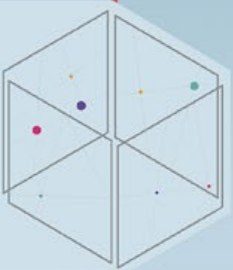


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Editorial

At the VIIIth International Scientific and Practical Conference: Key Insights and Results

Olena Vlasova,

Dr. hab. of Psychology, Professor, Head of the Developmental Psychology Department at Taras Shevchenko National University of Kyiv, Ukraine

The VIIIth International scientific and practical conference "Socialization and resocialization of personality in the conditions of modern society" (SRPCMS) was held on November 10-11, 2022. The organizers of the conference were: Taras Shevchenko National University of Kyiv, Hryhorii Kostyuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine, Institute of Social and Political Psychology of the NAES of Ukraine, University of Modern Knowledge of the "Knowledge" Society of Ukraine, I. I. Mechnykov Odesa National University and a number of foreign universities – partners of the Faculty of Psychology of Taras Shevchenko National University of Kyiv: Novia University of Applied Sciences (Vaasa, Finland), Mikolas Romeris University (Vilnius, Lithuania), Oslo University (Oslo, Norway), John Paul II Catholic University of Lublin (Lublin, Poland).

The conference was held online on the ZOOM platform. The video recording of its content is available on Facebook on the official page of the Department of Developmental Psychology of Taras Shevchenko National University of Kyiv (<https://www.facebook.com/profile.php?id=100057687698559>).

According to the conference program, a plenary meeting was held on November 10, 2022. Opening the event, the head of the research department of the National Technical University of Ukraine, PhD in Physics and Math Oleg NEDYBALIUK pointed out in his welcome speech that the current international conference SRPCMS - 2022, which is being held at National University of Kyiv for the eighth time, brought together, despite the military situation in the country, a large number of participants from Ukraine and other countries, including Latvia (Riga), Slovakia (Bratislava), the Czech Republic (Brno), Norway (Oslo), Turkey (Gaziantep). Among its speakers are leading researchers and professors in psychology, pedagogy, social work, philosophy and sociology from universities in Ukraine and other countries, a full member and corresponding members of the National Pedagogical Academy of Ukraine, a corresponding member of the Ukrainian National



Academy of Sciences. Such a representation of the participants is an evidence of the relevance and importance of this event, which allows within the framework of the interdisciplinary scientific discourse to discuss the pressing issues of socialization and especially resocialization of modern Ukrainians, most of whom are traumatized by the war, the loss of their relatives and their homes, and were forced to migrate to other regions of Ukraine, European countries and the countries of the far abroad.

Welcoming remarks to the participants were also made by: academician of the NAES of Ukraine, director of the H.S. Kostyuk Institute of Psychology of NAES of Ukraine Serhii MAKSYMENKO, corresponding member of NAES of Ukraine, director of the Institute of Social and Political Psychology of NAES of Ukraine Mykola SLIUSAREVSKYI, corresponding member of NAES of Ukraine, dean of the Faculty of Psychology of Taras Shevchenko National University of Kyiv, prof. Ivan DANYLIUK.

During the plenary session, scientific reports were presented by doctors of science, professors: Olena VLASOVA, Vadym VASIUTYNSKYI, Olena VOLIARSKA, Yurii SHVALB, Valentyna PODSHCHYVALKINA, Doctor in Psychology, associate professor Nataliia DEMBYTSKA, PhD in Philosophy Oleksandr LYTVYENENKO.

The conference continued in the format of webinars dedicated to the current psychological problems of the population of Ukraine, which is suffering from military aggression on the part of the Russian invaders. These are webinars such as "How can we understand and support traumatized children? What needs to be done" (presenter: professor Tina JENSEN, Oslo, Norway), "Psychotechnologies of mythodesign in conditions of war: media practices of countering information terrorism" (presenter: associate professor Vsevolod ZELENIN, Kyiv, Ukraine), "Development of tolerance to uncertainty by methods of narrative therapy (host: professor Kateryna MILIUTINA, Kyiv, Ukraine), "Strengthening the resilience of adults and youth: from the work experience of the Psychological Service of National University of Ukraine" (host: master Galyna LAPTIEVA, Kyiv, Ukraine).

On November 11, the symposium "Socialization and resocialization of personality in the conditions of war: metamorphoses of tolerance" was held. The speakers were: corresponding member of the NAS of Ukraine Nazip KHAMITOV (Institute of Philosophy of the NAS of Ukraine); prof. Svitlana KRYLOVA (M.P. Drahomanov National Pedagogical University); prof. Nataliia RODINA (I.I. Mechnikov Odessa National University); prof. Valentyna PODSHYVALKINA (Baltic International Academy); prof. Kateryna Miliutina (Taras Shevchenko National University of Kyiv); Olga BOYKO (physician-psychologist of the "Medproftsenter" clinic). Within the framework of the symposium, a collective scientific monograph "Factors of personality tolerance at different stages of its socialization" was presented and discussed; it was edited by O. Vlasova, K. Miliutina and prepared for publication by teachers and students of the Department of Developmental Psychology of the National Technical University of Ukraine; and also the interdisciplinary dictionary *Man*

and culture. Philosophical anthropology, philosophy of culture, culturology (2022) by N. Khamitov and S. Krylova was presented and discussed.

The next part of the second day of the conference was also organized in the format of webinars, the presenters of which introduced the author's psychological practices to the audience: "Technologies of group psychological work with women, who ended up in Germany as a result of the war" (host: Doctor in Psychology Oksana KRENTSER), "Optimization of emotional experiences of parents raising children with developmental disorders" (host: PhD in Psychology, associate professor, Viktoriia SHEVCHUK), "Children's fears as a factor of stereotypical human behavior in adulthood. Practices of overcoming" (host: Master in Psychology Olga POTONSKA), "Psychosocial and emotional support and improvement of public mental health services" (host: PhD in Psychology, Yulia ZAGARNYTSKA). The webinars were attended by final year students of bachelor and master programs, graduate students, teachers of the Faculty of Psychology of Taras Shevchenko National University of Kyiv and other universities.

At the final session of the conference, the participants approved a resolution stating that:

1. At the scientific and practical conference, the experience of scientists and practitioners of 6 European countries (Ukraine, Latvia, Germany, Norway, Slovakia, the Czech Republic and Turkey) was presented and discussed, which confirms the relevance of the issues raised for the European scientific and psychological space, domestic psychologists and Ukrainian fellow scientists and practitioners who ended up abroad as a result of the dramatic events of the Russian-Ukrainian war. The remote form of the event that the organizers had had to choose, demonstrated the ability to provide a fruitful interdisciplinary discussion of topical issues of socialization and resocialization of personality in the difficult military-political, informational, economic, and scientific-organizational conditions of the ongoing war in Ukraine and COVID-19 pandemic, which has been a common threat to humanity for the fourth year.
2. The conference, given the anniversary dates, honors the figures of outstanding professors of the Imperial University of St. Volodymyr: Ivan Sikorskyi (1842-1918) and Heorgii Chelpanov (1862-1936), who were at the origins of the Kyiv Philosophical and Psychological School currently operating at Shevchenko University. The participants of the meeting recognize the high theoretical and methodological significance for modern Ukrainian psychological science and practice of the methodological tradition of comprehensive research of the psyche and the main directions of its targeted socialization, established by prof. Ivan Sikorskyi, the productive transposition of such an idea into the principle of philosophical and psychological analysis of mental phenomena, formulated by prof. Heorhii Chelpanov, and also point out the perspective of using the phenomenological



approach introduced into the methodology of the Kyiv Philosophical and Psychological School by Chelpanov's closest student and follower Gustov Shpet (1879-1937), which involves understanding the sociocultural existence (experience) of humanity as the main source of a person's personal experience and its further development. Such methodological principles are the basis of modern development at National University of Kyiv as a classical university of the theory of positive socialization and development of the human personality (scientific school of prof. Vlasova), contain heuristic potential for conceptual development in the field of ethnocultural psychology (scientific school of prof. Danyliuk), research of social psychological mechanisms of personality socialization in communities (scientific school of prof. Shvalba).

3. The media audience of the conference notes the extreme relevance and empirical validity of the reports and webinars presented by scientists and practical psychologists, philosophers, teachers, and social workers during the conference marathon. The speakers placed special emphasis on the presentation and discussion of various evidence-based practices that contribute to social adaptation and resocialization of forcibly displaced persons, psychological support of persons who ended up in a difficult life situation, ways of self-help during military operations, psychological assistance to various client groups (children, women, elderly persons), psychoeducation and professional adaptation of servicemen and mobilized persons who do not have military experience.

4. The symposium "Socialization and resocialization of personality in the conditions of modern society: metamorphoses of tolerance" held within the framework of the conference showed the consolidated understanding by the speakers of the need to strengthen and develop tolerance to the uncertainty of personality as a basic mechanism for overcoming fears, depression and other destructive threats to the mental health of Ukrainians in the military time. The participants also attest to the high scientific and cognitive potential of the dictionary of philosophical terms "Personality and Culture" (2022), presented within the framework of the symposium by the authors (corresponding member of the NAS of Ukraine, prof. Khamitov and prof. Krylova), and the materials of the collective monograph "Factors of formation of personality tolerance in different conditions of socialization" of the Department of Developmental Psychology of National University of Kyiv, which became the discussion epicenters of the symposium.

5. The participants of the SRPCMS - 22 conference note the importance of disseminating its materials in the professional community by placing them on the Internet resource and providing all participants of the event and other interested persons with constant access to them, point out the need for international indexing of the publication of abstracts and reports of the event, and also make a decision to hold the next IXth conference on the problems of socialization, resocialization and development of the human personality on November 14-15, 2024 in Kyiv.



Research Article

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SPIRITUAL POTENTIAL OF THE PERSONALITY OF ADOLESCENT PSYCHOLOGY STUDENTS

Ivaniuk Oksana

Abstract

The relevance of the study of spirituality is determined by the rapid social transformations and the need of a person to adapt to constant transformations in the conditions of war and peace, which is an important task not only for psychological science but also for the education system and the system of Social Policy. The new challenges of civilization prepare a person for the process of continuous changes, they require the readiness to act, to manifest oneself not only as an active creative subject of one's own life path but also as a creator of socio-cultural activities, therefore the development of the spiritual potential of the Ukrainian nation determines the prospects of our future. The study of spiritual potential in youth will help to form a clearer picture of the worldview of today's youth.

Methodology. The study was conducted in January 2022. Sample: 60 psychology students of Vinnytsia State Pedagogical University named after Mykhailo Kotsiubynskyi, aged 17-21 years.

In order to diagnose the spiritual potential, the distribution of the spiritual potential in the substructures of the personality, and the spiritual value orientation of the personality, the methodology "Spiritual potential of the personality" was used (Pomitkin, 2013).

Results. The results of the diagnosis of the distribution of spiritual potential in the substructures of students' personalities show only the dominance of the respondents' spiritual potential in the communication substructure. Diagnostics of their orientation to spiritual values demonstrate the importance of knowledge and self-knowledge for the research. According to other criteria, a low level of development of the spiritual potential of the person under investigation was determined. The obtained results can be used for further research on the development of the spirituality of young people (in the development of training programs, and psychoeducational programs) and in the psychological counseling of students.



Keywords: *personality, society, spirituality, spiritual potential, spiritual needs, self-knowledge*

Relevance

In the conditions of global socio-cultural transformations of our time, we can observe how society's views on the subject of spirituality are changing. Spirituality as a concept is a fundamental manifestation of the evolution of the human psyche and does not lose its relevance. This phenomenon has been the subject of discussion and research by a huge number of philosophers, psychologists, sociologists, etc. The answer to the question about the essence of spirituality is directly related to the answer to the question of the essence of man as a philosophical phenomenon. The study of a person's spiritual potential is an important task of psychology and reflects the current needs of society. This issue is especially significant in the period of youth when serious transformational processes related to self-identification and professional self-determination take place. Spiritual ideals and guidelines become the basis for choosing a person's further life path; actions in relation to the world and to oneself; spiritual needs shape the demands of society, influencing the economic component of states; reflected in domestic and foreign policy; influence the construction of development strategies of entire civilizations.

The ways of functioning of the social system are determined by the cultural and historical context in which they develop, and this is the determining factor in the development of the individual and society. Currently, Ukraine is going through a difficult period of political, economic, and social transformations, which affect the psychological well-being and mental health of the nation. Changing the way of life, adapting to new conditions, and actualizing "eternal" questions related to life and death, all these factors do affect a person's value system and worldview.

Spirituality as a psychological and philosophical category lays the foundation for national identity as well and reflects the mentality of the people, which is expressed in culture, traditions, customs, etc. Elements of spiritual practices and spiritual teachings can be found in the history and culture of almost any ethnic group. Spiritual potential is the subject of research for Ukrainian science, education, and social policy since spirituality as an element of national ideology determines its focus on higher moral standards that formulate the conditional goal of the nation's development, while spiritual potential is a reflection of the degree to which this goal can be realized. That is why the need for a comprehensive study of the concept of spirituality and the spiritual potential of an individual is only growing.

Spiritual potential has become the subject of reflection by a large number of scientists, among which are S. Kravchuk, E.V. Pomytkin, M. Savchyn, N. Shevchenko, and many others.

As E. Pomitkin notes, "Spiritual potential is a force, energy, power that can use the conditions for manifestation or be in a manifested state, indicating that the potential has been realized" (Pomytkin, 2013) i.e., spiritual potential is an opportunity that needs to be developed. Spiritual potential is a force that gives a person a chance to become a highly spiritual person, to understand themselves, their capabilities as an existential being, to strive for truth and God.

The American Psychiatric Association believes that people are biopsychosocial beings (American Psychiatric Association, 1994) and spirituality plays an important role in everyone's life. Spirituality is a number of elements of self-awareness as a person, and therefore can affect the mental state or the occurrence of a crisis. A person's spiritual potential is capable of determining their way of interacting with the surrounding world, contributing to the formation of certain moral ideals and values, which will further determine their life path.

S. Kravchuk found out in her research that a high level of spiritual development contributes to the ability of an individual to overcome difficult life situations, overcome stress and achieve goals, while maintaining high efficiency (Kravchuk, S., 2017). Similar results were presented in a study by Božek A, Nowak PF, Blukacz M., who emphasize that spirituality can determine a person's psychological well-being (Božek A et al., 2020).

There are also a number of studies that indicate that spirituality contributes to the students' adaptation to university studies, without reducing their life satisfaction (Alorani, 2018). Since youth is sensitive to inner transformation and deep self-awareness, we consider it appropriate to explore the spiritual potential of the individual in adolescence.

Methodology

The purpose of the research is to study the spiritual potential of the personality of psychology students. It is achieved by implementing the following tasks:

- theoretical analysis of the spiritual potential of adolescent psychology students;
- conducting an empirical study of the spiritual potential of adolescent psychology students.

The study was conducted in January 2022. 60 students of Mykhailo Kotsiubynskyi Vinnytsia State Pedagogical University, major 053 Psychology, aged 17 to 21, were involved in the research. In order to diagnose the spiritual potential and spiritual value orientation



of the individual, the technique “Spiritual potential of the individual” was used [Pomitkin, 2013]. The methodology is created for the task: spiritual potential, the distribution of spiritual potential in the substructures of the personality, and the orientation of the personality towards spiritual values.

Results

According to the results of the research conducted using the “Spiritual potential of the individual” method, we obtained the following results (Table 1):

Table 1. Indicators of the spiritual potential of the individual according to the "Spiritual potential of the individual" method in % (n=60)

		High	Average	Insufficient	Low	Openness scale
Spiritual potential of the individual	Perspectives of spiritual development	0	23,3	60	11,7	5
	Dominants of spiritual value orientations	0	23,3	60	11.7	5

(Source: Ivaniuk 2022/Own)

11.7% of psychology students were diagnosed with a low level of spiritual potential, which negatively indicates that the opportunities for spiritual development, focus on higher spiritual ideals, as well as the level of consciousness and self-awareness in this part of the choice are not expressed or not strongly expressed. 60% of respondents have insufficient spiritual potential, which indicates the need to pay more attention to the spiritual component of one’s own personality and requires the development of skills of deep self-awareness, volitional self-regulation, etc. The average level of the spiritual potential of power is inherent in 23.3% of the researched, such people are characterized by an interest in eternal and spiritual issues, they may be inclined to spiritual searches, striving for self-development and self-analysis, although only partially i.e., it is not a vital element of their life. A high level of spiritual potential, which is characteristic of people who strive for spiritual growth, reflection, and increased ability to volitional self-regulation, was not recorded in this sample. 5% of the respondents were not candid enough in their answers, so their results were not taken into account in the further part of the study.

Distribution of spiritual potential in personality substructures

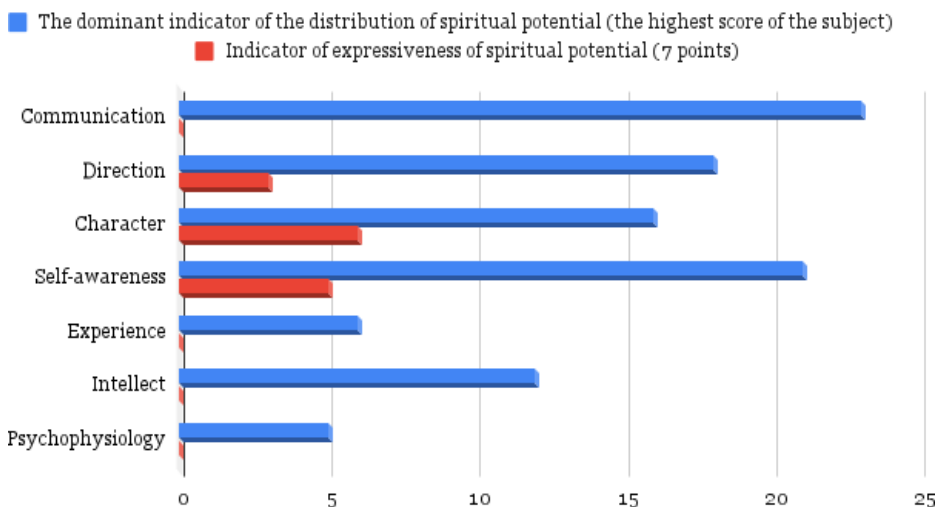


Figure 1. – Distribution of spiritual potential in substructures of personality
(Source: Ivaniuk 2022/Own)

According to the results of the study of the distribution of spiritual potential in personality substructures (Fig. 1), we found that 23% of psychology students scored the highest in the “Communication” substructure, however, the maximum indicator of 7 points, which indicates the unequivocal expressiveness of spiritual potential in this substructure, was not found in any respondent. We can assume that these respondents have a tendency towards spiritual expression through communication and interaction with other people. 18% of respondents were dominated by indicators in the “Direction” substructure, and 3% of them received an indicator of 7 points, which is the highest expression of spiritual potential in this substructure. This is characteristic of people with a focus on spirituality and spiritual values. In the “Character” substructure, the dominant indicator was found at 16%, of which 6% had the highest score. The obtained data may indicate tendencies towards the manifestation of spirituality and spiritual potential in the context of social dispositions of the individual. 21% of the researched showed tendencies towards the manifestation of spiritual potential in the “Self-awareness” substructure, 5% of them scored the maximum score, which is characteristic of people for whom the possibility of self-discovery and reflection is important. The tendency to express spiritual potential in the “Experience” substructure was diagnosed in 6% of the subjects, while the indicator of expressiveness was not found, this is characteristic of people who have already tried to realize their spiritual potential in life. In 12% of respondents, the tendency to manifest spiritual potential was



recorded in the “Intellect” substructure, which may indicate that they are characterized by a predominantly rational understanding of such a concept as spirituality, none of the respondents had the highest score. In the “Psychophysiology” substructure were the tendency to spiritual potential was recorded in 5% of the sample, no respondent recorded an unambiguous indicator of expressiveness (7 points).

Orientation to spiritual values

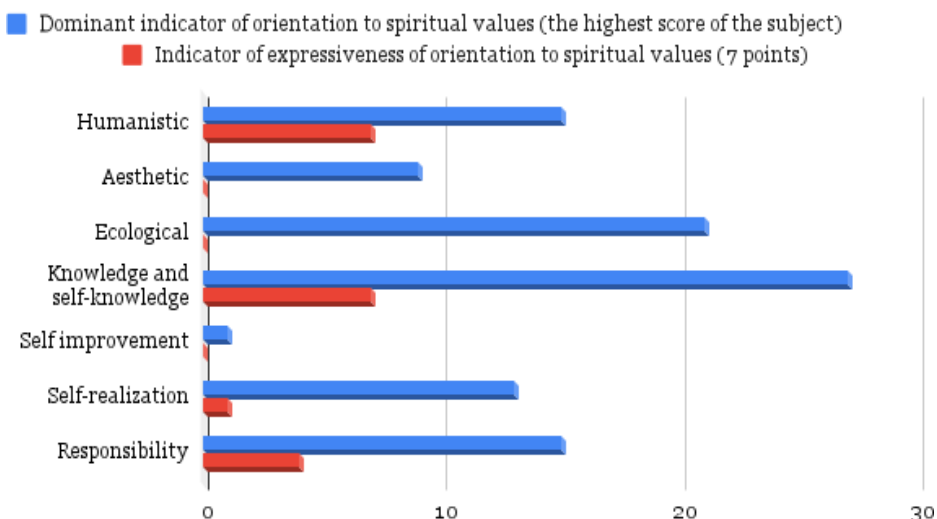


Figure 2. – Orientation to spiritual values (Source: Ivaniuk 2022/Own)

According to the results of the study of orientation to spiritual values (Fig. 2), we found that 15% of respondents have tendencies to be oriented towards “Humanism”, among them 7% demonstrated the highest level of expression, they are characterized by humanity, positive attitude towards others, charity, etc. The predominance of aesthetic values, i.e. love for beauty, perfection in nature, human beings, art, and creative self-expression, was recorded at 9%, while the indicator of expressiveness was not detected. A tendency to focus on ecological values was demonstrated by 21% of the respondents, who are characterized by a concern for the preservation of the planet and cleanliness, with no respondents showing the highest level of expression. 27% of the total sample has an orientation to “Knowledge and self-knowledge”, i.e. a desire for self-awareness, among which 7% scored the highest. A tendency to “Self-improvement”, i.e. searching for methods to improve oneself and one’s individual characteristics, was found in only 1% of the respondents.

Orientation towards self-realization is characteristic of 13%, among them 1% scored the highest level of expression, they are characterized by a desire to unleash their personal potential. According to the "Responsibility" scale 15% of respondents showed trends, among them 4% scored the highest score, such people are prone to an increased sense of responsibility towards themselves and the world.

Conclusions

Thus, summarizing the results of our study, we can conclude that for this sample, the presence of internal incentives for spiritual searches, self-awareness, self-improvement, volitional self-regulation, and realization of one's spiritual potential is not typical or only partially expressed. At the same time, it is possible to emphasize the presence of tendencies to focus on the values of cognition and self-knowledge, ecological, and humanistic values. The spiritual potential of psychology students is mainly expressed in such personality substructures as communication, self-awareness, and orientation.

In the future, we plan to study psychological features of spiritual potential and spirituality in adolescents.

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Research Article

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WAR AS A FACTOR OF TRANSFORMATION IN PUBLIC CONSCIOUSNESS OF UKRAINIANS

Lytvynenko Oleksandr

Abstract

The purpose of the study was to identify transformations in the public consciousness of Ukrainians caused by Russian aggression, primarily its impact on their awareness of their own identity, the components of which are historical memory, self-definition in relation to one's own country and people, relations with other peoples and countries, basic values, on which social life is based.

Methodology. An idea about the nature and depth of these transformations can be based on the analysis of empirical data, including the content of mass media and social networks. However, the most relevant in this sense are the data of sociological studies, which allow us to see the mentioned processes in dynamics, and therefore to draw conclusions about the presence of certain trends and formulate certain forecasts based on them. The article analyzes the results of sociological research conducted in August - September 2022 by the Democratic Initiatives Foundation, the sociological service of the Razumkov Center, and the Kyiv International Institute of Sociology.

Results. They witnessed significant changes in the attitude of Ukrainians, in particular, to the historical past, iconic historical figures and recently influential non-state institutions. On a number of issues, traditional differences in assessments between residents of central and western Ukraine, on the one hand, and eastern and southern Ukraine, on the other, are observed. At the same time, the factors contributing to the unification of Ukrainian citizens around common values, such as state independence, Ukrainian citizenship, and the native country as a place where a person sees his future, have been identified. A certain consensus was also found regarding who is responsible for the war waged against Ukraine, and the nature of future relations with Russia and the Russian people.

Keywords: *Social consciousness, Russian aggression, identity, values.*

Relevance

The war with Russia had a significant impact on the public consciousness of Ukrainians, transforming their value system, changing assessments of the past, attitudes towards significant historical events and personalities, and influential institutions that enjoyed great trust and authority until recently. These changes can be seen by analyzing the content of



mass media and social networks, and the rest, in everyday communication. We can preliminarily say that it is about the formation of a new national Ukrainian identity, the consolidation of Ukrainians into a single political nation, and the filling with real content of the constitutional definition of the Ukrainian people. This makes research that provides a clearer picture of the mentioned processes especially relevant, namely sociological surveys, primarily those that were conducted for a long time and recorded not only certain facts, but also trends resulting from their changes. Based on the results of these studies, the most adequate conclusions and forecasts can be made.

Methodology

Our goal was to analyze transformations in the public consciousness of Ukrainians as a result of direct Russian aggression that began on February 24, 2022. The data of sociological surveys conducted on August 5-12, 2022 by the Ilko Kucheriv Foundation "Democratic Initiatives" and the sociological service of the Razumkov Center were used as the subject of analysis. The face-to-face survey was conducted in Vinnytsia, Volyn, Dnipropetrovsk, Zhytomyr, Zakarpattia, Zaporizhia, Ivano-Frankivsk, Kyiv, Kirovohrad, Lviv, Mykolaiv, Odesa, Poltava, Rivne, Sumy, Ternopil, Kharkiv, Khmelnytskyi, Cherkasy, Chernihiv, Chernivtsi regions and the city of Kyiv (in the Zaporizhzhia, Mykolaiv, Kharkiv regions - only in the territories controlled by the government of Ukraine and in which hostilities are not taking place). 2024 respondents over the age of 18 were surveyed. The theoretical error does not exceed 2.3%.

Sociologists were interested in such issues as the attitude of citizens to the collapse of the Soviet Union, condemnation of the USSR as a communist totalitarian regime that carried out a policy of state terror, changes in toponyms associated with the Russian Federation/Soviet Union/Russian Empire, Stepan Bandera as a prominent figure in the history of the Ukrainian people's struggle for independence. The following was also investigated: the attitude of citizens to the independence of Ukraine, the victory in the war with Russia, Ukrainian citizenship, the ideology of nationalism, prospects for building one's future in Ukraine, its political system; emotions that prevail among Ukrainians when they think about their future or the future of the country. It is possible to single out a block of issues related to the guilt of the Russian authorities and the Russian people for the resolution of this war and the relations of Ukrainians with Russians after its end (in this case, Ukrainians and Russians were defined by citizenship, not by ethnicity).

Results

The vast majority of respondents (67%) positively assessed the collapse of the Soviet Union - "the greatest geopolitical catastrophe of the 20th century," according to Putir. Characteristically, the number of those who share this opinion, compared to 2020, has increased by 18%, and the number of those who do not share it has halved (from 32% to 16%). Almost 59% have a positive attitude towards the condemnation of the USSR as a communist totalitarian regime that carried out a policy of state terror. This is 25% more

than in 2020. So, the war stimulated rather radical changes in Ukrainians' assessment of the Soviet past (Iak transformuietsia..., 2022).

Only 18% of respondents agreed with the opinion that the duration of the war does not depend on the choice of the Russians. 56% strongly disagree with this and another 19% fluctuate in their assessments (i.e., both agree and disagree). Therefore, the vast majority of Ukrainians place the blame for the war waged against Ukraine not only on Putin and his entourage (their responsibility was recognized by the absolute majority – 85%), but on the entire Russian people, which is not surprising, given the widely known data on mass support for the aggressive policy of their government by the Russians. Accordingly, the attitude of Ukrainians towards Russians has also radically changed. 75% of the respondents would support, after the victory of Ukraine and the de-occupation of its territories, the decision to completely break all relations with the Russian Federation up to a complete ban on the entry of Russians into Ukraine (Den Nezalezhnosti..., 2022).

It can be recalled that on May 23, 2022 a petition was sent to the President of Ukraine with the demand to ban Russian citizens from entering the territory of Ukraine for the next 50 years. She received more than 25,000 votes, necessary for her consideration. At the same time, society, including creative and intellectual circles, cultivates an uncompromising attitude towards any contact with Russians - from cooperation to joint actions for peace and discussions on anti-war topics. A certain exception is made for those who emigrated from Russia a long time ago and clearly expressed their position regarding its regime, politics and Putin personally. In the same trend is the transition of the policy of decommunization to the policy of de-Russification, and the discrediting of Russian culture, in particular, literature, as imperial and colonial in nature, and efforts to cleanse the cultural space of Ukraine from the Russian presence. Certain excesses are inevitable on this path, but they are justified by the circumstances.

The above data correlate with the results of other sociological studies, in particular, conducted by the Kyiv International Institute of Sociology on September 7-13, 2022. They showed that citizens of Ukraine feel the greatest social distance in relation to Russians - residents of Russia - 6.39 on the Bogardus scale. This means that Ukrainians would not want to see them either as members of their family, or close friends, or neighbors, or work colleagues, or residents of Ukraine, or its guests. However, almost the same social distance is found in relation to Russians - residents of Ukraine (5.03). It is greater only in relation to Roma (5.08) and Belarusians - residents of Belarus (5.34). Unfortunately, fully justified xenophobia towards citizens of the aggressor country and its satellite is projected onto fellow citizens of Russian origin. However, it can be assumed that in the latter case, this xenophobia is somewhat imaginary, without practical consequences. In everyday communication, there is no ethnic distinction between citizens of Ukrainian and Russian origin. Similarly, no increase in social distance due to language differences was recorded, since, according to the results of the study, the attitude towards Russian-speaking



Ukrainians is practically the same as towards Ukrainian-speaking ones (Mizhetnichni..., 2022).

The vast majority (67%) of those surveyed agreed with the need for "healthy nationalism" for Ukraine. Obviously, we are not talking about ethnic, but about political nationalism as an ideology of military, political and economic strengthening of Ukrainian statehood, which will contribute to increasing its resistance in crisis situations. Almost half assessed the activity of Stepan Bandera (who in the mass consciousness is the most vivid personification of nationalism) as rather positive for Ukraine. Compared to last year, the number of those who support this opinion has increased by 19%, while the number of those who do not support it has decreased by 21% (Iak transformuietsia..., 2022).

90% are proud to be citizens of Ukraine, and the share of those who are very proud of this has doubled since 2021 and now stands at 54%. 72% of respondents consider themselves primarily citizens of Ukraine. This is the highest indicator in the last 20 years. Indicators of local or regional identity have decreased over the same period. Compared to 2021, the share of those who believe that during the years of existence of independent Ukraine there were more positive than negative has doubled (37.2%), while the number of those who believe that there were more negative in this year has significantly decreased (from 29.1% to 15.1%) and slightly less - those who believe that these years were equally positive and negative (from 46.3% to 40.5%) (Den Nezalezhnosti..., 2022).

Almost 90% of respondents want to build their future in Ukraine and only 4% do not want to do this. 68% of respondents consider Ukraine to be a truly independent state. 16% do not agree with this thesis. If a referendum on Ukraine's independence were held now, 87.5% of those polled would vote "for" Ukraine's independence. Against - slightly more than 3%.

More than 90% of respondents believe in the victory of Ukraine in this war (77% believe and 15% rather believe). Only 4% of respondents do not believe or rather do not believe in victory. But the question arises, what can be considered a victory? According to the majority of respondents (55%), the victory will be the expulsion of Russian troops from the entire territory of Ukraine and the restoration of borders as of January 2014. Another 20.5% are more radical - for them, victory in the war will be the destruction of the Russian army and the promotion of insurrection/collapse within Russia. Relatively small shares of respondents will consider the end of the war with certain concessions from Ukraine as a victory. About 9% will consider the expulsion of Russian troops from the entire territory of Ukraine, except the occupied Crimea, as a victory, 7.5% - the restoration of the status quo as of February 23, 2022, and 3% - the end of the war, even if the Russian army remains in the territories that were captured by a full-scale invasion (Den Nezalezhnosti..., 2022).

51.8% believe that the activity of the Ukrainian Orthodox Church of the Moscow Patriarchate rather contributes to Russian aggression, and only 11% believe that it contributes to the defense of Ukraine. We will remind you that this is the largest religious organization in Ukraine, which until recently had a significant influence not only in the East

and South, but also in the central and some western regions. Despite the fact that in the first days of the war, the head of the UOC MP, Metropolitan Onufriy, gave a quite adequate assessment of the war unleashed by Russia against Ukraine, comparing it to the sin of Cain, the openly anti-Ukrainian and collaborative activities of some of its clergy, including bishops, the long-term reluctance to take a clear position regarding the Russian Orthodox Church as one of the ideological inspirers of the Russian aggression, has significantly compromised the UOC MP in the eyes of the citizens of Ukraine. The decision of the local council of the UOC MP on May 27, 2022 to condemn the war and supposedly complete separation from the Moscow Patriarchate could not help this (Iak transformuietsia..., 2022).

In general, there is a significant decrease in trust in the church (in this case, this term refers to all religious organizations, regardless of confessions and denominations). If ten years ago it was the leader of public trust together with the Armed Forces, now it is trusted by 42% (Armed Forces - 91%), and according to this indicator it is inferior to the State Service for Emergency Situations (82%), the National Guard of Ukraine (81%), volunteer organizations (77%), the State Border Service (74%), volunteer units (73%), the President of Ukraine (71%), public organizations (44%) (Dovira..., 2022).

However, it should be noted that the estimates mentioned above vary significantly depending on the region. Thus, in the South of Ukraine (in this case, it is the Mykolaiv and Odesa regions), almost half as many respondents were positive about the collapse of the Soviet Union as in the West (41.7% and 86.2%). Condemnation of the USSR as a communist totalitarian regime was supported by 77.6% in the West and only 25.4% in the South (while 26.8% did not support it) (Iak transformuietsia..., 2022). Likewise, 62.8% of respondents in the West and only 35.3% in the South spoke in favor of a complete break in relations with the Russian Federation after the war (Den Nezalezhnosti..., 2022). The renaming of toponyms associated with the Russian Federation/Soviet Union/Russian Empire was supported by 79% of respondents in the West and only 27% in the South (42%, that is, a relative majority, spoke against). Differences also exist in the attitude to nationalism, the historical role of Stepan Bandera, the Ukrainian Orthodox Church of the Moscow Patriarchate, the recognition of the guilt of the Russian people for the continuation of the war and future relations with it (Iak transformuietsia..., 2022).

The same discrepancies in assessments were found between Ukrainian-speaking and Russian-speaking interviewees (both were determined by the criterion of declaring the language of everyday communication). Thus, 73.5% of Ukrainian-speakers and 51.6% of Russian-speakers consider the collapse of the Soviet Union a positive phenomenon, 66.1% of Ukrainian-speakers and 41.4% of Russian-speakers approve of the condemnation of the USSR as a communist totalitarian regime (Iak transformuietsia..., 2022). 60.6% of Ukrainian-speakers and 41.5% of Russian-speakers spoke in favor of a complete severance of all relations with the Russian Federation, up to a complete ban on the entry of Russians into Ukraine (Den Nezalezhnosti..., 2022).

However, on some important issues, regional and main language groups show much greater and sometimes almost complete solidarity. This is the attitude towards the



independence of Ukraine - today the absolute majority in all regions would vote for it. Similarly, in all regions, the majority views victory in the war as the expulsion of Russian troops from the entire territory of Ukraine or the destruction of the Russian army, that is, they are not ready to accept peace at the price of territorial concessions, believe in this victory and would like to build their future life in Ukraine. The absolute majority place responsibility for the war on the leadership of Russia, consider themselves primarily citizens of Ukraine, that is, they prefer national identity to regional and local ones, and are proud of Ukrainian citizenship (over 90 of them in total - the highest for the entire time of sociological monitoring of this issue) and would like to build their future in Ukraine.

64% of respondents believe that democracy is the most desirable state system in Ukraine, according to 14%, autocracy can be better than democracy under certain circumstances. It is significant that by 2014 the priority of democracy was supported by less than 50% (Den Nezalezhnosti..., 2022). After the Revolution of Dignity, this figure rose to 54%, but only after the start of the Great War did it exceed 60%. This confirms the opinion that the war with Russia is for Ukrainians a struggle not only for state independence and territorial integrity, but also for values and a way of life. Ukrainians do not want to live in the archaic and authoritarian system of the "Russian world", having in front of them completely negative examples of Russia and Belarus. This is also evidenced by the above data on the increase in the number of those who positively assess the collapse of the USSR and support its condemnation as a totalitarian regime, since a positive-nostalgic attitude to the Soviet past is an integral component of modern Russian ideology.

Among the factors that unite Ukrainians, the majority of respondents recognized belief in victory in the war - 72.5%. It is followed by faith in a better future (48.1%), patriotic feelings (35.9%), the desire to overcome life's difficulties together (31.2%), as well as the feeling of losing a normal life (27.5%) (Den Nezalezhnosti..., 2022). Among the emotions of Ukrainians when they think about their future or the future of the country, the following prevail: hope (56% in the first and 66% in the second cases), optimism (3% and 40%), anxiety (36% and 31%). There are significantly fewer people who feel confident (17% and 24%), confused (19% and 9%), afraid (16% and 13%), hopeless (9% and 4%). Compared to last year, the number of those who feel hope has increased by 23%, confidence - by 16%, optimism - by 12%. The percentage of those who feel anxiety and fear remained at last year's level (Dovira..., 2022).

Conclusions

The war deprived the vast majority or even the absolute majority of our citizens of the last illusions about the values of the Soviet era and the possibility of normal coexistence with authoritarian and aggressive Russia, which not only did not overcome the imperial complexes, having had a chance to do so in the 90s, but on the contrary, developed them to the level of socio-psychological pathology. The war became an important factor in the formation of the Ukrainian political nation with an inclusive civic identity. Belief in victory, support for the independence of Ukraine, the desire to build one's future in it, a sense of

pride in Ukrainian citizenship, turning it into a cornerstone of one's own identity become the basis of national consolidation, an incentive for increasing solidarity as an active civic interaction.

Against this background, regional differences in some estimates can be considered insignificant, such that they do not affect the readiness of the absolute majority of Ukrainians to resist Russian aggression, their desire to live in a free and independent country.

Mass support for Putin's policy and the war with Ukraine put Russians in the Ukrainian public consciousness beyond the limits of human relations, and nowadays in Ukraine it is unlikely that works similar to "Letters to a German Friend" by A. Camus, written in 1943-1944 in occupied Paris, could appear. Such a work could not have appeared even during the Second World War from the pen of, for example, a Jewish intellectual. You can probably argue and try to prove something to someone who, contrary to international law, encroaches on your territory, economic resources, even sovereignty, but not to someone who encroaches on your identity, historical and cultural grounds of your existence. Russia's actions in Ukraine can be qualified as genocide, an attempt to destroy the Ukrainian people, if not physically, then spiritually. Of course, there can be no discussions, no arguments, no other forms of human communication with those who set a similar goal in relation to you.

The fact that the majority of Ukrainians would like to keep the Russians at a safe distance for at least half a century in the future shows their deep distrust in the possibilities of moral self-purification of the Russian people and the transformation of their social consciousness. This mistrust is well-founded, as it is based on long historical experience.

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NEUROPERSONALITY APPROACH TO THE ISSUE OF COGNITIVE SECURITY AS A NECESSARY CONDITION FOR WORK-RELATED SOCIALIZATION OF IT-SPECIALISTS

Lunov Vitaliy and Abdryakhimov Georgiy

Abstract

The post-classical paradigm of understanding the system of personality potentials due to virtualization and informatization of most spheres of natural life emphasizes the need to rethink the many positions of determining personal development and resourcefulness of specialists. The conceptual principles of cognitive security research of specialists in the field of IT technologies, whose professional activity is directly related to information culture, information, and cognitive security of others, need to be clarified.

Methodology. An empirical study was conducted on two randomized groups of IT specialists. The groups are differentiated according to the criterion of professional experience. Accordingly, two groups were formed: EG1 (n 76) - IT specialists with experience of up to five years and group EG2 (n 83) - IT specialists with experience of more than five years (6-10 years). To generalize the structure of the relationship of categories that reveal the range of factors of cognitive-stylistic determination and neurodynamic conditionality of cognitive security of IT specialists, an expert evaluation was conducted. Research technology involved the assessment of IT experts (22 specialists with 15-22 years of experience) the importance of parameters that identified three main strategies for cognitive security of IT specialists

Results. Sixteen neuropersonality types of solving professional problems and ensuring cognitive security of IT specialists differentiated by professional experience were identified. Three strategies of cognitive security of IT specialists: "Life-sustainability-strategicity", "Metacognitive knowledge - control over action" and "Positive refocusing - Metacognitive activity" are specified.

Keywords: cognitive security, metacognitive activity, self-regulation, coping, IT-specialists, occupational activity, professional stress, professional mobility, modeling.

Relevance

The post-classical paradigm of understanding the system of personality potentials due to virtualization and informatization of most spheres of natural life emphasizes the need to



rethink the many positions of determining personal development and resourcefulness of specialists. The conceptual principles of cognitive security research of specialists in the field of IT technologies, whose professional activity is directly related to information culture, information, and cognitive security of others, need to be clarified.

Modern IT technologies and virtual networks open a new channel for human communication and self-expression and professional activity. According to research, this format of interaction helps to increase vitality, which helps to better adapt to change. This format of virtual interaction can provide personalized home therapy with interactive communication between patients and clinicians (Choi, Paik, 2018), the effectiveness of training (Kyaw, Posadzki, Paddock, Car, Campbell, Tudor Car, 2019), in the context of the COVID-19 pandemic (Warrier, Shankar, Belal, 2021; Lunov, 2021; Melnychuk, 2022).

In addition, users of social networks and virtual interactions can increase their social capital, through civic and political activism, social trust, relationships, and improved life satisfaction (Virtual Social Activities to Stay Connected, 2021). Social networks also bring their users the benefits of psychological well-being, including raising self-esteem and overall living standards (Fejes-Vékássy, 2017; Palenzuela-Luis, 2022).

However, there are not always obvious consequences of excessive use of social networks. One of such important consequences is fatigue from social networks, which indicates a subjective and self-esteem feeling of fatigue from using social networks. Extensive use of social networks creates widespread expectations that people are obliged to respond to other people's posts and comments. To meet these expectations, the user must pay constant attention to the social network and thus be exposed to an extremely large number of social requirements. This increased need for resources causes fatigue from social media, which can lead to physical and mental exhaustion (Reynolds, 2015; Lee-Falcon, 2014).

Therefore, the key problem of ensuring cognitive security is the timely replenishment of the information space with more effective new technologies to accelerate economic development, further formation, and development of society.

However, the issues of ensuring cognitive security of specialists in the field of IT technologies from the standpoint of subject-object relations remain unresolved. The author's position defines the latter as subjects, mediators and objects of information and psychological influence, and therefore requires clarification of the methodological principles of their subjectivity, information culture, resource, and, above all, the development of their personal and cognitive spheres.

Methodology

An empirical study was conducted on two randomized groups of IT specialists. The groups are differentiated according to the criterion of professional experience. Accordingly, two groups were formed: EG1 (n 76) - IT specialists with experience of up to five years and group EG2 (n 83) - IT specialists with experience of more than five years (6-10 years).

The following psychodiagnostics techniques were used in the empirical study: "Diagnosis of psychological security of the individual" (Prihodko, 2013); Scale of professional autonomy and Scale of professional mobility (Maksymenko, Kokun, Topolov, 2011); Scale of professional stress and Scale of professional workload (Maksymenko, Kokun, Topolov, 2012); Scale of self-assessment of metacognitive behavior (LaCost, 1998) in Karpov's adaptation (2005); "Self-assessment of metacognitive knowledge and metacognitive activity" (Skvortsova, Kashapov, 2012); AHS scale - analytical-holistic (Apanovich, etc., 2017); Methods of diagnosis of cognitive style of personality (Dudnikova, Volkova, 2017); Methodology "Prognostic task" (Regush, 2003); Methods for diagnosing the ability to predict (Somova, 2002); Methodology "Cognitive-behavioral coping strategies" (Sizova, Filippchenkova); Cognitive Regulation of Emotions Questionnaire (Garnefsky, Craig, 2007); Methodology "Style of self-regulation of behavior - 98" (Morosanova, Kono, 1998); Questionnaire "Control of action" (Kuhl, 1991, adaptation by Shapkin, 1997); Questionnaire "Differential type of reflection" (Leontiev, 2009); Questionnaire of formal-dynamic properties of individuality (Rusalov, 1997).

To generalize the structure of the relationship of categories that reveal the range of factors of cognitive-stylistic determination and neurodynamic conditionality of cognitive security of IT specialists, an expert evaluation was conducted. Research technology involved the assessment of IT experts (22 specialists with 15-22 years of experience) the importance of parameters that identified three main strategies for cognitive security of IT specialists.

Results

The concept of cognitive-stylistic determination and neurodynamic conditionality of cognitive security of specialists in the field of IT technologies at: personal-professional, clinical-psychological, formal-neuro-dynamic, and neuropsychological levels is substantiated. The author's concept is based on the idea of the structure of cognitive security of the IT specialist and provides for the definition of such factors as: professional autonomy, professional mobility, professional stress, professional workload; cognitive, metacognitive and cognitive-stylistic predisposition to psychological security; reflexive-prognostic continuum of information security; functioning of analytical-holistic; metacognitive behavior, metacognitive knowledge, metacognitive activity, differentiation of cognitive style of individuality; mechanisms for ensuring the cognitive security of IT specialists; action control, behavioral self-regulation styles, cognitive-behavioral coping strategies, cognitive regulation of emotions; neurodynamic features of individuality.

It is noted that to generalize the structure of the relationship of categories that reveal the range of factors of cognitive-stylistic determination and neurodynamic conditionality of cognitive security of IT specialists, an expert evaluation was conducted. Research technology involved the assessment of IT experts (22 specialists with 15-22 years of experience) the importance of parameters that identified three main strategies for



cognitive security of IT specialists: "Sustainability- strategicity", "Metacognitive knowledge - control over action" and "Positive refocusing - Metacognitive activity".

The content of the first factor of the model "Sustainability-strategicity" summarizes the relationship between the factors of strategic planning (0.845) and the actual sustainability as a motivational and volitional predictor of cognitive security (0.866). The leading psychological factors play a leading role: professional autonomy (0.754), comprehension of achievements (0.744), perspective of consequences (0.743), metacognitive activity (0.740), ability to determine the significance of causal relationships (0.700). It should also be noted that such cognitive security strategies are characterized by: perspective forecast (0.752), programming (0.711), cognitive rehearsal (0.701), specific conceptualization (0.689), control over action during planning (0.674), including the completeness of planning operations (0.722), refocusing on planning (0.709), intellectual ergic (0.703), communicative ergic (0.665) and forecast-oriented (0.717).

The content of the second factor of the model "Metacognitive knowledge - control over action" is generalized. It is established that it is represented by load factors: metacognitive knowledge (0.700), control over the action during implementation (0.712). The structure of the factor also included: the value-semantic block of cognitive security (0.698), professional workload (0.694), awareness of the stages of the forecasting process in establishing cause-and-effect relationships (0.688). It is also necessary to point out the importance of the following psychological features for such a strategy of cognitive security of IT specialists: conscious decision making (0.680), concentration (0.677), tolerance for contradictions (0.670), breadth of search for hypotheses (0.666), definition of terminology (0.662), information acquisition (0.654), reflectivity (0.650), field independence (0.644), giving a situation of non-trivial meaning (0.635), intellectual plasticity (0.630), moving into perspective (0.634) and intellectual emotionality (0.631). Accordingly, it is possible to state the focus of this strategy of cognitive security of IT specialists on metacognitive knowledge and control over action.

The content of the factor "Positive refocusing - Metacognitive activity" is presented. It is established that the third strategy of cognitive security of IT specialists is based on metacognitive activity (0.628) and positive refocusing (0.624). The content of the factor also includes professional stress (0.620), paraphrasing and summarizing information (0.600), systemic reflection (0.595), time management (0.590), coping focused on changes in personal characteristics (0.588), forecasting based on the variability of associations (0.582), considering the requirements of the conditions for hypotheses (0.579), independence (0.570), flexibility of the forecast (0.567). The narrow range of equivalence (0.565), the width of the associative field (0.564) and communicative plasticity (0.550) are important. Thus, this strategy of cognitive security of IT specialists has resources in positive refocusing and metacognitive activity. The presented results testify to the heuristic value of the empirical model and the author's concept of the research.

The research involved two stages.

The first stage of the empirical study, aimed at clarifying the metacognitive and professional conditionality of cognitive security of IT specialists was conducted in two random groups. The groups are differentiated according to the criterion of professional experience in the field of IT. Accordingly, two groups were formed: EG1 (n 76) - IT specialists with experience of up to five years and group EG2 (n 83) - IT specialists with experience of more than five years (6-10 years).

At the second stage - neuropsychological research - 16 subgroups of 8 in groups EG1 and EG2 were differentiated within one neuropersonality type by B.Tkach' concept (2018; 2022): with functional weakening of the dorsolateral part of the prefrontal cortex, with functional weakening of the orbito-frontal cortex weakening of the ventromedial part of the prefrontal cortex, with functional weakening of the anterior cingulate cerebral cortex, with functional strengthening of the dorsolateral part of the prefrontal cortex, with functional strengthening of the orbito-frontal cortex. ventromedial part of the prefrontal cortex, with functional enhancement of the anterior cingulate cerebral cortex.

Discussion

Models of cognitive-stylistic determination and neurodynamic conditionality of cognitive security of specialists in the field of IT technologies (EG1 and EG2) are presented. It was found that the general index of cognitive security of the studied EG1 corresponds to the functional strengthening of the dorsolateral part of the prefrontal cortex, which actualizes the role of focused emotional response in the decision-making system. Three leading trends in cognitive security of specialists in the field of IT technologies (group EG1): positive review as a strategy of cognitive regulation of emotions: metacognitive behavior, focused on understanding the achievements; concentration of metacognitive knowledge and metacognitive activity. The importance of the following factors of the "first order" in ensuring cognitive security of the studied IT specialists in the EG2 group: systemic reflection; refocusing cognitions on planning; reduction of catastrophic as a strategy of cognitive regulation of emotions; enhancement of metacognitive behavior by type of modeling; breadth of hypotheses; professional mobility; overcoming subjective limitations and understanding achievements as strategies of metacognitive behavior; constructive transformational strategy of overcoming by the type of "comparisons going up (increased activity)"; variability of associations in relation to the prognostic task. It is proved that the decrease in the integrative indicator of cognitive security of the studied EG2 corresponds to the functional weakening of the dorsolateral part of the prefrontal cortex. The obtained results generalize the metacognitive orientation and neurodynamic conditionality of cognitive security of IT specialists.

Conclusion

The scientific novelty of the study is to determine the phenomenon of cognitive security of the individual in the context of determination and interdependence of cognitive



and stylistic features, metacognitive activity, coping and neuropsychological properties of the individual;

For the first time:

- empirically identified sixteen neuropsychological types of solving professional problems and ensuring cognitive security of IT specialists differentiated by professional experience, in particular: with functional weakening of the dorsolateral part of the prefrontal cortex; with functional weakening of the orbito-frontal part of the prefrontal cortex; with weakening of the ventromedial part of the prefrontal cortex; with functional weakening of the anterior cingulate cortex; with functional strengthening of the dorsolateral part of the prefrontal cortex; with functional enhancement of the orbito-frontal part of the prefrontal cortex; with functional enhancement of the ventromedial part of the prefrontal cortex; with functional enhancement of the anterior cingulate cerebral cortex;

- the correlates of cognitive security of IT specialists are determined and its content is supplemented with factors: professional autonomy, professional mobility, professional stress, professional workload; cognitive-stylistic predisposition; reflexive-prognostic continuum; functioning of analytical-holistic; metacognitive behavior, metacognitive knowledge; control over action, styles of self-regulation of behavior, cognitive-behavioral strategies of overcoming, cognitive regulation of emotions; neurodynamic and neuropsychological properties of personality;

- three strategies of cognitive security of IT specialists are specified: "Life-sustainability-strategic", "Metacognitive knowledge - control over action" and "Positive refocusing - Metacognitive activity";

- developed models of cognitive-stylistic determination and neurodynamic conditionality of cognitive security of specialists in the field of IT technologies at the level of predictors and effectors;

- recommendations for the development of cognitive security of IT specialists were further developed.

The practical significance of the obtained results is to concretize the ideas and determine the criteria of psychodiagnostics and neuropsychological assessment of metacognitive and neurodynamic conditionality of cognitive security of specialists in the field of information technology in accordance with the stages of professional genesis. Based on the obtained generalizations, it becomes possible to differentiate approaches to the forecast of cognitive security as a "functional organ" of the individual. Its proposed models can be targets of psychological intervention and the basis for the creation of programs in psychoeducation, psych-prevention to ensure the functioning of personal resources.

So, cognitive security is considered as a state provided by the activity of functional complex - personal formation, represented by a specific reflection of professional activity, reflexive and prognostic abilities, resource structure, cognitive styles, metacognitive activity, and metacognitive activity. on the information context of life. The peculiarities of

information and psychological security of specialists in the field of IT technologies as subjects, mediators and objects of information influence are determined.

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Research Article

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FAMILY VALUES IN ETHNO-CULTURAL CONTEXT

Mambetova Arzy and Vlasova Olena

Abstract

A person lives nowadays in a multicultural world, and transformations of the conditions of social life lead to the changes in the sphere of values and worldview of both the indigenous population and the representatives of national minorities. Family values of Ukrainian and Crimean Tatar youth living in mainland Ukraine after the occupation of the Crimea, were investigated.

The purpose of the research is a cross-cultural study of family values and parental attitudes of Ukrainian and Crimean youth.

Methodology. Sample: N=220 (110 Ukrainians (55 boys and 55 girls) and 110 Crimean Tatars (55 boys and 55 girls) aged 17-24.

Methods: Schwartz's value questionnaire, PARI questionnaire, "Family atom" by E. Eidemiller, "Role expectations and harassment in marriage" by A. Volkova, questionnaire "Development of a complete personality in the conditions of modern changes" by O. Vlasova, V. Shcherbina, "Scales of multicultural identification" by A. Mambetova, "Emotional self-awareness" test by O. Vlasova, M. Berezyuk.

Results. The majority of Ukrainian youth demonstrate the values of stimulation, which are pronouncedly expressed in the form of the desire for novelty, the need for changes and deep experience, the value of a life full of thrills, new impressions and complicated tasks, as well as universalism (tolerance, protection of human well-being and natural environment). Among the Crimean Tatar youth the values of safety, achievement, universalism and conformity are expressed at a high level (in ½ and more of the respondents).

In the course of this research common (nuclear) parental attitudes of the respondents were revealed, which serve as the basis for the formation of transcultural values. Both ethnic groups are characterized by avoiding conflict, developing the activity of a child, partnership relationship, suppression of aggressiveness, verbalization.

Keywords: *Family, family values, parental attitudes, ethnocultural youth, Ukrainian youth, Crimean Tatar youth.*

Relevance

Family is a social group based on blood kinship, the members of which are united by living together, giving birth to children and raising them. Family is the most important



connecting link of a person with the surrounding world, which promotes socialization and personality development. However, although family has long been considered the foundation on which social order is based, it still remains to be one of the insufficiently investigated institutions of human socialization.

Today the family is treated as a social institution that undergoes quite a serious transformation. Still, family remains the main source of the formation of personality, value orientations and criteria for assessing life's realities and challenges for young people entering their independent life. That is why recent research focusing on family issues is the most valuable for the development of society.

The Ukrainian society is multicultural and unites many different ethnic groups. After the occupation of the Crimea in 2014, a large number of Crimean Tatar youth were forced to move to the territory of mainland Ukraine. It should be noted that radical changes in economic, political, and spiritual spheres of Ukrainian society also affected family values of the population. Their transformation caused changes in family and marital relations as well. Today there are changes in the value perceptions of young people concerning marriage, which, as it is known, is increasingly ceasing to be the legal form of family relations. Such values as interpretation of the role of spouses and children also undergo transformations.

Adolescence is an important period for the formation of family values. Complexity of Ukrainian society and its polyethnicity requires systematic consideration of the multicultural components of modern family values, the disclosure of ethno-cultural features of the formation of family values and parental attitudes in a young age. It is especially interesting to investigate these issues at the example of Ukrainian and Crimean Tatar youth, whose socialization, as a result of migration processes, depended on a new multicultural environment.

The purpose of the research is to investigate family values and parental attitudes of Ukrainian and Crimean youth in an ethnocultural aspect on the empirical scale.

Methodology

In accordance with the goal set, the following tasks were identified: 1) to determine on the grounds of the analytical study of domestic and foreign research specific features of the formation of family values in youth; 2) to identify and carry out a cross-cultural comparison of family values and parental attitudes of Ukrainian and Crimean Tatar youth.

The sample consisted of 220 respondents: among them being 110 representatives of the Ukrainian people (55 men and 55 women) and 110 representatives of the Crimean Tatar youth (55 men and 55 women). All respondents were aged between 17 and 24 years, that corresponds to youth. The sample underwent a preliminary randomization procedure.

Methods: Schwartz's methodology (Schwartz's value questionnaire (TS) / Schwartz's value test); Methods of studying parental attitudes (Parental Attitude Research Instrument - PARI), etc.

Results

For the qualitative analysis of empirical data and obtaining significant indicators in the researched field, a check of the normality of the distribution of the obtained sample indicators was carried out, which demonstrated that the correspondence to the norm of the data distribution of the range of respondents' answers is substantiated by the indicator of normality of the sample distribution. The result obtained enables the empirical data being taken as suitable for further consideration, statistical analysis and appropriate interpretation.

To examine the values in compliance with ethnicity and to compare groups according to gender parameters, correlation tables and Cramer's Phi-V statistical test were applied. The values of the representatives of the two designated ethnic groups are obvious in the diagrams (see Fig. 1 and Fig. 2).

Among the Crimean Tatar youth such values as safety, achievement, universalism and conformity are highly expressed - all of them demonstrated at a high level by a half or even more of the respondents and belong to the values, which are historically formed. Since the time of deportation (1944), it was important for the representatives of the Crimean Tatar people to preserve their own lives and the lives of their loved ones, thus, the value of safety becoming the most important for them. Moreover, the values of universalism and conformity also helped this ethnic group to preserve itself during the Soviet times. The reason for the intensification of the value of achievement among the Crimean Tatars is unspoken systematic restrictions on the national bias on the part of the Soviet authorities towards the the Crimean Tatar ethnic group and the prejudice formed in public opinion of the Soviet times regarding their dubious loyalty.

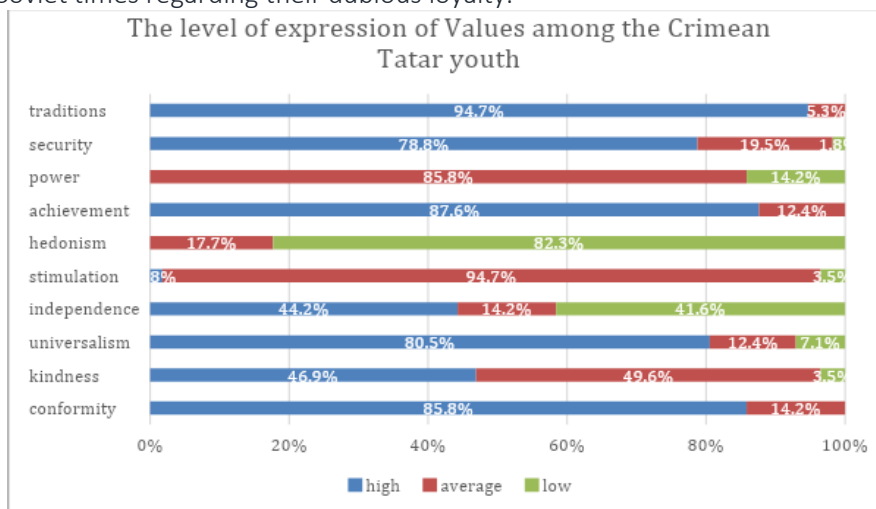


Fig. 1. The levels of the values of the Crimean Tatar youth



The value of hedonism is expressed at a low level in the majority of young people interviewed. It is likely that the difficulties of deportation at first and the return to the Crimea after that contributed to the formation of the attitude of the Tatar population to the rest and pleasure constantly postponed for later periods of time. Thus, both hedonism and pleasure turned out to be under condemnation and criticism of the Crimean public opinion. This attitude is relevant for young Tatars even today. Furthermore, such values as power, stimulation and kindness are expressed in them at the average level mainly.

Value stimulation of the Ukrainian youth demonstrates a high level of significance, which is observed in the majority of respondents (91.6%). It shows that for young Ukrainians the desire for novelty, the need for changes and deep experience are important. Such a value attitude corresponds logically to the peculiarities of the organization of up-to-date Ukrainian postmodern society, where life rich in sharp sensations, complex tasks and new impressions is specific. Almost half of the Ukrainian respondents (48.6%) rated the significance of the value of universalism the same high. The latter presupposes, first of all, the priority of tolerance in relation to other values, as well as to the general human well-being and safe nature environment. The values of safety, achievement, hedonism, independence and kindness were found at a low level of expression demonstrated by the majority of the interviewees - in the vast majority of the values are represented insignificantly. It is noteworthy that the value of safety, that is specified by the security of loved ones, national security as well as public order, is revealed at a low level among the respondents. It can be explained by the fact of carrying out the research of the full-scale Russian-Ukrainian war, when such value lacked relevance for the Ukrainian youth. It is interesting that, though Ukrainians belong to the postmodern cultural system, the value of hedonism is at rather a low level, that causes the impossibility of living in the moment, sensual satisfaction and enjoyment of life.

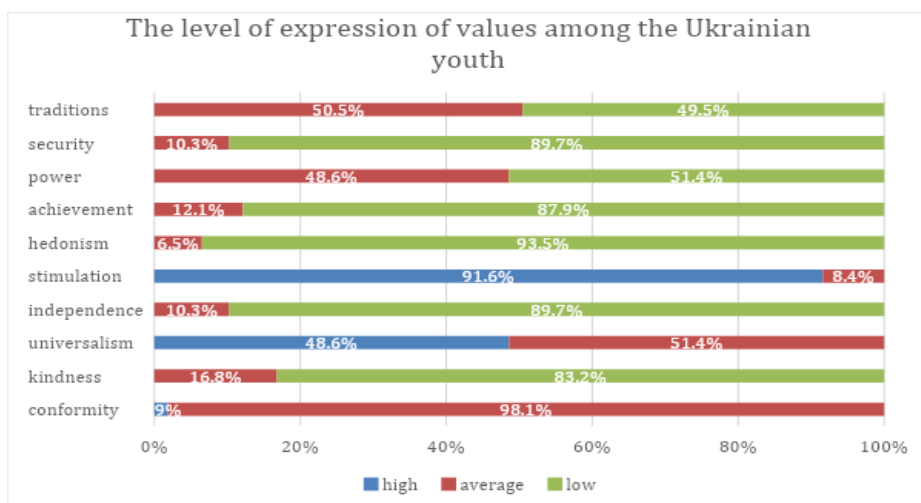


Fig. 2. The levels of the values of the Ukrainian youth

The comparison of the values of the representatives of the two ethnic groups according to gender principle demonstrated that among the Crimean Tatar young people surveyed, such values as traditions, kindness and power are statistically much more pronounced. In addition, among the young men interviewed, the values of universalism and stimulation prevail.

In the representatives of the Crimean Tatar ethnic group surveyed, parental attitudes of excessive care, dependence on the family, excessive strictness, exclusion of extra-family influence, hyper-authority of parents, avoidance of conflict, suppression of libido, dominance of mother, desire to accelerate the development of the child, lack of independence of mother, partner relations and verbalization are significantly expressed and statistically proved.

The analysis of parental attitudes also revealed that their specificity depends on the respondents' gender. Thus, among the Ukrainian young women surveyed, such values as the sense of sacrifice, fear of offence, irritability, suppression of will, mother's dominance, and the desire to accelerate the child's development are significantly expressed according to the statistics. On the other hand, the men interviewed have more pronounced attitudes of dependence on the family, partnership relations, conflict avoidance and libido suppression.

Finally, as a result of cross-cultural research, the common (nuclear) parental attitudes of the subjects were revealed, which became the basis for the formation of transcultural values. For both ethnic groups conflict avoidance, development of child's activity, partnership relations, suppression of aggressiveness and verbalization are characteristic.

Conclusions

The change of the restricted place of residence of the Crimean Tatar youth caused the changes in the social, psychological and cultural spheres of their lives, which led to the processes of their acculturation and transformation of their ethnic identity. As a result of acculturation, the Crimean Tatar youth adapted to the newly-formed cultural environment, became an active part of a new society, respects the cultural traditions of the Ukrainian people, and at the same time preserves their own ethnic values and traditions. In this way interethnic cultural exchange takes place.

The study demonstrated that despite the fact of the Ukrainian and the Crimean Tatar youth interacting in the same society, each of these ethnic groups preserves its own values and at the same time harmoniously coexists with the other.

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Review Article

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INTERDISCIPLINARY DICTIONARY: MEETING OF HUMAN PHILOSOPHY AND CULTURE WITH PSYCHOLOGY

Khamitov Nazip and Krylova Svitlana

Abstract

Relevance. The authors present the encyclopedic edition of 2022 - an interdisciplinary dictionary that intersects research fields and methodological approaches of a number of humanities. In this case, such sciences are philosophical anthropology, philosophy of culture and cultural studies, as well as psychology.

Methodology. The basic heuristics of the categorical analysis of the concepts and philosophical practices presented in the dictionary is the author's original meta-anthropological approach, which involves a level interpretation of the phenomenology of existing and new terms and techniques of working with the client. Among the main ones, the dictionary includes such terms as "psyche", "psychoanalysis", "philosophical psychoanalysis", "androgynous analysis", "philosophical art therapy", "aphorism therapy", etc.

Results. In the context of psychological understanding, the reader may be most interested in dictionary articles devoted to philosophical psychoanalysis and androgynous analysis. The term "philosophical psychoanalysis" describes the modern domestic direction of psychoanalysis, which developed thanks to the efforts of the authors based on the original methodology of philosophical anthropology as meta anthropology. Its essence consists in the specialist's organization during psychotherapeutic work of a special psycho-developmental practice of a consistent transition of the client from the everyday worldview to the personal one and further - from the personal one to the philosophical one, which actualizes constructive material changes in a person. From the standpoint of meta-anthropological vision, the text also presents the understanding of human immortality and beauty and the practice of androgynous analysis. Androgynous analysis (from the Greek andros – man, gin – woman) is the theory and practice of research and deep correction of the existence of the individual and relationships between people through the use of the strategy of interaction of the existential dimensions of masculinity and femininity as spirituality and spirituality.

Keywords: philosophical anthropology, meta-anthropology, philosophy of culture, philosophical psychoanalysis, immortality, beauty, androgynous analysis.

Relevance

Encyclopedic publications play a special role in the integration of humanitarian knowledge and its further development. In the interdisciplinary dictionary created by the authors, research fields and methodological approaches of a number of sciences intersect: philosophical anthropology, philosophy of culture and cultural studies, as well as psychology. The publication presents the author's interpretation of the terms "psyche", "psychoanalysis", "actualizing psychoanalysis", "androgynous analysis", "philosophical psychoanalysis", "philosophical art therapy" and others. Fellow psychologists may be most interested in articles devoted to the definition and problems of philosophical psychoanalysis and androgynous analysis.

Methodology

Philosophical psychoanalysis is a modern direction of psychoanalysis that developed in the first quarter of the 21st century based on the methodology of philosophical anthropology as meta-anthropology; its essence consists in the actualization of the transition of the client of psychotherapy from an everyday worldview to a personal one and from a personal one to a philosophical one, which actualizes constructive material changes in a person. Philosophical psychoanalysis is largely rooted in the existential psychoanalysis of J.-P. Sartre and E. Fromm's humanistic psychoanalysis; at the same time, its foundations go back to the classical psychoanalysis of S. Freud, which is manifested in the systematic analysis of the unconscious - dreams, deep mental traumas and related complexes, etc.

A characteristic feature of philosophical psychoanalysis is the use in the practice of worldview transformations of art therapy and philosophical art therapy, which allows to combine the insights of a person with his cathartic states, as, for example, in aphorism therapy - a method of liberation from existential crises and psychological traumas and complexes with the help of specially selected author's aphorisms.

In the arsenal of the theory and practice of philosophical psychoanalysis there are such worldview concepts as immortality, beauty, etc. Immortality in the dictionary is presented as "a concept delineating the possibility of a person's existence beyond death - directly or in the memory of descendants (through the creation of deeds or cultural artifacts). The idea of immortality is the worldview basis of most religions and a number of philosophical systems.

Results

In modern culture, the concept of immortality is very controversial and varies depending on the type of human experience of the world, having different existential accents. However, within the limits of the personalistic paradigm, which grows on the basis of an open-personal type of world experience, the contradiction of different paradigms of



immortality can be resolved synthetically. From the standpoint of the personalist paradigm, we are talking about the immortality of the individual and the following manifestations of it are distinguished: through procreation and own biological life, creative immortality, immortality of self-creation. Within the limits of personalism, the immortality of the individual as the immortality of self-creation includes as moments all other manifestations of immortality.

Immortality of the individual can be rationally proved and disproved with equal probability. Its acceptance or denial is the result of the ethical and existential choice of each person. Thus, the immortality of the individual can be understood as the possibility of the uniqueness and uniqueness of the inner world of a person emerging beyond the situation of death - in part or in full existential completeness. This definition not only unites interpretations of immortality based on spiritual-creative and spontaneous-generative types of world experience and through the continuation of one's own biological life, but also does not claim to be an unambiguous denial of the understanding of immortality within the limits of a spiritual-mystical type of world experience.

Immortality of personality in all its manifestations is existentially connected with the phenomenon of love. It is thanks to love that the constant restoration of the human race takes place, the creation of those cultural artifacts that pass from generation to generation, the immortality of the individual as self-creation is realized. The phenomenon of love in the human being unfolds the immortality of the individual as the immortality of self-creation into the immortality of co-creation. Moreover, the immortality of self-creation, which is elevated to the immortality of co-creation, is both a personal and a suprapersonal phenomenon. This means the combination of existential-personal and existential-communicative principles of human existence in it.

The beauty of a person is presented in the dictionary as the highest harmony of inner and outer, sacred and spiritual beginnings in a person and the world of a person. Given this, human beauty can be perceived as a category of both aesthetics and ethics.

In meta-anthropology, the understanding of human beauty comes from the doctrine of three dimensions of human existence: everyday, marginal, meta-limit. In the everyday life of a person, beauty coincides with expediency; a person who physically and morally serves self-preservation and the continuation of the family is beautiful. In the ultimate being of a person, we have a peculiar beauty of the appearance and actions of a powerful person, which, as a rule, is destructive and leads to extreme loneliness, as well as a special beauty of the intelligence of a creative person. In the meta-boundary being, the beauty of a person is combined with love and tolerance, it is the harmony of the appearance and the inner world of a person, which creates not only artifacts of culture, but also being itself.

For a number of thinkers, the beauty of a person is connected with the existence of a man and a woman, realizing it as the beauty of a gender. Human beauty as the beauty of a man or woman paradoxically fills human existence with tragedy. This especially applies to the existence of a woman. A. Schopenhauer notes that any spiritual advantage is isolating:

it is hated, endowing its owners with all sorts of disadvantages; "beauty plays the same role in women: very beautiful girls struggle to find not only female friends, but also female companions."

Androgynous analysis (from the Greek. andros – man, gin – woman) is the theory and practice of research and in-depth correction of the being of an individual and relationships between individuals through understanding the strategies of interaction of existential masculinity as spirituality and existential femininity as spirituality. Androgynous analysis arose at the beginning of the 21st century. on the basis of actualizing psychoanalysis. Unlike most areas of psychoanalysis, which are based on S. Freud's metapsychology - the study of consciousness and the unconscious, androgynous analysis, like actualizing psychoanalysis, and modern philosophical psychoanalysis is based on meta anthropology - the study of the everyday, marginal and metalimital existence of a person; the theoretical foundations of androgynous analysis were first laid out in the works of N. Khamitov "Boundaries of Masculine and Feminine: Introduction to Meta Anthropology" and "Philosophy of Man: From Metaphysics to Meta Anthropology". As in actualizing psychoanalysis, the key idea in androgynous analysis is that the individual is a unity of spirituality and spirituality, the alienation of which creates inner loneliness.

The semantic core of androgynous analysis is the idea that existential masculinity and femininity can interact both constructively and destructively. In the theory of androgynous analysis, three fundamental strategies of the interaction of existential masculinity and femininity in the inner world of the individual and in the relations between individuals are distinguished, which to some extent correlate with the concepts of everyday, marginal and meta-limit human existence proposed in meta-anthropology.

The first strategy is defined in androgynous analysis as the strategy of *existential sexism* (dominant strategy). This is a strategy of the dominant sex.

The second strategy in androgynous analysis is referred to as *existential hermaphroditism*. This is an average strategy. Developing in the wake of such a strategy, a person or a family comes to equalize masculinity and femininity by inhibiting their growth.

The third strategy of male-female interaction in androgynous analysis is defined as *androgynism* (existential androgynism). This is an actualized gender strategy. Here we have the most constructive resolution of the contradiction of existential masculinity and femininity within the boundaries of the individual and the family. Androgynism is a sign of the dynamic integrity of the human personality and relationships between personalities due to the harmonious growth of both the spiritual-masculine and the sacred-feminine beginnings of human existence. Only in this way is it possible to truly overcome gender stereotypes.

Androgynous analysis is aimed at overcoming the destructive consequences generated by the strategies of existential sexism and existential hermaphroditism and actualizing the strategy of androgynism within one personality and in relationships between personalities. The use of androgynous analysis takes psychoanalysis beyond both masculinocentrism and



feminocentrism and makes it possible to practice the actualization of personality and relationships between personalities at the existential, psychological, and social levels.

Androgynous analysis has a strategy of communication between the analyst and the client at the level of worldview dialogue, characteristic of philosophical psychoanalysis. Today, androgynous analysis actively interacts with philosophical psychoanalysis, with which it shares a common worldview and methodological basis - metaanthropology.

Conclusions

Among the many researchers who fruitfully use the potential of meta-anthropology and androgynous analysis in their scientific and philosophical searches, it is necessary to single out the works of a number of Ukrainian authors. Thus, Professor S. Krylova examines sociocultural and existential aspects of female beauty. M. Prepotenska analyzes the existential aspects of male and female rhetoric. V. Kaluga investigates the transformations of the gender identity of a modern person. L. Tarasyuk comprehensively understands the category of androgynous integrity as one of the key concepts of androgynous analysis. L. Garmash studies the generic bivalence of human existence and nobility in the relationship between a man and a woman. O. Ruban philosophically investigates the phenomena of gender parity and gender partnership. The works of R. Kuzmenko present a systematic analysis of gender dimensions of tolerance. N. Mrynska reveals the gender specificity of the existence of people with special needs. A. Pashinska analyzes the gender features of a person's self-identity. Indian researcher D.D. Dilipa considers the gender aspects of political leadership and others.

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Review Article

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PSYCHOLOGY OF DEVIANT FORMS OF ECONOMIC PERSONAL BEHAVIOR IN CYBERSPACE

Koval Hanna

Abstract

The goal of the research achieved by the author is the analysis of psychological features of deviant forms of economic behavior of an individual in cyberspace.

Methodology. To implement the problematic completeness of the research and obtain scientifically based and reliable results and general conclusions, a complex of theoretical methods was used: synthesis, logic and structure of the presentation, analysis and generalization, tools of scientific source studies. Linguistic methodology and the method of cognition were used to study the problematic issues of this work in the unity of their visual and factual perception, social content, legal and terminological form of representation. The systemic-structural approach made it possible to conceptually form, implement the theoretical foundations and model the complexity of the research discourse.

Results. It is shown that human crime and delinquency are related to both external factors (interaction with other types of crime, age, gender, material values, influence of peers) and internal factors that mediate criminal tendencies. It was concluded that the specifics of deviant forms of individual economic behavior in cyberspace have not yet been sufficiently studied, and attention is focused on more common types of cyber deviance. Instead, the actual problems are the peculiarities of the formation of economic cyber deviance; the detection of a tendency to this type of behavior; planning correctional and educational psychological work with deviants and victims of economic cybercrimes. An important problem is the difficulty of conducting research taking into account the key feature of cyberspace - anonymity.

Keywords: *cybercrime; fight against cybercrime, security; cyber deviance; online victimization.*

Relevance

Cybercrime is an inevitable companion of the globalization of information processes, a threat to the socio-humanitarian component of society's life. Cybercrimes are the most dynamic group of socially dangerous acts, as they become more common and dangerous every year. The growing number of cybercrimes in institutions and organizations, the continuous development of information technologies and new opportunities for "improving" the tools of their commission create economic threats to global information networks (Singh, Silakari, 2022).

Due to its anti-social nature and hidden identity, this type of crime has been convenient and easy for criminals, fraudsters, criminals and just network bullies from the very beginning. In addition to informational and psychological imbalance, which usually become a logical consequence of cyber violations, it makes sense to actualize the economic benefit/harm from such actions. After all, especially often such crimes in the space of network culture are committed with the pragmatic motive of illegal enrichment (Matveev, Nykytchenko, Stefanova, Khrypko, Ishchuk, Pasko, 2021).

The purpose of the study: to consider the psychological features of deviant forms of economic behavior of an individual in cyberspace.

Methodology

To implement the problematic completeness of the research and obtain scientifically based and reliable results and generally significant conclusions, the work uses a classic set of philosophical and worldview, general scientific methods: synthesis, logic and structure of the presentation, analysis and generalization of the problems of scientific sources.

Linguistic methodology and the method of cognition were used to study the problematic issues of this work in the unity of their visual and factual perception, social content, legal and terminological form of representation.

The systemic-structural approach made it possible to conceptually form, implement the theoretical foundations and model the complexity of the research discourse.

Results

A particular category of deviance that is becoming more common nowadays is cyber deviance, which is classified as a harmful activity that occurs in the digital realm (Jewkes, Yar, 2013; Graham, Smith, 2019; Yar, Steinmetz, 2019). It refers to cases of harmful behavior that are connected in one way or another to the computer and provoke a strong reaction from the media, politicians, academics and the public. This interpretation outlines two main characteristics of cybercrime, namely: the electronic environment and the impact associated with increased concern about cyber security.

The growth of cybercrime is due to the transformation of socio-economic systems, the transition to the digital economy and the virtual environment. There are three main groups of cybercriminals:

1. Cybercriminals who carry out criminal activities exclusively in cyberspace. Criminal groups formed under conditions of criminalization of cyberspace. Without criminogenic factors, such persons are less of a public danger than real criminals.

2. Cybercriminals who carry out criminal activities such as in cyberspace as well as in real life. Their psychology is generally criminal. However, the impact of the criminalization of cyberspace is negligible.

3. Persons who previously committed crimes not related to cyberspace, but subsequently committed cybercrimes. This group is formed by organized criminal communities that use the opportunities provided by the Internet. Advanced organizational



skills help such cyber criminals to use people with special knowledge to commit crimes. Their main efforts are aimed at maximizing profits and increasing their influence (Duff, 2008).

Depending on the motivation of criminal behavior, the following types of cybercriminals are distinguished.

- Type of interest: crimes aimed at obtaining specific items of value in cyberspace, for example, game items for their further sale.

- Bullying type: cyberbullying and cyberstalking. Crimes are characterized by threats of murder, suicide; possibly with elements of blackmail for not publishing certain personal content.

- Sexual type: characterized by the illegal distribution of pornographic materials for profit.

- Socially disorganizing type: crimes that violate social norms, provided for by law and have a destructive effect on society.

- Ideologically or politically motivated type: a form of protest, political or ideological confrontation.

- Research type: the motivation of these crimes is the study of software and hardware components of electronic devices and their networks, the search for vulnerabilities, the possibility of their use and elimination.

Minors become victims of cybercriminals more often than adults. The most high-profile events related to cybercrime in recent years are the mass participation of teenagers in suicide groups. Group members receive a variety of self-harming tasks.

Psychological factors such as self-control, peer influence, materialistic values, impulsivity, and demographic factors such as age, gender, and education significantly independently and jointly predict Internet fraud trends among the youth. All variables jointly predict the tendency to commit Internet fraud. However, those young people who are more exposed to peer influence, prefer material values and are impulsive are more prone to online fraud.

Atwai & Holt, investigating the influence of peers on the behavior of Internet fraudsters, proved that communication with delinquent peers is an important factor in criminal behavior among young people (Atwai, 2011; Holt, 2011). A similar result was observed by Burton, Evans, Cullen & Olivares in the study of predictors of the reckless behavior of young people (Burton, Evans, Cullen, Olivares, 1999). The importance of their findings is that the older the youth, the more prone they are to online fraud.

Ideologically motivated economic criminals benefit from interactions with self-interested criminals and law-abiding actors who provide criminal resources in the form of knowledge, skills, and accomplices (Roberta, 2011). The reason for this is that the profile of economic offenders in cyberspace today is extremely diversified and it is becoming increasingly difficult to distinguish a common criminal from a typical economic offender such as an international terrorist or a domestic political extremist.

From a psychological point of view, the psychological explanation of crime can look as simple as "greed and dishonesty". Duffield & Grabosky point out that such an explanation is too simplistic (Duffield, Grabosky, 2001). According to them, not all dishonest people commit fraud.

Discussion

Until now, no scientist has been able to provide a psychological characteristic that serves as a valid and reliable marker, indicator, symbol or sign of an individual's propensity to commit fraud and cyberspace. As a result, there are numerous examples of attempts to distinguish between people who will commit fraud, or who are likely to commit fraud given the situation, from those who will not.

The main conclusions from the analysis of various risk factors for the economic form of cyber deviance turned out to be threefold.

First, online routines and activities play a significant role in both the diversity of different types of deviant behavior in cyberspace and polyvictimization. The theoretical premises of the theory of routine activity agree well with the relevant statements. The more active an individual is in cyberspace, the more exposed they are to potential criminals and other dangers, and the more likely they are to become victims. These statements are consistent with most existing research on online victimization (Leukfeldt, Yar, 2016).

Second, offline victimization matters. Prior cybercrime is a risk factor for a wide range of online victimization as well as online polyvictimization. This further confirms and complements the results of previous studies, which note that online and offline victims are not the same entirely separate groups of victims, and the online environment has expanded the environment of victimization among those who are already victims in real life (Choi, 2019; Ioannou, 2018; Mitchell, 2011; Oksanen, Keipi, 2013).

Thus, the accumulation of negative experiences in both offline and online contexts is assumed, where a person is not protected, even if the offender is physically absent. Such findings still raise further questions. For example, why does past experience of violent victimization increase victimization risk for so many different types of online victimization and polyvictimization? Is it just the accumulation of all kinds of negative experiences? Looking for an answer to them requires further comprehensive research.

Third, different types of cybercrime have different risk factors. Although offline victimization increased the risk of online victimization, the role of various socioeconomic factors was different in some cases compared to the risk factors for many forms of offline victimization. For example, those with better financial status may be at greater risk in part because they tend to be more active internet users (Statistics Finland, 2018), and therefore potentially more accessible to a wider range of economic cybercriminals. At the same time, the problem may also be that they have a larger "attack surface" or, in other words, have more devices at their disposal.

Conclusions



The chosen issue is so broad that it requires an outline of key issues to clarify the root causes, features, and development of a personality prone to deviant forms of economic behavior in cyberspace. It is appropriate to determine to what extent these parameters depend on the country of residence, level of education, type of employment, presence of victim experience in real life. The conditions and features of the formation of economic cyber deviance require attention; detection of a tendency to this type of behavior; planning correctional and educational psychological work with deviants and victims of economic cybercrime. An important problem is the difficulty of conducting research when referring to various theories and taking into account the key feature of cyberspace - anonymity.

Since the issues of deviant and delinquent behavior are at the intersection of the scientific interests of psychology and criminology, cyber security, and IT, it should be taken into account when planning a study to meet the needs of all areas.

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DEVELOPMENT OF COGNITIVE SKILLS OF STUDENTS WHEN WRITING FOR A SPECIAL PURPOSE

Kuznetsova Olga

Abstract

Writing skills include all the knowledge and abilities related to expressing ideas through the written word. Well-known writing conveys our message or information with high clarity.

The purpose of the thesis is to make a survey of and analyze the cognitive capability of students to clearly communicate professional ideas through writing that is in high demand for employers in any industry, to study modern approaches and perspectives in teaching writing for professional needs from methodological, psychological and didactic positions. Written communication skills expand the connection between employer and manager, specialist and client, thus the chain continues.

Methodology. The mixed methods were used, observation and comparison, the questionnaire and the individual case analysis ones inclusive.

Results of research show that when it comes to writing for professional purposes writing might be beneficial to cognitive skills because it requires focusing of attention, planning and forethought, organization of one's thinking, and reflective thought, among other abilities, thereby sharpening these skills through practice and reinforcement.

Thus, the author comes to the conclusion that developing structures within creative writing helps students, future young specialists, to clarify their thoughts into a logical process, as well as their emotions. They will be able to look at situations in the workplace and in the rest of their life with clarity, being able to define clear pathways in order to overcome problems in the professions. Thus, knowing students' writing issues may not only hasten the learning/teaching process but also contribute to the development of students' cognitive learning skills. Hence, the effects of designing supporting schemes of different types on development of students' cognitive and communicative skills in the process of learning a foreign language is evident.

Keywords: *English for Special Purposes (ESP), motivation for learning, English for Occupational Purposes, effective language learning, effective writing communication, a specific working environment, development of metacognitive strategies*

Relevance

In an unstable labor market during the economic downturn as a result of a new political situation, military aggression in Ukraine, a country on the European continent, and as a result, the objective requirements of employers to form "soft skills" of young professionals in online work, the universities and educational institutions of our country face the challenges not only to develop specific professional competencies (providing a set of professional knowledge, skills and abilities), but also to develop cognitive factors which affect second or foreign language learning, thus help in the development of metacognitive strategies for successful employment and professional activities. The relevance of new approaches to the methodological task, taking into account the psychological aspects in teaching written professional communication in a foreign language, is obvious.

Methodology

The purpose of the study is to study and analyze various modern approaches and perspectives in teaching writing for professional needs from methodological, psychological and didactic positions; to study the development of students' cognitive skills to convey information to readers in the workplace, since professional writing is formal and different from a written text, i.e. it is not considered literary or artistic. It was decided to make use of such research methods in order to raise the effectiveness of the presented survey: the questionnaire method (aimed to collect data as regards the students' opinions in terms of professional writing), the comparative and contrastive methods (aimed to compare and therefore contrast the obtained data, i.e. the students' opinions and information provided in the survey), the individual case analysis method (aimed to analyze and present each student's feedback individually and thus reach additional conclusions).

Results

Commitment to the goal of providing language instruction that addresses students' own language learning purposes is what those who take an English for Specific Purposes (ESP) approach see as distinguishing it from other approaches to English Language Teaching (ELT). To understand the issue of English for Special Purposes (ESP) clearly, first, it is worth analyzing what English for Special Purposes really is. Some researchers define ESP as an approach to language learning which is based on learner needs and in which all decisions as to content and method are based on the learner's motivation for learning. They support the idea that ESP is the type of a language that reveals numerous and unique features, both absolute, such as specific needs and underlying methodology, appropriate language elements, and variable, such as specific disciplines, modified methodology allowed, designed mostly for students and advanced learners, partly based on the basic knowledge of the target language.

Others suggest that the term ESP refers to the type of discourse implemented in a specific working environment in order to suit the needs of the intended profession and facilitate the process of information run in a professional context. And, when it comes to



ESP courses at university, developed and first officially presented in the late 1960s, the teacher needs to conduct a thorough analysis of the specific character of the ESP type of written and spoken discourse before implementing, and thus addressing their students' needs.

To my mind, the teacher needs to be aware of the multiple character of ESP courses, differ the types and specific characteristics. As a result of personal observance and interviews of my colleagues, some teachers favor a clear separation of ESP courses into the two main categories: English for Academic Purposes (EAP), designed for university students to address their academic needs, and English for Occupational/Special Purposes (EOP/ESP), designed for a variety of professional communities, such as psychologists, military men, lawyers, businesspeople, doctors, etc. Besides, there are also less-known categories of ESP courses, which constitute a combination of the above-mentioned types of ESP phenomena, for example, English for Academic Legal Purposes, or English for Academic Business Purposes, or Military English, as one of such hybrids. Today, it is one of the most requested aspects of training during the period of hostilities in Ukraine. The concept of Military English claims that it is a type of a language that tends to be used in military contexts and constitutes the vital outcome of the progressive process of globalization of military conflicts as well as integration of armies in multinational and multicultural coalition forces. No surprise that English has become the major language tool responsible for the interconnection between individuals and professional groups and organizations, between the national and the international (NATO, UN, and UNICEF).

Writing for special/professional needs differs significantly from ordinary writing, as special training courses are aimed at preparing students for professional communication. Metacognitive strategies should be developed in every lesson in writing in a classroom. There are also two forms (mentioned above) of preparation for the study fundamentals of special writing: basic, initial, introductory preparation, and special. Then, as part of the initial training, students undergo a wide range of university classes, such as an introduction to the subject, the history of the subject, specialization within the future profession, students from the first day of study become active participants in the educational process, where they are assigned various additional responsibilities, not related to study. Being a university student is also reflected in the fact that students observe academic discipline, and after class they devote a lot of time to self-development on the topic of scientific and educational interests.

The place of writing texts in English for professional purposes, as one of the types of online professional communication during the period of military aggression in Ukraine and Covid-19 pandemic occupies a separate place in modern curricula and is of paramount importance. The students are usually taught integrated language skills, which means that the four major skills are properly balanced in order to achieve the intended learning objectives in writing.

In the course of observing the process of preparing teachers for this aspect of education over the past years the author concluded that when it comes to teaching professional writing, usually there is no special training aid or textbooks for this skill and, as a result, teachers are forced to use various materials selected on the basis of their practical experience. While observing the process of developing professional writing skills with psychology students, the author of the theses concluded that when developing academic/professional writing skills, one should focus on the key recommendations and warnings:

- when students write a text on professional topics, they engage in a process of developing an appropriate topic for a certain audience;

- they need to explore various possibilities to discover what they want to write, how to focus the subject, how to form a thesis, and how to develop an appropriate plan of organization;

- if they try to engage in all of these activities simultaneously, they become frustrated as writing is a process that usually requires a considerable investment of time, because they need to return to a specific activity several times.

- understanding the target audience (psychologists, military men, businessmen, etc.) will help the student to decide on the length and depth of the text, the kind of vocabulary to use, and the examples that will be the most effective;

- students, as future specialists, should differ from the professional audiences which vary considerably.

In the course of observing the preparation of students, the author of the theses notes that there is no unified approach to planning and writing a text on the stated topic: some students like to plan and draft their texts with a clear sense of audience already in mind; others like to focus on the audience primarily: good students, at some point, think clearly about who will be reading their writing and first define for themselves if their choices are appropriate for this audience, and only then get to work.

In a course of interview with my psychology students I concluded that well-prepared (advanced) students know their target audience before they even start, that is a professional group that has significant knowledge of the subject and topic, and show a keen interest in it. If the student's topic is new methods in coping with PTSD, methods and approaches, a group of clinical psychologists or social workers will obviously constitute a specialized audience. The authors of an article for a specialized journal in Psychology would do the same, although when writing for this audience the student would allow for a greater variation in information, given the narrow professional interests of the reader.

The empirical conclusions show that writing for special purposes and specialized audiences, students need to consider how much and what kinds of information, as well as what methods of presentation, are called for. They should adjust their tone and the kind of language/vocabulary they use as they tailor their text/presentation to their expertise and attitudes. Many of the papers students draft and write are for a specialized audience.



In the course of self-observation during the learning process, comparing the methods of teaching a foreign language with colleagues, who also teach a foreign language for special purposes, I concluded that when students write an essay on a special topic, they assume that their teacher is well informed about the material, and I suggest that it should be a must for a teacher at the profile faculty. Sure, no teacher is ever entirely expert, and is usually pleased to learn something new, and writing for a specialized audience does not necessarily demand that the teacher should know more than specialists in that field. At times it may be sufficient to demonstrate that you understand the material and can use appropriate language to discuss it. Moreover, a specialized audience for one subject would be a general audience for another.

In the process of teaching English for Special Purposes for five or more years, as a teacher, I cannot but mention an equally important aspect of my observation - the attitude of teachers to the first level of training, which includes aspects of practical grammar, and according to my observations 30- 40% of teachers ignore it, considering it the school stage of teaching a foreign language. When it comes to results, at the exam in professional writing the undergraduates show low results, having a good vocabulary on the topic and the ability to discuss it, about 60% of the students cannot correctly state it in writing.

Evaluation becomes a challenge then because, when evaluating writing skills, the teacher is supposed to investigate whether the paragraphs written by a student cohere with the other ones. In other words, students need to know how to organize ideas in accordance with the main points of the target task or simple sequence of events; the teacher needs to evaluate whether the ideas have been related in writing clearly, and the transitions between them have logical organization. The fact is that students usually can control simple, commonly used grammatical structures, but they face difficulties when practicing more complex structures and thus refrain from using them in developing professional ideas. As far as professional vocabulary is concerned, it may be used incorrectly either, which means that students can make use of a number of circumlocutions in order to compensate for their lack of knowledge. Finally, there is a possibility of distortion in the text of meaning due to a student's grammar and professional vocabulary. In the end, when it comes to the expected results, students ought to write about not only everyday life but about job-related issues of their future speciality, and thus formulate full paragraphs that consist of simple and complex sentences. However, the task must be grammatically and lexically correct, logical and coherent.

Moreover, my practical conclusions and recommendations are that the teacher should keep in mind that many psychology students view this issue more broadly and, thus treat writing as the most useful skill, hence, they should never dominate on the choice of format of preparatory work or writing either. Furthermore, for those students who take into consideration various promising types of work in the profession abroad, writing plays a significant role in communication and their ability to perform professional duties.

From my point of view, the approach that rules out the possibility of using English at graduates' work is not entirely justified and desirable. First of all, such an attitude may contribute to lower motivation when learning to write effectively. What is more, as psychology graduates are not decisive in terms of their future assignments, whereas cooperation between the European and the Ukrainian institutions gradually increases, opportunities regarding international encounters and contacts should not be doubted. When it comes to self-assessment as regards the respondents' writing difficulties, the results obtained in the survey are satisfying (70%), as the students' confidence in their writing skills increases over the course of their studies. The more experience they get, the more self-assured they become.

The author also assumes that the students' positive attitude towards this ability influences their willingness to practice it. However, the most qualitative data provide information concerning the students' solutions and expectations regarding their writing problems. As the respondents are adult and experienced learners, they are undoubtedly aware of their language and educational needs, including language learning styles (about 60%). That is why the respondents' opinions as regards the possible ways of dealing with writing problems constitute essential pieces of feedback. Finally, the results obtained by the authors indicate what psychology students' needs are, and they can be guidelines for English teachers when it comes to the areas that ought to be practiced more intensively.

Developing the skills of written (professional) communication, the teacher should not forget about the didactic aspects in the learning process, especially in the era of the dominance of bot farms and fake information - the development of critical thinking in the process of discussing a future topic is of fundamental importance. This aspect of a young person's/student's development should be devoted some time in class either. As practices have shown, ten to fifteen minutes of preliminary analysis of the topic in terms of validity justifies itself. Critical thinking is essential for critical reading and writing. It is also essential when writing arguments and undertaking other types of writing.

Critical students know that they cannot believe everything they are told or they read. They understand that different sources discussing the same topic, even professional topic, and drawing on the same evidence can reach significantly different conclusions. Instead of routinely agreeing with the opponent who seems to reinforce reassuringly familiar beliefs, critical students are likely to discover that different sources have each revealed a part of what may ultimately prove to be true. The challenge for students, then, is to determine which ideas make more sense than others and to determine the extent to which those ideas are reliable and useful. In addition, student critics scrutinize the language of a professional text and the information in it because they understand how it might affect the professional reader by employing a range of rhetorical strategies that may not be obvious at first glance. Because thinking and reading critically involve making well-reasoned choices, these closely related skills are among the most valuable the students at university can acquire. The teacher can help to master them through oral practice, just as they have mastered skills in writing.



The author compared the opinions and suggestions provided by the students representing prior years of studies and psychology faculty in order to evaluate their attitudes towards professional writing skills before and after the exam in the mid 4th year.

As far as methodology is concerned, it was decided to make use of such research methods in order to raise the effectiveness of the presented survey:

_ the questionnaire method (aimed to collect data as regards the students' opinions in terms of professional writing),

_ the comparative and contrastive methods (aimed to compare and therefore contrast the obtained data, i.e. the students' opinions and information provided in the survey),

_ the individual case analysis method (aimed to analyze and present each student's feedback individually and thus reach additional conclusions).

Conclusions

Professional writing for special purposes always poses a challenge for students, as it requires extensive application of various elements of students' knowledge, such as grammatical rules, appropriate vocabulary, etc. Only when all of these elements are combined can the target text meet the proper writing standards and thus become coherent and correct. The better the students are prepared to tackle their writing problems, the better their writing performance can be. As a corollary, there might be the fundamental role of English teachers, i.e. to equip their students with successful writing strategies, focus on students' needs in relation to psychology, legal and other specialized vocabulary, and grammar practice. In other words, knowing students' writing issues may not only hasten the learning/teaching process but also contribute to the development of students' cognitive learning skills. Hence, the effects of designing supporting schemes of different types on development of students' cognitive and communicative skills in the process of learning a foreign language is evident.

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Case Note

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HATRED IN CYBERSPACE: ON THE CZECH REPUBLIC ADOLESCENT'S EXPERIENCE

Dembytska Nataliia, Bedrošová Marie, Dufková Eliška, Geržičáková Michaela and Dedkova Lenka

Abstract

Relevance. The study aimed to examine the experience of Czech adolescents with cyberhate as observers, victims and perpetrators. In addition, the study focused on parents and guardians of adolescents, their exposure to cyberhate, and knowledge of their children's victimization through cyberhate.

Methodology. Sample: In total, 3,087 Czech adolescents aged 11-16 (49.8% - girls) and their parents or caregivers (67.0% - women) were interviewed.

Methods. An online survey (CAWI method) was used to collect the data. The survey was conducted by the media research agency STEM/MARK.

Results. The results show that cyberbullying was the most common occurrence among adolescents (59.3%). The experience increased with age, and its prevalence was highest among 15-16-year-old respondents. Boys and older adolescents reported intentionally seeking out cyberhate more often than girls and younger. The majority of adolescents reported being exposed to cyberhate unintentionally. Reports of cyberhate victimization also increased with age, but no significant gender differences were found. The most common reason for cyberhate victimization was sexual orientation. Only a minority of respondents (7.5%) reported being cyberbullied, and this was the least common experience. Also in this case, the most common reason for cyber-hate was sexual orientation.

The results show that parents and caregivers tend to underestimate their children's victimization experiences. Only a minority of them knew what had happened to their child.

Keywords: *cyber-socialization, cyberhate, adolescents' well-being, cyberhate exposure, cyberhate victimization, cyberhate aggression.*

Relevance

Cyberspace has provided a platform for new social interactions, learning or entertainment opportunities for young people. But it has also given a new way to spread hatred and aggression. In this study, we explored Czech adolescents' experiences with cyberhate and their caregivers' knowledge. Our first goal was to study different types of

experiences adolescents can have with cyberhate. And secondly, to examine caregivers' experience and knowledge of their child's victimization.

We present the results from the report on cyberhate (Bedrosova et al., 2022), which draws data from the first wave of a survey conducted by the IRTIS research group from the Faculty of Social Studies at Masaryk University (Brno, the Czech Republic).

Cyberhate is a form of cyber aggression (i.e., aggression conducted via information and communication technologies) that attacks groups or individuals due to their group characteristics and group identities (Hawdon et al., 2017). Cyberhate is often motivated by negative intergroup stereotypes and prejudice (Mondal et al., 2017) and justifies, promotes, or incites intolerance and discrimination (Council of Europe, 2022; Committee of Ministers, 2022). Involvement of children and adolescents, who are active and avid internet and social media users (Smahel et al., 2020), is particularly worrisome as they are in a sensitive developmental stage when they are forming their attitudes and thus might be more vulnerable to hateful or extremist messages.

The IRTIS study (Bedrosova et al., 2022), which findings we present here, focused on cyberhate targeting three types of group identities: (1) sexual orientation, (2) ethnicity, race, or nationality, and (3) religion. Three types of cyberhate experiences were studied: (1) cyberhate exposure; (2) cyberhate victimization; (3) cyberhate aggression.

Methodology

We interviewed 3,087 Czech adolescents aged 11-16 ($M = 13.46$, $SD = 1.74$, among whom 49.8% were girls) and one of their parents, step-parents or legal guardians (i.e., caregivers) aged 18-77 ($M = 43.35$, $SD = 6.33$, among whom 67.0% were women). The data was collected in 2021. This report uses data from 2,991 households (i.e., adolescent/caregiver pairs).

The main research method was an online survey (CAWI method). The survey was conducted by the media research agency STEM/MARK. The research was approved by the Research Ethics Committee of Masaryk University and it conformed to the ESOMAR and SIMAR ethical guidelines. Informed consents from parents or legal guardians of participating adolescents were obtained.

Results

Among the three types of cyberhate involvement, cyberhate exposure was the most common experience for the interviewed adolescents – 59.3% of them stated they were exposed at least once during the past six months.

The exposure experience increased with age, and its prevalence was the highest among those aged 15-16. We further asked those adolescents, who were exposed to cyberhate at least once, how this happened. The majority (81.6%) of them stated they were exposed unintentionally. However, 18.4% of adolescents were intentionally searching for cyberhate content. Boys and older adolescents (aged 15-16) intentionally sought out



cyberhate more than girls and younger adolescents. Almost all adolescents (90.1%), regardless of whether they were exposed intentionally or unintentionally, reported being at least slightly upset by contact with such content. However, most of them (52.1%) got over this feeling immediately or were upset only for a few minutes. The feelings after exposure depended rather on gender than on age. Girls tended to report feeling upset after encountering cyberhate more than boys.

The examination of cyberhate victimization shows that 12.1% of adolescents became cyberhate victims because of their sexual orientation, 8.0% - their race, ethnicity, or nationality and 6.2% - their religion.

We also asked adolescents about their exposure to online campaigns against cyberhate and aggression on the internet. Adolescents encounter such online campaigns quite commonly: 63.6% reported they had been exposed to such a campaign at least once during the past six months. This percentage was slightly higher for girls (66.6%) than boys (60.5%), and increased with age.

Comparable to adolescents' experiences, their caregivers themselves also reported fairly high exposure to cyberhate – 71.9% were exposed at least once during the past six months (6.8% were exposed once, 38.9% a few times, and 26.2% were exposed monthly or more often). Nearly three-quarters (70.4%) of caregivers were somewhat or very bothered by their cyberhate exposure.

The caregivers of those adolescents, who reported being cyberhate victims, mostly underestimated the occurrence of this experience and had incorrect knowledge about it. Most of them incorrectly stated their child had not been victimized because of sexual orientation (80.5%), because of race, ethnicity, or nationality (76.4%), and because of religion (74.2%), even though the child reported the opposite.

Conclusions

This research provided a complex picture of adolescents' experiences with cyberhate and their caregivers' awareness of this problem. The findings can contribute to our understanding of the peculiarities of adolescents' cyber-socialization and their experiences with negative and harmful online content. Communication about the internet and media within the family and school environments is essential to children's and adolescents' cyber-socialization.

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Study

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INTERACTIVE ORIENTATION OF ADOLESCENTS IN THE PERSPECTIVE OF INCLUSIVE EDUCATIONAL SPACE

Klopota Yevheniy and Klopota Olha

Abstract

Relevance. The paper presents the results of a research of interactive orientation in the context of its influence on the communication of adolescents in the inclusive educational space.

Methodology. Methods: comparative analysis, quantitative and qualitative analysis of the obtained data using mathematical and statistical methods, generalization of conclusions.

The *sample of research* consisted of 240 students (aged 11 - 14), 30 of whom had special needs (18 boys and 12 girls). The experimental base of our study was 14 inclusive classes of Ukrainian schools.

Results. The obtained results provide grounds for statement that the orientation towards interaction is more characteristic of teenagers with typical development than their peers with special needs. A moderate negative correlation was found between interactive and marginal orientations. Therefore, adolescents who strive for interaction are less infantile and more capable of adequate perception and acceptance of the interlocutor.

Conclusions. The importance and peculiarities of the interactive orientation of adolescents who are participants in the inclusive educational space have been revealed. This determines the importance of socio-psychological activities to reduce the level of concentration on personal interests or tendency to marginalization and, thus, increase the level of adaptability in communication, as teenagers with typical development and their classmates who have special needs. This will contribute not only to the optimization of the inclusive educational space, but also to the expansion of their opportunities for self-realization in various spheres of society.

Keywords: *inclusive educational space, adolescents with special needs, interactive orientation, interactional focus, focus on personal interests, marginal orientation.*

Relevance

The success of students' activities in general and in the conditions of inclusive education in particular is determined by the action of a number of factors, among which we consider biological, psychological, and social factors to be the most important. Hence, the analysis of these factors in the context of an inclusive educational space becomes relevant when the totality of their mutual influences becomes even more important.

Inclusive educational space is a product of the implementation of the modern concept of learning in a democratic society, based on the acceptance of differences and providing them with conditions for assimilating knowledge and increasing social experience based on the principles of equality and tolerance (Boyle, C. & Sharma, U. 2015; Embregts, P. J. C. M., Taminiu, E. F., Heerkens, L. & Schippers, A. P. 2018; Colon, A. M. O., Montoro, M.A. & Ruiz, M.J.C., 2018).

In adolescence, when communication takes on the characteristics of a leading activity, the individual development of students becomes closely related to the group development. Therefore, promoting the formation of a positive social and educational environment in an inclusive class, developing, and maintaining friendly relations, tolerance and a sense of belonging acquires foremost importance. The need for interaction, as one of the main social needs, becomes increasingly aware and large-scale in the process of growing up and gaining social experience.

Khokhlina O. emphasizes the importance of researching the nature of the relationship between the success of students' socially significant forms of activity (activity and communication) and the features of their personality orientation (Khokhlina, O. & Sylva, D., 2018).

At the same time, the significance of the development of communication skills in particular and social competence in general is gaining more and more importance (Camargo, S. P., & Bosa, C. A. 2009).

The communication of adolescents with special needs in inclusive educational space can be characterized by such negative features as isolation, self-doubt, a decrease in cognitive and social activity and difficulties in understanding emotional manifestations. This necessitates the optimization of student relationships in inclusive classes.

Since positive communication becomes an important source of personal growth, building trusting relationships is the basis for creating a safe atmosphere where all students feel like full members of the group (Embregts, P. J. C. M., Taminiu, E. F., Heerkens, L. & Schippers, A. P. 2018). A person is considered socially competent if he or she can build



effective communication strategies in various communication situations and, as a result, develops a harmonious, successful social interaction (Klopota Y. & Voronska N., 2020, Nijs S., Penne A., Vlaskamp C., Maes B., 2016).

Hence, there is a need to investigate the main characteristics of interactive orientation, which affect the effectiveness of communication of teenagers who study in the conditions of an inclusive educational space.

Methodology

The *purpose* is to present results of the research of interactive orientation in the context of its influence on the communication of adolescents in the inclusive educational space.

The *sample of research* consisted of 240 students (aged 11 - 14), 30 of whom had special needs (18 boys and 12 girls). The experimental base of our study was 14 inclusive classes of Ukrainian schools.

We used the following *instrument*: "Diagnosis of interactive orientation of an individual" (Galuzyak, V. M. & Kholkovska, I. L.).

An analysis of gender, age and comparison of students with typical development and their peers with special needs was carried out.

The research was carried out in three *stages*. The first stage involved a theoretical analysis of scientific sources on this issue, an outline of the main personal factors that affect the effectiveness of communication. The second stage - the preparation and implementation of the empirical research. At the third stage, quantitative and qualitative analysis of diagnostic data, statistical processing and analysis of the obtained data carried out was conducted.

Results

The distribution of indicators of various scales of interactive orientation among adolescents with typical development and adolescents with special needs, considering gender, is presented in Table 1.

The obtained results provide grounds for ascertaining such trends.

The most teenagers have a low level of focus on personal interests of (79,53-86,68%). Regarding the overall distribution of gender responses (hi-square is 0,71, $p > 0,39$), which confirms the presence of gender differences in this distribution.

In general, the level of interaction focus was low in both groups. Only about 11,63% of respondents had a high level. The highest level of this indicator (15,23%) was found in girls

with typical development. This indicates the relevance of developing communication and interaction skills, oriented towards support, constructive relationships with members of small groups, empathy and, thus, the ability to socialize and adapt.

The study on the scale of "Marginal orientation" suggests that in majority of adolescents (87,98%) revealed a low level. There are no gender differences in the distribution of traits ($p < 0,85$). 86,67% of boys with special needs demonstrated a low level.

Table 1: Distribution of indicators of various scales of interactive orientation among adolescents with typical development and adolescents with special needs.

Scale	Group	Gender	Level		
			High	Medium	Low
Focus on personal interests	Typical development	male	3,33	11,90	84,09
		female	4,76	15,71	79,53
	Adolescents with special needs	male	3,33	10	86,67
		female	6,66	6,66	86,68
Interac-tional focus	Typical development	male	11,29	30,47	58,24
		female	15,23	27,61	57,16
	Adolescents with special needs	male	10	26,66	63,34
		female	10	30	60
Marginal orien-tation	Typical development	male	0,95	9,52	89,53
		female	0,47	10,47	89,06
	Adolescents with special needs	male	3,33	10	86,67
		female	0	13,33	86,67
		female	16,67	16,67	66,67

(Source: Own)

Comparing the results of measurements regarding focus on interaction and personal interests, it is possible to state the presence of a higher percentage of high level. This can be explained by the fact that students of inclusive classes are more oriented towards interaction in general.

Moreover, adolescents with typical development demonstrated a greater tendency to uncontrolled behavior, imitation and other manifestations of marginal orientation, which will negatively affect their ability to interact in an inclusive educational space.

The existence of a negative relationship between interactive orientation and marginal orientation was revealed. This means the presence of interdependence of the degree of interest in interaction with the level of orientation to selfish interests.



Along with this, the level of manifestation of the orientation of the studied adolescents to cooperation also has a moderate negative relationship with the marginal orientation. Namely, the higher the level of desire for cooperation, the lower the level of infantility, tendency to imitate and uncontrollable actions.

Finally, the relationship of focus on personal interests with marginal orientation also took place, and therefore, the greater the priority of self-interest, the smaller marginal manifestations in interaction become, and vice versa.

Conclusions

The analysis of the results of diagnostics of the interactive orientation of teenagers who are participants of an inclusive educational space revealed the predominance of orientation towards personal interests in teenagers with special needs. This, in turn, reduces the focus on interaction, which is undoubtedly a factor that reduces the effectiveness of their inclusion. Moreover, this indicator is much higher among their peers (especially among older teenagers).

Nevertheless, one more negative trend was revealed, namely, a tendency towards marginal orientation, which was shown to a greater extent by boys with special needs. This indicates the relevance of developing communication and interaction skills, oriented towards support, constructive relationships with members of small groups, empathy and, thus, the ability to socialize and adapt.

Summing up, we can say that these results emphasize the importance of socio-psychological activities aimed at increasing the level of concentration of interaction and, thus, increasing the level of adaptability in communication, firstly, of adolescents with special needs, and secondly, their classmates with typical development. This will contribute not only to the optimization of the inclusive educational space, but also to the expansion of their opportunities for self-realization in various spheres of society.

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Study

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STUDY OF MECHANISMS OF PSYCHOLOGICAL PROTECTION OF FEMALE PSYCHOLOGIST STUDENTS

Kovalenko Vladyslava

Abstract

The purpose of the work is to present the results of a theoretical and empirical study of the formation of mechanisms of psychological protection of the adolescent girls in the context of their professional training for the work of psychologists.

Methodology. Sample: 54 students majoring in "Psychology", aged 17-20. All of them were female. Among them, 52% are 1st year students and 48% are 2nd year students.

Methods: The Plutchik-Kellerman-Conte "Life Style Index" questionnaire (Life Style Index, LSI) was used as a diagnostic tool, which allows you to determine the severity of eight main mechanisms of psychological protection and their general tension.

Results. Theoretical approaches to the definition and classification of EDs were considered, as well as an empirical study was conducted on EDs that are most characteristic of female psychology students in the first and second years of study. According to the results of the survey, data were obtained on the degree of severity of each MPZ. It was found that there was a difference between the MPZs inherent in female students in different courses of study. Very primitive protection mechanisms are more common among the first-year students than among the second-year students. During early adolescence, higher psychological defenses are just beginning to form and are not typical for this age. Starting from the age of 18, higher defense mechanisms, as dominant, are observed more often in psychology students.

Key words: Mechanisms of psychological protection (MPP), psychology students, youth.

Relevance

The psychologist's personality is the most important tool in his professional activity. That is why the personal development of future psychologists at the student stage is of great interest for research. Understanding by psychology students what mechanisms of psychological protection (PMZ) are inherent in them will allow students to more adequately assess both themselves and others, as well as build more effective interaction with other people. In addition, the MPZ used by an individual will have an impact on his further professionalization and the professional activity of a psychologist.



The purpose of this publication is to present the results of a theoretical and empirical study of the mechanisms of psychological protection in the context of the professional training of psychology students.

A large number of scientists, including A. Adler, F. Basin, E. Erikson, A. Freud, Z. Freud, E. Fromm, K. Horney, K. Jung, and others, were engaged in the study of psychological defense mechanisms. Among domestic researchers, it is worth noting such scientists as A. Kocharyan, M. Obozov, D. Tytarenko, Ya. Ukrainskyi, T. Yatsenko. V. Havrylkevych and O. Kudryashova were directly involved in the study of mental health problems among psychology students.

All these scientists made a significant contribution to the development of this topic, contributed to the understanding of the phenomenon of MPP, their classification. It should be noted that the available results of empirical research do not make it possible to determine a typical "portrait" of the mental health of students studying psychology. However, they create a scientific and psychological basis for studying this issue.

In the course of the theoretical research, we identified theoretical approaches to studying the mechanisms of psychological protection and analyzed the classifications of types of psychological protection. The theoretical prerequisites for the study of this phenomenon were laid in psychoanalysis. Z. Freud was the first to mention MPP in his work "Defensive neuropsychoses" (Freud, S., 1894). He considered such a phenomenon to be techniques of personal struggle with unpleasant and traumatic experiences that are associated with external or internal conflicts, states of discomfort and anxiety.

In the future, this concept was defined by various scientists. F. Bassin understood defense mechanisms as the dynamics of a system of personal attitudes in the event of a conflict of attitudes. V. Vid and V. Volovik saw in the mental health center a compensation mechanism for mental disability (Mrochko, I. O., Levytska, L. V., 2017). L. Stepanenko studied the defenses of the psyche as mechanisms of self-regulation of the personality (Stepanenko, L.V., 2017).

We adhere to the definition that MPP is a system of personality stabilization aimed at protecting consciousness from unpleasant, traumatic experiences. It is also important that psychological defenses cannot be unequivocally considered as a useful or harmful predictor of the organization of human behavior.

A. Borysiuk, J. Koleman, L. Subbotina, A. Freud, and others were engaged in the development of classifications of protective mechanisms. However, the most interesting for our research is R. Plutchik's classification, the basis of which is the general psychoevolutionary theory of emotions (Plutchik, R., 1979). This author believed that MPPs are directly related to eight basic emotions: fear; adoption; disgust; joy; expectation; sorrow; anger; surprise.

According to Pluchek's concept, emotions are characterized by oppositeness (bipolarity), and therefore the MPP has the same characteristic. In this way, the scientist

reduced 8 defense mechanisms up to four pairs: 1) reactive formation - compensation; 2) oppression - substitution; 3) negation - projection; 4) intellectualization – regression.

Methodology

In 2021-2022, we conducted an empirical study of psychological protection mechanisms inherent in psychology students at the Department of Psychology of the University of Customs and Finance in Dnipro, Ukraine. 54 students majoring in Psychology aged 17-20 took part in it. All of them were female. Among them, 52% are 1st year students and 48% are 2nd year students.

The Plutchik-Kellerman-Conte "Life Style Index" questionnaire (Life Style Index, LSI) was used as a diagnostic tool, which allows you to determine the severity of eight main mechanisms of psychological protection and their general tension. Since each person has several defense mechanisms at the same time, it was decided to take into account one of the most pronounced defense mechanisms for the qualitative analysis of the obtained results.

Results

According to the results of the survey, data were obtained on the degree of expression of each ED in the studied female students. In order to follow the dynamics of the development of MPZ, when analyzing the results, the results were divided into 2 groups: the group of those who study in the first year (17-19 years old), and those who study in the second year (18-20 years old). The results are presented in the diagrams below (see Figures 1 and 2).

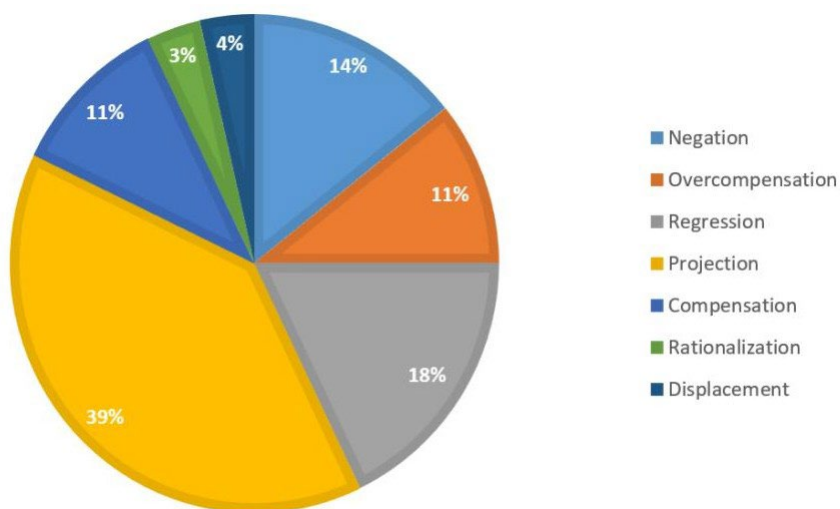


Fig. 1. MPP, characteristic of female psychology students in the first year of study



As can be seen from Figures 1 and 2, projection is the most characteristic of both groups of female students in the ED (39% in the 1st year and 33% in the second year), that is, the transfer of one's own states that cause discomfort to external objects and circumstances. Female students who use projection are usually not aware of their own negative traits, but attribute them to others, or vice versa, attribute the positive behavior of others to themselves.

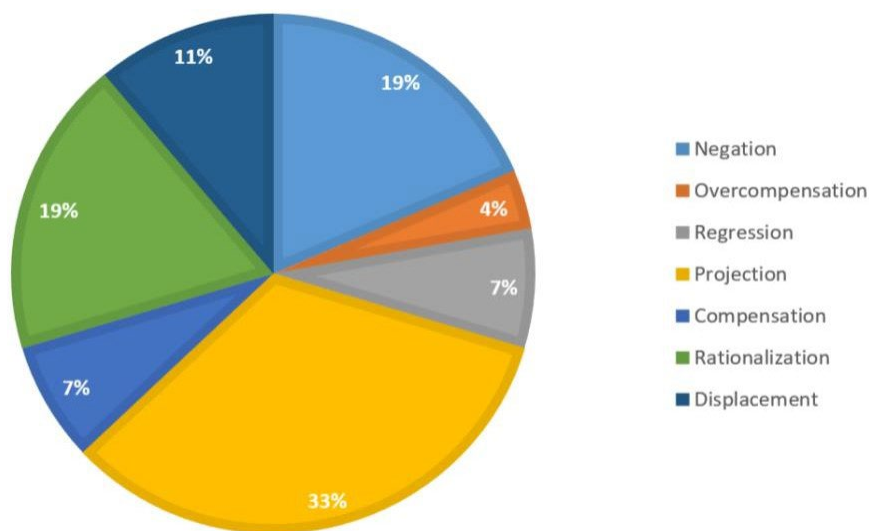


Fig. 2. MPP, characteristic of psychology students in the second year of study

Also, a significant number of students in both groups use negation (14% and 19%, respectively). This is a defense mechanism in which a person either blocks off new information or ignores it, believing that it does not exist. Also, there is no replacement mechanism in both groups.

As for the differences, students of the second year of study are significantly more likely to observe such MPPs as rationalization (19% vs. 3%) and displacement (11% vs. 4%). Also, they use regression mechanisms (7% versus 18%) and hypercompensation (4% versus 11%) much less often than the first-year students.

There are different points of view regarding the classification of MPZs into higher and lower ones. R. Plutchyk himself divided the MPZ into very primitive (denial, regression and projection) and higher levels of personal protection (rationalization and compensation). Features of the comparison groups according to this criterion are presented on the following diagrams (see Figs. 3 and 4).

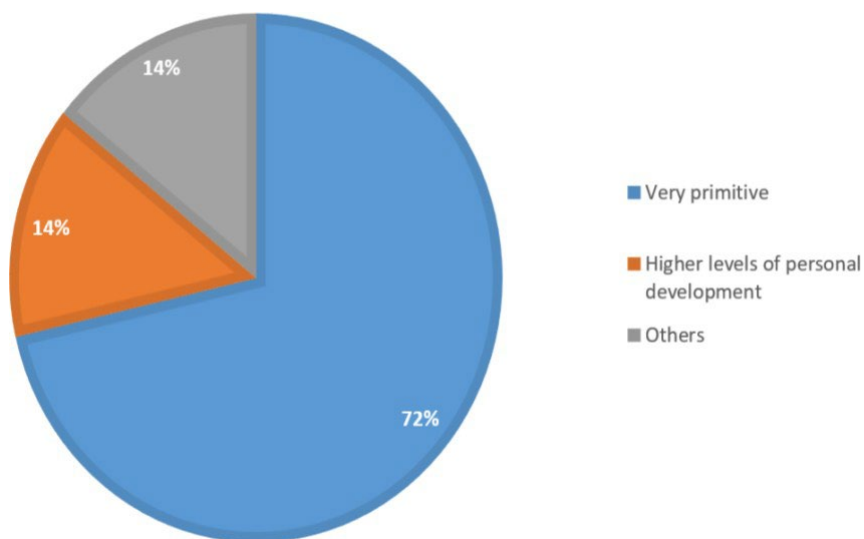


Fig. 3. The correlation of higher and lower MPZs characteristic of female psychology students in the second year of study

As can be seen from Figures 3 and 4, the students of both groups have more primitive MZs. However, in the 2nd year, their significant decrease is observed (from 72% in the 1st year to 57% in the second). In addition, female students of the second year are 11% more likely to have mental disorders, which R. Plutchyk singled out as higher levels of personal development (25% versus 14%)

For the purpose of a more detailed analysis of the formation of higher mechanisms of psychological protection in representatives of youth, we divided the received answers of students into 3 groups according to the age of the subjects (17, 18 and 19 years old) and analyzed which MPZs are dominant in each group. The results were as follows:

- among 17-year-olds, very primitive (84%) are inherent, and only 6% of female students demonstrate higher MPP;
- among 18-year-olds, 45% have very primitive mechanisms of psychological protection, 22% of female students have higher mechanisms of psychological protections;
- among 19-year-olds, 61% of the group have a very primitive MPP, while 31% of female students of this age possess higher MPP.

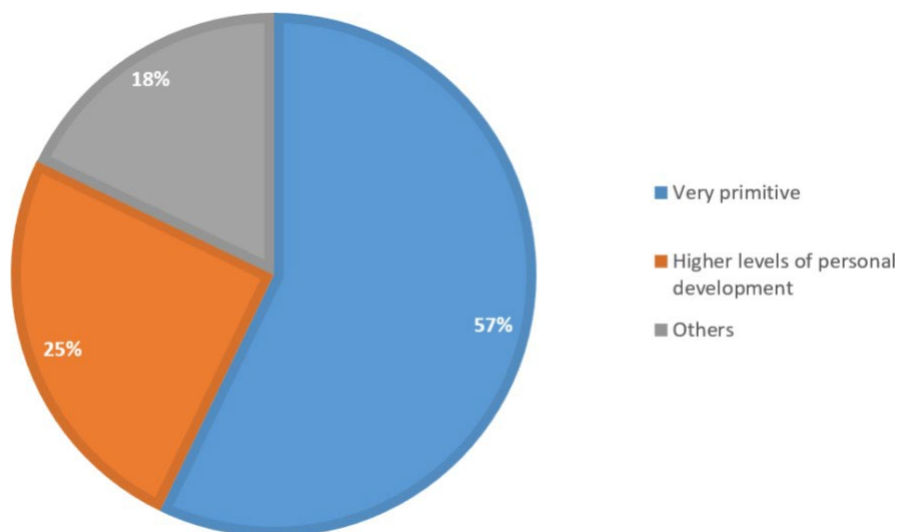


Fig. 4. The correlation of higher and lower MPZs characteristic of female psychology students in the second year of study

Based on these results of the study, it can be stated that among 17-year-olds who start studying at a higher education institution, the primitive MPPs are undoubtedly dominant, and the percentage of higher MPPs is at the limit of statistical error. That is, at the age of 17 (the end of the period of early youth), these signs of higher mental health are just beginning to form and have not yet acquired the character of a typical sign of age. At the beginning of the period of late adolescence (18 years old), female students of higher education institutions typically show signs of higher mental health problems (22%). Starting from the age of 18, such MPZs are actively developing (from 22% in 18-year-old to 31% in 19-year-old female students).

As R. Pluchek claimed, well-developed intelligence, memory and abstract-logical thinking are necessary for the manifestation of rationalization as a mature protective mechanism. Also, a person must have a certain level of self-awareness development. Therefore, the appearance of rationalization as an educational institution is possible only after the end of adolescence, namely in the period of youth, to which the majority of students in Ukraine belong.

The results of our study correlate with the data of V. Gavrilkevych (Gavrilkevych, V.K., 2019), who studied mental health problems in psychology students aged 17-19 years (1st year). According to her data, the leading defense mechanisms of future psychologists are projection and denial. The results of our research and the research of V. Havrylkevych

indicates that the structure of the mental health of psychology students changes during their studies at the higher education institution.

Conclusions

Projection is the most characteristic of psychology students of the Moscow State Medical University. Substitution is the mechanism of psychological protection that is practically absent in psychology students (there is not a single student in the sample who would use this PPE).

The specific gravity of very primitive defense mechanisms is absolutely overwhelming in the 1st course. Higher defense mechanisms are present here as an exception. Higher MPZs are more representatively found in female students of the 2nd year, which allows us to put forward the hypothesis that the age of 18-19 years is sensitive for their appearance and development in girls. This is probably related to the personal characteristics of students at a given age (the level of development of self-awareness, intelligence, especially memory and abstract-logical thinking, etc.) Higher rates of mature mental health in students after the age of 18 may also be related with the completion of adaptation to vocational training, the development of self-observation and self-awareness as a result of studying psychological disciplines, which enables the individual to better notice the peculiarities of his protective reactions.

The obtained results lay the groundwork for the study of the gender personalities of the formation of the students of the MPP in the conditions of educational and professional socialization and their further changes in the processes of the professional development of the personality of a psychologist. The genetic and gender aspects of the studied phenomenon are of particular interest to us.

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Study

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C. JUNG'S CREATIVITY IN THE ASPECT OF PERSONALITY SELFREALIZATION IN COMPARISON WITH THE VEDIC CONCEPT

Matvyev Vitaliy

Abstract

Relevance. The problem of self-realization of a person at the moment is one of the cardinal problems of our time. The purpose of the study is to analyze the methodological foundations of the study of the problem of self-realization of the individual in the works of Carl Jung. A comparative analysis of his work in comparison with Indian religious and philosophical thought is carried out.

Methodology. In this study, the main methodological principle is comparative analysis. In the work, in addition to the comparative method, the methods of the unity of the historical, logical and the descent from the abstract to the concrete are used, which are important for understanding the subject of research. The research also made use of general scientific methods: analysis, synthesis, abstraction.

Results. In the opinion of the author, C. Jung's concept of the collective unconscious is difficult to understand without drawing parallels with the understanding of the concepts of Brahman and Atman in Indian philosophy, where through the connection of the individual soul (Atman) with the Absolute God (Brahman) a state of enlightenment (omniscient) is achieved.

The use of a comparative approach allows us to assert that Carl Jung's work was significantly influenced by his fascination with Eastern philosophy, especially Indian philosophy. Appropriate parallels can be drawn between Jung's teaching and Indian religious-philosophical thought concerning the self-realization of the individual, which passes into God-realization. C. Jung, considering himself a god-like being, founded the Psychology Club, which acted like an Indian religious community led by a charismatic personality, where higher knowledge was obtained through a system of yogic practice, by achieving enlightenment. Similar to the Indian religious-philosophical tradition, he shared the concept of karma and reincarnation.

Keywords: *Atman, Brahman, yoga, individual experience, Carl Jung, karma, collective unconscious, meditation, mysteries, insight, Psychology Club.*



Relevance

The problem of self-realization of a person at the moment is one of the cardinal problems of our time. The theses analyze the methodological foundations of the study of the problem of self-realization of the individual in the works of Carl Jung. A comparative analysis of his work with Indian religious-philosophical thought is carried out, because, according to the author, this will be another step in understanding the influence of Indian religiosity on Carl Jung's theory of consciousness.

Methodology

In this study, the main methodological principle is comparative analysis. In addition to the comparative method, the work uses the methods of unity of the historical, logical and the descent from the abstract to the concrete, which are important for understanding the subject of research. The research also made use of general scientific methods: analysis, synthesis, abstraction. The works of Jung, his biography, as well as a number of works by Western and domestic authors are used as a research base. Indian religious and philosophical works are also considered, primarily the Upanishads.

Results

Carl Gustav Jung is quite rightly considered an outstanding scientist - a psychiatrist and psychoanalyst. He left behind not only his own school, but also a great legacy in the form of more than twenty volumes of Collected Works. His autobiography, known as "Memories, Dreams, Reflections", abbreviated MDR, which was published after his death, also provides an interesting material about Jung the scientist. Although some researchers still believe that the appearance of this "autobiography" should be owed to C. Jung's former assistant Aniela Yaffe, who composed a significant amount of materials. (Elms, A., 1994).

In the MDR, Jung is depicted not only as an outstanding scientist, but as a man of God, which he became after undergoing a mysterious experience, thanks to which he was honored to meet God himself.

It should be noted that for many Eastern religions it is characteristic to consider the spiritual teacher as a god-like being. Already in Brahmanism, Brahmin priests considered themselves godlike. Even their statement that "there are gods to whom hymns are sung, and there are gods who sing the hymns" is even known. By the way, in the modern "International Society for Krishna Consciousness" there is a rather blasphemous idea from the point of view of Christianity that, assuming the role of devotees of Krishna, the latter can control the god Krishna himself, just as a beloved woman can control a man.

Jung himself expressed a similar opinion. As the Swiss scientist Eugen Böhler, who knew C. Jung closely since 1955, points out: "He saw his life as a mission, as a service to the function of making God conscious. He had to help God make himself conscious, and not for our good, but for the good of God himself" (Eugen Bohler interview, 1970).

Jung himself believed that he was a religious prophet endowed with extraordinary powers. Studying his biography, one can make sure that, despite the presence of many

professional masks (scientist, doctor, psychotherapist and social activist), which he was forced to embrace to be accepted by the scientific community, he consciously devoted his life to encouraging the development of a religious community centered on his personality and his teachings. Without a doubt, his creativity was influenced by his fascination with ancient mystery cults, esotericism, alchemy, and Eastern philosophy.

In his doctoral dissertation and monograph, the author of theses indicated the possibility of drawing conceptual parallels between ancient Greek philosophy as one of the sources of the Christian worldview and the religious and philosophical thought of India, pointing out that from the very beginning the Greek tribes were significantly influenced by Eastern culture, primarily religion, as one of its main elements. A significant number of ancient Greek philosophers, before gaining popularity in their homeland, spent whole years of study in the East, where they were initiated into the mysteries, which were a conglomerate of everything valuable that mankind had invented at that time in the field of religion, philosophy, theater, etc. (Matvyeyev, V.O.,2010).

Usually, philosophy is considered a phenomenon of Greek culture. And this is true, because it is connected with the formation of democratic institutions and political systems, since in Eastern countries, philosophy existed only in the context of religious philosophy, where higher knowledge was given only to initiates.

Analyzing the main provisions of the philosophical systems of the sages of the Miletus School, Heraclitus of Ephesus and Pythagoras in the aspect of comparing them with ancient Indian religious and philosophical thought, we can conclude that the main philosophical problems, as well as the conceptual and categorical apparatus used by representatives of ancient Greek philosophy, did not arise and were not developed from folk mythological creativity, but, most likely, were borrowed from the religious and philosophical systems of the East. Also, the formation of Christianity was influenced by Eastern religious and philosophical thought through the mediation of Greek philosophy. At the same time, since Christianity arose in the East and had contact with Eastern religions, this influence was also of a direct nature. The main ideas of Eastern Hellenic philosophy continued to exist in Gnosticism, the teachings of Cathars, Albigensians, Bogomils, Waldenses, Freemasons, Rosicrucians, etc. Gnostic ideas can also be found in the teachings of D. Bruno, Paracelsus, J. Böhme, F. Schelling, representatives of theosophy, anthroposophy, etc.

A feature of Eastern religiosity, mystery cults and early Christianity is a deep mystical experience that continued to occupy a prominent place in mystical movements, which should lead the adept to enlightenment or to deification through bodily-spiritual synthesis with God (the Absolute). Such a meditative practice has certain general techniques and regularities, as well as provides the experience of the individual path of the adept.

C. Jung is the founder of the Psychology Club, which was based on esoteric psychological theories that he developed due to the insights he received in his own meditations and during meetings with his spiritual master, Philemon.



Also, the activities of the Club were influenced by the ancient German traditions of sacred knightly orders, who were engaged in the search for occult knowledge, the development of healing abilities and, above all, the achievement of spiritual liberation.

Jung openly stated to many people that his followers who adhere to his system of methods would achieve the godlikeness that he had achieved. This was his calling, and many of his early followers who surrounded him in Zurich during the First World War listened to him because they believed he was a kind of charismatic prophet of a new era.

Like the Indian religious and philosophical tradition, he shared the concept of karma and reincarnation. Carl Jung believed that he was literally the reincarnation of Johann Wolfgang von Goethe. In his interviews, when answering questions about his past lives, Jung sometimes stated that he was Meister Eckhart.

Jung was convinced that he was endowed with the gift of insight. Along with Schopenhauer, von Hartmann, and many prominent figures in the field of parapsychological research, Jung shared the view that the unconscious mind may have the power of foresight.

The practice he legalized in 1916 in Zurich under the name of "active imagination" was intended to develop such proscopy through certain methods of entering a state of altered consciousness.

A similar point of view can be found in Indian religious and philosophical thought, namely, in the Upanishads. Cognition and acquisition of knowledge are divided in the Upanishads into two levels: lower and higher. It is believed that only the surrounding reality can be seen at a lower level. This knowledge cannot be true, because its content is fragmentary, incomplete. Above is the knowledge of the truth, that is, the spiritual absolute. It is the perception of existence in its integrity. It can be understood only with the help of mystical intuition, the latter, in turn, is formed to a large extent with the help of yogic exercises. It is believed that it is higher knowledge that gives power over the world.

In our opinion, K. Jung's concept of the collective unconscious is difficult to understand without drawing parallels with understanding of the concepts of Brahman and Atman in Indian philosophy.

Thus, the leading place in the Upanishads is occupied by teachings that consider the spiritual principle - Brahman, or Atman - to be the first cause and the first basis of existence. The terms Brahman and Atman are used, of course, as synonyms, although Brahman is more often used to denote god, the omnipresent spirit, and Atman is the soul. It is believed that Brahman is nirguna (qualityless), it cannot be expressed in figures of logic, but at the same time it has attributes - sat-chit-ananda (eternity - omniscience - bliss). Our soul (Atman) has the same attributes, but being under the power of the material world (maya), it cannot realize its divine nature. For this, it needs to go through the process of liberation with the help of yogic practice. Therefore, the body in Indian philosophy is called kshetra- gya (field of activity). Only then will a person realize their ~~his~~ eternity, gain insight and achieve bliss.

C. Jung asserted a similar idea. In an essay written in 1902 entitled "Cryptomnesia", he claimed that many works of writers, poets, artists, etc., were the final product of

unconscious processing of information received much earlier (Ung, C. G., 1902). No creative act - even in the case of genius - does not appear "out of nowhere". New combinations of memories consisting of previously experienced events or previously known facts are an inexhaustible source for creativity. However, even a true genius forgets the true origins of their work and mistakenly considers it their own work.

Conclusions

The use of a comparative approach allows us to assert that Carl Jung's work was significantly influenced by his fascination with Eastern philosophy, especially Indian philosophy. Appropriate parallels can be drawn between Jung's teaching and Indian religious-philosophical thought as for views of the self-realization of the individual, which passes into God-realization. C. Jung, considering himself a god-like being, founded the Psychology Club, which acted like an Indian religious community led by a charismatic personality, where higher knowledge was obtained through a system of yogic practice, by achieving enlightenment. Similar to the Indian religious-philosophical tradition, he shared the concept of karma and reincarnation.

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