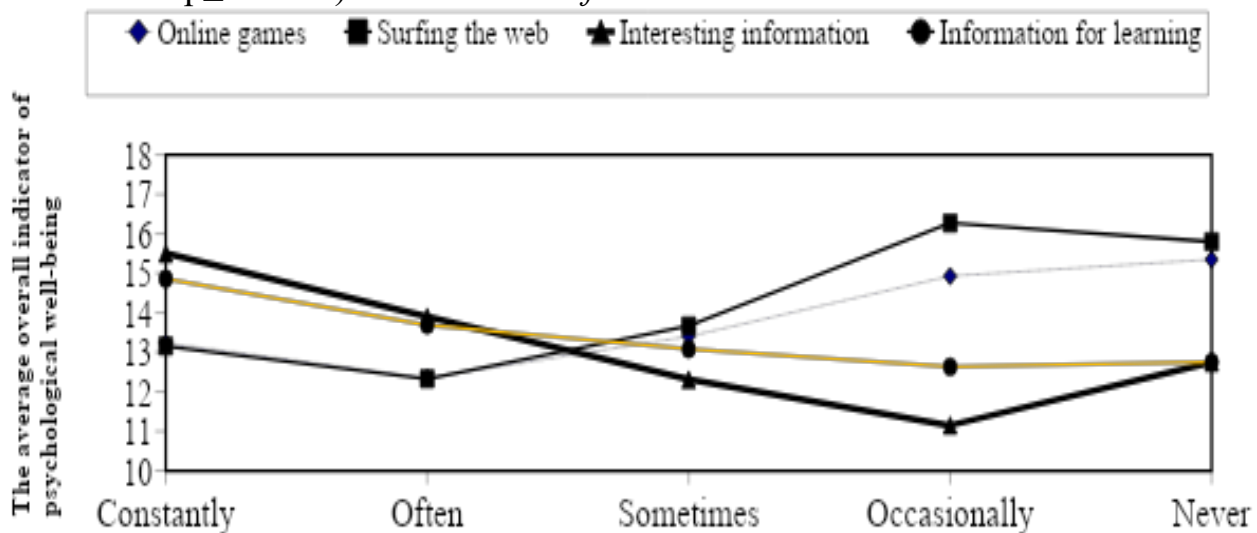


Fig. 3. Graph of the average values of the factor effect on psychological well-being at different gradations of the intensity of practices

Among the situational self-regulatory aspects of social Internet practices, we have identified the time spent online and self-regulation of the duration of stay online; volitional self-regulation, which is manifested in the tendency to hold attention and not be distracted by irrelevant content, searching for information on the Internet, as well as in the decision not to change plans for the web under the influence of others; programming of social Internet practices, which consists in making a program of one's own stay on the Internet and evaluation of its implementation; immersion in web practices.

All the above parameters have been investigated using the questions of the scale of assessment of situational self-regulation of SIPs in respondents from groups with different levels of PWB. Pearson's chi-square test has been used to statistically confirm the differences. The Spearman correlation coefficient has been used to determine the correlation between individual indicators of SIP self-regulation and structural components of PWB.

We have found a number of differences in situational self-regulation of SIPs in senior pupils with different levels of PWB.

Senior pupils with a high level of PWB are better at voluntary self-regulation and SIP programming: they're less distracted by irrelevant content when searching for the necessary information, less likely to change their web plans under the influence of online peers, less likely to make a program of their own online stay, but better fulfil the plans.

Senior pupils with low PWB levels are relatively more likely than their peers to immerse themselves in the virtual world (characterized by excessive propensity to stream states in the network, a sense of emptiness and boredom in the absence of Internet access, perception of the network as the only place for communication and activities opposite to reality). Among senior pupils with a low level of PWB, we have found relatively more "heavy Internet users" than among representatives of other groups.

The study of targeted self-regulation of practices has been conducted in 2 stages: the 1st stage provided for the analysis of the frequency of choice of certain purposes of Internet use by senior pupils from different levels of PWB groups and the identification of significant differences between them. Pearson's chi-square criterion has been used to confirm the validity of the obtained differences. At the 2nd stage, we have tested the hypothesis concerning the correctness of considering certain purposes of Internet use as factors influencing the PWB of senior pupils for a deeper understanding of the obtained differences. We have determined the relationship between the structural components of PWB and Internet use by the Spearman's correlation coefficient.

According to the results of the 1st stage, we have identified 2 types of statistically confirmed differences. We have proved that senior pupils with a proper level of psychological well-being are more likely to use the Internet to find educational information, to develop their

skills, to read the news and to maintain friendly relations.

Senior pupils who have a low level of PWB are more likely to be unaware of their purpose in using the Internet (guided by habit, or influenced by others in choosing their own Internet practices), more actively use the network to respond to certain negative states (namely, to reduce aggression and relax, to forget and distract from problems, for pleasure), and are more likely to find like-minded people on the Internet than their peers having a proper level of psychological well-being.

We have confirmed significant relationships by analysis of variance (one-way ANOVA). The procedure has been performed according to a scheme similar to the scheme of content analysis of social Internet practices, which was described above.

The results of the analysis of variance confirmed the hypothesis of a positive impact on PWB of those goals of Internet use that are related to the personal development of senior pupils (Using the Internet to Find Information for Learning,

Discussion

Our study proves that at the level of subjective perception, most senior pupils do not see the risks in the impact of their activities on the Internet on their psychological well-being, which raises the issue of preventive and educational work with them.

The main direction of strengthening psychological well-being under the influence of SIPs is the principle of targeted self-regulation: the more the purpose of using the Internet meets the goals of pupils' development and the

To Train Skills, To Read the Latest News). It has been established that the purpose of using the Internet to Maintain Friendly Relations, Communication is also a factor in improving the PWB of senior pupils. It has been statistically confirmed that the lack of a clear understanding of the purpose of using the Internet (Usage by Habit, Because Others Use), as well as the use of the network To Forget, Distract from Problems are factors that worsen PWB of senior pupils. In our opinion, this is due to distractions from solving current problems, and due to a decrease in the sense of subjectivity. We have found that goals aimed at solving current problems, in particular through making money and reacting emotionally by reducing aggression and relaxation, are also negatively related to PWB and can be seen as negative factors.

Based on these data, it has been concluded that the more the purpose of using the Internet meets the goals of human development and the more accurately it is formulated, the more it contributes to improving the PWB of senior pupils.

more accurately it is formulated, the more it improves PWB of senior pupils.

We see the prospects for further research in the detailed development of a set of methods to increase the level of PWB of the younger generation by improving their media culture and through the rational organization of SIPs. Particular priority is the development of such a complex for junior pupils in connection with the trend of using most SIPs at increasingly earlier age, and the growing share of distance learning.

Conclusion

Social Internet practices of senior pupils are classified according to the content of activities into such categories as “creative”, “critical”, “classificational”, “social” and “consumer”, the latter are divided into information-pragmatic and risky (positive and negative, respectively) according to the criteria of their impact on the psychological well-being of senior pupils.

Senior pupils tend to overestimate the positive impact of SIPs on their psychological well-being: there is a tendency to assess the impact of their online activities as positive or neutral, while the analysis of empirical data shows that there is also a negative impact — both from individual practices in terms of content and with a lack of self-regulatory components. In addition, the higher the level of real psychological well-being of respondents, the more their subjective assessments of the impact of Internet practices shift to the positive, i.e. the more positively they perceive any activity on the Internet, although it may objectively cause certain risks. This phenomenon is called the asymmetry of subjective assessments of the impact of SIPs on psychological well-being.

It has been established that Internet practices have different impact on PWB depending on their content. It is statistically confirmed that the following SIPs have a positive effect on the PWB of senior pupils: search for interesting information and information for learning (information-pragmatic consumer practices), use of social networks to maintain friendly relations (communicative practice). Instead, using the Internet without a purpose and playing computer games are risky consumer

practices that have a negative impact on PWB.

It has been established that excessive enthusiasm for creative and critical practices has a negative relationship with certain components of PWB of senior pupils and its overall level. Classificational SIPs have a multidirectional relationship: the collection and arrangement of information has a positive effect on autonomy, and negatively affects other components of the PWB. Thus, the hypothesis that SIPs of the higher level of knowledge (creative, critical, classificational) contribute to the PWB of senior pupils is refuted, as the direct positive influence has not been confirmed.

The goals of using the Internet, which are related to the personal development of senior pupils (use for the purpose of learning, training skills, and orientation in the information space through news tracking) have a positive impact on PWB. Using the Internet without a clear purpose (surfing), as well as using the network for escapism (to escape) have a negative impact. Goals aimed at solving current problems, in particular through making money and reacting emotionally by reducing aggression and relaxation, have also been found to be negatively related to PWB and can be seen as factors in the negative impact of the Internet on senior pupils.

Conflict of interests: We claim that there is no conflict of scientific interest.

References

- Alexandrov, Y. M. (2010) *PhD dissertation*. Samorehuliatsiia yak chynnyk psykhologichnoho blahopoluchchia stkdentskoi molodi [Self-Regulation as a Factor of Student Youth Psychological Well-

- being]. V. N. Karazin Kharkiv National University. [in Ukrainian].
- Argyle, M. (2013) *The psychology of happiness*. Routledge.
- Boniwell, I. (2009) *Klyuchi k blagopoluchiyu* [Keys to well-being]. Moscow: Vremya. [in Russian].
- Bradburn, N. (1969) *The Structure of Psychological Well-Being*. Chicago: Aldine Pub. Co.
- Caprara, G., Steca, P., Gerbino, M., Paciello, M., & Vecchio, G. (2006). Looking for adolescents' well-being: Self-efficacy beliefs as determinants of positive thinking and happiness. *Epidemiologia E Psichiatria Sociale*, 15(1), 30–43. <https://doi.org/10.1017/S1121189X00002013>
- Halich, T. O. (2010) *Priorytetnist osvitynikh ta komunikatsiinykh praktyk vykorystannia studentamy merezhi Internet*. (Priority of educational and communicative practices of Internet users among the students). *Visnyk Kharkivskoho natsionalnoho universytetu imeni V. N. Karazina*. 891, 188–191. [in Ukrainian].
- Hrub'yak, O. (2017). *Psichologicheskoe blagopoluchie sovremennykh muzhchin i zhenshin perioda ranney vzroslosti*. [Psychological well-being of modern men and women in early adulthood] *Psychological journal*, 3(1), 198–207. [in Russian].
- Khmil, Ya.V. (2015) *Vydove riznomanittia internet-praktyk ukrainskykh studentiv*. [Diversity of internet practices of the ukrainian students] *Hrani*. 12/1, 100–103. [in Ukrainian].
- Li, C., Bernoff, J. (2008) *Groundswell: Winning in a World Transformed by Social Technologies*. Harvard Business Press.
- Malieieva, N. S. (2014) *Sotsialno-psykholohichniy zmist komunikatyvnykh praktyk u merezhi internet* [Psychosocial content of communicative practices on the internet]. *Nauka i osvita*. 11, 113–118. [in Ukrainian].
- Miasishchev, V. N. (1998). *Psikhologiya otosheni*. *Izbrannye psikhologicheskie trudy*. [in Russian].
- Naydonov, M. I., Naydonova, L. A., Hryhorovska, L. V. (2017) *Svidoma i systemna samorehuliatyia subiektiv sotsializatsii: hrup-refleksyivnyi pidkhid*. [Conscious and systemic self-regulation of the subjects of socialization: group-reflexive approach] *International Journal of Education & Development*. Volume 3. Psychology / Taras Shevchenko National University of Kyiv, Ukrainian Association of Educational and Developmental Psychology. Co-publ.: Publishing office: Accent Graphics Communications. Hamilton ON, 25–37.
- Nosenko, E. L., Arshava, I. F. (2009) *Shliakhy nablyzhennia predmetu psykholohichnoho doslidzhennia do yoho ob'ektu (na prykladi vyvchennia aktyvnosti osobystosti)* [Ways of approaching the subject of psychological research to its object (on the example of studying the activity of the individual)]. *Aktualni problemy psykholohii: zb. nauk.pr. in-tu psykholohii im. H.S. Kostiuka APN Ukrainy*. Ekolohichna

- psykholohiia. Vol.7(19), 149–154. [in Ukrainian].
- Poulain, T., Vogel, M., Ludwig, J., Grafe, N., Körner, A., & Kiess, W. (2018) Reciprocal longitudinal associations between adolescents' media consumption and psychological health. *Academic Pediatrics*. Academic Pediatrics, Volume 19, Issue 1, 109 – 117. <https://doi.org/10.1016/j.acap.2018.08.009>
- Radkevich, A. L. (2009) Sotsialnyie internet-praktiki kak ob'ekt sotsiologicheskogo analiza [Internet-based Social Practices as a Subject of Sociological Analysis]. Informatsionnyiy gumanitarnyy portal Znanie. Ponimanie. Umenie, (3), 10-10.
- Reinecke, L., Meier, A., Aufenanger, S., Beutel, M. E., Dreier, M., Quiring, O., Müller, K. W. (2018). Permanently online and permanently procrastinating? The mediating role of Internet use for the effects of trait procrastination on psychological health and well-being. *New Media & Society*, 20(3), 862–880. <https://doi.org/10.1177/1461444816675437>
- Reutov, E. (2015) Internet-praktiki i informatsionnoe predpochtenie naseleniya. *Sotsis*. [Internet practices and preferences of the population]. 4, 140–148. [in Russian].
- Ryan, R. M., Deci, E. L. (2001) On happiness and human potentials: a review of research on hedonic and eudaimonic well-being. *Annual Review of Psychology*. V. 52, 141–166.
- Ryff, C. D. & Keyes, C. L. M. (1995) The Structure of Psychological Well-Being Revisited. *Journal of Personality and Social Psychology*. 69(4), 719–727.
- Shevelenkova, T. D., & Fesenko, P. P. (2005). Psihologicheskoe blagopoluchie lichnosti (obzor osnovnykh kontseptsiy i metodika issledovaniya) [Psychological well-being of the individual (an overview of the main concepts and research methodology)]. *Psihologicheskaya diagnostika*, 3, 95-129. [in Russian].
- Shiryayeva, O. S. (2008) *PhD dissertation*. Psihologicheskoe blagopoluchie lichnosti v ekstrimalnykh usloviyakh zhiznideyatelnosti [Psychological well-being of the individual in extreme living conditions]. Federal State Budgetary Educational Institution of Higher Education "Kamchatka State University named after Vitus Bering"[in Russian].
- Sozontov, A. (2006) Gedonisticheskii i evdemonisticheskii podhodyi k probleme psihologicheskogo blagopoluchiya. [Hedonistic and eudemonistic approaches to the question of psychological well-being.] *Voprosy psikhologii*. 4, 105–114. [in Russian].
- Twenge, J. M., & Campbell W. K. (2019) Media Use Is Linked to Lower Psychological Well-Being: Evidence from Three Datasets. *Psychiatric Quarterly*. 90, 311–331. <https://doi.org/10.1007/s1126-019-09630-7>
- Tytarenko, T. M. (2016) Indykatory psykholohichnoho zdorovia osobystosti. [Individual psychological health indicators.] *Psykholohichni nauky: problemy i zdobutky*. 9, 196–215. [in Ukrainian].
- Voronina, A. V. (2005). Problema psihicheskogo zdorovya i

blagopoluchiya cheloveka: obzor kontseptsiy i opyt strukturno-urovnevogo analiza [The problem of mental health and human wellbeing. Concepts overview and experience of level-structure analysis]. *Sibirskiy*

psihologicheskiy zhurnal, (21), 142-147. [in Russian].

Waterman, A. S. (2004) Finding someone to be: studies on the role of intrinsic motivation in identity formation. *Identity: an international journal of theory and reseach*. 4(3), 209 – 228.

THE IMPORTANCE OF PARENTAL ATTITUDE IN NEGATIVE CHILDHOOD EXPERIENCE

<https://doi.org/10.37096/SHDISJ-20-2.2-0010>

Tselikova Yulia

ORCID ID: 0000-0002-8029-8462

Abstract

The article is devoted to the peculiarities of the manifestation of negative childhood experiences among the adult population of Ukraine with a focus on child-parent relationships and attitude, which could lead to certain negative early memories, and have traumatic psychological consequences. Thus, the aim is to study children's negative memories of adult respondents with different types of parental attitudes, which the latter encountered during childhood. With the help of modification of the original questionnaire ACE (Adverse childhood experience) questionnaire a qualitative and quantitative analysis have been conducted on the types of psychological traumas, their prevalence and intensity among the respondents, as well as significant relationships between them. Compared with previous studies on this issue, this research covers the older generation of respondents, so we are able to explore the features of traumatic psychological memories of people who passed the stage of childhood in about 30 years ago. In the article it is presented a rating of the most and least harmful and dangerous events for the psychological health of the child, and their negative consequences in adult life, provides assumptions about the causal connections, as well as substantiates the results. In combination with the data obtained from the questionnaire of child-parental attitude, developed by A.Ya. Varga and V. V. Stolin, we have found the correlations with some of negative psychological experience in childhood. A broader picture of how the type of control and level of distance, patterns of behavior, attitudes, perceptions and responses of adults, such as infantilization, rejection, ignoring, inability to give a sense of security and equality, independence and freedom, love and respect, to see the child as a person with his own thoughts, needs, etc., inherent in specific memories of emotional neglect and physical violence have been presented. Thus, the results have showed the relevance of research in this area.

Keywords: adverse childhood experiences, parental attitudes, child-parent relationships, ACE questionnaire, mental health.

Introduction

The formation of personality takes place throughout life, but the foundation of such a "building" is laid within the family. And to understand better if it will be a skyscraper with the best equipment, or an abandoned house with variety of problems, we should pay attention to a family system, where a kid grows. Many earlier studies (Freud, 1960; Adler, 1997; Brun, 1990; Burmenskaya, Karabanova,

1990; Felitti, Anda, Nordenberg, Williamson, Spitz, Edwards, Koss, Marks, 1998; Kaplan, Pelcovitz, Bruna, 1999; Sibling, Ortiz, 2017; Milyutina, 2018; Tytarenko, 1987, etc.) showed that the connection between children's negative memories and health problems, relationship building, social success in adulthood is undeniable. The combination of parental attitudes methods and ACE (adverse childhood experience)

questionnaire makes it possible to explore the psychological experience of the child in both favorable and destructive family systems, and see their consequences.

The purpose of the article is to identify and analyze the most typical psychologically harmful situations faced by a minor in their close environment (using a modification of ACE questionnaire), as well as the role of parental attitude in childhood memories, their positive or negative influence on personality (questionnaire of parental attitude A.Y. Varga, V.V. Stolin).

Theoretical background

Childhood experience is an invaluable source of information for understanding the characteristics of an adult. Three classical thoughts of Z. Freud, A. Adler, and A.R. Brun prove it. Freud's says that under the influence of mental mechanisms of information processing early memories turn to the story that reflects the child's real perception of own experience (Freud, 1960). Another position on the significance of early memories is also empirically confirmed in practical work of A.Adler and proves that both fictional and real childhood memories are the autobiographical history of the individual, which determines the basic attitudes, life positions, coping strategies, self-esteem, worldview, interests, fears, personality needs etc., and also has a prognostic value for the further development of human life (Adler, 1997). In turn, his follower A.R. Brun says, that those areas of adult life in which difficulties arise are directly related to childhood situations that are engraved in the memories as those that psychologically traumatized the child (Bruhn, 1990). Whatever these areas of life are, the most of significant childhood

experience received within a family. The same opinion is held by researcher V. Ya. Tytarenko, who assigns a leading role to the family in "the formation of such qualities and personality traits that will help to overcome with dignity the difficulties and obstacles encountered in life" (Titarenko, 1987). According to the World Health Organization, child abuse can be described as "any form of physical and/or emotional abuse, sexual violence, neglect or negligence, commercial or other exploitation that results in actual or potential harm to health or the dignity of the child " (Petersen, Aber, Billingsley, Brooks-Gunn, Cohen, Conte, Egeland, Hetherington, Horwitz, Korbin, Lewis, Little, Straus, Widom, Wyatt, Chalk, Backer, MacGuffie, 1993).

The problem of child-parent relationship studied quite widely (Varga, 1986; Bevz, 2009; Burmenskaya, Karabanova, 1990; Milyutina, 2018; Maksimova, 2011; Titorenko 1987; Kaplan, Pelcovitz, Bruna, 1999; Preethy, Somasundaram, 2020). According to A.Ya. Varga parental attitude is a set of ideas, stereotypes, behavioral and emotional reactions, which are expressed in the process of interaction with the child. These include proximity or distance from the child, acceptance or rejection, and the type of control directed at the child (Golubeva, Istratova, 2009). Researchers say that early memories, childhood experience have an undeniable impact on children's perceptions of the future and can also create obstacles in the perception of own child. When it comes to negative childhood experiences we are more likely to imagine a troubled family (or, as indicated in the regulations - "family in difficult life circumstances"): the lack of ability to provide basic needs and living conditions, lack of work for able-bodied

family members, imprisonment of family members, alcohol or drug addiction from parents side, violence, abuse, neglect etc (Maksimova, 2011). There are also studies about affective disorders within drug addicted families and parent-child relationship, which include verbal aggression aimed to reducing emotional anxiety (Kaplan, Pelcovitz, Bruna, 1999). However, if a family is not difficult, it doesn't guarantee that it's environmentally friendly for a child. Practitioner psychologists note that "counseling is increasingly faced with a decrease in the duration and impoverishment of family communication, lack of warmth, attentiveness to each other, the disappearance of truly common forms of useful activities of children with adults or leisure. The place of personal and cognitive communication is engaged in its narrowly pragmatic forms: the introduction of regime, control over academic performance, and the encouragement of children to material format" (Burmenskaya, Karabanova, 1990).

Modern studies are agree with that, and show that parents can not find enough time for quality interaction with children nowadays: in India, 48% of parents can spend less than 8 hours a day with their child. Thus, when parents are absent or working, children are cared for by their family members (72.3%), or by kindergarten staff and school teachers (13.9%). This, in turn, plays a vital role in the child's growth and development, as any form of abuse or neglect during this period, whether physical, emotional or mental, can have significant and far-reaching consequences for the child. (Preethy, Somasundaram, 2020). The relationship between parents themselves

also extremely important for the development of the young personality, because it becomes a basis, an example for future life of a kid, mostly unconsciously. Thus, various traumatic situations in childhood cause strong feelings and are engraved in early childhood memories. The parental position reflects the patterns of interaction with children, which are determined by different combinations of behavioral, cognitive and emotional components (Varga, 1986). Therefore, the relationship between negative childhood memories with different types of parental attitudes are relevant.

Methodology

The study has been conducted in one stage by modifying the ACE questionnaire (Adverse Childhood Experience) and the questionnaire of parental attitudes A.Ya. Varga, V.V. Stolin. The original ACE questionnaire has been developed as a part of a large-scale study of adverse childhood experiences by Kaiser Permanente Medical Center and the USA Centers for Disease Control and Prevention (Felitti, Anda, Nordenberg, Williamson, Spitz, Edwards, Koss, Marks, 1998). In our case, the questionnaire has been modified for the needs of the study, because 10 original questions combined different types of violence in one, so the modification separates them to 20 with different types of violence and traumas, includes experience of serious illness and school bullying" (Milyutina, 2018). The Parent Attitude Questionnaire contains 61 questions, which are formed into scales to count the points that reflect the features of parental attitudes aspects (Varga, 1986). The study has involved 73 people (52 women, 21 men), teachers and students of the Faculty of Psychology of Taras

Shevchenko National University, aged from 21 to 60.

Results

Let's introduce the statistics of responses to adverse childhood

experience with a help of visualization (Fig. 1, frequency of positive responses occurrence to the ACE questionnaire):

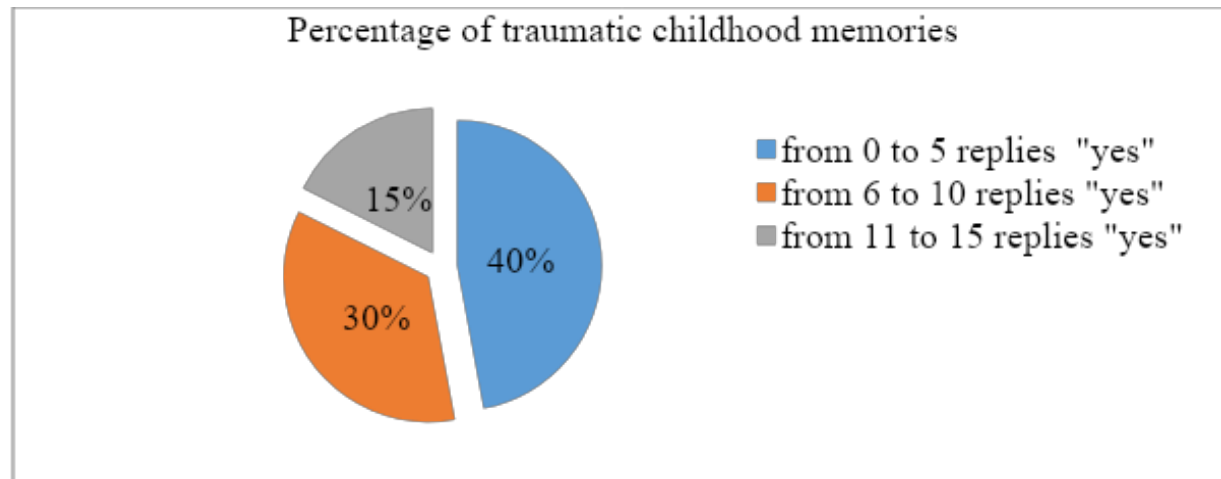


Fig. 1, Frequency of positive responses occurrence to the ACE questionnaire

As we can see, up to 5 traumatic memories have 40% of respondents; 30% can remember from 6 to 10 of such situations; between 11 and 15 "yes" were obtained among 15% of study participants and we didn't have cases with more than 15 negative memories. A significant difference between this and previous work is that the first study did not identify situations of imprisonment of family members (Tselikova, 2019). This time we also cannot answer four more questions, as №6 (sexual experience under 18 with an adult partner), №15 (imprisonment situation), №17 (suicide issue in the family) and №18 (closure) in the room or tethering).

Next step is to introduce the percentage prevalence of positive responses to the ACE questionnaire. Almost half of the respondents (48%) faced in their childhood with fear of physical harm, were hospitalized with a serious illness and were punished with silence and ignorance. The second most frequent manifestations were memories

related to the lack of closeness and supportive relationships (32%) and the frequent feeling that "I am despised and not loved" (29%); as well as living with alcohol or drug addicted family members and sexual hints from an adult (22%). In between 19-12% we had cases of physical violence, adverse life circumstances, regular abuses and humiliation; divorce or separate residence of parents; regular beating, pushing, grabbing of oneself or (and) mother; school bullying and a sense of greater care of a sibling. And the last, the smallest, 3% experienced lack of food and clean clothes, armed threats to the mother or (and) other family members, as well as living with a mentally ill relative. Children from such families have up to 15 positive answers to the ACE questionnaire and can be said to have had the most difficult childhood compared to other respondents.

Correlation analysis by Pearson's criterion gave the following results. Since in this study most participants were from 30 to 45 y.o., we have significant

correlations with age. The older the sample was, the more such childhood memories as lack of food and clean clothes (0.466**), beatings to bruises (0.364*) and living with a family member who had alcohol or drug addiction (0.583*) we had. At the same time, families where parents are unable to cover basic needs of their children, we found severe physical punishment, abuse, humiliation (0.375*) and violence against the mother (0.416*). Unambiguous link between alcohol/drug-addicted parents and regular physical violence witnessed by children (0.602**) or armed threats (0.416*) and fear that one of the adults will cause physical harm (0.403*). Lifestyle of such families explains the negligence of parents due to substance addiction, as well as the use of corporal punishment within the norm of upbringing. Living with a mentally ill family member or where armed threats are often thing are the most dangerous for the child's mental health. Both situations correlate with each other (1**!) and contain identical memories of frequent grabbing, pushing, beating of a mother or other relatives (0.416*), violence or humiliation at school (0.416*) and divorce or separate residence of parents (0.373*). Also children from such families were more often than others brought up with the attitude of "failure to succeed in life" (0.372*).

In families where abuses and humiliations were common we found memories about regular beatings to bruises (0.673*), lack of love and respect (0.406*), cases when there was no food and clothes to wear (0.373*) and cases of divorce and separate residence of parents (0.587*). Respondents grown in such environment also had high level of rejection from parents (0.508*). So again,

this is a picture of a troubled family without a proper understanding of what a child is, how to care and how to treat them.

Question from the ACE questionnaire "Have you often or very often felt that you are not loved or respected?" has to do with the experience when parents were more worried about siblings (0.390*), humiliation and abuses (0.406*) and frequent beating to bruises (0.492**). Not surprisingly, that such a set in family attitudes was able to instill in the child the idea that parents do not like him or her.

Among the negative events of childhood with extensive correlations are memories of bullying and school violence. Mostly this category included children who witnessed cruelty and armed threats between family members (0.416*), who lived with a mentally ill person (0.416*). Such respondents had negative correlation with socially desirable behavior (-0.394*) and the logical conclusion of the experience was and still is a feeling of rejection by their own parents (-0.405*).

Let's move on to the second part of the study, namely the impact of parental attitudes on negative children's experiences. And we can see two groups of parental attitudes patterns found in those families, where adults respondents had experienced traumatic psychological experiences in childhood. These are: acceptance-rejection and "little loser".

In particular, children who experienced a general emotionally negative attitude were more likely than others to experience situations of regular humiliation and resentment (0.508*), physical violence (0.444*), lack of love and respect from parents side (0.403*) and closeness and support within a family

(0.446*). Regarding cases with a general emotionally positive attitude - the "acceptance" scale - our participants described families as loving and supportive (negative correlation with the question: "Were your family members not close, did not support each other?" (-0.432*)). The position of accepting own child perfectly coexists with the sincere desire of adults to cooperate with the child, show interest and participate in its affairs (0.719** on the scale "image of socially desirable behavior"). A child, who grows in such an environment has not faced with a situation of bullying or violence at school (-0.045*). Also there is a positive correlation with the scale of "symbiosis" (0.507*) - which is characterized as contact, the desire to be closer to the child, to meet his/her needs, to protect from trouble and more. So it's not surprising that the last two scales of the methodology are interconnected and have a significant correlation (0.629**).

The second group concerns the scale of "infantilization" or "little loser". In this position, the child is perceived as an "incomprehensible creature", parents have lack of respect for their child thoughts and feelings, there is no focus on raising a child as an independent, free or open minded, and adult's attitude does not correspond to the age of a kid. Respondents who grew up in families with a mentally ill person, or who repeatedly witnessed armed threats to the mother or other family members, faced with this type of parental attitude (0.372* - a positive correlation in both cases). In addition, this type of interaction with the child can occur in families with such a behavioral factor of parental attitude as authoritarian hyper socialization (0.377*), which is based on the lack of equality and

the presence of psychological distance between parents and child.

Discussion

Let us consider common and different points in this and some previous studies (Felitti, Anda, Nordenberg, Williamson, Spitz, Edwards, Koss, Marks, 1998; Ortiz, Sibinga, 2017; Tselikova, 2019; Preethy, Somasundaram, 2020). The first thing to pay attention is the difference in types of negative childhood memories and age. Compared to the previous work (Tselikova, 2019), which covered respondents whose age did not exceed 23-24 years old, in this case we were dealing with the older generation and were able to see what exactly prevails in the memories of children of 80-90th. It is clear that the percentage of troubled childhood was higher 20-30 years ago. In particular, the problem of lack of food or clean clothes were not usual in the sample of young people from the first study. What is this about? As for me the economic crisis of the 90s had its influence. Increased crime activity, economic downturn and other factors could affect the living conditions of working-class families, create the basis for growing alcohol or drug addiction statistics, parents may fall into the category of temporarily unable to cover basic family needs, and so children faced with more neglect than the following generation. Another difference is the percentage of traumatic memories. Thus, if in the previous study 67% of respondents had up to 5 negative childhood memories, then in the current one - 40%. And those adults, who could remember from 11 to 15 such situations increased by 6%. A common feature in both studies is the absence of cases of imprisonment of family members. As already mentioned, the ACE

questionnaire was developed in the United States of America, so the largest research was conducted in this country (Felitti, Anda, Nordenberg, Williamson, Spitz, Edwards, Koss, Marks, 1998). Therefore, if we ask about the expansion of the intensity and breadth of traumatic psychological experiences gained in childhood in Ukraine, we can take data from the latest developments in the United States. According to the results on ACE questionnaire published in the United States in 2017, the majority (69%) has one "yes" out of 10, and 9% have stored up to 5 such memories (Ortiz, Sibinga, 2017). Our current study shows, that childhood traumatic experience is still wide, although, compared to the previous work (Tselikova, 2019), it is clearly a better picture.

Conclusion

The analysis of negative childhood experience with a combination of parental attitude allowed us to identify significant correlations between these factors and draw the following inference. As we can see from the full range of potential traumatic experiences, such as physical, sexual abuse, emotional neglect, substance addiction within a family, imprisonment or suicide, the most critical and harmful for a child are two - living with a mentally ill person or being witness of regular armed threats against the mother or family members. In such environment our respondents experienced: divorce or separate residence of parents, regular physical violence against mother or other relatives and school bullying. In such families, children did not feel accepted, supported or understood.

Also significant results have been found about family members behavior and attitude, which lead to creating

psychologically unhealthy environment for a child. Such patterns as infantilizing, contemptuous attitude which does not imply a desire to see the child independent, mature and open, having cold or distant relationship with a kid - are the most frequent within families in difficult life circumstances. Childhood memories of regular insults and oppression, bruises, lack of support, love and respect from parent's side were common in families, where parental attitude was around reject and general negative vision of a child. Respondents from such families also experienced range of other negative situations in their childhood, which can become an obstacle for happiness in adulthood. In particular, in the process of communicating with others, manifestations of aggression, anxiety, rigidity, frustration, ability or inability to empathize, self-esteem issues, tolerance or lack thereof, building healthy relationship, propensity to co-dependence. So we are planning to continue the study, by covering wider range of possible features, which a person suffer from in their adult life and which might have roots in early age. These are the subjects for further researches.

References

- Adler A. (2002). Individual'naya psikhologiya kak put' k poznaniyu lyudey i samopoznaniyu. Ocherki po individual'noy psikhologii. M.: Kogito-Tsentr.
- Bevz, H. (2009). Dytna u strukturi "identyfikatsiynoyi matrytsi" dorosloho. Problemy zahal'noyi ta zarubizhnoyi psikhohiyyi. Zbirnyk naukovykh prats' Instytutu psikhohiyyi im. H.S. Kostyuka APN Ukrayiny, za redaktsiyyeyu

- akademika S. D. Maksymenka, 11(2), 24-29.
- Bruhn A.R. (1990). Cognitive perceptual model and the projective use of autobiographical memory. *Journal of Personality Assessment*, Vol. 55. 95–114.
- Burmenskaya G.V., Karabanova O.A., Lidars A.G. (1990). *Vozrastno-psikhologicheskoye konsul'tirovaniye. Problemy psikhicheskogo razvitiya detey*. M.: Izd-vo MGU.
- Felitti V. J., Anda R. F., Nordenberg D., Williamson D. F., Spitz A. M., Edwards V., Koss M. P., Marks J. S. (1998). Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults. *The Adverse Childhood Experiences (ACE) Study // American Journal of Preventive Medicine*, 14(4), 245-258. DOI: [https://doi.org/10.1016/S0749-3797\(98\)00017-8](https://doi.org/10.1016/S0749-3797(98)00017-8)
- Freud S. (1960). Childhood memories and screen memories. *The complete psychological works of Sigmund Freud*. Ed. & Trans. J. Strachey. XXIII v. - London, Hogarth, vol.VI, 43–52.
- Golubeva Ye.V., Istratova O.N. (2009) Diagnostika tipov detsko-roditel'skikh otnosheniy. *Rossiyskiy psikhologicheskii zhurnal*. Rostov-na Donu, 6(1), 25-34.
- Kaplan S.J., Pelcovitz D., Bruna V. (1999). Child and Adolescent Abuse and Neglect Research: A Review of the Past 10 Years. Part I: Physical and Emotional Abuse and Neglect // *Journal of the American Academy of Child & Adolescent Psychiatry*. – New York, 38 (10), 1214-1222.
- Maksymova N. YU. (2011). *Simeyne konsul'tuvannya*. K.: DP «Vydavnychyy dim Personal».
- Milyutina K. L. (2018). Model' empirychnoho doslidzhennya naslidkiv dytyachoho dosvidu u doroslomu zhytti // *Problemy suchasnoyi psikhoholohiyi: zbirnyk naukovykh prats' Zaporiz'koho natsional'noho universytetu ta Instytutu psikhoholohiyi im. H.S.Kostyuka NAPN Ukrayiny / Za red. S.D.Maksymenka, N.F.Shevchenko, M.H.Tkalych*, 2 (14), 78-83.
- Ortiz R., Sibinga E.M. (2017). The Role of Mindfulness in Reducing the Adverse Effects of Childhood Stress and Trauma. *Children (Basel)* 4(3):16, 87-99. doi:10.3390/children4030016
- Petersen A.C., Aber J.L., Billingsley A., Brooks-Gunn J., Cohen D.J., Cohen M.I., Conte J.R., Egeland B., Hetherington E.M., Horwitz S.M., Korbin L.E., Lewis D.O., Little R.J.A., Straus M.A., Widom C.S., Wyatt G., Chalk R., Backer J., MacGuffie D. (1993). *Understanding Child Abuse and Neglect*. Neglect Panel on Research on Child. The National Academies Press. Washington. <https://doi.org/10.17226/2117>
- Preethy N.A., Somasundaram S. (2020). Awareness of child abuse and neglect among working parents in Chennai, India: A knowledge, attitude and practice (KAP) survey // *Journal of Family Medicine and*

Primary Care. Official journal of the academy of Family Physicians of India. 602-608.

doi:10.4103/jfmpe.jfmpe_1106_19

Titarenko V. YA. (1987). Sem'ya i formirovaniye lichnosti. M.: Mysl'.

Tselikova YU.O. (2018). Stupin' proyavu ta vydy nehatyvnoho dytyachoho dosvidu sered dorosloho naselennya Ukrayiny. Problemy suchasnoyi psykholohiyi: zbirnyk naukovykh prats' Zaporiz'koho natsional'noho

universytetu ta Instytutu psykholohiyi imeni H.S. Kostyuka NAPN Ukrayiny. Za red. S.D. Maksymenka, N.F. Shevchenko, M.H. Tkalych., 1(15), 141-146.

Varga A. YA. (1987). Struktura i typy roditel'skogo otnosheniya. Avtoreferat dissertatsii kandidata psikhologicheskikh nauk, M.: Promedia, 29

<https://rucont.ru/efd/296562>