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VIDEO GAMES AS A TRAINING OF TOLERANCE TO UNCERTAINTY IN YOUTH

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Ivan Bobokha

Kateryna Milutina

ORCID ID: 0000-0003-0013-2989

Abstract

The aim of our study was to identify the influence of video games on the tolerance expression of the individual. We used Budner's Intolerance of Ambiguity Scale (IAS), V. Boyko's Diagnostics of Communicative Disposition, V. Boyko's Diagnostics of Communicative Tolerance and psychological interviews.

The study included two stages. At first stage, we applied Budner's IAS and V. Boyko's Diagnostics of Communicative Tolerance to three groups of respondents: persons who do not play video games (36 respondents), players in strategy games (25 respondents) and players in Real Life Role Play games (RPG) (33 respondents). We surveyed 94 respondents aged 19-27 years, 63 male and 31 female. In the second phase of the study, we used a biographical method and interviewed 16 respondents on the impact of body swap games. Video games with a gender role changing of the player will promote the development of communicative tolerance and tolerance for uncertainty. The differences in the total rate of communicative intolerance we founded to be the lowest in the group of body swap players, but players in strategy games were also more communicatively tolerant than those who had no experience with video games at all. The uncertainty tolerance study found no significant differences in tolerance to the undecidability, we found differences according to the Kruskal-Wallis criterion for three unrelated samples and the significance of differences according to the criteria of complexity and novelty (by $p \leq 0.05$). Players in strategy games have the highest tolerance for complexity and novelty, and non-players have the lowest. Men have more causes for gaming (9) than women (6) do. Male players more value the content of a game, and for female players are more important to communicate with other players and the opportunity to try on different skins of the characters.

Keywords: tolerance, gender, video games, computer games, uncertainty, recreation.

Introduction

The increase in the number and variety of modern video games, the widespread involvement of both teenagers and youth in this type of activity creates a need to study the impact of video games on personal devhionshipelopment. The problem of this study is to investigate the influence of such a phenomenon as "body swap" on tolerance to uncertainty.

Considering the current state of game genres differentiation, we can note that male and female representations of virtual worlds have reached the level of uncertainty through gender swap games development. Game development is the creation of games, and gender swap (body swap and sex swap) is a condition in which two (or more) persons share the thoughts and find themselves in each other's bodies. Conflicts between

traditional ideas of male and female roles and the modern reality demands complicate people's self-perception, causing a complex of negative feelings and self-frustration and disappointment in the world. Technological uncertainty requires "switches" that game development shows in its creations: the beauty, sexuality, uniqueness of the virtual world heroes shown through the game representation. Modern gaming capabilities are able to evoke quite vivid ideas of the ideal body image, language and actions of game characters, which affect the identification with them.

The aim of the article is to study the level of tolerance for uncertainty in persons who play video games regularly and the correlation between tolerance for uncertainty and the tendency to gender swap.

Theoretical background

Video games, the same as other types of media, are full of social constructs, which represent the cultural norms of society. Game process also actualize gender patterns of behavior. Interest in the gender models of behavior representation in video games appeared in the 90s of the XX century (T. Bolbot, I. Burlakov, A. Luchinkina, L. Yurieva). At the time, video games were considered by developers to be a "boys' business." Their content included mainly topics that were defined traditionally as male. In the early years, the arcades were filled with fantastic shootouts, races and sports games, which mainly attracted a male audience. Even the game characters were mostly male, and the rare female characters usually played the passive role of a victim in a difficult situation and were portrayed as sexual objects. Games "for boys and girls", which were popular in the 90s were simple flash games that, compared to more complex plot games, less "immerse" the player in the context of the game. In addition, most modern games are not gender-specialized, representatives of all genders play them (Kushner, 2020).

Beginning with ICD-11 (2019), which includes new sections on sexual health and in which those disorders that were previously classified as other classes (for example, transsexualism was in the category of mental disorders), now called "gender mismatch" and belong to the category of "sexual health conditions." There is also a new addictive disorder - gaming disorder (6C51), which describes a pathological addiction to video games. The inclusion of gaming disorders in the ICD is a factor that countries take into account when planning health strategies and tracking trends in disorders.

At the same time, as D. Ilchuk and A. Tkelyuk rightly point out (Ilchuk, Tkelyuk 2018, p. 19), video games are a miracle of the twentieth century and the development of games continues. The more advanced the technology, the less it imposes restrictions - the more accurately popular games will reflect the needs and features of the human soul. There is no doubt that the new games will allow us to speak more clearly about the relationship between consciousness and the unconscious, about visual perception and archetypes, about vague and unobvious phenomena in the psyche, which so far no one pays attention. Anyway, nowadays video games are one of the newest sources of psychological information. A. Gordienko (Gordienko, 2017) notes that modern video games have a positive impact on the development of mental processes, but his work does not sufficiently consider the influence of games on personality development. G. Chaika (Chaika, 2013) in his research pays attention to the values and motivation of

players, but does not study the impact of games on the development of such personality characteristics as tolerance for uncertainty. The works of S. Kuzikova (Kuzikova, 2018) and V. Barko, V. Ostapovych (Barko, Ostapovych, 2019) studied tolerance to uncertainty and communicative tolerance in different groups of respondents, but without the aspect of its impact on video game players.

It is clear that users have their own worldviews, their own whims and preferences. Gender swap is the recognition of the opposite sex as better than one's own, because it is easier to be a woman or a man. "Body swap" - a change of body to the body of the opposite sex due to a beautiful shape or sexual difference. "Sex swap" - the search for the opposite sex with a demonstration of their own superiority over (En, Lan, Tay, Ng, 2011).

Valve has launched an LGBTQ+ sale in its Steam digital store, which first starts in fall of 2019. The "Summer of Pride" campaign is dedicated to the Pride Month in the United States and offers sales on games that in one way or another represent the topic of same-sex relationships and sexual minorities.

The LGBTQ+ magazine Out Magazine published the results of a study by Nielsen Media. The study discusses the benefits of different sexual orientations in games. More than 20,000 gamers took part in the survey, 10% of whom identify themselves as LGBTQ+. According to the survey, sexual minorities choose consoles: 77% own game-consoles and only 29% own PCs.

The LGBTQ+ organization GLAAD nominated The Last of Us Part II in the Outstanding Video Game category at the Media Awards ceremony. GLAAD protects the interests of LGBTQ+ communities and ensures their representativeness in the media (Schutter, 2011). According to the organizers of the ceremony, the nominee for the Media Awards most accurately and honestly portrays community members and the problems they face (Kolo, Baur, 2004).

Methodology

In order to study the characteristics of tolerance to uncertainty in gamers and the role of this parameter in the preference for gender swap, we used the following methods:

A) Theoretical - analysis, systematization and interpretation of scientific sources on the problem of uncertainty of video game players;

B) Empirical - Budner's Intolerance of Ambiguity Scale (IAS) (Barko, Ostapovich adaptation, 2019), V. Boyko's Diagnostics of Communicative Disposition, V. Boyko's Diagnostics of Communicative Tolerance and psychological interviews.

The study included two stages. At first stage, we applied Budner's IAS and V. Boyko's Diagnostics of Communicative Tolerance to three groups of respondents: persons who do not play video games (36 respondents), players in strategy games (25 respondents) and players in Real Life Role Play games (RPG) (33 respondents). We surveyed 94 respondents aged 19-27 years, 63 male and 31 female. In the second phase of the study, we used a biographical method and interviewed 16 respondents on the impact of body swap games.

Results

In the study of communicative tolerance, we decided to pay attention not only to the general indicator, but also to individual scales. It made possible to assess which variables are more related to recreational gaming. The results are shown in Table 1.

Table 1

Communicative intolerance (average values)

Attitude Components	Non-players N = 36	Strategy games players N = 22	Body swap players N = 33
1. Rejection or misunderstanding of the individual	6,4	5,6	4,5
2. Using yourself as a benchmark in evaluating others	3,2	4,3	5,7
3. Categorical or conservative assessment of people	6,8*	3,1*	1,6*
4. Inability to control oneself or to smooth out unpleasant feelings when confronted with uncommunicative qualities of partners	5,7*	3,3*	2,2*
5. The desire to remake, re-educate the partner	5,1	6,1	3,8
6. The desire to adjust the partner for themselves, to make them comfortable	6,2	5,5	3,4
7. Inability to forgive others for their mistakes, awkwardness, unintentional troubles	5,8	2,6	4,5
8. Intolerance to the physical or mental discomfort of the partner	1,8	2,3	1,6
9. Inability to adjust to the partner	4,6	2,2	1,3
Total	45,6*	35,0*	28,6*

Calculating according to the Kruskal-Wallis criterion for three unrelated samples, we revealed the reliability of the differences of the total indicator of communicative intolerance (by $p \leq 0.05$): it was the smallest in the body swap group, but strategy game players were also more communicatively tolerant than those who had no experience with video games at all. The uncertainty tolerance study did not reveal any significant differences in undecidability tolerance. We found differences according to the Kruskal-Wallis criterion for three unrelated samples and revealed the significance of differences according to the criteria of complexity and novelty (by $p \leq 0.05$). Players in strategy games have the highest tolerance for complexity and novelty, and non-players have the lowest. However, remains the problem - does a high level of tolerance develops by the game, or, conversely, intolerance of uncertainty prevents participation in gaming activities? We used biographical interview to find more answers.

In-depth interviews highlight three points:

"Gender swap" - an assessment of the adaptation to the character development (leveling);

"Body swap" - studies the formation of gender identity, despite the distinctions of personality (a man plays a female character, or vice versa);

"Sex Swap" - the emergence of new stereotypical terms associated with the fact that other characters, at first glance, have no place in the world of the game, they only complicate its understanding, as many gaming companies made these games for a specific gender ("Battlefield V»). Here are some examples of players' statements.

Player 1: "It's a very intense game, at least you can create a character and better to choose a girl - she has more outfits... I like the game itself, and it does not really matter who my character is. At first, it was difficult for me to play for the female character, but then I got used to it and began to explore the possibilities"

Player 2: "What amazes me in this game, in this world, is the choice. In real life: first, earn money, and then find what suits you and in the game everything fit on any texture and everything suits... I started this game just for things and clothes, maybe that is why I like to dress up the characters, not play them. I like to "try on different options" ("Sims 4"). Such statements are typical for people who prefers "body swap".

Player 3: "After reading the book, watching the TV-series, the Witcher's game universe becomes the place to admire this world. Its "attractiveness" is in life situations: lying politicians, greedy people, destructive wars... But Geralt of Rivia changes everything, he either kills or intimidates. The game process is also influenced by the activities offered to the player, especially "to make ladies fall in love with you" or when you play for a man ("mutant") brothel and cabaret become more interesting for you... " (Fig.1.)



Fig. 1. Geralt, a character from the game "The Witcher"

We can evaluate the statements with several criteria. The criterion of the ability to get feeling of joy from the game: both men and women are more or less able to enjoy the game. One of the most important criterion is a diligence and speed of learning the game world, but at the same time the lack of ability to feel happy.

The criterion of achievement is a high motivation to do something off the standard (for example, the developers of "Saint's Row" give the players a plastic surgery salon-simulation in game).

Players selected characters according to the following criteria: appearance, sexuality and abilities (warrior, sorcerer, thief).

Men tend to identify themselves with the character more fully - the constructs are detailed almost from the first person (they try on the characters on themselves), which occurs in 76% of statements. Women did not have such a task, they have someone to protect them (they have only 19% of statements of that type). This suggests that in this case, gender stereotypes present in the daily minds of players implement comprehensively - some complement others. We can assume that women play video games because:

- They want to immerse themselves in the archaic, to play back their fears.
- The game implements research and creative strategies for them, which compensate the initial focus on force in society, which is considered to be more men's strategy.
- Men have a clear opposition of modern behavior strategies (cognition, creativity) and archaic (run away, pursue).
- Aggression and force are associated with the foolishness and they are opposed to rationality.
- Expressed construct with a moral and ethical dilemma: mean and evil are opposed to the hero - honest and fair.

In general, male players have more causes (9) for gaming than women (6) do. Men give more value to the content and aim of a game (leveling, character features (perks), choosing a quest line) and for female players are more important to communicate with other players and the opportunity to try on different skins of the characters.

Discussion

Nowadays it is hard to find a person who does not have a laptop, PC or game-console. Modern smartphones make a range of opportunities to take your free time even wider. Contrary to popular belief about the harm of video games based on virtual reality (ICD-11), they have usage in psychology, for example, as a method of diagnosing individual features of self-regulation. Video games reduce gender differences in the distribution of spatial attention and spatial orientation. Gender differences begin to appear only after you got skilled in the game, and for women, spatial attention and the ability of spatial orientation is more useful in the game than for men.

A separate part of the biographical research was the study of aggression: the correlation between the level of aggression with the frequency of playing video games, and the types of preferred games. Gaming can increase a player's level of aggression only if it influenced by the additional circumstances: personal life situation, emotional state, personal features of character.

In most cases, players have a stable and relevant self-esteem. The ideal and real components of the "Self" structure merge and transfer to the "Video game self" structure. In this way, video game gives you the opportunity to imagine yourself as your ideal "here and now".

During the formation of addiction (disorder) such things start to escalate: the contradictions between the desire for the game and the impossibility to fully satisfy this

need, awareness self- uselessness (futility of the game) and the inability to stop it, the contradiction between real and virtual Self.

It is inexpedient to consider the personality of gamers and their psychological features only in the plane of individual psychological or stereotypical factors, because only in their entirety they allow us to form an idea of the modern choice of the player as a representative of gamers' subculture, his inner world, strengths and weaknesses. The portrait of the individual as a whole includes two components: gender- sexual and psychological. Why is there a "gender swap" uncertainty?

As in the real world, virtual inhabitants of role-playing games can develop themselves almost endlessly, become stronger, smarter, more resilient and influential. This process can take indefinitely. In order for their characters to raise their level, players must devote to the game a significant amount of time. Motivation: "just to get a level, to make the character look different from the usual NPC ("Non-Player Character"), and for competition with other players" Gamers often want to be the best in the game. Players "hunt" for "experience" (grinding), getting the resources for many hours or even days. Gamers become addicted to the feeling of success in this game, to being the center of attention, there grows a "body swap" feeling ("it was not the character, who made it, but me").

Not everyone understands that game development companies do not play their own games; they only create and code it.

Modern games include people in cyberspace ("body swap", "gender swap", "sex swap") allowing you to naturally fit into socio-cultural realities. Virtual culture fills game forms with new functionality: innovative, virtual-educational, creative. Spending more and more time in the virtual game space, gamers create another format of communication, which focuses on themselves, their conscious demonstrating their current mood, state, their mindset to others with the desire to share instant feelings and emotions.

Conclusion

Computer games with a gender role changing of the player promote the development of communicative tolerance and tolerance for uncertainty. We revealed the reliability of the differences of the total indicator of communicative intolerance: it was the smallest in the body swap group, but strategy game players were also more communicatively tolerant than those who had no experience with video games at all. The uncertainty tolerance study did not reveal any significant differences in undecidability tolerance. We found differences according to the Kruskal-Wallis criterion for three unrelated samples and revealed the significance of differences according to the criteria of complexity and novelty (by $p \leq 0.05$). Players in strategy games have the highest tolerance for complexity and novelty, and non-players have the lowest. Men have more causes for gaming (9) than women (6) do. An in-depth interview revealed gender differences in motivation to play body swap games. Male players more value the content of a game, and for female players are more important to communicate with other players and the opportunity to try on different skins of the characters.

The prospect of further research is to study the impact of other recreational activities on the development of tolerance for uncertainty.

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CORRECTION OF ATTENTION OF ADOLESCENTS WITH MENTAL RETARDATION

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Ruslana Bilous

ORCID: 0000-0003-3524-7823

Svitlana Braga

ORCID: 0000-0003-3971-5188

Abstract

The article analyzes the issue of determining the features of the attention of adolescents with mental retardation and the main theoretical approaches of domestic and foreign scientists to study this issue. It is established that mental retardation is a common deviation of children due to disorders of the central nervous system and unfavorable conditions of education in early and preschool childhood. Psychological features of adolescents with BPD are identified, which allows to identify insufficient use of their own life experience in the process of acquiring knowledge, inability to generalize previously formed ideas, inertia, selectivity and stability of attention as a result of which all children with BPD use of means of correctional and psychological influence. The selection of factors accelerating the mental development of children with BPD requires further study and involves in-depth study of the features of attention, in order to comprehensively identify the relationships between the properties of attention and clarify the importance of their development. These studies indicate the complexity of the simultaneous perception of surrounding objects and distractions during important activities, resulting in no assimilation of relevant information; non-involvement in the activity, the inability of the subject to keep in focus a certain number of objects simultaneously, the impossibility of simultaneous successful performance of two or more activities. There is a significant direct correlation between concentration and selectivity of attention, as well as between concentration and volume, selectivity and volume, stability, distribution of switching with the volume of attention. The results of the study led to the development of a program of psychological support, taking into account the interaction of signs of attention.

Keywords: special psychology, mental retardation, mental processes, attention, adolescence.

Introduction

At the modern stage of development of Psychological science mental retardation is one of the deviations among children and it is defined as a bordering state between normal and pathology. Relevance of this research is based on characterization of this phenomenon, singling out features of children's attention with different forms of mental retardation, as well as argumentation of role of psychological support of children with different forms of mental retardation for timely correction of defects. Mental retardation is defined as a slow rate of maturation of mental functions: thinking, emotional-volitional sphere, attention, memory, which fall behind the generally accepted age norms; it is expressed in limitations of imagination, dominance of gaming interests,

exclusively children's interests, immaturity of thinking. In most certain syndromes, states and disorders, such as anorexia, obsessive-compulsive disorder, enuresis, unmotivated fears, etc., could complicate mental retardation.

Causes of occurrence are also genetic predisposition, brain dysfunction during fetal development, complications during childbirth, chronic diseases in early childhood, inappropriate conditions of upbringing, etc. Study of psychological features of adolescents with mental retardation allows singling out insufficient use of one's own life experience in the process of mastering the knowledge, inability to generalize previously formed ideas. That is the reason why all children with mental retardation have significant difficulties in learning the material, which causes necessity in work with children with mental retardation to apply means of correction-psychological influence.

The purpose of the research is theoretical analysis and empirical study of features of correction of attention among adolescents with mental retardation.

Theoretical background

There is a current growing tendency of occurrence of behavioral disorders in children and their social maladaptation in today's crisis challenges. It is an actual problem of not only age psychology, but of special psychology as well. In the area of special psychology a plan of studying and correction of development of children with mental retardation are developed. They are based on the notion of L.Vygotsky about unity of laws of development of normal and abnormal child, which were defined by him in his concept of cultural-historical mental development, as well as in works devoted to studying specifics of forming of psychological activity during various defect of development.

K.Lebedynka singles out four main variants of mental retardation: 1) constitutional origin; 2) somatogenous; 3) psychogenic; 4) cerebral-organic genesis. In clinical-psychological structure of each one of variants of mental retardation there is a specific combination of immaturity of emotional and intellectual spheres (Astapov, Mikadze, 2008). In research of O. Babiak it is indicated that schoolchildren with mental retardation have internal preconditions of interpersonal interaction; at the same time there are cognitive simplicity with dominance of affectivity, inability to take the position of the other, understand his/her psychological state, which with insufficient level of motivation leads to worsening relationships with peers, complicating social adaptation. In general in the process of complex development the child's psyche is exposed to many factors, level of its disorder depends on a peculiar combination of unfavorable biological, social and psychological-pedagogical factors (Babiak, 2011).

Problem of determination of factors, which can influence acceleration of mental development of children with mental retardation, requires further research, it presupposes a deep study of their psyche, determination of psychological-pedagogical conditions of education and upbringing, provision of parents' and professors' counseling support, which could enable the course of their mental and personality development (Hafen, 2015). According to the last ten-years studies (T.Vlasova, V.Morgyn, N.Nikashina, N.Tsipina, R.Triger, Y.Ylenkova, G.Zharenova) mental retardation in a child may be related not only with brain damage, which is formed,

specially in a period of fetal and early development. It also can be caused by unfavorable conditions of microsocial and pedagogical influence, because degree of mental disorder of a child depends on a peculiar combination of unfavorable biological, social and psychological-pedagogical factors.

As a result of complex psychological-pedagogical and neuropsychological examination of children with mental retardation L.Shipinitsa and O.Zashirina revealed the following tendencies: limited memory; reduced memory stability and low speed; characteristic inaccuracy of reproduction and quick loss of information, when most effected is verbal memory; decrease of number of objects which child tries to remember, while deterioration of random visual memory compared to involuntary visual one; decrease of amount of auditory memory in conditions of heavy load; insufficient ability to use special memorization techniques. Character of mental activity is reproductive, that is why children with mental retardation have not high skills to creative creation of new images and slow process of forming of mental operations.

In spite of individual peculiarities of personality and behavior of adolescents with mental retardation, development of children of this category follows the general laws of personality formation at the adolescent stage of ontogenesis. However, immaturity and different degree of damage to set of psychological functions make psycho-physical, intellectual and social development more difficult. Adolescent neoplasms, leading activities, needs, interests have specific peculiarities, compared to children with normal development (Andrade, 2010). Adolescents with mental retardation differ in the uncertainty of interests and plans for future, their orientation is characterized as "looking into the past", it is full of infantile interests of previous age stage. Therefore, there is often a paradoxical implementation of some adolescent or adult tendencies in a gaming forms, and vice versa, when gaming interests have adult forms of behavior (Astapov, Mikadze, 2008).

Results of research of G.Gribanova show that adolescents with mental retardation are weakly focused on interaction with peers. Insufficient level of their self-awareness is manifested in unfounded, inflated demands, which is the cause of significant instability of self-esteem, increased suggestibility, lack of independence, stereotyped judgements, uncritical, reassessment of characterological personality traits, instability of positions in deciding some issues, which often leads to antisocial behavior. L.Kuznetsova, when giving psychological characterization to adolescents with mental retardation, indicates a combination of increased emotional instability with anxiety, increased affective saturation with incomprehensibility of specific ways of realization of emotional alienation from close relatives. O. Dzugkoeva determined that adolescents with mental retardation are more conflicting in relationships; in complex conflict situations this group of children often reacts aggressively, with irritation, shows negativism and ignorance of social norms (Vyskovatova, 2001).

V.Lutonian highlights: memory performance in children with mental retardation is lower than in normally developed peers; it is typical to have a decrease in concentration of attention, which reflects in learning process. Damages of voluntary attention of adolescents with mental retardation hinder the realization of children's cognitive activity, slow down the process of concentration and selectivity, complicate

implementation of processes of perception and memory. With mental retardation with syndrome of hyperactivity, there is a disorder of voluntary attention in the form of high level of distraction to insignificant external stimuli. Insufficient volume of voluntary attention is quite often found in children with mental retardation with cerebrasthenic and asthenic syndromes, expressed by psychophysical infantilism (Babiak, 2011).

O.Ovsianova indicates that adolescents with mental retardation have the following features of attention: instability, which leads to decrease of productivity, causes difficulties in performing tasks, demands constant control and indicates the immaturity of nervous system; decreased concentration, which reveals in appearance of difficulties in concentrating on the object of activity, quick fatigue; deterioration of selectivity and distribution of attention; difficulties in switching from one activity to another, lack of flexible reaction to changing circumstances.

Z.Trzhesoglava defined that significant shortcomings of voluntary attention among adolescents with mental retardation occur with high fatigue, asthenia, lack of motivation to study.

In works of O.Maliny it is noted that psychological support of correction of cognitive process of adolescents should be carried out on the basis of correctly selected specific mental actions and psycho-correctional tasks, implementing integrated management of internalization and externalization processes as effective means of acquiring knowledge, skills and abilities. It was defined that adolescents with mental retardation unlike their peers with normal development do not use enough their own life experience and have significant difficulties in learning educational material, which requires necessity of using by psychologists correctional-psychological influences in working with children with mental retardation (Kolesina, 2000).

Methodology

In order to achieve defined objective the complex of theoretical and empirical methods of research was used: analysis, systematization and generalization of theoretical data regarding problem of mental retardation; ascertaining research; psycho-diagnostic methods for identifying features of attention: methods aimed at studying selectivity and concentration of attention "Test of G.Munsterberg", test «Numerical square» to diagnose the general level of attention and psycho-diagnostic test to determine overall level of stability, distribution and switching "Tables of Shulte"; methods of statistical data treatment (T – Criteria of Wilcoxon, coefficient of Spearman) (Astapov, Mikadze, 2008).

Empirical research of features of attention among adolescents with mental retardation was performed on the basis of Kremenchuk school #19 Kremenchuk City Council Poltava region and Municipal institution of inclusive-resource center "Nadiya" of department of education, youth and sports of executive committee of Omelnik Village Council of Kremenchuk district Poltava region. Total number of respondents is 30 respondents, aged from 12 to 16 years old, study sample is homogeneous by age category.

Results

Based on the primary data of method "Test of G.Munsterberg" it was defined that: 50 % of schoolchildren with mental retardation have low level of concentration

and selective attention, which indicates presence of difficulties in learning activities (missing words in written tasks, spelling mistakes, inattention during lessons, distraction). Children with low level of concentration and selective attention during lessons are many times distracted to other issues, they are usually under high level of control by teacher and psychologist, require complex approach from professionals and use of correctional program in order to normalize level of development of cognitive area. There is medium level of concentration of attention among 33% of respondents and 17% of respondents have high level of concentration of attention. 47% of schoolchildren have medium level of selective attention, 3% of adolescents have high level of selective attention. After realization of social-psychological training of correction of attention among adolescents with mental retardation, it was noted that indicators of concentration increased from low level – 100% to medium level (93 %), high level of this feature appeared in 7% of participants of experimental group. It was also defined that low level of selective attention, which 100% of respondents had, lowered down to 7%, and simultaneously medium level (80%) became dominating one, 13% of adolescents after realized training showed high values on this scale.

Results of initial examination based on method “Numeric square” showed that general level of volume, distribution and switching of attention among adolescents with mental retardation is low (50%), which indicates complexity of simultaneous perception of surrounding objects and distractions during important activities, as a result there is no assimilation of relevant information, non-involvement in the activity, inability of subjects to keep in focus certain number of objects at the same time, possibility of simultaneous successful implementation of two or more activities. After realization of training, most respondents of experimental group have medium level of general volume of attention (87 %), we also observe appearance of high level of volume of attention among 13% of adolescents.

Method “Tables of Shulte” gives a possibility to check concentration of attention of adolescents. In the initial stage it was noted: 50 % of adolescents have low level of attention, which is revealed in inability to concentrate on necessary stimulus, while pupil can be distracted by noise, thoughts, etc, as a result quality of performed work is worsening. 47 % of respondents showed medium level of concentration of attention, with which it is easier to perform work, minimum level of errors, better memorization of information. Only 3% of adolescents have high level of this variable. Results of adolescents with mental retardation of experimental group after performing training show reduction of quantity of respondents with low level of concentration of attention from 100% to 7%, appearance of dominating medium manifestation of concentration of attention (86 %), manifestation of high level of this variable is observed in 7 % of schoolchildren. In order to determine interconnection between features of attention among adolescents with mental retardation Spearman coefficient was used. Performed analysis gives a possibility to state presence of significant direct correlation between concentration and selective attention, selectivity and volume, stability, distribution switching with volume of attention.

Results of research led to the development of the program of psychological support, taking in to account interinfluence of features of attention. First, we consolidate

stability, distribution and switching of attention; then we move on to development: concentration and selectivity, which are at the low level; then we improve arbitrariness and observation of adolescents.

Forming experiment was held during October-November 2020, experimental group consisted of children with low level of attention development. Classes according to the program of social-psychological training of correction of attention were conducted with respondents from experimental group. Task of psycho-correction is to develop attention of adolescents with mental retardation (individual-group form). Psycho-correctional program include exercises, which include presence of deep reflexive components, receiving feedback, turbulent emotional experiences; it is composed of set of specifically organized classes, selected taking in to account individual and age features: five classes during two-three hours for 10-15 persons of adolescent age, frequency of meetings – once or twice a week. Depending on the quality of participants number of classes and their duration were adjusted for specific group.

In order to check revealed in the course of research differences between results of experimental group before and after training session, criteria of Vilkokson was applied. Results obtained after mathematical-statistical processing of data are presented in Table 1.

Table 1

Results of experimental group before and after corerctional influence

Properties of attention	Concentration	Selectivity	Amount of attention	Concentration
Z	-3,415 ^b	-3,417 ^b	-3,411 ^b	-3,420 ^b
Asimp. value. (bilateral)	,001	,001	,001	,001

Results of checking hypothesis about existence of differences between experimental group before and after training according to criteria of Vilkokson indicate presence of significant differences between groups on selected scales. Therefore, due to mathematical-statistical data processing it was proved that there is statistically relevant differences between adolescents with mental retardation before and after correctional influence; program of social-psychological training is efficient and can be used in leaning process.

Discussion

Relevance of research of problem of mental retardation is confirmed by a number of publications. In particular, T.Tkachuk defines mental retardation as reverse disorders of intellectual and emotional-volitional spheres, which are accompanys by difficulties of acquiring educational knowledge and skills. Such children often have disrupted school adaptation and adaptation to conditions of society in general (Tkachuk, Taube, 2018). The author claims that mental retardation is noted only when entering the school. If in the sensitive period of development child does not receive help in overcoming

difficulties, in adolescence complications accumulate and worsen, and mental development does not reach the same level by itself, as in normally developed peers. (Sergeeva, 2015). From the point of view of O. Malyny, the primary task of practical psychology is to provide effective and timely assistance to children with mental retardation in the initial stage of manifestation of this disorder.

Conclusion

Thus results of theoretical analysis of adolescents with mental retardation reveal existence of tendency to high level of anxiety; difficulties in communicative sphere: lack of ability to clearly define their roles as a communicational partner, increased conflicts, which indicate higher level of frustration in situations of interpersonal communication, difficulties in learning, caused by underperformance of cognitive sphere. Data of empirical research state domination of low level of attention of respondents, which interferes with successful mastering of various types of activities, does not contribute to the normal adaptation to future entry of adolescents into adulthood, and also serves as an obstacle on the way of forming of harmonious, mature personality. Forming and increasing of general features of attention among schoolchildren with mental retardation include use of corrective-developing exercise, gaming techniques, methods, dedicated to improving cognitive sphere and ability to distribute attention properly while performing activities.

Introduction of program of correction of attention of adolescents with mental retardation helped to increase indicators of concentration, selectivity and general volume of attention from low to dominating medium and high levels.

Perspective of further research is analysis of influence of mental retardation on academic performance of pupils, social-psychological climate in a family, checking existence of emotional burnout of parents of children with mental retardation.

Conflict of interests. None of co-authors announced conflict of interests.

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ROLE EXPECTATIONS IN ROMANTIC RELATIONSHIPS OF MEN WITH DIFFERENT SEXUAL ORIENTATION

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Nataliya Bulatevych,

ORCID ID: 0000-0002-2971-8740

Anastasia Rozumna

Abstract

The article considers the features of role expectations in romantic relationships of men with different sexual orientation. A comparative description of role expectations and claims of these groups is given in this article.

The aim of this work is to study the features of role expectations and claims in heterosexual and homosexual couples. The study involved 80 heterosexual and 80 homosexual men Ukrainian nationality, who were interviewed about their role expectations and claims in a couple.

Role expectations of men were studied by using the method of A. Volkova "Role Expectations and Claims in Marriage", which allows to determine features of role expectations and claims of partners in various spheres of family life (sexual relations, parental responsibilities, household, etc.). In addition, participants were tested by an "Incomplete sentences" method. Descriptive statistics, frequency analysis and Student's t-test were used for data processing.

Obtained data indicate important similarities and differences in the perception of a partner, relationships and role expectations and claims of men of different sexual orientations. It was found that both heterosexuals and homosexuals are neutral to married life and have very positive attitude towards their partner. It was found that among both heterosexual and homosexual men dominate role expectations in the social activity and external attractiveness areas. Moreover, expectations in the external attractiveness area are significantly higher among homosexual men compared to heterosexual men.

It was found that role claims of heterosexual men are identical to their role expectations. Heterosexual men do not expect more from their partners than they are willing to give in their relationship. Role claims of homosexual men demonstrate high importance of social activity, external attractiveness and emotional-psychotherapeutic role in relationships.

Prospects for further research include studying of the features of role expectations and claims among men with homosexual orientation, with the further development of techniques for counseling in such couples.

Keywords: sexual orientation, homosexuality, role expectations, role claims, family settings.

Introduction

Rapid changes taking place in modern society affect all spheres of human life and activity. The institution of marriage and marital partnership is sensitive to such changes. The number of young people who choose alternative forms of marriage and partnerships (guest marriage, civil marriage) is growing, as well as the number of same-sex couples (Yablonska, Bulatevych, Maksymchuk, 2020). It should be noted that significant social

interest that can be observed today to non-traditional sexual relations is accompanied by a small number of studies in this area, in particular Ukrainian (Malenova, Malyuga, 2017). Homosexual couples differ from heterosexual in a number of factors, although when they live together and share their chores, they face the same problems as heterosexuals, but the forms of solving these problems are different (Hruschovskaya, 2019). The question of a current interest is perception of family and partnerships in same-sex couples, their role expectations and its determinations. Additionally, even less data is found about the topics of requests from homosexual couples for psychological assistance, the specifics of counseling. These and other unresolved issues make the topic of homosexual relationships features and their role expectations relevant and well-timed.

The purpose of the study is to investigate the features of role expectations in romantic relationships of men of different sexual orientation.

Methodology

Methodology and organization of the study. The study involved 131 men aged from 18 to 50 years (66 heterosexuals and 65 homosexuals) who were in a romantic relationship at the time of the study.

Role expectations of men were studied using the method of A. Volkova "Role expectations and claims in marriage", which allows to determine the features of ideas about the importance of sexual relations, parental responsibilities, professional interests, chores, moral and emotional support, external attractiveness of the partner (scale of family values), as well as the idea of role distribution between spouses (scale of role expectations and claims).

In addition, method of "Incomplete sentences" was used.

Descriptive statistics, frequency analysis and Student's t-test were used for data processing.

Theoretical background

One of the most important characteristics of a couple is its role structure, which involves the distribution of roles and responsibilities between spouses, as well as the formulation of principles for building role relationships in a couple. Role expectations is a complex structure consisting of expectations about oneself and one's partner (his personality, behavior, character, appearance, age, social status, etc.) (Ageev, 1983). Role expectations reflect each member of the couple's perception of how the partner should behave in emotional and sexual contact, how he or she will perform parental responsibilities, household chores, etc. (Rogers, 2002). According to Alekseeva, role expectations and claims, which appear during interaction in relationships is a central component of marital perception (Alekseeva, 2009). J. Alyoshina, L. Gozman, E. Dubovskaya distinguish seven intrafamily roles that characterize modern family: educator, "psychotherapist", responsible for the financial support of the family, entertainment organizer, host / housewife, sexual partner, organizer of the family subculture. The study also notes that a greater degree of coherence in the ratio of role expectations and role behavior contributes to greater satisfaction of the couple. For example, a study by L. Akopova found that 80 % of men described their role expectations in marriage and notes the desire for wife to work rather than staying at

home, raising children and doing housework. According to the author, the result is rivalry and role confusion, which provoke conflicts within the couple over time (Akopova, 2012).

Role expectations of a partner in heterosexual couples are influenced by perceptions and stereotypes associated with fatherhood and motherhood, as well as perceptions of typical male and female images. In regard, men are expected to provide for the family and protect it, make important decisions, be emotionally stable, women - be caring, soft, tolerant, creating comfort (Ageyev, 1983).

However, role expectations in homosexual couples remain poorly explored. The results of A. Repko and O. Alexandrova's study shows that there are less expressed normative male attitudes towards rigidity, less common gender stereotypes about men and women, including the distribution of roles in the couple among homosexual men. (Repko & Aleksandrova, 2020).

Khrushchevska in her study of role expectations and claims of men and women of heterosexual and homosexual orientation, found that among heterosexual and homosexual men the biggest difference is in a domestic area: homosexual men are not demanding in this area, they may not even think about its importance; more willing to create home comfort than to receive it from a partner. Heterosexual men, on the other hand, have more expectations than demands in this area, prefer the patriarchal division of responsibilities (Khrushchevska, 2019). Expectations and claims in the social area are high in both groups, and homosexuals have higher expectations when heterosexuals have more claims, which is also in line with the patriarchal model. The emotional sphere also has no differences in two groups, with a high level in both groups. The author concludes that these groups have more similarities than differences and there is no significant difference between the groups (Khrushchevska, 2019).

The results of a study and comparison of the distribution of household responsibilities in heterosexual and homosexual couples in Bauer's research show that homosexual partners have the same expectations and claims in domestic area (Bauer, 2016). They are equally involved in household tasks, their distribution of household chores is less separate and the workload of partners is more equally balanced than in heterosexual couples. Comparative advantages, differences in lifestyles and gender roles explain the lower degree of equality in heterosexual relationships compared to homosexual.

Studies and comparisons of the emotional sphere in relationships between heterosexual and homosexual couples living together have shown that homosexuals have higher level of moral attachment to a partner compared to heterosexuals (International Academy of LGBT Psychology and Related Fields, 2014).

In Wierzbinski's study of a partner choice, homosexual men were more interested in marital partners who were both older and higher in socioeconomic status than heterosexual men (Wierzbinski, 2016). This may be partly due to signs of reproduction, as heterosexual men may choose younger female partners because of their higher reproductive capacity. For homosexual men reproductive issues are not problematic and age may not be as important to them. (Wierzbinski, 2016).

Results

Results analysis of the incomplete sentences method made it possible to compare features of the attitude to married life and to the partner among men with different sexual orientations. The results are presented in tables 1 and 2.

Table 1

Attitudes towards married life and partner of heterosexual men according to the results of the "Incomplete sentences" method (N = 66)

Name of scale	Neutral	Positive	Negative
Married life	60%	15%	25%
Partner	5%	95%	5%

The results of the analysis among heterosexuals showed that in relation to married life neutral attitude prevails, most describe it as boring and worthless. The fourth part of the sample shows negative attitude and only 15% indicate a positive attitude. However, positive attitude dominate in relation to the partner, which is observed in 95% of surveyed men with heterosexual orientation, as can be seen in Table 1. We see similar and different results in some parameters in the sample of homosexual men. Summarized survey data of this group is presented in table 2.

Table 2

Attitude towards married life and partner of homosexual men according to the results of the "Incomplete sentences" method (N = 65)

Name of scale	Neutral	Positive	Negative
Married life	60%	30%	10%
Partner	5%	90%	5%

As well as previous group, respondents noted that they are neutral about married life, but we see that the number of men who have a positive attitude towards their partner is higher than among heterosexuals.

Role expectations and claims of the respondents were studied using the method of A. Volkova "Role expectations and claims." Results of the assessment of the significance of values are presented in table 3.

Table 3

The results of the method of A. Volkova "Role expectations and claims" among men with different sexual orientation (values) (N = 131)

Scale	The severity of the significance of the scale	Heterosexual men (N=66; %)	Homosexual men (N=65; %)
Intimate-sexual	Low	18.2	35.4
	Average	65.2	53.8
	High	16.6	10.8
	Average grade on the scale	4.83	4.43
Personal identification with the spouse	Low	3	1.5
	Average	60.6	46.2
	High	36.4	52.3
	Average grade on the scale	6.06	6.72

As can be seen from Table 3, in the sample of men with heterosexual orientation, the percentage of respondents with average and high significance of the intimate-sexual sphere as a family value is slightly higher compared to the sample of homosexual men. In contrast, among homosexuals there is a slightly higher percentage of respondents for whom the level of expression of the value of personal identification with a partner is high. In general, it can be concluded that for the interviewed men from both groups, intimate and sexual values and identification with a partner are important, shown by the high or average level of their severity for the vast majority of men in both subgroups.

Table 4 presents the results of the assessment of role expectations and claims among heterosexual men. As can be seen from Table 4, most respondents have high or average level expectations from a partner in social activity sphere, in emotional-psychotherapeutic and parental-educational sphere. Also significant is the external attractiveness of the partner, average and high expectations are observed in 90% of respondents.

Less important are expectations from a partner in household functions in the family, as evidenced by the low levels of their expressions in 25% of the respondents. As for role claims of men in this group, role claims, ie the willingness to express themselves in certain roles in the family, are identical to their role expectations. That is, heterosexual men do not expect more from their partners than they are willing to give into their relationships. Only one scale (physical appeal) demonstrate slightly lower role claims in contrast of role expectations.

Table 4

The results of the A. Volkova's "Role Expectations and Claims" method among heterosexual men (N = 66)

Scale	The severity of the significance of the scale	Role expectations	Role claims
Household	Low	25.8	19.7
	Average	56.1	50
	High	18.1	30.3
Social activity	Low	13.6	4.5
	Average	66.7	19.7
	High	19.7	75.8
Emotional-psychotherapeutic	Low	3	7.6
	Average	39.4	54.5
	High	57.6	37.9
Parental-education	Low	9.1	9.1
	Average	59.1	31.8
	High	31.8	59.1
Physical appeal	Low	9.1	24.2
	Average	47	53
	High	43.9	22.8

Table 5 presents the results of the assessment of role expectations and claims among heterosexual men.

Table 5

The results of the method of A. Volkova - "Role expectations and harassment" among homosexuals (N = 65)

Scale	The severity of the significance of the scale	Role expectations	Role claims
Household	Low	6.2	36.9
	Average	63.1	60
	High	30.8	3.1
Social activity	Low	7.7	3.1
	Average	60	36.9
	High	32.3	60
Emotional-psychotherapeutic	Low	1.5	1.5
	Average	20	55.8
	High	78.5	47.7
Parental-education	Low	4.6	47.7
	Average	58.5	46.2
	High	36.9	6.2
Physical appeal	Low	12.3	12.3
	Average	56.9	49.2
	High	30.8	38.5

Data analysis in Table 5 suggests that for homosexual men household function of the partner and emotional-psychotherapeutic function are important. As we can see from the expectations regarding the parental role of the partner are significant too.

As for role claims, homosexual men are ready to show their social activity, and emotional-psychotherapeutic role in relationships. They are less inclined to their role in the household. Such data indicate that men do not ready to actively fulfill household issues, do not attach much importance to household skills and abilities. But they expected it from their partners. The least expressed are claims in parenting, which is combined with quite expressed expectations in this area from the partner, which creates a zone of potential conflicts and misunderstandings.

A comparative analysis of the severity of role expectations and claims among men in both samples is presented in Table 6. The analysis was performed by using Student's t-test, because the distribution of indicators in the two samples corresponds to normal, as confirmed by the Kolmogorov-Smirnov test.

As can be seen from Table 6, emotional-psychotherapeutic function as well as household and the importance of physical appeal expressed are significantly higher in homosexual men compared to heterosexual men.

Table 6

**Significance of the differences in role expectations and claims between
homosexuals and heterosexuals (N=131)**

Scale	Average indicators of the severity of expectations and claims		Student's t-test
	Homosexual men (n=66)	Heterosexual men (n=65)	
Role expectations			
Household	5.88	4.51	-4.19***
Social activity	5.81	5.24	-1.90
Emotional-psychotherapeutic	7.60	6.86	-2.63**
Parental-education	6.10	5.67	-1.47
Physical appeal	6.33	5.57	2.29**
Role claims			
Household	3.84	5.31	4.44***
Social activity	6.87	7.43	1.79
Emotional-psychotherapeutic	6.49	5.98	-1.59
Parental-education	3.86	6.68	8.24***
Physical appeal	5.92	4.95	-2.94**

* $p < 0,05$, ** $p < 0,01$, *** $p < 0,001$

It is combined with significantly higher role claims on the same scales. Interestingly, the expectations and claims that are traditionally attributed to the female role in a traditional family (being a good homemaker and raising children) are significant among men with homosexual orientation. Instead, as shown above, for heterosexual men, these roles are not paramount in the hierarchy of role expectations.

Discussion

Research shows that nowadays most young people don't consider marriage and other major milestones in social life (such as birth of children) as necessary parts of life and becoming an adult (Nelson, 2005). Modern young people feel a certain distrust to marriage as a social institution and find too many disadvantages in it (Rogers, 2002). This is greatly influenced by parents' example. In general, opinion polls suggest that young people are not ready to start a family (U.S. Census Bureau, 2009). For young people, the marital relationship between a man and a woman is important and justifies efforts to continue the only when they contribute to the personal self-improvement and self-realization of each partner. That is why the value of a romantic, happy, close relationships is growing. With the rise of individualism in 1970s and 1980s partners, especially women, began to be encouraged to think about their own self-realization, personal growth, satisfaction with relationships and partners, and now this trend is at its peak (Cherlin, 2010).

Comparing our research with Hrushchevska's (I.Hrushchevska, 2019), which was conducted through the social network "V kontakte" and was devoted to the study of role expectations and claims of young people (boys and girls) with heterosexual and

homosexual orientation, we note similar and somewhat different results on a number of parameters.

Thus, according to the scales of expectations in household, parental education, social activity and attractiveness, the average indicators obtained by us among homosexual respondents are slightly higher than similar indicators in I.Hrushchevska's study. On the other hand, in our sample of men with homosexual orientation, the rates of role claims in the parental and household spheres are lower.

Both in our study and in the study of I. Hrushchevska there are significant differences between homosexuals and heterosexuals on the scale of household. Among our homosexual respondents the role expectations in this sphere are more significant. I. Khrushchevska notes that homosexual respondents in her study show significantly lower results on this scale. The author concludes that they are undemanding to a partner in the sphere of household (I.Hrushchevska, 2019).

We have similar results in comparing two samples in the field of role expectations and role claims related to social and emotional areas. Our study and the study of Russians show no differences in expectations in these areas. However, it is interesting that the average indicators of both expectations and claims in the emotional sphere of both our samples are lower than similar indicators in I. Khrushchevska's study. It can be assumed that such results may be a demonstration of cross-cultural differences between men with different sexual orientations. However, serious conclusions can be drawn only after further more thorough research.

Although there is data from foreign researchers in which male homosexual partnership is perceived as providing greater emotional brightness compared to heterosexual couples (Gorman, 1987).

Conclusion

The study revealed the features of role expectations and demands in romantic relationships of men with different sexual orientations. In general, obtained data indicates important similarities and differences in the perception of the partner, relationships and role expectations and claims. Thus, it was found that both heterosexuals and homosexuals are neutral to married life and have a very positive attitude towards their partner.

It was found that emotional-psychotherapeutic function as well as household and parental-educational function expressed are significantly higher in homosexual men compared to heterosexual men. It is combined with significantly higher role claims on the same scales. So the expectations and claims that are traditionally attributed to the female role in a traditional family (being a good homemaker and raising children) are significant among men with homosexual orientation. It was found that role claims of heterosexual men is identical to their role expectations, ie heterosexual men do not expect more from their partners than they are willing to give in this relationship.

Prospects for further research include the study of the factors of role expectations and claims among men with homosexual orientation, with the further development of techniques for counseling in such couples. After all, understanding personal and family factors that underlie the role expectations and demands of partners is the key to finding mutual understanding and harmonizing relationships.

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EMPIRICAL STUDY OF FACTORS OF LONELINESS EXPERIENCE IN
ADOLESCENCE

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Olga Diachok

ORCID ID: 0000-0001-8948-8548

Olena Vlasova

ORCID ID: 0000-0002-9894-0038

Abstract

The purpose of the article is to present the results of the study of loneliness factors, in particular the factors of educational socialization, which influence the experience of loneliness in adolescence.

The study involved 272 people aged 14–16 years (149 boys and 123 girls) and used «Differential questionnaire of loneliness» (E. Osin, D. Leontiev), «Test of vitality» (S. Muddy), the method of «Emotional self-awareness» (O. Vlasova, M. Berezyuk), Dembo-Rubinstein method, author's questionnaire.

58,1% of the studied adolescents are characterized by a low overall level of loneliness. In 38% of respondents this figure is average, and in 4% of adolescents – high. The inability to stay alone was indicated by 20,2% of respondents, 72,1% of adolescents have an average level of dependence on communication. The average level of ability to find a resource in solitude was found in 57% of adolescents, high inherent in 9,6% of subjects. 33,5% of subjects showed low development of positive loneliness. The study identified the following age characteristics of loneliness: at 14 years of age expressed a negative attitude towards loneliness, which becomes less pronounced at 15 years and continues to decline at 16 years; in 15–16 years the degree of acceptance of loneliness and solitude increases, the ability to constructive use of solitude develops.

It is statistically established that there are relationships between indicators of adolescent loneliness and components of their educational socialization: educational (dissatisfaction with education, learning conditions and content of educational activities), interaction (dissatisfaction with relationships with friends and classmates, including the end of friendships), environmental (dissatisfaction with vacations, leisure) and psychological and educational (dissatisfaction with their own lifestyle in the absence of psychological assistance). It was also found that the experience of loneliness in adolescents is due to the influence of such individual differences as low levels of resilience, self-esteem, low levels of empathy, the ability to express emotions, taking responsibility for their own emotional experiences.

Keywords: experience of loneliness, educational socialization, adolescence, factors of loneliness, vitality, emotional abilities, self-esteem.

Introduction

The current state of development of society is characterized by rapid changes and events that are difficult to predict. Today continues the fight against Russian aggression in Ukraine. In addition, people continue to suffer from respiratory disease caused by the Covid-19 virus and have to adapt to quarantine restrictions. The difficult socio-political situation and psychological tension in society indicate the need for socio-psychological

protection of the population. Participants in the educational process, in particular adolescents, also need such protection.

Adolescence is characterized by strong emotional experiences, abrupt changes in mood and sensitivity to events, assessments of other people. It should be noted that adolescents tend to experience loneliness, which is primarily due to the age characteristics of this period. Loneliness is a complex phenomenon that can be considered in terms of negative and positive impact on human life. It can cause negative emotions such as sadness, boredom, feelings of helplessness and uselessness. Such emotions and feelings are an integral part of life, but very often they interfere with personal development and cause human suffering. On the other hand, awareness and acceptance of one's own loneliness encourages a person to self-knowledge, self-improvement, search for significant others with whom one can establish friendly relations.

In the psychological literature, a number of works are devoted to the problem of adolescent loneliness, in particular its causes, consequences and features. However, the problem of adolescent loneliness in the context of the educational process and the factors of educational socialization that may cause the experience of loneliness remains insufficiently developed. Due to the fact that adolescents spend much of their lives in school, the peculiarities of the educational process can significantly affect the dynamics of loneliness. Thus, the study load, the nature of relationships with classmates and teaching staff, the opportunity to participate in extracurricular activities and participate in school events determine the psychological state of students. Curriculum saturation, conflicts with classmates and teachers, as well as a small amount of time devoted to extracurricular activities and communication negatively affect the psychological state of adolescents, in particular, can cause loneliness and complicate the process of overcoming this state. Therefore, the aim of the article is to publish the results of the study of socio-demographic, individual-psychological characteristics and factors of educational socialization that affect the experience of loneliness in adolescence.

Theoretical background

The problem of adolescent loneliness is devoted to the work of foreign and domestic scientists. In a number of scientific works loneliness is considered as a specific neoplasm that first appears in adolescence as a result of the development of cognitive and emotional spheres of personality (I. Kon, I. Dubrovina, S. Kryvtsova, etc.). Peculiarities of experiencing loneliness were also studied in the context of the formation of «self-concept» of adolescents. In particular, I. Slobodchikov noted that loneliness is more acutely and for a long time experienced by those adolescents who are prone to self-examination (Slobodchikov, 2005).

K. Dahlberg draws attention to the connection between a sense of belonging and loneliness. A person feels his belonging only to those people who are important in her life. And the absence of significant others suggests loneliness (K. Dahlberg, 2007).

S. Sullivan points to the possibility of loneliness due to a change of residence. The researcher also drew attention to the fact that loneliness, which was experienced in

childhood, becomes essential for later life. Fear of loneliness can arise throughout life because of a person's belief that being alone means being lonely and rejected. At the same time, successfully overcoming the state of loneliness in adolescence increases the likelihood of a person coming out of this state, if it occurs, after many years (Sullivan, 2001).

Loneliness can also be caused by an identity crisis. E. Erikson drew attention to the specificity of personal conflict due to the adolescent's experience of uselessness, mental disorder and futility of life (Erikson, 2001).

According to I. Kon, the state of adolescent loneliness is normal, but it is necessary to take into account its psychological burden and at the same time important for personality development (Kon, 1989). Researchers J. Cacioppo and L. Hockley have developed a model of loneliness, according to which social isolation is perceived by a person as a situation of danger. This perception, in turn, makes person willing to consider the social environment as threatening. An unconscious sense of social threat creates prejudice against people who are not alone. Single people see the world as more hostile and generally have a negative view of existing social ties. Negative social expectations tend to determine the behavior of other people, which thus confirms the expectations of the lonely. Thus, the mechanism of self-fulfilling prophecy is launched: lonely people actively distance themselves from potential social partners, even if they believe that the emergence of social distance does not depend on these people. Thus, there is a vicious circle of loneliness, which involves feelings of hostility, anxiety, pessimism, causes stress and low self-esteem, as well as activates neurobiological and behavioral mechanisms that negatively affect his health (Cacioppo&Hawkley, 2010).

Not only individual psychological characteristics and situations of everyday life, but also the conditions and processes of his educational socialization can contribute to the emergence of the experience of loneliness in adolescents and determine its dynamics.

The processes of educational socialization of adolescents contain direct and spontaneous influences that operate at different levels (macro- (education system), meso- (type of educational institution, features of administration) and microlevel as the influence of the immediate socio-pelagic environment of teachers and students). In our study, educational socialization is understood as a process of active socio-cultural development of adolescents in specially organized pedagogical conditions of educational institutions, the result of which is the development of his basic life competencies (Vlasova 2014; Bilodid 2015).

Thus, in order to consider in detail the problem of adolescent loneliness, it is necessary to take into account the peculiarities of the educational environment in which adolescents are and the processes that unfold in them. In particular, factors such as a inflated educational requirements for students, unfavorable socio-psychological climate of the class group and the institution as a whole, lack of conditions for extracurricular activities and informal communication of students, lack of school culture, traditions and values can affect the experience of loneliness. At the same time, it is likely that such factors as favorable conditions for learning and communication in the school, a friendly atmosphere in the team, a personal approach to each student, the presence of unique

school values and traditions, and others. can help adolescents to understand, accept and overcome the negative manifestations of loneliness.

Investigating the problem of loneliness in adolescence, scientists consider its features, causes and consequences. At the same time, the applied aspect of prevention of the negative impact of loneliness on the adolescent's personality remains insufficiently developed. In this regard, there is a need to develop and test a comprehensive and integrated into the educational process program.

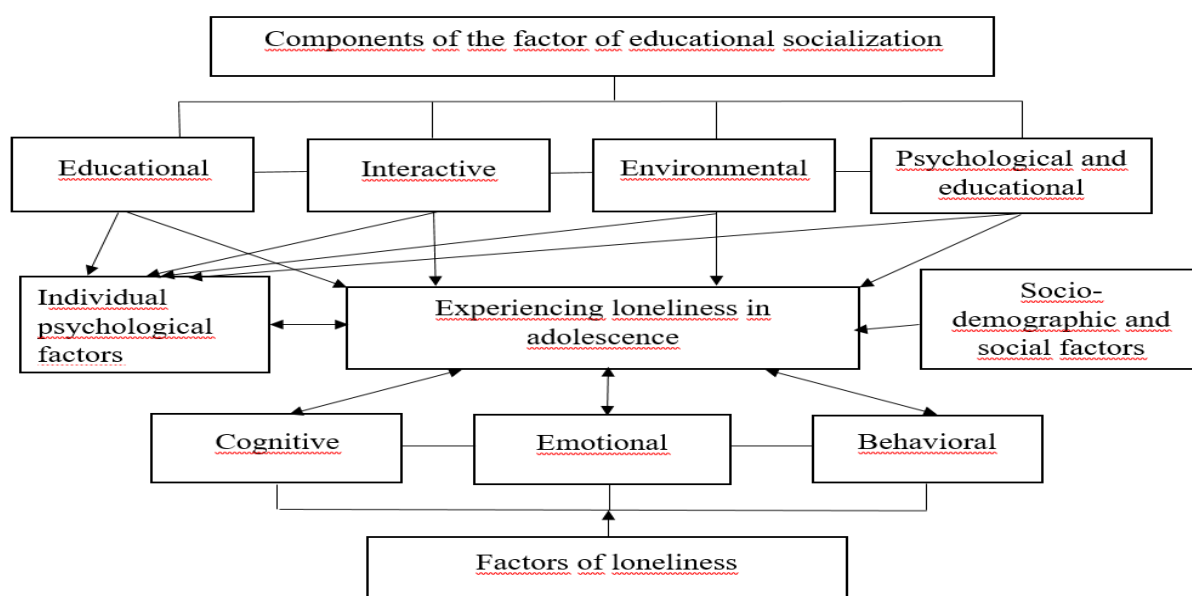


Fig. 1. Conceptual model of adolescent loneliness

In our opinion, the individual psychological characteristics that affect the experience of loneliness in adolescence include: low level of vitality and emotional abilities (inability to control their own emotions, differentiate emotional states and take responsibility for their emotions, low levels of empathy); low self-esteem; dissatisfaction with various aspects of their own lives. Socio-demographic characteristics are age, sex and change of residence. Socio-communicative factor of loneliness - the end of friendly relations.

The meaning of modern education is to develop students' ability to consciously change in new living conditions, while adequately changing their activities, analyze situations, have the means to communicate, obtain information and use it effectively, be able to assess and find solutions to problems. Thus, the main prerequisite for the success of modern life is to constantly learn again and again (Vlasova, 2015). At the same time, the peculiarities of the processes of educational socialization not only affect the mental states and experiences of adolescents, but also are important for their personal growth.

Methodology

Sample. Students of secondary schools of Kyiv took part in the current research. The total number of respondents – 272. Of them: 54 students of secondary school № 158; 30 students of a specialized school of the first degree № 214; 45 students of Lyceum "Universum"; 32 students of the gymnasium № 48, 34 students of the boarding

lyceum "Cadet Corps", 47 students of the specialized boarding school № 14 and 30 students of the Ukrainian Humanities Lyceum of the Taras Shevchenko National University of Kyiv. In total 149 boys and 123 girls participated in the study.

Research methods. To study the psychological features of the experience of loneliness by adolescents, the method «Differential Questionnaire of the experience of loneliness», developed by E. Osin and D. Leontiev, was used. The full version of the questionnaire contains 40 statements, which are grouped into three scales and divided into eight sub-scales. The scale «General experience of loneliness» demonstrates the level of actual feeling of loneliness and lack of communication with people. The scale «Dependence on communication» reflects the rejection of loneliness and indicates the inability of the respondent to be alone. The scale «Positive loneliness» explores the level of a person's ability to constructively use the time he spends alone with himself, namely for self-development and self-knowledge (E. Osin, D. Leontiev, 2016). Using the method of «Test of viability» (S. Muddy, adaptation D. Leontiev, O. Rasskazova) the level of development of viability and its components was investigated: inclusion, control and acceptance of risk (Leontiev, Rasskazova, 2006). The method «Emotional self-awareness» is used in the work (O. Vlasova, M. Berezyuk), contains 5 scales: «differentiation of emotions», «expression of emotions», «empathy», «emotion management», «acceptance of responsibility» and the general indicator of emotional self-awareness of the subject as the sum of such scales (Vlasova, Berezyuk, 2004).

Also, adolescents were asked to perform the tasks of the Dembo-Rubinstein method to diagnose various aspects of self-esteem and to answer the questions of the developed author's questionnaire, aimed at identifying various aspects of their educational socialization.

Results

Generalization of empirical results by the method of «Differential questionnaire of loneliness» (E. Osin, D. Leontiev) involves the definition of three possible levels of severity of loneliness in adolescents. As shown in Table 1, as a result of the study, 58,1% of the studied adolescents showed a low overall level of loneliness. A significant part of the respondents have average indicators on the scale of «dependence on communication» (72,1%), 20,2% have high indicators. Positive loneliness at the average level is observed in 57% of adolescents, and at the high level only in 9,6%. It can also be seen that a significant proportion of adolescents showed low values on the following subscales: «isolation» (55,1%), «self-esteem» (58,8%) and «alienation» (55,1%). Scale «dysphoria of loneliness», which shows negative feelings associated with the experience of loneliness, is expressed at an average level in 71% of subjects, a high level is observed in 15,8%.

The indicator on the scale «loneliness as a problem» reflects a negative assessment of loneliness. In 71,7% of adolescents it is expressed at a medium level and in 16,9% of respondents – at a high level. The scale «need for the company» indicates the perception of adolescents about their own need for communication, high rates on this scale were found in 25% of adolescents.

Table 1.

Level characteristics of the studied adolescents by the method of "Differential questionnaire of loneliness"

The level of loneliness Name of scales / subscales	The level of loneliness					
	low		medium		high	
	N	%	N	%	N	%
General experience of loneliness	158	58,1	103	37,9	11	4
Insulation	150	55,1	103	37,9	19	7
Feeling	160	58,8	97	35,7	15	5,5
Alienation	150	55,1	105	38,6	17	6,3
Dependence on communication	21	7,7	196	72,1	55	20,2
Dysphoria of loneliness	36	13,2	193	71	43	15,8
Loneliness as a problem	31	11,4	195	17,7	46	16,9
The need for a company	34	12,5	170	62,5	68	25
Positive loneliness	91	33,5	155	57	26	9,6
The joy of solitude	76	27,9	171	62,9	25	9,2
Loneliness resource	69	25,4	178	65,4	25	9,2

According to the «joy of solitude» subscale, the average values were found in 62,9% of adolescents. The average level of solitude was demonstrated by 65,4% of respondents, and 9,2% of respondents showed high levels the «joy of solitude».

The study also found differences between the loneliness rates of boys and girls ($p < 0.05$). Girls have higher rates of «self-esteem» (9,3 vs. 8,4), «positive loneliness» (30,6 vs. 28), «joy of solitude» (12,1 vs. 10,5) and «resource of solitude» (18,6 vs. 17,6). There are also differences in the rates of loneliness dysphoria (girls – 9,7; boys – 10,7). Thus, girls are more likely to understand and use the opportunities that arise from solitude. Guys are more likely to experience negative feelings that arise due to loneliness.

Interesting were the age-old features of loneliness experienced by adolescents. In particular, the indicators of the scale «loneliness as a problem» are higher for fourteen-year-olds (13,87) and the lowest for sixteen-year-olds (10,57). The indicators of the scale «joy of solitude» are lower at 14 years (9,90), and increase at 15 years (11,84) and 16 years (11,64). Indicators of positive loneliness (sig = 0,00) lower in fourteen-year-olds (27,09), higher in fifteen-year-olds (30,16) and sixteen-year-olds (29,39). Thus, respondents aged 15–16 are more likely to experience positive emotions when they are alone and use solitude more constructively.

Adolescents whose friendships have ended in the last three years of their lives (65%) have higher rates of overall loneliness (28,3). Lower overall loneliness (sig = 0,00) are characteristic of adolescents whose friendships have not ended (24,2).

A correlation analysis was performed to investigate the relationship between manifestations and factors of loneliness. Pearson's correlation coefficient established inverse correlations between the indicators of the scale "general experience of loneliness" and adolescents' satisfaction with various aspects of their educational

socialization and the wider space of life organization. Details are summarized in Table 2.

Table 2

Correlation of indicators of the general experience of loneliness by teenagers and their satisfaction with conditions of educational socialization and other aspects of life (data of the author's questionnaire)

General experience of loneliness Adolescents' satisfaction with aspects of life	General experience of loneliness	
	r*	p
Education	-0,176	0,004
Relationships with classmates	-0,463	0,000
Relationships with teachers	-0,155	0,010
The content of educational activities	-0,172	0,004
Learning conditions	-0,168	0,006
Relationships with friends	-0,568	0,000
Leisure	-0,263	0,000
Vacation	-0,381	0,000
Lifestyle in general	-0,340	0,000

* Hereinafter, the relationship between variables was investigated using the Pearson correlation coefficient

The highest correlation rates were recorded between the variables: the general experience of loneliness in adolescents and their satisfaction with relationships with friends (-0.568) and relationships with classmates (-0.463). The inverse values of the coefficients show that satisfaction with one's own friendships and communication with classmates is especially important for adolescents, and adolescents who do not have friends at school feel lonely and unhappy.

The peculiarities of the adolescent's sense of loneliness are made by the peculiarities of his educational socialization. Such experiences increase not only due to communication problems with classmates, but also in proportion to the decline in satisfaction with education (-0,176), in particular, the content of educational activities (-0,172), learning conditions (-0,168) and relationships with teachers (-0,155). There inverse correlation between the total experience of loneliness and satisfaction of students, including the satisfaction of holding holidays (-0,381), leisure (-0,263) and own way of life in general (-0,340).

One-factor analysis of variance showed significant differences ($p < 0,05$) in the severity of loneliness experienced by adolescents studying in different secondary schools. According to the scale «General experience of loneliness», which reflects the degree of actual loneliness and lack of close communication with other people, lower rates were found in students of specialized schools (23,9) and secondary schools (24,8), higher – in school students – boarding school (29,8), lyceum (29) and gymnasium (28,1), which took part in the study. According to the scale «Dependence on communication», which indicates the rejection of loneliness and inability to be alone, lower rates are observed among adolescents studying in the humanities lyceum (32,3),

lyceum (32,4) and specialized school (32,5), higher – in a boarding school (38,4), boarding lyceum (36,8). According to the scale «Positive loneliness», which measures the level of development of the ability to find a resource in solitude, lower rates were found in students of specialized schools (25,3), boarding schools (26,2), higher – in adolescents studying in secondary school (31,6) and lyceums (31,2).

The study also found differences in the severity of loneliness of adolescents who are in school for half a day ($N = 191$) and those adolescents who study in boarding schools ($N = 81$), where they not only study but also live five days a week. Student's t-test revealed differences between groups for individual variables (Table 3).

Table 3

Significant differences in the indicators of loneliness of adolescents studying in educational institutions of different types

Subscale name	Teenagers who study half day	Adolescents studying in boarding schools	Significance
Dysphoria of loneliness	9,57	11,90	0,000
Loneliness as a problem	12,20	14,12	0,000
The joy of solitude	11,75	10,00	0,000
Loneliness resource	18,35	17,27	0,023
Dependence on communication	33,44	37,73	0,000
Positive loneliness	29,90	27,41	0,002
Control	14,15	11,80	0,000

Higher rates of such variables as «dysphoria of loneliness», «loneliness as a problem» and «dependence on communication» are observed among those adolescents who study in boarding schools. This indicates that adolescents enrolled in boarding schools are more negative about both loneliness and solitude. It is typical for these teenagers to look for any communication to avoid situations of solitude that cause them unpleasant and even painful experiences.

At the same time, lower rates of loneliness were found in subjects who are in training for half a day. Their differences were found for such variables as «joy of solitude», «resource of solitude», «positive loneliness» and «control». The data show that these adolescents are not only more calm and positive about solitude, but also more confident in their own abilities and feel that they themselves are influencing their own lives.

Correlation analysis showed a negative relationship between the variable «general experience of loneliness» and the amount of time that adolescents spend communicating with classmates at school ($-0,278$). There was also a negative relationship between the frequency of adolescents' participation in school activities and the level of general loneliness ($-0,217$).

The presented results suggest the importance of the interaction of the institute of educational and family socialization in overcoming the problem of loneliness of adolescents, the need for psychological help in solving it for both adolescents and their

teachers and parents. Obviously, for this it is important to understand the individual psychological resources and limitations that are inherent in lonely adolescents, which will be the subject of further analysis in this article.

As individual psychological predictors of loneliness of adolescents, we will consistently consider the characteristics of their vitality, emotional intelligence and self-esteem. Table 4 presents the results of correlation analysis of indicators obtained using the «Differential questionnaire of loneliness» and the method of «Sustainability Test».

Table 4

Correlation matrix of indicators of loneliness and viability of adolescents

Viability		The general indicator of viability	Involvement	Control	Acceptance of risk
Loneliness					
General experience of loneliness	r	- 0,517	- 0,486	- 0,469	- 0,266
	p	0,00	0,00	0,00	0,00
Dependence on communication	r	-	-	- 0,215	-
	p	-	-	0,00	-
Positive loneliness	r	- 0,218	- 0,225	-	- 0,172
	p	0,00	0,00	-	0,01

As can be seen from table 4, there is a significant inverse correlation of the general experience of loneliness adolescents with a common indicator of their viability ($p < 0,05$). The same inverse relationship is observed between the variables of the scales «general experience of loneliness»: on the one hand, and subscales «inclusion», «control», «risk acceptance», on the other. These results show that adolescents experience loneliness accompanied by their awareness of themselves «out of life», ie alienation from other people and events that occur around.

There are inverse correlations between the scale «positive loneliness» and scales such as «viability», «inclusion» and «risk-taking». Thus, as the level of positive loneliness increases, the level of inclusion of the adolescent decreases. This is manifested in the desire of the adolescent to distance himself from the world around him. The decrease in the level of risk acceptance with the increase in the level of positive loneliness of such persons is explained by the fact that, being alone, the subjects prefer a comfortable, calm atmosphere.

The resulting correlation between the increase in adolescents' dependence on communication with a decrease in their indicators on the subscale «control» means that adolescents who seek to avoid loneliness and seek any opportunity to communicate, in most cases do not have confidence in their own impact on life and tend to perceive themselves helpless. Conversely, subjects with a high level of control have a calm attitude to the possible experience of loneliness, situations of solitude, they are also more tolerant in their own attitude to single people.

Thus, in situations of solitude, the level of resilience of adolescents decreases, due to the lesser extent of their involvement in environmental events, as well as the desire for safe and comfortable working conditions.

Table 5 presents the results of correlation analysis of adolescent loneliness and features of their emotional self-awareness, obtained using the method «Differential Questionnaire of the experience of loneliness» and the method of "Emotional Self-Awareness".

Table 5

Correlations of indicators of loneliness and components of emotional intelligence of adolescents according to the method of «Emotional self-awareness» (Vlasova-Berezyuk)

<div>Emotional self-awareness</div> <div>Loneliness</div>		Empathy	Expression of emotions	Management of emotions	Taking responsibility for their emotions
General experience of loneliness	r	- 0,135	- 0,177	-	- 0,198
	p	0,03	0,00	-	0,00
Dependence on communication	r	0,160	-	- 0,234	-
	p	0,00	-	0,00	-
Positive loneliness	r	-	-	0,168	-
	p	-	-	0,00	-

The inverse correlation found in the study of the general experience of loneliness with empathy indicates the following trend. Adolescents who experience loneliness are less likely to empathize with others and find it harder to understand other people's feelings. There is a weak positive relationship between the variables «communication dependence» and «empathy», indicating that adolescents with higher levels of empathy are more negative about loneliness and more active in seeking communication so as not to be alone.

The presented results also show that single adolescents find it more difficult to express their own emotions, they are more emotionally restrained and hide their own emotions and feelings from other people. Instead, the variable «emotion management» is positively correlated with the scale «positive loneliness». This indicates that the studied adolescents with a developed ability to find a resource in solitude better manage their own emotional states.

The variable «taking responsibility for one's emotional state» is characterized by inverse correlations with the following scales: «general experience of loneliness», «isolation», «alienation» and «self-feeling». Thus, adolescents who experience loneliness tend to believe that their happiness and success depends on random circumstances, rather than on their own decisions and actions.

The correlations found between the scales of the loneliness experience questionnaire and the method «Emotional Self-Awareness» presented in Table 5 are not strong, however, they do indicate some existing trends in the dependence of adolescent loneliness on the development of his emotional sphere. The identified links indicate the need to develop certain emotional abilities to prevent the negative manifestations of loneliness. In addition, attention should be paid to the direct correlation scale «emotion management» and «positive loneliness», which shows that the development of the

ability to manage emotions goes hand in hand with the formation of personal reflection of the adolescent and contributes to the positive aspects of his loneliness.

As can be seen, the indicator of the general experience of adolescent loneliness is inversely correlated with all scales of self-esteem. The strongest negative relationships are observed with the scales «self-esteem of happiness» and «self-esteem of authority among peers». This indicates that adolescents who experience loneliness, consider themselves less happy, they lack authority in relationships with peers, they are more negative about their own appearance, character and self-confidence mental abilities.

Table. 6 shows the correlation coefficients between different self-assessment scales of study participants. The strongest connection is observed between adolescents' self-esteem and their self-esteem. This confirms the fact that for adolescents, the adoption of their own appearance is important and affects their self-confidence. Conversely, adolescents who consider themselves more confident tend to evaluate their appearance more positively.

Table 6

Relationships of the scale «General experience of loneliness» from the loneliness questionnaire with the scales of the method of self-assessment Dembo-Rubinstein

Scale names	1. General experience of loneliness	2. Self-esteem of the mind	3. Self-assessment of character	4. Self-esteem of authors among peers	5. Self-esteem of happiness	6. Self-assessment of appearance	7 Self-ness confident in themselves
1. General experience of loneliness	-	-0,254	-0,313	-0,406	-0,441	-0,378	-0,377
2. Self-esteem of the mind		-	-0,295	0,455	0,342	0,393	0,421
3. Self-assessment of character			-	0,516	0,419	0,498	0,486
4. Self-esteem of authors among peers				-	0,406	0,549	0,519
5. Self-esteem of happiness					-	0,551	0,603
6. Self-assessment of appearance						-	0,738
7. Self-ness confident in themselves							-

High correlations between adolescents' self-esteem and self-esteem with the «self-esteem of happiness» scale indicate the main sources of subjective well-being in adolescence. The experience of adolescent happiness is also strongly influenced by his assessments of the productivity of his own character, authority in the eyes of peers, self-esteem of their own mental abilities. And all these indicators are negatively correlated with the general experience of loneliness, which gives the key to creating a program to optimize the negative experiences of single students.

Discussion

The results of the study complement the findings of scientists on the factors of loneliness in adolescence. Thus, S. Korchagina pointed out that loneliness is associated with a low level of vitality (Korchagina, 2005). In our study, we confirmed the existing relationship, which was quite high (-0.517). In addition, the links between adolescents' loneliness and resilience components (inclusion, control, and risk-taking) were elucidated. The relationship between loneliness and low self-esteem has been studied (A. Gretsov, E. Peplo, M. Micheli, B. Morash) (Gretsov, 2005; Peplo, Myceli, Morash, 2009). Using the Dembo-Rubinstein method modified by A. Prikhozhan, we not only confirmed the connection between loneliness and low self-esteem, but also determined that the strongest links exist between the general experience of adolescent loneliness and low self-esteem of happiness, low self-esteem of authority among peers and low self-esteem. The results of the study are also correlated with the data obtained by L. Zhuravlyova. The researcher found a negative statistically significant relationship between the degree of loneliness and the level of empathy ($r = -0,169$; $p \leq 0,05$). Thus, it was found that the more often and more intensely a person experiences loneliness, the lower the level of empathy. Thus, the inability to feel and understand other people, the lack of focus on them – is one of the factors of adolescent loneliness (Zhuravlyova, 2007). We found that empathy has inverse correlations with isolation and alienation. Positive relationships are available with the following variables: «loneliness as a problem», «need for company», «general experience of loneliness», «dependence on communication». The inverse correlation of empathy with the general experience of loneliness indicates the following trend. Yes, adolescents who experience loneliness are less likely to empathize with others and find it harder to understand other people's feelings. At the same time, subjects with a higher level of empathy are more negative about loneliness and seek any communication so as not to be alone.

Thus, the results of the study complement the scientific work in this direction and confirm the relevance and feasibility of developing the issue of experiencing loneliness in adolescence.

Conclusion

The results of empirical data indicate that a significant proportion of adolescents experience loneliness at medium or high levels of severity. Adolescents have a negative perception of loneliness, which is manifested in avoiding situations of solitude, because they involve the emergence of unpleasant and painful experiences. Instead, in the youth of young people, the individual being alone opens up more and more opportunities to experience positive loneliness.

Peculiarities of boys and girls experiencing loneliness are revealed. Adolescent girls are more likely than boys to be able to spend time alone and perceive situations of solitude more calmly. The social factor of loneliness is the end of friendly relations.

It is established that the experience of loneliness in adolescence is associated with a low level of self-esteem and resilience, poor development of emotional abilities (expression of emotions, empathy, emotion management, taking responsibility for their emotions). Thus, the intensity of the experience of loneliness can be reduced by developing these individual psychological characteristics and increase the level of satisfaction with the lives of such adolescents.

In addition, it was found that the peculiarities of the educational process affect the general mental state of adolescents. Statistically significant relationships between indicators of loneliness, individual psychological characteristics of adolescents and components of their educational socialization: educational (dissatisfaction with education, learning conditions and content of educational activities), interaction (dissatisfaction with relationships with friends and classmates), environmental (dissatisfaction with leisure) from vacation) and psychological and educational (dissatisfaction with their own lifestyle in the absence of psychological assistance).

The authors declare **no conflict of interest**.

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**PSYCHOLOGICAL CHARACTERISTICS OF UNIVERSITY
APPLICANTS' GROUPS**

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Nataliia Chuhaieva

ORCID ID: 0000-0003-0086-205X

Abstract

In the article the socializing influence of the teacher-tutor on the applicant's academic group in higher educational institutions is proved. The education and the associated with it social development of the academic group and each applicant in the university are integral attributes of tutorship as a social and professional phenomenon of modern higher education. The purpose of the article is to study the psychological characteristics of academic groups of applicants of higher education as objects of directed socialization. The selection of criteria of educational socialization is implemented. The basic psychological features of the academic groups' development as a collective subject of educational activity on scientific methods are considered. Scientifically substantiated values of applicants' group life are embedded in the methods themselves: focus on people, responsibility, initiative (methodics of diagnostics the level of development of social activity of the individual and collective by O. Vlasova) and group orientation according to the questionnaire "Pulsar" by L. Pochebut (the qualities of the group subject: preparedness, orientation, organization, activity, cohesion, integrativity, reference and the overall level of group development). The classification of levels of collective formation by O. Vlasova is presented in the categorical plane of objectively confirmed models of collective development and is therefore the most favourable for describing the social maturity of the group educational subject. According to the indicators of group cohesion of applicants, the average score of their learning and the level of development of the group subject, the typology of academic groups of higher education applicants was created. The result of empirical research of groups of applicants on the criterion of combining indicators of their social development as a collective subject of educational activity and applicant learning success was the derivation of empirical typology of effective and ineffective tutors (total four types: effective, pseudo-effective, formally effective and ineffective).

Keywords: educational socialization, academic group of applicants of higher education, tutorship of applicants, teacher-tutor.

Introduction

Modern society makes urgent demands on institution of higher education. The new socially necessary personal qualities of applicants develop in the process of acquiring higher education. The education and the associated with it social development of the academic group and each applicant in the university are integral attributes of tutorship as a social and professional phenomenon of modern higher education. The problems of group development were considered in the scientific works of many famous psychologists and educationists (O. Vlasova, O. Kirichuk, A. Makarenko, A. Petrovsky, L. Pochebut, L. Umansky).

In our last scientific researches we have defined that there is the need to take into account the indicators of university applicants' group development during the process of

planning the educational activities by higher education teachers and, particularly, teacher-tutors, in order to ensure the effectiveness of educational socialization (Chuhaieva, 2017).

The purpose of the article is to study the psychological characteristics of academic groups of applicants of higher education as objects of directed socialization.

Theoretical background

The main purpose of the teacher-tutor is to optimize the processes of team building of academic groups. The collective, as the highest level of group development of the educational community, provides the most productive social and psychological conditions for the educational development of its members, which is shown primarily in the full acceptance of the applicants' social role by its participants, the consequences of which are the high academic performance of each of them.

Thus, we determined the criteria for educational socialization: the cohesion of a group of applicants and the grade point average of learning in it. The acceptance of the social role by applicants is to assimilate social norms and values. The success of education is the reflection of applicants' mastery of social norms in higher education. In turn, the cohesion of a group of applicants according to a "strong" sociometric criterion means that applicants choose their colleagues in the group based on the value of learning, and thus show unity of opinion about the productivity of educational activities of group members. If a group of applicants is united, then its group opinion is united, and for its members the priority of choice is people competent in learning. The applicant receives group support in his quest for successful learning activities. This is the socializing influence of the teacher-tutor.

Methodology

Scientifically substantiated values of applicants' group life are embedded in the methods themselves: focus on people, responsibility, initiative (methodics of diagnostics the level of development of social activity of the individual and collective by O. Vlasova) and group orientation according to the questionnaire "Pulsar" by L. Pochebut. Sociometric method of J. L. Moreno makes it possible to obtain quantitative results of the study: the value of the status of each member of the group, the presence of groups in it, the degree of cohesion or separation, data on tense or conflict dyads, triads, microgroups. Members of the applicant group are invited to answer questions that allow them to show their sympathies and antipathies for each other, for leaders, members of the group that it does not accept. In order to identify the effective socializing interaction between a teacher and a group of applicants, we introduced questions 2 and 4 with options a) and b) into the main database, where applicants had to choose the most and least authoritative among the teachers. According to the research procedure, 5 questions were read and the following instructions were given:

“Write on the sheets under the number 1 the name of the group member you would choose in the first place, under the number 2 - who you would have chosen if there was no first, under the number 3 - who would you have chosen if there were no first and second.

1. Which of your friends from the group did you ask, if necessary, to provide assistance in preparing for the lessons (first, second, third)?

2.a) Which of your teachers did you ask to provide assistance in preparing for the lessons, if necessary (first, second, third)?

2.b) Which of your teachers would you not like to ask, if necessary, to assist you in preparing for the lessons?

3. Whom in your group did you turn to for advice in a difficult life situation?

4.a) Which of your teachers did you turn to for advice in a difficult life situation?

4.b) With whom of the teachers did you not want to consult about anything?

5. Who from the group would you invite to your birthday?" (Chuhaieva, 2017).

Let's consider the main indicators of the development of the educational group of the university as an object and at the same time a group subject of educational socialization. To do this, we will use the results obtained using the methodics of "Pulsar" by L. Pochebut (Pochebut, 2002), methodics of diagnostics the level of development of social activity of the individual and collective by O. Vlasova (Vlasova, 1989), sociometric test of J. L. Moreno modified by the author (Chuhaieva, 2017), as well as indicators of applicants learning achievement.

Results

First, we analyze the psychological characteristics of the development of academic groups as a group subject of education, determined by different levels of activity. Assessing the level of development of 27 study groups according to the questionnaire "Pulsar" we note that the method provides a four-level analysis of the progress of 7 qualities of the group subject (preparedness, orientation, organization, activity, cohesion, integrativity, reference) and the overall level of group development (Pochebut, 2002).

According to applicants' assessment of the level of development of their group, half of the groups that participated in the research are at a high level (10-12 points) - 50.82%, which characterizes them as mature, cohesive, efficient and reliable. These groups are led by effective teacher-tutors. In turn, 29.18% of grades are in the range from 7 to 9 points. These groups are quite mature; able to perform collective learning tasks, but their leaders are pseudo-effective teacher-tutors. 15.53% of the results obtained by applicant groups reached the level of 4-6 points - such groups are not mature enough, not always able to effectively carry out the tasks. They are led by formally effective tutors. At the same time, 4.47% of assessments are at a low level (1-3 points). These groups are immature; it is likely that they will not cope with the learning objectives. Their tutors can be considered ineffective.

The classification of levels of collective formation by O. Vlasova is presented in the categorical plane of objectively confirmed models of collective development and is therefore the most favourable for describing the social maturity of the group educational subject (Vlasova, 1989).

The third level of formation of social activity of the collective subject corresponds to the group of the type "collective" (high indicator of value-orientation unity, high score of applicants' learning success - 51%). The second level (high value-orientation unity, low applicant achievement score - 29%) reflects the picture of collective formation, typical for the group "autonomy", which is characterized by fairly high basic indicators of group integration (value-orientation unity, cohesion, group

satisfaction) and only the predominance of applicants' individual responsibility (they are responsible only for themselves) inhibits the further development of this group association on the way to the team, which involves responsible dependence. At the first level are groups in which only the initial unification took place on a collective basis (low value-orientation unity, low applicant achievement score - 15%). Such groups have acquired the status of "primary team", the purpose of which is to progress, as determined by indicators of social orientation of applicants' value orientations, satisfactory assessments of such groups by teachers. However, in general, low indicators of value-orientation unity, responsibility, sociometric cohesion and group assessments of their members allow identifying these groups, in contrast to those previously considered, as groups of "associations" located on the early stages of group development of social and collective activity. Zero level (low value-orientation unity, low applicant achievement score - 5%) unites groups where there are no processes of formation of collective relations of applicants. The specific characteristics of the social-psychological climate in each of the groups of this level allowed defining them according to the criterion of cohesion-disunity on an informal basis to the group of "disintegration".

Such levels of development of the group subject, which is a group of applicants, are indicators of the development of the processes of collective formation. They are directly dependent on the progress of personal mechanisms of social activity of applicants who are part of it (Vlasova, 1989).

Applicants belonging to zero-level groups (5% of the total number of studying groups) are distinguished, in addition to the individual nature of the orientation and somewhat negative attitude towards the educational collective, by the lack of adequate understanding of responsibility; they do not have the attitude to participate in the social life of the group, they show inflated self-esteem and the lowest self-control.

At the first level of formal display of social activity of applicants (15% of the total number of academic groups) the motive of public benefit is already fixed, but it does not find a real embodiment in the social life of the applicant group. This is primarily due to the specific atmosphere that such applicants often create around them in a group. Among them there is an uneven positive assessment of their group and the expectation of a favourable attitude towards themselves. In addition, they are characterized by a weak development of mechanisms of self-esteem and self-control and a focus on diligence in educational affairs.

The second level of demonstrations of social activity (29% of the total number of learning groups) is characterized by a combination of social orientation, positive attitude towards their teaching staff and satisfactory social expectations of applicants. However, the predominance of understanding the responsibility only as accountability to teachers, the presence of inadequate, mostly low self-esteem and average self-control indicators show that the process of intensive formation of personal mechanisms of social activity is only in the initial stages of development and can be successful only based on external control.

Applicants of the third level groups (51% of the total number of study groups) demonstrate the most favourable combination of the basic conditions of formation and

implementation of social activity. In addition to the optimal circumstances of the situation of social development (broad social orientation, positive attitude to their educational collective and a clear attitude to active participation in its public life), these applicants have the most mature personal mechanisms in the form of adequate understanding of responsibility and self-control, mostly objective nature of self-assessment.

At the next stage of the research, we analyzed the above 27 groups of applicants by sociometric method and the results on the effectiveness of the educational process. According to the indicator of "group cohesion", we have identified two levels: high (0.20-0.28 points), which is represented by 80% of applicant groups and low (0.10-0.15 points) - respectively 20% of applicant groups. This distribution is quite convenient when considering the social and psychological characteristics of applicant groups. In the process of studying applicant groups on the indicator "grade point average of learning" in the group we identified two levels: high (3.8-4.3 points), which are 65% of applicant groups and low (3.5-3.7 points) - respectively 35% of groups.

Discussion

Thus, taking into account the indicators of group cohesion of applicants, the average score of their learning and the level of development of the group subject, we were able to create a typology of academic groups of applicants.

The results obtained during the study of indicators of development of the group subject are shown in table 1.

We have considered the main characteristics of four groups of applicants by methodics of diagnostics the level of development of social activity of the individual and the team by O. Vlasova, as well as "Pulsar" by L. Pochebut. We have noted that the empirical distribution in all groups is equal to normal.

Table 1

**Relationship between the type of applicants' group
and the type of its teacher-tutor**

Group	Type of teacher-tutor	Level of development of group subject by O. Vlasova	Cohesion of applicants' group according to a "strong" sociometric criterion	Grade point average of learning in group	Type of applicants' group by A. Petrovsky
1	effective	III	high	high	collective
2	pseudo-effective	II	high	low	corporation
3	formally effective	I	low	high	association
4	ineffective	0	low	low	diffuse group

In the group of the first type, which we designate in our research as the "collective" of applicants, we observe the following picture: the focus on people (x average = 1,87), systematic responsibility (x average = 1,92) and constant initiative (x average = 1,88).

According to the method of "Pulsar" by L. Pochebut all indicators of the first group of applicants are at a high level (10-12 points):

- preparedness for the activity - according to the group, all its members have deep professional knowledge, are able to successfully apply them in practice, are interested in improving their skills; each applicant has a high reputation in the group; the group achieves high results in training;

- orientation - a group of applicants has a clear, common goal for all, which is perceived and understood by everyone as their own; the group is based on long traditions, developing mutually acceptable norms of behaviour, common values; it highly values integrity, honesty, disinterestedness;

- organization - the group is able to independently manage their work and leisure; relations are built on the principles of cooperation, mutual assistance and friendliness; applicants always jointly and amicably decide how to organize their work more effectively; the group has authoritative individuals who are able to take on the role of organizer of the educational process;

- activity - all members of the group are energetic, interested in effective work, respond quickly if it is necessary to do something useful for everyone; all applicants take an active part in the discussion of common tasks, tend to cooperate and help each other;

- cohesion - the group has a fair treatment of all its members, the inexperienced are always supported and protected; the group is friendly to newcomers, helping them to adapt to new conditions; all members of the group work closely with each other, actively share knowledge and tools necessary for work; there is a great desire to work together in the group;

- integrativity - all members of the group take an active part in the process of making decisions that determine its further activities; at the same time everyone's opinion is carefully listened to, his/her interests are taken into account, and as a result the coordinated decision is made;

- reference - all members of the group are set up for each other; the group develops mutual assistance, mutual trust, mutual understanding; group members are the close friends who deeply sympathize to each other; the achievements and failures of the group are experienced by each participant as their own; the successes (or failures) of individual members of the group cause the sincere participation of others; criticism is expressed with good intentions; the group is dominated by a cheerful tone of relationships, optimism in the mood, applicants have a sense of pride for their group.

In the second group, which we named in accordance with the classification of A.V. Petrovsky applicant's "corporation", we noted the focus on people (x average = 1,77), lack of responsibility (x average = 0,22) and constant initiative (x average = 1,64).

As for the results of applicants of the questionnaire "Pulsar" by L. Pochebut, here we see the following picture:

- preparedness for the activity - below average (4-6 points): the group also has insufficiently qualified applicants, whose activities harm its professional authority;

- orientation - above average (7-9 points): the applicant group faces a common task; each applicant tries to satisfy his interests within its solution; mutually acceptable norms of behaviour are developed in the group;

- organization - above average (7-9 points): the group tries to organize their work independently and it does not always work out effectively; relations are built on the principles of cooperation, mutual assistance and friendliness; applicants always jointly and amicably decide how to organize their studies more effectively;

- activity - above average (7-9 points): most members of the group are energetic, interested in effective interaction; when it is necessary to do something useful for all, most take an active part, helping each other;

- cohesion - above average level (7-9 points): most members of the group of applicants try to treat each other fairly, help the inexperienced, support them, orient in new conditions; in severe cases, contacts in the group become especially active, it unites, there is emotional support for each other;

- integrativity - above average (7-9 points): if necessary, to find a solution, all members of the group try to actively participate in the process of its development and adoption; the opinion of the majority of group members is taken into account; it is likely that joint decisions will be made by open universal suffrage;

- reference - above average (7-9 points): there are different people in the group - good and bad, very nice and unattractive; the achievements and failures of the whole group are sincerely experienced by its members; the group is usually dominated by a good, even mood.

According to these indicators, the group is unlikely to be professionally mature.

In the group of "association" we trace the following features: indifference to people (x average = 0,23), periodic responsibility that needs to be controlled (x average = 1,34), and initiative, which is demonstrated from time to time, which in addition with low group cohesion are likely to be individual (x average = 1,15). According to the questionnaire "Pulsar" by L. Pochebut:

- preparedness for the activity - above average (7-9 points): most members of the group have proper training, seek to improve their skills, try to apply their knowledge in practice; the group achieves high results in training;

- orientation - below average (4-6 points): each member of the group has its own individual goals and values, which do not depend on the officially stated common goal; everyone in their behaviour is guided by their own norms and rules, not coordinating them with other members of the group;

- organization - below average (4-6 points): in the group's attempts to organize their work there are many disputes, fuss, time losses; there is no person who would take over the function of the organizer, so usually the official leaders interfere in the process of organization;

- activity - below average (4-6 points): most members of the group are passive, do not participate in the overall work, do not help each other, try to solve their problems individually;

- cohesion - below average (4-6 points): group members are indifferent to each other; the difficulties faced by beginners do not worry them; everyone relies mainly on themselves and solves their problems on their own; in crisis situations in the group there is a mutual alienation;

- integrativity - below average (4-6 points): if it is necessary to make a decision, only a narrow circle of activists participate in the process of its adoption; the opinions and interests of several people are taken into account, not all members of the group; the decision is made in a closed meeting and without the consent of the majority of the group;

- reference - below average (4-6 points): most applicants in the group are unattractive, unsympathetic to each other and only because of educational needs work together; group members are critical of each other.

In our opinion, the fourth group is diffuse. The applicants included in it do not have responsibility (x average = 0,18) and initiative (x average = 0,12), they are negatively focused towards people (x average = -1,52). Since such a group is represented by only 5%, it received the least attention in our research. In addition, according to the method of "Pulsar" by L. Pochebut in the fourth group, we have obtained the following indicators: preparedness, cohesion, reference - below the average (4-6 points) level; in turn, orientation, organization, activity, integrativity are at a low level (1-3 points).

Given that the level of development of the group subject sample of applicant groups is typologically heterogeneous, at the next stage of the study we ranked the sample data on the indicators of "the group cohesion" by sociometric method and "the grade point average of learning" by the educational process. Such indicators, in our opinion, are the most objective criteria for dividing teachers-tutors of the studied academic groups into effective and ineffective. The results of this ranking are presented in table 1.

Thus, we can define the presence of four types of teachers-tutors, which differ in terms of efficiency - inefficiency of their socializing activities:

1. Teachers-tutors in whose groups there is a high level of cohesion and a high grade point average of learning. The first group of teachers consists of 21 people (51% of respondents). According to the logic of our research, they, as tutors, are the most effective.

2. Teachers who have a high cohesion of the group and a low grade point average of learning. This group of teachers consists of 12 people (29% of respondents). We consider them formally ineffective and informally effective or pseudo-effective tutors.

3. Tutors in groups with low cohesion and high grade point average of learning. This group consists of 6 people (15% of respondents). In our understanding, they are formally effective teachers-tutors.

4. Teachers who have low group cohesion and low grade point average of learning. The fourth group of teachers has 2 people (5% of respondents). We assume that they, as tutors, are the least effective.

Conclusion

The result of empirical research of groups of applicants on the criterion of combining indicators of their social development as a collective subject of educational activity and applicant learning success was the derivation of empirical typology of effective and ineffective tutors (total four types: effective, pseudo-effective, formally effective and ineffective).

Prospects for the study are considered in the further refinement of the typology of teacher-tutors on the criterion of the effectiveness of their socializing activities and its application in the analysis of the educational work of university teachers.

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MICRO- AND MACROGENESIS OF SEMANTIC ARCHITECTONICS OF CONSCIOUSNESS

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Svitlana Kalishchuk

ORCID ID: 0000-0002-1749-7856

Annotation

The purpose of the article is to highlight the genetic and functional plans of the semantic architectonics of human consciousness. The procedure of theoretical and methodological research is based on the methodological background of the genetic and modeling approach of S.D. Maksymenko, cultural and historical concept of L.S. Vyhotskyi, activity and system paradigms. It is defined the concept of “semantic architectonics of consciousness” as a multidimensional semantic construction that “puts” traces of fixed previous interactions and attitudes into events and situations in the semantic fields and mnemic contexts. It is specified that the “world picture” is a system of variable and objective cases of conceptualization of semantic architectonics of individual’s consciousness - intentionally activated dynamic semantic network with multiformat structure of plurality of individually set images of the world and oneself in it and hierarchical semantic connections (relations) between all specific elements that make up partial images and the network as a whole. The sources of the unique emotional color of crystallized patterns are revealed. These sources determine the detail and scale of a person’s subjective reality, his or her subjective personal response to the influence of objective reality. It is proved that the genesis of new semantic connections creates internal conditions to act in an active way, changing one's life world (subjective reality), “setting” it for the real world in a more specific way. It is substantiated the procedural chain of finding of the meaning, the progress-movement of which as an instrument of man’s discovery of oneself and the world, has a transitional but inverse form, namely: “world” $\leftarrow \rightarrow$ “unconscious connotations of non-verbal experiences” that have somatopsychic manifestation $\leftarrow \rightarrow$ “necessity” $\leftarrow \rightarrow$ “interiorisation” (which is combined with the selectivity of perception of another person due to the action of imprintings and mnemic contexts) $\leftarrow \rightarrow$ “intention” $\leftarrow \rightarrow$ “attitude, activity” $\leftarrow \rightarrow$ “understanding and interpretation” $\leftarrow \rightarrow$ “meaning” $\leftarrow \rightarrow$ objectified “intersubjective meaning” $\leftarrow \rightarrow$ “world”.

Keywords: microgenesis, macrogenesis, re-living, teleologicity, imprinting, mnemic context, “world picture”

Introduction

In the context of the pressing need of modern society to find ways for solution of today's global problems, the psychological science raises issues of human’s existential space and the means of its existence, which mark the key exploring perspectives of the phenomenon of “consciousness”. In particular, the core of the national psychological science is the research doctrines of modeling the inner intentions of subjective reality (Zh.P. Virna); conceptual system of senses and meanings of the linguistic consciousness of the individual (O.M. Lozova); the inner world of a human as a means of its existence

(S.D. Maksymenko); means of human existence in the integrity of its internal life relations (M.V. Papucha); inexhaustible resourcefulness of self-manifestation (T.M. Tytarenko); functional plan of ethical discourse of consciousness (V.V. Turban); life-creating essence of consciousness (A.V. Furman); personality-oriented life projects (N.V. Chepelieva); historical and cultural postulates of consciousness (Y.M. Shvalb); professional image of the world (N.F. Shevchenko); latent causation of deep impulses of activity (T.S. Yatsenko).

Thus, the research into the mechanisms of paraphernal perception of the inevitability of changes and comprehension of the world, authentic existence and awareness of the limits and directions of one's own freedom and responsibility, the re-living of existential fullness as a force to accept the world and oneself in it, are carried out straight in the tideway of meaning-centered psychological theories of consciousness (Ahafonov, 2003; Leontev, 2018; Papucha, 2018; Längle, 2011; Varela, 1995).

The researchers have created a convincing space of scientific ideas that open the possibility to take the next step, namely: to explore the principles of micro and macrogenetic movement of consciousness as an individual semantic system of creating a world image that allows a person to self-determine in the real world, actively influencing it and creating many subjective worlds, which in each separate case are based on the individual and empirical experience of a human to uniquely represent the world for himself or herself (Kalishchuk, 2020: 197).

It is known that the image of the world has the property of an integral formation and is not reduced to a plurality of reflected images. In addition, it can be stated that the image of the world presents previously established meanings and their connections, which determine the construction of a multiplicative subjective reality of human in their systemacity and constitute the semantic architectonics of his or her consciousness. However, the important questions are: "What is the genetic root that determines the organization of the semantic structure of human's mental life? How exactly is the modeling of reality happening? What determines the quality of personal reality and its basic "settings"?" Thus, the **purpose** of the article is to highlight the genetic and functional plans of the semantic architectonics of human consciousness.

Theoretical background

The analysis of the genesis and representative features of the semantic architectonics of human consciousness is based on the following theoretical background.

According to the genetic and modeling approach of S.D. Maksymenko (Maksymenko, 2000) it is revealed, firstly, the progress-movement of distinction and clarification of meaning in the process of development, didactic and educational experience of a human. Secondly, the sources of formation of subjective filters of perception and assessment of objective reality are outlined.

In line with the cultural and historical concept of L.S. Vygotskyi, the psychological nature of human is understood as a set of social relations that are transferred inside and have become functions of the individual and forms of its structure (Vygotskyi, 1983). Therefore, a person's mastery of his or her own life can be considered as an instrumental act of its creation, which happens due to the fact that a

psychological tool (meaning) is contained between the world and the psychological operations aimed at it (perception, re-living, cognition, understanding, interpretation). This psychological tool becomes the structural center of a certain “picture of the world” of the individual. The “instrumental method” of L.S. Vyhotskyi allows for “causal and genetic” and “historical and genetic” analysis (Maksymenko, 2017), namely: to reveal the mechanisms of arrangement of the semantic architectonics of consciousness. The consideration of the sequential removal of interim stages of meaning generation in the completed forms (re-living, pre-meanings, modal meanings: positive, negative, conflict, paradoxical) allows to build a certain progress-movement of dynamics (macrogenesis) of semantic architectonics of consciousness. Thus, the instrumental method focuses on the analysis of the process of generation of meanings and its dynamics with the reproduction of its specific moments.

According to the activity paradigm, the semantic architectonics of consciousness is created in complex multidimensional correlations of individual situations, acts of behavior and contexts of life, which are determined by the system of activities of the subject. Meaning as a variable connection between objects, events, situations is a personal principle of combining the subject and motive of activity. At the same time, meaning not only determines the features of re-living, understanding, interpretation and conceptualization of the objective world, but also performs the function of activity regulation (Leontev, 2003).

The system approach as an integrative, multidimensional and “auto-poietic” process of continuous subjective creation of the world, caused by multiple interactions with the environment through spiral repetition and relationships, each of which triggers structural changes in the system (Varela, 1995). The integrity and diversity of the semantic architectonics of consciousness allows us to distinguish the plan of microgenesis (conditions of formation) and the plan of macrogenesis (regularities of dynamics) in the integral process of its genesis. The selected plans are systematically interconnected, but each of them has a specific impact on the composition and decomposition (reorganization) of the semantic architectonics of the individual's consciousness.

Methodology

The procedure of theoretical and methodological research is aimed at achieving the substantial and structural and organizational results of the genesis analysis and representative features of the semantic architectonics of human consciousness. It is based on the following methodological background:

1. Genetic and modeling approach of S.D. Maksymenko (Maksymenko, 2000).
2. Cultural and historical concept of L.S. Vyhotskyi (Vyhotskyi, 1983).
3. Activity paradigm (Leontev, 2003).
4. System approach (Varela, 1995).

Results

The semantic architectonics of consciousness is considered by us as an object area of consciousness, as a system of semantic construction of the mental, which is determined by the process of understanding of its own “text” by consciousness; it

accumulates and “puts” traces of fixed previous interactions and attitudes into the world, its objects (occurrences, situations) in paraphernal semantic fields (Kalishchuk 2020: 132). The genesis of the semantic architectonics of consciousness is a process of continuous self-creation of semantic multilayered space, which includes an ontological subjective background (means of being), a functional plan of internal actions and a stable-dynamic “multiple text” of consciousness. That is why the problem of the genesis of semantic architectonics actualizes the question of:

- conditions of generation and reorganization of meanings in the semantic fields (“multiple text”) of consciousness, which consists of various “pictures of the world” - variable-subject cases of objectification of semantic architectonics of individual’s consciousness;

- dynamics of semantic fields, which provides the action of “self-assembly” and the change of connections and relationships between the elements of the system through the expansion of vital space;

- means of changing of mnemonic contexts and actualization of the zones of meanings of the unconscious, which form the semantic outline of “recurrence” as a repetition and renewal of integral meanings;

- content and direction of the influence on the nature of the connections between the meanings that organize the semiotics and semantics of the “text” of consciousness.

The dynamics of the semantic architectonics of consciousness is determined by the action of two driving vectors: microgenetic and macrogenetic, the connections between which determine the causal and meaning-making determination of the semantic architectonics of consciousness, as well as the trend forecast of fixed changes. The microgenesis of the semantic architectonics of consciousness is the process of formation of the paraphernal swirl, which absorbs and accumulates undifferentiated experience, determined by etiological factors of the perinatal and early biographical period of human development. The process of microgenesis in the questions of creation of “mnemonic contexts”; compilation of “imprinting of experience” and “crystallized patterns”; formation of “style and tagline of life”; existing “scheme of apperception” is outlined. The answers to these questions are in the conceptual and methodical instrument of individual psychology and the practice of coding and decoding the imprinting of experience, in particular, birth (perinatal matrices).

The determination of sources of microgenesis of the semantic architectonics of consciousness and the possibility of finding means of their objectification is postulated by two axiomatic positions. First one is the supersystemic integrity of the unconscious and the conscious (A. Adler's “psychological truth”, S. Grof's “integral communicative texture of consciousness”). The second one is that consciousness is conditioned by the “mnemonic contexts” (A. Ahafonov's definition), “latent causation of deep impulses of activity” (T.S. Yatsenko's definition) and hierarchical cross-contour subordination and “set course” of higher contours of consciousness by prenatal experience (Balatskyi, 2008). M.V. Papucha fairly states: “To say a person exhausts reality” means to say that there is something that is exhausted, there is a place and means for exhaustion” (Papucha, 2018:201). The sources of microgenesis of semantic architectonics of consciousness are objectified in imprinting and “mnemonic contexts”. The imprintings are

permanent and long-lasting personal tunnels of human reality, the creation of which is associated with the establishment of neural reflex networks (Wilson, 2016). The hierarchical cross-contour model of consciousness, which was developed by Ye.V. Balatskyi, proves that fixed (crystallized) imprintings arise as a result of unsuccessful interiorization of previous mental contours. Ye.V. Balatskyi emphasizes: "The transition to a higher contour is possible only when the interiorization of the lower contours, i.e. their recognition with all the inherent connections and relations, took place. The corresponding contour, in the form of its characteristic system of relations and interactions, enters the inner world of a man in the form of an ideal model in which all insignificant connections and parameters became obsolete" (Balatskyi, 2008: 60).

We consider that the key for the search of sources and factors of the genesis of the semantic architectonics of consciousness is the idea of a cross-contour hierarchical model of its functional properties, which is proposed and substantiated on the example of the emergence of serious diseases by Ye.V. Balatskyi. The cross-contour model is a topographic and functional basis not only for explaining the microgenesis of semantic architectonics of consciousness, but also for finding specific points of intervention, in particular at the level of perinatal matrices, in order to optimize their progressive action, aimed at the development and quality of life.

The "mnemic contexts" are actualized traces of the previous experience of human life, which consist of sources of sublimated re-living, mnemic tails of meanings, schemes as an organized set of knowledge about events, scenarios as a fixed sequence of events. As it is emphasized by A.Yu. Ahafonov and P. Lindsay, the elements of mnemic contexts are kept in the form of a "deep semantic structure" – "semantic constellation" (Ahafonov, 2003: 156; Lindsay & Norman, 1974:417). The semantic organization of "mnemic traces" is regulated by neurophysiological mechanisms, in particular by the continuous process of fluctuations of semantic information in the form of: unstoppable reverberations of excitation, defining afferentation, "patterns" of synaptic microstructures, "perceptual configurations", gestalt-pyramids, multimodal associative structures.

The physical embodiment of imprintings and mnemic contexts are somatopsychic manifestations and unconscious experiences, which are characterized by the totality of preservation and are in a certain area of access, namely: open access (f.e., breathing); partial access (bodily tension) and closed access (unconscious connotations of nonverbal experiences).

The macrogenesis of the semantic architectonics of consciousness is a dynamic movement of the semantic construction, which is determined by the process of understanding of its own "text" by the consciousness through the attitude to it and the development of its own values through the variable interpretation of previously discovered meanings. Thus, macrogenesis is a dynamic process of reorganization of the semantic field, which determines the dynamics of self-organization of the individual and the expansion of his vital space. The change of connections and relations between the elements of the semantic system is provided by the compositional analysis with the definition of hierarchy and integration of structural elements of semantic fields of different contexts.

The study of the laws of the dynamics of the world vision and the specifics of its experience is reflected in numerous significant studies. In particular, V.V. Nalimov fairly noted that the change of the “text” of consciousness, its “evolution is associated with the spontaneous appearance of a filter (γ/μ) in some situations (γ), which interacts in a multiplicative way with the original function $\gamma(\mu)$ ” (Nalimov, 1989). According to the author, “ $\gamma(\mu/\gamma)$ ” is a distribution function that determines the semantics of the new “text”; “ γ ” is an evolutionary impulse, which shows itself in an event or situation (challenges of life, situations of impossibility-infinite possibilities); “ $\gamma(\mu)$ ” is the probability density, which is determined by the original semantics, plural text, integrated meaning; “ $\gamma(\mu/\gamma)$ ” is a “text” with new semantics, with new found meanings. The concept of ordering of meanings on a certain axis “ μ ”, and hence the degree of density of their probability on this axis, introduced by V.V. Nalimov in the analysis, allows comparing and correlation of the meanings in terms of their significance for a human. In this case, the meanings find not only “significant” correlations, which are defined as the initial attitude to the situation and event, but also acquire the quantitative characteristics in addition to the qualitative one.

The laws of modification of senses, meanings, images are explained by Z. Pylyshyn using the concept of “cognitive permeability – impenetrability” (Pylyshyn, 1981). The author emphasizes that the meanings that relate to a particular environment and change or, on the contrary, do not change depending on whether the goals, expectations, intentions, beliefs, aspirations of the individual can influence (permeate) into the functional architecture of the previous meaning. Directly, the mechanism of the specified “permeability – impermeability” is interpreted by Zh. Verno by means of the definition “conceptual field” (Verno, 1998). The researcher notes that the development of the new depends on the previously mastered concepts that make up a certain conceptual field. This emphasizes the role of the deep layer of the image of the world, the content of the mnemonic context and semantic fields - the main elements of the semantic architectonics of consciousness, which, on the one side, determine the finding of meanings. On the other side, they determine their coordination of intersubjective, contextual and regulatory meanings in the system of meanings.

At the same time, the well-known experiment of V. Shtern “Dramatization of the picture” is described by L.S. Vyhotskyi as a discovery, “capture” of the relationship shown in the picture, which is mainly carried out by children in the game, when complex concepts do not yet have the appropriate speech expression (Vyhotskyi, 1982: 259). Non-verbal meanings in the form of images and symbolic actions are revealed in the game, which is the leading activity for a 4-5 years old child. This position confirms the existence of two forms of representation of meanings: verbal and nonverbal, and opens the way to explain the genesis of “conceptual fields”, their actualization and development in an inseparable way from the leading human activity.

Another important perspective on the macrogenesis of meanings was explored by Ch. Osgood, revealing the term “connotative meaning” as the formation of certain states that follow the perception of a word (image, situation) and precede the meaningful perception. Ch. Osgood called such states “affective-sensory tones” that determine affective meaning, starting with pre-meanings on the sensory-perceptual contour of

consciousness (Osgood & Susi & Tannenbaum, 1957). We can assume that “connotative meaning” as an affective-sensory tone of perception, firstly, is assigned by the deep layer of the image of the world, which contains integrated meanings of the attitude to the world and the system of personal meanings. Secondly, “connotative meaning” is a filter, the multiplicative function of which provides the self-generation of new meaning.

M. Wessells' research and the model of counter-processing of information as a simultaneous exchange of two streams, proposed by him, can also be used to explain the process of meaning-making (Wessells, 1982). According to M. Wessells, the object (situation, event, challenge of life) is the input stimulation that creates the stream of information “from the bottom to top” and its interpretation. The counter-stream “from the top to bottom” analyzes and recognizes the context, reveals the objectification of meaning, attitudes, and intentions. The simultaneity and coherence of both multidirectional streams is a condition for knowledge of the situation, its consistent identification, understanding and interpretation - meaning-making.

It can be stated that the process of cognition of the world - its “exhaustion” (B. Spinoza's definitions) leads to the formation, as it is rightly emphasized by M.V. Papucha, of “the living reality of human existence in the integrity of its internal life relations” (Papucha, 2018: 201). “Exhaustion” (removal, reading of the situation, embodiment) in the context of the macrogenesis of the semantic architectonics of consciousness means the discovery and creation of the part of oneself with the help of the acquired discovery that either confirms the image of oneself and the world, or decomposes it. The reorganization is carried out simultaneously in two ranges. First, it is an “increase - decrease” of scale, integration, details of the image of the world. Secondly, it is the discovery of one's own consistency in regards to the dimensions of freedom and responsibility, which individually set a person for the auto-poietic movement - a further process of the world's cognition.

That is why the configuration of relations and essential features of the process of “exhaustion” of the external and internal world are considered as the pattern of “teleological force” by us. “Teleological force” is a vector of activation and an attribute of the integrity of mental and physical efforts of a human in regards to the formation of regulatory (borderline) meanings, which provide a control over the needs and emotions, a clear focus on the future and a long time perspective and independence (freedom and responsibility) in situations of impossibility-infinite possibilities and challenges of life.

It is known that with the concept of “teleological force” A. Adler explains the mechanism of establishing new patterns of behavior as an overcoming of erratic apperceptive schemes and the complex of inconsistencies (Adler, 2015). In particular, A. Adler defines teleologicity as the unity of physical and psychological efforts, which is a source of creative energy of life. D.O. Leontev considers teleologicity, in contrast to causality, as a sign of the formation of regulatory meanings that provide control over the needs and emotions, a clear focus on the future and a long time perspective (Leontev, 2003). V.A. Petrovskiy explains a priori existing human strategy of a given meaning with the phenomenon of “teleological closeness” (Petrovskiy, 1993).

In our opinion, teleologicity develops the macrogenetic plan of semantic architectonics of human consciousness, in which the activity of re-living is a marker of “necessity” (S.D. Maksymenko's definition), needs and their identification, verbalization and categorization in individual re-living, and therefore serves as a means for the forming of pre-meanings. The confirmation of this position can be found in the idea of Ye.M. Ivanov in regard to the individual selection of alternatives, which is directly related to sensory perception (Ivanov, 2007). The consciousness, according to Ye.M. Ivanov, chooses exactly what we perceive sensually, and therefore the choice of alternative and sensory perception align. Thus, sensory perception and the activity of re-living determine the process of understanding and direct the interpretation and, as a result, the generation of meaning.

Specification of the representative function of the semantic architectonics of the individual's consciousness involves the search for an answer to the question: “How is the “exhaustion” made?”. The establishment of the specifics of the “context-generating combination” (V.M. Tsapkin's definition) should be considered an essential feature of finding the answer. This combination leads to the objectification of the necessity. V.M. Tsapkin fairly emphasizes the role of activity and its objective side as a part of life and proves that the dynamics of the semantic horizon of the lifeworld is given by the point of intersection of two key operations:

- choice made by the events of the lifeworld;
- possible combinations (hypotheses) and context-generation, which are the result of the previously formed attitude; are the boundary framework of activity and life; and they provide the connection of meanings through the context (Tsapkin, 2008). That is why the point of intersection of the axes of “lifeworld” and “activities” opens the subject (occurrence, situation, event), which is, at the same time, a significant object of “lifeworld” and the motive of the system of activities. The objectified subject and motive are defined in a certain activity. They act as its condition-purpose-motive.

Thus, finding of a meaning is reflected in the integrity of the object (image, situation), possible actions in relation to this object and attitude to it. That is, three plans are distinguished in the genesis of meaning generation, namely: correlation of oneself with an object (situation, event), establishment of possible actions concerning an object and formation of attitude to it, its “re-living”, which has semantic nature and acts, at the same time, as the source and mechanism of the dynamics of consciousness, its evolution, involution, fluctuation, reactivity, sensuality.

That is why the elements of the pattern of “context-generating combination” are the flow of meanings, the selectivity and uninterrupted ability of which to make a selection, is determined by interests and pre-thinking. This is how the original postulates and the generation of meanings are made and it constitutes the semantic image and gives an effective force to the meanings. The determinants of the stream of meanings are metaphorical transferals that trigger emotional reactions – “operational instructors of the categorization process” (V.F. Petrenko's definition), the experience of paradox, lack, fusion of unfused multiple polyphonic meanings, disagreement of expectations and signals of reality. These determinants signal the state of things and point to finding the answer to the question: “What is it? What happened?”.

Strong emotion (affect) shortens the dimensionality of space, transferring a person from the objective relation to the deep levels of categorization, to the following connotative features. This is done, as V.P. Zinchenko emphasizes, subject to the existence of three conditions:

- intensity of delta of misunderstanding;
- difficulty of meaning definition;
- paradoxical meeting of “intersubjective meaning” - meaning (V.M. Tsapkin's definition) and subjective meaning (Zinchenko, 2009).

The definition of the guiding tendencies (“For what?”) of macrogenesis of the semantic architectonics of consciousness, outlines the boundary framework, i.e., the “teleological” essence of consciousness itself, namely the revelation of the question: “Why does the instrument of consciousness work?”. We consider that the core pattern of this unit of analysis is the “subjective obviousness of conscious experiences”, which is determined by the reflexive cognitive contour of consciousness. The key structural component of the representative function of consciousness is “relationship”. The attitude to the world, to oneself and to another person is the background of the appearance of experiences and is the content of reflection. The relation “man and the world”, the formation of oneself in relation to others, to events, to the World and the conditionality of this relation of self-expression and self-discovery. In our opinion, the interpretive appeal to one's own life is determined by the integrated dimensions of personality, namely: “freedom” and “responsibility”. The “freedom” reveals the ability to expand one's own terrene of life and approve the ability of “I can”, in which the world and the man are intertwined, and the feeling of “I can” consists of an intrinsic component (personal part), which is represented by abilities, strength and extrinsic component (situational part) , which contains conditions and opportunities (Längle, 2011). “Responsibility” as a systemic semantic formation dialectically connects complexity, usefulness, resourcefulness and intentionality (intentions, necessity). It is revealed by actions of consistent finding or answering (as meaning), or deciding (as program), or action (as objective transformation). It forms a stable inherent value and the ability to “withstand” the challenges of life as a condition for the development of one's own strength and as a manifestation of intentionality.

Thus, a meeting with reality, the semantic experience of another person, failure, the situation of impossibility, the challenges of life - these are the conditions for detecting semantic contradictions and the requirement to refuse the automatisms, defenses and schematics: “introjects”, “complexes”, “scenarios”, “psychological truth” etc. It can be stated that the real world is not so much explored by the individual as it is mastered and mentalized.

Discussion

The question of the genesis of the existence of the individual is raised in the research of S.D. Maksymenko (Maksymenko, 2006). The author emphasizes that the acceptance of life's challenges is a spontaneous, defined inherent activity that strengthens the individual, makes him or her demonstrative and, at the same time, leads to complications and development. S.D. Maksymenko notes: “The balance of recognition of leading values and meanings and unconscious experiences-movements is

what determines the productivity of the human path" (Maksymenko, 2006: 133). The researcher actualizes the question of forming the image of the world, linking the answer to it with the phenomenon of experience, when the transition from "folding" of sensory-sensuous saturation to the emergence of a sign (word, concept, meaning). The position, marked by S.D. Maksymenko, outlines the ontological background of the construction of the "inner world" of the individual and, at the same time, determines the main conditions and course of its relentless existence-formation in a consistent progress-movement: necessity → unconscious experiences → activity of experience → meanings.

The scientist actualizes here an important and fair question: "How do the images of objects, which a human has never perceived, appear?" (Maksymenko, 2006:157). How does a person "exhaust" them and build the "multiple text" of his or her life from them? The postulate of S.D. Maksymenko "If the inner world loses the ability for expression, it ceases to exist" (Maksymenko, 2006: 159) defines, in our opinion, the construct "ability for expression", as key in finding an answer to the question of the genesis of semantic architectonics of consciousness.

What does "The ability for expression", in the perspective of defining the subjective reality of a man, mean? In our opinion, it is the experience of correlating oneself ("I am") and the world (the world is, life is, other people are). The result of this correlation is the image that is formed, the "inner world" of the individual that is formed within the zone where the world is "touchable" for the person, causing experiences, states and forming attitudes, speech meanings and signs. This ensures the following consistent self-attribution and correlation with other people and certain facets of the world.

Thus, the semantic connections that reflect the determination of a person by the world ("correlation of I with the world"), at the same time, create his or her ability to act actively, changing his or her lifeworld. That is why the operation of a representative system of semantic architectonics of consciousness is the establishment of new relationships in interaction with situations and occurrences (in situations of impossibility-infinite possibilities, challenges of life, experience of success, failure, interest, surprise, etc.) as establishment of relations, which are dependent on the previous activities. We think that the "reality" is opened in the "picture of the world" - in an intentionally activated dynamic semantic network with a multiformat structure of many individually set images of the world and oneself in it and hierarchical semantic connections (relationships) between all specific elements that make up partial images and the network as a whole. Therefore, "reality" is the subjective pole of objective reality. The subject and object are combined in the reality of an individual, regardless of the degree of "realism" of perception and understanding of the objective world.

Conclusion

The auto-poietic movement of the semantic architectonics of the individual's consciousness reveals its continuous structural changes, at the same time preserving the pattern that was built in the process of microgenesis while turning into an intention. The process of separation of signals that initiate the direction of "exhaustion" of the world determines the structural changes (macrogenesis) in the semantic architectonics of the

individual's consciousness and is an act of cognition that determines the continuous creation of the world due to cognitive activity of an individual or system of activities. This process is objectified in the re-living of the real world and in the construction of a unique view of the world.

We assume that the macrogenesis of the semantic architectonics of consciousness is carried out through the re-living of "correlation of I with the world" as an objective pole of reality. "Correlation of I with the world" determines the dynamics of the individual, the movement of his or her life through the re-living of a continuum of states and the creation of a semantic field organized by the connections of the corresponding mnemonic context. This experience is revealed in intrapsychic, interpsychic, existential and systemic perspectives. "Correlation of I with the world" provides the compilation of phenomenological content, namely taking of the position and its expression in relation to the world. In addition, the confrontation with other personal realities leads to the establishment of new associative connections on the semantic background of the "picture of the world".

In conclusion, we can emphasize that the conceptual approach of correlating the genesis of meanings with the layers of the image of the world allows making a procedural dynamic chain of semantic connections, which has a transitional and inverse form in each link and is described as follows: "world" $\leftarrow \rightarrow$ "unconscious connotations of non-verbal experiences" that have somatopsychic manifestation $\leftarrow \rightarrow$ "necessity" $\leftarrow \rightarrow$ "interiorisation", which is combined with the selectivity of perception of another person due to the action of imprintings and mnemonic contexts $\leftarrow \rightarrow$ "intention" $\leftarrow \rightarrow$ "attitude, activity" $\leftarrow \rightarrow$ "understanding and interpretation" $\leftarrow \rightarrow$ "meaning" (noematic correlation as immanently captured perception, judgment, pleasure in the re-living, i.e., proposed by the experience of a new semantic code) $\leftarrow \rightarrow$ objectified "intersubjective meaning" $\leftarrow \rightarrow$ "world".

It was found that dialectical streams merge in a single mechanism of the world reflection, in particular - the influence of integrated values (intersubjective meanings) on the perception of world objects and "finding" of new meanings as an arrangement of existing relations with the world. The creation of new semantic connections creates the internal conditions to work actively, changing one's lifeworld (one's subjective reality), "setting" it for the real world in a more specific way.

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**PECULIARITIES OF LIFE VALUES AND EXPERIENCES OF LONELINESS
IN INDIVIDUALS OF DIFFERENT AGE GROUPS**

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Lina Kolesnichenko

ORCID ID: 0000-0003-0196-4744

Anna Solon'ko

ORCID ID: 0000-0001-9051-1290

Abstract

The article is devoted to the study of the dominant life values and peculiarities of loneliness experiences in individuals of different age groups in adolescence and adulthood. The sample consisted of two groups. The first comprises 30 people aged 18 to 25, 15 - females and 15 - males. The second group comprises 30 people aged 40 to 50 years, 15 - females and 15 - males. Due to quarantine restrictions one-week study was conducted online using Google Drive.

Research methods used in this article are as follows: "Differential questionnaire of loneliness" by E.M. Osina and D.O. Leontieva to determine the level of loneliness, which includes the acceptance of this loneliness, positive loneliness and dependence on communication; methodology "Diagnosis of the level of subjective feeling of loneliness" by D. Russell, L. Popel, M. Ferguson in the adaptation of N.E. Vodopyanova to determine the level of negative loneliness; methodology "Value Questionnaire" by S.H. Schwartz to study the life values of the individual.

The study found that young people are dominated by the values of independence in thoughts, openness to change, independence in behavior in contrast to adults, who are dominated by the values of self-transcendence, openness to change, motives of hedonism in behavior. An important vital value for both age groups was openness to change, which, we can assume, is not related to age. It was also determined that the highest level of loneliness and positive loneliness is observed in respondents aged 18 to 25 years, in contrast to the subjects aged 40-50.

The studied theoretical and practical aspects of the connection between experiencing loneliness and life values of the individual made it clear that certain life values have a close direct or inverse connection with the feeling of loneliness, namely with the values of hedonism, self-aggrandizement in behavior, independence in behavior and also have a direct significant relation to the feeling of loneliness, while the motives of kindness, security and self-transcendence in behavior have a significant inverse connection with the feeling of loneliness.

The prospects for the research in this area are quite large, but we have identified a way for the further research, which involves comparing our data with the fact whether the subject has a family or not.

Keywords: loneliness, life values, connection of loneliness experience and life values, influence of life values on feelings of loneliness.

Introduction

The scale of the problem of experiencing loneliness by a modern person is exemplified by the following data: no more than 1-2% of individuals questioned by

psychologists in terms of this experience usually pointed out that they had never felt lonely in their lives, while about 10-30% stated that they experienced this feeling at least once in life. Another part of the respondents asserted that they either often experience a state of loneliness or stay in this state constantly.

Loneliness is an emotional state that is most often associated with a lack of close, emotional connections with people or with the fear of losing them as a result of a certain psychological reason or forced social isolation.

Feelings of loneliness can be related to various psychological factors, among which the values of life, that, as we believe, belong to the main regulators of human behavior and life.

Life values determine orientation of the individual, the attitude of the individual to the surrounding reality, other people and to oneself. They are the core of worldview and motivation for life activity.

There are many studies that determine the peculiarities of experiencing loneliness in people of different age groups; usually these are teenagers, adolescents and the elderly (Zotova, 1987). You can also find many studies aimed at determining the values of life (Reznik, 2002).

Falling back on the definition of life values and the concept of "loneliness", we have made the assumption that each age group has priority life values and the experience of loneliness may be associated with certain life values of the individual.

The aim of the article is identification of the priority life values in adolescents and adults, their level of loneliness and the relationship between the life values of the individual and the experience of loneliness.

Theoretical background

Previously, loneliness was considered as a predominantly physical characteristic, but over time and in the course of research, loneliness has acquired a purely psychological meaning, its manifestations have been studied on a personal level. Currently, scientists are actively conducting research on loneliness: its types, manifestations of feelings of isolation, uselessness, methods of mastering it, effective ways of regulating the experience of loneliness, alienation, and so on. The research was based on the theory that defines loneliness as an emotional state associated with a lack of close, positive emotional connections with people and / or fear of losing them as a result of an existing or hidden psychological cause of social isolation (Verbitskaya, 2002). In the modern foreign scientific literature, the problem of loneliness has been actively studied since about the 50s of the XX century. Aspects of loneliness are reflected in the works of such researchers as B.M. Golota, Y.M. Schwalb and others (Golota, 2004; Schwalb, 1991). Experience of loneliness and attitude to it (D.O. Leontiev, E.N. Osin, Z.S. Perlova), the phenomenon of loneliness as a subjective experience and its socio-psychological peculiarities, loneliness, alienation and their psychological aspects, different types of loneliness and ways of overcoming loneliness ((Voznyuk, Kolesnichenko, 2017; Osin, Perlova, 2012) are topical issues for research. Mental state of loneliness is investigated in the works of K. Rogers and E. Ash as a feeling that arises when realizing the difference between a personal position and the desires of society (Rogers, 2001; Ash, Micelles, Morash, 1989).

We distinguish explicit and implicit (hidden from the environment) loneliness. Explicit loneliness is formed as a physical phenomenon and occurs when a person with a lack of communication with people, wants to communicate, but cannot. Loneliness in an implicit (hidden from the environment) form is much more common. A person is constantly surrounded by people, communicates with them, but at the same time feels alienated and unnecessary. The problem of implicit loneliness is now very common among adolescents, and if it is not solved and addressed in time, it passes on to the stage of adult life, which is accompanied by the inability to establish long-term social relations. Ignoring the problem, such people deliberately doom themselves to loneliness. It is difficult to detect this kind of experience of loneliness, because such a person in society behaves in the most ordinary way (Labyrinths of Loneliness, 1989).

In the course of the research, more and more scientists distinguish between positive and destructive loneliness.

Positive loneliness or solitude is a necessary, desirable state that forms a full-fledged self-sufficient personality, while destructive loneliness has opposite features (Miyuskovich, 1989).

W. Sadler and T. Johnson (Labyrinths of Loneliness, 1989) distinguish types of loneliness in terms of four "dimensions": cosmic, cultural, social, interpersonal. Cosmic loneliness is present when there is a problem with the preservation of oneself as a holistic reality, due to which an individual will relate himself to nature and universe, or when there is involvement with mystical secret aspects of life close to the depths of existence, or when the individual believes in the uniqueness of his/her destiny or in involvement in major historical goals.

Cultural loneliness is most often experienced because of the separation of the individuals from the cultural heritage that has always been a part of their lives (such loneliness is most often experienced by immigrants), simple human living in the modern world for especially vulnerable individuals can be the cause of this type of consciousness.

Social loneliness most often occurs due to social isolation which can manifest itself in the form of boycott, expulsion or resignation. This type of loneliness appears when a person is deprived of the opportunity to be included in a group (social circle) that he/she considers important and desirable for himself.

Interpersonal loneliness often occurs when a person experiences a lack of friendship or intimacy. There are two main areas in the study of factors associated with this measurement of loneliness. One of them considers possible situations in which loneliness occurs, i.e. the locus of attention shifts to external factors. The second direction studies the nature of the lonely personality and is therefore guided by internal factors.

The types of loneliness experiences, which are based on temporal characteristics, are also studied. Thus, researchers distinguish: chronic loneliness (if a person has no social contacts for a long time) and situational loneliness (which is associated with stressful life events that may relate to the death of a partner or divorce). The latter is called "temporary" and occurs only in certain periods of life when a person for a relatively short time feels lonely. Based on the above mentioned, it is appropriate to

define loneliness as a temporary mood, but we should not equate this concept with active loneliness, which is a necessity, and the manifestation of loneliness as a way of life.

Life values are one of the aspects of life which accompany a person throughout his life and change in the process of reshaping his/her thoughts and attitudes. In the structure of a mature, developed personality values perform the function of perspective strategic life goals and motives, the realization of which is expressed in the contribution of the individual to culture, the creation of its new, objective forms of values (Frankl, 1990).

The works of O. Zotova, O. Bobrenko and other researchers are devoted to the definition of the peculiarities of life values in adolescence (Zotova, 1989; Bobrenko, 2011). They dwell on the dependence of social activity of the individual on its orientation. Value orientations in the context of problems of regulation and forecasting of social behavior are considered by such scientists as V.O. Yadov, E.G. Chernova (Yadov, 1975; Chernova, 2003). The dynamics of value orientations were studied by A.L. Zhuravlyov and Y. Y. Kolyagina (Zhuravleva, 2011; Kolyagina, 2004).

According to M. Rokich's theory, two main groups of life values can be distinguished: terminal and instrumental, or goal values and money values (Rokeach, 1972).

- terminal values are reflected in the belief that some ultimate goal of individual existence from a personal or social point of view is worth striving for;

- instrumental values determine the course of action that is best in any situation from a personal or social point of view;

Terminal and instrumental values can be distinguished as interconnected "blocks" (Leontiev, 2003).

In the first block, which is created by means of the interaction of terminal and instrumental values, we can highlight the following:

- 1) concrete life values and abstract values;
- 2) the values of professional self-realization and the values of personal life;
- 3) individual values and values of interpersonal relations;
- 4) active and passive values.

The combination of terminal and instrumental values in the second block leads to the formation of the following:

- 1) ethical values - the values of interpersonal communication - the values of professional self-realization;
- 2) individualistic values - conformist values - altruistic values;
- 3) the values of self-affirmation - the values of acceptance of others;
- 4) intellectual - emotional worldview.

In our study, we relied on the approach of S. Schwartz, that is a modified version of the theory of M. Rokich (Schwartz, 1987). He highlights the following values:

- 1) values of preservation (security, conformity, traditions);
- 2) values of change (completeness of feelings, self-regulation);
- 3) the values of self-determination (the well-being of the group and humanity as a whole);

4) the values of self-aggrandizement (power, achievement, hedonism).

Methodology

For the empirical study of the relationship between loneliness and life values, the following methods were used: "Differential questionnaire of loneliness" by E.M. Osina and D.O. Leontieva (<https://testometrika.com/personality-and-temper/the-differential-questionnaire-feelings-of-loneliness/>). The full version of the questionnaire contains 40 statements grouped into 8 subscales and 3 scales.

Subscale 1 "Isolation" contains allegations that there are no people with whom close contact is possible. Subscale 2 "Experiencing loneliness" includes statements that construct the image of the respondent's self as a lonely person. Subscale 3 "Alienation" emphasizes the lack of meaningful connections with others. Subscale 4 "Dysphoria of loneliness" measures the negative feelings associated with being alone. Subscale 5 "Loneliness as a problem" reflects a negative assessment of loneliness as a phenomenon. Subscale 6 "Need for a company" measures the experience of the need to communicate. Subscale 7 "The Joy of Solitude" measures a person's acceptance of loneliness and solitariness. Subscale 8 "Solitude Resource" contains statements that reflect the productive aspects of solitude. The sum of subscales 1-3 gives a score on the scale "General loneliness" - a current feeling of loneliness, the lack of close communication with other people. The sum of subscales 4-6 gives a score on the scale "Dependence on communication" - rejection of loneliness, inability to be alone. The sum of subscales 7-8 gives a score on the scale "Positive loneliness", which measures a person's ability to find a resource alone, creatively use it for self-knowledge and self-development.

Methodology "Diagnosis of the level of subjective feelings of loneliness" by D. Russell, L. Popel, M. Ferguson in the adaptation of N.E. Vodopyanova (<https://psytests.org/interpersonal/lonvod-run.html>) consists of 20 statements to which there are four possible answers: "often", "sometimes", "rarely", "never". The methodology itself is based on the theory that loneliness is a complex feeling that binds together something lost by the inner world of the individual. The feeling of loneliness motivates a person to energetically search for resources to confront this state, which blocks a person's ability to fulfill his expectations and hopes. There is a cognitive moment in the feeling of loneliness. It signals a person, "who I am in this life."

The first part of the "Value Questionnaire" by S. Schwartz (<https://onlinetestpad.com/ru/test/148095-cennostnyj-oprosnik-shvarca>) is designed to study the values, ideals and beliefs that influence the personality. The list of values consists of two parts: nouns and adjectives, which include 57 values. The respondent evaluates each of the proposed values on a scale from 7 to -1 points. The second part of the Schwartz questionnaire is the personality profile. It consists of 40 descriptions of a person, characterizing 10 types of values. A scale from 4 to -1 points is used to evaluate the descriptions. By values Shalom Schwartz meant "identified" needs that directly depend on the culture, environment and mentality of a particular society. The Schwartz questionnaire is based on the theory according to which all values are divided into social and individual.

Characteristics of the sample. Our sample consists of two groups. The first consists of 30 people aged 18 to 25, 15 - females and 15 - males. The second group consists of 30 people aged 40 to 50 years, 15 - females and 15 - males. All participants either study at universities or work, and their professions are diametrically different - from teacher to a bus driver. The survey was conducted during the week in an online format due to quarantine restrictions. The right of anonymity was preserved and each respondent could obtain his / her processed results at will.

Results

After processing the results of the methods "Diagnosis of the level of subjective feeling of loneliness" by D. Russell, L. Popel and M. Ferguson, adaptation of N.E. Vodopyanova and "Differential questionnaire of loneliness" by E.M. Osin, and D.O. Leontiev it was determined that there are age-specific peculiarities of experiencing loneliness. Almost 17% of adolescents have a high level of loneliness as opposed to 3% of adults; 47 percent of adolescents have a low level of loneliness as opposed to 67 percent of adults (see Figure 1-2). According to Pearson's χ^2 criterion, it was found that there are differences in the two empirical distributions for the experience of loneliness (χ^2 empirical (13.08) > χ^2 critical (9.21; $p < 0.01$).

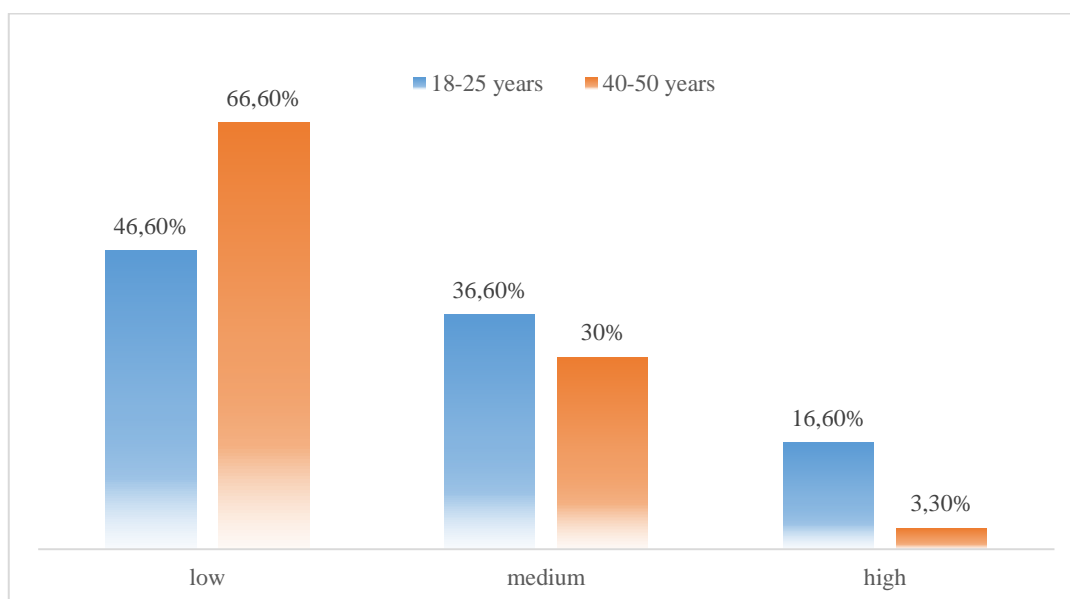


Fig.1. Indicators of loneliness in people of different ages

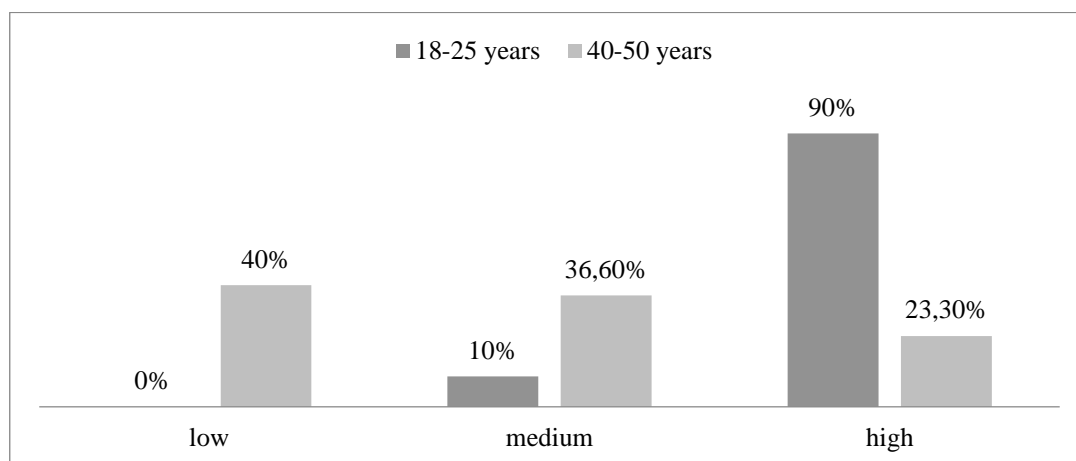


Fig.2. Indicators of experiencing positive loneliness in people of different ages

However, it should be noted that individuals aged 18 to 25 have a high level of positive loneliness. This means that young people can use this state for reflection and self-development.

Pearson's criterion χ^2 test was used to determine whether there were significant differences in the experience of positive loneliness between adolescents and adults. It was determined that χ^2 is empirical (94, 38) > χ^2 is critical (9.21; $p < 0.01$), which means that there are differences in the two empirical distributions.

In the course of the study of life values of different age groups using the method of S. Schwartz, it was found that between them there are both differences in the priority of values and similarities in the value "openness to change" (see Fig. 3-6).

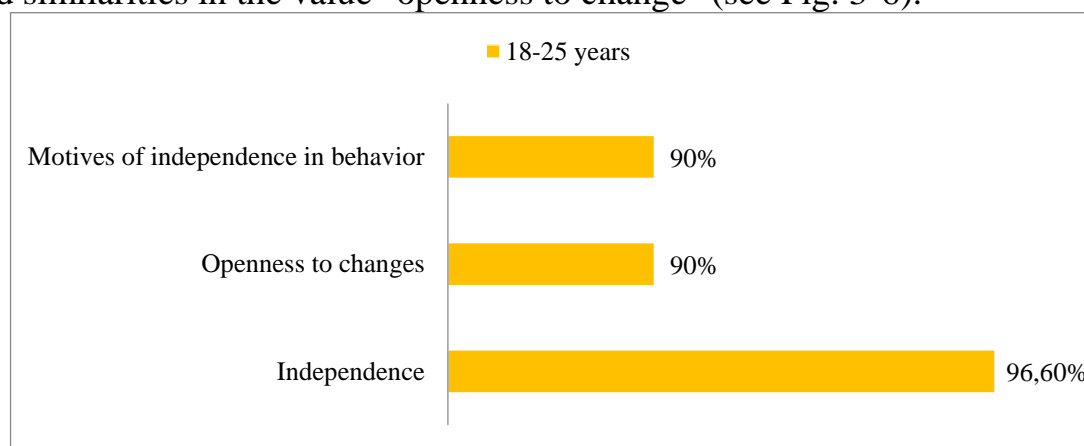


Fig. 3. Percentage distribution according to the indicator of the most important life values for adolescence

Thus, according to the results of the method in question, it can be noted that for the sample which represents individuals aged 18 to 25 years, the most important life value is independence of thoughts. In second place in importance are openness to change and motives for independence in behavior, actions and deeds. These results prove the importance of independence for young people in the period of their formation as individuals.

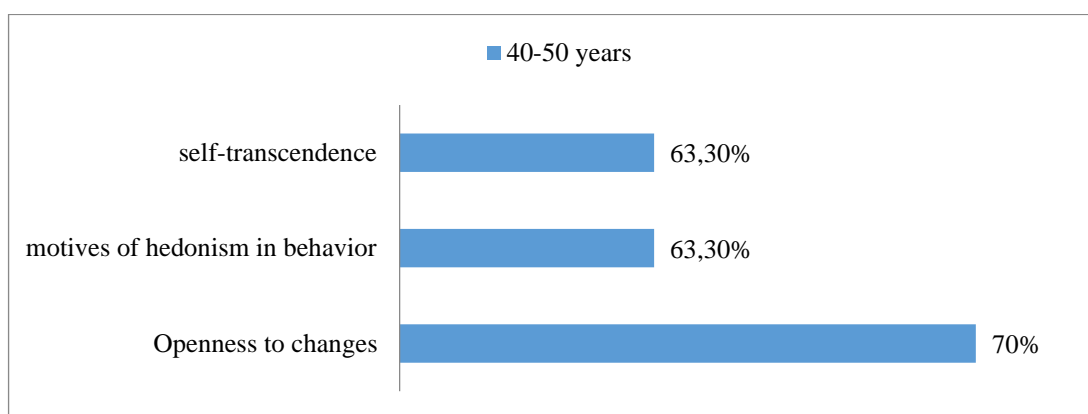


Fig. 4. Percentage distribution according to the indicator of the most important life values for adulthood

For the age group from 40 to 50 years, the most important life values are openness to change, which in turn may be due to the constant changes of the modern world and the constant need to adapt to it. Another important value for mature people is the value of self-transcendence and the motives of hedonism in behavior.

Using Fisher's angular transformation criterion to determine whether the differences between the percentages in adolescents and adults on the frequency of selection of chosen values are significant, the following was discovered:

- the value of self-transcendence was determined by $\varphi_{\text{empirical}}$ (2.93). Comparing it with the critical (2.81); $p < 0.001$ it was found that there are significant differences between the percentages of adolescents and adults in the frequency of choosing the value of self-transcendence as important in life;

- the value of hedonism in life was determined by $\varphi_{\text{empirical}}$ (4.25). Comparing it with the critical (2.81); $p < 0.001$ it was found that there are significant differences between the percentages of adolescents and adults in the frequency of its choice;

- independence in thought - was determined by $\varphi_{\text{empirical}}$ (4.39). Comparing it with the critical (2.81); $p < 0.001$ it was found that there are significant differences between the percentages of adolescents and adults in the frequency of its election;

- independence in behavior which has significant differences as well, was determined by $\varphi_{\text{empirical}}$ (3.43) $> \varphi_{\text{critical}}$ (2.81); $p < 0.001$;

- the value of openness to changes, which in both groups occupy the third place, also has significant differences $\varphi_{\text{empirical}}$ (1.99) $> \varphi_{\text{critical}}$ = 1.64; $p < 0.05$.

Thus, it can be noted that the most important value for the age group from 18 to 25 years is independence in behavior, openness to change and independence. For the age group of 40 to 50, the most important life values are self-transcendence, hedonism in behavior and openness to change. It can be determined that the value of openness to change is equally important regardless of age.

The correlation analysis (Pearson's correlation coefficient), which was carried out in SPSS, found that certain life values have a direct significant connection with the feeling of loneliness. These are hedonism, self-aggrandizement and independence in behavior. The value of "independence in behavior" has a direct significant connection with the general experience of loneliness, with dependence on communication, and with isolated loneliness and is not related to positive loneliness.

The values of kindness, security, and self-transcendence in behavior have an inverse significant connection with the feeling of loneliness.

Positive loneliness has a direct significant connection with the values of self-aggrandizement in behavior, hedonism, stimulation in behavior and the motive of independence in behavior.

The obtained data point to the connection between life values and the feeling of loneliness of the individual.

Discussion

The main results of our study indicate that there are differences not only in the experience of loneliness, but also in significant life values in adolescents and adults. We believe that the establishment of the value of "openness to change" in individuals of both age groups is a rather important point. Establishing the connection between certain life values, experience and types of loneliness shows that loneliness associated with certain life values, such as independence, autonomy in behavior and rejection of traditions, can be a person's choice. Candidate of Psychological Sciences D. Kashirsky in his article "Psychological features of value systems of students with varying degrees of loneliness" in particular emphasized and considered the aspect of loneliness in connection with self-realization as a value. His main idea was that if students are lonely, it puts obstacles in their way to self-realization (Kashirsky, 2008). Our researches coincided in terms of the fact that students have a low level of loneliness. (Kashirsky, 2008). At the same time, we found that students are characterized by positive loneliness, which they use for self-knowledge and self-development. Also, to compare the results, we studied the article by Y. (Kolyagina, 2004) "Dynamics of value orientations in adolescence" in which the author studied the value orientations and the dynamics of their growth, rather than their connection with the feeling of loneliness. (Kolyagina, 2004). These studies also indicate that the value of independence, which includes freedom and independence, is important for young people. We determined another dominant value - openness to change. In our study, we identified the links between value orientations and feelings of loneliness in different age groups.

Conclusion

The article shows that loneliness is an emotional state associated with the absence of close, positive emotional connections with people and/or with the fear of losing them as a result of an existing or hidden psychological cause of social isolation. The existence of explicit and implicit (hidden from the environment) loneliness is theoretically substantiated. Explicit loneliness is formed as a physical phenomenon when a person experiences a lack of communication. Implicit loneliness is manifested when a person is constantly surrounded by people, communicates with them, but at the same time feels alienated and unnecessary. Such a person does not feel much love and affection from them.

It is shown that life values determine orientation of the individual, the attitude of the individual to the surrounding reality, other people, to oneself. Value orientations can also be considered as a relatively stable, socially conditioned attitude of an individual to a set of material and spiritual benefits and ideals, which are seen as goals and means to meet the needs of an individual. It was empirically determined that the following values

prevail in young people: independence, openness to change, independence motives in behavior. In adults such values as self-transcendence, openness to change, motives of hedonism in behavior prevail. For both age groups, an important life value is openness to change. At the same time, for the age group 18-25 the value of independence (thoughts) and independence in behavior (actions) prevail. For the age group 40-50 the most important value is self-transcendence, as a combination of universalism and kindness and hedonism which presupposes getting pleasure from life.

In the course of the study it was determined that the highest level of loneliness is observed in the subjects aged 18 to 25 years, in contrast to the respondents aged 40-50.

It was also found that the components of loneliness are presented differently in the subjects of these two groups: a high level of positive loneliness is more pronounced in individuals aged 18-25. This indicates that people of this age experience loneliness as a positive phenomenon necessary for cognition and reflection.

It has been established that such values as hedonism, self-aggrandizement in behavior, independence in behavior have a direct significant connection with the feeling of loneliness while the motives of kindness, safety and self-transcendence in behavior are inversely related.

Positive loneliness has a direct significant connection with self-aggrandizement in behavior, openness to change, hedonism, stimulation and openness to change in behavior.

The conducted empirical research helped us to determine the priority life values of people of different age groups and the peculiarities of the relationship between certain life values and the feeling of loneliness.

Research prospects. In the future, we consider it necessary to expand the research, including the data on whether the subject has a family or not and the peculiarities of his relationships in the parental family.

Conflict of interests

In the course of the research, none of the co-authors declared a conflict of interests.

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FEATURES OF DEVELOPMENT OF PERSONAL AND PROFESSIONAL POTENTIAL DURING STUDY AT THE UNIVERSITY.

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Valentyna Podshivalkina

ORCID: 0000-0003-2828-5928

Karina Moisieienko

ORCID: 0000-0002-2646-9232

Abstract

Aims. The purpose of this article is to prove the necessity and importance of tracking the dynamics of the peculiarities of the development of personal and professional potential while studying at the university.

Methods and sampling. The studies were carried out on respondents related to different stages of the formation of personal and professional potential. It was attended by 150 respondents aged 15 to 37 years. The following methods were used in the empirical study: the Mayer-Briggs MBTI typology questionnaire; I.L.Solomin's questionnaire "Orientation"; questionnaire "Determine Career" J. Holland; E. Schein's questionnaire "Career Anchor Test"; short oriented test by Wanderlik and the methods of mathematical statistics: frequency, factor, cluster, analysis of variance; Fisher's coefficient, correlation analysis (Pearson's coefficient), experimental data processing was carried out using the statistical software package IBM SPSS Statistics 26.0.0.

Results. The more significant components of the personal and professional potential have been identified. It has been proven that personal and professional potential is an open self-organizing system. The stages of personal and professional potential formation were established, which consisted of four components: "professional self-determination", "initial praxeologization", "primary specialization and active development of personal and professional potential" and "praxeological realizability of personal and professional potential".

Conclusion. The obtained results of empirical research have significant practical value and open up new areas for scientists to study the characteristics of the development and formation of personal and professional potential.

Keywords: personality, potential, personal and professional potential, student life, ontogenesis.

Introduction

In the context of the lack of stability in the world and constant changes in society, the need to find new effective ways of the development modern Ukraine becomes especially important. This is especially true of the transformation of the education system. We are talking about reforming the education sector in general and higher education in particular. Society faces the problem of the transforming educational process in higher education to prepare the right professional in the labor market, able to shape modern Ukrainian society. In this regard, one of the basic requirements for the development of society becomes especially relevant - it is the development of personal and professional potential for implementation and

productive use in the process of socialization. The formation of personal and professional potential occurs in the process of personality development. The process of personal and professional formation is complex because, on the one hand, existence in the social environment makes demands on the adaptation of the individual in society, and on the other - self-realization is closely linked to the uniqueness and uniqueness of man.

According to many researchers dealing with the problems of higher professional education, today's trends in its implementation "obscure" the vision of personal development as a fundamentally multi-stage process (O. Asmolov, V. Fokin, V. Klochko, V. Slobodchikov, V. Zinchenko,). In many ways there is still only informational approach to the training of professionals, where important tasks of professionalization of the individual are either not set at all, or are solved in an extremely insufficient amount (V. Mikheev, L. Tarabakina). There are still tendencies to narrow professional knowledge and focus on standard tasks by standard methods, which are uninvited in modern culture (E. Vodopyanova, N. Luria, O. Remez, M. Ted, V. Turchenko). The main contradiction is the fact that modern higher education does not sufficiently meet the growing demands of life and innovative strategies to combine professional development and personal growth of professionals.

In modern Ukrainian psychological science there are many researchers (A. Bolshakova, J. Verna, G. Deryabina, L. Zhuravleva, J. Kalba, N. Kryvtsova, M. Kuznetsov, I. Manokha, V. Podshivalkina, M. Sadova, S. Sytnyk, A. Furman, N. Shevchenko) studied the phenomenon of personality potential, psychological components of self-realization potential and professional development of personality. At the same time, the question of determining the psychological components and typological features of personal and professional potential at the different stages of professional socialization remains poorly studied. Based on this, we formulated the purpose of the article: to analyze the features of personal development and personal and professional potential while studying in higher education.

Theoretical background

Students, as a specific social group, are characterized by special living, working and living conditions; social behavior and the system of value orientations. The main features that distinguish students from other groups are social prestige, active interaction with various social formations (provides a wide range of communication) and the search for meaning in life, the desire for new ideas and progressive transformation. In the student age the process of accumulation, preservation, logical restructuring of the received knowledge, their designing for practical activity takes place most intensively. The problem of professional self-determination, development and formation of personal and professional potential remains relevant for a person throughout his professional career.

In our opinion, the main characteristics of the subject of educational activity are motivation, purposefulness, activity, independence. The presence of

these characteristics affects the development of personal and professional potential.

Based on the theoretical analysis, it was proposed to consider the formation of personal and professional potential as: 1) an open, self-organizing system; 2) a dynamic phenomenon; 3) one that is based on a subjective component.

The idea of personal and professional potential as an open, self-organizing system will allow us to present the problem of personal and professional development as a transition from reality to reality and understand personal and professional development in terms of free economic development as a basis for progressive human development as a complex psychological system. An important condition for successful professionalization, according to O. Muzyka, is the inclusion of components of self-efficacy, in particular professional abilities, in the value-motivational schemes of professional and personal self-development of students.

From our point of view, for a dynamic approach to the development of personal and professional potential as an open, self-organizing system, it is important to consider the studied phenomenon in the dynamics of its formation (V. Klochko). This process is presented as a gradual transformation of human thinking (with its inherent individual characteristics) into professional thinking (O. Krasnoryadtseva), which participates in ensuring the integrity and system, and consists of a professional picture of the world and provides self-development.

And the subjective component is the basis of personal and professional potential. The system, which is based on the subjective component, is the basis of modeling, because the active life position of the individual is a motivating force in the disclosure of potential opportunities. What matters to the success of an activity is not so much the objective results themselves as their interpretation by a particular person and the expectation of success and positive results of one's own actions. Psychological features of the subject, which will be productively realized in certain types of activity and in relation to which his self-consciousness in general is actualized and in particular self-efficacy is formed (M. Gaidar). We want to note that the considered principles of formation of personal and professional potential are deeply interconnected and follow from one to another.

Methodology

The empirical study involved 150 respondents aged 15 to 37 years - 11th grade students, students of higher educational institutions in Ukraine and employees with higher education. Among them: high school children (11th grade) who plans to continue their education in the college - 30 people; full-time students of various universities and specialties in Ukraine - 90 people (students of 1-3 courses - 45 people; students of 4-5 courses - 45 people); employees with higher education - 30 people. By gender, 79 subjects - male, 71 - female.

Results

Having considered the methodological bases that allow to determine the main approaches to the study of personal and professional potential ("activation potential" of D. Berline; "gradual potential" of J. Kalba (Kalba, 2011); "potential

of individual existence" of I. Manokha (Manokha, 2003); "behavioral potential" in the theory of social learning J. Rotter; K. Hull's "reaction potential"), we have demonstrated that personal-professional potential is a dynamic system that develops.

Through the empirical research, we have been found that the development of creative ($M = 23.8$; $SD = 7.2$) and social ($M = 21.2$; $SD = 5.8$) professional potentials is the most important for junior students. High School students ($M = 17.2$; $SD = 7.2$) and college students (1-3 year: $M = 18.5$; $SD = 7.5$; 4-5 year: $M = 21.2$; $SD = 6.6$) have a professional focus on management, while employees with higher education ($M = 14.5$; $SD = 7.3$) on executive activity. The potential of personality installation of high school ($M = 14.6$; $SD = 4.6$) and junior students ($M = 13.9$; $SD = 4.7$) is directed more to external contacts. But with age there is a dynamic to self-reflection and introversion (students 4-5 courses: $M = 13.6$; $SD = 5.1$; workers with higher education: $M = 16.0$; $SD = 5.3$). In both groups of students, individual-typological features of the potential of the individual in the perception and processing of information are aimed at practical experience more (1-3 course: $M = 15.2$; $SD = 5.5$; 4-5 course: $M = 17.5$; $SD = 4.3$) than the intuitive. High school, students and employees with higher education are more likely to make decisions based on logic (students: $M = 13.8$; $SD = 6.9$; 1-3 course: $M = 15.0$; $SD = 5.4$; 4-5 course: $M = 15.2$; $SD = 5.2$; employees with higher education: $M = 11.6$; $SD = 5.0$) than on the basis of a subjective value system. But for employees with higher education becomes equally important and their subjective value system ($M = 11.5$; $SD = 3.9$). The dynamics of the development of "self-concept" during training in free economic education is changes from the "social significance of professional activity" in junior students ($M = 7.7$; $SD = 1.9$) to the development of "professional potential only as part of life" in senior courses ($M = 7.8$; $SD = 1.3$). It is shown that an important place in the activities and life of the individual begins to occupy the development of not only professional potential but also personal. Important for the individual at all stages of development of personal and professional potential is the social significance of the profession. But it becomes most important after graduation, when the individual begins to be at the stage of initial professionalization.

We have identified significant components of personal and professional potential and the structure of its integral changes. It was found that junior and senior students have a 10-factor model of personal and professional development, and students and employees with higher education - a 9-factor model of personal and professional development (Table 1).

Thus, it was established that during the study at the University there is a process of the development and formation of personal and professional potential. Despite the fact that most of our factors in the studied groups have different titles, directly related to the fact that different components become key. However, some factors are repeated, occupying different weights: "professional inclusion", "customer-oriented professional activity", "rational orientation", "professional expertise", "social orientation".

Table 1

**Development of components of personal and professional potential
from high school students to employees with higher education**

School students	College students 1-3 year	College students 4-5 year	Employees with higher education
Educational and professional ambitions	Educational orientation	Professional inclusion	Technological orientation
Professional self-determination	Professional inclusion	Professional sense	Rational and creative orientation
Technical and executive orientation	Rational orientation	Professional orientation	Orientation to management
Professional praxeology	Technical and professional orientation	Professional management	Praxiological orientation
Professional self-sufficiency	Socio-managerial orientation	Client-oriented professional activity	Creative component
Socio-research professional orientation	Professional expertise	Socio-creative orientation	Professional inclusion
Client-oriented professional activity	Meaningfulness of professional activity	Meaningfulness of professional activity	Social orientation
Professional inclusion	Social orientation	Technical professional orientation	Intellectual abilities
Professional management	Socionic orientation	Professional expertise	Executive and managerial social orientation
	Technical orientation	Executive orientation	

The dynamics of personal and professional potential development was revealed due to the change of components in different groups. The most important factor for high school children is "educational and professional ambitions" (18.034% of the total data variance). It includes four indicators (sorted by the absolute value of component loads): "professional focus on management" ($L = 0.809$), "intellectual ability" ($L = 0.739$), "professional focus on performance set" ($L = 0.723$) and "professional desire and ability to work in creative activity" ($L = 0.699$). High School students have dreams and ideas about their future profession, they are preparing to be part of the University and they have a high

professional focus on management. For junior college students in the first place is "educational orientation". This factor describes 15.179% of the total data variance. The first factor included four indicators, two of which are opposite in weight: "setting the individual on the inner world" ($L = 0.927$), "setting on collecting information" ($L = 0.731$). And with a negative weight opposite to them: "attitude of the individual to the outside world" ($L = -0.850$) and "attitude to decision-making" ($L = -0.721$). It is shown how the accents in the structure of personal and professional potential shift. Now it is not only ambitions and ideas about the future profession, but also direct acquaintance with the future professional activity. Gradually, this orientation changes from "professional inclusion" in students of 4-5 courses. They have such significant parameters as "professional management" ($L = 0.927$), "professional praxeology" ($L = 0.854$), "profession as a field of self-realization" ($L = 0.707$), "professional focus on tasks" ($L = 0.536$) and "social significance of the profession" ($L = 0.525$). Senior students receive not only theoretical knowledge, but also gain practical experience of acquaintance with the profession through internships. And this new experience of professional potential development directly affects the development of their personal potential, interests and desires. And for employees with higher education, the focus moved to a "technological focus." This factor is the most pronounced in comparison with others. It describes 23.568% of the total data variance, which is the highest indicator for the first factor among our sample. It includes seven indicators: "professional desire and ability to work with technology" ($L = 0.862$), "professional desire and ability to work with information" ($L = 0.851$), "research professional orientation" ($L = 0.747$), "technical professional orientation" ($L = 0.656$), "professional desire and ability to work in executive activity" ($L = 0.644$), "professional desire and ability to work with nature" ($L = 0.639$) and "professional desire and ability to work in creative activity" ($L = 0.612$). Workers with higher education have not only theoretical knowledge but direct practical experience.

It is established that the second factor in the development of personal and professional potential has a path from "professional self-determination" in students (15,040%) to "rational and creative orientation" (13.511%) in employees with higher education. Professional self-determination in high school students is characterized by acceptance of the social significance of the profession ($L = 0.753$), and also consists in self-determination of professional activity between different areas: work with art ($L = 0.794$), with people ($L = 0.570$) and nature ($L = 0.536$). At the stage of primary university education (junior students) he goes into "professional inclusion" (13,320%) with a desire to consider the profession as a field of self-realization ($L = 0.737$) and focus on developing professional praxeology ($L = 0.811$) and professional management ($L = 0.834$). At the stage of training for 4-5 years, this factor grows into a "professional sense" (12.188%), where the formation of such important components of personal and professional potential as the attitude to decision-making ($L = 0.917$) and information gathering ($L = -0.910$). And at the stage of direct professional activity, employees with

higher education develop a "rational-creative orientation" (13.511%), which is formed on the basis of the ability to make decisions based on logic ($L = 0.874$) and professional sense ($L = -0.755$). They have the skills and experience to develop their personal and professional potential based on a creative approach ($L = 0.559$).

It is established that in the third factor in the structure of personal and professional potential of high school students there is a pronounced "technical and executive orientation" (12.143%). It is formed on the fact that they have a desire to work with equipment ($L = 0.872$) and their professional desires and abilities allow them to work in executive activity ($L = 0.790$). They are ready to perform work and develop their personal and professional potential under the guidance of more experienced professionals. Gradually, this orientation changes to "rational orientation" (9.876%) in the college students of 1-3 courses. It is a time to gain new knowledge and skills. The leading components are the decision-making setting ($L = 0.547$) based on logic ($L = 0.806$). Receiving theoretical knowledge in the University and taking the first steps in professional activity, students up to 4-5 years of age form a "professional orientation" (11.299%). In them, as well as high school students, one of the predominant components is the technical professional orientation ($L = 0.574$). However, creative professional orientation ($L = 0.809$) and social ($L = 0.886$) are also added to it. It is important to note the fact that it is the social professional orientation that is most important for senior college students compared to high school students. And for college students of 4-5 courses the desire and ability to work in executive activity changes to the focus on management ($L = 0.614$). Acquired professional skills and knowledge form a new competence in such a way that by the time they become professionals (a group of employees with higher education) their key factor is "management orientation" (12.334%). The key components of employees with higher education are the focus on practical experience ($L = 0.764$) and the attitude to decision-making ($L = 0.902$). It is established how in the structure of personal and professional potential there is a development from executive professional orientation to managerial.

Other factors studied are also important, but they all account for less than 10% of the sample.

Based on cluster analysis, we identified the main components of the formation of personal and professional potential: "meaningful professional activity", "professional inclusion", "professional self-sufficiency", "professional expertise" and "management focus".

It is determined that the subjects with praxeological realization of personal and professional potential are characterized by a high setting for decision-making ($F_{emp} = 15.60$, at $p \leq 0.01$), but they also have high performance in setting for information collection ($F_{emp} = 13, 93$, at $p \leq 0.01$). It is stated that they tend not only to make decisions, but constantly gather information and are always ready to change their views. They want to understand life more than control it. Researchers of this type remain open to new experiences, trusting their ability to

adapt to change and enjoying change. They are process-oriented rather than result-oriented. They are characterized by high indicators in terms of value (Femp. = 14.13, at $p \leq 0.01$) and practical experience (Femp. = 12.13, at $p \leq 0.01$). The least studied of this group is characterized by seeing the profession as a field of its implementation (Femp. = 4.92, at $p \leq 0.01$). Not only professional realization of potential is important for them, but also realization of personal potential. In the first type, only 15 people, which was 10% of the total sample. It does not represent a group of schoolchildren, students of 1-3 courses - 3 people (20% of the first cluster), students of 4-5 courses: 2 people (13.3% of the cluster) and employees with higher education: 10 people (66, 7% of the cluster). As we can see in the first type the most represented graduates.

It is noted that the subject with the initial praxeologization. there is a high focus on practical experience (Femp. = 15.63, at $p \leq 0.01$), so they are primarily interested in the practical experience they have. Studies of this type have a high setting for decision-making (Femp. = 14.98, at $p \leq 0.01$) and they are characterized by a setting for information collection (Femp. = 14.07, at $p \leq 0.01$). They have a desire to understand meanings and meanings. Least of all in the subjects of this type developed professional expertise (Femp. = 5.61, at $p \leq 0.01$). They are still far from considering themselves experts. This type included 43 people, which accounted for 28.6% of the sample. The largest group of students here - 17 people (39.5% of the cluster), 1-3 course - 6 people (14% of the cluster), 4-5 course - 9 people (21% of the cluster) and employees with higher education - 11 people (25.5%).

It was stated that the subjects with professional self-determination are characterized by a high attitude to decision-making (Femp. = 20.00, at $p \leq 0.01$), they are more likely to evaluate and criticize than to absorb new information, even if it can affect the change of their decision. This group is also characterized by high rates of focus on practical experience (Femp. = 17.69, at $p \leq 0.01$). They are more absorbed in the real world around him, so that images and ideas that he cannot touch do not attract his attention. He is primarily interested in practical experience and what is happening "here and now". High scores on the scale "professional desire and ability to work with nature" (Femp. = 14.15, at $p \leq 0.01$), which indicate that the subjects of this group are more prone to deal with what is part their environment, not philosophical reflections. The least studied of this group tend to see the profession as a field of their implementation (Femp. = 5.78, at $p \leq 0.01$) and trade union stability (Femp. = 5.84, at $p \leq 0.05$). It is noted that they do not yet see themselves in a professional environment. They are still at the stage of "finding themselves" and their professional and personal potential has not yet been formed. It included only 13 people, which was 8.7% of the total sample. It included 3 students (23.3% of the cluster), only 1 junior student (7.7% of the cluster), 4 senior students (30.8% of the cluster) and 5 employees with higher education %).

It is determined that the last type of personal-professional potential is called "primary specialization and active development of personal-professional

potential". It included more than half of the respondents - 52.7% of the total sample. It included 10 high school students (12.6% of the cluster), 35 students of 1-3 courses out of 45 in total (44.3% of the cluster), 30 students of 4-5 courses (38% of the cluster) and a total of 4 employees from higher education (5.1% of the cluster). The subjects of this cluster are also characterized by a high focus on practical experience ($F_{emp.} = 16.68$, at $p \leq 0.01$), so they are primarily interested in the practical experience they have. The setting for decision-making ($F_{emp.} = 14.95$, at $p \leq 0.01$) is dominated by the setting for information collection ($F_{emp.} = 14.27$, at $p \leq 0.01$). But they still have high performance. Least of all in the subjects of this group, as well as in those with initial praxeologization, developed professional expertise ($F_{emp.} = 5.26$, at $p \leq 0.01$).

Discussion

In the modern Ukrainian psychological science in the study of the phenomenon of potential especially valuable works of V. Podshivalkina on social conditions and trends in the use of personal potential; J. Virna to the personal resources of professional adaptation; S. Sytnyk who considers personal potential as a condition of professional interaction; A. Furman considers the self-concept; A. Bolshakova reveals the personal realization of man in ontogenesis; M. Sadova considers the psychological components of the potential of self-realization of the individual; G. Deryabina considers the features of the managerial potential of the individual; S. Maksymenko introduces the term "human energy potential" as an indicator of a person's ability to act; Kalba introduces the term "gradual potential", which means structural and dynamic formation.

According to S. Maksymenko, a person's energy potential is an indicator of his ability to act (cognitive, sensory, mental, moral, aesthetic, creative). The author notes that the necessary condition for the development of the individual, the source material for performance, the transition from the possibility of action, its representation to reality, the materialization of images, feelings and thoughts is energy. The structure of human energy potential has two levels: the basic energy potential, which is determined by the inclinations, and operational energy potential - the energy obtained, which can be used mentally and practically (Maksimenko, 2006).

The potential of individual human existence, according to I. Manoha, is a phenomenon that reproduces the generalized signs of the development of the extraordinary nature of "I" of man during his life. This potential of individual existence appears as a person's ability to actualize during his life the intentions and potentials of his own existence, thus building an individually unique "space" and "time" of existential activity (Manocha, 2003).

The definition of self-realization potential provided by M. Sadova coincides with the definition of personality potential according to V. Podshivalkina, in fact the potential of self-realization is a dynamic integral formation that determines the resource possibilities of human development and its ability to master and productive activities (Podshivalkina, 1997; Sadova, 2010).

J. Kalba introduces the term "action potential", which means structural and dynamic education that integrates situational ("I am in a situation"), motivational ("I want to do"), effective ("I can do") and post-action ("I reflect") components of a specific action (Kalba, 2011).

Analysis of the peculiarities of the manifestation of different levels of personal and professional potential is largely based on the provisions of modern psychological theories of personality (B. Ananiev, A. Asmolov, L. Vygotsky, V. Merlin, V. Myasishchev, K. Platonov, L. Sobchik, A. Shmelev, A. Adler, G. Eisenk, A. Bandura, R. Kettel, Z. Freud, E. Fromm, K. Horney, E. Erickson, etc.).

The conceptual prerequisites for the study of personal and professional potential are work in the field of motivation, abilities and activities. The problem of abilities and talents is most fully covered in the works of V. Druzhinin, E. Ilyin, S. Rubinstein, A. Rean, K. Platonov, B. Teplov, V. Shadrikov and others, and Western psychologists - K. Spearman, E. Thorndike, L. Thurston and others. Studies of V. Aseev, B. Lomov, V. Vilyunas, V. Kovalev, O. Leontiev, V. Merlin, P. Simonov, D. Uznadze, P. Lkobsen and foreign authors J. Atkinson, K. Levin are devoted to the problems of motivation. K. Madsen, A. Maslow, G. Hall, H. Heckhausen. The works of B. Ananiev, K. Abulkhanova, V. Druzhinin, E. Klimov, A. Leontiev, V. Zinchenko, B. Lomov, V. Myasishchev, K. Platonov, VA Ponomarenko are of fundamental importance in the study of activity and activity. , S. Rubinstein, B. Teplov, V. Khaikin and others. In the development of methods for assessing personal and professional potential an important role is played by works related to biographical and psychobiographical methods of its study (E. Golovakha, M. Dyachenko, L. Zheleznyak, N. Konyukhov, A. Kovalev, E. Korzhova, A. Kronik, N. Levitov, N. Loginova, N. Rybnikov, P. Rzhichan, Y. Sinyagin, etc.).

In our work the following steps were taken: for the first time empirically substantiated structure and dynamics of development of personal and professional potential, on the basis of ideas about potential as an open dynamic self-organizing system; the essence of personal and professional potential as a process characterized by constant changes and development is revealed; the dynamics of formation of personal and professional potential is traced: from high school student to professional; the notion of personal-professional potential as a dynamic integration formation, which determines the resource possibilities of human development, is specified.

Received further development of the study of the features of personal and professional potential and the influence of university studies on its formation; scientific ideas about the features of development and formation of personal and professional potential are expanded.

Conclusion

The dynamics of personal and professional potential development from high school students to employees with higher education is empirically studied. The structure of integral changes of personal and professional potential is determined on the basis of factor analysis. It is established that the development

of personal and professional potential has a path from "professional self-determination" in high school students to "rational and creative orientation" in employees with higher education.

It is established that the development of creative and social professional potentials is the most important for junior students. It is established that the dynamics of development of "I-concept" during study at the University consists in changes from "social significance of professional activity" at junior college students to development of "professional potential only as a part of life" at senior college students. It is shown that an important place in the activities and life of the individual begins to occupy the development of not only professional potential but also personal.

It is noted that the social significance of the profession is important for the individual at all stages of development of personal and professional potential.

Four types of development of personal and professional potential are established and described: "professional self-determination", "initial praxeologization", "primary specialization and active development of personal and professional potential" and "praxeological realization of personal and professional potential". The main components of the formation of personal and professional potential are established: "meaningful professional activity", "professional inclusion", "professional self-sufficiency", "professional expertise" and "management orientation".

Thus, for the first time we have empirically substantiated the structure and dynamics of personal and professional potential, based on ideas about potential as an open dynamic self-organizing system; the essence of personal and professional potential as a process characterized by constant changes and development is revealed; the dynamics of formation of personal and professional potential is traced: from high school students to professional; the notion of personal-professional potential as a dynamic integration formation, which determines the resource possibilities of human development, is specified. However, the study of the features of personal and professional potential and the influence of free economic education on its formation was further developed; scientific ideas about the peculiarities of development and formation of personal and professional potential are expanded.

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THE INFLUENCE OF PETS ON THE EMOTIONAL STATE OF YOUTH DURING LOCKDOWN

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Polina Pokrovska

Kateryna Milutina

ORCID ID: 0000-0003-0013-2989

Abstract

Existing studies of correlation between the experience of owning and caring for a pet with the psycho-mental state of a person confirm the relevance of this scientific problem. It was substantiated that lockdown restrictions in this context turned out to be a significant factor, as they affect all parts of a personal life, in particular, psychological and social health. The empirical basis of the study is represented by methods: The Hospital Anxiety and Depression Scale (HADS; Zigmond & Snaith), Budner's Intolerance of Ambiguity Scale (IAS), UCLA (University of California, Los Angeles) Loneliness Scale (D. Russell, L. A. Peplau, M. L. Ferguson), K. L. Milutina's Responsible Pet Attitude Scale", author's questionnaire for understanding the pets behavior. For statistical data analysis we used Chi-square; descriptive statistics, Duncan's Multiple Range test (DMRT), Scheffé's Test for Multiple Comparisons contingency tables, One-way ANOVA, Fisher's F-test, Spearman rank correlation coefficient, Kolmogorov–Smirnov test (KS test), Livigne's homogeneity criterion. The study sample consisted of 79 people, their age ranged from 16 to 26 years. Sex distribution: men - 20.2% (16), women - 79.4% (63). The study found that people who have animals have lower rates of depression and anxiety than non-owners do, but higher rates of intolerance to the unknown. It has been shown that people who give more care to their pets are slightly less depressed than those who do not pay attention to their pets. We found that anxiety does not significantly depend on the care of animals.

The dynamics and causal relationship between animal care and anxiety remain controversial. As the prospects for further research, we see the empirical clarification of the young owner-pet relationship features depending on the owner's separation from his family, functionality of this family, the purpose for buying and owning a pet; We also find interesting the study of the correlation between pet ownership and tolerance to the unknown. An important observation issue remains the consideration of ways to improve the psycho-emotional state of youth.

Keywords: pets, anxiety, tolerance to uncertainty, depression, lockdown.

Introduction

In recent years, the number of pets in families has increased significantly, which has inevitably led to an increase in researchers' interest in studying the nature of human-animal relationships. For example, according to the literature, more than half of families in the United States (Bernstein, 2005) and almost third of families in Europe have a pet (Serpell, 2002). Moreover, the role of animals in human life has changed in recent decades. Treatment of people with animals (zoo therapy) has been known since ancient times. Lack of healthy relationships with others in a large number of people leads to

depression, stress and psycho-emotional disorders. The positive effect of animals on a person is not sufficiently confirmed by experiments. Zootherapy is now used in all developed countries (Frasson, 2021). Special institutes have been established to study the effects of animals on humans, and international conferences and seminars have been held on methods of treatment with animals. There are organizations in the world that assist people with physical or mental problems in the form of zoo therapy (Castillo, Ladio, 2019). They all united by the fact that they use pets - most often dogs, cats, rabbits and birds - as a therapeutic agent (Vani, Mannem, Khantamneni, 2018). But the impact of coexistence with animals, without the purpose of their special use has not been studied enough.

The aim of the study: to investigate the dependence of the pet owner's psycho-emotional state on the presence, characteristics and factors of care for his pets.

Theoretical background

From the ancient times, pet-animals were mostly used to help people in farming and hunting, but nowadays the pet has become considered as a companion, a friend, a family member. In this case, according to a Serpell's study (Serpell, 2002) people really consider a pet as a member of their family, allocating a separate place to it in the family structure, different from the places of other human members due to the specifics of their interaction and its influences. Thus, the pet can integrate into the triangulation of the family system, have the different roles - as an agent of separation (Varga, 2009), or as a replacement for a family member and provide social support within the family (Varga, Fedorovich, 2010). During the development of humankind pet-animals lived next to us, they have evolved and adapted to mutually beneficial life, forming a kind of symbiosis with human in functions, which some researchers, in particular K. Lorenz (Lorenz, 2013), considers as being a higher type of social organization. As a result, the creatures of other species exist alongside the humans and their interaction is an interesting phenomenon for research, especially in interdisciplinary fields. As can be seen, in the scientific environment of Western countries, the issue of interaction between animals and humans is significantly and fully revealed by many works, which, unfortunately, cannot be said about the post-CIS countries, where such works are much less. This confirms the need and relevance of research on this topic one more time.

Closely related to the issue of keeping a pet, as a companion is the question of the effects of interaction with it: its impact on human physical, physiological and psychological health and well-being. The main idea here is the thesis that companion animals can have a therapeutic effect on people of completely different ages and people with physical or mental diseases. Studies have shown the role of animals (and not only pets) in harmonizing interactions between humans, including in-families interactions with their various structural units, reducing the intensity of feeling loneliness, anxiety, depression, also in development of empathy and ability to feel happiness (Milutina, Vlasova, 2019; Fedorovich, Emelyanova, 2014). The effects of interaction with an animal cannot be determined without considering the issue of caring. True concern for someone/something affects a person's self-development. In addition, it develops empathy because the subject needs to understand and critically evaluate the condition of the object of care to determine exactly what help does it need. At the same time, exactly

the caring for a pet affects a person, just a fact of owning or having the animal nearby does not imply a close relationship. We should note that not all researchers share the idea of the positive contribution of pets to human health. It is important to highlight in owner-pet relationship such factors as anthropomorphization and replacement the lack of subjects in the human environment by animals (Marasina, 2020), which may be an obstacle for the psychological problems treatment and the family transition to a higher level of development (Milyutina, Vlasova, 2019).

Consideration of the issue in terms of interspecific interaction, as well as contact between human and nature is relevant and necessary in the age of rapid scientific and technological progress.

Methodology

The research uses methods of theoretical analysis of scientific approaches to the problem, correlation research, and analysis of the obtained data. The empirical basis of the study is represented by methods: The Hospital Anxiety and Depression Scale (HADS; Zigmond & Snaith), Budner's Intolerance of Ambiguity Scale (IAS), UCLA (University of California, Los Angeles) Loneliness Scale (D. Russell, L. A. Peplau, M. L. Ferguson), K. L. Milutina's Responsible Pet Attitude Scale", author's questionnaire for understanding the pets behavior. For statistical data analysis we used Chi-square; descriptive statistics, Duncan's Multiple Range test (DMRT), Scheffé's Test for Multiple Comparisons contingency tables, One-way ANOVA, Fisher's F-test, Spearman rank correlation coefficient, Kolmogorov–Smirnov test (KS test), Livigne's homogeneity criterion. The study sample consisted of 79 people, their age ranged from 16 to 26 years. Sex distribution: men - 20.2% (16), women - 79.4% (63).

Results

Statistical processing of respondents' results showed that out of 79 subjects, 55 were pet owners and 24 did not have pets. The most popular species of pets are cats (27) and dogs (22). Six (6) respondents are owners of other pet species. Of the sample, 14 people live alone, 42 – with their parents, 22 with partners and one respondent lives with friends. We can be consider partnership living as separate family units. All respondents indicated that they had a pet in their childhood. We could not use this data for further analysis in this category, but we find this fact as interesting for descriptive statistics. According to the statistical analysis of the results obtained by HADS, the sample generally showed above normal values on the scale of depression and anxiety, expressed subclinical anxiety and depression (8.6 and 8.7 points, respectively); the highest values were 20 and 19 points for the factors of anxiety and depression, respectively, the lowest - 1 and 2 points. According to the IAS results, the average samples were normal (59.8 points). The highest value was 82 points, the lowest - 46 points. It is important to note that the higher these indicators according to the method, the higher the intolerance. Interesting data showed statistical processing of results of UCLA Loneliness Scale. The average scores here mean a low degree of characteristic expression (13.5) which demonstrated by the mode, while the highest value obtained (26 points) indicate its average level. This may mean that students as an age and social

group do not feel loneliness even during lockdown restrictions. This may be the effect of social networks development.

The average values for the pet care factor were quite high (22 out of 25 points), which indicates a generally good attitude and attention to pets in this sample. In this case, the lowest value is 15 points, and the highest - 24 points. Such results, however, may interfere with the analysis of the data, as in general the indicators of animal care do not differ significantly from each other.

In general, we can characterize the sample as tolerant to the unknown, with a slight expression of depressive and anxious states, without indicated state of loneliness. Most of the sample consists of pet owners who take sufficient care of them.

Further analysis showed the following data: the most popular characteristic of the pet for its role in the family was its characteristic as a family member - 59%. In second place in popularity was the answer about the friend-role of a pet - 20.2%, which is just a slightly different from a "simple pet of the family" role 17.2% (Fig. 1).

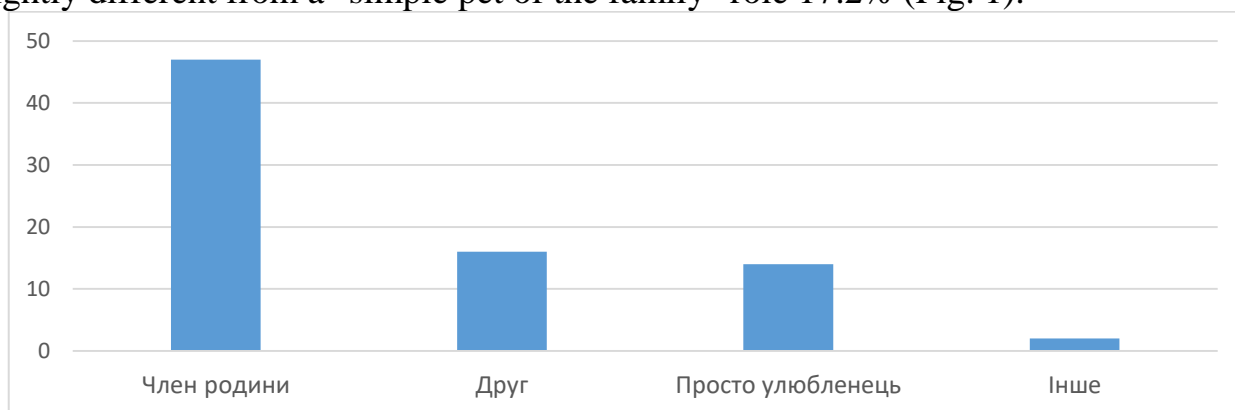


Fig. 1. Comparison of attitudes to the role of the pet in the family

The answers did not differ depending on the animal species, but depended on the presence: people who did not have pets mostly indicated the pet-role in the family as a "simple pet" or family member, and (2) respondents did not understand its role as a friend. These data confirm the results of other authors' studies, mentioned in the theoretical part.

According to the answers with the task of characterizing the emotional state of the animal in the picture, the subjects generally coped well. Dog owners earned more points than cat owners did. At the same time, the most problems cat-owners had with recognizing the cat's emotion of fear (20 out of 27 answers are not correct), the most understandable emotion for them - emotion of playfulness (aggression). For dog owners, the most understandable was dog's calmness, the most problematic - playfulness (8 answers out of 22 incorrect).

The same distribution for the answers based on the criterion of the desire to have one more pet for the pet owners, for respondents who do not have a pet. An interesting observation for us became the fact that only one respondent among all who did not have pets answered that he does not want to have it in future as well. Other responses confirmed that people want to have a pet but cannot have it now. We also received two answers "Yes, I plan to have it soon". These answers may be related to the way people feel in lockdown and raise the importance of having a pet for people. This partially

confirms the hypothesis based on theoretical analysis of the literature that keeping a pet nowadays is considered as a norm and standard, while the non-having a pet is something wrong and unpopular. Respondents who have pets on a question about having one of few more answered as follows: 19 (34.5%) answers such as "I want, but I cannot afford it these days", 12 (21.8%) negative answers ("I do not want") and 24 answers (43.6%) positive (Yes, I plan it"). We can say that these people do not regret that they bought/bring home a pet, because they are so happy with their communication that they want to have more pet. However, this may mean that communication with their current pet is insufficient for these subjects.

At the beginning of data processing, we used KS test and Livigne's homogeneity criterion to study the normal distribution and equality of variances. The analysis showed the following conclusions: normal distribution on the scales of depression, anxiety and loneliness; abnormal - for the factor of tolerance to uncertainty. The Livigne's test showed the general equality of all variances. Thus, we the applied Mann – Whitney test to the latter factor, and the Student's t-test to the two previous ones. The data represented in table 1.

Table 1

Application of Student's t-test, Mann-Whitney test and Livigne's test

		Livigne's test	Student's t-test
		Value	Value (2-side)
Loneliness	dispersion levels expected	0.604	0.099
	dispersion levels not expected		0.116
Depression	dispersion levels expected	0.083	0
	dispersion levels not expected		0
Anxiety	dispersion levels expected	0.091	0
	dispersion levels not expected		0
		Mann-Whitney test	
Uncertainty			.003

Comparing the results of the t-Student's test analysis with the standard ($p < 0.05$), we can say that having a pet affects such factors as depression and anxiety, and has no effect on the loneliness factor; according to the Mann-Whitney test for the uncertainty tolerance scale, having a pet factor also shows statistically acceptable results ($p = 0.003$). Further analysis is to determine its specific impact.

After applying a one-way ANOVA to the sample to identify differences in the impact on the psycho-emotional state of different pet-animal species and using the Scheffé's test, we have got the results shown in Table 2.

Table 2

The results of Scheffé's test tables

Dependent variable			The average difference (I-J)	Value
Tolerance uncertainty	no pet	cat	-4.22222	.183
		dog	-7,03030*	.009
		other pet	-2.33333	.902
	cat	no pet	4.22222	.183
		dog	-2.80808	.554
		other pet	1.88889	.943
	dog	no pet	7,03030*	.009
		cat	2.80808	.554
		other pet	4.69697	.518
	other pet	no pet	2.33333	.902
		cat	-1.88889	.943
		dog	-4.69697	.518
Anxiety	no pet	cat	7,03704*	.000
		dog	7,30303*	.000
		other pet	9,66667*	.000
	cat	no pet	-7,03704*	.000
		dog	.26599	.997
		other pet	2.62963	.561
	dog	no pet	-7,30303*	.000
		cat	-.26599	.997
		other pet	2.36364	.660
	other pet	no pet	-9,66667*	.000
		cat	-2.62963	.561
		dog	-2.36364	.660
Depression	no pet	cat	8,57407*	.000
		dog	6,89394*	.000
		other pet	8,83333*	.000
	cat	no pet	-8,57407*	.000
		dog	-1.68013	.451
		other pet	.25926	.999
	dog	no pet	-6,89394*	.000
		cat	1.68013	.451
		other pet	1.93939	.711
	other pet	no pet	-8,83333*	.000

	cat	-.25926	.999
	dog	-1.93939	.711

* Significant indicators are highlighted in pink

We used the Scheffé's test to determine the average response for different groups by three methods, as the previous analysis did not show a significant difference between the groups of pet owners and pet non-owners on the criterion of loneliness. Analysis of Scheffé's test tables shows that there is a difference for the factor of tolerance to uncertainty with the criterion of dog ownership, but no difference for criterion of cat or other pet-animal ownership. There is also no difference between having different species of pets for this criterion.

For a more detailed analysis, we can consider the results of comparing the average responses using the Duncan test (DMRT) for each of the factors visualized in Fig. 2.

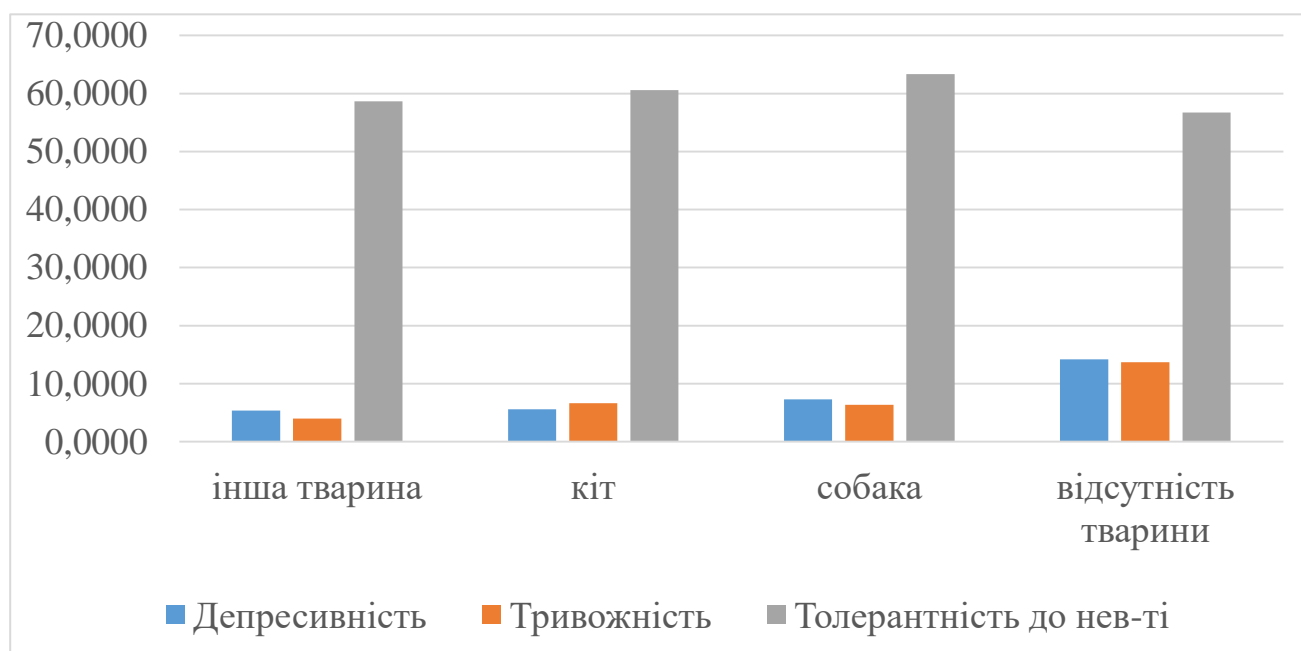


Fig.2. Comparison of average responses by methods of psycho-emotional state evaluation based on Duncan's test (DMRT)

As can be seen, the average indicators for the factor of anxiety and depression of pet non-owners are generally higher than the responses of pet owners, and the figures did not differ much depending on the species of pets. The graph shows that the indicators for measuring these two factors are higher for pet non-owners and slightly reduced depending on the type of pets: dog, cat, other animal. We can conclude that tolerance for uncertainty does not depend on the species of pets, but it is different for dog owners and non-owners of pets.

Quite different, more significant results shows the table comparing the factors of anxiety and depression with the pet having.

Similarly, we applied Scheffé's test and one-way ANOVA to other data found by the answers of the respondents to the questions compiled separately from the questionnaires, which in some ways showed significant results. Thus, the factors on the metric scales did not differ in the variable of residence (with the partner / with parents / with friends), but the difference was noticeable if the independent variable used the factor of the owning a pet in childhood and a type of this pet. Thus, one-way ANOVA showed a correlation ($p < 0.05$) between the scales of uncertainty ($p = .000$) and loneliness ($p = .007$) with the factor of the having a pet in childhood.

It was also important for us to establish the specific effect of the criteria on having a pet factor rather than the pet type. We used Spearman rank correlation coefficient for this. The data are shown in table 3.

Table 3

The results of Spearman rank correlation coefficient on the variable grouping the factor of pet ownership

Spearman rank correlations						
		Pet ownership	Uncertainty	Loneliness	Anxiety	Depression
Pet ownership	correlation coefficient	1.000	-,294**	-.215	,640**	,644**
	Value (2 side)		.009	.057	.000	.000
Loneliness	correlation coefficient	-.215	-.158	1.000	.123	-.059
	Value (2 side)	.057	.169		.279	.607

* Significant indicators are highlighted in yellow

Discussion

We can say that the analysis found a significant effect on anxiety and depression of pet non-owners, but did not show a significant difference in the results of comparisons for owners of different species of pets. A. Nikolska obtained similar results in her work of (Nikolska, 2009). Such data suggest that regardless of the pet type, depression and anxiety of their owners are lower than in pet non-owners.

Interesting data were obtained by the method of tolerance to uncertainty (IAS). The factor of intolerance to uncertainty is higher in dog-owners, even higher than in pet non-owners. These results lead to the possible conclusion that dog owners are generally more dependent on their pets, because they live longer and require more care than other species of pets. A similar pattern is observed in cat owners, while in owners of other animals intolerance to uncertainty is lower.

Thus, it is on this criterion that an unexpected picture emerged for the research hypothesis: intolerance to uncertainty is low for people who do not have pets and it increases with the difficulty of keeping a pet. However, this difference is not so great if

you look at Duncan's table (is 3-5 points). This factor is also promising for further study, as it is interesting that it does not correlate in this way with the other two scales - depression and anxiety. Note that K. Marasina obtained similar results were in her work (Marasina, 2020). Analysis of Scheffe's tables allows us to summarize that the rates of loneliness in people with a large number of pets in childhood (several species) were on average 4 points lower than in those who had specific species (10.4 and 15.1 points, respectively). For the uncertainty tolerance parameter, this factor was inverse. Thus, people who had many animals as children ate more intolerant of uncertainty, but less lonely.

The factor of tolerance for uncertainty has shown different results: here the connection is reversed, although not significant. That is, pet owners are more tolerant of uncertainty than pet non-owners are. We wonder how the analysis differs by specific species and by the ownership factor itself.

It is also worth paying attention to the fact that the pet ownership affects loneliness. Although the result was not very significant, it approached the number of low correlation, with the opposite.

We can say that pet owners are more prone to loneliness than pet non-owners are. An important issue here is the initial dependence: lonely people are more likely to have pets to make up for the lack of social contacts. However, the analysis also showed that these people have lower need of communication, which is expressed in the lack of correlation between loneliness and depression and anxiety. In this way, people can satisfy their need of communication by having a pet. Maybe it is about introverts, who consider such a lifestyle as more calm and comfortable.

Conclusion

We found in our study that pet owners have lower rates of depression and anxiety than pet non-owners do, but higher rates of intolerance to uncertainty. At the same time, people who take care of their pets are slightly less depressed than those who do not care. Anxiety does not significantly depend on the pet caring.

As **the prospects for further research**, we see the empirical clarification of the young owner-pet relationship features depending on the owner's separation from his family, functionality of this family, the purpose for buying and owning a pet; We also find interesting the study of the correlation between pet ownership and tolerance to the unknown. An important observation issue remains the consideration of ways to improve the psycho-emotional state of youth.

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**STEREOTYPING MANIFESTATION IN DIFFERENT AREAS
OF ADULT PSYCHOLOGICAL LIFE**

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Olga Potonska

ORCID ID: 0000-0002-7608-3776

Abstract

In our world today, adults are increasingly faced with stress; the overwhelming flow of events obliges a person to act quickly and precisely, any wrong decision, any behavior that turns out to be even more problematic. And there are more and more of these stresses every day. And it is not clear how to act and be further. As a result, a person faces uncertainty and different psychological disorders. One of the main reasons of stressful situations, we believe, is stereotypical thinking, when a person acts according to a previously elaborated algorithm and the world becomes different every day and one has to act differently. By understanding the true causes of stereotypes, psychologists, psychotherapists can look at the problem in a broader way.

The aim of the study was to empirically examine the impact of stereotyping in different spheres of adult psychological life: cognitive, emotional, behavioral, interpersonal; to analyze the relationships between the childhood fears manifestation, stereotyping and psychological problems manifestation. The techniques that was used during the study are the following: Tomsk Questionnaire of Rigidity TOR by Zalewski G.V., Scale of Stimulus Types Ambiguity Tolerance MSTAT-I; New Questionnaire of Tolerance for Uncertainty NTN; Scales of Anxiety and Worries STAI; Dysfunctional Beliefs Questionnaire PBQ-BPD; Personal beliefs Examination SPB. The results of the study revealed that childhood and adult fears have a significant impact on the formation of stereotypical adult behavior. We also identified the following: the relationship between childhood fears and stereotyping; the influence of childhood fears on rigidity, tolerance, intolerance, the formation of dysfunctional and personal beliefs, and anxiety. There is some compelling evidence that stereotyping manifests itself in the cognitive, emotional, behavioral and interpersonal psychological spheres of human life, with different kinds of fears at its core. We introduced a stereotyping index (ratio of intolerance to tolerance).

Keywords: dysfunctional belief, intolerance, personal belief, rigidity, stereotyping, fear, tolerance, anxiety.

Introduction

In the course of their lives and activities, people quite often make decisions, take actions and other actions based on already established patterns of thinking and behavior. Such simplified, schematized algorithms of action are stereotyped behaviors. The modern life requires successive and accelerated changes from a person, so under such circumstances any stereotype becomes a hindrance. In view of this, we see the need for a comprehensive study. This publication is a continuation of our theoretical and empirical research.

Object of the article. The object is to prove empirically that problems of modern adult man originate in childhood which systematically influences stereotype formation

and, as a consequence, performs a number of changes in psyche which manifests itself at the level of operation of individual links of its activity and integral human behavior.

Theoretical background

The studies of Krasnykh V., Vorkachev S., Karasik V., Nikitin M., Sternina I., Donets P., Ovchinnikova I., Serdyuk S., Grishaeva L., Pischalnikova V., Ageev V., Lomov B., etc. are of subject interest in modern psychology.

We have specified an *individual stereotype* as a rigid-stable image of human consciousness to objectively existing phenomena, On the basis of a preliminary analysis of scientific sources, which allows to perceive the surrounding reality in a convenient form for him. Accordingly, *stereotyping* is a process of schematized simplification of reality displayed in experiences, thinking, communication and actions (i.e. has affective, cognitive and behavioral aspects). The concept of "stereotyping" reflects a high level of stereotypes in certain spheres of human life.

The disadvantages of stereotyping are that it creates sustainable structures in the individual's mind. They are difficult to destroy because they are quite well worked-out and often not recognized by a person. They are conservative and not always adequate in the nature of perceptions.

The stereotypes formation takes place throughout life of a man and one of its most important characteristics is its adaptive nature. It begins to operate before awareness is turned on, and it imposes a specific imprint on the information that is perceived by the senses.

Methodology

It is a difficult task to study stereotypes empirically, as there are no special tools available. We have chosen 6 methods: Omsk Rigidity Questionnaire TOR by Zalewski G. V. (2000), fragment; Multiple Stimulus Tolerance Scale MSTAT-I (McLain, 1993), modified by Osin E. M. (2010); New Ambiguity Tolerance Survey NTN (Osin T. M., 2010). New questionnaire of tolerance to uncertainty NTU (Kornilov T.V., 2010); Anxiety and Disturbance Scales STAI (Spielberger, Gorsuch & Lushene), adapted by Khanin J.L. (Khanin, 1976); PBQ-BPD (Butler, Beck, 2002), adapted by Konina and Kholmogorova (Konina, Kholmogorova, 2016); SPBQ Personal Beliefs Survey (Kassinove, Berger, 1988).

The characteristics of the sample: 130 persons aged 21 to 49 years (mean age 32.3 ± 5.78), among whom 71 women and 59 men were employees of a large industrial enterprise in Ukraine.

The Tomsk Rigidity Questionnaire (TRQ) by Zalewski G. V. defines the rigidity as an inflexibility and maladaptability of the psyche underlying the pathogenesis of neuropsychiatric disorders: inflexibility in self-assessment, inability to reassess the established system of values "under the pressure of experience", fixed forms of behavior, inability to take a new position in relation to the environment changing (Zalevsky, 2000).

After the pilot study, we used one scale, the "Actual Rigidity" Scale, as an autonomous instrument aimed on the determination of the rigidity in a narrow sense - as the inability to change an opinion, attitude, setting, motive, emotional stress mode if objectively necessary.

The actual rigidity average index in the sample consisted to 25.55 ± 4.57 (range of estimates from 15 to 37). The distribution corresponds to normality criteria: Kolmogorov-Smirnov Z criterion equals 1.007 with $p = 0.262$.

The importance of the construct of tolerance to uncertainty (hereinafter referred to as TU) - the ability of a person to accept the unknown, to resist contradictory information, to overcome the conflict and tension arising in a situation of ambiguity - is extremely increasing in modern psychodiagnostics. A tolerant person is described as one who accepts the novelty and volatility of situations and is able to operate productively in them, while an intolerant person is one who does not accept the novelty of situations, the diversity of the world, and is stressed when there is a possibility of multiple interpretations of stimuli (Kornilova, 2010). **We consider tolerance for uncertainty as a phenomenon that is the opposite of stereotyped behavior from a psychological perspective.**

The Multiple Stimulus-Types Ambiguity Tolerance Scale-I of McLain D. (MSTAT-I; McLain, 1993) examines the responses to different types of ambiguous stimuli, ranging from attraction to intolerance, to stimuli that are perceived by individuals as unfamiliar, complex, variable, or interpretatively contradictory.

The Table 1 describes that our sample averages are slightly lower than those of the standardized sample. This can be explained by age, as adults are less receptive to uncertain situations than students.

Table 1

MSTAT-I Normative Questionnaire Scores modified by Osin E.

	Sample of adults, 130 people	Sample standardization (Osin E.M., 2010)
Attitude to novelty (8, 14, 15)	11,50±2,94	13,92±3,90
Attitude to difficult situations (5, 9, 10, 12, 13, 17, 19)	28,79±4,91	33,64±7,46
Attitude to uncertain situations (1, 2, 4, 3, 6, 7, 11, 16, 18, 22)	35,19±7,29	38,57±9,37
Total TU Score	75,44±13,34	100,01±19,43

The New Questionnaire of tolerance to uncertainty (NTU, Kornilov T.V., 2010) is based on a three-factor model obtained empirically. The main feature of the author's model is that tolerance and intolerantness are understood not as opposite poles of one variable, but as independent scales associated with manifestations of different psychological properties. We are most interested in the intolerance manifestation - a stereotypical tendency to perceive and interpret the environment, current life events as a source of threat or discomfort.

While processing and analysis of the NTN individual results we noticed that the indicators of tolerance and intolerance of one person could be equally high, equally low or significantly differ from each other. So, tolerance for uncertainty as an integral personality trait should not be determined by the quantitative measure of these two indicators, but by their correlation. According to these considerations, we have

introduced the additional quantitative indicator, which we called the Stereotyping Index - the ratio of ITO to TU:

$$SI \text{ (Stereotyping Index)} = ITO \text{ (Intolerance index)} / TU \text{ (Tolerance Index)}$$

Based on the number of questions in the scales, if the ISO value exceeds 13/12 (i.e. 1.08), this indicates the prevalence of intolerance over tolerance, in other words - the propensity for stereotypical behavior. The SI value in the sample ranges from 0.82 to 1.54. The data distribution corresponds to the characteristics of normality ($Z = 0.864$ at $p = 0.445$) and does not differ significantly between men and women (Tab. 2) (Potonska, 2020).

Table 2

Descriptive sampling statistics NTN questionnaire of Kornilov T.V.

	Whole sample (N=130)	Women (N=71)	Men (N=59)
Tolerance to uncertainty	56,64±5,11	56,82±5,90	56,43±4,00
Intolerance	64,95±8,06	65,10±8,14	64,76±8,03
Interpersonal intolerance	36,33±6,36	35,56±6,57	37,26±6,03
Stereotyping Index	1,16±0,18	1,16±0,188	1,16±0,176

Manifestations of stereotyping in the emotional sphere. We paid attention to the anxiety, which has the greatest involvement in the issue of fears among the emotional life components.

The State-Trait Anxiety Inventory (STAI; Spielberger, Gorsuch, Lushene, Vagg & Jacobs, 1983) is the best known instrument for assessment of the anxiety symptoms severity in adults and adolescents.

It is based on differentiating between different types of anxiety: a) as a situationally conditioned state (SA-situational anxiety) - temporary emotional reaction to situations that pose some threat to the individual and are subjectively significant; b) as a stable personality trait (OT - trait anxiety) - the tendency to perceive a wide range of typical life situations as threatening and to feel a corresponding state of anxiety (McDowell, 2006).

The anxiety as a trait is not observed on an hourly basis, but becomes prominent when stressors are acted upon - on selected important and personally significant occasions. **We consider this trait as a manifestation of stereotyping in the emotional sphere, which may be due to experiences of childhood fears.**

The STAI has proved validity and high internal consistency, with retest reliability of 0.16-0.54 for the Situational Anxiety Scale and 0.73-0.86 for the Personality Anxiety Scale (McDowell, 2006). Thus, SA scores remain relatively stable over time, whereas OT scores change, increasing in response to stress and decreasing as a result of relaxation training, social psychological help and other supportive factors. Nevertheless, the two scores are highly correlated and can be seen as a single factor (McDowell, 2006, pp. 319-327).

In our data, the normative SA score was 41.51 ± 8.39 , with a minimum and maximum in the sample of 29-75, respectively; on the OT scale the normative scores were 46.13 ± 5.77 , with a range of 34-60. These results differ both from the normative

Khanin J.L. and from data previously published by American colleagues (Table 4) (Khanin, 1976, 1991).

Table 3

Normative data for STAI scales in different samples

	Sample of Ukrainians adults (by the author)		American sample (based on data from Spielberger Ch., 1983).	
	men, N=59	women, N=71	men	women
SA: situational anxiety	41,38±7,72	41,63±8,96	35,7±10,4	35,2±10,6
OT: Personality anxiety	46,08±5,40	46,17±6,11	34,9±9,2	34,8±9,2

Note: The standards for the methodology are published in Handbook I. McDowell (2006).

The results of the study indicate the elevated level of situational and personality anxiety in the sample. The empirical division of the ST Scale does not correspond to the characteristics of the normal distribution: it has a sharp top and is significantly shifted to the right ($Z = 1.78$ with $p = 0.004$; kurtosis 2.84, asymmetry 1.35).

The results lead to the assumption that average levels of anxiety and worry have increased significantly over the past 35 years (this requires more extensive research in different age and socio-cultural groups). In addition, the high rates could be explained by emotional tension and stress during the COVID-19 pandemic in Ukraine.

The manifestations of stereotyping in the cognitive sphere manifest themselves in the presence of stable attitudes and beliefs that are detrimental to normal adaptation. This issue is being actively developed in the cognitive therapy approach, so we used two tools from this practice.

The Personality Belief Questionnaire - Borderline Personality Disorder (PBQ-BPD; Butler A., Brown G., Beck A., Grisham J., 2002) is based on the cognitive theory of Beck A. The cognitive theory of Beck A., which explains the influence of cognitive patterns (schemas, attitudes, errors) on the occurrence and treatment of psychological disorders. The cognitive style is a way of thinking, processing information, interacting with the environment and determines subjective interpretation of events and corresponding emotional and behavioral responses (Beck, 1998). The personality disorders are explained by the specific content of dysfunctional beliefs, are formed predominantly in early childhood and lead to systemic errors. For example, people with OCD hold the beliefs "Flaws and mistakes are unacceptable", "You have to achieve perfection in everything you do", "Details are very important", and the like. The combination of biased information processing and negative perceptions of oneself, others and the world at large leads to negative consequences in almost all contexts: generates emotional reactions, affects motivation, and activates maladaptive behavioral strategies (Konina, Kholmogorova, 2016).

Konina, M.A. and Holmogorova, A.B. (2016) presented an adapted version of the PBQ-BPD as an independent screening questionnaire.

The sample statistics with clinical and normal population data are shown in Table 4. The mean scores of the study sample are intermediate between clinical and

population data. The men had more pronounced tendencies to distrust in interpersonal relations, with a mean of 8.32 compared to 6.37 for women (significance of the difference, tested by Student's t-point consists of 3.498 at $p < 0.001$).

Table 4

Normative data from the PBQ-BPD Dysfunctional Beliefs Questionnaire in different samples

	Adult sample, 130 people	Data from previous researchers:	
		Clinical group (N = 37)	Population group (N = 30)
Distrust (points 10-14)	7,25±3,31	8,89±4,49	6,13±1,83
Dependence (points 4-7)	3,30±2,39	5,70±3,78	2,63±2,02
Protection (items 1-3, 8, 9)	4,03±2,59	5,27±3,39	3,33±2,20
Total score	14,58±6,40	19,86±9,12	12,10±4,31

Note: Clinical and population group norms are provided in accordance with the data of Beniashvilia K.E. and Kholmogorova A.B. (2016).

The SPB (Survey of Personal Beliefs) questionnaire has been developed by Kassino H. and Berger A. in 1984 in accordance with the rational-emotional therapy provisions (Demaria, Kassino, Dill, 1989). In accordance with the theory of Ellis A., the negative emotions are not the results of real events, but are negatively interpreted through irrational beliefs learned in childhood and during life. These are dogmatic, rigid, categorical and unconditional ideas about 'how things should be': that people should do everything well and get approval from others (otherwise they are bad), that people around them should treat them carefully and understandably (otherwise they are bad). By following such false beliefs, the individual consciously or unconsciously chooses the imperative notions of 'should' and 'must'. Since they cannot be embodied, this creates emotional problems and causes the psychological distress (Ellis, Dryden, 2002).

The Russian-language version of the SPB was published by Kovpak D. V. and Kamenyukin A.G. in 2004 and was disseminated as the "Ellis test" (Kamenyukin, Kovpak, 2008). We used a modified version of the technique in the study with a simplified assessment scale, from a three-point scale.

The average trends and measures of variation in the irrational personal beliefs indicators are provided in Table 5. Some of the parameters in our sample do not conform to the characteristics of a normal distribution: on the "Catastrophizing" and "Responsibility for Onself" Scales, over 55% of those surveyed scored in the narrow 7-8 range; on the "Responsibility for Others" Scale, the histogram has two prominent peaks shifted to the right. We suppose that the three-point rating system has reduced in some way the psychometric accuracy of the methodology and resulted in biased distribution, so we recommend the use of the original 6-point Lickert Scale.

Correlation analysis. The Pearson's Correlation Coefficient allowed us to analyze linear dependences between the diagnosed parameters of childhood and adult fears, manifestations of stereotypes in various spheres.

Table 5

**Descriptive statistics from the Personal Beliefs Questionnaire
(SPB, Kassiove H., Berger A., 1984), modified version**

	Average, M	Standard deviation SD	Median, Me	Excess, Exc.	Asymmetry, Ass.	Interval (Min - Max)	Compliance with a normal distribution	
							Kolmogorov-Smirnov Z-criterion	Significance y
Catastrophization	6,79	1,27	7	1,06	-0,85	2,5–10	2,07	0,000
Responsibility for Onself	7,16	1,09	7	1,82	-0,89	3,5–10	2,29	0,000
Responsibility for Others	6,18	1,22	7	0,25	-0,49	3–9	1,60	0,012
Low frustration tolerance	5,58	1,31	5	-0,12	0,08	2,5–9	1,35	0,053
Self-conception	6,12	1,23	7	0,12	0,12	2,5–10	1,07	0,204
Irrational attitudes	31,83	4,19	31,5	0,27	-0,36	19–41	1,22	0,100

The Table 6 contains the part of the correlation matrix, which demonstrates the relationship between the indicators of childhood fear expression and manifestations of stereotyping.

Table 6

Pearson's Correlation Coefficient Calculation

	Childhood fears	Adult fears	General severity of fears	Number of fears	Power of fear	Phobic component	Destructive fears	Constructive social fears
Actual rigidity	0,12	0,138	0,143	0,129	0,05	0,128	0,194	-0,04
Uncertainty Tolerance for Multiple Types of MSTAT-I Incentives								
Acceptance of novelty	-0,20	-0,22	-0,23	-0,23	0,005	-0,18	-0,31	0,042
Acceptance of complexity	-0,13	-0,06	-0,13	-0,18	0,084	-0,04	-0,27	0,119
Accepting uncertainty	-0,15	0,032	-0,11	-0,20	0,174	0,015	-0,24	0,062
Total TN score	-0,18	-0,06	-0,16	-0,22	0,117	-0,06	-0,30	0,086
New questionnaire of tolerance to uncertainty NTN								
Tolerance to uncertainty	0,044	-0,06	0,025	0,02	0,069	0,026	-0,11	0,242
Intolerance	-0,16	-0,27	-0,21	-0,14	-0,34	-0,25	-0,09	-0,22
Interlich. intolerance	0,208	0,248	0,242	0,206	0,115	0,23	0,154	0,190
Stereotyping Index	-0,17	-0,18	-0,19	-0,14	-0,30	-0,21	-0,02	-0,32
Dysfunctional Beliefs Questionnaire PBQ-BPD								
Mistrust	0,339	0,414	0,399	0,378	0,169	0,334	0,391	0,06
Addiction	0,234	0,417	0,312	0,208	0,31	0,365	0,206	0,172
Protection	0,093	0,424	0,200	0,059	0,302	0,323	0,055	0,103
Overall BPD score	0,301	0,544	0,404	0,298	0,325	0,440	0,301	0,138
SPB Personal Belief Examination								

Catastrophization	-0,01	0,049	0,015	-0,01	0,012	0,043	-0,06	0,046
Obligation towards oneself	0,16	0,057	0,138	0,103	0,011	0,148	0,072	0,321
Obligation towards others	0,122	0,19	0,164	0,157	-0,01	0,135	0,108	0,081
Low frustration tolerance	0,268	0,069	0,246	0,242	0,046	0,194	0,230	0,231
Self- conception	0,228	0,065	0,197	0,231	-0,05	0,113	0,279	0,021
Irrational attitudes	0,225	0,126	0,225	0,212	0,006	0,190	0,184	0,202
STAI Anxiety and Anxiety Scales								
Situational anxiety	0,338	0,559	0,443	0,290	0,462	0,524	0,315	0,214
Personal anxiety	0,372	0,485	0,455	0,356	0,342	0,470	0,319	0,317

Significant coefficients are highlighted in grey ($p \leq 0.05$) and in bold ($p \leq 0.01$).

Analysis of the coefficients in Table 5 contains the genus of significant relationships:

1. Expression of fears is closely related to the formation of stereotypes in the emotional sphere - reactions of anxiety and restlessness in response to a wide range of life situations. This aspect revealed the strongest direct correlations at the level of $p \leq 0.001$. The particularly influential parameter of fear in this case is the phobic component - compulsive reactions that have a continuation into adulthood.

2. Expression of conditioned fear correlated positively with the assessment of the TNT Questionnaire's tolerance for uncertainty ($p \leq 0.01$). The tolerance to ambiguous situations can underlie fear - due to sensitivity to inconsistency of one's own behavior and personal characteristics with social expectations. The fear of social inappropriateness provokes greater responsibility towards oneself ($p \leq 0.001$). This indicates a fundamentally different adaptive function of fears that are socially conditioned in nature.

3. Both constructive and destructive fears are positively correlated with intolerance in interpersonal relationships - intolerance of situations of uncertainty, a desire for clarity and control in relationships with others. The most important contributor to these relationships is the phobic component and the continuation of fears in adulthood.

Discussion

All the identified patterns confirm that childhood fears cause stereotyping in the perception of reality, in thinking, in emotions and behavioral reactions. In adulthood, this becomes the reason for many psychological problems. The fear expression parameters in childhood and adulthood have significant negative correlations with the "intolerance" index of the TNT questionnaire, and the integral index of stereotypy decreases accordingly. I mean, people who are prone to intolerant experience fewer and stronger reactions of fear. This is an unexpected result that contradicts the proposed study hypothesis - the influence of childhood fears on adult stereotyping. Moreover, these relationships are paradoxical in relation to the other results of the correlation analysis. We will seek an explanation for these results in the next stages of data analysis.

It will be observed that the similar indicators of the three instruments designed to measure the level of stereotyping (TOR of Zalewski G.V., MSTAT-I of McLane D. and

TNT of Kornilova T.V.) contains the correlations not only of different significance, but even of different directions. It means that the TN questionnaires used in the study diagnose different aspects of mental reality.

Conclusion

Through six standardized self-report questionnaires, we obtained 20 quantitative indicators which reflect the wide range of possible effects of childhood fears and stereotypes manifestation in different spheres of mental life (cognitive, emotional, behavioral, interpersonal).

The results of the correlation analysis revealed the negative impact of childhood fears, which shows the personality stereotyping: perception, thinking, emotions, behavioral reactions. At the same time, social origin fears (not complying with the expectations of others) are interrelated to the tolerance for uncertainty; they form higher demands on the self, reduce self-acceptance and contribute to the formation of co-dependent behaviors. The expression of fears of any nature negatively affects the psychological well-being of the adult and causes a range of psychological problems and even psychopathological disorders.

The validity of the diagnostic data obtained was verified using the control "truth scale" inserted into the questionnaire to determine the actual rigidity (diagnoses the propensity to give socially desirable answers), as well as the "psychoticism" scale of the SCL-90-R questionnaire.

Further research prospects. The described results reveal previously unknown latent regularities, which are of practical and theoretical interest for further research: valuable information about the influence of fears of different nature on the formation of personality, the adaptive function of fear in tolerance to uncertainty.

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**SUICIDAL TENDENCIES AMONG PARENTS, UPBRINGING
CHILDREN WITH COMPLEX DEVELOPMENTAL DISABILITIES**

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Victoria Shevchuk

ORCID. ID: 0000-0001-7101-7617

Abstract

The birth of a child with developmental disabilities changes the usual way of life of the family. The motives and causes of suicide cannot be reduced to a single classification, because they are largely subjective and depend on different characteristics of a person: gender, age, profession, worldview. manifestation of suicidal tendencies is a complex systemic phenomenon, we consider it necessary to use in the process of research battery techniques. As a result of the analysis of the content, features of application and efficiency of various techniques, we have chosen the following: 1) Beck's Hopelessness Scale (Beck et al. 1974); 2) Methods of diagnosis of subjective feelings of loneliness D. Russell and M. Ferguson; 3) Questionnaire "Risk-C"; 4) The method of incomplete sentences (according to O. Kucher). Spearman's correlation coefficient was also used to determine the relationship between the levels of subjective feelings of loneliness and hopelessness and the level of risk of suicidal ideation.

The purpose of our study is to determine the predominant presence or absence of suicidal ideation and tendencies in the behavior of parents raising children with complex developmental disorders, as well as their relationship with such personal factors as subjective feelings of loneliness and hopelessness. Determining the nature of the relationship between subjective feelings of loneliness and the presence of suicidal tendencies in the subjects showed that the subjects with clear signs of suicidal tendencies of the majority are characterized by a high level of subjective feelings of loneliness. Among the subjects with some signs of suicidal tendencies, the most represented is the average level of subjective feelings of loneliness. Subjects who generally showed no signs of suicidal ideation had a low level of subjective feelings of loneliness. Subjects with a minimal level of suicide show mostly an average level of loneliness. In addition, subjects at high risk of suicide generally showed a high level of subjective loneliness. In subjects with a medium level of risk of suicide, the feeling of loneliness, in most cases, is also manifested at a medium level. If we talk about subjects with a low risk of suicide, the most pronounced is the low level of subjective loneliness.

Keywords: suicidal tendencies, subjective feeling of loneliness, hopelessness, child with complex developmental disorders.

Introduction

According to the World Health Organization's data, suicide possesses one of the top-3 causes of death amidst population, aging from 15 to 44 years old. Annually almost one million of humans commit suicide worldwide. Nowadays Ukraine complements the group of countries, which represent an intense level of the suicidal activity. In fact, this drift tends to be dominant during social-economic crises in the association, being the result of the person's incapability to adapt to transient conditions of a certain society. Besides, such suicidal tendencies among parents are frequently provoked by the birth of

child with developmental disabilities. According to statistics, presented by the Cabinet of Ministers of Ukraine and UNICEF Foundation, the last decade has revealed an increasing number of children with these developmental deviations. Therefore, we had 154,300 in number here in Ukraine in 2001, while in 2020 it grew to 165,000, among them there were 70,000 of girls and 95,000 of boys. The above-mentioned deviations can be differentiated as follows: 49,200 of children with congenital anomalies, 27,100 of them possess deviations of behaviour and mind, and 25,500 of children get central nervous system's diseases (Senyk, 2020).

As a matter of fact, the birth of a child with some developmental deviations, despite of its dysontogenesis form, essentially changes the lifestyle of a family. Actually, parents are not prepared to such challenges; therefore, they probably may go under great despair: a whole life of the family breaks into moments before and after the moment of the child's appearance. Parents' personal-characterological changes, their feelings and attitude to this child as well as to their deviations play a crucial role in the maintaining an intellectual, psychological and physical health likewise in successful rehabilitation. It also influences on the creation of the favourable intrafamily atmosphere and effective upbringing mode. Thus, the study of personal peculiarities of parents, upbringing children with such deviations, is highly important to the further creation of effective methods and programmes of psychological support of these families (Shevchuk, 2021). Pre-suicidal terms, i.e. periods of suicidal activity formation, have their boundaries in the moment of suicidal intentions' appearance and the moment of suicidal actions commitment. They were ascertained among 72.6% of mothers, according to L. Borodina. Nearly half of them was thinking about suicide in a certain period of life, and almost always with involvement of their child, possessing developmental disabilities. A quarter of respondents revealed the history of contemplating specific suicidal cases, usually in a form of a car crash (Borodina, 2018).

Therefore, the disquisition of a suicide as psychological phenomenon reveals the same value and potential to the research of other aspects of a human's activities. It is worth mentioning though, only a few of domestic analytics venture to pay thorough attention to the problem.

This topic has a strong perspective of a further scientific interest in the field of social psychology since it has been insufficiently disclosed in Ukrainian sources.

Various facets of the mentioned above problem were subjects of deep investigation of foreign researchers, among them are T. E. Joiner, 2008; K. A. Lynam, 2006; T. K. Gordon, 2008; R. C. O'Connor, 2014; M. K. Nock, 2014; Van Orden, M. E., 2006; Hollar, D., 2006; Witte, T.K., 2008; Ovchinnikov, A. A., 2017; Chernaja, M. I., 2016; Holmogorova, A. B., 2016; Sakovich, N. A., 2013; Zubareva, O. V., 2016; Zhuravleva, T. V., 2016; Sultanova, A. N., 2017. etc. Suicide got to the core of the scholastic interest of some Ukrainian scientists; they are O. S. Blynova, 2020; L. V. Boiaryn, 2020; O. V. Kokun, 2019; O. Poleheshko, 2006; Zavatska, N. Ye., 2020; Popovych, I. S., 2020; Piddubniak, S. V., 2020; Kal'nickij Je. A., 2017, etc. Each of them ascertained diverse points of view on causes of the suicide as a phenomenon as well as on its motifs, reasons, factors, and indications.

The **purpose of the investigation** is to ascertain the existence / absence of

suicidal revelations and tendencies among parents, upbringing children with complex developmental disabilities, and to highlight its connection with such an intimate factor as subjective feeling of loneliness and despair.

Theoretical background

The birth of the child with some developmental disabilities totally transforms the usual way of life of a family so much as parents show their unpreparedness to new challenges; they can feel a powerful despair and lose a sense of life.

Je. A. Kal'nickij qualifies a sense of life to be in-depth inner motivation. Due to existential psychoanalysis, one may also reinterpret the question about a sense of life as follows: "What is a sense of my life exactly?" Instead of dipping into cosmic or religious context of the life sense question, this approach opens intimate personal motif of sense-oriented methods' search on the way of solving the question about an overall goals (Kal'nickij, 2017).

N. A. Sakovich marks an unbearable psychological pain as general stimulus of a suicide. She speaks about the item that one can easily understand a suicide via a move towards a cessation of the consciousness flow simultaneously to an escape from psychological pain as follows (Sakovich, 2013).

Narrowing of a cognitive sphere tends to be a general state of mind under the suicide. We have a "tunnel vision" as a synonym of the term "narrowing" here: a rough limitation of the social roles' usage along with behaviour choice's variants, available to human consciousness under usual terms.

K. A. Van Orden, T. K. Witte, K. H. Gordon, T. W. Bender and T. E. Joiner highlight the detail that to commit a suicide or to fulfil a suicidal attempt a person has to meet three simultaneous components as a necessary condition. They are the feeling of their own cumber, social exclusion, and the ability to inflict a fatal injury to themselves. The latter is supposed to grow by the way of multiple endurance of some painful and harmful experiences; it consequently leads to addiction and much higher pain tolerance mixed with a loss of death fear (Van Orden, 2008).

Actually, R. C. O'Connor and M. K. Nock made a brief review of all the comprehensive current theories of the suicidal behaviour motifs, pointing out their diversity, focus on different factors likewise their correspondence to reality. In fact, suicide exposes to be rather complex and multifactor phenomenon, which possesses many variable constituents, e.g. neurobiological factors, intimate and family history, stressful life events and social-cultural environmentt (O'Connor, 2014).

N. Ye. Zavatska, O. Ye. Blynova, I. S. Popovych, L. V. Boiaryn, S. V. Piddubniak ascertain such approaches to the human suicidal conditions' study. The first is presented as psychoanalytical, due to which reasons of the behaviour one can perceive in the negative attitude of a person to the real world, while the defects of the latter provoke aggressive actions, consequently changing its direction from external to internal one. The second one, anatomic-morphological approach, defines that body constitution determines person's traits, whereas the mesomorphs obtain an ultimate inclination to auto-aggression and suicide. The third, humanistic-phenomenological approach combined with psychological autopsy method, focuses the attention of the researcher on a behaviour in the context and from the point of view of phenomenology.

The forth, cognitive one, ascertains cognitive distortions, especially dichotomous thinking, disposition to globalise or existence of rigid cognitive schemes, as a core of person's suicidal states. The fifth, social-psychological approach, frames a suicidal state as a complex intimate phenomenon, functioning on multiple levels, whilst the structure of person's suicidal pattern one can build by character-descriptive, self-estimating, interactive, and social-perceptive sub-patterns. As a result, the differential social-psychological programme of person suicidal states' correction and self-regulation under the terms of interpersonal conflicts in the modern society was elaborated and tested in succession. This programme has been based in principles of equivalence, systematic, prospect, and differentiated forecasting; the essential approaches are existential-humanistic, personality-oriented, cognitive-behavioural, resource, and reflexive one (Zavatska, 2020).

Thus, it is worth admitting that motifs and reasons of suicidal actions can't be reduced to one comprehensive grade, so far as they tend to be subjective in major, depending on diverse parameters of a person: their gender, age, occupation, worldview, etc. To classify them into precise groups means to refuse from the point of specificity of each person, their life conditions and individual perception of circumstances for rough scholastic definiteness and order. It is an irrefutable detail that each suicide reveals its unique reasons and motifs. Suicide tends to be a multi-factored phenomenon, being a result of the influence of a whole set of constituents, among them one can find the feeling of their own burdensomeness, social-psychological alienation, multiple experiencing of the traumatic situation, etc.

The **purpose of the investigation** is to ascertain the existence / absence of suicidal revelations and tendencies among parents, upbringing children with complex developmental disabilities, and to highlight its connection with such an intimate factor as subjective feeling of loneliness and despair.

Methodology

To meet the aim of the research, we applied such methods: A. T. Beck's Hopelessness Scale, measuring the level of representation of the negative attitude towards the subjective future. The base of this rule as a theoretical principle is built by cognitive theory of mental processes, especially the depression to be a result of cognitive mistakes. Creating this Scale, the authors adhered to the concept of Stotland, marking the despair as a system of cognitive schemes, generalised by negative colouring of expectations about future as a specific feature. The questionnaire of diagnostics of subjective feeling of loneliness by D. Russell and M. Ferguson was applied to ascertain its high, moderate or low level. The questionnaire "Risk-S" has been implemented to identify persons, inclined to commit suicidal actions, while the method of incomplete sentences by O. Kucher was used to clarify the high, moderate or low level of suicidal intentions' risk (Kokun, 2019). In addition, to define the dependence between levels of subjective feeling of loneliness / despair and the level of suicidal intentions' risk the C. Spearman's correlation coefficient was thoroughly implemented. To acquire the statistical difference between the parameters of despair, loneliness, suicidal inclinations and intentions amongst parents, upbringing children with developmental disabilities and those within regulatory development, it was

Student's coefficient to operate with.

The empirical base of the given disquisition was constituted by 472 families, 152 patterns among them have children with complex speech disorders combined with mental retardation, 136 families upbringing children with musculoskeletal disorders and oligophrenia, and 184 patterns have children with a regulatory development. The study of suicidal tendencies among persons with children, having complex developmental disorders, was being held on the base of Inclusive-resource centre of Poltava City Council, Mykilske training and rehabilitation centre of Poltava District of Poltava Region Council, and Poltava training and rehabilitation centre of Poltava Region Council.

Results

The specificity of despair revelation's level among the mentioned above adults required the usage of "Hopelessness Scale" methods (by A. T. Beck).

Comparing the parameters of parents, upbringing children with complex developmental disabilities and a regulatory development, one can say that the level of severe ($t_s=22,10$, $p=0,028787$) and moderate ($t_s=21,09$, $p=0,030169$) despair are represented only among adults with children, having musculoskeletal disorders and oligophrenia. These data are of high statistical value, by the Student's coefficient, compared to those parents, upbringing children with complex speech disorders and oligophrenia and parents of children with regulatory development. The level of slight despair is inherent to all the parents of children with complex developmental disabilities. Thus, adults with children, which have complex speech disorders and oligophrenia ($t_s=19,59$, $p=0,032465$) likewise parents, upbringing children with musculoskeletal disorders ($t_s=24,36$, $p=0,026123$) reveal the slight level of despair compared to those parents of children with regulatory development. The different between data is statistically significant. Only 45.7% of all the respondents, upbringing children with complex developmental disabilities have not revealed symptoms of despair (particularly, 5.88% – are parents of children with musculoskeletal disorders and oligophrenia. 38.8% of them have children with complex speech and mental disorders unlike adults of children with regulatory development (100%), tabl.1.

Table 1

Peculiarities of representation of despair by parents, upbringing children with complex disabilities and regulatory development (according to the A. T. Beck's Hopelessness Scale)

Level of despair representation	Parents of children with complex speech disorders and oligophrenia (OPAO)		Parents of children with complex speech and mental disorders (CMIO)		Parents of children with regulatory development		Student's coefficient indicator	Student's coefficient level of significance
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
No symptoms of hopelessness	8,352	2,3	59,58	2,65	184	0,05	60,32 (OPAO) 37,16 (CMIO)	0,010554 0,017129
Slight hopelessness	22,352	2,56	93,684	2,74	-	-	8,72 34,19	0,072596 0,018614

Moderate hopelessness	43,648	2,07	-	-	-	-	21,09	0,030169
Severe hopelessness	63,648	2,88	-	-	-	-	22,10	0,028787

To unveil the precise level of subjective feeling of loneliness we chose diagnostics' methods of subjective feeling of loneliness (by D. Russell and M. Ferguson, tabl.2).

Table 2

Peculiarities of the subjective feeling of loneliness among parents, upbringing children with complex developmental disabilities and those of regulatory development (by the questionnaire of D. Russell and M. Ferguson)

Levels of subjective feeling of loneliness	Parents of children with complex speech disorders and oligophrenia (OPAO)		Parents of children with complex speech and mental disorders (CMPIO)		Parents of children with regulatory development		Student's coefficient indicator	Student's coefficient level of significance
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
Low	10,352	2,3	18,58	2,65	84,34	2,05	24,01 (OPAO) 7,03 (CMPIO)	0,026495 0,090191
Moderate	32,352	2,56	83,684	2,74	-	-	12,64 30,54	0,050271 0,020837
High	93,648	2,07	50,76	2,07	-	-	45,24 24,52	0,014070 0,025947

The set of results, got by the questionnaire of D. Russell and M. Ferguson, certify the data of the previous methods. Most of parents, upbringing children with musculoskeletal disorders and oligophrenia, reveal the high level of the subjective feeling of loneliness ($t_s=45,24$, $p=0,014070$), while parents with children, possessing complex speech disorders generally represent the moderate level of the feeling of loneliness ($t_s=30,54$, $p=0,020837$). Majority of persons, upbringing children with regulatory development, does not feel lonely. The further study of suicidal tendencies in behavior embraced the group of adults with children, who have musculoskeletal disorders and oligophrenia, as far such parents demonstrate rather high levels of despair and loneliness.

Our aim to range the inclination of these adults towards committing suicidal actions provided the further necessity of the questionnaire "Risk-S", the appliance of which manifested as follows: the major part of adults (50%) attain no vivid symptoms of suicidal inclinations. Primarily, 20% of the amount of subjects possess minimal level of suicidal risk, which is a proof of their staying outside the boundaries of suicidal activity. Sometimes we may confirm certain suicide-provoking factors; still it doesn't lead to persistent lowering of mood and anhedonia. Another 18% of persons uncovered individual symptoms of suicidal inclinations. They may get lowering of mood likewise anhedonia caused by stress-provoking factors' accumulation, be discontent of life or

generate anti-vital suffer. Only 12% of adults express vivid symptoms of suicidal inclinations. We reckon it is possible that a person was involved into a situation of a great significance and prolonged duration, interpreted as hopeless, therefore human mind created images of death and suicide. It is also typical sign when they have narrowing of consciousness and transform positive valuable attitude to death.

The other task – to estimate the risk of suicidal inclinations – was solved with a help of incomplete sentences' method by O. Kucher. The all-embracing analysis of the collected material marks the truth that most of the subjects (60%) stand on the moderate level of suicidal intentions' risk. It also gives us rather strong witness of a possibility to generate spontaneous thoughts about burdensomeness of life, which therefore do not transform into specific suicidal intentions. Fewer amount of persons (30%) represents the low level of these intentions' risk. Likely, they tend to be quite content with their life and some further prospects, interpreting current or possible obstacles as those to be overcome. The least quantity of adults (10%) possesses ultimately high level of suicidal intentions' risk as a consequence of unusual reasons connected to devaluation and subjective difficulty of life. Sometimes these can be caused by the absence of resources to overcome up-to-date or even future complexities.

It is vitally crucial to determine the precise type of connection between the subjective feeling of loneliness or despair and suicidal intentions' appearance. To confirm the presence or absence of the connection of the kind we compared results got via the appliance of diagnostics' methods of subjective loneliness feeling by D. Russell and M. Ferguson to those taken from the questionnaire "Risk-S" combined with the method of incomplete sentences by O. Kucher.

Primarily, we need the clear comparative table of the first two mentioned indicators, i. e. selected from loneliness diagnostics (by D. Russell and M. Ferguson) and the given questionnaire. Summarising up, we have them in such a diagram (Figure 1):

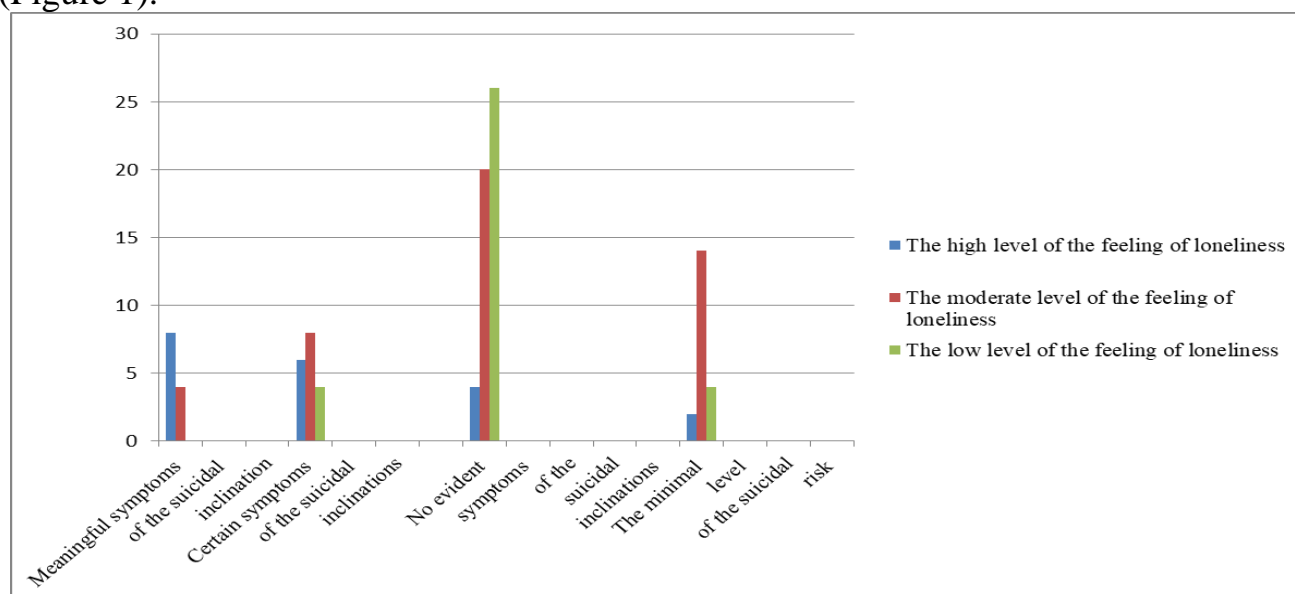


Fig. 1. Indicators of the degree of suicidal intentions' revelation among adults with various level of representation of subjective loneliness feeling (in %)

It is worth admitting that 8% of those who manifested the high level of subjective feeling of loneliness disclosed expressive symptoms of suicidal inclinations. Another 4% of respondents revealed the moderate level on the subject. There are no indicators of the low level of the feeling under research. So, all the levels of the diagnosed loneliness among adults with certain symptoms of suicidal intentions function as follows: 6% for high level rank, 8% for moderate one, 4% – for the low level. As for the group of persons with no meaningful symptoms of the kind, we affirm the following data: 4% stand for the high level of loneliness, whereas 20% – for the moderate pattern and 24% – for the low one. Concerning the group of respondents with minimal level of suicidal risk, we should point out 2% of adults revealing the high level of the feeling, 14% – the moderate one, and 4% of them show the low pattern.

Secondly, we have to check up clinical results, based on the loneliness diagnostics (by D. Russell and M. Ferguson), compared to those, obtained by means of the method of incomplete sentences (by O. Kucher), represented in a diagram (Figure 2) as follows:

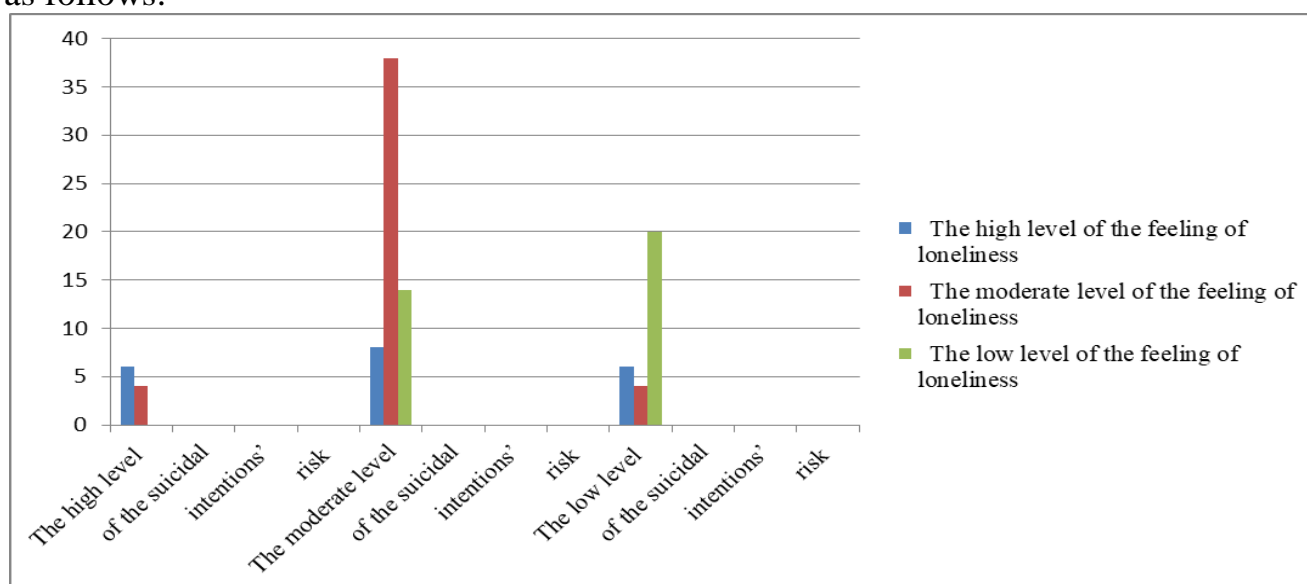


Fig 2. Indicators of the degree of suicidal intentions' risk among adults with various level of subjective loneliness feeling's revelation (in %)

It is an irrefutable fact that among those persons, who withstand the high level of suicidal intentions' risk, 6% can manifest rather high, 4% – the moderate, and 0% – the low level of loneliness. Persons with the moderate level of suicidal intentions' risk represent the loneliness in such a way: 8% of them demonstrate the high rank, 38% make the moderate pattern, and 14% obtain the low one. Summing up indicators throughout the group of respondents with the low level of suicidal intentions' risk, we have 6% of subjects constituting the high level, 4% – the moderate one, and 20% of persons make the low pattern. Thus, all the collected data signify that indicators of suicidal inclinations, presented in the early adulthood, generally correlate with manifestations of subjective feeling of loneliness. The C. Spearman's correlation coefficient (ρ) between the level of suicidal tendencies and indicators of subjective loneliness makes -0.125. The dependence of symptoms is interpreted as statistically significant.

Further we have results of the research according to the application of A. T. Beck's Hopelessness Scale along with the questionnaire "Risk-S", generalised in the diagram (Figure 3) as follows:

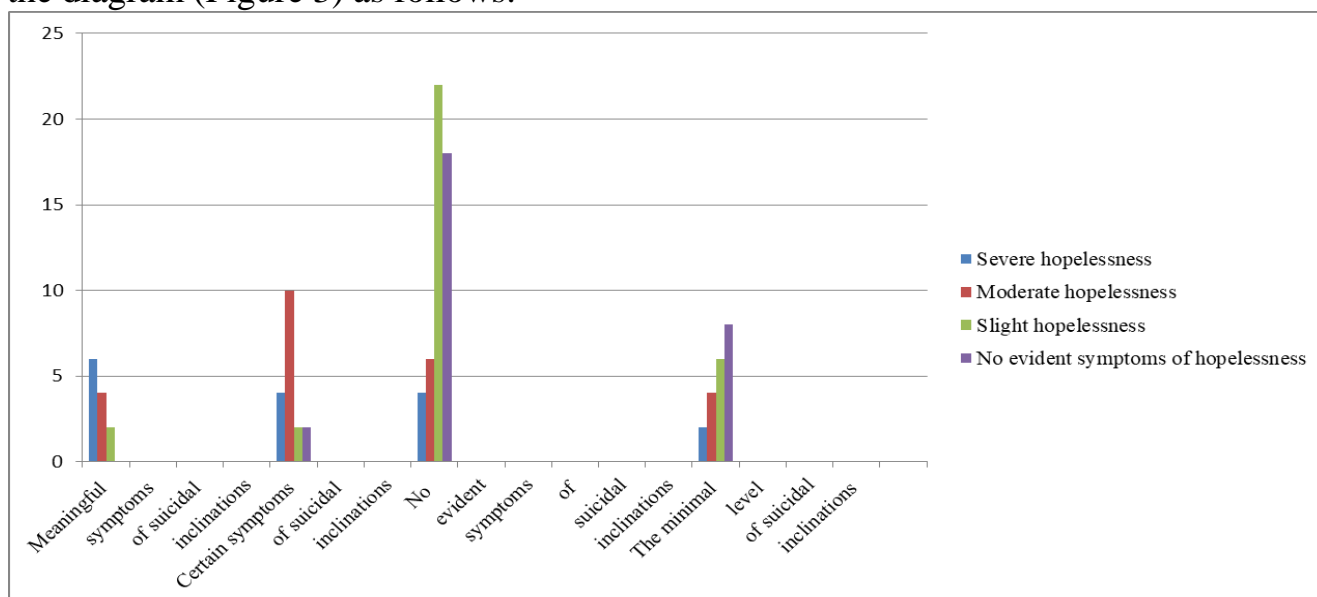


Fig 3. Indicators of the degree of suicidal inclinations revelation among persons with diverse levels of hopelessness manifestations about the future (in %)

Some adults disclose vivid features of suicidal intentions; among them, one may differentiate 6% of those who has severe hopelessness towards their own future, 4% – of the moderate level, and 2% – shows slight degree of the feeling. There is no mark of persons who reveals no symptoms of hopelessness. Adults with some certain symptoms of suicidal inclinations make such indicators of the feeling towards the future: 4% – severe hopelessness, 10% – the moderate pattern, 2% – the slight one, and the only 2% goes to the absence of the feeling. In fact, persons with no meaningful symptoms of suicidal inclinations actually manifest the slight degree of hopelessness (22%) or its total absence (18%). Less amount of adults disclose some symptoms of the moderate (6%) or severe (4%) degree of the feeling.

Taking into account persons with minimal level of suicidal risks, the indicators of hopelessness towards the future are ranged as follows: 8% represent no such feeling, 6% – of the slight degree, and 4% – of the moderate one, while 2% possess the severe type.

Comparing results of the investigation due to A. T. Beck's Hopelessness Scale simultaneously to the method of incomplete sentences by O. Kucher, we affirm them in the diagram (Figure 4) as follows.

It is quite necessary to highlight the fact that adults with the high diagnosed level of suicidal intentions' risk are differentiated into subgroups, where 8% accumulate the severe type, whilst 2% has a moderate type. Respondents with the moderate level of suicidal intentions' risk in general show the slight (26%), moderate (14%) hopelessness or its total absence (16%). There are also persons with severe type of the feeling (4%). Those indicators of hopelessness towards the future, expressed by respondents with the low level of suicidal intentions' risk, are ranged as follows: 4% – severe type, 8% – moderate one, 6% – slight pattern, and 12% of total absence of the feeling. The

C. Spearman's correlation coefficient (ρ) between the level of suicidal risk and indicators of hopelessness makes -0.625. The dependence of symptoms is qualified as statistically significant.

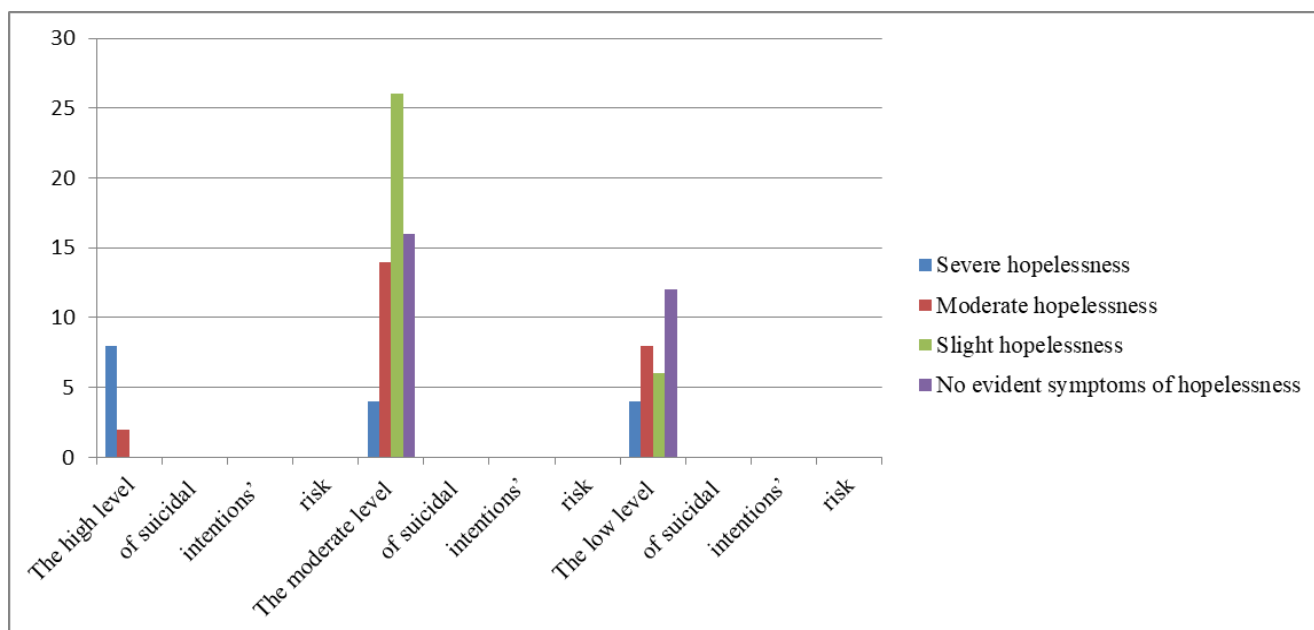


Fig. 4. Indicators of the degree of suicidal intentions' risk manifestations among adults with various levels of hopelessness attitude towards the future (in %)

Discussion

Thorough examination of the connection type between subjective feeling of loneliness and suicidal inclinations' revelations testified the fact that persons with some specific symptoms of suicidal inclinations obtain rather high level of the feeling. Those adults with some individual symptoms of suicidal tendencies possess a major moderate level of loneliness as a subjective feeling. Some persons with no obvious evidence of suicidal inclinations get the low level of subjective feeling of loneliness. All the respondents with minimal level of suicidal inclinations' revelations manifest rather moderate level of loneliness.

Moreover, parents with the high level of suicidal intentions' risk exemplify the high level of subjective loneliness. The amount of persons with a moderate level of suicidal intentions' risk simultaneously unveil a correlative moderate level of the subjective loneliness, while the lowest level of suicidal intentions of some adults appropriately responds to the lowest degree of subjective loneliness revelations.

So long as inclinations and intentions are qualified to be a part of suicidal tendencies, we have a further possibility to interconnect the subjective feeling of loneliness among parents, upbringing children with complex developmental disabilities, and suicidal tendencies revelations.

The second part of the given research form a strong witness of the hypothesis that majority of the respondents with vivid symptoms of suicidal inclinations combine them with severe hopelessness towards the future. Parents with some specific symptoms of suicidal inclinations incorporate them with the moderate degree of the feeling, while those who had no symptoms of such inclinations obtain only the slight degree of

hopelessness. In addition, the amount of respondents with minimal level of suicidal inclinations revelations has no hopelessness towards their future.

As long as inclinations and intentions are constituents of suicidal tendencies, it is worth mentioning that the feeling of despair, disclosed by adults, upbringing children with complex developmental disabilities, is closely connected to various representations of suicidal tendencies.

The given analysis on the problem of the representations of suicidal tendencies by persons, upbringing children with developmental disabilities, does not cover upon all the aspects of the issue. The further research is supposed to contain the comparative analysis of diverse representations of suicidal tendencies and intentions amongst adults, upbringing children with complex developmental disabilities and those of regulatory development. And even more so, the all-embracing disquisition of the problem has a powerful potential to become a subject of our further research, the comparison of gender, occupational, and age facets of suicidal tendencies to be specific. The programme of psychological support of those families, upbringing children with diverse complex developmental disabilities, is of high necessity nowadays.

Conclusion

It is obvious to signify that indicators of suicidal tendencies revelations shown by parents of children with complex developmental disabilities mostly correlate with symptoms of hopelessness about the future. So, the subjective feelings of loneliness and hopelessness among such adults correlate with the presence of suicidal tendencies of various degrees.

Thus, subjective feeling of loneliness and despair amongst parents, upbringing children with musculoskeletal disorders and oligophrenia correlates with the presence of suicidal tendencies. The results of empirical research ascertained the fact that the higher is the level of this subjective feeling of loneliness and despair towards the future amongst parents, upbringing children with complex forms of dysontogenesis, than the higher the indicators of suicidal tendencies, especially suicidal inclinations and intentions, tend to reveal.

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