

**PERSONALITY IN SOCIETY:
PSYCHOLOGICAL MECHANISMS
OF ACTIVITY**

Collective monograph

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CODEPENDENCY IN FAMILY SYSTEMS WITH DISTORTED COMMUNICATION PATTERNS AND THEIR MANIFESTATION IN AN INDIVIDUAL'S SOCIAL BEHAVIOUR

Hapon N. P., Vovk A. O.

INTRODUCTION

Analysis of the works of national and foreign authors reveals a similarity of their views on the meaning of the term 'codependency': this is an addiction in which the agent is another significant person, a specific condition that is characterized by strong absorption and dependence (emotional, social, and sometimes physical). In science, the problems of codependency have been covered by M. Beattie, C. Black, J. Bradshaw, S. Covey, A. Miller, Barry and Janae Weinhold, V.D. Moskalenko, T.P. Korolenko, N.V. Dmitrieva, V.P. Potribnyi, O.A. Shorokhova and other researchers.

Codependency is considered as a relationship of strong attachment characteristic of members of dysfunctional families in which someone suffers from alcoholism or drug addiction; or as a phenomenon of excessive interdependence of people, without emphasizing the cause of its formation and development. The problem of codependency and its possible solutions have been considered in the context of family psychotherapy (works by F. Perls, M. Bowen, R. Laing, M.H. Erickson, L. Hoffman, J. Haley, V. Satir, C. Whitaker, S. Minukhin, C. Madanes, S.M. Palazzoli and others). *"The excitement seized from a dizzying perspective... to see a live picture behind the family where a number of generations played out the secret history of the human person"*¹ J. Haley formulated the initial principles of the theory that explained the connection of the symptoms of the individual's codependency with intra-family relationships, in particular the "double bind" hypothesis. It is outlined in the work "Toward a Theory of Schizophrenia" (1956)² where a psychotic disorder is seen as a shift in communication levels.

A co-dependent person is not able to make daily decisions without exterior help, to draw up and implement his/her own plans and initiatives, and is inclined to agree with others without any resistance and analysis of the situation. Anxiety and a neurotic need to maintain relationships with others at any cost force him/her to enter into destructive relationships in case of violation of which individuals with co-dependence feel devastated and impulsively begin to seek new contacts

¹ Satir V. How to build yourself and your family. M. : Pedagogika Press, 1992. P. 8.

² Bateson G., Jackson D.D., Haley J., Weakland J. Toward a theory of schizophrenia // Moscow Psychotherapeutic Journal. 1993. No 1, 2.

that may turn out to be even more destructive. Difficulties in the codependency relationships are explained by the violated boundaries of one's Self, which leads to confusion and absorption. The main goal of the co-dependent is to guess the desires of others and satisfy them; as a result, the co-dependent person feels necessary and able to control the situation.

The topic of codependency is relevant for modern psychological science and psychological practice; however, the psychological characteristics of co-dependent persons have not been sufficiently studied, which has led to the choice of the research topic.

The aim of the study is to analyse the emotional and value-motivational characteristics of individuals susceptible to codependency.

To study the emotional and value-motivational characteristics of individuals prone to codependency, the following inventories were used: the Codependency Self-Inventory Scale (B. and J. Weinhold), the Emotional Orientation Survey (B. Dodonov), the Four-Modal Questionnaire (L.A. Rabinovich), the "Self-assessment of Mental States" test (H. Eysenck), the Ways of Coping Questionnaire (A. Lazarus, S. Folkman), the "Emotional Barriers in Interpersonal Communication" test (V. V. Boyko), the Personality Neurotisation scale (V.V. Boyko), the Scales of Psychological Well-being (K. Ryff), the Emotional Intelligence Self-Evaluation test (N. Hall), the Personal Change-Readiness Survey (A. Rolnik, S. Hezer, M. Gold, K. Hall), the Tolerance of Ambiguity Scale (S. Budner), the Schwartz Value Survey (S. Schwartz), the Life-sense Orientation test, the questionnaire for personal motivational sphere studying (V.E. Milman).

The study involved 112 respondents (49 men and 63 women) aged 28–42 years with the experience of staying in distorted family systems (chemical dependency of relatives).

1. Psychological mechanisms of functioning of distorted family systems and psychological consequences of co-dependent communication and interaction

There are many similarities between the roles assigned to individuals in the family, and their feelings and perceptions of themselves. *"Getting in and out of the role when talking to a neighbour is as easy as taking off and putting on a raincoat. While changing one's role in own family is more like a desperate attempt to free oneself from a straitjacket"*, – noted psychotherapist Z. Moreno in his work *"Psychodrama, Role Theory, and the Concept of the Social Atom"*³. It is about the distortion of human experience and the

³ Moreno, Z.T. *Psychodrama, Role Theory, and the Concept of the Social Atom. The Evolution of Psychotherapy*; in Zeig, J. (Ed.). New York: Brunner / Mazel, 1987. P. 38.

formation of codependency under the influence of certain family systems (in particular, schizophrenic or alcoholic ones) or close “unreal” relationships. The relations that give rise to codependency have been examined in various ways by R. Laing⁴, G. Bateson⁵, and M. Bowen⁶. The cause of interdependence as a distortion of individual experience can be a specific external strategy of the family. The migratory cataclysms of the Ukrainian family in the 1990s, which were the continuation of the dramatic events of the social destruction of the family during Soviet authoritarianism (famines, wars, deportations, cultivating the psychology of a “pilgrim” (nomadism)), are examined in some detail in the work “Socio-ontological aspect of nomadism analysis: the life world of a human and a family”⁷. Since 2014, the war has been affecting the Ukrainian family as a powerful psycho-traumatic factor.

Under the influence of existentialism and phenomenology, the concept of “ontological insecurity” of a person is formed, which is introduced by R. Laing in the field of the philosophy of health. His theory of the aetiology of psychosis “made it possible to perceive the social ontology of marginality, to see in this light the problem of consciousness, interpersonal communication, the role structure of a modern society and to consider the mechanisms of its functioning”. It is difficult to notice the psychotic dimension of codependency in mentally ill people, since the experiences and natural history of the patients’ lives are “frozen” by pharmacotherapy. As R. Laing points out, being in such a “frozen” state, the patient cannot help but look broken, and his/her behaviour is illogical and unnatural⁸. Symptoms of mental illness can be considered as “frozen” elements of certain experiences that must be completed – only then healing occurs. By combining a systemic vision and an approach focused on subjective experiences, we can make sure that the behaviour of a psychotic patient is not irrational, instead it is rather reasonable when viewed from the perspective of his/her existential position, that is, a certain survival strategy⁹.

Bateson’s theory of schizophrenia (“double bind”) best describes communication patterns in families of diagnosed schizophrenics. There is a child in a “double bind” situation, who receives messages from his/her parents

⁴ Laing R.D. *The Politics of the Family*. Toronto: Press, 2011. 64 p.

⁵ Bateson G., Bateson M. *Angels Fear: Towards an epistemology of the sacred*. Toronto: Bantam Books, 1987. 224 p.

⁶ Baker K. Bowen’s family systems theory. *Issues of Psychology*. 1991. No 6. P. 155–164.

⁷ Hapon N.P., Karas A.F. *The socio-ontological aspect of nomadism analysis: the lifeworld of a human and a family. Philosophical and methodological challenges of the study of modern society : collective monograph*. V. Andrushchenko, Z.M. Atamaniuk, Ye.R. Borinshtein, Yu.A. Dobrolyubska, etc. Lviv-Toruń : Liha-Pres, 2019. P. 109–128.

⁸ Laing R. *The Devided Self*. Kyiv : State library of Ukraine for youth, 1995. 316 p.

⁹ *Ibid.*

that contradict each other at the verbal and non-verbal levels and contain a risk of punishment or a threat to the emotional safety of the child. As R. Laing convinces, “The behaviour of a person who has received a psychiatric diagnosis is part of a wider network of abnormal behaviour, distorted communication structures”¹⁰. According to Laing, normal people make up our unreasonable society of constant wars and bloodshed¹¹. In turn, crazy people have freed themselves from the hallucinatory obligations that condition the lives of normal people and increase their aggressiveness, – S. Fanti agrees with his predecessor¹².

In his family systems theory, M. Bowen develops the concepts of differentiation of self in the family, emotional triangle, nuclear family emotional system, family projection process, multigenerational transmission process, sibling position, and societal emotional process¹³. The concept of differentiated self, which is the opposite of co-dependent self, is central to the Bowen’s family systems theory. Bowen uses the concept of cell differentiation as a metaphor for describing family relationships. He suggested that people who function as healthy cells achieve the highest efficiency. They consider themselves as an autonomous unit, at the same time connected with other members of a larger emotional organism (family). From this observation, M. Bowen got an idea of the scale, or continuum, of the differentiation of self, which distinguishes different (strong and weak) behavioural reactions to merging with a group, detachment from others, rigidity of communication, anxiety, reactivity. A person’s position on the differentiation scale can vary depending on stresses in the system of relations with others.

According to M. Bowen’s family systems theory, the emotional triangle is also a system of relationships consisting of three emotionally connected individuals. The triangle is the basic emotional building block or “molecule” of all systems of human relationships, “the smallest stable relationship system”¹⁴. When tension increases, the dyad, in order to suppress the anxiety, automatically draws in a third significant person. In calm periods, all members of the triangle (consisting of sufficiently differentiated individuals) can easily change their positions, move from the position outside the triangle to its middle, and so on. As part of the dyad, one person may be less satisfied with the proximity (affinity) than the other, so he/she is more active in forming a triangle. In periods of stress, everyone inside it seeks to move outward to allow

¹⁰ Laing R. *The Divided Self*. Kyiv : State library of Ukraine for youth, 1995. P. 245.

¹¹ *Ibid.*

¹² Fanti S. *Micropsychoanalysis*. Moscow.: “C P P”, 1997. P. 189.

¹³ Baker K. Bowen’s family systems theory. *Issues of Psychology*. 1991. No 6. P. 155–164.

¹⁴ *Ibid.*

the remaining dyad to bring the struggle to an end. It is this configuration that is the basis of a “father-mother-teen” triangle. The father more often goes to the outside position, while the mother and the teenage child “fixate” on each other. If there are other children in the family, then those who are most involved in the processes inside the triangle with the parents “complete this process at a lower level of functioning than a child who is relatively free from parental care”¹⁵. In families where parents have low levels of differentiation from their ancestral families, triangles can be formed in such ways as marital conflict, problems with a spouse, problems with one or more children. Basically, the object of the projection of family non-differentiation (codependency) is the eldest child in the family, the only child, a child with special needs or a child pathologically attached to one of the parents.

The phenomenon of “double bind”, which determines the essence of a distorted communication system and generates codependency and a psychotic strategy of behaviour, is also formed, according to G. Milgram¹⁶, in alcoholic/addict families. The early experience of children in the communication systems of alcoholic parents forms in them a special inner world of emotions, which leads to codependency and psychotization.

Let us turn to the psychological portrait of a child in the “alcoholic family” described by V.M. Moskalenko as an example of the “*Life as Hide-n-Seek*” strategy. Parents try to hide from the children everything related to alcoholism, and the habit of hiding leads to ignoring reality. Children are also afraid to talk about their problems. Because of the suspicion (that someone else might be guessing about the parents) and resentfulness, open communications cease to exist. The more secrecy, the more confusion, guilt, struggle, fights, detachment of family members, loneliness, and isolation¹⁷.

The strategy “*What is real?*” shows that a child too often observes the mismatch between what is happening at home and what is said to him/her, which leads to distrust in the relationship and frustration after unsuccessful attempts to establish control. The “*Message with a double meaning*” strategy is developed when a child hears messages or demands with a contradictory, mixed or double meaning, and he/she is not sure which part of the message to believe. The inability to trust one’s feelings and perception puts the child in a situation of codependency and psychotizes him/her¹⁸. The “*Living in a fantasy world*” strategy helps the child survive in difficult family conditions.

¹⁵ Baker K. Bowen family systems theory. *Issues of Psychology*. 1991. No 6. P. 158.

¹⁶ Milgram G.G. The facts about drinking. Coping with alcohol use, abuse and alcoholism. Mount. Veron, N.Y.: Consumers Union, 1990. 234 p.

¹⁷ Moskalenko V.D. A child in an “alcoholic family” : psychological portrait. *The Issues of Psychology*. 1991. No 4. P. 66.

¹⁸ Ibid.

The main theme of fantasizing is “What it would be like if my father (mother) were always sober...” The content of these fantasies is mostly full of optimism, the plot has a happy ending, but it may include wishing death upon parents¹⁹.

Distorted family systems form stereotypical views of the world in a child. The most common are the following: 1) “I am the cause of parental alcoholism. I have to do something about it”. The basis for this stereotype may be the feeling of guilt. “If I studied better, they would not quarrelled or drink”. The child seeks to play the role of a saviour, imagines that there is a magical, miraculous solution to the problem. 2) “I’m not like everyone else”. Children who live with alcoholics feel that they are different from other children, although they do not know how exactly. 3) “I should constantly control myself and all my circumstances”. The purpose of a child’s fantasy is to feel safe. Attempts to restrain parents’ excessive drinking always end in failure. The child begins to blame him/herself even more for the inability to change anything in his/her life. 4) “Someone will come, or something will stop, and all this will change”. If one expects help from outside, then it must be admitted that the family itself cannot do anything about it. These myths can “fix” a child in a state of codependency, instead of making him/her freer in his/her own development. Physical and sexual abuse, quarrels and struggle lead to frustration, fears, low self-esteem, lack of self-respect, premature adulthood, or infantilism²⁰.

“The experience of a child staying in a distorted family communication system forms a neurosis instead of a new, meaningful and flexible life perspective”²¹. The intra-family role of a “sacrificial lamb”, a “rebel” is transferred to other relations and groups. The mechanism of negative emotional activation and aggressiveness can lead to deviant behaviour, complicate the atmosphere in a newly created family, and hinder adaptation in a professional environment, as noted by R. Baron and D. Richardson²².

2. Possibilities of psychotherapeutic intervention in the correction of psychological consequences of staying in distorted family systems

The first attempts to understand the family as a system that generates the distorted experience of its members were made, as already noted, by the American researcher M. Bowen. The basis of the Bowen Family Systems

¹⁹ Moskalenko V.D. A child in an “alcoholic family” : psychological portrait. *The Issues of Psychology*. 1991. No 4. P. 67.

²⁰ Hall Z. Consequences of childhood sexual and psychological trauma // *The Journal of Psychology*. 1992. No 5. P. 25–36.

²¹ Psychodrama: inspiration and technique; transl. from English. Moscow : Class, 1997. P. 186.

²² Baron R., Richardson D. Aggression. СПб. : Питер, 1997. P. 20.

Theory is the position of the human emotional system, which functions without reaching the surface of consciousness. Such manifestations of feelings as sadness, joy, anger, frustration are usually recognized, but they can also manifest themselves at a deeper level: in the form of physiological symptoms or disturbances in relationships. Psychotherapists schooled in M. Bowen's theory define psychological, somatic or social symptoms as a manifestation of the "emotional process", which underlies them and has been formed in complex family relationships for many generations. Family therapy, based on Bowen's theory, aims at increasing the level of differentiation of the self in the client's emotional system, leading to a decrease in the manifestations of somatic, psychological or social symptoms.

S. Minukhin's structural therapy was based on certain ideas about the structure and organization of the family. In the 1950s, the focus was on the *individual unit*, that is, work with an individual family member. R. Haley found that the rapid changes achieved by an individual unbalanced his/her entire family. In the 1960s, a "*double communicative unit*" was in the focus of researchers' attention, which is related to the specifics of painstaking and lengthy work of a psychotherapist with a patient. R. Laing, D. Jackson, J. Haley worked for a long time in this line of research, the latter, in particular, in the context of the Bateson hypothesis of the "double bind" in In the 70s, interest in "dynamic and short-term/brief" psychotherapy began to grow in American society. Haley's strategic approach that was formed at that time began to be thought of as authoritarian, openly addressing the restructuring of *control* and *power* in the family, which determined the psychopathological symptom. Psychotherapists under the influence of V. Satir²³ (who emphasized in the work of a psychotherapist the need to help the family in establishing truly close, love-filled relationships) considered the strategic method to be formal, fenced off from the emotional bond on which the family holds. However, the transformation of the strategic approach in family psychotherapy continued. Its main successor was M.S. Palazzoli who believed that each member of the family has his/her own strategic line, own choice, own idea of therapy. "Family" is an abstraction; it consists of individuals who sometimes conduct a family game, which is a *pattern of the psychopathological process*²⁴. The main method of Palazzoli is a paradoxical prescription invented in the process of working with families with children – diagnosed schizophrenics. A prescription, which is formed on the basis of a

²³ Satir V. Conjoint family therapy. Palo Alto, CA: Science and Behavior Books.1983. 213 p.

²⁴ Paradox And Counterparadox : A New Model In The Therapy Of The Family In Schizophrenic Transaction. – Mara Selvini Palazzoli, Luigi Boscolo, Gianfranco Cecchin, Giuliana Prata. N.Y.: Publisher: Jason Aronson, 1978. 112 p.

*positive connotation** of family relationships built around the stated symptom, usually comes down to advice for the family not to change anything. And although the family was not told about this, the family was left wondering what its current course would lead to if unchanged. In addition, an invariant prescription inevitably provokes a diverse response across different families and members of each family.

Through *parental records* of children's behaviour and reactions to the separation of parents from home (performed by the parents in line with the psychotherapist's prescription), as well as their subsequent analysis, Palazzoli identified patterns of family behaviour and the family's response to a controlled clinical impact. After a series of studies, Palazzoli and colleagues came to the conclusion that they had in their hands the exact "patterns" of schizophrenia. The Milanese method (the method of Palazzoli and colleagues), which was outlined in the book "Paradox and Counterparadox" (1978), has become world famous among family psychotherapists.

In the 80s, Palazzoli claimed that there is a single process in all families with cases of schizophrenia (and not only, for example, bulimia). Its beginning is a conflict of parents that has reached a deadlock. A child is drawn into the game – first as a curious spectator, and later as an active participant. The child sees that one of the parents "gets steamed up" more than the other and "mistakenly considers the rebel as the winner, and the passive one as the defeated and takes the side of the "defeated". Subsequently, the child implements a fairly complex plan. He/she begins to behave *unusually*, creates problems for parents and grabs their attention. But the "text" hidden in such behaviour is addressed to the "defeated" parent, and in this "text" there is a hint from the child how to overcome the winner. The child seems to say: "Look at me – this is the way to overmaster". Subsequently, the child's plan fails. Instead of understanding the "text" and uniting with the "author" (child), the defeated party is united with the winner. (This is the period of parents' behaviour following the recommendation of the psychotherapist). Parents unanimously begin to express dissatisfaction with the child, even punish him/her. The child feels misunderstood, abandoned. But he/she is not depressed; the parental "betrayal" pushes him/her to *unusual behaviour*. "The desire to shoot ahead has no limit. And if the goal is unattainable through outlandish behaviour, the child would "switch" to *normal behaviour* – just to reign ... at any cost. He/she will put the winner on the knees and prove to him/her what a child is capable of"²⁵.

²⁵ Sluzki C. E. In memoriam: Mara Selvini-Palazzoli, M.D. (1916–1999) // *Family Process*. 2004. No 38. P. 391–398. doi:10.1111/j.1545–5300.1999.00391

In the end, the family system gains balance with the symptom “in the centre,” and each member of the family develops his/her own tactics to turn the situation in his/her favour. It is this model of the “pathological family game” that Palazzoli considers being her undoubted research contribution to psychiatry and psychology. For successful therapy, it is enough to reveal to the family their unconscious game. This therapy begins with a “conspiracy” with the parents who must implement at least two tactics: to be together (so that the child first aggravates the feeling that he/she is betrayed, and to activate the dynamics – first deterioration of his/her behaviour and eventually its normalization) and to go away together (on weekends, visiting a psychotherapist). The second tactic is that both parents should keep records of their observations of the child, which also serves as a threat to the ingrained family game.

In the 70–80s, Western family psychotherapy was embraced by the process of changing orientation from psychoanalysis and behaviourism to a more cognitive model. Since its inception, family therapy has focused more on *changing the way people behave* than on *changing their way of thinking*, but later it made a turn to the “theory of stories”. People organize the world in short series of meanings, or “stories,” “topics” that resemble time flows, arise and transform in the dialogue on which the therapeutic conversation is built. Social constructivism as a guideline for modern psychotherapy is a way to understand: everything that is described by a psychotherapist is created by him/her. Therefore, the psychotherapist is especially careful in assuming the responsibility of an “expert” who makes a diagnosis and intervenes. Once H. Anderson and H. Goolishian proposed the terms “problem-determined system”, “problem-dissolving system”, which testifies to the logic of thinking: the system gives rise to a problem. In is typical for a constructivist psychotherapist to consider that a problem gives rise to a system. In the course of psychotherapy, he/she is not concerned with the problem but with the conversation about the problem. After all, often the problem remains, but people no longer need to talk about it; the problem seems to be de-actualized. This may become the equivalent of “healing”.

Rejection of “game” with the family, instructions, and orders is a refusal to fight. Therapy here is a *conversation* of a special nature. As an image of the therapeutic process, a “*conversation*” is more accurate than a “*game*”. The conversation equalizes, it does not pursue any specific goal, and no one loses or wins in it. *The psychotherapeutic process includes values from the psychotherapist’s self, and never from the “objective truth”. Psychotherapy unfolds as a dialogue with the family, rather than as the intervention of “social engineers” who bring the values of individual family experiences in line with social stereotypes.*

Therefore, the distortion of individual experience under the influence of negative family systems or relationships is overcome by various psychotherapeutic areas, and for the new generation of psychotherapists the task of psychotherapeutic changes in the pattern of codependency as a consequence of traumatic *individual experience in family systems* remains no less dramatic.

3. Emotional and value-motivational characteristics of individuals prone to codependency

The study group in total included 46 individuals (41.07%) with a medium propensity for codependency and 66 individuals (58.93%) with a high propensity for codependency. Statistically significant differences were found between the groups of individuals with a medium and high propensity for codependency.

Persons with a high propensity for codependency, compared with people with a medium propensity for codependency, are more prone to experiencing anxiety ($M1_{emp} = 13.61$, $M2_{emp} = 20.18$, $t = -2.17$, $p \leq 0.05$), have higher anxiety rates ($M1_{emp} = 5.7$, $M2_{emp} = 10.44$, $t = -4.38$, $p \leq 0.01$) and the sum total ($M1_{emp} = 11.43$, $M2_{emp} = 15.72$, $t = -2.14$, $p \leq 0.05$). It is the experience of anxiety associated with perceiving one's resources as insufficient to deal with problematic situations that causes a person to be dependent on relationships, as he/she is afraid of losing the support and protection that he/she usually seeks in other people around. Self-doubt and insecurity increase the likelihood that a person will cling to even not very promising relationships for him/her. The lack of autonomy, in turn, enhances self-doubt and lack of self-reliance, which makes it impossible to achieve personal self-fulfilment, which can lead to the feeling of sadness, regret, despair, powerlessness.

Persons with a high propensity for codependency, compared with persons with a medium propensity for codependency, have a more pronounced aesthetic emotional orientation ($M1_{emp} = 8.11$, $M2_{emp} = 9.86$, $t = -2.64$, $p \leq 0.05$). Aesthetic susceptibility indicates a high emotional sensitivity of individuals prone to codependency. For the most part, they take to heart what is happening in their lives, various events and situations leave a deep imprint on them, so they tend to think that they need a lot of attention and support from the social environment. At the same time, aesthetic experiences can be an important resource for them, comfort, a means to restore strength after emotional upheaval.

Persons with a high propensity for codependency, compared with persons with a medium propensity for codependency, are more capable of managing emotions ($M1_{emp} = 6.77$, $M2_{emp} = -2.89$, $t = 2.56$, $p \leq 0.05$) and have a

more pronounced ability for empathy ($M_{1emp} = 7.24$, $M_{2emp} = 9.19$, $t = -2.68$, $p \leq 0.01$). Persons dependent on relationships with others carefully calibrate their emotional reactions in order not to damage the relationship, be convenient or cause the emotional effects they need in other people, trying to eliminate all possible risks and threats to the relationship in advance. Since the relationship is overvalued for them, they break down in their attempts to regain control of their emotions, perceive problems that arise in the relationship as a catastrophe, overdramatize, and lose control over their experiences. Perhaps, to a certain extent, such hypertrophied emotionality allows to get secondary benefits in terms of keeping the partner in a relationship, restricting his/her freedom, that is, it can be manipulative in nature. Due to their sensitivity, co-dependent persons can easily enough insight into other people's inner world, guessing their needs and wishes, which, however, may cause the opposite effect instead of the expected commitment.

Individuals with a high propensity for codependency, compared with persons with a medium propensity for codependency, have a higher rate of neurotisation ($M_{1emp} = 17.65$, $M_{2emp} = 21.41$, $t = -2.37$, $p \leq 0.05$), i.e. their risk of losing emotional stability and mental balance is higher. Due to self-doubt, they seek support in their social environment, and if temporarily the quantity and quality of social support changes for the worse, they experience confusion and fear. Previous traumatic experiences cause a chronic anxious expectation, which depletes a person's emotional resources and makes him or her unstable to stress, less capable of constructive reactions in difficult life situations.

Individuals with a high propensity for codependency, compared with persons with a medium propensity for codependency, are more likely to experience frustration ($M_{1emp} = 5.8$, $M_{2emp} = 10.76$, $t = -2.04$, $p \leq 0.01$). Frustration as a state of experiencing blocking and the impossibility of achieving one's own goals and implementation of plans arises in co-dependent individuals with a high probability due to the fact that they very often connect their plans and goals with other people, have insufficient autonomy in their formulation and search for resources for turning their plans into reality. On the other hand, by constantly pleasing others, seeking their approval, co-dependent persons lose contact with their own needs and desires, thereby experiencing deep discontent, even without clearly realizing its causes.

Individuals with a high propensity for codependency, compared with persons with a medium propensity for codependency, are characterized by higher rates of rigidity of their emotional states ($M_{1emp} = 7.51$, $M_{2emp} = 9.89$, $t = -2.42$, $p \leq 0.05$). Co-dependent individuals are prone to being stuck in certain emotional states, mostly negative ones, which is why

they require increased attention and support from other people. They also tend to get stuck in a relationship, even if it has already lost their productivity.

Individuals with a high propensity for codependency, compared with persons with a medium propensity for codependency, are characterized by a lower adaptability rate ($M1_{emp} = 14.78$, $M2_{emp} = 17.47$, $t = -2.27$, $p \leq 0.05$), which indicates a less developed ability to change their plans and decisions, rebuild them in new situations, less willingness to abandon the prepared algorithm of actions and goals when they are no longer relevant. Such a lack of flexibility indicates a less psychological resourcefulness of co-dependent individuals, makes them dependent on the situation and a pre-compiled program of actions, when there is not enough opportunity to show spontaneity, improvise, be free in changing life circumstances, and, accordingly, get a more relevant result from one's actions.

Individuals with a high propensity for codependency, compared with persons with a medium propensity for codependency, are characterized by a lower rate of readiness for novelty ($M1_{emp} = 17.5$, $M2_{emp} = 19.28$, $t = -2.14$, $p \leq 0.05$), that is, co-dependent persons find it difficult to adapt to changes, perceive the new situation as threatening, and therefore may remain in unconstructive relationships in order to leave the situation unchanged, although the personal and life price of such a choice may become unjustified.

Individuals with a high propensity for codependency, compared with persons with a medium propensity for codependency, are characterized by a higher rate of readiness for complexity ($M1_{emp} = 44.61$, $M2_{emp} = 41.63$, $t = 2.18$, $p \leq 0.05$). Interestingly, co-dependent individuals are quite tolerant of complexity and inconsistencies if they are habitual and well-established. Thus, confusing and toxic relationships without delineated boundaries and rules, with a constant struggle for control and power, can remain a comfort zone for them for a long time.

Individuals with a high propensity for codependency, compared with persons with a medium propensity for codependency, attach lesser importance to the values of benevolence ($M1_{emp} = 22.83$, $M2_{emp} = 25.31$, $t = -2.18$, $p \leq 0.05$), that is, well-being and harmony in everyday interaction with others, social approval, loyalty, honesty, responsibility, positive exchange by mutual consent. Interestingly, what co-dependent individuals usually do in a relationship is not really their value priority, that is, they either believe that they invest too much in the relationship, thus harming this relationship, or they do not consider self-sacrifice to be a value at all and do good deeds for other reasons (for example, to dominate and control).

Individuals with a high propensity for codependency, compared with persons with a medium propensity for codependency, attach greater importance to the value of power ($M1_{emp} = 14.89$, $M2_{emp} = 10.53$, $t = 2.66$,

$p \leq 0.05$), that is, they highly value social status, prestige, the ability to control others and dominate them. Most likely, in the position of codependency, the need for power, control, dominance is frustrated, but the co-dependent in various ways tries to regain control of the situation, which leads to a constant struggle for power in the relations.

Individuals with a high propensity for codependency, compared with persons with a medium propensity for codependency, attach greater importance to the value of achievement ($M1_{emp} = 11.00$, $M2_{emp} = 7.44$, $t = 4.23$, $p \leq 0.01$), that is, personal success through the manifestation of competence in accordance with social standards, which is the path to social approval and recognition. Personal success and recognition of this success by the social environment is an important way for co-dependent individuals to protect their dignity in the absence of clear boundaries and inability to maintain their autonomy.

Also, codependency is directly related to seeking social support in difficult situations ($r = 0.41$, $p \leq 0.01$), emotional awareness ($r = 0.36$, $p \leq 0.05$), inexpressive emotions ($r = 0.38$, $p \leq 0.05$), altruistic emotional orientation ($r = 0.39$, $p \leq 0.01$), communicative emotional orientation ($r = 0.37$, $p \leq 0.01$), resourcefulness ($r = 0.32$, $p \leq 0.01$). Due to the feeling of insufficiency of one's own resource in difficult life situations, the inability to rely on oneself, the lack of independence and autonomy, difficult life situations for co-dependent individuals may seem insurmountable, catastrophic, especially if there is a threat to be alone in such situations.

The way to deal with one's own panic is to find a guaranteed resource of social support, which requires ingenuity and a good adaptability. As a result, a much larger resource can be spent on finding and guaranteeing such support than what was actually required to solve a hypothetical or specific difficult situation. Emotional awareness, the ability to recognize the emotions of other people, to guess their needs is necessary in order to provide others with a high level of comfort in communication and to make relationships more reliable and lasting over time. Instead, for the sake of comfort of those around them, co-dependent persons choose to neglect their own emotions, hide them, supposedly sacrificing their own interests for the sake of others, however, hidden discontent can later take the form of passive aggression, which is difficult to consciously control. Altruistic and communicative emotional orientation testifies to the orientation of co-dependent persons on self-denial, self-giving in communication, self-sacrifice, hyper-sociality, which can even discredit a person in the eyes of someone attentive enough to recognize the hidden motives of such behaviour (since it is actually not disinterested and in the long run expects the partner to do quite a lot in terms of social exchange).

Codependency is inversely related to confrontative coping ($r = -0.58$, $p \leq 0.01$) and self-controlling in stressful situations ($r = -0.38$, $p \leq 0.01$). Competition, rivalry, any conflict of values, interests, needs in relationships is a heavy stress for co-dependent individuals as it requires confidence, independence, experiencing the threat of breakup, loss of relations, rejection. Therefore, co-dependent persons will bypass areas where such a clash of their interests with the interests of other people important to them is possible. Uncertainty in one's own strengths, resources and capabilities leads to the fact that co-dependent individuals are not able to maintain emotional equilibrium under stress. With a high probability, this position is the result of cognitive distortion, depicting a world full of dangers, and a co-dependent person as helpless, immature, incapable of independent search for solutions in difficult life situations.

CONCLUSIONS

The formation of a codependency pattern is rooted in distorted family communication systems characterized by a lack of family rules, personal boundaries, and direct communication.

Individuals prone to codependency are characterized by more pronounced experiences of fear and frustration, neurotisation, rigidity of emotional states, ability to manage their own emotional states, emotional awareness, inexpressive emotions, aesthetic, communicative and altruistic emotional orientation, higher preparedness for difficulties, ingenuity, search for social support in difficult life situations; they attach greater importance to the values of power and achievement. Individuals prone to codependency are characterized by a lesser tendency to confrontation and less ability of self-control in difficult life situations, lower adaptability and readiness for novelty, and they attach less importance to the value of kindness.

Individual and family psychotherapy offer a variety of effective tools for depathologizing family systems and compensating for the negative consequences of their impact on an individual.

SUMMARY

The analysis of distorted family communication systems reveals the mechanism of forming codependency relations and personal characteristics of their participants. The disclosure of the peculiarities of emotional states, emotional orientation, emotional barriers to communication, emotional intelligence, coping strategies in difficult life situations, neurotisation, subjective well-being, attitude to changes and uncertainty, motivation, life values and life-meaning orientations of people prone to codependency allows us to see the specifics of their personal adaptation to communication and

interaction in distorted communication systems. The psychological characteristics of individuals prone to codependency indicate the high “price” of such adaptation for them and the presence of certain advantages that allow them to get the maximum benefit in distorted communication systems. The best solutions to the problem of codependency lie in the plane of individual and family therapy, which offer diverse and effective approaches for members of the family system to recognize patterns of their interaction, restore personal boundaries, family differentiation, improve communication and role-based interaction.

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THE PSYCHOLOGICAL CONTEXT OF SOME CONCEPTS OF POSTMODERN PHILOSOPHY

Hrabovska S. L.

INTRODUCTION

If you try to present the concept of modern psychology, its scientific and practical field, in the metaphoric form, the first thing that comes to mind is a huge, colorful, lively shopping and entertainment center. Within, there's everything you want: shops with goods for every taste and purse, children's playgrounds, cinemas, cafes, restaurants, cozy walkways, hairdressers, dry cleaning and even swimming pools. It's even hard to list. You can satisfy here any of your needs, desires, whims. But is all this diversity, though gathered under the common roof, making up a unified system? What is the core that unites individual particles and constituents? The simplest answer is: this is the person with his or her colorful and complex world, and all the resources are created and accumulated to meet his or her needs.

Similarly, the modern psychology seeks to explore the innermost corners of the human soul, in the aim to predict its motives (and often to stimulate their emergence) and to create techniques and means for their satisfaction. The colossal industry of psychotherapy, with its endeavor to respond to a wide variety of client requests, raises numerous questions before academic science, provoking the study of individual features, nuances of mental phenomena and processes. The hopes of creating a common and totally admitted concept of the psychic, which would describe and consistently explain the psychic as an individual and, at the same time, a social phenomenon, in the near future seems to be unfulfilled. It is clear that generalization of ideas about the psychic's nature and general mechanisms of it requires raising to a high level of abstraction, which, in turn, will require a philosophical generalization. Although psychology, for the last 150 years of its existence, has been trying to separate itself from philosophy, nowadays we can see some integration tendencies. They are especially clearly evident in the relations between the postmodern philosophy and psychology: despite the declared philosophy's "antipsychologism" and psychology's "independency of philosophy", we can observe philosophy immersing deeper and deeper of into the terrain of psychological problems, and psychology borrowing more and more of philosophical methodology.

Therefore, the present article is aimed to identify the psychological context of certain ideas, approaches and concepts of postmodern philosophy, which

seem to be the most important in the process of conceptualization of psychological research. The free spirit of postmodernity rejects value judgments, forbids to encroach on completeness and exhaustiveness in any analysis, it allows the presentation to be made in the form of a colorful patchwork (or a library full of assorted books), not in a strict perfect system. So, let's try to find the psychological content of some of the postmodern philosophy concepts. First of all, attention will be drawn to such concepts as *rhizome*, *transgression*, *nomadology*, *synergy*, *discourse*, *identity*. Of course, other concepts of postmodern philosophy can also be interpreted psychologically and have already functioned successfully in psychology for a long time, but the volume of the article imposes certain limitations.

The concept of *rhizome* (fr. rhizome – roots) is borrowed from botany, where it denotes the type of branched roots with no main stem. A rhizome is a fundamentally non-hierarchical structure, each part of which interacts with another without a predetermined order, and the relationships between those parts are unique, ambiguous, and individual¹. The stability and viability of the rhizome is ensured by the absence of the center and the connection of each part with all the other ones. That is why, grass is more resistant than trees, when the storm comes. This concept was introduced into the philosophy by J. Deleuze and P.-F. Guattari, who were intending to contrast a sustainable and viable culture of postmodern with an outdated traditional European culture, based on formal logic, determinism, and traditions that have remained unchanged for centuries².

We can agree with the statement of R. Garifullin: the psychic in its nature is fundamentally rhizomic, since all its elements (or at least most of them) can perform their functions simultaneously³. This metaphor also fits into the understanding of a person's social adaptation mechanisms: the more diverse are social roles, stronger and more branched are social ties of a person, better is his or her communicative competence – the more easily this person adapts to changes, is more satisfied with life, and has a higher level of psychological welfare. At the same time, the rhizome metaphor makes a good illustration for the person's motivational sphere: a wide variety of motivation vectors makes a much more comfortable state than if the field of motivation is narrowed to a single but very powerful motive. When the realization of such an

¹ Мерфі Т. Ризома // Енциклопедія постмодернізму / за ред. Ч. Вінквіста, В. Тейлора. Київ, 2003. С. 361–362.

² Гваттари Ф., Делез Ж. Тисяча Плато. Капіталізм и шизофренія. / Пер. с франц. и послесл. Я.И. Свирского, научн. ред. В.Ю Кузнецов. Екатеринбург : У-Фактория ; Москва : Астрель. 2010. 895 с.

³ Гарифуллин Р.Р. Постмодернизм в психологии : монография. URL: <http://psyfactor.org/lib/postmodern-00.htm>. 2010

overpowering motive seems impossible or threatened, a serious risk emerges to fall into a state of frustration or to lose the meaning not only of a specific action, but also of life in general. One pivotal motive may evoke such powerful emotional tense that it alone is capable to upset or even block all the activity. The presence of an extensive system of more or less equivalent motives reduces stress, allows rational planning and implementation of actions for their satisfaction, making the activity more effective.

Transgression is one of the key concepts of postmodernism that captures the state of a person overcoming an insurmountable border (according to M. Blanche), a gesture aimed at the border, an experience of becoming (according to M. Foucault), a concept that means crossing a border that cannot be crossed (rather, going beyond) and explaining the fear of a person approaching the unknown (fear of death, experiencing one's limitations, the mortality of oneself, etc.). It is a condition of a person facing not an everyday life task, for which he or she is prepared by the sum of rules learned during training, but in fact a real problem: old familiar knowledges and skills do not work anymore, algorithms that previously ensured success do not give any result, and you need to create new tools, find your own solution. The fact that a problem exists is evidenced by negative experiences that are caused by unmet needs. Here arises a paradoxical state of knowledge about ignorance. According to Blanchet, the transgressive transition is the way out, the solution of the problem. Consistent with this idea seems the "Rubicon" model of motivation by H. Heckhausen and P.M. Holwitzer, which is quite popular in psychology. Since Gaius Julius Caesar risked breaking the ban and made his army cross the Rubicon River that served as the border (and, that is worth noting, won the battle), the phrase "to pass the Rubicon" became synonymous to "cast thrown", and is symbolizing the conditional or imaginary border, which intersect causes inevitable, but unpredictable consequences. The Rubicon is a symbol of an irreversible and very risky solution. H. Heckhausen argues that human behavior can be motivated internally (intrinsically) or externally (extrinsically). He considers motives as cognitive constructs that can be conditionally inscribed in the explanation scheme of reality between the initial circumstances (the observed situation) and the behavioral reactions. These are relatively stable value dispositions, personally meaningful goals. Therefore, unlike A. Maslow and his followers, H. Heckhausen does not attribute physiological needs to human motives. According to this model, motives may be the following: social needs, urges, inclinations, higher intellectual aspirations.

In general, the motivational state of consciousness shapes a person's behavior, concluding it in a sequence of stages:

- choice of the aim;
- activation of volitional processes under conditions of motive struggle;

- development of a goal achievement plan;
- realization of the plan;
- evaluation of the effectiveness of actions;
- if necessary, correction of the strategy and implementation of the corrected action.

Simultaneously combining and clearly delineating will and motivation in his theory, H. Heckhausen in the “Rubicon” metaphor emphasizes the importance of the moment of overcoming the gap between intentions, motivation and actions, confusion and expression of will. Motivational processes, according to this theory, are initiated by the desire to satisfy certain needs and fear of the actions’ consequences. These experiences prompt the person to check how attainable is what he or she was striving for (or whether the cause of fear could actually be prevented). Therefore, determining whether a goal can be realized, the subject should make a maximum possible realistic prediction of the consequences of his actions⁴. The Rubicon model aims to clearly distinguish between the “decision to act” and the regulation of the “decision made” action. The decision-making process as a cognitive component forms person’s intentions, and the volitional component regulates the actions. All this allows the person to force him- or herself to consistently implement the outlined plan, not distracting by extraneous or insignificant factors.

In many psychotherapeutic techniques, the above-described transgressive state is used to enhance the will to live (existential psychotherapy), to become aware of one’s resources and to activate the choice of the most important things, to stimulate the ability to solve problems (gestalt therapy), to enhance self-efficacy and to formulate effective self-management patterns (cognitive-behavioral psychotherapy), etc. In general, psychotherapy often appeals to “step out of the comfort zone”, that should encourage the client for changes, innovations and search for something new.

But at the same time, it is worth noting that not all modern psychologists consider this never ending search for new and focusing on boundless development as a positive feature of modern civilization. Thus, L. Zoja raises the question of whether we should consciously limit our desires and where humanity will be led by this constantly encouraging growth of each person’s needs in nowadays consumer society. He emphasizes, “Not civilization had invented the self-restraint and imposed it on the instinct. Vice versa. Natural life is self-regulating. Trees do not grow to heaven. And humans have also reproduced this natural need for

⁴ Heckhausen H. (2010) *Motivation and Action* (PDF) (Paperback 2nd ed Cambridge University Press. Pp. 272–295.

borders for a long time”⁵. The problem of boundaries resonates with the idea of the sense of proportion that has been recognized by philosophers since ancient times. After all, one does not need to be a philosopher to understand that everything within a certain “measure” (or “norm”) can be good, positive, useful, but ceases to be so as soon as it crosses the limits of this measure, goes beyond the “norm”. For example, adults like lively children; but when their liveliness crosses a certain boundary, those children are taken to doctors, diagnosed with “hyperactivity”, and adults try to return their behavior within the limits of “normal liveliness”, using therapy and pills.

So, we see that in psychology, as well, the concept of transgression has many uses and cannot be interpreted unambiguously.

Nomadology is a concept proposed by P.F. Guattari and J. Deleuze and supported by other postmodern philosophers who deny the determinism of modernist philosophy with its dichotomous division (internal – external, past – future, good – evil, female – male), with an unwavering belief in the laws of nature, and postulating that sense is immanent to objective things and is revealed to the subject in the process of cognition. In its turn, the postmodern philosophy proclaims a fundamentally unpredictable, non-linear, chaotic, situational development, some kind of “astructural” organization of integrity that allows infinite variations for creative self-organization. J. Deleuze and P.-F. Guattari compared chess, with clearly defined rules, and go, game of nomads, where the rules are determined by the situation, the configuration of falling stones in the sand, and change every time. They contrast the model of European culture, rigidly regulated and therefore incapable of quickly responding to the changing situation, and the model of a new postmodern culture: creative, situational, freed from clearly defined trajectory. The “settled”, inert, old European culture has “taken a deep root” and therefore broken away from normal daily life and lost the ability to respond to the rapid changes that are occurring in society. According to postmodernists, the nomadic culture responds instantly to the smallest changes in social life, because its rhizomic, astructural organization has everything connected to everything and operates on the principles of feedback, making it more stable, more enduring and more fruitful⁶.

The idea of nomadism makes a quite interesting illustration of the changes in the cultural paradigm, from an authoritarian society to the democratic one, with increasing rate of personal freedom, and also of the changes in the

⁵ Дзоя Л. Історія гордині : психологія і межі розвитку / перекл. з італ. С. Сарвіра ; за фах. ред. Д. Залеського. Львів : Видавництво “Астролябія”. 2019. С. 31

⁶ Делез Ж., Гваттари Ф. Трактат о номадологии // Новый круг, 2005, № 2 (92). С. 183–187

collective consciousness that incarnate in the idea of “free people of a free society”. Any authoritarian society creates a culture of “habitation”, with a fixed place of residence, constant social roles, lack of choice, predestinated fate, almost total predictability of all events; all this, on the one hand, reduces the feeling of uncertainty and stress, but on the other, makes the person apathetic and submissive. Many people are willing to obey someone else’s will because this allows them to “make a deal” with their conscience and not suffer of guilt and self-blame in any situations, even when these people have to do something contrary to their moral principles. It seems that the personality cults of the most violent rulers grow out exactly from the described phenomenon. This was eloquently proved by the cruel experiments of S. Milgram, when the test subjects, at the instruction of the experimenter, struck the “victim” with increasing and even life-threatening powers of electric shock.

In a democratic society, with its transparent borders, with an opportunity to choose everything in your life: from toothpaste to religion, a person becomes a “human of the world” and is constantly confronted with the problem of choice, which often causes internal conflicts. Freedom of choice has the downside: the tension of responsibility. If one is forced to make choices, they are usually very meticulous and critical about what they have chosen, and compare their “tit in the hands” with idealized images of untapped opportunities – with the unreachable “cranes in the sky”.

The “nomad” metaphor is also interesting in that perspective that the nomad in his wanderings is guided by his own purpose; getting into another culture, he usually does not assimilate it: he carries his world with him. This metaphor explains quite deeply why people have different views of one situation, why conflicts emerge. It ultimately opens up the psychological roots of the postmodern philosophy itself: here we can agree with J. Deleuze, who defines the “meaning” as a problem⁷ that has to be solved, but not simply found, understood, or “borrowed” from someone.

Synergetics is an approach proposed by the school of I. Prigozhin, when individual systems and the world in general are regarded as self-organizing, fundamentally non-linear, unbalanced, evolving on the principles of bifurcational changes, time reversal, and so on. Global evolutionary processes are regarded as “order via chaos” (I. Prigozhin), and their fundamental characteristics are instability and imbalance⁸. This approach seems fruitful for understanding of both individual problems and group dynamics. Despite the

⁷ Делез Ж. Логика смысла. Москва: Академический проект, 2011. 472 с.

⁸ Грищанов А.А., Месячная К.Н. Пригожин // Новейший философский словарь : 3-е изд., исправл. Минск : Книжный Дом, 2003. С. 798–799.

fact that psychologists are in a constant search for certain patterns of individual and group behavior, only few researchers dare to declare revealed dependencies as “laws”, because they are, in fact, probabilistic in nature. Human life in general and behavior in specific situations are fundamentally non-linear, and reactions to the influence of other people or circumstances rarely may be unambiguous and completely predictable. Determinism in psychology can be applied only in the form of the most general requirement, which is that, in principle, psychic phenomena and peculiarities have some reasons for which they are based. Important concept of the synergistic worldview, the “bifurcation point”, can be applied in developmental psychology to understand the essence of age crises. According to I. Prigozhin and I. Stengers, a small perturbation near the bifurcation point can lead to dramatic changes in the direction of further development; small causes have great consequences⁹. Age-related crises in human life are very similar to the “cascades of bifurcations” that generate the branching opportunities for the development of personal life paths. For example, a chance meeting of two young people (“a small perturbation”) can turn into a great love of their lives and completely change their inner world, creating a brand new life scenario (dramatic changes in the direction of development).

Among supporters of the synergistic approach we can mention P. Cruz, M. Stadler, G. Haken, A.V. Holden and some others, who share an opinion that personality and society are fundamentally non-equilibrium systems, and their self-organization is carried out nonlinearly at the intersection of random conditions, differences and coincidences. The classics of the synergistic paradigm rightly warn against the direct transfer of the ideas of synergy from the natural sciences to the social ones: any absolutization (of neither determinism nor contingency) leads to one-sided (and therefore limited and narrowed) view of the object of study. E. Toffler rightly emphasizes that the synergistic paradigm is interesting because it focuses on that aspects of reality that are most characteristic at the current stage of social changes: varying degrees of orderliness, variegation, imbalance, nonlinear relations, when a small signal can cause random power of the output response, the importance of temporality as a sensitivity to time flow¹⁰. Thus, the use of a synergistic approach in psychology directs the researchers of psychological phenomena and the consulting psychologists or psychotherapists to keep a deep attention at seemingly insignificant events in the person’s life, which can serve as a

⁹ Пригожин И., Стенгерс И. Порядок из хаоса. Новый диалог человека с природой. Москва : Прогресс, 1986. 432 с.

¹⁰ Тофлер Е. Третья хвиля. Київ : Вид. дім “Всесвіт”, 2000. 480 с.; Тофлер Э, Тофлер Х. Революционное богатство. Москва : АСТ, 2005. 416 с.

starting point for the deployment of essential, decisive consequences. Such point of view opens up new possibilities both in understanding psychic phenomena and in developing psycho-corrective techniques to assist clients in overcoming of their problems.

For improving the methodological base of psychological research, seem to be fruitful the following approaches, identified by K.L. Pike as “emic” and “etic”. Emic, according to his idea, is an approach that emphasizes on something specific, unique, peculiar to a particular culture. It allows us to understand the culture “from inside”, to dive into the depth of its symbols and meanings. In psychology, this approach has been implemented most completely by humanistic psychologists. Emic is aimed at studying individuals in their daily lives, their personality traits, motivations, aspirations, etc. Studying behavior “from the inside”, from the perspective of its subject, can clarify a lot in terms of theoretical understanding of the mechanisms of this behavior, it can allow us to predict further actions of the studied person, help to choose the best way to solve life problems. Although the method of included observation has been known in psychology for a long time, but now, “out of the hand” of postmodern methodologists, it is gaining popularity as an ethnographic study, providing the researcher to be integrated directly for a quite long time (half a year, a year, and sometimes even longer) into the social life of the subjects in order to reveal the peculiarities of the studied phenomena under natural conditions¹¹.

“Etic” characterizes the common and universal features of culture, behavior, attitudes, ideology, etc. Etic allows for a perspective vision, it postulates that different events are similar or different in general terms and patterns, making the basis for the technique of describing different phenomena. This approach can be used for the first assessment, the construction of a research plan, based on the fact that each phenomenon has its cause, quantitative and qualitative characteristics, connections with other phenomena, evolves from simple to more complex forms, has an essence manifesting in certain facts, etc. This simplifies the research process, reduces the amount of all-kind resources needed for finding unique approaches.

Discourse (from Latin *discere* – to wander) is a form of objectification of the content of consciousness, regulated by the type of rationality that is dominant in a particular socio-cultural tradition¹². According to M. Foucault, discourse depersonifies the thought, it transforms the subject into a function of

¹¹ Браймен А., Белл Э. Методы социальных исследований. Группы, организации и бизнес / Пер. с англ. Харьков : Изд-во Гуманитарный Центр, 2012. С. 443–477.

¹² Можейко М.А., о. Сергей Лепин Дискурс // Новейший философский словарь: 3-е изд., исправл. Минск : Книжный Дом, 2003. С. 327.

discourse as a meaningful and self-sufficient form of knowledge in a particular culture. The ontology of the subject can be disclosed in different dimensions: in attitude to oneself, in relation to other people and social institutions, and above all, to the authorities, which results in the ontology of the subject in relation to the truth¹³. After all, “wandering” is a form of “nomadic” life. Discourse as a general opinion does not need an author.

The famous metaphor by M. Foucault, that the birth of the Reader is paid for by the death of the Author, in fact illustrates this impersonation of knowledge. Because the Latin word *discursus* can also be translated as cycle, sprawling, branching, it conveys quite deeply what is happening with knowledge while it is transforming into a cultural heritage: researchers, by publicizing their ideas and discoveries, alienate them, and the ideas start living their separate lives. The one who gains this knowledge assimilates these ideas, appropriates them by understanding, makes them part of his or her identity. The modern civilized person is hardly capable of clearly distinguishing his or her own ideas and thoughts from the ideas and opinions of others, adopted through learning. Here emerge new contradictions of both general and individual order: impersonal knowledge is not discharged from liability for its quality (truth). In the art, a nowadays creator can take pleasure in the idea that anything he wants to call art actually becomes one. However, in science the criteria of scientificity remain valid for all. What is not systematic, grounded, proven, what cannot be reproduced and applied – still should not be recognized as scientific data. That is why M. Foucault, J. Derrida and other postmodern philosophers associate discourse not much with the scientific way of thinking, but rather with creativity that is fundamentally unpredictable, accidental, original.

According to M. Foucault, discourse as a method is based on the following basic principles:

- *rollover* – that is explained as “decimation” and “negative dissection game”;
- *discontinuity* – discourses are considered as intermittent practices that intersect, sometimes coexist, sometimes ignore or exclude one another;
- *specificity* – discourse is a kind of violence, exerted by the cognition process over things and generally the world, because the subject not only decipher the laws and rules of the world and individual things, but, in the process of cognition, imposes certain practices on the studied object;
- *the rule of the external* – in the analysis it is important not to go from discourse to its hidden inner core, but, taking the discourse itself as the basis,

¹³ Фуко М. Порядок дискурса // Фуко М. Воля к истине: по ту сторону знания, власти и сексуальности. Работы разных лет / Пер. с фран. Москва : Касталь, 1996. С. 47–95

to look for external conditions of its realization, to find out what allows a random series of certain events and fixes their boundaries¹⁴.

In psychology, the outlined problems are considered both in personal and processual context. The content of consciousness always has a personal connotation. In the process of assimilating the knowledge, a person filters it through a sieve of his or her value-motivational sphere, choosing what is close to him or her personally and rejecting the unacceptable. Cognition and creativity are complex psychic processes that are carried out by certain mechanisms and are effective not only due to chance coincidence, but make result of a peculiar combination of regular and random, linear and nonlinear. In order to be successful, a person needs both creative and algorithmic thinking. Algorithmic thinking is gained during many years of training by developing skills and abilities to solve standard problems, according to certain standardized laws. The ability to use algorithms shortens the process of problem solving, and also reduces the tension in the decision-making process, as it allows shifting a significant amount of responsibility for the results to the author of the algorithm. But if we accept the idea of the “death of the Author”, and providing that no author names were saved for most of the rules, then the responsibility is dissolved in a generalized, conventional algorithm. Algorithmic thinking works on the principle that *one should do only what is allowed*.

Creative thinking usually has a name: it's the thinking of the Author. The paradox of creativity lies in the combination of freedom and responsibility. The common thing does not have a name; and idea created by someone is named after the Author. The principle of creative thinking can be formulated as follows: it is necessary to determine what is forbidden and to make maximum use of what is not forbidden, going beyond what is allowed. The range of what is “allowed” turns out to be far less than that of the “not forbidden”. It is difficult to find something new within the limits of what is directly allowed, but in the area of the non-prohibited we can find resources to get enough combinations. Therefore, creativity is an almost unlimited freedom of choice, and at the same time it is linked to the responsibility for that choice, since the creator is unable to remain anonymous or hide behind the backs of his predecessors. This is probably why the mass culture tends to be impersonal and does not need an Author. The overwhelming majority of people are likely to follow the rules within the limits, and only a small percentage of the brave encroach on creativity, actually creating a culture and ultimately making the rules and algorithms for those submissive masses.

After L. Zoja's position, the desire to create and to be recognized as the Author of one's own creation must be regarded as an expression of vanity and

¹⁴ Фуко М. Порядок дискурса // Фуко М. Воля к истине : по ту сторону знания, власти и сексуальности. Работы разных лет / Пер. с фран. Москва : Касталь, 1996. С. 78–79.

should be punished¹⁵. This contradiction between the assessment of the ability to create as an indicator of personal maturity and the ability to self-realization, on the one hand, and as an encroachment on the role of the Creator of the World, on the other, is important for psychology in both theoretical and practical terms.

Identity (from Latin. *identificare* – to identify) in philosophical discourse is regarded as the correlation of something (“being”) with itself in the connectedness and continuity of one’s variability and conceivable in that capacity (the “observer” who tells “the others” of himself to confirm one’s self-identity)¹⁶.

F. Brentano briefly defined identity as a coherence thought in perfection. It is difficult to come up with something more precise and witty. Psychology, referring to this idea, usually considers identity as a result of the process of the person’s identification in different dimensions, as awareness and experience of belonging to a wide variety of groups (social, sexual, gender, age, professional, ethnic, religious, cultural, etc.). For the first time in psychology, the concept of identification as a process of identity formation was proposed in psychoanalysis to indicate one of the most important human mechanisms of psychological protection against the pressure of instincts: the baby’s unconscious imitation of the mother’s actions, based on the first emotional attachment and the fusion of the child and its mother, and the becoming of a Super-Ego through internalization of moral principles, values, norms, parental or reputable adults’ prohibitions.

Later, identification in psychology took on a wider meaning, and in different fields this concept is treated differently: for example, in social psychology identification is regarded as the person’s affiliation with a certain social group; in the psychology of cognitive processes – as identification of objects, recognition of objects and phenomena; in age psychology – the unconscious identification of oneself to a “meaningful other” as an emotionally attractive standard, and so on. The subjective, filled with meanings, person’s world is mastered by oneself through a wide range of roles, which make a dynamic expression of person’s social status at every stage of his or her development.

Depending on the methodological paradigm, personal identity is treated differently. As already noted, psychoanalysts consider identity as one of the most important mechanisms of formation of child’s gender roles, which occurs through unconscious identification with a significant adult of the same

¹⁵ Дзюя Л. Історія гордині : психологія і межі розвитку / перекл. з італ. С. Сарвіра ; за фак. ред. Д. Залеського. Львів : Видавництво “Астролябія”. 2019. 384 с.

¹⁶ Абушенко В.Л. Идентичность // Новейший философский словарь : 3-е изд., исправл. Минск: Книжный Дом, 2003. С. 400.

gender. According to the epigenetic approach proposed by E. Erickson, the ego-identity arises in the process of personality development during the crisis of adolescence, if this crisis unfolds in a positive scenario, as a synthesis and integration of identities. Identity, according to E. Erickson, is a single, pivotal internal mechanism that makes a person whole; through its mediation, a person acquires his or her own “I”, which becomes systemic and integrated¹⁷.

In cognitive psychology, identification is associated with differentiation of people’s behavior depending on the peculiarities of development of their intelligence, and identity is considered as a result of step-by-step cognition, deepening, expansion and assimilation of information about norms of social behavior. Humanistic and existential paradigms, studying the problem of identity, emphasize on the conscious choice of the person’s vital values and principles, their deep reflection, correlation with the self-image of the individual, the congruence of person’s life goals and meanings.

The “subject-activity” and “subject-deed” approaches treat identity as an indicator of prolongation, continuity and integrity of consciousness, the unity of a person’s perceptions of his or her life perspective with everyday actions and moral deeds. The subject-subject interaction context is interpreted as the deployment of dialogical communication in the “I-Others” system. According to V. Tatenko, “the “by-act” determination of a person as a subject of individual mental, psychic and spiritual life gives the necessary and sufficient substantive concretization, since it fills the individual life with social meaning and sense¹⁸”.

Postmodernists proclaim the idea of ontological and anthropological crisis of identity. By J.F. Lyotar, the common moral norms and frameworks (metanarratives) have disappeared, and the individual makes his or her own decisions about choosing identities and social roles¹⁹. So, the person becomes marginalized, loses the established, traditional social roles. The human of the transgressive transition age is a nomad on the path he or she has chosen by his own. According to M. Foucault, the test of the limits that we ourselves must overcome is the work of ourselves over ourselves as free beings²⁰. Subjectivity, according to F. Guattari, is the totality of deterritorialization processes, multiply (rhizomatically) entangled movements on the existential territories, which is defined as energy discursivation, opening to a person the possibility of numerous close and distant living plans.

¹⁷ Эриксон Э. Детство и общество. Санкт-Петербург : ЛЕНАТО ; АСТ; Фонд “Университ. кн”, 1996. С. 392.

¹⁸ Татенко В. Суб’єктно-вчинкова парадигма в сучасній психології // Соціальна психологія, 2006, № 1. С. 12.

¹⁹ Лиотар Ж.-Ф. *Аніма мініма* // Кабинет “3” / под ред В. Мазина. 2004. С. 62–97.

²⁰ Фуко М. Что такое Просвещение? // Фуко М. Интеллектуалы и власть. Москва : Практис, 2002. Ч. I. С. 354.

So it is not surprising that for the modern nomad who identifies himself as a “human of the world”, language becomes an urgent problem. Actually, the language structures not only the conscious but also the unconscious; it introduces certain elements of orderliness and regularity, since it is an external system in relation to the mental and has clearly regulated rules.

Language is an extremely interesting phenomenon: a humanity that created a language seems similar to a constitutional monarch, or the absolute idea by G. Hegel. Language is created by humans to capture, store and transmit certain content across time and space, and therefore the rules for the formation and conversion of words and sentences were created and fixed on a “contractual basis”, but after registration they gain the force of an inviolable law, which users should adhere to. Speech, as a mastery and use of language, is a mental cognitive process and therefore appears to be derived from language as something primary to a particular individual. Attachment to culture, assimilation of cultural goods, socialization and in general the development of personality, the essential knowledge of the world seems to be impossible without language and speech. And since, having mastered the language, a person uses it as an instrument in almost all spheres of life and activity, so become clear the theses of postmodern philosophers and psychologists that the reality is linguistic, that human personality and life in general are self-narratives, etc.

An interesting illustration may be the use of descriptions of the characters’ language in the story “Ebony Tower” by J. Fowles, as the most important characteristic of them to create a bright image. To show the differences between the main characters in relation to the art and to the world in general, the writer provides one of them, the elderly artist Henry Bresley, who can perfectly convey on canvas the feelings and the inner world of his model, with a rough, sloppy and grammatically incorrect speech; and the abstractionist David Waddy, who does not describe nature, but actually constructs his paintings, speaks grammatically correct, colorful, even logically sophisticated. In another story by J. Fowles, entitled “Poor Coco”, a writer (who embodies the older generation of intellectuals) tries to unravel the eternal mystery of unacceptance of the parents’ world by their children through the dissonance of their languages, the misunderstanding of the meanings given by the each side to the same words or expressions²¹.

After all, in multilingual states often arise major social problems, and even conflicts, regarding preferences for certain languages, the national language

²¹ Фаулз Дж. Пять повестей: Башня из черного дерева. Элидюк. Бедный Коко. Энигма. Туча / Пер. с англ. Москва : АСТ: АСТ МОСКВА, 2008. 444 с.

status, appointment of a language of education, official documentation keeping, official communication, etc. And Ukraine is not far behind. This was clearly shown by the results of a representative survey of the adult population of Ukraine (aged over 18 years), entitled “Language Question: Pros and Cons”, which was conducted by the sociological group “Rating” in July 2012 in the process of discussing the draft law on regional languages. Only 15% of 2000 people surveyed in all regions of Ukraine indicated that they were not concerned about the problem of adopting a law on regional languages. The overwhelming majority of respondents indicated that they were personally concerned about the issue, since the status of a particular language in the state is associated with a person’s ethnic and socio-status identification, with satisfaction of his or her need for recognition²².

An important point in understanding the place of language in the development of the culture is the postmodernists’ analysis of the dialectic of text: its generation and appropriation in the process of understanding. R. Barthes develops the idea of a “text erotic”, when creativity is seen as a rush and discovery of a fundamentally new, non-linear in principle, temporary meanings, generated by feelings. Hence the concept creation occurring in the text is an arena of pleasure, an erotic experience. R. Barthes asserts that not only the creation of the text, but also reading is associated with the pleasure, because to read means to desire the text, to strive to reincarnate into it, and the text itself must prove to the reader that exactly this reader is the most desirable. Generating text, thereby, seems to become the most prominent transgressive formation experience.

It is worth noting that such a fetishization of language in postmodernism bypasses the important point of linking language with thinking through forms of thinking: the word is the name of a concept, and the sentence constitutes a verbal shell of assertion or reasoning. In fact, because the concept (the essence of the object or phenomenon) has a volume (the number of objects thought in the concept) and content (features), the word has sense (the meaning of the concept) and meaning (the scope of the concept). Whereas conceptual thinking is not the only possible way to solve problems and tasks: there is still a subject (action) thinking when solving a problem occurs in the process of the immediate interaction with objects; and also imaginative (visual) thinking, when the problem is based on and solved by means of images, sensation and perception. Therefore, one can hardly claim that a person’s mastery of a language is the one and only factor forming his or her ability to think. Conceptual (abstract, abstractly-logical) thinking is formed on the basis of mastering a system of concepts, fixed in words-names in the process of

²² Мовне питання : за і проти. Львів: Соціологічна група “Рейтинг”, 2012. 40 с.

assimilation of culture, condensed in linguistic form. Therefore, the thinking of a particular person seems to be derived from language, although language is only a means of conceptual thinking, and not a formative basis of it. In general, subject and imaginative thinking do not need words at all, because they are accomplished by other means, such as objects and images.

CONCLUSIONS

Such a brief and far not exhaustive overview of the psychological context of the postmodernism philosophy concepts prompts some debatable conclusions. In psychology, in fact, some basic principles of postmodernism have been dominated “by default” already for a long time. These principles are: the relativity of truth, the denial of absolutization, uncertainty, the apotheosis of unreasonableness, the idea that event is always ahead of theory, the doubt as the main method of cognition, and so on. From the first steps of its independent existence, psychology as a science had no clearly established subject and approaches to its study. Pluralism of approaches and theoretical paradigms in psychology can be regarded as its normal, habitual natural state. Therefore, no comprehensive categorical system of the fundamental psychology has been created yet. When psychologists become fascinated by the need to create such a unified system and to formulate general laws of the functioning of the psychic, it is in fact reminiscent of comparing science with detective and science fiction (J. Deleuze).

In general, the attempt to grasp the influence of postmodern philosophy on contemporary psychology suggests that the “inequality” of the relations between these sciences, which led to the creation of the Philosophy of Psychology, must be overcome by the creation of the Psychology of Philosophy. The subjects of the psychology of philosophy should be psychological mechanisms of the emergence and development of various philosophical views and currents, psychological characteristics of the authors of philosophical concepts and socio-psychological context of their lives, psychological analysis of cultural and historical epoch, the basis on which certain philosophical ideas were formed. This would allow us to understand more deeply the essence of philosophical concepts and views, to try to see the world through the eyes of their creators and to finally understand why, all trying to find the absolute truth in common, every researcher does it in different way; and also – why, proclaiming tolerance as their principle, everyone absolutizes his or her point of view. In the end, the anti-psychologism, fundamentally declared by postmodern philosophers as a fundamental rejection of the subjective factor in interpretation of cultural phenomena, led to creation of schizoanalysis, communication philosophy, and philosophical analysis of psychological phenomena such as identity, personality, language, feeling, etc. Practically, every postmodern philosopher analyzes the phenomena and processes

that lie in the field of psychology, tries to use psychological approaches and methodologies to study these phenomena, to combine them with the philosophical context. The fates of philosophy and psychology, from ancient times and still nowadays, not simply intersect, but follow the same paths. No matter how hard one tried to separate the object and subject of these sciences, it is just as futile as are efforts to break the system of “person & the world he/she lives in”, so it seems impossible to radically disconnect philosophy and psychology. Descriptions of the ideas of the vast majority of eminent philosophers can be found not only in textbooks and monographs on the history of philosophy, but also in books entitled “History of Psychology” In which of these textbooks will we include sections on the ideas of Aristotle, G. Leibniz, W. James, Z. Freud, E. Fromm, A. Maslow, E. Erickson, L. Zoja, M. Foucault?

SUMMARY

The modern, or, we may say, postmodern world differs from the world where our ancestors lived. This is a world of rapid changes, globalization and personal freedom, the world in which a person has great opportunities for choice, but also faces the huge stress of responsibility for this choice. The postmodern philosophy and psychology try to study the nowadays reality and the person living within it and changing with it. Despite the declared separation of philosophy and psychology, these sciences are in fact deeply connected and actively interpenetrate. In particular, they use a list of common principles and concepts. This work is aimed to briefly overview some of the core concepts of the postmodern psychology, in their complex and interaction. Particularly, are provided descriptions and explanations of such concepts as *rhizome*, *transgression*, *nomadology*, *synergy*, *discourse*, *identity*, *language*. Also, is described the connection between postmodern psychology and philosophy, and their roles and functions in the postmodern world.

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PSYCHOLOGICAL ASPECTS OF MANIPULATION WITHIN AN INTERPERSONAL INTERACTION: MANIPULATIONS AND MANIPULATORS

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INTRODUCTION

The phenomenon of manipulation has long attracted the attention of scientists – theorists and practitioners in various fields. It still attracts their attention, especially in times of informational outbreak, latest information technologies and industrial development, during rapid technical and technological progress, in times of reorientation of an individual to the market type of interaction and transformation of the individual's value system. In the light of this agenda, we find it necessary to consider manipulation as a means of hidden control and to outline the key features by which it can be differentiated from other methods of influence; to compare the approaches used by various authors to the understanding of manipulation, and to analyse reasons for the personality development of a modern manipulative person as well as his/her typical psychological characteristics.

Trying to define the concept of “influence”, researchers often refer to such a scientific category as “interaction” and to the concept of “interinfluence” derived from it¹. Today, a generalized attitude to influence as an element of psychological interaction is observed, which often leads to the assimilation of these concepts². In psychological dictionaries, influence during interaction is viewed as a process when an individual is changing the behaviour of another person as well as his/her attitudes, intentions, ideas, as a result of the person's activity^{3,4}. The concept of psychological impact (or psychological influence) is narrower; it is regarded as one of the options for impact in general. The singling out of this category is based on ‘cause and effect’ changes in the

¹ Fundamentals of Social Psychology: A Textbook. Edited by M. M. Sliusarevskiy. Kyiv : Millennium. 2008. P. 174.

² Volynets P. P. The criteria for latent psychological impact. *The actual problems of psychology: Collection of scientific works Volume 7. Environmental Psychology*. 2010. Issue 22. P. 15.

³ Psychology. Dictionary. Under general editorship of A.V. Petrovskiy, M.G. Yaroshevskiy. Moscow : Prosveshcheniye. 1990. P. 53.

⁴ Dictionary-Reference work on Social Psychology. Under general editorship of V. Krysko. St. Petersburg : Piter. 2003. P. 42.

person's mind (psychological characteristics of the individual, group norms, public opinion, etc.) as a result of the influence on him/her⁵.

The psychological impact involves the influence on the consciousness, feelings, actions of another person using exclusively psychological means (verbal, paralinguistic, non-verbal ones) and providing the opportunity and time to respond to this impact⁶. Tetyana Kabachenko emphasizes that we deal with the psychological impact when it has external origin in relation to the recipient, and reflected in him/her, it leads to a change in the psychological regulators of human activity⁷. Vitaliy Tatenko considers the phenomenon of influence from an ontological point of view and defines it as a way of subjective-behavioural action on another person, as a special action that generates the event of being⁸.

There are numerous attempts to develop of a typology of psychological impact made by various authors, which is an urgent problem in modern psychological science, since there is a need to systematize the criteria by which it would be possible to differentiate the types of impact, to analyse the conditions that ensure the effectiveness of their application. One of the criteria for classifying psychological impact methods is the dependence on openness to the recipient of the means of influence and the purpose of the impact. According to this criterion, the psychological impact can be divided into explicit (open) and implicit (covert, or latent). Psychological impact is explicit when its goals are communicated in advance and are not hidden. Implicit, or covert psychological interaction is a reciprocal influence whose goals are not declared or are disguised as the goals of open interaction, so the recipient makes a decision (or performs an action) planned by the initiator of the impact^{9,10}.

1. Revisiting the issue of defining manipulation as a type of hidden psychological impact

B. Bessonov, L. Proto, G. Shiller identify the content of implicit (covert) psychological influence as the content of manipulation, emphasizing its

⁵ Kabachenko T.S. Methods of psychological impact. Moscow. 2000. P. 13.

⁶ Sidorenko E.V. Training on influence and resistance to influence. St. Petersburg: Rech. 2002. P. 11–12.

⁷ Kabachenko T.S. Methods of psychological impact. Moscow : Pedagogical Society. 2000. P. 23.

⁸ Tatenko V.O. Psychology of influence: subjective paradigm. *Scientific studies in Social and Political Psychology*. Kyiv: Stal, 20. Vol. 3 (6). P. 3–18.

⁹ Sidorenko E. V. Training on influence and resistance to influence. St. Petersburg: Rech. 2002. P. 11–12.

¹⁰ Sheinov V.P. Hidden control over a person. The psychology of manipulation. Minsk: Harvest, 2000. P. 3–4.

destructive characteristics. The latent impact can pursue various goals and intentions of the initiator, Viktor Sheinov believes. When both the recipient of the influence and the manipulator are in a ‘win-win’ situation, such a covert influence is called assertive, as it does not aim to harm another person but serves as an opportunity for a person to confidently and worthily assert his/her rights (without oppressing the rights of others). When the recipient of the influence is the gainer, while its initiator loses, – we are talking about the altruistic covert impact. When only the initiator stands to gain, it occurs as a result of the egoistic covert influence (manipulation)¹¹. Thus, the author focuses on the negative aspect of manipulation. In the works by E. Dotsenko, O. Sydorenko, J. Rudinov, K. Fopel, E. Shostrom, a possible positive role of manipulations is outlined. In particular, according to K. Fopel, we are talking about a variety of possibilities of influence with which people pursue fair goals¹².

The concept of manipulation has a direct and metaphorical meaning. The word “manipulation” (from the Latin *manipulare*) has long been used in a purely positive sense: “to manage with skill, competently”. The transition to the metaphor was the use of this term in relation to the demonstration of various tricks and card games where, in addition to dexterity, concealing actions or true intentions, as well as carrying out all kinds of distracting procedures that divert the observers’ attention, is appreciated. Subsequently, they began to understand manipulation (in its indirect sense) as the desire to “snatch control” of another person, “to hook”, “an attempt to turn a person into an obedient weapon, into a puppet”. Later, the metaphor of manipulation is supplemented with the following characteristics: mastery of its performance and the creation in a person of the illusion of independence of decisions made and actions taken¹³. Today, manipulation is used in the context of interpersonal relations and in the area of controlling mass (popular) consciousness. M. Babiuk points out that manipulation is in the interweaving of many social relations; it is in contact with such phenomena of human life as social management, cooperation, rivalry and the like. The urgent problem of determining the content of manipulation is that it is different when different approaches are used, so the author’s position leaves its significant imprint on the definition of the main content of this concept. In psychological literature,

¹¹ Sheinov V. P. The psychology of manipulation. – Minsk : Harvest, 2009. P. 9–10.

¹² Fopel K. Confident management. Training, coaching, self-development. Moscow : Genesis, 2004. P. 83.

¹³ Dotsenko E.L. Psychology of manipulation: phenomena, mechanisms and defence. Moscow: CheRo, Publishing House of MSU, 1997. P. 43–47.

the key emphasis is placed on interpersonal manipulation; the main attention is paid to the mechanisms of mental influence. In political science, such a phenomenon is considered in the context of events occurring “here and now”, respectively, the analysis is often limited to current reality¹⁴.

According to H.W. Franke, manipulation is a psychological impact carried out covertly, to the detriment of the people targeted. B. Bessonov considers manipulation as a form of spiritual influence, hidden domination, and control of people, with occurs by non-violent method¹⁵. S. Elvein, who understands manipulation as spiritual management, emphasized that manipulation is coercion, the instrument of which is irrational and emotional means. J. Rudinow defined the manipulative impact as the inducement of certain behaviour through deception, playing on human vulnerabilities. The definitions formulated by M. Ames & A.H. Kidd also emphasize the use of subtle, barely noticeable or non-physically aggressive means in manipulation, such as lying, bribery or intimidation. Other authors (O. Yokoyama, V. Znakov, V. Sagatovskiy) emphasize the manipulator’s attitude towards others as an instrument, as a means, as well as acting for his/her own benefit, neglecting the true interests of people who are subject to the manipulative impact¹⁶. The original explanation of manipulation is given by W.H. Riker. According to him, this is such a structuring of the world that allows its leader to win¹⁷. O. Sydorenko has defined manipulation as an intentional and covert provocation of another person to experience certain conditions, make decisions and/or perform actions necessary for the initiator to achieve his/her own goals¹⁸.

N. Kondratyeva highlighted several aspects of manipulating a person in the modern society, in particular, the provisions that all people use manipulation, that it can be both conscious and unconscious, but always with a negative connotation, that it is easier to manipulate a person in a crowd. We consider it necessary to review these provisions in more detail, to analyse them from the standpoint of different authors.

1. Everyone is manipulating without exception, and constantly, but to a different extent. Everything is used in manipulations – from the most

¹⁴ Babiuk M.I. Social Manipulation (Philosophical Analysis) Author’s Thesis. Moscow. 2004. P. 9.

¹⁵ Bessonov B.N. The ideology of spiritual suppression. – Moscow: Publishing house of Moscow State University (MSU), 1971. P. 110.

¹⁶ Sheinov V.P. The psychology of manipulation. Minsk : Harvest, 2009. P. 6–7.

¹⁷ Riker, W.H. The Art of Political Manipulation Text. London : Yale University Press, 1986. P. 39.

¹⁸ Sidorenko E.V. Training on influence and resistance to influence. St. Petersburg: Rech. 2002. P. 49.

commonplace methods to tricks¹⁹. Even François De La Rochefoucauld said that “Men would not live long in society were they not the dupes of each other”²⁰.

The same opinion is shared by D. Dudinskiy who believes that each of us, in a given situation, uses direct or covert methods of psychological influence to achieve own goals²¹. Such a context implies that, firstly, people still differ in their propensity to manipulate. Secondly, the internal actualizer can defeat the manipulator inside a person (the only question is how long and under what conditions the advantage will be stored).

2. Manipulations can be either unconscious or conscious and targeted. During an unconscious manipulation, a person does not realize that he/she is trying to put pressure on others – this happens automatically²². People often seek to influence because they defend their interests and meet their needs, and not because the truth is fully revealed to them and they feel that they have the right to decide for others²³. Therefore, manipulations are often applied unconsciously, which however does not reduce their effectiveness. On the other hand, Olena Sydorenko considers the criterion of awareness / unconsciousness to be very uncertain, as are the areas themselves. As an example, the researcher cites Eric Berne’s view that manipulation is carried out consciously by the manipulator, while the game is played by the player unconsciously, but the concept of the game is extremely broad and includes the concept of the psychological game, which Berne calls manipulative²⁴. The most striking example of conscious manipulation is advertising. Specialists in this field adhere to the principle of selling not a product, but a need (that is, a person should perceive the product in such a way that it will satisfy his/her needs). For example, the advertisement of soft drinks is indisputably manipulative, where the “natural, genuine product” is associated with ideas about youth, health, and cheerfulness.

3. Manipulation is always negative²⁵. We have examined the approaches of various authors to the concept of manipulation. Accordingly, most of them

¹⁹ Kondratyeva M.V. Manipulating a person in the modern world. URL: http://science.ncstu.ru/conf/past/2009/region13/theses/ppsl/068.pdf/file_download

²⁰ La Rochefoucauld F. de. Maxims and moral reflection. Sentences and aphorisms. Moscow, 1990. P. 42.

²¹ Dudinskiy D.I. 30 ways of manipulating and managing people. Minsk: Harvest, 2004. P. 14.

²² Kondratyeva M.V. Manipulating a person in the modern world. URL: http://science.ncstu.ru/conf/past/2009/region13/theses/ppsl/068.pdf/file_download

²³ Golovakha E.I., Panina N.V. The psychology of human mutual understanding. Kyiv, 1989. P. 18.

²⁴ Sidorenko E.V. Training on influence and resistance to influence. St. Petersburg: Rech. 2002. P. 62.

²⁵ Kondratyeva M.V. Manipulating a person in the modern world. URL: http://science.ncstu.ru/conf/past/2009/region13/theses/ppsl/068.pdf/file_download

emphasize the immorality of manipulation, the crime of intervention in the inner world of a person.

Shostrom, Rudinov, Dotsenko deprive the manipulation of an extremely negative assessment. Its possible positive role can be traced in their works. In particular, Shostrom noted that not every manipulation is evil; some manipulative steps are necessary for a person in his/her struggle for existence, but much of the manipulation is very detrimental to the manipulators themselves and their relatives²⁶. There are many examples where manipulative actions are performed with an altruistic goal (in particular, a physician who uses a placebo instead of drugs and authoritatively assures the patient of the effectiveness of the pacifier – the manipulative method works: the patient, through autosuggestion, actively mobilizes his/her internal reserves and recovers), finally psychotherapeutic actions can be manipulative in nature. V. Sheinov called this covert impact constructive, not manipulative. If the actions of the initiator are carried out in the interests of the recipient, then this is a socially approved hidden influence; if they are selfish, – it is a manipulation that is condemned in the public consciousness²⁷. However, in the opinion of R. Goodin, human actions are considered to be manipulative not just because that they contradict the interests of another person, but because they contradict their will²⁸.

4. Manipulating a person is easier in a situation when he/she is in a crowd, because inside the crowd the mechanisms of mutual suggestibility, emotional contagion, and unconscious imitation of each other are especially powerful²⁹. A “temporal paralysis” of rational thinking occurs in the crowd, and people might be willing to follow a pattern – this is a pattern (idea, or behaviour) that a manipulator can easily implement based on important needs, feelings, and states of people.

E. Dotsenko has analysed in detail the characteristics of manipulation that were adopted by various authors, and generalized them into integral criteria that can be relied upon in defining the very concept of interpersonal manipulation:

1) **generic indicator is the psychological impact**. This criterion covers the following features: “indirect influence”, “spiritual influence”, “programming of thoughts, intentions”, “focus on the spiritual state, inner world”;

²⁶ Shostrom E. *Anti-Carnegie, or Man, the Manipulator*. Moscow: Double-V, Delta-92, 1998. P. 20.

²⁷ Sheinov V.P. *The psychology of manipulation*. – Minsk : Harvest, 2009. P. 8.

²⁸ Dotsenko E.L. *Psychology of manipulation: phenomena, mechanisms and defence*. Moscow: CheRo, Publishing House of MSU, 1997. P. 53.

²⁹ Kondratyeva M.V. *Manipulating a person in the modern world*. URL: http://science.ncstu.ru/conf/past/2009/region13/theses/ppsl/068.pdf/file_download

2) attitude to the object of manipulation as a means of achieving one's own goals, due to which the hidden goals of the manipulator are achieved, hi/hers interests and own needs are realized, without taking into account the interests, will, desire of the other side – the person who acts as the object of manipulation.

3) the desire to get a one-sided win³⁰. This criterion is quite contradictory, because manipulative influence can be carried out in the interests of another person, for example, so that someone quits a bad habit. For instance, a wife manipulates to force her husband to stop drinking alcohol, which harms his physical and mental health. Of course, she pursues her own interests (after all, life with her alcoholic husband has turned into hell), but in the end she seeks to prevent the degradation of the personality and the loss of health of the drunkard (even against his own will);

4) the covert nature of the impact (the fact of the impact itself, its orientation). Such a criterion is also contradictory and ambiguous. An attempt to manipulate has a chance of success if the fact of influence is not recognized by the recipient. It can be assumed that unconsciously a person feels when he or she is becoming a victim of manipulation, but for various reasons he/she does not allow danger signals to be realized. According to Rudinov, manipulation ceases to be itself if the illusion of who wants what is lost;

5) using psychological strength, practising on weaknesses (playing on psychological vulnerability). This criterion is quite relative, because force is a necessary element of any influence; therefore it is not an indicator that would differentiate between types of influence;

6) impulse, motivational introduction (the formation of “artificial” needs and motives for changing behaviour in the interests of the initiator of manipulation). Not every impulse indicates manipulation, but only when the manipulator imposes on the recipient new goals that he/she previously did not have. That is, the sign of manipulation is not a reflexive guessing but the desire to create a new motivation;

7) skill in performing manipulative actions³¹. According to Sydorenko who has compared the manipulators to musicians who play the balalaika or harp, the skill of the manipulators can be different. A manipulator – harpist is more inventive, he/she grasps individual strings of each person and tugs at them intentionally. A manipulator who “plays the balalaika” sees only three strings in others (for example, fear, desire, and interest), but also successfully

³⁰ Dotsenko E.L. Psychology of manipulation: phenomena, mechanisms and defence. Moscow: CheRo, Publishing House of MSU, 1997. P. 51–58.

³¹ Ibid, P. 57.

squeezes the desired melody from his/her instrument³². Therefore, skill (or mastery) can only be a relative attribute that characterizes the very subject of manipulation.

Based on these criteria, E. Dotsenko has formulated the definition of manipulation: manipulation is a type of psychological impact, the skilful execution of which leads to the latent excitement of another person's intentions that do not coincide with his/her actual existing desires³³.

2. Types and mechanisms of manipulative impact

E. Dotsenko has identified the following types of manipulation, which differ in the means of psychological influence and in the nature of intrapersonal processes:

- 1) perceptually oriented manipulation;
- 2) conventional manipulation;
- 3) operational-object manipulation;
- 4) inference-oriented manipulation;
- 5) manipulation focused on personality structures;
- 6) manipulation with spirituality.

Perceptually oriented manipulation is based on an associative mechanism that arises between the image and its relevant need, aspiration or motivational attitude. Manipulative techniques are based on the presentation of such incentives that actualize the need required by the manipulator³⁴.

Advertisers very often present products, linking them with certain emotional images that actualize the needs and states of an individual. We have already provided examples of advertisements in which drinks are presented along with a good and fun way of spending free time with real friends. That is, it is not a drink that is sold, but a need that is satisfied by its purchase.

Conventional manipulation is provided by rules, taboos, social norms, scenarios, role positions and the like. An example of such manipulation is the situation from the book by V. Tsvetov "The Fifteenth Stone of the Ryoanji Garden". Manipulation is based on the Japanese social norm, namely workaholicism. A man (one of the protagonists) received an advance personal day off in the middle of the work week because he had been working without any days off for a long time. With the beginning of the working morning, when the entire male population in the quarter "died out", the news very quickly spread among the women that the man had stayed at home.

³² Sidorenko E.V. Training on influence and resistance to influence. St. Petersburg: Rech. 2002. P. 50–51.

³³ Dotsenko E.L. Psychology of manipulation: phenomena, mechanisms and defence. Moscow: CheRo, Publishing House of MSU, 1997. C. 59.

³⁴ Ibid, P. 157.

Subsequently, gossip reached the mother of the book hero, who made a real fuss of her son: “Normal men should be at work on working days!” The man (after all, he still wanted to be “normal”) could not stand it and after a few hours went to work³⁵.

Involvement in **operational-object manipulation** occurs through the use of such automatisms as the power of habit, inertia, skills, and action logic. A very good example in this case is Krylov’s fable “The Crow and the Fox”. The Fox skilfully led the Crow to make her want to open her mouth, although not in order to give cheese, but to demonstrate her singing talent. Filled with compliments, waiting for the next one (by inertia), the Crow lost her vigilance, and with it, food³⁶.

Inference-oriented manipulation works through the following mechanisms of involvement: cognitive scheme, internal logic of the situation, patterns of cognitive processes, and cognitive attitudes. The background factor is the removal of cognitive dissonance, while hints, imitation of the problem-solving process act as motives (impulses). As an example, V. Sheinov considers Detective Colombo who reported some information to the criminal (whom he exposed, but lacked evidence to apprehend him), prompting him to destroy evidence, and, accordingly, caught the criminal for doing so³⁷.

The **manipulative impact focused on personality structures** is characterized by the actualization of an interpersonal conflict, when the recipient of the manipulation is held responsible for the choice made through suffering in doubt. Dotsenko rightly called this type of manipulation the exploitation of the personality, because here the deep essence lies in the desire to shift the responsibility for the committed actions to the recipient, while the manipulator gets the win³⁸. In this case, it is extremely important for the manipulator to create an illusion of choice for the agent of influence. Personal choice has always stood out as somewhat desirable; it has always been linked to human freedom. When a person is sure that he/she is acting of his/her own free will, he/she will do much more than when he/she knows that he/she is fulfilling someone else’s decision imposed on him/her.

Using various means of covert influence, such as truism (an opinion is presented as a banality, obvious truth, etc.); “the illusion of choice” (the choice is given in details, but not in the core); “providing all the options”

³⁵ Gladyshev S.A. How to survive in a crowd and remain yourself. Rostov-on-Don: Phoenix, 2004. P. 189.

³⁶ Dotsenko E.L. Psychology of manipulation: phenomena, mechanisms and defence. Moscow: CheRo, Publishing House of MSU, 1997. P. 161.

³⁷ Sheinov V.P. The psychology of manipulation. Minsk : Harvest, 2009. P. 138.

³⁸ Dotsenko E.L. Psychology of manipulation: phenomena, mechanisms and defence. Moscow: CheRo, Publishing House of MSU, 1997. P. 165.

(the person is provided with all the options, but gestures, facial expressions indicate which suits him/her best), the manipulator brings the person to a specific decision that is favourable to the first. As a result, the recipient who is subject to manipulation feels like the author of the decision and voluntarily takes responsibility for his/her act.

The **spiritual exploitation-oriented manipulation** is a form of covert psychological influence in which the main methods of motivation are the actualization of existing values, pushing towards meaningful destabilization, soul searching and reappraisal of values, imitation of the search for *raison d'être*³⁹. The tactic of involving new members in sectarian organizations is of a manipulative nature, since it requires a review of the value-orientation sphere and the purpose of existence. When the object of influence is disoriented, confused, uncertain, he/she is offered a new meaning (filled with the illusory fulfilment of desires, satisfaction of needs, etc.).

The above types of manipulative impact should not be considered as a hierarchical structure: the author analyses them as various mechanisms that can be combined, complement each other, increasing the effectiveness of the impact.

When Robert Cialdini analysed the strategies of social manipulation, he described the following mechanisms that contribute to the success of manipulation: Reciprocity (the rule of mutual exchange); Commitment/Consistency; Social proof; Linking (benevolence); Authority; Scarcity; Automatic behaviour (focus on stereotypical thinking)⁴⁰.

In accordance with the Reciprocity rule, a person seeks to pay in some way for what he/she received from another person. "A small gift from the company" is designed precisely to ensure that a person does not want to offend a company representative who kindly gives it. Then this person is more likely to purchase products that are already offered for money.

Psychologists have long understood the importance of the Consistency principle in managing people. L. Festinger, F. Heider, T. Newcomb consider people's desire for consistency to be the main motivator of behaviour. The desire to be (or look) consistent is a powerful weapon of influence. Robert Cialdini and his colleagues conducted a field experiment in which a fake theft of a radio was staged on the beach in order to see if there were many strangers who would try to stop the robber. In the first experimental situation, when strangers saw and understood the fact of theft, only four out of twenty people rushed after the robber. In the second experimental situation,

³⁹ Sheinov V.P. The psychology of manipulation. Minsk : Harvest, 2009. P. 139.

⁴⁰ Cialdini R. Psychology of influence. St. Petersburg: Piter, 2000. URL: http://www.gumer.info/bibliotek_Buks/Psihol/Chiald/_Index.php.

the conditions were changed: the owner of the things (an experimenter assistant) asked strangers to look after his things and left for a while. In nineteen out of twenty cases, people rushed after the thief, stopped him, snatched out a radio, and demanded an explanation. The point is that when a person assumes responsibility for taking certain actions, he/she seeks to be consistent in this, even in conditions that force decisive steps, such as in the given experiment.

The Social proof mechanism works when, for example, sellers tell customers that products are “selling out extremely quickly”. You do not need to convince a person that the product is good, it is enough to say that most people think so. One of the conditions for this is the lack of confidence of the individual. Without a doubt, when people do not feel confident, they tend to focus on the actions of others in order to decide how to act for themselves.

According to the principle of Scarcity, people value the thing that is less accessible. Reporting a limited number often becomes a manipulative step to increase the value of a particular item, or at least arouse interest in it.

The manipulative mechanism described by Cialdini as Linking lies in the fact that the one who arouses sympathy and trust in a person (in a word – a good friend) is able to exert the most effective influence on the person. Employees of charitable organizations attract those who live nearby as members, because it is much more difficult to turn away a friend or neighbour than a complete stranger.

David Myers notes that people tend to sympathize with those who look like them. In addition, people respond better to messages that come from a member of the same social group⁴¹. This pattern is used in manipulative techniques based on the attractiveness of the so-called “granfalloon” (meaningless associations of people according to a certain criterion). An example of a granfalloon can be a group of “Taureans” – people united by one zodiac sign, a group of “men who love cooking” and others. People of the same granfalloon seem to be more attractive and trustworthy to each other. The manipulative impact on people in this group can be much more effective if the manipulator is also a member of that granfalloon (which, by the way, can be created by him/her)⁴².

The mechanism described by R. Cialdini as a powerful source of influence is the impact of Authority. The results of numerous experiments (in particular, Milgram’s experiments) indicate an extremely pronounced readiness of adults to give in, following the instructions of authority. Studies have also shown that

⁴¹ Myers D. *Social Psychology*. St. Petersburg: Piter, 2000. P. 319.

⁴² Aronson E., Pratkanis E. R. *Age of Propaganda: Mechanisms of persuasion, everyday use and abuse*. St. Petersburg: Prime-EUROSNAK, 2003. P. 234–237.

individuals who have certain symbols of authority are treated by others with great respect. An example of such a mechanism is how pharmaceutical companies promote their products to the market using a character in a white coat who authoritatively states that most doctors recommend using this particular medicine.

Another manipulative mechanism is the use of stereotypes. Automatic, stereotyped behaviour prevails among people because in many cases it is most appropriate: we need shortcuts in today's extremely diverse world. One often has to use stereotypes to classify things according to certain key features and then to react without hesitation when he/she encounters a certain feature that plays the role of a trigger⁴³. For example, when a person comes to a large supermarket, he/she is faced with a wide range of goods from different manufacturers. Confused by the variety and quantity, a person can take advantage of the well-known stereotype of "the more expensive, the better" and purchase a product without having a look at its components (which, by the way, are often similar to the components of cheaper products). It is also worth noting that the effectiveness of the impact depends not only on the technological side but also on the personality of the manipulator – his/her psychological traits, authority, social status and other parameters discussed below.

3. Factors of the formation of a manipulative individual

When analysing the ways an individual – manipulator is formed, various authors emphasize the primacy of a certain factor. The inevitability of spiritual manipulation is derived from the modern technical world by the philosopher and sociologist H. Marcuse who believed that it is the technicalization of society that generates manipulators, it is technology that rationalizes human bondage and indicates the technical impossibility of being autonomous and able to determine one's own life.

According to E. Dotsenko, the formation of the personality of the manipulator is facilitated by the following "cultural assets": struggle as a value, cheating as an example of one of the possible means of struggle. A person accepts and actively uses the slogan (of course, disguised) "you can cheat, you need to cheat, cheating means winning!", brings it to automatism and reaches the deepest semantic foundations of the personality⁴⁴.

Shostrom agrees with F. Perls who believes that the main reason for manipulative behaviour is an internal personal conflict: trusting oneself or the external environment. The manipulator cannot completely trust either

⁴³ Cialdini R. Psychology of influence. St. Petersburg: Piter, 2000. URL: http://www.gumer.info/bibliotek_Buks/Psihol/Chiald/_Index.php.

⁴⁴ Dotsenko E.L. Psychology of manipulation: phenomena, mechanisms and defence. Moscow: CheRo, Publishing House of MSU, 1997. P. 66–67.

him/herself or others, therefore, he/she clings to them, tries his/her best to control them, elaborates a manipulative style of relationship.

According to Erich Fromm, the factor of manipulative behaviour is a person's misunderstanding of the essence of true love, which involves achieving a productive orientation. In this orientation, a person overcomes the omnipotent narcissistic desire to exploit others, manipulate them, and gains faith in one's own strengths⁴⁵.

The existentialists (J. Bugental) saw the main reason for the formation of a manipulative personality in its helplessness in the face of an unpredictable and risky world. In search of stability, the passive manipulator adopts the position: "if I cannot control something, then I won't; let others do it for me", while the active manipulator, overcoming anxiety, seeks to make everyone around him/her dependent on him/herself.

Such factors as fear of an adversity (J. Haley & W. Glasser), uncritical aspiration to receive approval from the world (A. Ellis) can also contribute to the formation of a manipulative personality⁴⁶.

It is impossible to disagree with E. Shostrom who believes that a child is not born but becomes a manipulator, and very early. The first manipulative scenarios are always scenarios of parent-child relationships. Often, parents manipulate based on their child's fear: "If you don't behave yourself, I will leave you alone!" The child grows up and learns this scenario of behaviour, because it is so effective in situations when you need to achieve your goal. The following example illustrates a child's use of fear-based manipulation: "If you do not give me the doll, then I will go away and I will not play with you," says the older sister to the younger one. The younger sister, out of fear that she will be left alone in the game, gives the doll to the older sister: "here you are, just don't leave, play with me!" The manipulation is complete and perfect. Even in childhood, parents can impose an illusory understanding of love: "the more perfect you are, the more beloved you are". An example is parental behaviour like, "I love you when you get good grades". In the future, the motivational orientation towards perfectionism forces one to fight for the much-needed parental love and acceptance, using manipulative strategies of behaviour. The tendency to manipulate correlates with the motivational attitude of a person to the result of activity⁴⁷. The explanation for this

⁴⁵ Fromm E. *The Art of Loving*. Moscow: Republic, 1992. P. 109–178.

⁴⁶ Shostrom E. *Anti-Carnegie, or Man, the Manipulator*. Moscow: Double-V, Delta-92, 1998. P. 5–9.

⁴⁷ Hrebin N.V. Motivational attitudes of persons prone to manipulate in interpersonal relationships. *Problems of Modern Psychology: Collection of Research Papers of Kamianets-Podilskyi Ivan Ohienko National University, G.S. Kostyuk Institute of Psychology at APS of Ukraine* / Ed. by S.D. Maksymenko, L.A. Onufriyeva. Issue 4. Kamianets-Podilskyi: Axioma, 2009. P. 46.

connection may be a distorted understanding of love: “when I achieve the result, I am good, which means I am loved and accepted”.

Under adverse conditions, parental responsibility for a child degenerates into a feeling of omnipotence and total control: “you must, you must not...” When a child does not live up to expectations, parents successfully manipulate the feelings of guilt, love, and fear: “you ought to be ashamed for being such a person”. Other parental manipulative techniques include comparisons: (our neighbours’ daughter... but you...), promises, lures (I will give you... when you do as I say) and many others. Later, children apply the most effective parental manipulations, modified and adapted to their abilities.

4. Propensity of a person to manipulate in interpersonal relationships

In addition to differentiating manipulations from other types of psychological influence, an important issue from practical and theoretical point of view is a person’s propensity for manipulation in interpersonal relationships, since stable and long-lasting behavioural trends begin with predispositions. The propensity to manipulate is considered as the person’s willingness to use other people to achieve his/her own goals⁴⁸. When manipulation is used as a dominant strategy of behaviour, the propensity to manipulate reaches the level of Machiavellianism.

The concept of “Machiavellianism” was originally introduced to refer to politics, which contradicts moral standards. This standpoint is reflected in the views of the Italian scientist, politician Nicolo Machiavelli, and is justified in his work “The Prince”⁴⁹. The views on Machiavellianism as a psychological category are ambiguous. M. Ames & A.H. Kidd define Machiavellianism as a person’s tendency to manipulate others in situations of interpersonal communication using subtle means, such as flattery, lies, bribery, and intimidation. In other works, this category is defined as a strategy of social behaviour that takes into account the manipulation of others for personal purposes, which often contradict their own goals. That is, Machiavellianism should be considered as a quantitative characteristic, since each of us is to some extent prone to manipulation, but some people are more inclined to it.

According to R.Christie & F. Geis, theoretically and practically Machiavellianism constitutes a psychological syndrome based on a combination of interconnected cognitive, motivational, and behavioural characteristics. The key psychological components of Machiavellianism as a

⁴⁸ Karakulova O.V. Propensity to manipulate surrounding people in adolescence in the context of the problem of the formation of the “rigid type of personality”. Bulletin of the Tomsk State University. 2009. No 320. P. 183.

⁴⁹ Machiavelli N. The Prince. Moscow: Planet, 1990. 79 p.

personality trait is, firstly, one's conviction that when communicating with others he/she can and even should manipulate them; secondly, the specific skills to manipulate, the ability to persuade others, understand their intentions and causes of behaviour⁵⁰.

Researchers S. Bogomaz and A. Makarenko suggest that the strategy of manipulation is based on a person's steady need for power, the content of which is a constant desire to influence people and put pressure on them through personal control of their actions⁵¹.

According to the described concept "Machiavellian" is identical to the concept of "manipulator" because Machiavellianism of a person means his/her tendency to manipulate. However, this identity does not include the definition of manipulation given by authors who believe that it can be implemented in the interests of the recipient for the best, altruistic reasons, whereas the Machiavellian acts only selfishly. In practice, it is extremely difficult to determine and compare the true motivation of the manipulator and the Machiavellian, which, in our opinion, can be deeply rooted in the unconscious sphere.

A Machiavellian is a person with a high tendency to manipulate, who is well able to influence others, and who considers this mode of behaviour to be quite acceptable. It is not about recognizing one's behaviour style as manipulative, because this concept is negative in the minds of most people, so not everyone agrees to call themselves a manipulator. The Machiavellian recognizes ways to achieve the goal, which can be called manipulative, as those that do not contradict his/her personality and are characteristic of most people.

J.R. Sparks found that individuals prone to manipulative behaviour tend to favour economic and social status values over moral and humanistic ones. This does not mean that the behaviour of individuals with high rates of Machiavellianism is always unethical. A Machiavellian does not openly show his/her desire for domination. His/her peculiarity is the attitude to the fact that one's significant goal can be more effectively achieved if one makes an "appropriate, right" impression on people and hides his/her true intentions⁵².

Empirical studies conducted during 2010–2017 revealed that the higher a person has a tendency to manipulate, the more valuable is the sphere of education, training, professional life for him/her, and the stronger the desire to

⁵⁰ Znakov V.V. Machiavellianism: the psychological property of a person and the technique of its research. *Psychological Journal*. 2000. No. 5. P. 16–17.

⁵¹ Makarenko O.V., Bogomaz S.A. Personal characteristics of students-psychologists prone to manipulate others. *Bulletin of TSU. "Psychology" Series*. 2005. No. 286. P. 107.

⁵² Makarenko O.V., Bogomaz S.A. Personal characteristics of students-psychologists prone to manipulate others. *Bulletin of TSU. "Psychology" Series*. 2005. No. 286. P. 107.

not depend on the environment. It was also found that individuals who are especially clearly prone to manipulation are characterized by some fatalism and lack of confidence in their own ability to control and manage life⁵³. This confirms the existentialists' opinion regarding the formation of a manipulative personality: insecurity and fear of uncontrolled events and people.

CONCLUSIONS

Awareness of the high effectiveness of covert influence for achieving one's goal and the gradual refinement of one's ability to influence others encourages a person to move from the use of scattered manipulative tactics to the development of manipulative strategies. When a person chooses manipulation as the dominant behavioural strategy, it indicates a pronounced tendency to manipulate as a persistent personality trait. Socio-cultural, technological, economic, socio-political prerequisites that are refracted through the prism of relationships within the family (reference group, teaching staff, etc.) as well as through a system of educative influences on a person, strengthen the personal disposition to manipulate.

SUMMARY

Summing up the results of the theoretical analysis, it is worth noting that manipulation can be a means of achieving a goal, in other cases, a person's goal in itself. In certain cases, manipulation is a justified and appropriate method. For example, a mother who needs to give a bitter medicine to a three-year-old child is unlikely to be able to take advantage of the argument, especially if the only tangible effect of the intake is an unpleasant taste, and not the promised recovery. Pouring medication into a child's mouth by force can turn out to be worse – either half of it will be spilled, or the attempt will cause vomiting. Civilized influence (argumentation) was defeated, barbaric one (by force) as well. When the mother tells (most likely, invents) that the elder brother took this medicine with pleasure, and that right now she can go and give it to him, the child drinks the medicine quickly and without tears. The manipulation is based on the child's desire to imitate elders, as well as on age-related changes in the child's personality (in this case – to act to the contrary, to be the first).

Scientists emphasize that when a strategy to manipulate becomes predominant for a person in his/her interaction with other people, this impedes

⁵³ Hrabovska S., Hrebin N. Value-orientation sphere of persons prone to manipulation in interpersonal relationships. Problems of Modern Psychology: Collection of Research Papers of Kamianets-Podilskyi Ivan Ohienko National University, G.S. Kostiuk Institute of Psychology at APS of Ukraine / Ed. by S.D. Maksymenko, L.A. Onufriyeva. Issue 10. Kamianets-Podilskyi: Axioma, 2010. P. 167.

personal development, because this person gradually loses the desire to experience positive emotions that arise in the process of communication⁵⁴.

In any case, manipulation is a powerful weapon, regardless of the goals and intentions of the person who uses it. O. Sydorenko believes that the issue of the use of manipulation is a matter of individual moral choice. Each time a person must make decisions and bear full responsibility for his/her choice. No one can relieve a person of his/her individual responsibility for participating in manipulation⁵⁵.

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⁵⁴ Makarenko O.V., Bogomaz S.A. Personal characteristics of students-psychologists prone to manipulate others. Bulletin of TSU. "Psychology" Series. 2005. No. 286. P. 108.

⁵⁵ Sidorenko E.V. Training on influence and resistance to influence. St. Petersburg: Rech. 2002. P. 59.

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PERSON'S SEXUAL SCRIPTS IN THE CONTEXT OF HOME SEX EDUCATION

Hupalovska V. A.

INTRODUCTION

Sexuality as an integral characteristic of person can be traced at different levels of interaction of a person with others (psychological, social, behavioral, cultural). It is possible to observe sexuality directly at the behavioral level, as it is in the behavior of people that there is a certain scenario (script) that applies to all the elements of sexuality.

The concept of the sexual script was introduced by the sociologists J. Gagnon and W. Simon¹. Subsequently, sexual scenarios were researched by M. Wiederman², J. Kimmel³, M. Bernston⁴, S. Dworkin⁵, J. Farrer⁶, S. Hust⁷, I. Kon⁸, A. Tiomkina⁹, J. Sakaluk¹⁰, V. Hupalovska¹¹ et al.

¹ Simon W. Sexual Scripts: Origins, Influences and Changes / William Simon and John H. Gagnon // *Qualitative Sociology*. 2003. Vol. 26, No. 4. P. 491–497.

² Wiederman M. The gendered nature of sexual scripts // *Family Journal*. 2005. No. 13 (4). P. 496–502.

³ Kimmel M. The sexual self: The construction of sexual scripts. Vanderbilt University press. 2007. 322.

⁴ Bernston M. College as Context: Influences on Interpersonal Sexual Scripts / Marit Ann Bernston, Kristi L. Hoffman, Tracy L. Luff // *Sexuality & Culture*. 2014. 18. P. 149–165.

⁵ Dworkin S. Actual Versus Desired Initiation Patterns Among a Sample of College Men: Tapping Disjunctures Within Traditional Male Sexual Scripts / Shari L. Dworkin and Lucia O'Sullivan. *The Journal of Sex Research*. 2005. Vol. 42, Num. 2. P. 150–158.

⁶ Farrer J. Re-Embedding Sexual Meanings: A Qualitative Comparison of the Premarital Sexual Scripts of Chinese and Japanese Young Adults/ James Farrer • Gefei Suo Haruka Tsuchiya Zhongxin Sun / Springer Science+Business Media. 2011. P. 263–286.

⁷ Hust S. Scripting Sexual Consent: Internalized Traditional Sexual Scripts and Sexual Consent Expectancies Among College Students / Stacey J. T. Hust, Kathleen Boyce Rodgers, and Benjamin Bayly // *Family Relations*. 2017. 66. P. 197–210.

⁸ Кон И. Сексология / И. Кон. – Москва: Академия, 2004. 384 с.

⁹ Тёмкина А. Сценарии сексуальности и гендерные различия // В поисках сексуальности: Сборник статей. СПб.: Дмитрий Буланин. 2002. С. 247–286.

¹⁰ Sakaluk J. Dominant Heterosexual Sexual Scripts in Emerging Adulthood: Conceptualization and Measurement / John K. Sakaluk, Leah M. Todd, Robin Milhausen, Nathan J. Lachowsky // *Journal of sex research*. 2014. 51 (5). P. 516–531. DOI: 10.1080/00224499.2012.745473

¹¹ Гупаловська В.А. Сексуальний сценарій у контексті адаптивності особи // *Інноваційна наука, образование : монографія*. Одеса. 2018. Глава 3. С. 72–84. DOI: 10.30888/978-617-7414-52-9-0-036

Given the close interconnection between sexuality and sexual scenarios, their formation and subsequent development are influenced by the same factors: physiological, psychological, social, cultural, historical, demographic, geographical, etc. Sex education at home, as part of the social aspect of sexuality, is among these factors.

The first environment in which personality, as well as sexuality and sexual scenarios, is formed is family. But for the general education there is also a sex one (even when parents deny or ignore the sexual component). Intra-family relationships become for a child a sample to follow and the basis of their behavior outside the family environment.

Of course, throughout childhood the family does not remain the sole source of information for a child, however, any new information will relate to this very foundation laid down by the family.

Insufficient research of the types of sex education and their relation to sexuality and sexual scenarios offers a wide field for research and development of practical recommendations.

1. Theoretical reflections on sexual scenarios

Numerous theoretical and empirical studies indicate that the main part of sexual behavior is determined by the scenario identified by the individual themselves¹². This concept is close to the concepts of ‘plan’, ‘scheme’ or ‘behavioral program’. It allows to reveal the content of sexual behavior as a socio-psychological phenomenon and to emphasize the importance of the individual’s social experience in the process of sexual socialization¹³.

Throughout the entire psycho-sexual and -social process of a person’s development, their sexual behavior is formed as such, which is adapted to the socio-cultural norms and satisfies actual needs. When there is a mismatch between the desired (i.e. needs) and the real (i.e. certain norms), a person has to form new models of behavior that will be adequate to such situations now and in the nearest future. This is approximately how sexual scenarios of an individual are formed and undergo changes, which are designed to facilitate the search and selection of a particular behavioral model that would meet all the current requirements.

There are several approaches to determining the essence of the sexual scenario and its significance in human life. For instance, the scenario is defined as the sequence and range of actions, strategies of sexual behavior,

¹² Simon W. *Sexual Scripts: Origins, Influences and Changes* / William Simon and John H. Gagnon // *Qualitative Sociology*. 2003. Vol. 26, No. 4. P. 491–497.

¹³ Гупаловська В.А. Сексуальний сценарій у контексті адаптивності особи // *Інноваційна наука, образование,,: монографія*. Одеса. 2018. Глава 3. С. 78. DOI: 10.30888/978-617-7414-52-9.0-036.

dynamics of couples' behavior¹⁴. Such approach focuses on the behavioral aspect of sexuality. It views sexual scenarios as a way of expressing an individual's sexuality in the context of culture. The ideas expressed by I. Kon can be attributed to this approach. In his earlier works, he defined the sexual scenario as a cognitive structure that combines a variety of symbolic and non-verbal elements into an organized and chronologically consistent behavior chain on the basis of which people can simultaneously anticipate and evaluate their own behavior¹⁵. In his later works, the cultural component is more clearly traced in his definition of the sexual scenario: 'The sexual scenario is a mental pattern that is determined by the culture and is largely unconscious, and through which people organize, comprehend and evaluate their own sexual behavior'¹⁶.

Also, in the context of the cultural aspect of sexuality, I. Kon notes that the culture itself not only indicates the directions of sexual energy release, but also forms a specific scenario of an individual's sexual behavior, their psychosexual attitudes¹⁷. That is, the cultural aspect of sexuality, although it applies to society as a whole, can influence individual forms of behavior. In this way, a certain spectrum of sexual behavior, which will be considered normal and not condemned by the society, and yet will remain individual to each separate representative, is being formed.

Another vision of the sexual scenario defines it as a means of representation by the subject of external reality as the object of their desires¹⁸. Ye. Kaschenko points down that due to the certain ambiguity of the term 'sexual scenario', it is often considered solely within its constituents, without reference to other mental processes of an individual. The sexual scenario should be viewed within the system of general regulatory mechanisms of the personality¹⁹. As far as the sexual scenario is a unique way of reconciling the surrounding reality with the actual desires and abilities of the individual, it is important to consider other characteristics of mental activity.

The scenario can also be understood as a discursive way of sequential organization of sexual practices. These discursive ways are 'external' in relation to the individual biography. They, like cultural scenarios, create

¹⁴ Каган В.Е. Половое воспитание детей. Москва: Педагогика, 1988. С. 74.

¹⁵ Кон И. Сексология Москва: Академия, 2004. 384 с.

¹⁶ Воронцов Д. В. КВИР-теория: перспективы психологического анализа сексуальности. Вопросы психологии. 2012. № 2. С. 153–162.

¹⁷ Кон И. Сексология / И. Кон. Москва: Академия, 2004. С.21.

¹⁸ Гулаловська В.А. Сексуальний сценарій у контексті адаптивності особи // Інноваційна наука, образование : монографія. Одеса. 2018. Глава 3. С. 75. DOI: 10.30888/978-617-7414-52-9.0-036.

¹⁹ Кашенко Е. Психология сексуальности / Е. Кашенко. Москва: Ridero, 2016. С. 33.

different possibilities for interpreting sexual behavior²⁰. Such approach is proposed by A. Tiomkina. According to the researcher, sexual scenarios characterize the sexual culture that has been absorbed by the individual and has become part of their personality and therefore controls the behavior 'from inside', being the part of its disposition²¹. Under this approach, sexual scenarios include what in the culture is considered sexuality (cultural scenarios) and what individuals consider to be the sexual sphere (individual scenarios).

The implementation of the sexual scenario occurs in the interaction of partners with each other. At the same time there is a continuous conscious and subconscious assessment of what is happening, comparison with ideal and ordinary requests, forecasting the further development of events and their correction²².

Almost all approaches to defining sexual scenarios link their origin and further development to the cultural aspect of sexuality. Nevertheless, as far as the cultural aspect is the most general and dependent on other factors (economic, geographical, political, etc.), its impact on each specific individual will be determined not so much by the characteristics of the culture itself, but by the personality characteristics of that individual (for example, level of intelligence, motivation, suggestion, traumatization, etc.)

The specific content of the sexual scenario includes the type of partner, acceptable erotic stimuli, requirements for the place, time and situation of the intimacy, justification of the need and possibility of this intimacy, etc.²³ In other words, the scenario defines what, with whom, how, when, where, and why the individual wants or does not want / should or should not / approves or does not approve / may or may not sexually do.

At the same time, it should be taken into account that what is observed is the unfolding of not one, but two scenarios – with each partner having their own one. The scenarios cannot coincide completely, and this requires constant correction of your own scenario and linking it to the scenario of your partner. The more scenarios a person has, the greater the chance of further favorable

²⁰ Тёмкина А. Сценарии сексуальности и гендерные различия // Е. Здравомыслова, А. Тёмкина. В поисках сексуальности: Сборник статей. СПб.: Дмитрий Буланин. 2002. С. 250.

²¹ Асланян Т.С. Психологічні особливості сексуальної поведінки сучасних жінок / Т.С. Асланян, О.В. Шевельдіна. // Науковий вісник Херсонського державного університету. 2018. № 3. С. 14.

²² Lehmiller J. *The Psychology of Human Sexuality* / Justin J. Lehmiller, Ph.D. John Wiley & Sons. 2014. P. 38.

²³ Sakaluk J. *Dominant Heterosexual Sexual Scripts in Emerging Adulthood: Conceptualization and Measurement* / John K. Sakaluk, Leah M. Todd, Robin Milhausen, Nathan J. Lachowsky // *Journal of sex research*. 2014. 51 (5). P. 516–531.

course of events. In contrast, fixed, inflexible sexual behavior is more likely to lead to divergent scenarios, their rejection and conflict between partners. Types of sexual scenarios, classically, differ from one author to another. It has to do with the way these scenarios are studied. Anna Tiomkina identifies the following types of sexual scripts:

- Pronatal – a story about sex life constitutes a story about family and reproductive practices;

- Romantic – a story about love and feelings;

- Communicative – a story about friendship;

- Hedonic – a story about physical practices;

- Market – a story about sex as an exchange/bargain;

- Rewards – a story about sex as a story of self-affirmation and self-realization²⁴. These types of sexual scenarios were outlined in the result of the analysis of ways of sexual interactions in life stories. The empirical array of this study was limited to biographies of two generations, which, according to the periodization of I. Kon and A. Rotkirch, refer to the generation of ‘silence’ and generation of ‘behavioral sexual revolution’²⁵. The analysis of the biographies of the representatives of generations that socialized during the Soviet times confirms the transition to pluralizing interpretations of sexuality and the spread of sexual freedom practices.

Another classification of sexual scenarios belongs to the Finnish scholars Suvivuo Pia, Tossavainen Kerttu, and Osmo Kontula²⁶. The researchers distinguish between: romantic scenario, rational sex scenario, sexual experience-seeking scenario, sexual desire scenario, and sexual intercourse postponing scenario.

Since the sexual scenario of the individual is viewed as a set of their attitudes, experiences, preferences, and sexuality, it is important to focus on how it is formed. The types of sexual scenarios that were outlined by the researchers and described herein above, relate to the interpersonal level that presupposes the interaction with the partner and adjustment to their own interpersonal sexual scenario. This interaction takes place at the cultural level, that is, there are certain limitations, a framework within which the variation of

²⁴ Гупаловська В.А. Сексуальний сценарій у контексті адаптивності особи // Інноваційна наука, образование,.: монографія. Одеса. 2018. Глава 3. С. 80. DOI: 10.30888/978-617-7414-52-9.0-036.

²⁵ Тёмкина А. Сценарии сексуальности и гендерные различия // Е. Здравомыслова, А. Тёмкина. В поисках сексуальности: Сборник статей. СПб.: Дмитрий Буланин. 2002. С. 253.

²⁶ Suvivuo P. “Can There Be Such a Delightful Feeling as This?” Variations of Sexual Scripts in Finnish Girls’ Narratives / Pia Suvivuo, Kerttu Tossavainen, Osmo Kontula // *Journal of Adolescent Research*. 2010. 25(5). P. 669–676.

the scenarios of each individual is acceptable. As for the intrapsychic level, sexual scenarios are least described here, but they can have the greatest influence on external behavior, as far as self-esteem and self-analysis of the experience lead to a further change of interpersonal scenarios.

If to consider the sexual scenarios of the individual at the intrapsychic and interpersonal levels, we will notice that one personality will always have several actual scenarios. I. Kon was the first one to point to it. Firstly, these are sexual fantasies that the subject never tries, cannot, or even does not want to realize. Secondly, these are the plans of actual behavior that the subject more or less consistently implements. Thirdly, these are the interim benchmarks used in the process of sexual interaction ('if he does this, I will do this'). Fourthly, they resemble memory repository that organizes past sexual experiences into a more or less coherent whole. Thus, the individual scenario contains at least three more levels: sexual desire, sexual values system and real sexual experience.

The content of the script is often not the same at different levels. The presence of sexual desire to a particular object or the necessity to realize it in a certain way does not mean that it will be realized with that particular object and in this particular way. For example, if the desired sexual behavior is in sharp conflict with social norms or is unacceptable due to the psychological characteristics of the individual, then the latter may find another object or method. Conversely, a specific sexual behavior does not mean that it is the best behavior for this person. Sexual motivation caused by sexual desire alone is not enough for a person to act on it²⁷.

For this to happen, the motivation must first of all become a plan, in other words, the intention has to be formed. Creation of intentions follows the elaboration of the most important aspects of attractiveness and opportunity to be realized, and is considered from the point of view of the purpose of action²⁸. However, no matter how attractive or worthy the purpose may seem, the transition to the formation of intention does not occur automatically. Obviously, for the intention to be created from this purpose, at least the act of internal approval is required.

Accordingly, it would make sense to single out another level of scenario related to the individual's intentions. Plans and intentions as to the sexual behavior are formed on the basis of peculiarities of desire on the one hand, and attitudes towards certain manifestations of sexuality on the other. Desire

²⁷ Gagnon J.H. *Sexual conduct: the social sources of human sexuality* / John H. Gagnon, William Simon. Chicago: Aldine, 1973. P. 69.

²⁸ Lehmiller J. *The Psychology of Human Sexuality* / Justin J. Lehmiller, Ph.D. John Wiley & Sons. 2014. P. 124.

and intention interact through a system of sexual values mastered by the individual. Sexual plans and intentions, where the influence of the partner's social norms and scenarios is not taken into account, constitute an individual's 'sexual desirability' (not attraction, but attractiveness – the ability to be motivated by the desire). In other words, 'desirability' refers to the intention towards someone or something in a situation where the possibility of an individual's significant adverse effects due to the impact of sex life morality or scenario mismatch is reduced to zero.

In relation to a particular situation, in addition to the subject's internal (personal) attitudes, intentions are influenced first of all, by social norms related to sexual culture (the cultural scenario by W. Simon and J. Gagnon), according to which the elements of the individual scenario may be desirable, acceptable, undesirable or forbidden within the given culture, and secondly, by the features of the partner's scenario. Equally important is the ability of the individual to adequately assess the situation and the possible consequences of specific sexual activity, their ability to self-control²⁹.

When the level of trust in the partner changes, the weight of the influence of the cultural scenario is changed as well. The higher the trust, the more the personal scenario is used, the less common elements it has. Accordingly, the lower the trust, the greater the impact will be on the generally accepted norms and rules, even if they do not coincide with the personal sexual scenario.

2. Laying the foundations of the sexual scenario at different stages of psychosexual development

In the context of the cultural scenario, sex education at home aims to communicate to the child the general rules of manifestation of their own sexuality.

In the first stage of psychosexual development, the sexual consciousness is being formed. This period covers ages from birth to 5–7 years. The micro-social environment in which a child grows up has a significant impact here. From birth, parents and closest relatives emphasize the gender of the child and reinforce appropriate behavior that is approving of this gender and in this socio-cultural environment. The very process of emotional response to a child's behavior in accordance with their biological sex will be the sexual education that is carried out in early childhood, when sexual consciousness is just beginning to form, and the outer world is being perceived emotionally, not rationally.

²⁹ Simon W. *Sexual Scripts: Origins, Influences and Changes* / William Simon and John H. Gagnon // *Qualitative Sociology*. 2003. Vol. 26, No. 4. P. 493.

With the development of cognitive psychic processes and growing curiosity, children begin to ask questions about childbearing, gender differences, etc. The first questions about the breast of the mother, different ways of urination, other anatomic gender differences appear when the child is 2,5–3 years. At about age of 5, questions about the origin of children and birth arise, while up to 7 years children want to know how they find themselves in the womb. Girls start asking questions earlier than boys. The age when the child starts asking these first questions depends on the temperament, curiosity, communicativeness, trust in parents, their attitude to sexual issues. If children do not ask such questions, it means that they consider the topic of sex to be forbidden to discuss with the elders, and satisfy their interest in another way³⁰.

The answers to these questions, the atmosphere in which the conversation takes place, the mood of the parents and their emotions create the general tone of sex education that conveys the parents' attitude to sexuality. In any case, the child will adopt the parental attitude. They may develop feelings of guilt and shame for their interest, a desire to conceal from their parents objects of interest (in case of parents' aggressive reaction, direct or indirect threats, etc.) or, conversely, a sense of self-interest, a healthy and normal attitude to the sexual sphere (in case of parents' appropriate reaction).

In the first stage of psychosexual development, the relationship between parents, their attitude towards each other, towards sexuality and its expression, their recognition of the personal space of the child, and the like, will be important and illustrative for the effective sex education. Children are entitled to respect for their intimacy; this brings them respect for the intimacy of others. It is not necessary to emphasize the shame and indecency of the naked body³¹.

The second stage is the formation of the stereotype of sex-role behavior. This stage is characterized by the intense socialization of the child, the formation of their collective consciousness. At this period the child learns to communicate with peers, his/her emotional reactions improve and differentiate, the prevailing mood is being shaped, the character is formed. The first foundations of the sexual scenario at all its levels are laid.

At this stage, sex education is provided not only by parents, but also by teachers at school. The main task of sex education at this stage will be to prepare schoolchildren for adolescence, to inform them about the psychological and physiological features that await them, to develop a culture of inter-gender relations.

³⁰ Кашенко Е. Психология сексуальности. Москва: Ridero, 2016. С. 14.

³¹ Ibid., с. 15.

Lack of proper attention from parents, educators and doctors to sex education, the thought of the asexuality of middle school age children lead to the situation when the necessary sexual education children receive secretly, from unreliable sources. Gender issues are discussed with inadequate terms of a vulgar nature, which leads to further perception of sexuality as something wrong, whatever one should be ashamed of. Such conclusions drawn by the children contrast with the regular development of gender identification and shaping of sex-role behavior, which can cause conflict-neurotic tension, and sometimes – neurotic maladaptation of children³².

If in the preschool age the child's psyche was not overwhelmed by feelings of shame and fear of sexuality, and in the early school age sex education was an adequate part of general education, and if by the beginning of puberty children went through an adequate way of choosing and developing sex-role behavior, then during the teenage years there will be almost no difficulties in the development of children and their relationships with parents.

The last stage is the formation of psychosexual orientations. At this stage, the importance of the spontaneous factors of the environment that can create a favorable background for all kinds of sexuality disorders increases. This will be accompanied by inappropriate sexual education or its complete absence. Stages of libido formation at this stage increase the importance of trusting relationships with parents and authorities, which can help teenagers to solve complicated issues as to the attachment, affection, love for a new object. The issues of the onset of sexual life, adolescent unwanted pregnancy, and abortion are exacerbated. Sex education of adolescents at this stage should not only presuppose the adequate information about contraceptive methods and the conception issues, but also be aimed at raising responsibility for their own actions and weighing all the risks for starting or delaying their own sexual life.

At this stage, the acquired elements of the sexual scenario are tested in practice, what helps to gain experience. Sexual scenarios here are actively changing, varying within certain limits set by society, so the individual seeks their own comfortable scenario and an approach to the manifestation of their own sexuality.

3. Sex education as the basis of a child's sex-role behavior

Sex education begins in the early childhood in the family setting, where parents lay the foundations of a child's sex-role behavior with the help of words and/or their own example.

Sex education is a set of educational activities aimed at the formation, shaping and development of certain norms and values that apply to all the

³² Кашенко Е. Психология сексуальности. Москва: Ridero, 2016. С. 21.

components of human sexuality. It includes a wide range of areas for educational work that partially represent the components of sexuality:

- biological (biological gender differences, mechanisms of conception and birth of children, puberty, contraception, etc.);
- psychological (personal sexual attitudes);
- behavioral (sexual behavior);
- social (social norms)
- cultural (cultural specificities of sexuality).

Educational component is an integral part of the sex education complex, because if the information is complete and reliable, the risk of acquiring dubious knowledge, forming false beliefs and attitudes, and developing inappropriate sexual behavior is reduced.

V. Kahan also points to the complex nature of sex education. He emphasizes the overall ultimate goal, noting that the components of sex education include everything that nurtures a healthy and holistic personality of a woman and a man, who are able to adequately understand and comprehend their physiological and psychological characteristics in accordance with existing sociocultural norms and, therefore, with the help of this establish optimal relations with people of opposite sex in all spheres of life³³.

Sex education is part of both general education at home and school education. Therefore, it is possible to distinguish two types of sexual education: family and school, which includes not only the school as a significant social institution, but also any other group (extracurricular circles and organizations, colleges, etc.) that offers a certain type of behavior.

Family sex education lays the foundations for sex-role behavior, gender identity, self-confidence, trust, etc. At preschool age, the child mostly feels, not comprehends, the surrounding world, thus it is the relationships between parents (the same foundations of sex-role behavior), their attitude to him/her (self-confidence, gender identity) and the child's attempts to gain attention (trust), that will be informative for him/her. Therefore, sex education at home presupposes not only giving a child the necessary information and controlling their behavior (encouraging the desirable behavior and punishing the undesirable one), but also the attitude towards the child, the emotions of the parents, their relationships, etc.

It is due to this emotional component of family sex education that it is an integral part of general education. Even if parents deliberately protect the child from any information related to sexuality, their behavior will determine the basis of further sexual preferences, sex-role behavior, child's confidence, etc.

³³ Каган В.Е. Половое воспитание детей / В.Е. Каган, Д.Н. Исаев. Москва: Педагогика, 1988. С. 18.

4. Models of sex education

The foundations laid by the sex education at home are being developed and expanded within the framework of school sex education. At the same time, family education continues to exist and function within the framework of general education and, as a rule, does not change its direction over time.

According to the classification of the Polish educator and sociologist M. Kozakiewicz (Table 1), there are three main models of sex education:

- 1) repressive;
- 2) democratic;
- 3) liberal.

These types are differentiated on the basis of the information provided and its nature, the characteristics of parents' behavior in the process of providing this information, and the personal attitudes regarding the sexuality of parents. For example, a *repressive model* provides a minimum of information that a child receives from a parent, a *democratic* one provides a sufficient amount of information according to the child's request and his/her age, while in the *liberal* model the child is given complete information, regardless of their age and request, often without evaluative characteristics³⁴.

Table 1

Models of sex education according to M. Kozakiewicz

Model of sex education	Amount of information	Content of information	General tone
Repressive	Minimal	Categorical prohibition, recognition of 'abstinence' as the only right choice	'No!'
Democratic	Sufficient	Absence of categorical prohibition, provision of information regarding safety and danger of sex life, encouragement of the choice of safety.	'Yes, but...'
Liberal	Complete	Absence of any prohibitions, giving full autonomy, lack of safety control	'Yes!'

³⁴ Козакевич М. Сексуальное воспитание и молодёжь Европы. София. 1985. 144 с.

In their monograph 'Sex education of children' Dmytro Isaiev and Viktor Kahan describe in details the basic provisions of each type of family sex education.

Repressive type of sex education is most common in religious families. In other cases, repressive education is caused by the inability and unwillingness to provide information about sexuality to children. In general, this type of education is based on the belief that knowledge provokes the desire to put it into practice, and this leads to youth being corrupted. Therefore, the minimum amount of information provided to children under this model of education relates only to the most essential (for instance, the information about menstruation) and, most often, to the religious (abstinence and virginity until the wedding, sinful nature of the sexual desire, the need for full trust and obedience to the elders, family values and roles, etc.).

This model of sex education completely excludes information about anatomical and physiological inter-sex differences. The information about the reproductive function is given later, when the child grows older. Human reproductive processes can be explained by the example of plants. Here the young people should first of all develop a deep understanding of the nature and importance of family and marriage, and only then will it be acceptable to discuss with adults – even educators – the process of puberty, its complexity, sexually transmitted diseases, the variability of sexual behavior form, etc. not accepted³⁵.

Proponents of the repressive model of sex education idealize the processes of developing children's curiosity, and do not fully understand the cause-and-effect link between sex education and sexual behavior, they eliminate the possibility of other sources of information than parents, and dismiss the compensatory processes. The constant imposition of ideals and values, the lack of reliable and accurate information, the refusal to explain the reasons for the permanent prohibitions, and more, all compensate for the lack of information from parents. The child is looking for other sources that can tell what is being hidden from him/her. These sources may include peers or older friends, parents of friends, other important adults, the Internet, the media, etc.

In today's world, it is impossible to fully control all the information that comes to a child, and therefore the repressive model of sex education is unreliable. Adherence to its basic principles will not help parents to raise a healthy, aware person, responsible for their actions. Rather, the repressive education fosters a constant and growing sense of guilt for sexual acts, thoughts, desires, etc., because their denial cannot guarantee their absence,

³⁵ Каган В.Е. Половое воспитание детей / В.Е. Каган, Д.Н. Исаев. Москва: Педагогика, 1988. С. 8.

because they are an important component of the psychosexual development of any person.

The liberal model of sex education is the antagonist of the repressive one. They are completely opposite, ranging from basic principles and definitions to personal settings of parents and methods of educational processes. If the repressive model identifies sexuality as an irrelevant and unnecessary component for healthy overall development of a person and sees it only as a side effect of procreation, then the liberal type proclaims sexuality as the most important and necessary component for the development of a harmonious personality, often without reference to the reproductive function.

By the volume and nature of information, the liberal model provides the most complete information about sexuality. The main goal is to deprive young people of a sense of guilt for their sexuality that has been promoted by the previous generations. This model of sex education can be regarded as an aggressive response to the prohibitions promoted by the repressive model.

Young people have the right to separately and independently form the desired moral and sexual norms, and no one has the right to impose on them their morals. The only mandatory norm is the responsibility for the nature and consequences of their sexual relations, the use of contraceptives and the birth of children as a result of unintended pregnancy. The production and distribution of pornographic products is based on the right of adults to freely choose what they want to see, have, do³⁶.

The complete opposite of these two approaches to sex education obviously defines their common characteristic – they unequivocally exclude and deny the existence of any other approach.

The democratic model of sex education combines the best features of repressive and liberal models. It provides sufficient freedom for the variability of sexual behavior, while encouraging compliance with one's own safety rules and, most importantly, explains the dangers and ways to avoid them. The democratic approach maintains a positive attitude towards sexuality, but does not counterbalance other important social constructs.

Raising a child by means of the democratic type of the model helps to avoid frustration and harm for others in sexual relationships, facilitate personal and psychosexual development, soften the transition to adulthood, so that the realization of emotional and sexual needs does not violate other people's social norms and well-being³⁷. This is ensured by informing children

³⁶ Каган В.Е. Половое воспитание детей / В.Е. Каган, Д.Н. Исаев. Москва: Педагогика, 1988. С. 8.

³⁷ Ibid., с. 9.

and young people about current, previous and future processes and changes in their bodies, their relationships with others and their lives in general.

In this way, all components of sexuality are balanced, and the provision of complete and truthful information prevents the acquisition of false knowledge and the formation of incorrect and inadequate attitudes. Granting freedom when giving complete information ensures the formation of a mature and responsible personality. Admissible sexual activity is determined by age and reciprocity of physical, mental and socio-moral maturity. Early sexual relations are unacceptable because they may violate the interests and well-being of partners and a child who may be born in the result of the immature sexual relations. Masturbation and petting are not morally condemned. Partners' loyalty to one another ceases to be equated with sexual exclusivity, which is considered mandatory for marriage, but does not preclude a broader and more liberal understanding; in this respect the requirements for men and women should not differ. The basic moral principle of sexual conduct in or out of wedlock is the following: any type of sexual intercourse is morally permissible if they correspond to the desires and attitudes of mature and morally responsible people who act without external or internal pressure³⁸.

Another similar classification of types of sex education at home was proposed by Miriam and Otto Ehrenberg in 1988. The researchers described four types of parents' attitude towards gender issues that manifest themselves in family life and determine the style of sex education: 1) repressive type; 2) avoidant type; 3) obsessive type; 4) expressive type.

As well as in the previous classification, the repressive type here reflects a negative attitude towards sexuality. Sex is considered dangerous and knowledge of it is unnecessary for children. Abstinence until the wedding day is promulgated. In such families, it is forbidden to use specific words and joke about things like that, walk around the house in lingerie, etc.

The avoidant type is characterized by a more tolerant attitude towards sexuality. It is considered as a useful characteristic, but often parents are unable to talk about its features with children³⁹.

The obsessive type maintains a positive attitude towards sexuality, but everything related to sex becomes the focus of attention in the family. Such parents are too liberal, often not trying to hide their sexual relations, which can scare their children. This type is similar to the liberal type of sex education.

³⁸ Каган В.Е. Половое воспитание детей / В.Е. Каган, Д.Н. Исаев. Москва: Педагогика, 1988. С. 8.

³⁹ Мастерс У. Основы сексологии / У. Мастерс, В. Джонсон, Р. Колодни. Москва: Мир, 1998. С. 258.

The expressive type also maintains a positive attitude towards sexuality. The issues of interest to children are being openly discussed. Parents explain to children that sexuality is an important and healthy phenomenon in everyone's life, but it is not necessary to focus entirely on it⁴⁰. The characteristic of the expressive type coincides with the democratic type of sex education according to the classification of M. Kozakiewicz.

The proposed models of sex education can be applied both in family and in school education. In 1994, the American Public Health Association passed a resolution reaffirming the right of children and adolescents to comprehensive sex education. According to the association's recommendations, the manner of presenting facts and information regarding sexuality should not offend pupils' racial, national or personal feelings. Moreover, the association supported the idea of teaching practical skills which will help young people improve their relationships with others and make more responsible decisions about sex⁴¹.

It is the striking example of the democratic type of school sex education that was viewed as liberal and later considered to be ineffective and unnecessary. The United States' experience in introducing sex education into the school curriculum contains several 'waves' that are associated with dramatic changes in health of adolescents (unwanted pregnancies, abortions, increasing numbers of sexually transmitted diseases, and others similar problems). This illustrates the general tendency towards intense activity so as to overcome a critical state, instead of actions aimed at preventing this state.

The first wave arose from an effort to reduce the number of unwanted pregnancies and reduce the transmission of sexually transmitted diseases among young people. Sex education presupposed providing adolescents with the information about sexuality, pregnancy, and contraceptives. Similar sex education can be observed in modern Ukrainian schools.

The second wave began with the final conviction that one's knowledge of contraception was not enough to avoid unwanted risky sexual behavior by adolescents. The new program focused on the need to identify and define the sexual values of young people. This program was called the 'comprehensive sex education'⁴². The expected success was not achieved.

The third wave arose in the 80's of the 20th century. It was characterized by advocacy of abstinence as the only right strategy for avoiding dangerous sexual behavior. Since the introduction of the new program, no information

⁴⁰ Мастерс У. Основы сексологии / У. Мастерс, В. Джонсон, Р. Колодни. Москва: Мир, 1998. С. 258.

⁴¹ Келли Ф. Г. Основы современной сексологии. СПб: Питер, 2000. С. 313.

⁴² Ibid.

has been obtained to confirm that students started abstaining from sexual intercourse before marriage.

The fourth wave of sex education is related to the HIV and AIDS crisis. While ignoring the results of previous programs, the new strategies for sex education tried to inform young people about the risk of unprotected sexual contacts and casual sex.

After the failures and partial successes of all four waves of sex education, certain conclusions have been drawn that point to key mistakes in the implementation of sex education in educational institutions.

Firstly, it was the misconception of the transfer of experience from the older generation to the younger. This approach did not justify itself, because the experience of the older generation in its unaltered and unadapted form will be of little use for today's youth.

Secondly, we need to broaden our perception of sexuality, to include more variability in programs, as far as students' basic perception may differ due to different cultural and national values.

Thirdly, many parents oppose sex education in schools because they consider such education to be a family responsibility, although in reality they pay too little attention to it.

From the theoretical point of view comprehensive sex education is the most effective one, because it can be the most variant and universal. For example, even if a teacher advocates abstinence or advises adolescents to postpone the onset of sexual activity, he/she does not deny young people the opportunity to find out about the reliable contraceptive methods, in the event that they decide to have sexual relations⁴³.

A. Shybaieva notes that sex education is carried out as an integral part of the general complex of educational activities in the family, preschools, schools, etc. on the basis of a unified approach on the part of parents, educators, medical workers; is differentiated according to sex, age and degree of preparation of the child (parents) and phased character; provides a favorable atmosphere and hygienic conditions.

Sex education should be based on the common opinion of all educators, carried out in accordance with the age and current knowledge of the child, not humiliate children and not bring up feelings of guilt, shame or fear in them. It is important for the representatives of all genders to know the features of sexuality and sexual development of their own as well as the opposite sex. This will provide a solid basis for further building and developing partnerships. Compliance with these conditions can guarantee the success of sex education.

⁴³ Келли Ф. Г. Основы современной сексологии. СПб: Питер, 2000. С. 317.

5. Main areas of sex education

A clear delineation of sex education's areas simplifies and specifies pedagogical work, as it determines what areas of sexuality can be fostered and in what way it is more appropriate to do so. It's necessity to outline the following areas of sex education:

1. Sex-role education. It helps to develop psychological masculinity and femininity and to establish optimal communicative attitudes of men and women.

2. Sex education. It is aimed at optimizing the formation of sexual and erotic orientations and sexual consciousness in the context of psychosexual culture and moral requirements.

3. Preparation for the responsible cohabitation. Forming partnership roles and developing responsible partnership settings.

4. Preparation for responsible parenthood. It involves the formation of role behavior of a mother and a father towards children and development of optimal reproductive attitudes.

5. Development of a healthy lifestyle. It is realized through the clarification of how such bad habits as smoking, alcoholism, drug addiction, sexually transmitted diseases, unwanted pregnancy, etc. affect sexuality, partnership and parenthood⁴⁴.

Therefore, the pedagogical aspect of sex education relates to its educational character. Thus, for comprehensive awareness and development of a harmonious personality, sex education should be carried out according to certain principles in different areas. The success of sex education depends on the authority of the educator, their awareness, openness to children and willingness to help them in solving complex issues, on the clarity of the stated purpose and basic tasks, on the ways and means of teaching.

6. Psychological-sexual component of sex education

As it has already been mentioned herein above, sex education can be carried out both within the framework of general family education and within the school educational process. It can be done consciously by parents or teachers, according to a compiled program that takes into account all age-related physiological and psychological characteristics of children, or unconsciously, when a child is in a particular environment of unstructured information, and determines the significance, accuracy and usefulness of that information on their own. This environment can be the Internet, a group of friends, the media and even art. Provided that at least one of these points is present in the life of the child, conscious selection of information by parents

⁴⁴ Кон И. Сексология / И. Кон. Москва: Академия, 2004. С. 246.

or teachers is impossible. The only way to protect a child from false, inaccurate, distorted, incomplete information is to provide the necessary knowledge and skills in a timely manner that will relate not only to the sexual topic but also to the features of finding valid information.

Ignorance of specific facts is usually offset by knowledge of basic patterns. Therefore, the sex education system, like any other education, regardless of the method of its implementation (family, school, extracurricular courses, etc.), should be multifaceted and include knowledge not only of sexology, but also of psychology, biology, physiology and useful facts from other, supporting sciences.

The process of sex education always involves the emotional component, regardless of the strategy followed by parents and teachers. In early childhood, this is due to the peculiarities of emotional perception of the world. Emotions for children are more informative than the facts they convey. Therefore, along with information about childbearing and gender differences, the child gets an idea of his/her parents' attitudes towards sexuality. Unconsciously, the child takes over these attitudes, and any further information will be perceived by him/her through the lens of these attitudes. It is important to teach children from an early age to perceive the phenomenon of pregnancy or childbirth calmly. Correct perception of these phenomena is only possible in families where there is mutual trust between parents and children⁴⁵.

Forms and ways of information presentation are also important, as they can keep the child's interest in sexual topics, or vice versa, develop feelings of shame and guilt for that interest. Introducing children to facts alone cannot be considered a full-fledged sexual education. It is advisable to use facts only when introducing children to moral norms. Explanation of moral principles should be supported by some experience. The assessment of educators and parents of the behavior that is acceptable and unacceptable in society creates the basis for the consolidation of the individual system of values, orientations and attitudes. This can only be achieved by creating a supportive environment, not by suggestion or persuasion by force. The goal of sex education is to use the acquired skills and knowledge of children in everyday life, in real-world relationships with other children⁴⁶.

It is advisable to choose different amount and types of information depending on the age of a child, as some facts may shock or psychologically injure them. However, regardless of the age of the child, it is necessary to

⁴⁵ Каган В.Е. Половое воспитание детей / В.Е. Каган, Д.Н. Исаев. Москва: Педагогика, 1988. С. 5.

⁴⁶ Ibid., с. 45.

use the proper terminology for the names of genital organs, sexual intercourse, etc. It is often that parents use 'infantile' terminology when for the first time explaining the child this topic. At the age of 5–6, the child learns from other peers and older friends about other names for genitals and the process of their use, mainly the cynical ones. These names carry an emotionally negative colouring that can be transferred from certain words to the entire sexuality sphere.

At an older age, when infantile terminology is dismissed as ridiculous and a vulgar one as unacceptable, the 'verbal emptiness' appears in the emotional inter-gender relations. Thus, young people often ignore medical appointments with gynecologists, proctologists and urologists, because it is difficult for them to explain what is their concern. The problems in sexual relations arise as far as the communication between partners is being impaired and couple's confidence suffers as well.

In the process of sex education, it is important for parents and teachers to develop child's confidence in themselves. This can be accomplished in various ways, but it depends largely on the atmosphere in which the conversation takes place, as well as on the behavior of the educator.

But for the parents and teachers, a specialized doctor may also participate in sex education. The peculiarities of this approach are not fully defined, as there are ambiguous opinions regarding doctor's involvement in sex education. Unilateral medical approach to sex education, when the doctor occupies a leading position in the educational process, is considered wrong. As the specialist knowledge holder, the doctor may conduct additional classes but not replace the teacher. The task of the doctor in the process of sex education is to disseminate scientifically substantiated facts regarding healthy sex life and prevention of disruptions to it. Also, doctors' task is to advise parents and teachers as to the health and hygiene issues in sex education. The medical aspect of sex education provides for the formation of a link between sexuality and health issues including sexual health.

Psychological-sexual aspect of sex education concerns the form of information delivery and its age-related differentiation. Forms and methods of its presentation should be appropriate not only to the child's age, but also to their current psycho-physiological condition. The curiosity of the child should be fully satisfied, while developing the concept of norm in interpersonal relationships. Moreover, the information should be provided in such a way that it does not have a traumatic impact on the child, since for many children such information can bring about the whole range of emotions that necessarily need to be discussed.

CONCLUSIONS

In the process of theoretical research, the problem of types of sex education at home was analyzed in the framework of various sexual, psychological and pedagogical approaches, as well as the role of sex education in the formation of sexual scenarios. The classification of the types of parents' attitude towards sexuality by Miriam and Otto Ehrenberg was taken as the basis for the study. According to the approach proposed by these researchers, family sex education is determined by the type of parents' attitude towards sexuality. It can be of four types: repressive, avoidant, expressive, and obsessive. In addition to this classification, there is an approach by M. Kozakiewicz who describes three types of sex education: repressive, democratic, and liberal.

The most thorough research in the field of sexology and psychology of sexuality was carried out in the 20th century, when sexology was separated into the independent science (W. Masters, V. Johnson, G. Kelly, J. Money, W. Reich, H. Vasylenko, K. Imielinskii, et al.). As a consequence, the compulsory sex education programs were developed and implemented in schools, but expectations from these programs were not met due to the low percentage of children who received proper sex education in schools and colleges (a high percentage of parents' refusal of the participation in such programs) and the low level of teachers' preparedness.

Sexual scenarios become a barrier to the free expression of sexuality only if their content is internally condemned by the individual himself/herself. In this case the sexuality becomes a cause of shame and guilt, and sexual interaction either does not bring pleasure at all, or pleasure from it is regarded as something negative and wrong. This may be the case if the strategy of sex education envisaged the formation of attitudes about sexuality and sexual manifestations as unnecessary, sinful, wrong and inappropriate.

If there is no such factor, then the sexual scenarios become ancillary to the manifestation of sexuality, their components are expanded, the experience gained is appreciated and the dynamics of sexuality is observed.

The denial or suppression of sexuality at any stage of its development is inappropriate and provokes the development of further problems: from ignorance of the processes of one's own body to actual psychosomatic disorders. This is why it is extremely important in a timely, dosed and age-appropriate way to provide children with truthful information about what is happening to their body, how it may change, and what are the rules of sexual behavior that should be followed.

At the same time, sex education makes it possible to develop good communication skills, because the confidence between the child and the parents, which is present during adequate sex education, establishes the basis

for the formation of trusting relationship with others in the future, and as a consequence – of high level of sexual well-being and of sexual scenarios that will be adequate to one's own needs.

In addition to sex education at home, there are many other sources from which children can learn about sexuality and sexual relationships: social contacts with peers, friends, the Internet, school knowledge, teachers, and the impact of attitude shown towards sexuality by the adults that are important for the child. Unfortunately, the reliability of the information received from friends, acquaintances, sometimes from the Internet is almost minimal. They create misconceptions and unhealthy attitude towards child's own sexuality (for instance, fear or disgust), which also hinder normal psychosexual development. In addition to providing the information about sexuality and its manifestations, sex education at home is designed to create a basic sense of trust, safety and well-being that become the basis for further relationships. If there are no trusting relationship in the family that exist between parents, parents and children, adequate sex education will never take place. In adulthood, a person who was brought up in such a family will not be able to be a fully-fledged, psychologically mature partner in their own relationship. The prospects for further research constitute the development of methods of psychological correction of maladaptive sexual scenarios for individuals with different types of family sex education.

SUMMARY

In the course of the theoretical research, the problem of types of sex education at home was analyzed in the framework of various sexological, psychological and pedagogical approaches, as well as the role of sex education in the formation of sexual scenarios. The classification of the types of parents' attitude towards sexuality by Miriam and Otto Ehrenberg was taken as the basis for the study. According to the approach proposed by these researchers, family sex education is determined by the type of parents' attitude towards sexuality. It can be of four types: repressive, avoidant, expressive, and obsessive. In addition to this classification, there is an approach by M. Kozakiewicz who describes three types of sex education: repressive, democratic, and liberal. Besides providing the information about sexuality and its manifestations, sex education at home is designed to create a basic sense of trust in oneself and others, safety that become the basis for further relationships, sexual and general well-being of the individual. Actually, the information and the way it is presented determine the type of sexual education. Type of sexual education forms the internal structure of sexuality, which is reflected in current sexual scenarios of personality.

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ACTIVITIES OF PUBLIC ORGANIZATIONS FOR THE SPIRITUAL FORMATION OF YOUTH¹

Zhyhaylo N. I., Ryzhak L. V.

INTRODUCTION

At the current stage of society's development, the role of public organizations is becoming increasingly important. A public organization is a community created by citizens to promote and protect their collective interests. Public organizations are called non-governmental, non-governmental organizations. In other words, a non-governmental organization is an independent association of citizens, which can help the community to better organize, unite, enrich community spiritually and culturally, and so on.

In Ukraine, as in every country in the world, there are many different types of public organizations. These are professional unions, women's, youth, veterans', children's organizations, scientific, technical, cultural and educational, physical and sports and other voluntary associations of citizens, creative unions, associations, foundations, associations and more. They may have different names: organization, association, union, society, club, circle, council, foundation, association, etc. Their common features are voluntary association, the presence of a certain organizational structure and activity on the basis of self-government. Another feature of a public organization is its non-profit nature (non-commercial) – it should not carry out economic activities for getting profit, otherwise it should be registered with an authorized body of public authority as an entrepreneurial structure.

Such organizations include the Lviv Regional Branch of the All-Ukrainian Public Organization "Society of Psychologists of Ukraine" and the Ukrainian Association of Catholic Teachers. With the initiative of the Head of the Youth Commission of the Ukrainian Greek Catholic Church and the blessing of His Beatitude Lubomyr Husar – Head and Father of the Ukrainian Greek Catholic Church and His Eminence Archbishop and Metropolitan of Lviv Bishop Ihor Vozniak a voluntary, democratic, independent public association was formed, the founders of which became: Commission on Youth Affairs of UKRAINIAN GREEK CATHOLIC CHURCH (on the one hand) and higher education teachers (on the other), Ukrainian Association of Catholic Teachers. At the same time, the Lviv Regional Branch of the All-Ukrainian Public

¹ Максименко С.Д. Генеза здійснення особистості : наук. монографія. К. : КММ, 2006. 255 с.

Organization “Society of Psychologists of Ukraine” was approved at the Congress of Psychologists of Ukraine in Kyiv¹.

At these events, almost simultaneously, on April 19, 2010, at about 2 pm, the Ukrainian Association of Catholic Teachers was formed at the Constituent Assembly, and approved at the Congress of Psychologists by a member of the Presidium of the Society of Psychologists of Ukraine, and, consequently, the chairman of the Lviv Regional Branch of the All-Ukrainian Public Organization “Society of Psychologists of Ukraine”. So, this day became the day of founding of two public organizations, the head of which was elected Doctor of Psychological Sciences, Professor of Ivan Franko National University of Lviv, Natalia Zhyhaylo².

The purpose of activities of public organizations: the Ukrainian Association of Catholic Teachers and the Lviv Regional Branch of the All-Ukrainian Public Organization “Society of Psychologists of Ukraine” is the issue of spiritual formation of a person at a young age while studying in institutions of higher education; principles of affirmation of ideas of humanism and patriotism; appeals to universal and national values, etc.

Now public organizations are celebrating their decade. Thanks to the activities of two public organizations: Lviv Regional Branch of the All-Ukrainian Public Organization “Society of Psychologists of Ukraine” and the Ukrainian Association of Catholic Teachers, assistance to the leadership of Ivan Franko National University of Lviv and the goodwill of numerous colleagues, students, postgraduates International scientific-practical conferences, a number of round tables, workshops, public lectures, trainings, creative evenings and more. Here are the most interesting and important ones.

1. Lviv Regional Branch of the All-Ukrainian Public Organization “Society of Psychologists of Ukraine” activity

On April 19, 2007, a scientific-practical conference “Spiritual and cultural values of student youth – revival and affirmation” was held with the participation of Father-Superior of the Church of the Holy Trinity Stepan Kashchuk and People’s Artist of Ukraine Bohdan Kozak.

On April 19, 2009 the International Scientific and Practical Conference “The Modern Paradigm of Management and the Ostroh Bible” was held with the participation of the translator of the Ostroh Bible from Church Slavonic into Ukrainian, Doctor of Theology, Head of the Department of Theology of the National University “Ostroh Academy”, Archimandry Professor Rafail Turkonyak’s father. The design of the conference, and especially its topic,

² Жигайло Н.І. Психологія духовного становлення особистості майбутнього фахівця : Монографія. Львів : Видавничий центр ЛНУ імені Івана Франка, 2008. 336 с.

was not accidentally interested in a wide range of scholars, because it is devoted to the leading idea of governance, which originates from the Book of Genesis – Holy Scripture, which is based on the Laws of God, which leads to the goal. Father Professor Rafail Turkonyak as a Prophet of the Truth of God is a prime example of moral and spiritual growth for the younger generation. The Great Book – the Ostroh Bible – given by his father-professor for more than 30 years of tireless, persistent, continuous work.

On December 3, 2010, the International Scientific and Practical Conference of Students and Young Scientists on the topic “Faith and Reason” was held at the Ivan Franko National University of Lviv. spiritual formation of personality in terms of market relations; ideological values in the paradigm of modern management; religion and morality in the functioning of the rule of law; people in the age of modern technogenic civilization, globalization and European integration processes, etc.

On December 11, 2010 the second stage of the All-Ukrainian Scientific and Practical Conference of Students and Young Scientists on the topic “Faith and Reason” took place in Kyiv. The Head of the Ukrainian Greek Catholic Church, His Beatitude Lubomyr Husar, as well as the Blessed Bishop Yosif Milian, Bishop Assistant to the Kyiv Archdiocese of the Ukrainian Greek Catholic Church, blessed the event.

On April 19, 2012 the International Scientific and Practical Conference “Science and Spirituality in the System of Modern Management” was held with the blessing of the Bishop of the Ukrainian Greek Catholic Church Bishop Igor Voznyak. The areas of work of the conference were: modern social progress and management: values; managing the processes of spiritual formation of the individual; ideological values in the paradigm of modern management; The Papal Encyclical of the Gospel of Life and Other Christian Doctrines in the Context of the Problems of the Present Time; development of science and spirituality in the age of globalization and technogenic civilization.

On March 5, 2013 the Academic celebration of the anniversary of the scientific activity of the Honorary Member of the Association, the founder and long-time head of the Department of Sociology, Professor Andriy Khoronzhii took place. The conference addressed the following issues: theoretical, methodological and organizational foundations of the management culture; organizational and business culture in the context of social development; economic aspects of management culture; sociopsychological factors of managerial culture, etc.

On October 20, 2014, the Scientific and Practical Conference “Management Organization: Origins, Realities and Prospects for Development” was held, dedicated to the 50th anniversary of the scientific

activity of the long-time manager of the Department of Management, Professor Volodymyr Yatsura. The main directions of the conference were: the emergence, formation and development of management as a human activity; strategic changes in management organization; management culture in the system of economic development of Ukraine; innovative approaches to the formation of management personnel; professional and spiritual formation of manager's personality.

Since 2015, we have started a series of conferences, which I call: The Rector's Project. Thus, proposing the title: "Psychological Aspects of Spirituality", Rector Volodymyr Melnyk added: "Philosophical and Psychological Aspects of Spirituality". Therefore, on April 19, 2015, the First All-Ukrainian Scientific and Practical Conference was held: "Philosophical and psychological aspects of spirituality: socio-economic transformations and the revival of national dignity". The directions of the conference were: philosophy of the Dignity Revolution and Euromaidan; building a nation-state in the writings of Andrey Sheptytsky; philosophical and legal foundations of spirituality; psychology of the spiritual personality: geographical context; philosophical aspects of management culture; intercultural communication in the context of European integration; economic problems of strengthening Ukrainian statehood.

The conference brought together experts from various fields of science: philosophy, psychology, economics, administration, law, clergy and other fields. What is decisive is that this event took place in the year of Metropolitan Andrey Sheptytsky – the outstanding theologian, Master of the Church, the spiritual guide of our people, named by us "the native Moses" – and is dedicated precisely to the year of Metropolitan Andrew, ie 150 from the day of his birth.

What is unique is that we had the happy opportunity to receive the blessing of today the head of our church – the successor of the case of the great Metropolitan Andrey Sheptytsky – our Archbishop and Metropolitan of Lviv Bishop Igor! Significant for me personally (and for us) is the presence of a well-known scientist of today, a meter of psychological science in Ukraine and abroad, a giant of spirit, soul, mind and heart, the director of a powerful scientific center in Ukraine – known to all by the GS Kostyuk Institute of Psychology National Academy of Pedagogical Sciences of Ukraine, Teacher of My Life – Academician Sergey Maksymenko.

Very grateful to have arrived: Professor Volodymyr Morgun from the Korolenko National Pedagogical University of Poltava, who largely applied to the idea of holding today's conference, Professor Myroslav Savchyn – the founder and luminary of the direction of spiritual psychology, Father Sebhtak and the activities of Metropolitan Sheptytsky, the head of the commission of

the sacred art of the UKRAINIAN GREEK CATHOLIC CHURCH, and to all those today who will make interesting in-depth reports.

Also interesting is what the conference date is all about: the fact is that 5 years ago – April 19, 2010 – two independent events took place – in Lviv and in Kiev – the Constituent Assembly of the Association of Catholic Teachers and The Congress of Psychologists of Ukraine, at which, almost simultaneously (about 14 hours) and thus – (one formed, the other modified and continued its work) – two public organizations. Thus, this day became the day of foundation of two public organizations: the Association of Catholic Teachers and the Lviv Regional Branch of the All-Ukrainian Public Organization “Society of Psychologists of Ukraine”, and I was elected chairman. Today’s event for me is a kind of report for the 5-year activity of two public organizations: the Lviv Regional Branch of the All-Ukrainian Public Organization “Society of Psychologists of Ukraine” and the Ukrainian Association of Catholic Teachers, each with its own history. Recently, a memory conference was held at Tsurkovsky’s University of Physics, which headed the Lviv Zonal Society of Psychologists from 1969 to 1995. As for UAVC, her idea somewhere up there, perhaps, came about when, when she was a student at the faculty, she was officially allowed to write a course in psychology as an exception at the faculty – thank you for that, Yaroslav Pryguli. Or, when she began her professional activity at 69 schools in Lviv, she initiated the founding of the Church, which now really exists and serves the people, and was dedicated on May 24 by the name of Cyril and Methodius – Slavic educators and the church. Or maybe when she went to work at a medical college at Doroshenko street, or at the department of sociology or management – and more than once she was the initiator of conferences on spiritual topics. And, maybe, when for the first time in 6th grade I saw the construction of LNU and the soul remained in it. This remains a philosophy, but at all stages, the leading activity was the formation of spirituality. That is why the present date of the conference is explained. The conference was conceived as a backstage chamber event, but thanks to all of you – it became a serious event. Because the topic is relevant, contemporary, interesting, important. Thank you to everyone who supported the idea, who joined it. We expect the conference to confirm the direction of spiritual psychology. And the future of our science, nation and state will depend on it.

On November 27, 2015, the All-Ukrainian Scientific and Practical Conference “Security of the Ukrainian People in the 21st Century: Problems, Origins, Solutions” was held. management of human life safety; spirituality as the basis of state formation and economic strengthening; banks of Ukraine as drivers of development of the real economy of the state; place of self-government in the system of administrative and territorial reform in Ukraine; constitutional principles for reforming the Ukrainian state.

On February 19, 2016, the Second All-Ukrainian Scientific and Practical Conference “Philosophical and Psychological Aspects of Spirituality: Trust as the Basis for Changes in Economy and Society” was held, dedicated to the memory of Heroes of the Heavenly Hundred. Areas of work of the conference: philosophy of heroic deeds of Heavenly Hundred Heroes; memory as a philosophical category and national dignity; trust as the basis of state formation and economic strengthening; psychological aspects of spiritual values in the management system; institutional levers of restoring confidence in the financial system of Ukraine; social responsibility of financial institutions. The conference aims to develop spiritual values, their ideals, views, concepts and its purpose – to build trust as the basis of change in the economy and society, and its dedication – to the memory of the Heavenly Hundred Heroes and all those who give their lives and health for the dominance of this virtue in the modern world.

Our event is multidisciplinary in that it brings together professionals from various fields of science: philosophy, psychology, economics, management, finance, banking, law, theology and other fields. More than 150 abstracts have been sent to the organizing committee, these are scientists from different parts of Ukraine: Lviv, Kiev, Poltava, Ternopil, Ivano-Frankivsk, Chernivtsi, Cherkasy and from abroad. This will enable a thorough and comprehensive study and resolution of the problem. And even more unique is the fact that this topic obviously owes its strength to the society because of the fact that independently of each other at LNU (us) and the Institute of Banking (headed by Mr Sugonyako) the idea of studying such a problem simultaneously arose. God saw this as good, blessed and joined our efforts. So, complementing each other in our good thoughts and noble intentions, today, at the conclusion of our conference, we will hold a joint roundtable to summarize, resolve and exchange views. I will add that the conference of colleagues is entitled: “Creating a Space of Public Trust in the 21st Century Ukraine” and has been ongoing since February 17 at the Institute of Banking at a very high scientific and organizational level.

With their participation they strengthened the conference: professor Myroslav Savchin from Drohobych Ivan Franko State Pedagogical University – founder and affirmer of the department of spiritual psychology, professors of Lviv University: prof. Varij, Mrs Sibirna, prof. Shunevich, Mr. Moiseenko, dear professors and heads of departments of our university. Thank you for taking the time to share your valuable scientific achievements! Significant for us is the presence in this room of Ivan Pazin, the People’s Poet, the Record-holder of the Record Book of Ukraine, and the Guinness Book of Records, the father of the hero of the Heavenly Hundred, who will be the first to present his poetic report at our plenary session.

Thank you to everyone who delivers the report, who directly and indirectly attends the conference, everyone who supported the idea and who contributed to it! My sincere thanks to the Conference Heads: Dear Mr. Rector – Volodymyr Melnyk and Honorable Academician Sergei Maksymenko, Dean of the Faculty of Philosophy Lyudmila Rizhak and Dean of the Faculty of Economics Rostislav Mihaylyushy. Special thanks to all the members of the organizing committee (not only the event is interdisciplinary, but also the organizing committee are colleagues from different educational institutions, GS Kostyuk Institute of Psychology of the National Academy of Pedagogical Sciences of Ukraine, Lviv Polytechnic National University, Lviv State University for Life Safety Pedagogical University, united by the Society of Psychologists, the Association of Catholic Teachers, just like-minded)! I would like to thank the colleagues of the department, and especially the chair of the department, Professor Yatsura Volodymyr, for the favorable platform for holding such events. We expect from the conference the approval of philosophical and psychological aspects of spirituality. After all, the Heroic Hundred, having taken the first step, cranked the cranberry key into the eternity of eternity, becoming our Guardian Angels in heaven. And we – the Ukrainian scientific elite – by our indifference to their feat, form the faith, trust and hope as the basis of the spiritual prosperity and economic well-being of our country.

On April 19, 2017, the 3rd All-Ukrainian Scientific and Practical Conference “Philosophical and Psychological Aspects of Spirituality in Economics and Management” was held. Areas of work of the conference: the spiritual aspect of modern science management; business psychology as a prestigious field in psychological science; spirituality and its manifestation in life crisis situations; innovative methods and technologies in education; cross-cultural communications, joint educational projects and programs; interdisciplinary and cross-sectoral problems of psychological theory and practice.

Today, all of our best is a renewed nature: physically – as a result of spring and spiritually – through the Resurrection of the Lord; youth audience, optimistic mood, positive attitude, rational orientation! We have the best modern Rector; the young energetic Blessed Bishop Volodymyr Hruza; young cheerful Head and founder of SPE Business Coach Roman Kushnir; wonderful students, wonderful promising young scientists, scientists, teachers, guests!

The topic and purpose of our event is very relevant, because we all want to live in a beautiful, rich, prosperous, prosperous state of Ukraine! And God himself in II Corinthians 9: 8 in this regard says that “... he is able to shower us with all grace, that in all things we may always have what we need, and

that he may remain in every good work...” And also the great Patriarch Joseph Slippy said: “Rich in honest earnings, be rich, but also righteous”. Reverend Bishop Volodymyr Hruza: “If a business ceases to serve, it ceases to be a business”. “Every business is a ministry. In order for it to thrive, you need to know its uniqueness and the value of what you do. The more value you promote, the more resources you will get” – Roman Kushnir.

Therefore, at our conference we want to declare that the economy can be strong and prosperous, business honest and profitable, management wise, fair and patriotic. Our conference must answer the pressing questions: if we are poor, why are we poor; if not successful, why are they unsuccessful? To show that it is not the criticism, insults and accusations of others, but forgiveness, praise, responsibility for one’s actions, constant learning, new ideas, goals, plans and necessarily the ability to give thanks that will be a solution to both prosperity and prosperity. Our event is multidisciplinary – bringing together professionals from different fields of science: philosophy, psychology, economics, management, finance, banking, law, theology and other fields. The Organizing Committee received more than 100 abstracts from scientists from different corners of Ukraine: Lviv, Kiev, Poltava, Ternopil, Ivano-Frankivsk, Khmelnytsky, Ostroh and from abroad. This will give an opportunity for a thorough and comprehensive study and solution of this problem. Professors of Lviv and Lviv region, Ukraine and from abroad, distinguished professors and heads of departments of our University have strengthened our participation with our participation. Thank you for taking the time and the opportunity to share your valuable scientific achievements! Thank you to everyone who delivered the report, who directly and indirectly participated in the conference, everyone who supported the idea and who contributed to it! Thank you very much to the Conference Heads for the real effective support of the conference!

Special thanks to the members of the organizing committee – colleagues from different educational institutions – GS Kostyuk Institute of Psychology, National Academy of Pedagogical Sciences of Ukraine, Ivan Franko Drohobych State Pedagogical University, Lviv Polytechnic National University, Lviv State University of Internal Affairs, Lviv State University National Pedagogical University, united by the Society of Psychologists, the Ukrainian Association of Catholic Teachers, are just like-minded

2. Business and Management Psychology Educational Program

On March 16, 2018, the International Scientific and Practical Conference “Business Psychology and Management: Challenges of Today” was held. Areas of work of the conference: post-industrial challenges of the modern economy; organizational development: strategies, communications, projects; psychological tools in management; socio-psychological approaches to doing business; modern

human resources management technologies. Experts from 10 countries: Ukraine, Austria, Germany, Lithuania, Poland, Finland, Georgia, Jordan, Tajikistan, Canada and scientists from 20 universities joined the conference. SoftServe Corporation was the general partner of the conference from business.

On the first day of the event, keynote speakers discussed the role of psychology in business and the transformation of business education at the roundtable. Reports were made by: Taras Kytsmey (The Chairman of the Supervisory Board of LNU, co-founder of SoftServe Corporation, PhD in Physics and Mathematics, Honored Economist of Ukraine), who outlined the requirements of modern business and changes in education; Natalia Zhyhaylo, Head of the Educational Program “Psychology in Business and Management”, informed the conference participants that a Master’s program in Business and Management Psychology was launched at Lviv University due to the necessity of the following specialists at the labor market: psychologist-psychometrist in the business system, trader, coach, consultant in psychology of management and communications, PR-manager, HR-manager, recruiter, creative director, teacher of psychology of business and management, etc. She emphasized the competencies that such a specialist should possess and told what was done to develop these skills. She outlined the prospect of opening a specialization “Business and Management Psychology” at Bachelor level. After all, students should start training purposefully, starting with the first year of their study. It is necessary for the successful formation and development of the personal and professional competencies (soft skills) that is required by employers. Head of the School of Sustainable Entrepreneurship Eckhard Kehrein (*Germany*) emphasized the role of psychology to succeed in business. Founder of Colaboritsi.com, University of Ontario researcher Olena Mikhailenko-Blaion (*Canada*), spoke about organizational training and development of human capital in the post-industrial period. Sandra Velasquez, Practical Psychologist, Business Coach, Lecturer at Webster University (*Austria*) introduced the issues of psychological counseling for business efficiency.⁴

In the second part of the day, the participants of the conference attended unique workshops from practicing psychologists from Austria and Ukraine: Salvatore Giacomuzzi, Sandra Velasquez and Ihor Lebedinets, who shared psychodiagnostic tools in business, psychosystem decision-making, enrich business philosophy³.

On Saturday, March 17, the conference continued its work in the office of the international company SoftServe, where the participants of the event had

³ Kokhan M. Kehrein E. Transfer of European experience in the development of entrepreneurial motivation. Philosophy & psychology of leadership in business, education and government. March 15, 2019, Lviv. P. 3–6.

an interesting informative excursion held by the founder of SoftServe Corporation Taras Kytsmey, as well⁴ as a number of reports, in particular, from Renata Chuchmai, Vitaliy Kukharskyj and Eckhard Kehrein.

Teachers and students of economics and philosophy departments, masters of educational program “Psychology of Business and Management” took the most active part in the organization of events. The co-organizers of the conference were the High School of Humanities and Natural Sciences in Sandomierz (Poland), the Webster University in Vienna, the Institute of Psychology, National Academy of Sciences of Ukraine, Turku University (Finland), Kaunas University of Applied Sciences (Lithuania), Lodz University (Poland), Tajik State University of Commerce (Tajikistan), Al-Ahli University of Amman (Jordan), Rzeszow University (Poland), Batumi Maritime Academy (Georgia), Sigmund Freud University (Austria) yholohiv Ukraine and General Partner of the business corporation SoftServe.

The co-ordinators of the conference were Natalia Zhyhaylo, Doctor of Psychological Sciences, Professor, Head of Educational Program “Psychology of Business and Management”, Marianna Kokhan, Associate Professor of Management and responsible for the production of conference materials Yuriy Maximets, Associate Professor of Economics of Enterprise.

March 15, 2019: the 4th International Scientific and Practical Conference “Philosophical and Psychological Aspects of Leadership in Business, Education and the State”.

Work areas of the conference: spiritual intelligence and values of the leader in society; current challenges in the psychology of business, leadership and communications; innovative management of business projects; psychological techniques for business, leadership and communication; interdisciplinary and cross-sectoral problems of psychological theory and practice.

The topic and purpose of our event is on the agenda, especially on the eve of a momentous event – the presidential election, because we all want to live in a beautiful, rich, prosperous state of Ukraine! And best of all is to quote the words of European Council President Donald Tusk, which are 5 tips for Ukraine⁵:

⁴ Blayone T., Mykhailenko O., Kavtaradze M., Kokhan M., vanOostveen R., Barber W. Profiling the digital readiness of higher education students for transformative online learning in the post-Soviet nations of Georgia and Ukraine. *International Journal of Educational Technology in Higher Education*. 37 (2018). URL: <https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-018-0119-9>

⁵ Kokhan M. Kehrein E. Transfer of European experience in the development of entrepreneurial motivation. *Philosophy & psychology of leadership in business, education and government*. March 15, 2019, Lviv. P. 3–6.

1. Do not cause excessive harm to each other in the forthcoming elections. Internal conflicts are the biggest gift for opponents. So, argue to the extent and remain united in the questions that matter most to Ukraine!

2. Think carefully about the temptations of radical nationalism and populism, because the foundations of a united Europe (and I would add to the world) are reconciliation, solidarity and historical truth!

3. Everyone stated on their pages on Facebook: “Do not imitate those neighbors and European politicians who want to convince everyone that democracy based on freedom and human rights, respect for minorities, freedom of thought and expression. It’s a relic of the past. And now is the time of authoritarian democracy. “But few have come to the fore: “We must protect fundamental values!”

4. Let us build a virtuous state together.

5. Believe in the youth.

So, today’s conference wants to declare that the economy can be strong and prosperous, education – prestigious and profitable, state formation – wise, fair and patriotic. Our conference must prove that not criticism, insults and accusations of others, but forgiveness, praise, responsibility for our actions, constant learning, new ideas, goals, plans and, surely, gratitude is a model and a path to prosperity! Our event is multidisciplinary and it brings together experts from different scientific fields and its participants are scientists from various corners of Ukraine: Kyiv, Lviv, Poltava, Odesa, Kamenets-Podilsky, Drohobych, Ternopil, Ivano-Frankivsk, Ostroh, Vinnytsia and from abroad. Thanks to everyone who took the time and opportunity to share their valuable scientific work!

Thank you very much to the Conference Heads for your real effective support! To the members of the organizing committee! Thanks to Yuriy Maksymets for his careful work on conference materials. Thanks to my native University for the auspicious platform for these events. We expect the conference to endorse the philosophical and psychological aspects of leadership in economics, education and the state. After all, the millennial heroic history of our country and the modern modern Heroes and all who are currently risking their lives for our future, obliges us, the Ukrainian scientific elite, to the efficiency and effectiveness of our work as the basis of prosperity and economic well-being of our state. And we present this Ukrainian scientific elite with you dear scientists, dear participants of the conference! Every nation, every state, every institution and organization have its leader and statesmaker! The one who leads! The one that is ahead! The one that always wins! One that is endowed with specific leadership characteristics: initiative, foresight of views and ideas; openness to people; perseverance and perseverance throughout.

For our university such Leader is its Rector Volodymyr Melnyk. Distinguished Scientist, Doctor of Philosophy, Professor, Corresponding Member of the National Academy of Pedagogical Sciences of Ukraine, Honored Worker of Science and Technology of Ukraine, Honored Professor of the University, Rector of Ivan Franko National University of Lviv Volodymyr Melnyk did a lot to the development of national and world science; take a part in the formation and prosperity of our Alma Mater; to the endorsement of Lviv University with long-lasting traditions and powerful scientific schools in combination with modern innovation trends at the world level. He makes the University open, mobile, creative, innovative, competitive.

The Rector of the University has made a great deal of effort to transform the University's management into effective, progressive management aimed at continually improving the quality of teaching and the development of research.

Rector of the University Volodymyr Melnyk cares about the formation of philosophical and psychological aspects of spirituality of personality of each participant of the process (student, graduate student, teacher); about the development of a high artistic and aesthetic culture and contributes to the comprehensive development of young people, protection and strengthening of their physical, mental and spiritual health.

His particular respect belongs to the formation of patriotic experience in student youth; the promotion of national-patriotic values and respect for the cultural and historical past of Ukraine in the minds of young people.

The rector of the University Volodymyr Melnyk successfully promotes the brand of the University through the presentation in international scientific and educational organizations: participation in international projects and programs; ensure that curricula are in line with European and world standards; develops joint and double degree programs; holds the highest position of the University in the leading world rankings and more.

Professor Melnyk is the author of a large number of scientific and educational-methodical works, among them monographs, textbooks, textbooks, the most important of them, in particular, "Methodological Aspects of Development of Technical Knowledge in the Conditions of Enhancing Integration of Science", "Philosophy of Technical Science: Unity epistemological and subject-transformative", "Philosophy of modern science and technology", "Tolerance as a sociocultural phenomenon: worldview-methodological aspect", etc.

For many years of conscientious work, Volodymyr Melnyk has received a number of honorary awards: he was awarded the Order of Merit of the 3rd century, Grigory Skovoroda Gold Medal, Honorary Mention "For Professional Achievements", Order of Prince Yaroslav Mudroho and many more.

Famous to the world in the field of philosophical problems of science, culture, technology, methodology of science, Professor Melnyk is the coordinator of research on the development and use of philosophical methods in the field of personality education and development. Under his guidance, a powerful scientific school of philosophy was created to ensure the development of a general scientific level of methodology in the 21st century.

According to Volodymyr Melnyk, the main philosophical and methodological problems of science and technology are considered through the prism of world realities at the turn of the XX – XXI centuries; the most important aspects of the scientific and technological revolution, modern scientific and integrative processes, their influence on solving global problems of humanity and realization of the concept of sustainable development are analyzed. Much attention of the scientist is paid to informatization of the society and the phenomenon of information culture of the scientist and specialist; tolerance as a sociocultural phenomenon; studying the history of Ukrainian culture; science in the spiritual culture of mankind; the question of man as the focus of all global problems in the modern world.

“Our work is the work of structural units, departments and faculties, but at the heart of everything is Human. I believe that we should all maintain and strengthen the moral and psychological climate of interaction that exists at the University. I wish the team confidence that we are doing a great and necessary thing for Ukraine, its youth and science. That is why I wish you creative life and good health!” – this was the first Rector’s wish and these words have been confirmed by Professor Melnyk over the years.

Farsightedness is the most important sign of a leader. Rector of the University Volodymyr Melnyk is a visionary leader who is able to see the future of the University. He has a concrete and realistic idea of the way to go and the goal that is important to achieve. The Rector of the University is endowed with important leadership traits: power of desires, powerful internal impulse, justified optimism, openness to new ideas, competence in time, purposefulness, charisma; responsibility and morality, high spirituality; self-realization in scientific and management activity, democracy, modesty and uniqueness. The ability to see perspective transforms him into a special Person. “A person can withstand anything, if they have enough weight for what, “ – Friedrich Nietzsche.

Ivan Franko National University of Lviv launched its Business Psychology and Management Psychology educational program. This is a unique opportunity to get two Qualifications Master’s in Management and Business psychologist. Applicants can be bachelors, specialists and masters of economic specialties, as well as specialties: psychology, sociology, management. In order to popularize the educational program “Psychology of

Business and Management”, a scientific and practical project “Psychological Workshop of Management” (project leader: Doctor of Psychological Sciences, Professor Zhyhaylo N, co-organizers: Assoc. Prof. Kokhan M., Assoc. Danylevych N.).

Many activities have been carried out on this project: a master class “Psychology of anxiety” by Maria Stasiuk, who is a psychologist, a certified Gestalt therapist and a supervisor of the Ukrainian Gestalt Institute, Ukrainian Institute of Gestalt; “System coaching as a tool of personal development” by Galina Karpuk – a famous psychologist, coach; psychological training “Money and Relationships” by Rimma Grishchuk, who is an organizational consultant, system consultant, business trainer, owner of the Center for Business Education and Consulting, PhD in Economics, practicing psychologist, author and host of leadership programs and seminars, management, personal growth; guest lecture on “HR-manager as a profession” by Lyudmila Levvytska – Head of the department of training, internship and practice of personnel management of Lviv city council; Eckhard Kehrein training seminar “Success can be planned”, which has become a good lesson for students; Sandra Velasquez, Certified System Business Coach, Consultant, Teacher of Psychology at the University of Webster in Vienna, shared the principles of “Prevention of professional burnout”, training of Salvatore Giacomuzzi, Doctor of Psychology, Business Consultant, Professor of the Private University Sigmund Freud (Austria, Italy) “Psychological method of decision making” and the like.

Considerable cooperation with the Committee on Education and Personnel Policy of the Lviv Chamber of Commerce and Industry; Council of Entrepreneurs at CMU, Regional Council of Entrepreneurs in Lviv region; with the Association of Catholic Doctors and more.

Hearts open to God and people! It is in these words – which are the title of today’s keynote – I want to address you – which is said – unusual people – these ordinary doctors! I sincerely congratulate you on the glorious anniversary of your renowned, revered, highly spiritual Association! Associations known to Ukraine and the world for their significant acts of virtue, their spiritual and educational activities, unprecedented hard work and openness, responsibility and sacrifice, simplicity and refinement, deep intelligence and decency!

It is a pleasure and honor to welcome you to this wonderful day, decorated with frosty freshness, bright sunshine, clearness of the sky, encouraging coolness, at the same time, full of majesty and excitement! After all, just like you, dear followers of St. Luke, who heal the spirit and body of man with the right word and the art of medicine, we, the friendly Association of Catholic Teachers, follow your example of powerful and noble activity! At least half of your path (about 10 years) we learn from you, follow you, follow you by example!

An example, without exaggeration, of true modern heroism! Indeed, I do not know whether it is still possible to meet such a community, in the eyes of each member of which is so passionately burning a spark of love, dedication, loyalty to its Association and the cause for which it is intended. I have not met this kind of self-organization yet, especially the self-management, the discipline with which you so earnestly hasten to the sciences to your tireless spiritual leader, teacher, mentor, and unique – Father Cornelius! This is a separate page of your large-scale project, but the page is bright, special, deep, incomprehensibly creative, accessible in simplicity and refined in the skill of word and spirit! Thank you, Father Cornelius, for having learned so much from you!

And where to find the words of warmth, love and gratitude worthy of the equally important mover, source, powerful powerhouse of your Association. With what responsibility and admiration, she always conscientiously, accurately, clearly works on the organization of all spiritual events: trips, forgiveness, meetings, recollections.

Honorable President of the Association of Catholic Doctors! I bow my head low to you – always humble, balanced and calm in work – at the same time a powerful founder and explorer, mastermind and benefactor, leader and leader of the Great Spiritual Community! Thank you very much for the grain of true Love, boundless Goodness, deep Wisdom, noble Courage and Divine Sacrifice for people, for people and for the sake of men!

Dear colleagues of the friendly Association! Thank you for repeatedly accepting me (or even us) throughout the exquisite space. Because they shared a sea of impressions and emotions from what they saw, the ocean of pleasure from what was heard, the pinnacle of knowledge of the incomprehensible, as well as a drop of fatigue or even pain from the experience. Each of you are the ones who are faithfully on the guard of the physical and spiritual well-being of man. We know that health outweighs all the benefits of life that, they say, a truly healthy beggar is happier than a sick king. So, thank you for the fact that each of you in his professional skill has the look of a falcon, the girl's hands, the wisdom of a snake and the heart of a lion! I wish you, dear Anniversaries, joy and pleasure! Fulfillment of plans, dreams and ideas! Great creative inspiration and blessing of God in a compelling, tireless, dedicated work to glorify God, the state and the Church! You are deeply recognized, loved and respected by today's society! We are learning from your experience! I hope you always be happy in everything! We are also consistent in our gifts – so we give you the book “The Ukrainian Portrait of the 16th–18th Centuries” with the wish that the next edition of the 21st Century be a portrait of your Association and its leaders.

CONCLUSIONS

Such activities of NGOs have a positive effect on the spiritual development of its members and the student youth with which NGOs work. In order to study the assessment of the level of spiritual development in students, we conducted an experiment. The research contingent consisted of young people studying at higher educational establishments of Lviv region: 305 people were studied during all the years of study at university.

Comparison of the distribution of spiritual levels of students “before” and “after” the implementation of the program of spiritual formation of personality (Fig. 1) illustrated the effectiveness of the applied program. In particular, the share of high levels of spirituality in youth has increased by 20% (due to the implementation of the program of spiritual formation of personality).

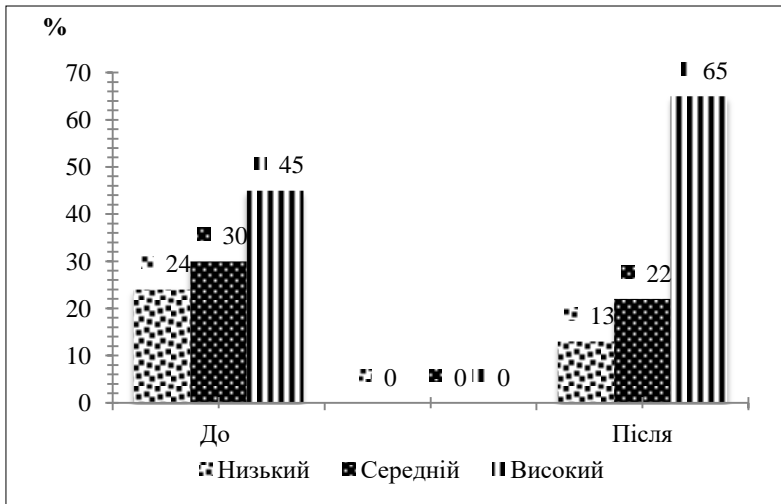


Fig. 1. Levels of development of students' spirituality (“before” and “after” implementation of the program of spiritual formation of personality)

We were formed to create Ukraine! We have been given the freedom to dream, chosen by more than one generation of our ancestors. We have to use it to write our story so that our children know their heroes, so that everyone can proudly say “This is my Ukraine”. Do not ask what the state gave you, but ask yourself: what did you do for the state. It is the duty of everyone to be inspired and inspired, purpose and knowledge, experience and strength,

courage, dedication and responsibility. In a healthy and strong spirit of society, a new generation will grow – self-respecting, nationally and spiritually conscious, committed to its people and Ukraine.

SUMMARY

The article is devoted to the role of public organizations in the life of society. Their influence on the spiritual formation of student youth. The object of this research is the process of spiritual formation of student youth. Subject of research: psychological regularities and mechanisms of spiritual formation of personality in adolescence. The purpose of the study is to establish the psychological regularities and mechanisms of activity of public organizations for the spiritual development of youth.

The influence of scientific conference activity on the spiritual development of the individual is presented in the article; the program of spiritual formation of the student's personality is developed and experimentally tested; the results of the study within the specified program were obtained.

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PECULIARITIES OF ATTITUDES OF MEDICAL STUDENTS TO EUTHANASIA: THE PSYCHOLOGICAL ASPECT

Katolyk H. V.

INTRODUCTION

In different countries throughout the world there is a positive trend today to vest physicians with the right to “decide their patients’ fate”. Perhaps this trend has its own dynamic social patterns in the context of global processes. During social historical events, doctors, despite their professional mission to protect, prolong and improve the patient’s quality of life (Code of Medical Ethics), would cross the red lines of social and “moral” permissibility and consider it a universal human boon to “assist” a sick person to meet his/her death faster, regarding it as “easy, painless death”¹.

It should be noted that the essential duty of physicians and the task of medicine as a whole is to state the patient’s condition at the moment when the heart muscle stops contracting, blood no longer flows to the brain, as a result of which brain activity ceases and the person is considered dead. The medical certification issued by a physician in this case acts as a necessary legal document, which formally initiates all the mourning rituals associated with the burial of a deceased person, and as a legal act, which legally makes children orphans, a man – a widower, and a woman – a widow, etc. (M. Levkut, J. Binnebesel, A. Vlasova, H. Katolyk)².

It is clear that society empowers physicians with very important functions, giving them the right to determine the time of death. Basically, these functions seem obvious and quite acceptable to us. Traditionally, in medicine, death is defined as a natural irrevocable cardiac and respiratory arrest; however, for

¹Andrusiv S.V. Criminal Law of Ukraine: Special Part. Textbook; Ed. by P.S. Matyshevskiy et al. K. : Yurinkom Inter, 1999. 45 p.

Binnebesel J., Katolyk H. Perception of fear of death in the context of Thanatopedagogical Relational Replacement Therapy / H.V. Katolyk, J. Binnebesel // Psychology and personality. 2015. No. 2 (8), part 2. P. 208–222.

Primachenko V. F. The issue of euthanasia in the criminal law of Ukraine. Publishing House “Law and Security”, 2002. P. 5–11.

² Palliative and hospice care: extra-medical multidimensional aspects / under the scientific editorship of J. Binnebesel, H. Katolyk. Lviv: Ukrainian Catholic University – Nowa Wies: Wydawnictwo Rolewski, 2018. 411 p.

Primachenko V. F. The issue of euthanasia in the criminal law of Ukraine. Publishing House “Law and Security”, 2002. P. 5–11.

several decades the topic of euthanasia has been gaining wide discourse in this context. This manipulation is described in scientific sources as “humane, easy death”, though many scholars are inclined to think that it cannot be considered “positive”, given the various ethical, medical, psychological and moral aspects of conducting it³.

However, it should be noted that supporters of euthanasia still find arguments in favour of accelerating the death of a patient “in need”. This worldview is adapted in a considerable number of states, though it is legalized only in several countries, including the Netherlands, Belgium, Luxembourg, the states of Washington and Oregon in the USA⁴.

Despite the legal ban on euthanasia in Ukraine, several desperate attempts have been made at the beginning of the 21st century aimed at changing this situation. When amending the Civil Code of Ukraine, euthanasia advocates decided to make their amendments to allow passive euthanasia. However, such an attempt was not supported, given sensible comments and warnings on the subjective factor in medical practice (professional errors)⁵.

The situation with severe patients in our country is disappointing. Doctors have low salaries, patients lack funds for medicines, there is inadequate care for patients by caregivers and family – these are not the only reasons for the existence of different worldview trends in society regarding euthanasia. Despite the positive trends in opening hospices and palliative wards in hospitals, the idea of “easy death” is passively promoted. Based on our research in 2018–2019 (H. Katolyk, M. Levkut), we observe a shift in thinking among future physicians in favour of euthanasia. The reason for this

³ Binnebesel J., Katolyk H. Perception of fear of death in the context of Thanatopedagogical Relational Replacement Therapy / H.V. Katolyk, J. Binnebesel // *Psychology and personality*. 2015. No. 2 (8), part 2. P. 208–222.

Palliative and hospice care: extra-medical multidimensional aspects / under the scientific editorship of J. Binnebesel, H. Katolyk. Lviv: Ukrainian Catholic University – Nowa Wies: Wydawnictwo Rolewski, 2018. 411 p.

⁴ Sekatskiy A.K. Escape and deception in a single combat with death / in the book: *The Psychology of Dying and Death: Reader / Comp.* by K.V. Selchenok. Minsk. : Harvest, 1998. P. 79–82.

Dowbiggin I., “A merciful end: The euthanasia movement in modern America”, New York: Oxford University Press, Inc; 2003.

Phillips P., “Physician-assisted suicide, euthanasia and palliative sedation: attitudes and knowledge of medical students”, *GMS Journal for Medical Education*, 2016. 42 p.

⁵ Parakhnevich A.S., Portnova A.G. Particular nature of experiencing the fear of death in terms of the age-sex aspect. Publishing House “Genesis”, 2006. P. 12–15.

Sekatskiy A.K. Escape and deception in a single combat with death / in the book: *The Psychology of Dying and Death: Reader / Comp.* by K.V. Selchenok. Minsk. : Harvest, 1998. P. 79–82.

phenomenon is empathy for the suffering of the patient, whose quality of life is extremely low due to the slow pace of modernization of medical care and the low quality of medical support, etc.⁶ Therefore, based on the contemporary worldview and social contradictions, in particular in the medical field, concerning the urgent issues of euthanasia as a social value and phenomenon, and based on the purpose of our study, which consisted of a theoretical study and an empirical description of the attitude of modern medical students in Ukraine towards euthanasia, the **study object** was formulated, namely, the attitude to euthanasia as a psychological phenomenon, and the **scope of research (subject)** covers the peculiarities of the attitude of medical students to euthanasia.

According to the object and subject of the study, we have formulated the **objectives** and identified a range of scientific **hypotheses** which suggested that medical university students have:

- 1) invariance in perceptions and attitudes towards euthanasia;
- 2) differences in terminal and instrumental values;
- 3) a negative attitude to euthanasia, in the presence of high levels of empathy;
- 4) different projections of their own implicit and explicit experiences on the phenomenon of euthanasia. Implicit experience influences the formation of attitudes towards euthanasia through unconscious experienced situations that are in a latent state. With the help of external triggers, the existence of an attitude towards euthanasia manifests itself.

The **methodology** of the study consisted of the following methods: a questionnaire for identifying attitudes toward euthanasia, K. Leonhard – S. Schmishek questionnaire for studying personality accentuations, A. Mehrabian and N. Epstein’s Questionnaire Measure of Emotional Empathy, M. Rokich’s technique of Value Orientations, as well as a projective symbol test that reflects the perception of euthanasia.

Theoretical and practical significance of the study was to theoretically summarize and statistically reflect the attitude of modern medical students to euthanasia, which could be an impetus for a change in existences regarding the problem of euthanasia in the medical environment.

⁶ Sekatskiy A.K. Escape and deception in a single combat with death / in the book: The Psychology of Dying and Death: Reader / Comp. by K.V. Selchenok. Minsk. : Harvest, . P. 79–82 p.

Phillips P., “Physician-assisted suicide, euthanasia and palliative sedation: attitudes and knowledge of medical students”, GMS Journal for Medical Education, 2016. 42 p.

O’donnell T.J., “Morals in medicine”, The newman press, Westminster, Maryland, 1956. P. 190–193.

1. Historical aspect of the attitude towards euthanasia in a medical context: scientific rewind

It is believed that the term “euthanasia” (from the Greek “*eu*” – well or good and “*thanatos*” – death) was first adopted by Francis Bacon (as noted by C. Campbell and E. Fey) to refer to an “easy death”, although the first studies and mentions of this phenomenon are found in works by ancient Greek philosophers and physicians. In particular, the positive attitude towards euthanasia and its use by Hippocrates in the medical practice is mentioned in numerous modern studies. According to Francis Bacon, medicine should be humane, namely, that it should in any way alleviate the suffering of the patient, up to anaesthesia in the form of deprivation of his/her life⁷.

One of the most famous physicians of the 19th century in Germany, C.W. Hufeland condemned doctors who were indifferent to dying patients and asked them not to leave the patients until their death in order to at least alleviate their suffering. Another German scientist, Johann Christian Reil, in his works on euthanasia emphasized that it was the duty of every doctor to facilitate the “leaving” of the patient⁸. After the 30s of the 20th century there was a state policy regarding euthanasia in Germany, where it was applied on a large scale and for specific purposes. So, for example, in 1939, A. Hitler signed a decree on the registration of disabled children. The same thing was done for people of different ages with mental retardation. That register was carried out with the purpose of registering persons “overburdening” the nation and subjecting them to euthanasia: the goal was to “strengthen the health” of the “Aryan race”. There is evidence that 5 000 children were artificially deprived of their lives. Let us note the objectification of some periods when euthanasia was used in modern history of mankind: the 18th, 19th, 20th centuries were filled with revolutions and wars when the procedure for accelerating the onset of death was in demand due to the mass suffering of the wounded and sick, while medical aid and medicines were sorely lacking. In the post-war period, after social communities of different countries analysed the crimes of the World War II, euthanasia was criticized and prohibited⁹.

⁷ Campbell C, Fahy T. Suicide and schizophrenia. *Psychiatry*. 2005.

⁸ Selchenok K.V. Analysis of the consumer’s inner experiences / *The Psychology of dying and death: Reader – Publishing house “Harvest”*, 1998. P. 3–11.

⁹ Kyrylenko T.S., Myronchak K.V. Specific features of experiencing the fear of death in various life situations: cognitive, emotional and behavioural aspects. 2010. P. 82.

Parakhnevich A.S., Portnova A.G. Particular nature of experiencing the fear of death in terms of the age-sex aspect. *Publishing House “Genesis”*, 2006. P. 12–15.

Study Guide: An Introduction to Bioethics. / Ed. by B.G. Yudin, P.D. Tishchenko. M. : Progress-Tradition, 1998. 190 p.

However, over time, in England and the United States the question arose of allowing a dying person to ask a physician to help hasten his/her death. The role of the doctor in this case was primarily determined by the need to correctly diagnose an incurable disease, and also by the fact that the doctor had to have medications that would allow to stop the suffering of a person by depriving him/her of his/her life. Since then, the term “euthanasia” has become popular and has been steadily striding across the countries of Europe and America. In the 70s of the last century, a new postmodern culture was formed in the USA and European countries, whose representatives tried to find and substantiate moral standards regarding the phenomenon of life and death. First of all, it was about the “right to die” and “easy death”¹⁰.

The issues of the human right to die are still debated contentiously (J. Binnebesel, B. Antoszewska, S. Urbański, H. Katolyk, P. Krakowiak, D. Krzyżanowski, M. Levkut, A. Modlińska, A. Janowicz, and others). There are scientific studies that examined the issues of legalizing the ‘mercy killing’ of patients. Russian scientist A. F. Koni considered it possible to allow euthanasia in medical practice, however, only in the presence of clear conditions and rules, which might include the following:

- 1) the patient must be conscious when requesting or making a decision on euthanasia;
- 2) there is the possibility of alleviating his/her suffering using existing means;
- 3) it is necessary to prove the impossibility to save the patient’s life, and doctors must take a unanimous decision on euthanasia¹¹.

Ardelt M., “Effects of Religion and Purpose in Life on Elders’ Subjective Well-Being and Attitudes toward Death”. *Journal of Religious Gerontology*, 2002. P. 163–192.

¹⁰ Ardelt M., “Effects of Religion and Purpose in Life on Elders’ Subjective Well-Being and Attitudes toward Death”. *Journal of Religious Gerontology*, 2002. P. 163–192.

Baergen R., “Ethics at the end of life”, Idaho state university, 2001. P. 1–38, 42–46.

Dowbiggin I., “A merciful end: The euthanasia movement in modern America”, New York: Oxford University Press, Inc; 2003.

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O’donnell T.J., “Morals in medicine”, The newman press, Westminster, Maryland, 1956. P. 190–193.

¹¹ Binnebesel J., Katolyk H. Perception of fear of death in the context of Thanatopedagogical Relational Replacement Therapy / H. V. Katolyk, J. Binnebesel // *Psychology and personality*. 2015. No. 2 (8), part 2. P. 208–222.

Palliative and hospice care: extra-medical multidimensional aspects / under the scientific editorship of J. Binnebesel, H. Katolyk. Lviv: Ukrainian Catholic University – Nowa Wies: Wydawnictwo Rolewski, 2018. 411 p.

Thus, it can be argued that the issue of euthanasia has become a part of modern culture, that is, its values that affect the personal context of the contemporary, and is the subject of analysis at numerous conferences, multimodal congresses, and round tables. This topic is also the subject of controversy in sociology, psychology, philosophy, religion, jurisprudence and medicine. It should be noted that over the past decades, there have been more and more euthanasia advocates among doctors in Europe, Asia and America.

For example, recently published studies conducted in Kazakhstan (Astana) on the attitude of physicians towards euthanasia revealed interesting results (the sample included doctors, teachers of the Medical Academy, employees of the Ministry of Health, physician's assistants and nurses): almost half of the healthcare workers support euthanasia¹².

The issue of respect for human dignity was debated contentiously at the international multimodal conference "Is there life in a coma?" held in Torun (Poland) in 2013, and they stated that it was always associated with recognizing one's own will to make choice in accordance with spiritual values. They also discussed the issue of whether it is ethical to allow any medical manoeuvres that knowingly lead to the death of the patient. It was noted that people's trust in doctors is based on the fact that idea behind medicine is to heal, so its capabilities should not be used to hasten death. The prohibition to "kill" can be interpreted as an attempt to protect a doctor from committing a crime, and it is of both practical and symbolic significance – to preserve the social status of medicine as well as the patient's life. Examples of patients returning to life after being in a coma for more than 10 years were given¹³. The existence of the issue that euthanasia sometimes takes the form of subjective mercy was also discussed, but from an objective point of view such manipulation can harm the medical profession in particular and the society in general. In the context of the existential approach, let us turn to the values of V. Frankl who, having gone through the horrors of concentration camps and possessing vast scientific and clinical experience working with suicidal and post-traumatic patients, stated that it was not for the doctor to

Phillips P., "Physician-assisted suicide, euthanasia and palliative sedation: attitudes and knowledge of medical students", *GMS Journal for Medical Education*, 2016. 42 p.

¹² McLennan M., "The revised death fantasy scale: a measure of reaction to anticipatory contemplation of personal death", *The Australian Counseling Psychology*, 1994. 232 p.

petition.kmu.gov.ua > kmu > Petition > View

irbis-nbuv.gov.ua > cgi-bin > irbis_nbuv > cgiirbis_64 > jnn_2014_1

¹³ Andrusiv S.V. *Criminal Law of Ukraine: Special Part. Textbook*; Ed. by P.S. Matyshevskiy et al. K. : Yurinkom Inter, 1999. 45 p.

Baergen R., "Ethics at the end of life", *Idaho state university*, 2001. P. 1–38, 42–46.

Fenigsen R., M.D., Ph.D., "Other people's lives: reflections on medicine ethics and euthanasia", *New Jersey*, 2011.

determine whether a person's life had any value. The doctor is burdened with the only duty – to help in all circumstances and creatively use any opportunities for this. K. Morris, in turn, argues: if the patients and their relatives were not convinced that the doctor was responsible and diligent in his/her duties, they would never trust him/her. Otherwise, the patient would not have confidence who the doctor was for him – the saviour or the executioner¹⁴.

Based on the theoretical analysis of scientific research on the socio-historical aspect of the phenomenon of euthanasia and the value-based attitude of physicians to this phenomenon, as well as analysing the dynamics of social changes in terms of the social value of euthanasia and in accordance with the subject of the study, we have singled out the psychological components of this phenomenon, namely: attitude to euthanasia, values, accentuations, empathy, perception of euthanasia, implicit experience and explicit experience, which involve the formation of new psychological structures in the context of acquired and transgenerative experiences. Based on this vision, we have built a hypothetical model of attitudes towards euthanasia, which is as follows:

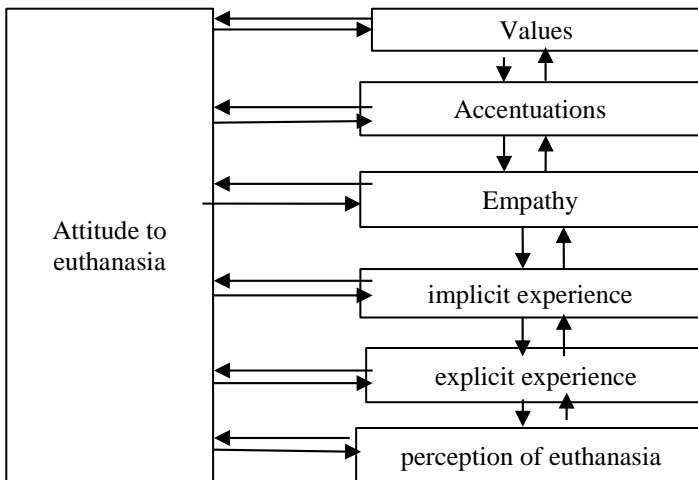


Fig. 1. A hypothetical model of attitude to euthanasia

¹⁴ Study Guide: An Introduction to Bioethics. / Ed. by B.G. Yudin, P.D. Tishchenko. M. : Progress-Tradition, 1998. 190 p.

McLennan M., "The revised death fantasy scale: a measure of reaction to anticipatory contemplation of personal death", *The Australian Counseling Psychology*, 1994. 232 p.

Morris K.N., "Trends in intake and outcome data for animal shelters in Colorado", *Journal of the American Veterinary Medical Association*, February, 2009. P. 98–153.

	Positive	Negative	Indifferent	Your option
1	+			
2		+		
3	+			
4				50/50
5		+		
6	+			
7		+		
8	+			
9	+			
10	+			
11	+			
12	+			
13				it is debatable
14	+			
15	+			
16	+			
17	+			
18	+			
19		+		
20				it allows for the possibility in certain cases
21	+			
22		+		
23	+			
24		+		
25				it depends on the case
26				it is debatable
27	+			
28	+			
29	+			
30	+			
31		+		
32				it's not outside the realm of possibility
33	+			
34	+			
35	+			
36	+			
37	+			
38				as a compromise
39	+			
40		+		
41		+		
42		+		
43	+			
44	+			
45	+			
46	+			

Fig. 2.1. The distribution of subjects according to their attitudes towards euthanasia

This model reflects the interdependence of attitude to euthanasia and ideas (perceptions) about it, values shared by the individual, his/her accentuations, level of empathy, implicit and explicit experiences. This allowed us to select adequate methodological tools for carrying out further empirical research of this phenomenon in a group of subjects, which consisted of senior medical students of the medical university.

2. Empirical research of the attitudes of medical students towards euthanasia

The study was conducted by Halyna Katolyk and Mariia Levkut. It involved 46 4–6-year students at the Medical University at the Department of General Medicine, of which 33 were female and 13 were male students. The age of the subjects was 20–22 years.

Below the table is PRESENTED (Fig. 2.1), which demonstrates the *attitudes to euthanasia*. The respondents were offered the following possible answers: a) positively b) negatively, c) indifferently; and also, the subjects could provide their own answer.

Based on the obtained data, a graphical presentation of the distribution of the subjects according to their attitudes towards euthanasia was constructed, which is shown in Fig. 2.2.

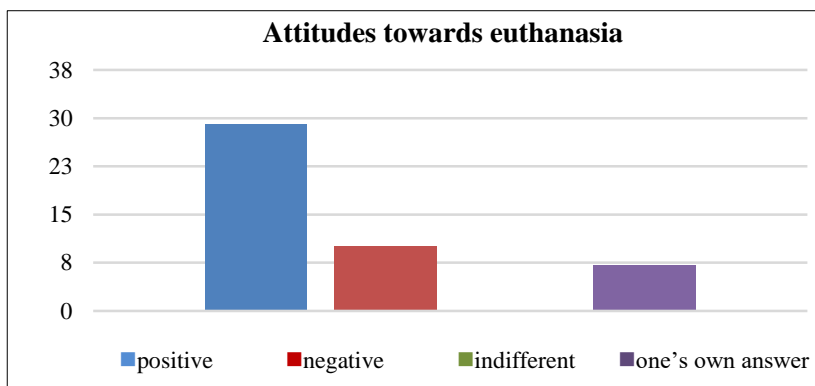


Fig. 2.2. Graphical presentation of attitudes towards euthanasia among medical students

Among the subjects, 29 students have a positive attitude to euthanasia, a negative attitude is formed in 10 students, and 7 students gave their own answers, such as: *debatable; compromise; depends on the case; 50/50; allows for the possibility of euthanasia in specific cases.*

We also built a table where we reflected the types of personality accentuations of the subjects, according to the Leonhard-Schmishek method (Fig. 2.3):

Types	Number of students
Demonstrative	5
Pedantic	5
Stuck	8
Excitable	3
Hyperthymic	4
Dythymic	2
Anxious and fearful	9
Cyclothymic	3
Affective and exalted	4
Emotive	3

Fig. 2.3. The distribution of subjects by types of personality accentuations (Leonhard-Schmishek questionnaire)

Based on the data obtained from the table related to the distribution of the subjects by types of personality accentuations, a graphical presentation of the distribution of subjects by personality accentuations was constructed, as shown in Fig. 2.3.

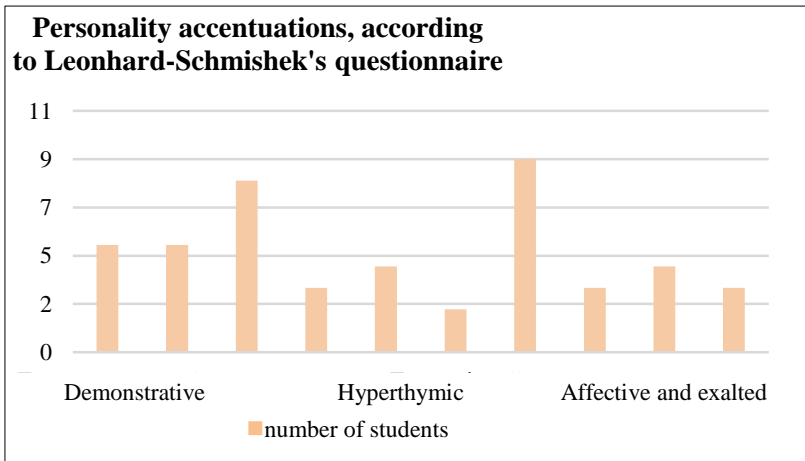


Fig. 2.4. The distribution of subjects according to personality accentuations (Leonhard-Schmishek questionnaire)

According to the data obtained after the distribution of subjects according to personality accentuations, it was found that the prevailing accentuations among medical students were stuck and anxious (fearful) types. Based on these results, it can be assumed that the vast majority of medical students have a certain kind of fears; they are also easily exposed to vivid affective adventures and cannot get rid of them for a long time.

The table presented in Fig. 2.5 demonstrates the level of empathy in medical students, according to the methodology developed by A. Mehrabian and N. Epstein.

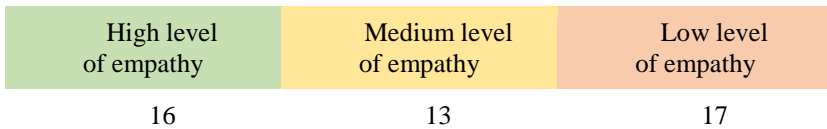


Fig. 2.5. Levels of empathy in medical students, according to the questionnaire by A. Mehrabian and N. Epstein.

Among 46 medical students, 17 students have the lowest level of empathy.

The diagram below (presented in Fig. 2.6) shows the levels of empathy in medical students.

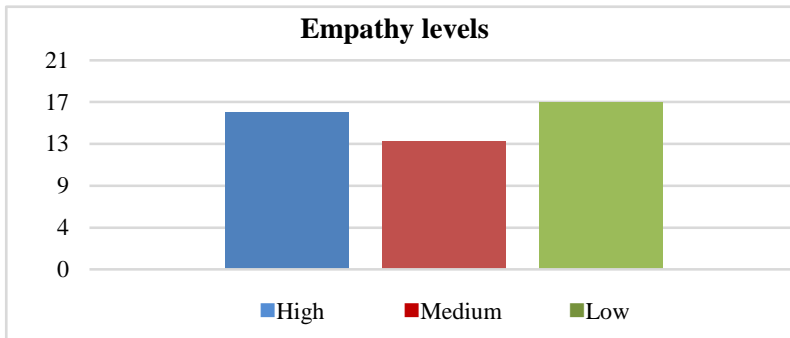


Fig.2.6. Levels of empathic ability (questionnaire by A. Mehrabian and N. Epstein)

Among the subjects (46 students), 16 of them have a high level of empathy, 13 – medium, and 17 – low level of empathy. It can be assumed that the low level of empathy in the majority of the respondents could be caused by their implicit and explicit experiences and be formed by the combination of their personal experience and training at the medical university.

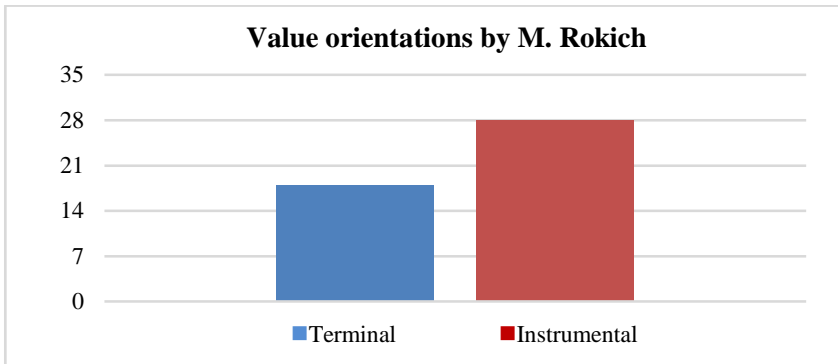


Fig. 2.7. Graphically presented distribution of the subjects by their value orientations (questionnaire by M. Rokich)

Among the students-respondents, 18 have terminal values (beliefs that some ultimate goal of individual existence is worth striving for) and 28 students have instrumental values (beliefs that any kind of action or personality trait is preferred in an individual situation).

Comparative analysis

To conduct a comparative analysis using the Leonhard-Schmishek method of personality accentuations, two prevailing types of personality accentuations in the subjects were identified, which are: a stuck type (46%) and an anxious type (54%).

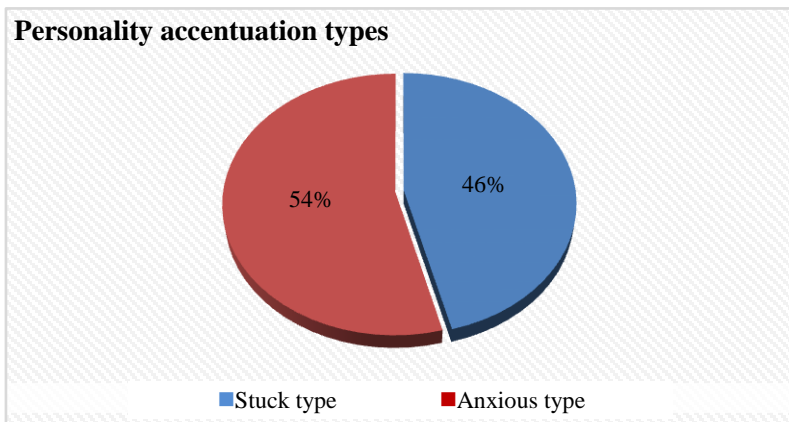


Fig. 2.8. Comparative analysis of types of personality accentuations among medical students using the Leonhard-Schmishek methodology

To study the empathic ability, we used the questionnaire by A. Mehrabian and N. Epstein. According to this technique, the following results were obtained (Fig. 2.9):

- a group with a high level of empathy (16 individuals, or 34% of the total number of subjects);
- a group with a medium level of empathy (13 individuals, or 28% of the total number of subjects);
- a group with a low level of empathy (17 individuals, or 36% of the total number of subjects).

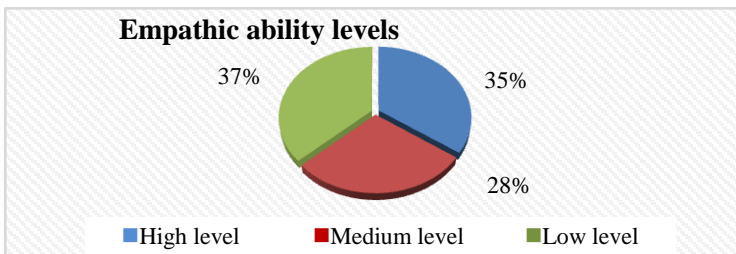


Fig. 2.9. Comparative analysis of empathy levels, according to the technique developed by A. Mehrabian and N. Epstein

For the diagnostics and comparative analysis of value orientations, we used M. Rokich's technique and obtained the following results as presented in Fig. 2.10:

- a group of students with terminal values (the belief that the ultimate goal of individual existence is worth striving for) consists of 18 persons, or 39%;
- a group of students with instrumental values (the belief that any kind of human action is always preferred in an individual situation) consists of 28 persons, or 61%.

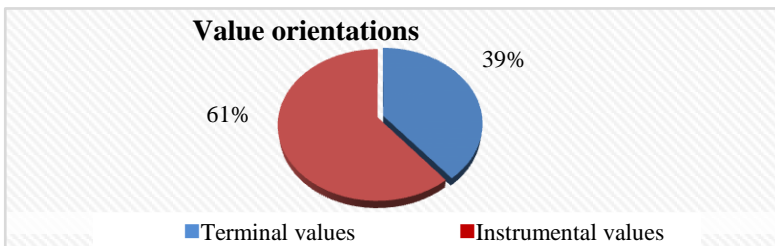


Fig. 2.10. Comparative analysis of terminal and instrumental values, according to the technique by M. Rokich

Correlation analysis

Since the aim of our study was to investigate the attitude of medical students to the phenomenon of euthanasia, we conducted a correlation analysis of the data obtained. As far as the data distribution is close to normal, we first calculated the Pearson correlation coefficient. According to the results of the correlation analysis, there is a direct correlation between the attitude to euthanasia and the level of empathy ($r = 0.35$, $p \leq 0.05$), that is: the lower the level of empathy, the more positive the attitude to euthanasia. Spearman's correlation coefficient data correspond to the preliminary results ($r = 0.36$, $p \leq 0.05$).



Fig. 2.11. Direct correlation between the attitude to euthanasia and the level of empathy, according to the technique by A. Mehrabian and N. Epstein

A correlation was made between attitudes toward euthanasia and the results of the questionnaire on personality accentuations. Using the Pearson correlation coefficient, we obtained a direct relationship (see Appendix B) between the attitude to euthanasia and personality accentuations of ($r = 0.39$, $p \leq 0.05$). Using the Spearman's correlation coefficient (see Appendix B), we obtained similar results ($r = 0.36$, $p \leq 0.05$).

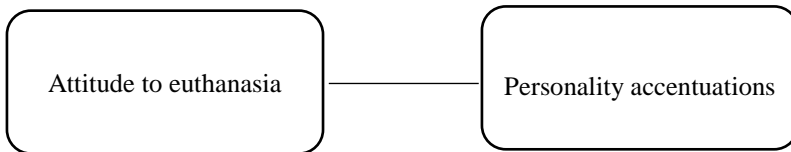


Fig. 2.12. Direct correlation between attitudes to euthanasia and personality accentuations, according to the Leonhard-Schmishek questionnaire

We also obtained a direct relationship between instrumental and terminal values and attitudes toward euthanasia (see Appendix B) ($r = 0.41$, $p \leq 0.05$) using the Pearson's correlation coefficient. Similar results ($r = 0.44$, $p \leq 0.05$) were obtained when using the Spearman's correlation coefficient (see Appendix B).

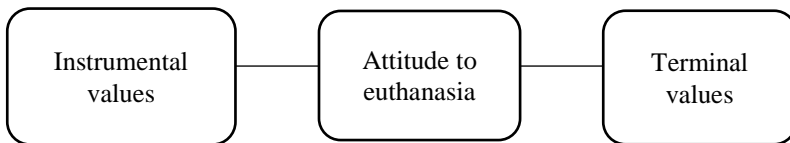


Fig. 2.13. Direct correlation between the attitude to euthanasia and instrumental and terminal values, according to M. Rokich's technique

It can be assumed that for medical students who see the suffering of people every day, empathy accompanies their desire to help the patient avoid suffering. In many cases, in their opinion, this can only be done by depriving people of their lives, since other possibilities are exhausted and are not effective.

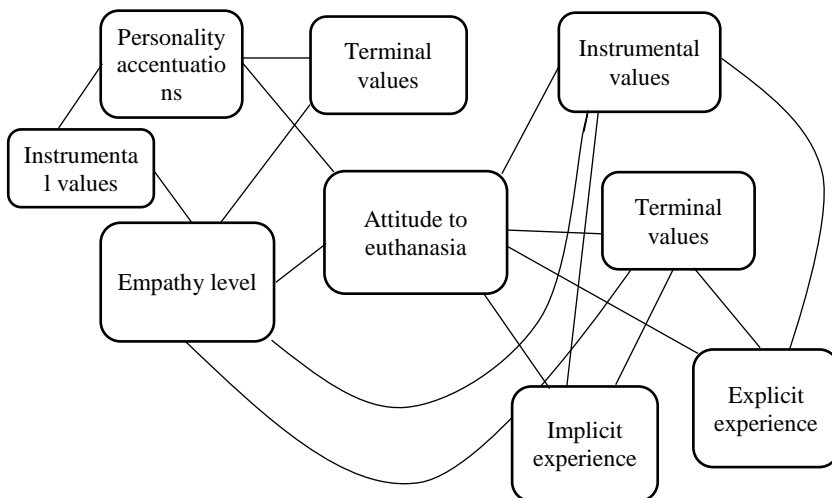


Fig. 2.14. General pleiade of direct relationships between the phenomena

In the general pleiade of possible direct relationships, we have tracked the correlation between the following phenomena: attitudes toward euthanasia correlate with personality accentuations ($r = 0.39, p \leq 0.05$), with the level of empathy ($r = 0.35, p \leq 0.05$), with terminal and instrumental values ($r = 0.41, p \leq 0.05$), and are connected with implicit and explicit experiences (according to a qualitative analysis). Personal accentuations correlate with instrumental and terminal values ($r = 0.29, p \leq 0.05$) as well as with the attitude to euthanasia. Terminal and instrumental values, in turn, correlate with the level

of empathy ($r = 0.31$, $p \leq 0.05$) and have a correlation with implicit and explicit experiences (according to the results of a qualitative analysis).

Qualitative analysis

To study latent, existential meanings the students have regarding the phenomenon of euthanasia, we applied the projective technique “Drawing-symbol of the representation of euthanasia”. This technique looks as follows: after the primary immersion of the subjects in the state of encountering this manipulation and the meanings of euthanasia, students visualized them in a symbol followed by depicting it in a picture on a piece of paper. In the study group, 9 subgroups were identified according to the themes of the drawings, which were differentiated by their plotlines:

- *Group 1. The plot is “Interaction”. During the study, the subjects in their interaction raised a whole gamut of emotions associated with their own explicit and implicit experiences, and recreated certain personal experiences.*



Fig. 2.15. An example of a symbolic drawing of the phenomenon of euthanasia by the subjects from the “Interaction” group.

- *Group 2. The plot is the “Syringe as a tool”. Through this object, a change in the state occurs. Own experiences and feelings associated with medical manipulations that students have gone through (we assume that these may be childhood fears associated with a painful and traumatic experience when dealing with medical manipulations).*

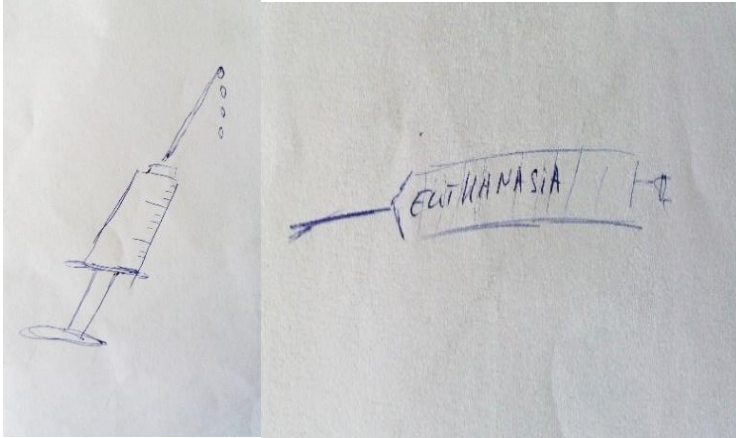


Fig. 2.16. An example of a symbolic drawing of the phenomenon of euthanasia by the subjects from the group “Syringe as a tool”

- Group 3. The plot is the “**Crosses**”. This group includes drawings with archetypal symbols. Concentration on the crosses indicates a specific collective transition from one state to another – through suffering to purification and happiness.



Fig. 2.17. An example of a symbolic drawing of the phenomenon of euthanasia by the subjects from the group “Crosses”

- Group 4. The plot is the “**Emotion of sorrow**”. The person’s face is in suffering, which may indicate rueful feelings. The absence of people and relationships in the picture leads us to the idea of infant suffering and separation from the body.

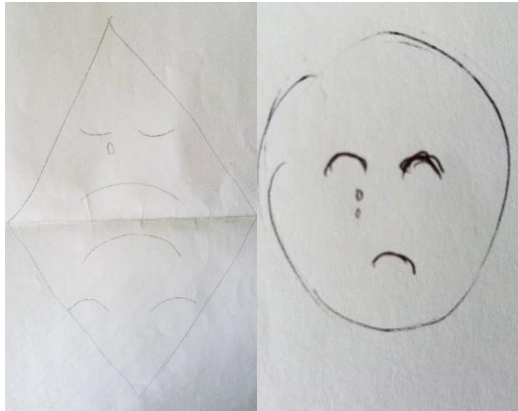


Fig. 2.18. An example of a symbolic drawing of the phenomenon of euthanasia by the subjects from the group “Emotion of sorrow”

- Group 5. The plot is the “**Symbolism**”. The archetypal experience manifests itself in the subjects, and it is embodied in archetypal symbolism (a fading candle, a symbol of death, a symbol of a serpent with a bowl, a key, the Sun, and the Moon). We can assume that comprehension of this situation leads the subjects to encounter universal human basic archetypal symbols and experiences.



Fig. 2.19. An example of a symbolic drawing of the phenomenon of euthanasia by the subjects from the group “Symbolism”

- Group 6. The plot is the “**Natural Phenomena**”. The subjects may have complex life questions of an existential nature in space and time.



Fig. 2.20. An example of a symbolic drawing of the phenomenon of euthanasia by the subjects from the group “Natural Phenomena”

- Group 7. The plot is the “**Interrupted baseline**”. Such an image conveys the transition of the heart rate in the baseline and may indicate professional experience (dissociated perception of euthanasia).

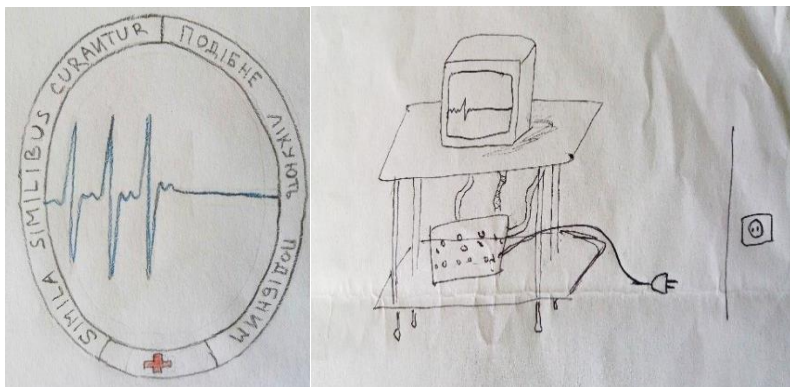


Fig. 2.21. An example of a symbolic drawing of the phenomenon of euthanasia by the subjects from the group “Interrupted baseline”

- Group 8. The plot is the “**Car on the road**”. It may indicate euthanasia as a certain path that a suffering person must go. A car can be a symbolic transition from one state of a person to another; can relieve the patient from undesirable torment; to transfer him/her to a “better life”.

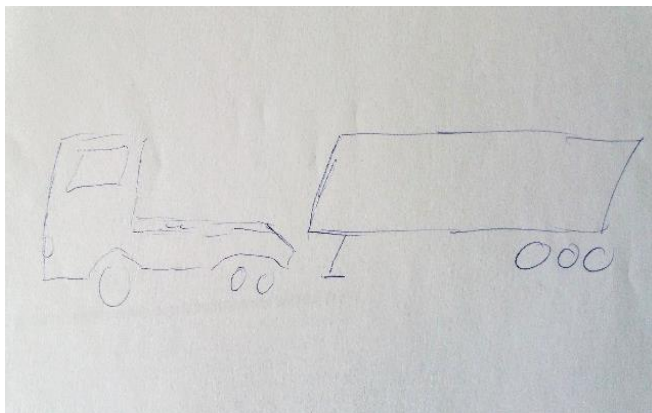


Fig. 2.22. An example of a symbolic drawing of the phenomenon of euthanasia by the subjects from the group “Car on the Road”

- Group 9. The plot is the “**Void**”. An empty piece of paper with the caption “everything is drawn here”. Refusal or unwillingness to draw an image may indicate, to some extent, an escape from reality or a hidden sense, a lack of emotions, a depressive state and the like.

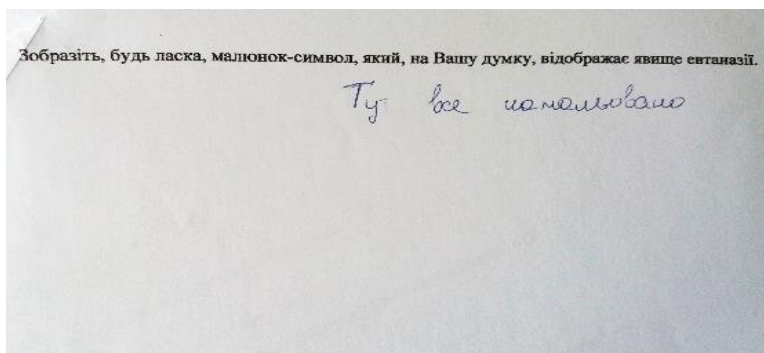


Fig. 2.23. An example of a symbolic drawing of the phenomenon of euthanasia by the subjects from the group “Void”

SUMMARY

In the final processing of the results of the empirical study, the following trends have been identified:

- there is invariance in ideas and attitudes towards euthanasia among medical students, namely: 29 students have a positive attitude to euthanasia, 10 students have a formed negative attitude, and 7 students gave their own version presented in the following answers: *debatable; compromise; depends on the case; 50/50; allows for the possibility of euthanasia in specific cases.*

- According to the distribution of medical students under study based on their personality accentuations, we obtained the following results: 5 students are of demonstrative and pedantic types, 8 students – stuck type, 3 students – excitable, emotive and cyclothymic types, 4 students – hyperthymic and affective-exalted types, and 9 students are of anxious type.

- Among 46 students: 16 have a high level of empathy, 13 – medium and 17 – low level of empathy. Using correlation analysis, we observe a direct correlation between the attitude to euthanasia and the level of empathy, which negates our hypothesis that, in the presence of a high level of empathy, there is a negative attitude towards euthanasia.

- There are differences in terminal and instrumental values among medical students: there are 18 students who share terminal values (the belief that the ultimate goal of individual existence is worth striving for), and 28 students with instrumental values (belief that any kind of action or personality trait is preferred in an individual situation).

Based on qualitative and correlation analyses, we can conclude that there are different projections of one's own implicit and explicit experiences related on the phenomenon of euthanasia. Implicit experience influences the formation of attitudes toward euthanasia through early unconscious experienced situations or transgenerational experiences that are in a latent state. With the help of external triggers, in particular visualization and identification with the situation, the existence of the attitude towards euthanasia manifests itself in the context of the interaction of conscious and unconscious life values.

When analysing the results obtained, it can be summarized that the vast majority of 4–6-year medical students majoring in General Medicine have a positive attitude towards euthanasia. These studies require continuation and greater detail, which will be the subject of further research.

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MAIN TRENDS IN THE DEVELOPMENT OF EDUCATIONAL ORGANIZATIONS WITHIN THE SYSTEM OF HIGHER EDUCATION UNDER CURRENT CONDITIONS

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INTRODUCTION

Firstly, let us analyze current trends in education development throughout the world. Analysis of the literature suggests that the interpretation of the world picture is changing rapidly. New information instantly spreads over the Internet, information technology is developing very fast, etc. On the basis of literature analysis¹, it is possible to highlight the following trends in the development of the educational organizations: globalization, internationalization, quick changeability, innovativeness, continuity, humanization of education, quality of education, transformation into “entrepreneurial” institutions, development of educational institution a teaching and learning organization, ecologic focus.

Let us take a closer look at the highlighted trends.

Globalization is a transformation of a certain phenomenon into a worldwide/planetwide one². Globalization affects all the aspects of human life and life of society, and, most significantly, education, particularly higher education. According to S. Kurbatov, globalization of the university education system has become a reality, determining its current state and prospects for further development. An example of this phenomenon is, in particular, the formation of common European education space (Bologna Declaration), aligning the education systems of all the European countries aiming to transform the European region into the most competitive region across the globe.

Besides, K. Stetsiuk³ emphasizes that internationalization of education is one of the ways in which higher education replies to the possibilities and

¹ Зінковський Ю.Ф. Досвід болонських перетворень вітчизняної освіти / Ю.Ф. Зінковський // Педагогіка і психологія: Вісник АПН України науково-теоретичний та інформаційний журнал НАПНУ / за ред. Кременя В.Г. № 2 (67). 2010. С. 57–61.

² McClelland D.C. Motivating economic achievement / D.C. McClelland, D. Winter // New York: Free Press; The Effects of achievement motivation training on small business. California Management Review. Vol. 21 (4). P. 13–28.

³ Стецюк К.В. Освіта для збалансованого розвитку в контексті вимог здорового життєвого середовища / К. В. Стецюк // Педагогіка і психологія: Вісник АПН України науково-теоретичний та інформаційний журнал НАПНУ / за ред. Кременя В.Г. № 3 (72). 2011. С. 85–100.

problems of globalization. Internationalization of education is its openness, growth of students' and lecturers' mobility, development of the world market of educational services. Currently, in Ukraine there are a lot of international programs within the framework of internationalization of education, for example, Erasmus Mundus, "Erasmus+", IREX – Representative office of the International Research and Exchange Board, TEMPUS-TACIS, Free University of Berlin scholarships, the Visegrad Fund, Konrad Adenauer Foundation Scholarships, DAAD – German Academic Exchange Service and other.

Characterizing the picture of higher education throughout the world, it should be added that globalization resulted in the creation of various world rankings of higher education institutions, comparison of education in different countries, creation of optimal educational models.

An overall analysis of students' training in higher education institutions throughout the world shows that it has been a long time since such countries as, for example, India took a lead role on the international stage. Training of students majoring in engineering and technology is carried out at high-quality standards there, as evidenced by the fact that large American companies employ graduating students majoring in technology straight away⁴.

1. Analysis of current trends in education development in the world

The characteristic feature of leading universities' functioning (as exemplified by the universities of the USA and Germany) is their huge monetary funds, availability of which has a positive influence on the development of higher education in these countries. Characterizing the universities of the USA, it is worthwhile to say that American higher education institutions spend a good deal of money on the development of library holdings.

Apart from the introduction of the Bologna system, European universities also founded the Utrecht network – the association of the European universities promoting the internationalization of higher education through summer schools, student and staff exchanges. Higher education institutions of Europe are among the oldest and the most prestigious in the world. Modern Germany preserves the reputation of the country with high scientific and research potential. As early as at the beginning of the XX century, a third part of the Nobel Prize Winners graduated from the German higher education institutions. A lot of Ukrainian scientists in the fields of Chemistry,

⁴ Захарченко В.І. Формування екологічної культури фахівців із регіонального управління як передумова сталого розвитку / В.І. Захарченко // Креативна педагогіка. Наук.-метод. зб. / Академія міжнародного співробітництва з креативної педагогіки. – Вінниця, 2010. Вип. 3. С. 25–31.

Biochemistry, Immunology, and Immunochemistry worked at the University of Strasbourg (France)⁵.

Ukrainian traditions of postsecondary education were formed under the influence of European education due to the geographical location of our country and its historical background. At the same time, it should be noted that the national higher education, which is currently looking for efficient educational models, should, by all means, preserve its own unique character. Y. Zinkovsky⁶ also points out that it is imperative for the European educational transformations to preserve national features of the country's education.

Quick changeability is also an important trend in the development of modern education. According to V. Kremin⁷, modern civilization is innovative and it is characterized by constant and quick changeability: knowledge, technologies, information and living circumstances are changing. Furthermore, these changes are faster than the succession of generations. Innovative development of education, which is its essential feature, replies to the needs of information-oriented society, where intelligence, knowledge, individual's scientific, educational and cultural level are strategic resources for social and historical development. Introduction of innovations into education is a task of strategic importance. Traditional education is no longer capable of satisfying the needs of information-oriented society. It fails to keep up with the times, comes late with innovations, responds to scientific achievements too slowly, and faces difficulty in recognizing and implementing the newest social, practical as well as the common cultural experience.

Nowadays, among the leaders are the countries where the national product is information production and processing as well as innovative technologies. The role of modern universities lies in the development of innovative activity⁸.

⁵ Захарченко В.І. Формування екологічної культури фахівців із регіонального управління як передумова сталого розвитку / В.І. Захарченко // Креативна педагогіка. Наук.-метод. зб. / Академія міжнародного співробітництва з креативної педагогіки. – Вінниця, 2010. Вип. 3. С. 25–31.

⁶ Зінковський Ю.Ф. Досвід болонських перетворень вітчизняної освіти / Ю.Ф. Зінковський // Педагогіка і психологія: Вісник АПН України науково-теоретичний та інформаційний журнал НАПНУ / за ред. Кременя В.Г. № 2 (67). 2010. С. 57–61.

⁷ Кремень В.Г. Структурна модернізація освіти в контексті цивілізаційних змін / В.Г. Кремень // Педагогіка і психологія: Вісник АПН України науково-теоретичний та інформаційний журнал НАПНУ / за ред. Кременя В.Г. № 2 (71). 2011. С. 5–13.

⁸ Голуб Т.П. Науково-дослідницька робота студентів у реаліях інноваційної інженерної освіти в університетах Німеччини та України / Т.П. Голуб // Наука і освіта. 2012. № 8. С. 46–49.

It has to be noted that at the beginning of the century, the scope of knowledge across the globe doubled every 30 years, though nowadays, the knowledge is replenished by about 15% annually⁹. The concept of “education for life” has been replaced by a new paradigm – “lifelong learning”¹⁰. The most knowledge-intensive industries are currently undergoing a “half-life of knowledge” period – less than two and a half years. One degree certificate is not enough to build a successful career, especially in business or politics. Young people aim to get two or three degree certificates. This is how political and business elite is nowadays formed all over the world.

It is also important to take into consideration the fact that quick information flow as well as the latest technology development call for continuous training and education. Thus, the context of modern higher education in Ukraine and worldwide should consider the concept of lifelong learning. At present, such education lays the foundation for recruitment policy of companies and corporations. According to the definition suggested by R. Dave¹¹, “lifelong education is a process of accomplishing personal, social and professional development throughout the lifespan of individuals in order to enhance the quality of life. It is a comprehensive concept which includes formal and informal learning”.

Thus, it may be concluded that, apart from education for students, higher education institutions should become the basis for ensuring lifelong education for experts in various kinds of professional and managerial activity, which significantly increases the demand for intellectual property related to the implementation of modern educational technologies in higher education institutions.

Another important characteristic of modern higher education is the fact that in the last 25 years, the population going into higher education in the developed countries has increased from 25% to 80%. In the USA, the number of privately owned commercial higher education institutions has increased from 165 to 700¹². Humanization of education presupposes laying the groundwork for personal fulfilment of students or pupils in the modern environment, which promotes eliciting an individual’s creative potential, critical thinking development, the formation of value system and moral qualities¹³. According to

⁹ Тоффлер Е. Третя хвиля / Е. Тоффлер; пер. з англ.; за ред. В. Шовкуна. К. : Всесвіт, 2000. 475 с.

¹⁰ Dave R.N. Foundation of Lifelong Education: Some Methodological Aspects / R.N. Dave. Hamburg. 1976. 34 p.

¹¹ Dave R. N. Foundation of Lifelong Education: Some Methodological Aspects / R.N. Dave. Hamburg. 1976. 34 p.

¹² Інтеграція вищої школи України до європейського та світового освітнього простору. К. : “Вища освіта України”, 2012. 558 с.

¹³ Голобор Н.Ю. Зарубіжний досвід освітньо-фахової підготовки управлінських кадрів та можливості його застосування в Україні [Електронний ресурс] / Н.Ю. Голобор. URL: <http://www.academy.gov.ua/ej/ej14/txts/Golobor.pdf> 54

the Law of Ukraine “On Higher Education”, the primary objective of higher education institutions is to carry out the academic activity, which ensures training of specialists according to appropriate education and qualification levels¹⁴. We believe that, within the framework of education humanization, training of specialists for the further professional and managerial activity should be accompanied by psychological training, which will promote their efficient personal self-fulfilment in life and in professional activity thereafter. All in all, higher education is intended not only to train a specialist of appropriate education and qualification level but also to educate a citizen who upholds social and public values as well as assists in the protection of interests and values of his or her native country’s citizens and the world.

According to E. Toffler¹⁵ and other scholars, the world society is on the “third wave”, in the process of transition from industrial to more advanced society, also called post-industrial, new industrial, post-capitalistic, programmable, and digital. At the beginning of the XXI century, a newer term appeared – knowledge society¹⁶.

Thus, knowledge and technologies today are the capital assets of the society. That is why education is a matter of priority and an indicator of the country’s social development level.

The basis of the modern educational policy of the majority of countries worldwide is also the implementation of education quality strategies. National and foreign researchers interpret the quality of education in a broad sense as balancing the correlation of process, result and system of education with its goals, needs and social norms, that is to say – standards of education.

The European Association for Quality Assurance in Higher Education (ENQA) has 40 agencies from twenty countries. The Association is characterized by the diversity of political systems, higher education systems, and educational traditions, social and cultural expectations. This approach makes it possible to ensure the education quality standards which will not be based on merely one pattern for all. General educational standards should be accepted at the national level by all the countries participating in the Bologna process¹⁷.

All in all, according to R. Munch¹⁸, in order to improve the level of education and material supply in higher education institutions, research

¹⁴ Квіт С. Про “Закон про вищу освіту” [Електронний ресурс] / С. Квіт. URL: <http://opad.org.ua/index.php?newsid=4064>

¹⁵ Тоффлер Е. Третя хвиля / Е. Тоффлер; пер. з англ.; за ред. В. Шовкуна. К. : Всесвіт, 2000. 475 с.

¹⁶ Корсак К. XXI століття – епоха четвертої цивілізаційної хвилі / К. Корсак // Вища освіта України: науковий журнал / за ред. Андрущенко В. П. № 1. 2012. С. 31–37.

¹⁷ Європейський досвід для створення ефективної системи контролю та оцінки якості вищої освіти в Україні. Аналітична записка. URL: <http://www.niss.gov.ua/articles/745/>

¹⁸ Munch R. Globale Eliten, locate Autoritäten, Bildung und Wissenschaft unter dem Regime von PISA / R. Munch. McKinsey&Co.Frankfurt a.M.:Suhkamp., 2009. 267 p.

universities worldwide gradually transform into “entrepreneurial” institutions where rectors are forced to become managers and advertise their institution.

Higher education institutions should also develop based on the principles of learning organizations. Learning organization is a place where people continually expand their capabilities to achieve the best possible results, where new patterns of thinking are encouraged, where collective aspiration is free and where people are learning to teach. Learning organization facilitates the learning of all of its members and continuously transforms itself.

One of the most important development trends of modern higher education is its ecological focus. The threat of global warming, environmental pollution, environmental abuse and other issues determine certain requirements for the system of higher education, which is meant to promote environmental culture and a system of ecological values among the students. Environmental education should become a modern requirement for personal education. Development of a responsible attitude towards oneself, one’s own health and environment is a significant condition for the personality development of modern citizens. Ecological focus is essential to business processes, as part of making responsible decisions that may do damage to the environment or violate the integrity of nature¹⁹.

Further on, we shall do a review of the main education development trends in Ukraine.

2. Main education development trends in Ukraine

Describing the problems of higher education development in Ukraine, there are worldwide trends of social development to consider. We believe that, in this context, it is possible to highlight the features of educational organizations’ development in Ukraine associated with: reforming of education; popularization of technical education; encouragement of public and private partnership; education quality assurance in educational organizations; ensuring autonomy of educational institutions; increase of scientific research in educational institutions; establish communication between employers and practice bases; improve international cooperation among educational institutions; joining network structures.

According to V. Viktorov and V. Prykhodko²⁰, reforming is an important condition of improving the modern educational system of Ukraine, as it will

¹⁹ Еколого-психологічні чинники сучасного способу життя: колективна монографія / Ю.М. Швалб, О.Л. Вернік, О.М. Гарнець. Київ: Педагогічна думка, 2008. 276 с.

²⁰ Вікторов В.Г. Проблеми, тенденції та перспективи реформування вищої освіти в сучасній Україні / В.Г. Вікторов, В.В. Приходько // “Гілея: науковий вісник” : зб. наукових праць. 2009. Вип. 29. С. 265–276.

ensure the revival of the academic and spiritual potential of the nation and allow the country to go global.

In the “National report on the state and prospects of education development in Ukraine”, the following drawbacks of the national education (the system of education in general and professional/higher education in particular) were outlined: lack of unity, disintegration, resulting in considerable expenses and low institutional capacity, uncompetitiveness as well as the insufficient quality of education.

Highlighting the basic postulates of the higher education in Ukraine, S. Kvit²¹ in his article emphasizes the need to develop innovative enterprises, reinforce internal freedom by economic independence of higher education institutions. He also pays attention to leadership development and involving outstanding leaders in the activity of higher education institutions of Ukraine.

Also, it is worth noting that 35% of Ukrainian citizens have a degree. On the territory of the former Soviet Union, it is very common that parents strive to provide their children with higher education in particular. In our opinion, such beliefs are caused by the stereotype that it is possible to achieve success in life only if a person has a degree. Thus, dispelling myths about higher education and popularization of secondary and vocational education is among the problems to be solved at the societal level. At the same time, the tendencies abroad differ, and a lot of people there do not want to go to university, because they have well-paid jobs right after college²².

S. Kvit²³ in his report gives an example of the Dutch Prime Minister who teaches in a vocational school in Hague. It is considered to be prestigious both for the vocational-technical school and the Prime Minister. Thus, having a good education does not necessarily involve having a degree. Nowadays, the development of technical education is particularly one of the promising trends in Ukraine. Alongside with that, the requirements for training specialists with university degrees are becoming more rigorous. Furthermore, according to the Law of Ukraine “On higher education”, higher education institutions are encouraged to implement private and public partnership in the field of higher education, as it develops scientific, scientific and technical as well as innovative activity of higher education institutions as well as their integration with production. Public-private partnership in the field of higher education presupposes cooperation between the state and a higher education institution

²¹ Квіт С. Про “Закон про вищу освіту”. С. Квіт. URL: <http://opad.org.ua/index.php?newsid=4064>

²² Інтеграція вищої школи України до європейського та світового освітнього простору. К. : “Вища освіта України”, 2012. 558 с.

²³ Квіт С. Про “Закон про вищу освіту”. С. Квіт. URL: <http://opad.org.ua/index.php?newsid=4064>

carried out based on the special agreement in accordance with the procedure established by the Law of Ukraine “On public-private partnership” and other legislative acts.

According to N. Pavlenko²⁴, implementation of public-private partnership concept in the field of higher education makes it possible to find extra monetary resources in order to finance the projects for the good of society. N. Pavlenko notes that over the last years the state finances higher education primarily under social expenditure items (salaries, scholarships and, partially, covering expenses for utility bills).

Another expense item is formed based on the proceeds from higher education institutions (for modern higher education institutions, the major source of their own income is student tuition fee). Besides, higher education institutions may receive funds from other sources: personnel training, retraining and professional development; provision of additional learning services; scientific research activity; other work performed to the order of enterprises, institutions, organizations and citizens; sales of goods produced during learning and practice classes, etc. In addition, higher education institutions can take up bank credits/loans, receive donations or material assets from enterprises, institutions, organizations or individuals.

Implementation of the domestic policy in Ukraine involves a lot of attention towards the quality of education, which is declared as “the national priority and precondition for national security, observance of international rules as well as the Ukrainian legal requirements regarding the enforcement of the right to education”.

In this respect, an important improvement in the educational policy of the state is the establishment of the National Agency for Quality Assurance in Higher Education, which is one of the governing bodies in the field of higher education.

The Regulation on the procedure for exercising the academic mobility right has been approved. Key aspects of the given regulation include the right to participate in academic mobility programmes to all participants of the education process. Besides, there is a clear definition of types and forms of academic mobility, the procedure for the transfer of credits in accordance with the European Credit Transfer System (ECTS). Transfer of credits is carried out through the comparison of the content of academic programmes. It is important that the studying seat and educational allowance for students as well as the job for academic staff participating in the academic mobility

²⁴ Павленко Н.М. Фінансові механізми підвищення енергоефективності вищих навчальних закладів освіти / Н. М. Павленко // Управління розвитком складних систем. № 10. 2012. С. 131–133. URL: http://www.knuba.edu.ua/doc/zbirnyk1/urss10_pdf/131-133.pdf

programmes have to be preserved. The crucial point in the educational reform is the cancellation of the compulsory credit-modular system²⁵.

As practice shows, one of the shortcomings of modern education in Ukraine is the duration of the introduction of changes into the system of higher education, because over that period we continue losing students. It is important to emphasize herein that while things are changing in our country, the number of university/college applicants from Ukraine is increasing, and they go to study to Poland, Germany and other countries of the world, because they consider education abroad to be more prestigious and of higher quality. Besides, receiving education abroad makes it possible to find a job and stay in that country. In particular, according to the Polish educational organization “Perspektywy”, the number of Ukrainian students in Poland has almost tripled over the years. In Poland, they often talk about “Ukrainization” of Polish higher education institutions. Poland is a leader among 28 countries of the European Union as far as the number of Ukrainian students is concerned²⁶.

Characterizing the state of the higher education in Ukraine, O. Shokalo emphasizes that Ukraine has been awarded the status of the donor country because, apart from natural resources, it provides the world with invaluable national resource – people. Only due to the fact that scientists and highly knowledgeable specialists leave the country, Ukraine suffers a loss amounting to over 1 billion US dollars every year.

According to V. Kremin²⁷, human capital, its quality and competitiveness will determine success or failure of Ukraine in the competitive way of modern life under the circumstances of consolidation of research and innovative type of progress as well as the strengthening of all-embracing globalization. This and the other reasons predetermine the need for the efficient, competitive national educational system.

Granting more autonomy to higher education institutions may be considered as a positive change in the educational policy of Ukraine as of 2005. According to the Law of Ukraine “On Higher Education”²⁸, the characteristic feature of the state policy is the fact that the participants of the

²⁵ Стратегічні пріоритети розвитку міжнародної співпраці Східноєвропейського національного університету імені Лесі Українки . URL: <http://eenu.edu.ua/uk/articles/strategichni-prioriteti-rozvitku-mizhnarodnoyi-spivpraci-shidnoevropeyskogo-nacionalnogo>

²⁶ Інтеграція вищої школи України до європейського та світового освітнього простору. К. : “Вища освіта України”, 2012. 558 с.

²⁷ Кремень В.Г. Структурна модернізація освіти в контексті цивілізаційних змін / В.Г. Кремень // Педагогіка і психологія: Вісник АПН України науково-теоретичний та інформаційний журнал НАПНУ / за ред. Кременя В.Г. № 2 (71). 2011. С. 5–13.

²⁸ Дробноход М. Експертна оцінка проекту нової редакції закону України “Про вищу освіту” / М. Дробноход // Освіта і управління: Науково-практичний журнал / за ред. Дробноход М.І. Т. 13. Ч. 2–3. 2010. С. 7–12.

educational process have been entitled to more autonomy and academic freedom. It is noted that autonomy will determine the need of higher education institutions for self-organization and self-governance; make them open to criticism; motivate them to serve public interests, find the truth regarding the challenges that our state and society are facing; manage the higher education institutions demonstrating openness and transparency; public higher education institutions will be able to deposit their own funds obtained from educational, scientific as well as training and production activity into the bank accounts, etc.

Analyzing the research level in higher education institutions of Ukraine, it should be pointed out that the situation there is not very favourable, because in Soviet times, the state was the ordering customer of the research, and over the period of independence of Ukraine, higher education institutions failed to reorient themselves to other ordering customers. For this reason, the number of real research activity and the development of innovations in higher education institutions is at a low level. Y. Lihum²⁹ emphasizes in his work that there is such an axiom: only those higher education institutions that carry out significant research activities and prepare highly trained staff may be considered as universities. At present, not many higher education institutions fall under the above mentioned characteristic feature.

As far as the level of students' employment after graduation is concerned, there are a lot of problems too. There is a considerable disparity between job market demands and practical results of higher education institutions' activity, resulting in discontent among consumers of learning services and employers. For example, a lot of employers complain about the low level of knowledge among higher education institutions' graduates.

N. Holobor³⁰ and other scientists point out that employers should monitor the quality of education. It is worth mentioning that in Ukraine there is basically no interconnection between higher education institutions and employers.

Evaluation of the education quality of the graduates carried out by employers is one of the most optimal and independent³¹. According to the data of the

²⁹ Лігум Ю.С. Якість освіти і новітні технології навчання в контексті інтеграції в європейський освітній простір / Ю.С. Лігум // Педагогіка і психологія: Вісник АПН України науково-теоретичний та інформаційний журнал НАПНУ / за ред. Кременя В.Г. № 2 (71). 2011. С. 22–27.

³⁰ Голобор Н.Ю. Зарубіжний досвід освітньо-фахової підготовки управлінських кадрів та можливості його застосування в Україні / Н.Ю. Голобор. URL: <http://www.academy.gov.ua/ej/ej14/txts/Golobor.pdf> 54

³¹ Сурякова М.В. Психологічні особливості кар'єрних очікувань майбутніх інженерів-металургів у процесі професійного становлення : автореф. дис ... канд. психол. наук: 19.00.03 / М.В. Сурякова. Українська інженерно-педагогічна академія. Х., 2009. 20 с.

Analytical Centre of Kyiv International Institute of Sociology the representatives of such companies as DTEK, Ernst&Young, KPMG, AMC “Kinto”, INCOM, Kyivstar, MTS, SCM, Carlsberg Ukraine, Coca-Cola Beverages Ukraine believe that, most commonly, young professionals lack practical professional skills, the ability to solve problems and skills of work with clients. Leading employers of Ukraine believe that within the system of Ukrainian higher education there is a considerable gap between the theoretical knowledge provided by the higher education institution and their practical application in real life.

O. Bondarchuk³² in her work expresses the idea that it is necessary to use organizational approaches for active interaction of educational traditions and innovations.

The quality of education may be ensured in the context of real cooperation with employers and practice bases or creation of their own practice bases at higher education institutions, where it is also possible to carry out researches. International cooperation is also important in modern academic circles, as it allows monitoring future trends of innovative activity. Students and lecturers of educational institutions can participate in the international programmes mentioned above (in particular, “Tempus”, “Erasmus Mundus”, “Jean Monnet”, “Youth in action”, etc.).

International cooperation with UNESCO (United Nations Educational, Scientific and Cultural Organization), whose primary target is the maintenance of peace through strengthening the intellectual cooperation among states in the fields of education, science, culture and communication, is of significant importance for Ukraine. UNESCO involves participating countries in the international cooperation in various fields, such as biosphere, geology, oceanography, hydrology, focusing on environmental protection and promoting the spread of experience in scientific and cultural fields³³.

International cooperation in the field of education is an important norm of the Bologna process, as it raises academic staff and student mobility as well as the level of their self-organization.

One of the priority development areas of the international cooperation of Ukraine is its relations with the European Union³⁴.

³² Бондарчук О.І. Технологія психологічної підготовки керівників освітніх організацій до діяльності в умовах змін / О. І. Бондарчук, Н. І. Пінчук // Теорія та методика управління освітою: електронне наукове фахове видання. 2014. URL: <http://www.umo.edu.ua/elektronne-naukove-fahove-vidannya-qteorya-ta-metodika-upravlnnya-osvtoyuq>.

³³ Офіційний сайт ЮНЕСКО. URL: <http://www.unesco.org>

³⁴ Стратегічні пріоритети розвитку міжнародної співпраці Східноєвропейського національного університету імені Лесі Українки. URL: <http://eenu.edu.ua/uk/articles/strategichni-prioriteti-rozvitku-mizhnarodnoyi-spivpraci-shidnoevropeyskogo-nacionalnogo>

Within the EU, supranational integration institutions with a unified legal framework have been created, and the citizens of participating nation-states are the citizens of the EU at the same time. During the European integration of Ukraine, the issues of attraction of foreign financial resources are of particular significance, and their solution will promote the improvement of the investment climate in the state.

Besides, ever since Ukraine joined the EU, the requirements to the Ukrainian higher education institutions are increasing, as they have to meet the European quality standards of delivery of learning services.

There is a low level of activity with which the Ukrainian higher education institutions join various economic, educational, research and innovative network structures, which will make it possible to solve the above-mentioned problems successfully.

Network structures are network organizations, network forms of organization, intercompany networks, management networks, flexible specialization, quasifirms, etc. The dominant feature according to which any given organizational form may be considered as networking is the autonomy of its economic agents, which are constantly carrying out the exchange, but meantime their existence is interconnected and they obtain their own benefits.

Network organizations are among the most efficient organizational forms. Network organizations use total assets of several companies, functioning in different chain links. For example, in the previous organizational structures, the control over the resources was kept single-handedly to the fullest possible extent. Networking structures are also referred to as the management with no leading core. In networking companies, informational flows among the net members are much better established, and they can cooperate among themselves, supply products in order to maintain a certain position in the value-based chain.

A. Mahomedova³⁵ emphasizes that in the age of high-speed technologies, we better realize the value of information and knowledge as strategic resources, quality and quantity of which ensures competition among the organizations.

We believe that the higher education institutions of Ukraine, especially technical universities, which are the centres of academic and research activity, have the greatest opportunities for the development of network structures.

³⁵ Магомедова А.М. Передумови розвитку мережових структур у національній економіці / А.М. Магомедова // Теоретичні та прикладні питання економіки. Вип. 27. Т. 1. С. 375–379. URL: http://tpe.econom.univ.kiev.ua/data/2012_27_1/Zb27_1_47.pdf

3. Peculiar features of the development of higher education institutions as educational organizations in Ukraine

Let us start by analyzing the notions of “institution”, “educational institution”, “education establishment”, “higher education institution”, “types of higher education institutions”, “organization”.

An institution is a body exercising certain managerial, cultural, educational and social functions. It is the staff with the administration that is in charge of any given sector or sectors of the national economy, trade, culture, science, etc. It has an individual budget or is funded through the government budget.

An educational institution is an institution that carries out the educational process, implementing one or more educational programmes. An establishment is an institution with certain staff and administration working in any field of education, science, culture, etc. Consequently, the branch of activity (education, culture, medical treatment, etc.) is determinant for differentiation. Education establishments are singled out according to branch-wise division.

An educational establishment is an institution that implements educational activity based on the programmes approved by the Ministry of Education and Science of Ukraine for secondary, secondary vocational-technical and vocational-technical education as well as issues educational certificates.

According to the Law of Ukraine “On higher education”, higher education institution is a separate institution being a legal entity of private or public law. A higher education institution acts according to the license for educational activities and is obliged to implement scientific, research and technology, innovative, methodic activity, etc.³⁶

The notion of “organization” is regarded as an association of people and resources created to perform particular tasks, serving the interests and satisfying the needs of people.

It is pointed out in the literature that the notion of “organization” is broader and includes the notion of “institution”. Besides, institutions operate on a non-profit basis while an organization may either for-profit or non-profit. Consequently, in our opinion, it is expedient to use the notion of “educational organizations” when we refer to the higher education institutions because it broadens the borders of its functioning not only as an organization that provides educational services but also conducts entrepreneurial activity.

³⁶ Квіт С. Про “Закон про вищу освіту” / С. Квіт. URL: <http://opad.org.ua/index.php?newsid=4064>

O. Bondarchuk³⁷ emphasize that while we are investigating educational organizations, it is first of all necessary to define their content and specific nature that lies in particularity and complexity of the mission. And the mission, in its turn, lies in ensuring training, education and personality development.

L. Karamushka³⁸ states that the final product of the educational organization functioning is a personality – a social individual involved in social relations, a figure (party) of such a relationship.

It is also necessary to distinguish among such notions as “educational organization”, “organization that implements the educational activities”, “organization that carries out training”. An educational organization is a non-profit organization that acting under the license implements the educational activities as its primary activity in accordance with its initial targets. An organization implementing educational activities is an educational organization that carries out training. The organization carries out training, implements educational programmes, ensures the personal development of students. An organization that carries out training is a legal entity that under the license and along with its primary activity implements the educational activities as its secondary activity³⁹.

The core activity of educational organizations within the higher education system (institutes, academies, universities) is learning activity in compliance with higher education programmes and scientific activity.

We believe that within the current development trends of educational organizations in the higher education system worldwide and in Ukraine, educational organizations within the higher education system should be transformed from the ones whose primary purpose was to provide learning services into the ones whose central goal is to develop and implement the advanced knowledge, technologies and equipment in the field of education and in the other sectors of scientific activity (engineering and technical, psychological, economic, law, natural sciences, etc.). Thus, innovative activities are expected to be the mission of educational organizations within the higher education system.

³⁷ Бондарчук О.І. Технологія психологічної підготовки керівників освітніх організацій до діяльності в умовах змін / О.І. Бондарчук, Н.І. Пінчук // Теорія та методика управління освітою: електронне наукове фахове видання. 2014. URL: <http://www.umo.edu.ua/elektronne-naukove-fahove-vidannya-qteorya-ta-metodika-upravlnnya-osvtoyuq>.

³⁸ Карамушка Л.М. Психологія підготовки майбутніх менеджерів до управління змінами в організації : монографія / Л.М. Карамушка, М.В. Москальов. К. Львів: Сподом, 2011. 216 с.

³⁹ Бочелюк В.Й. Психологія управління інноваційними процесами в закладах освіти: монографія / В.Й. Бочелюк, І.Ю. Антоненко. Запоріжжя: КПУ. 2011. 416 с.

Innovative activity is aimed to gain the profit from knowledge as well as creation and market promotion of innovative technology. An outcome of the innovative activity is a new or updated product. The development of the innovative activity in higher education institutions allows for the development of the higher education institution as a profit-making organization.

Therefore, a modern educational organization within the higher education system is a kind of organization focused on innovative activity with a view to creating and implementing the advanced knowledge, technologies and equipment in the fields of education and in the other fields of professional activity, as well as delivery of educational services, which ensures economic and cultural development of the state and the world.

We believe that the basic trends of the higher education institution development as an educational organization include: innovative activity (creation of brand new educational technologies, development of scientific and research study base); organizational development (improvement of material and technical base; psychological and managerial aspects of management and personnel activity in educational organizations; specific features of organizational culture, etc.).

Analyzing the educational organization of the Ukrainian higher education system, innovative activity should be made a priority.

Innovative activity of educational organizations within the higher education system may be presented according to the following directions: the creation of brand new educational technology, ensuring the efficiency of learning and teaching activity; creation of conditions for academic research work aiming to develop and implement innovative products, projects, inventions, etc.

According to the Law of Ukraine “On higher education”, supporting innovative activity in the educational establishments is among priority directions of government assistance. The goal of the government educational policy is the creation of conditions for innovative activity development in higher education institutions as well as reinforcing their cooperation with production operation. A higher education institution should combine educational, scientific and research as well as innovative activity in the educational process.

Public higher education institutions are entitled to create innovative structures of various types (scientific, technology parks, business incubators, small enterprises, etc.). Innovative structures of higher education institutions may unite the interests of science, education, hi-tech companies, business and state with the purpose of implementing innovative projects.

Besides, the primary task of innovative activity and science lies in gaining new knowledge through scientific research and development focused on the

creation and implementation of new technologies and equipment. It also ensures innovative development of the society, training of innovative type specialists.

Describing a modern higher education institution, it is worth noting that the organizational development of the educational organization plays an important role in the development of the innovative activity. Organizational development presupposes the capacity of the organization for changes. R. Daft defines changes as the acceptance of a new idea or behaviour model by the organization.

According to L. Karamushka⁴⁰, organizational development of educational organizations is among the priorities of the educational organizations. Organizational development of educational organizations presupposes the assignment of new tasks that should meet the changes in society. Besides, organizational development of educational organizations makes it possible to forecast innovative changes and lay the grounds for their implementation.

Psychological foundations of organizational development are presented in the works of J. L. Gibson⁴¹, L. Karamushka⁴² and other. The development of the humanistic approach ideas within the organization management was carried out by G. Ball, L. Karamushka⁴³ and other. The role of directors of educational organizations as an important condition for organizational development was studied by O. Bondarchuk⁴⁴ and other.

L. Karamushka⁴⁵ believes that the organizational development of the educational institutions within the higher education system is due to a set of conditions, particularly the following ones: improvement of material and technical base; management of teaching and educational process (includes

⁴⁰ Карамушка Л.М. Психологія підготовки майбутніх менеджерів до управління змінами в організації : монографія / Л.М. Карамушка, М.В. Москальов. К. Львів: Сподом, 2011. 216 с.

⁴¹ Gibson James L. Organizations: behavior, structure, processes / J.L. Gibson, J.M. Ivancevich, J.H. Donnelly. – Business Publications, 1982. 659 p.

⁴² Карамушка Л.М. Психологія підготовки майбутніх менеджерів до управління змінами в організації : монографія / Л.М. Карамушка, М.В. Москальов. К. – Львів: Сподом, 2011. 216 с.

⁴³ Карамушка Л.М. Психологія підготовки майбутніх менеджерів до управління змінами в організації : монографія / Л.М. Карамушка, М.В. Москальов. К. – Львів: Сподом, 2011. 216 с.

⁴⁴ Бондарчук О. І. Технологія психологічної підготовки керівників освітніх організацій до діяльності в умовах змін / О.І. Бондарчук, Н.І. Пінчук // Теорія та методика управління освітою: електронне наукове фахове видання. 2014. URL: <http://www.umo.edu.ua/elektronne-naukove-faxove-vidannya-qteorya-ta-metodika-upravlnnya-osvtoyuc>.

⁴⁵ Карамушка Л.М. Психологія підготовки майбутніх менеджерів до управління змінами в організації : монографія / Л.М. Карамушка, М.В. Москальов. К. – Львів: Сподом, 2011. 216 с.

exercising of such managerial functions within educational organizations as planning, organization, control), implementation of psychological and managerial aspects of the activity of educational organization managers and staff, consideration of organizational culture.

The research has shown that innovative educational organizations have a higher level of organizational development than traditional educational organizations. The research has proven that such difficulties as “insufficient financial and economic resources” are in the first place and well ahead of the other indicators. According to L. Karamushka, insufficient financial and economic resources reflect an objective situation that exists in the majority of state-owned domestic organizations, which, due to lack of funds, cannot define and implement new and innovative directions of their activity. Consequently, according to the researcher, the improvement of material and technical base of educational institutions within the higher education system is essential for its organizational development.

The difficulties caused by psychological and managerial aspects of the activity of educational organization managers and personnel go second. According to L. Karamushka⁴⁶, this group of difficulties includes the following ones: “indifferent attitude of administrative personnel towards the problem of organizational development”; “ignorance of the essence of organizational development”; “personnel inertness”; “indifferent attitude of management towards the problem of organizational development”; “unpreparedness of the personnel to ensure organizational development”.

O. Bondarchuk⁴⁷ studied the role of educational organization directors in the organizational development of the educational organization. The researcher believes that directors of educational organizations are often “unwilling” to self-development, which makes the changes in the organization impossible. According to O. Bondarchuk, directors of educational establishments should receive special training focused on the change of their managerial policy, etc.

L. Karamushka⁴⁸ and O. Bondarchuk⁴⁹ emphasize in their researches that it is necessary to introduce special organizational development training of managing directors and staff of educational organizations at all levels.

⁴⁶ Карамушка Л.М. Психологія підготовки майбутніх менеджерів до управління змінами в організації : монографія / Л.М. Карамушка, М.В. Москальов. К. – Львів: Сподом, 2011. 216 с.

⁴⁷ Бондарчук О.І. Технологія психологічної підготовки керівників освітніх організацій до діяльності в умовах змін / О.І. Бондарчук, Н.І. Пінчук // Теорія та методика управління освітою: електронне наукове фахове видання. 2014. URL: <http://www.uomo.edu.ua/elektronne-naukove-fahove-vidannya-qteorya-ta-metodika-upravlnnya-osvtoyuq>.

⁴⁸ Карамушка Л.М. Психологія підготовки майбутніх менеджерів до управління змінами в організації : монографія / Л.М. Карамушка, М.В. Москальов. К. – Львів: Сподом, 2011. 216 с.

Characteristic features of organizational culture within the educational organization play an important role in its organizational development. Organizational culture is a set of norms, rules, values, sanctions, goals of the organization. We believe that organizational changes in the educational organization within the higher education system result from characteristic properties of goals, values, and norms, rules, which have been established in the educational organization and describe its organizational culture.

CONCLUSION

Therefore, the activity of modern higher education institutions in Ukraine is conditioned by the special features of the development of the educational organizations within the higher education system. These features belong to the following three levels: *peculiar features of the development of educational organizations in the world*: globalization; internationalization; rapid changes; innovativeness; continuity; humanization of education; quality of education; transformation into “entrepreneurial” establishments; development of educational establishment as an educational organization; ecologic focus.

Peculiar features of the development of educational organizations in Ukraine: reforming of education; popularization of technical education; encouragement of public-private partnership; quality of education in educational organizations; autonomy of educational establishments; increase of scientific research in educational institutions; establishment of communication between employers and practice bases; improvement of international cooperation among educational institutions; joining network structures.

Peculiar features of the development of higher education institutions as educational organizations: innovative activity (creation of brand new educational technologies, development of scientific and research study base); organizational development (improvement of material and technical base, psychological and managerial aspects of management and personnel activity in educational organizations; specific features of organizational culture).

After having analyzed the current trends in education development in the world and in Ukraine, it may be concluded that the professional training of students in the current context should include the development of a lot of psychological qualities, which will promote the following: student mobility; creative, ecologic and entrepreneurial focus; flexibility, willingness to develop

⁴⁹ Бондарчук О.І. Технологія психологічної підготовки керівників освітніх організацій до діяльності в умовах змін / О.І. Бондарчук, Н.І. Пінчук // Теорія та методика управління освітою: електронне наукове фахове видання. 2014. URL: <http://www.umo.edu.ua/elektronne-naukove-faxove-vidannya-qteorya-ta-metodika-upravlnnya-osvtoyuq>.

leadership skills. These factors will ensure their competitiveness on the world job market.

SUMMARY

The article disclosed the main trends in the development of educational organizations within the system of higher education under current conditions. Analysis presented current trends in education development in the world.

The article indicated on the main directions of education development in Ukraine. Discovered the peculiar features of the development of higher education institutions as educational organizations in Ukraine.

Was concluded that the professional training of students in the current context should include the development of a lot of psychological qualities, which will promote the following: student mobility; creative, ecologic and entrepreneurial focus; flexibility, willingness to develop leadership skills. These factors will ensure their competitiveness on the world job market.

These features belong to the following three levels: peculiar features of the development of educational organizations in the world; peculiar features of the development of educational organizations in Ukraine; peculiar features of the development of higher education institutions as educational organizations.

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PERSON'S LIFE CHANGING AFTER TRAUMA: A NARRATIVE ANALYSIS

Tytarenko T. M.

INTRODUCTION

The influence of traumatic experience to personal transformations is poorly understood until now. Studying the changes in an individual's life caused by engaging in combats is usually concentrated around post-traumatic stress disorders [Belrose, C.¹; Crone D.M.², Waysman, M.³]. The discourse on the psychosocial reintegration of combat veterans returning from Iraq and Afghanistan indicates that the current medical model is insufficient. The same processes that cause veterans to split off their experiences also cause society as a whole to distance itself from them [M. Bragin⁴].

According to French scientists, the successful reintegration of soldiers is associated with the resumption of communication with the help of their own personal resources: the level of mindfulness, optimism, self-esteem, wisdom, and courage that provide constructive changes in later life⁵. Some authors discuss this relationship between politics, wider societal practices, and post-traumatic stress⁶.

The psychological aspects of a person's lifechanging after trauma, the ways of comprehending a traumatic experience, and renewed life prospects remain on the periphery of the scientist's attention. So, this study has in focus

¹ Belrose C., Duffaud A.M., Duthiel F., Trichereau J., & Trousselard M. Challenges Associated with the Civilian Reintegration of Soldiers with Chronic PTSD: A New Approach Integrating Psychological Resources and Values in Action Reappropriation. *Frontiers in psychiatry*. 2019. Vol. 9, № 737. P. 50–60.

² Crone D.M., Sarkar M., Curran T., Baker C., Hill D., Loughren E., Dickson T., & Parker A. Mental Health first aid for the UK Armed Forces. *Health Promotion International*. 2019. DOI: 10.1093/heapro/day112

³ Waysman M., Schwarzwald J. & Solomon Z. Hardiness: An examination of its relationship with positive and negative long-term changes following trauma. *J. Traum. Stress*. 2005. Vol. 14. P. 531–548. – doi:10.1023/A:1011112723704

⁴ Bragin M. *Can anyone here know who I am? Co-constructing meaningful narratives with combat veterans*. *Clinical Social Work Journal*. 2010. Vol.38, № 3. P. 316–326.

⁵ Belrose C., Duffaud A.M., Duthiel F., Trichereau J., & Trousselard M. Challenges Associated with the Civilian Reintegration of Soldiers with Chronic PTSD: A New Approach Integrating Psychological Resources and Values in Action Reappropriation. *Frontiers in psychiatry*. 2019. Vol. 9, № 737. P. 50–60.

⁶ Muldoon O. & Lowe R. Social Identity, Groups, and Post-Traumatic Stress Disorder. *Political Psychology*, 2012. Vol. 33. № 2. P. 259–273.

on life after combatants returning from the war in the East of Ukraine. They were asked about stressful events, rethinking of traumatic experience, new perspectives that a person builds upon returning from the war zone.

Therefore, the purpose of the work is to identify common types of person's life landscape transformations after participation in the war. To address this challenge, it will be analyzed the topics of trauma that the respondents considered to be the most serious. Second, the ways of changing war-affected life will be spoken about. It will be determined the nature of the changes that occur and are planned in their lives after returning from the war. And, third, it would be determined the most common types of life-landscapes.

The topics of post-traumatic combatant narratives

The narrative research methodology is ever-maturing evolving, and researchers must understand the benefits and institutional barriers of such a qualitative approach. Participants often live with serious illness (cancer, end-stage renal disease, HIV/AIDS). Qualitative researchers engaged in narrative research propose both thematic analysis and a case centered approach for emphasizing individual agency, particularities, and context⁷.

There is a growing number of works that use narrative analysis recently, in work with the participants of the combats. D. Carless⁸, for example, uses a dialogical narrative approach to analyze the effects of personal changes on participants in a rehabilitation training course for traumatized soldiers. The goal of the interpersonal process of treatment can then be facilitated through the co-creation of a consistent narrative, shared by both therapist and patient, that binds past to present [M. Bragin]⁹. In his work to support veterans in Liberia, J. McMullin analyzes two narratives: the threat of peace by combatants and the outrage from a community that finds its members more deserving of help than veterans¹⁰. P. Arthur¹¹ studies how traditional physical

⁷ Bruce A., Beuthin R., Shields L., Molzahn A., & Schick-Makaroff K. Narrative Research Evolving: Evolving Through Narrative Research. *International Journal of Qualitative Methods*. 2016. Vol. 15, № 1. URL: <https://doi.org/10.1177/1609406916659292>

⁸ Carless D. Narrative Transformation Among Military Personnel on an Adventurous Training and Sport Course. *Qualitative health research*. 2014. Vol. 24, № 10. P. 1440–1450. URL: <https://doi.org/10.1177%2F1049732314548596>

⁹ Bragin M. *Can anyone here know who I am? Co-constructing meaningful narratives with combat veterans*. *Clinical Social Work Journal*. 2010. Vol.38, № 3. P. 316–326.

¹⁰ McMullin J. Integration or separation? The stigmatisation of excombatants after war. *Review of International Studies*. 2013. Vol. 39., № 2. P. 385–414. DOI:10.1017/S0260210512000228 Muldoon O. & Lowe R. Social Identity, Groups, and Post-Traumatic Stress Disorder. *Political Psychology*, 2012. Vol. 33. № 2. P. 259–273.

¹¹ Arthur P. Trauma Online: Public Exposure of Personal Grief and Suffering. *Traumatology*. 2009. Vol. 15, № 4. P. 65–75.

memories of war differ from online memories, using the personal stories told by individuals who returned. Narrative interviews were used by L. Jones, and K. Kafetsios when studying adolescent mental health in war-affected Bosnian society. They were offered to the representatives of two communities on opposite sides of the conflict to write stories entitled “What War Means to Me and How It Has Affected My Life”¹².

In accordance with the task of the traumatic experience themes analyzing and further examining changes in life after trauma, it was used the written narrative method. The selected narrative method has in addition to the diagnostic potential the rehabilitative one. After all, as it known, the story about their experience significantly helps people to integrate negative experiences, to accept painful traumatic experiences, to rethink their role in what has happened, to see new horizons of life.

The combatants were asked to write stories entitled “How is my life after traumatic events?”. The study participants were asked to write stories based on the proposed post-traumatic narrative scheme. The scheme included the following points:

1. Which of your experiences was most traumatic for you?
2. How has your life changed after experiencing traumatic events?
3. How did you overcome the negative effects of the traumatic experience?
4. Whose support did most help you to return to a peaceful life (family, friends, etc.)?
5. How did the traumatic experience affect your vision of the future?

The sample consisted of the 91-combatant returning from the front. Most of them are servicemen who are now students of one of the military higher educational establishments in Kyiv. In addition to the military, volunteers who returned from the war and underwent psychological rehabilitation participated in the work. This sample was chosen because the extreme war conditions are known to stimulate a person to rethink the experience gained, to find new semantic priorities, to try out other practices, to consider other life prospects.

The first stage of analysis was descriptive analysis. The texts were read and re-read several times in order to determine the structure and content of life-stories written by combatants¹³. All fragments of the interviews were coded

¹² Jones L., & Kafetsios K. Assessing adolescent mental health in war-affected societies: The significance of symptoms. *Child Abuse & Neglect*. 2002. Vol. 26, № 10. P. 1059–1080. URL: [https://doi.org/10.1016/S0145-2134\(02\)00381-2](https://doi.org/10.1016/S0145-2134(02)00381-2)

¹³ Zięba M., Wiecheć K., Biegańska-Banaś J., & Mieszczewicz W. Coexistence of Post-traumatic Growth and Post-traumatic Depreciation in the Aftermath of Trauma: Qualitative and Quantitative Narrative Analysis. *Frontiers in Psychology*. 2019. Vol. 10. DOI: 10.3389/fpsyg.2019.00687

by themes: traumatic experience, life changes, negative effects, vision of the future. The second stage of analysis was the interpretative one. There were made attempts to identify personal life landscape transformations after participation in the war.

In analyzing the results, 10 of the author's texts were excluded from the general sample because their authors did not write stories about the effects of the injury. They only insisted that did not see any point in sharing their experiences with someone. Probably, all these people in one way or another have camouflaged the insufficiently interpreted and assimilated traumatic experience, displaced it from their consciousness.

As it turned out, the most traumatic war-situations were described as by far not all participants in the study. Only 41.9% of narrators referring to the most traumatic event, called the death of their comrades, their own injuries, or massive shelling by the Russian Federation, especially in 2014. They also wrote about psycho-trauma resulting from the civilians' deaths, especially children; their own decisions which sometimes threatened their subordinates' lives; the severity of the communication to the victim's families; the comrades' betrayal, especially during the Crimea annexation; the extremely painful corpse's recognition and the dead transportation.

The second most prevalent were narratives focusing on family injuries (24,7%). This group mainly includes texts about divorce occurred while the narrator was in the combat zone or immediately upon their return home. It was also about combatant's betrayed by a loved one; the painful break of relationships that have not stood the test of separation; about loneliness after a failed marriage. Particularly dramatic stories were related to the mother's refusal to allow the children's father to see them after divorce.

The texts in which the narrator spoke about the grievous losses he had suffered before the war were in third place (23.5%). It was a traumatic experience related to the death of a father, mother, other family members, as well as experiences about their serious illnesses, disabilities and so on.

Separately, a group of narratives dedicated to other traumas was highlighted (9,9%). Combatants most often pointed out traumas associated with the need to adapt to harsh conditions at a new duty station. They also wrote about unexpected transfers to another location, about the difficult regime in a military university, or about the inadequate requirements of a commander.

Some narratives describe several traumatic experiences that relate to different life contexts. In this case, preference was given to the most thoroughly characterized trauma and its consequences for the subsequent life of the individual.

Extreme conditions stimulate a person not only to rethink the experience gained but also to search for new life-priorities, the approbation of other activities, consideration of other life prospects. Therefore, the next stage of the investigation was related to the analysis of life after trauma, present, which is being built, and the future, which is being planned.

1. Ways to change war-affected lives

There were the following four points to focus on setting the task of exploring changes in a person's life after experiencing trauma.

1. It has analyzed the comprehension of a person's own past, determine the degree of traumatic experience

2. It was taken into account the assessment of his / her present, which consisted of some life contexts, to which the author had referred.

3. It was studied how a person sees her/his future, which was determined by analyzing their intended life prospects.

4. In interpreting narratives, it was highlighted the most important value that dominates a person's life upon returning from the front.

According to these criteria, it was possible to see an integral indicator of personal transformations, namely the value-meaning configuration of life.

Let's start with the past, that is, to understand the traumatic experience presented in narratives. It was taken into account three levels of its comprehension and assimilation: low, medium and high.

The lowlevel manifests in the absence of pronounced temporal dynamics within the narrative, the author's immersion solely in painful situations from the past without any attempt to see their connection with the present or the future. This level corresponds to 25.9% of the narratives of combatants.

The mediumlevel is characterized by the transition from stories of complex traumatic events to certain aspects of the present life situation. The authors of these narratives had sufficient time and internal resources to understand the traumatic experience. The traumas experienced are no longer perceived as acute. But the traumatic experience is not yet sufficiently assimilated, which hinders future plans. 13.6% of the narratives correspond to this level.

The high level implies a pronounced dynamic of the narrative's temporal structure, with logical transitions from the past not only to the present but also to the future. There are a rethinking and assimilation of the traumatic experience. Emphasis is placed on the appreciation of one's own resilience, courage, and responsibility, which have helped one to survive. All this makes it possible to build real-life plans that are already beginning to be realized. The majority of the sample corresponds to this level – 60.5%.

The next step in the analysis is addressed in the present life, consisting of different life contexts, to which the author of the story draws attention.

In terms of attitude to the present, all narratives were divided into two groups. The first group consists of texts centered around only one life context related to the past. The second group contains narratives that describe several different contexts of a person's life related to his/her present.

According to our data, in some narratives, the attitude to the present is practically absent, since the authors focus solely on their own past. It is about the only one context, most often traumatic. Namely, about the trauma conditions, the situations that led to it, the complex emotional states that a person has experienced. All other related to the present life contexts are not covered. There is one-third of such narratives (29.3%) in the total sample.

In most narratives, the attitude to the present is described in two or three contexts of life. Most often it is about professional life, relationships with loved ones, with friends who actively helped to deal with the effects of trauma, and about personal achievements. The total number of such narratives is 70.7%.

The third step of the analysis was to analyze the person's attitude toward the future. It was identified three levels of this attitude: low, medium and high. The level of attitudes towards the future will be considered low when there is no mention of life plans and perspectives in the post-traumatic narrative. The level of attitude to the future will be considered average when the future is perceived by the authors of the narratives as too abstract or idealized, detached from the concrete realities of the present. The level of attitude towards the future will be considered high when the authors of the text focus attention on life plans and perspectives. These plans are perceived quite realistically, taking into account the life circumstances and inner capabilities.

The low level of attitude to the future was attributed in 25,9% of self-narratives. Because the authors have devoted these texts to the trauma experienced, if they talk about the future, it is mainly in the context of treatment, recovery, and assistance from the state. Other vital contexts in which the victim's own efforts would be considered are hardly discussed.

The average level of attitude to one's own future is monitored in 17.3% of texts. The authors of these narratives are characterized by a non-specific, idealized vision of life prospects. For example, they say about continuing to improve themselves, to develop.

A high level of attitude towards one's own future was recorded in more than half of the analyzed texts (56.8%). Some authors talk about a common future with loved ones, a desire to spend as much time as possible with their wife, children, parents, about starting a new family. Others emphasize the desire to continue fighting for Ukrainian statehood. Several research participants plan to work more in NGOs and volunteer organizations. There are also those who plan to develop professionally in

the future to improve their financial situation. No fewer specific plans are made by combatants who want to go to fitness centers more, to relax, to improve health systematically.

According to our plan, the fourth step in the analysis of narratives is the attempt to highlight the most significant value dominant around which a person's life is being built up after experiencing trauma. There were 5 such dominants in the texts: the value of life and survival, the value of relationships, the value of benefits for others, the value of self-development and the value of career. The narrative analysis made it possible to trace the 5 multi directed life-trajectories that were based on the main value dominants. It was described in more detail, given the popularity of each one.

First, let's mention the studies related to heterogeneous trajectories of life after trauma. Psychologists have studied the life trajectories of 10835 responders who survived a terrorist attack on the World Trade Center. The majority is in a resistant/resilient trajectory and the rest are exhibiting chronic, recovering or delayed-onset symptom trajectories [Pietrzak, 2014]¹⁴. As a result of Australian monitoring subsets of patients there were noted such posttraumatic life-trajectories as chronic, recovery, worsening/recovery, worsening and resilient [Bryant, 2015]¹⁵. Thus, the context of PTSD is dominant to study life-trajectories. Post-traumatic narratives were analyzed in another context – context of the most significant value dominant around which a person's life is built up after experiencing traumaprime life-value, around which a person constructs his own life.

Let's start with the value "life and survival" (25.9%). The authors of these narratives focus on the tragic circumstances in which they find themselves, for example, writing about the painful search for the murdered friends. Now they emphasize the value of life as such, writing that they have begun to value time more, "because you never know what your future is and what may happen tomorrow".

A new life trajectory after trauma for 25,9% combatants is being oriented to the dominant value "meaningful relationships". "Now I spend much more time on everyday life because family and children are the most valuable, they need me most"; "I've been taught to keep what you have and always seek compromises with my loved one".

¹⁴ Pietrzak R.H., Feder A., Singh R., Schechter C.B., Bromet E.J., Katz C.L., Southwick S. Trajectories of PTSD risk and resilience in World Trade Center responders: an 8-year prospective cohort study. *Psychological Medicine*. 2014. Vol. 44, № 1. P. 205–219.

¹⁵ Bryant R.A., Nickerson A., Creamer M.C., O'Donnell M., Forbes D., Galatzer-Levy I.R., McFarlane A.C., & Silove D.M. Trajectory of post-traumatic stress following traumatic injury: 6-year follow-up. *The British journal of psychiatry*. 2015. Vol. 206, № 5. P. 417–423.

A new life trajectory after trauma for 17,3% combatants is being oriented to the dominant value “benefits for others”. The volunteer, who lost his sight as a result of a serious injury, writes: “I realized that by helping others, I thank the people who helped me. When I helped someone, I felt needed in this world”. Another study participant wrote: “Before the war, I’d thought the most important thing was making money. Now I know that the main thing is to be of benefit to society, to build our country”.

A new life trajectory after trauma for 17,3% combatants is being oriented to the dominant value “self-development”. Veterans write: “I used to blame my parents for everything, but now I know that I can do everything myself. I constantly learn to overcome my weaknesses and wonder at which swamp I used to sit in before; “I constantly improve, play sports, learn English, wanting to be a leader, to succeed”.

The last life trajectory after trauma for 13,6% combatants is being oriented to the dominant value “career”. One study participant reflected: “Well, now I have a decent profession, lots of plans and good career prospects”. Another author of the post-traumatic narrative writes: “Now I am not afraid of changes and trials, so I have the advantages of moving to the capital, I have a new environment of activity, a better position”.

Now, focusing on all four criteria of changes in a person’s life after experiencing trauma (past, present, future, most significant value), it is talking about an integral indicator of personal transformations.

2. Types of combatant’s personal life-landscapes

To define the typical territories of personal change, the thesaurus of psychological concepts requires the introduction of a new concept – a person’s life landscape transformations. In our opinion, this concept integrates maximally the personal change heterogeneous dynamics that is recorded in our narratives, especially the development of life after war-caused trauma.

The history of the term “landscape” as a social category is quite colorful. This term is used by cultural anthropologists, sociologists, historians, social philosophers, who testify both to the complex interdisciplinary nature of the relevant phenomenon and to the insufficient conceptualization of the concept. Developing Humboldt’s opinion, G. Ermischer believes that it is precisely the way in which a person perceives the landscape and forms ideas about the environment that transforms the environment into a landscape. Ideas of humanism, religious beliefs, economics, technologies not only affect the landscape but also shape it¹⁶. In the works of N.V. Basov and

¹⁶ Ermischer G. Mental landscape: Landscape as idea and concept. *Landscape Research*. 2004. Vol. 29, № 4. P. 371–383.

V.V. Vasylykova¹⁷, O.V. Mishchenko¹⁸, O.O. Susskaya¹⁹, T.I. Chernyaeva²⁰, R. Hartley²¹, N. Hunt²², there are focused on such diverse types of landscapes as intellectual, sacred, media, post-conflict, the landscape of happiness, trauma landscape. Although it was not yet encountered personally oriented psychological studies of this phenomenon, the above designation of its types becomes clear proof that specific psychological component is presented in this little-studied phenomenon.

A person designs and constructs his/her life landscape in accordance with the acquired and learned experience, attitudes about his past, present and future, the most important values. Each new life landscape arises when a person is undergoing hardship. Going through crises, he/she makes new life choices, sets forecast horizons, partially changes the meaningful environment, and tests the life-trajectory. Staying within the new landscape will continue as long as the chosen direction of movement through life corresponds to the actual life tasks and values of a person.

The working definition of the life-landscape is this. The landscape is a temporary territory of personal changes that have its own value-semantic configuration. The landscape is constructed by individual following the significant life contexts. The relative structural and vector stability of a particular landscape is ensured by the level of comprehension of the acquired over a certain period of life experience, relevant personal value priorities, ways to overcome crisis situations, strategic life choices, and the horizon of prospects.

If life flows for a long time, without disappointment in oneself, in the chosen profession, without treachery, betrayal, forced necessity to change the place of residence, then a person is long-delayed within one or another landscape. But still, at a new age stage, a person will have an urgent need to review the content of his/her life, its values, and direction. Every serious

¹⁷ Василькова В.В., Басов Н.В. Интеллектуальный ландшафт: концептуализация метафоры. *Журнал социологии и социальной антропологии*. 2011. № 14 (4). С. 22–40.

¹⁸ Міщенко О.В. Сакральний ландшафт: зміст і функції. *Вісник нац. ун-ту ім. Т. Шевченка. Географія*. 2018. № 1 (70). С. 83–88.

¹⁹ Сусська О.О. Інституціональність vs проспериті. Про зміни медіа-ландшафту та методологічні лакуни соціології масових комунікацій. *Соціологія: теорія, методи, маркетинг*. 2019. № 1. С. 56–72.

²⁰ Черняева Т.И. Ландшафты счастья: эмоциональные основания современного потребления. *Известия Саратовского университета. Серия Философия. Психология. Педагогика*. № 13. С. 90–94.

²¹ Hartley R.J. Signifying the Place of Unforgettable Memory: Atrocity and Trauma in a Post-Conflict Landscape. *Anthropology Faculty Publications. University of Nebraska-Lincoln*. 2014. URL: <http://digitalcommons.unl.edu/anthropologyfacpub/58>

²² Hunt N. Landscapes of trauma. The psychology of battlefield. London, New York : Routledge, 2020. 220 p.

ordeal, such as war, requires a person new life-changing project. The realization of these projects involves the transformations of attitudes towards oneself, change of attitudes for others and the variations in self-actualization practice. Therefore, landscapes change when difficult, extreme situations unfold, when an individual experiences traumatic events, when old values are no longer working and significant meanings are exhausted.

The task was to determine the types of combatants' life-landscapes after returning from the war. The following 5 types of landscapes have been identified: existential, communicative, volunteering, self-realization, pragmatic.

The characteristics of the existential landscape are the inability to rethink the traumatic past, to assess the present adequately, to construct the future. The dominant life-value is survival.

The characteristics of the communicative landscape are a high level of understanding of the past, adequate assessment of the present, detailed construction of the future. The dominant life-value is meaningful relationships.

The characteristics of the volunteering landscape are thorough interpretation and assimilation of the traumatic past experience, adequate assessment of current contexts of the present, a high level of future life priorities vision. The dominant life-value is benefits for others.

The characteristics of the self-realization landscape are quite a high level of understanding of the past, high attitude to the present, idealized vision of the future. The dominant life-value is self-development.

The characteristics of the pragmatic landscape are a medium level of understanding of the past, not a high attitude to the present mainly one life-context, medium level of the attitude toward the future. The dominant life-value is career advancement.

The most common landscapes are existential and communicative ones (25.0% each); landscapes of volunteering and self-realization (17.3% each) are in second place; on the third – pragmatic one (13.6%).

The existential landscape is typical of at least one in four respondents. This figure could have increased significantly if it will be considered the 10 self-narratives in which the military refuses to talk about the war-affected experience. They write only about their own ability to deal with all the problems on their own or demonstrating other powerful psychological protections.

According to our data, the main symptoms of deterioration of psychological health during post-traumatic personal transformations are a decrease in the tendency to cooperate, a decrease in empathy, a reluctance to build life prospects, an inability to enjoy everyday life, a sense of splitting,

lack of integrity²³. These symptoms, in their totality, can push a person into a difficult and uncomfortable existential landscape. Nevertheless, the main thing when choosing a landscape is a new value-based configuration of life-designing.

The existential landscape accumulates the experience of the post-traumatic stage of life as a special, awareness of the different meaningful content of the new life route. The basic functionality of the existential landscape has been found, which is to create the conditions for reflection, reinterpretation, and integration of traumatic experiences that a person acquires in a border situation, in dramatic or tragic circumstances. The existential landscape is regarded as the shortest path for the individual to recover and improve his/her psychological health. Dependence of the length of individual stay within the existential landscape on the force of trauma (peculiarities of losses, the intensity of painful memories) and the hardiness resource is revealed.

The communicative landscape is no less common than existential one for combatants. This landscape as usual occurs after a person has been in the existential landscape for some time. The communicative landscape is being built on the background of finding one's community, kinship with others, restoring trust. In some cases, this landscape emerges after a period of distancing from once significant and now almost alien people. The rigid boundaries of one's personal space are created by the fact that during the ordeal some old friends and family members began to be guided by other values. They did not understand the combatant's values, did not share his vision of the life-situation. Some of them voted for other presidential candidates or even got passports of another state.

The narrators who chose the communicative landscape began to value much more mutual support, mutual understanding with friends and loved ones. They have become more open with the people they now trust, whom they sympathize with, whom they love. They were willing to show greater tolerance for colleagues, even if they were too talkative, or emotionally unbalanced. The main thing is that these people have the same socio-political orientations and moral and psychological beliefs.

The life-landscapes of volunteering and self-realization are in the next place by prevalence after existential and communicative ones.

The volunteering landscape ordinary occurs after the person had remained in the existential landscape during a certain period, which was necessary to comprehend and assimilate the acquired traumatic experience. Combatants choose this landscape when their main desire is obvious – to serve their

²³ Титаренко Т.М. Психологічне здоров'я особистості: засоби самопомоги в умовах тривалої травматизації: монографія. Кропивницький : Імекс-ЛТД. 2018. 160 с.

country, to protect it from the enemy. Only in such voluntarily chosen activities do they now find meaning for themselves, the only way they feel necessary, in demand, and understand their life as the only right one in a given circumstances.

Those combatants who are ready, after an existential rethinking of the trauma experienced, to focus on their personal growth choose the landscape of self-realization. For them, at the new stage of life, it is most important to analyze the usual ways of overcoming difficulties and to prepare for future challenges as best as possible. Therefore, they are ready to purposefully develop their abilities, learn foreign languages, find new areas of application of their strengths, train endurance, promote a healthy lifestyle.

The pragmatic life-landscape is the least common one in our combatants' narrative investigation. This landscape is chosen when a certain level of mental health recovery has already been achieved, but daily life is not satisfying because it is not perceived as a way for greater safety. In this case, active, ambitious, purposeful people aim to dive into work as much as possible, to make money, to achieve success, gain career advancement and recognition. Such a "tangible", significant result of one's own efforts, apparently, seems to be certain protection from future injuries.

Prospects for further research. It is envisaged carrying out a comparative analysis of combatant's life-landscapes and landscapes of people experiencing a coronavirus pandemic related trauma.

CONCLUSIONS

In order to investigate the psychological aspects of a person's life-changing after the trauma, it is analyzed the experience of combatants after their returning from the war in the East of Ukraine. The 91 study participants were asked to write stories about their life based on the proposed post-traumatic narrative scheme.

In accordance with the research task, analysis topics of traumatic experience all fragments of the narratives were coded by themes: traumatic experience, life changes, negative effects, and a vision of the future. The traumatic war-situations are described in 41.9% of narratives, family problems in 24,7%, grievous losses before the war – in 23.5%, other traumas – in 9,9%.

To explore changes in a person's life after experiencing trauma it was proposed 4 criteria: the comprehension level of a person's past; the assessment of the present; the vision of the future; the dominant life-value, around which a human being constructs his new life-trajectory.

The integral indicator of personal change is life-landscape. The person's landscape transformations are defined as the territory of a person's life, which

has special dynamics, structural and functional characteristics, significant semantic fullness.

The following types of landscapes have been identified: a) existential (it differs the unwillingness to rethink the traumatic past; to assess the present adequately; the inability to construct the future; the dominant for survival); b) communicative (it is distinguished by a good understanding of the past; adequate assessment of the present; detailed construction of the future; dominant of meaningful relationships); c) volunteering (it differs from communicative primarily by the dominant life-value – benefits for others); d) self-realization (it differs in the main value of self-development); e) pragmatic (it distinguished by the major value of career advancement). The most common landscapes are existential and communicative (25.0% each); landscapes of volunteering and self-realization (17.3% each) are in second place; on the third – pragmatic (13.6%).

SUMMARY

The purpose of the work was to investigate the psychological aspects of a person's life-changing after the trauma. Combatants' transformations of life after returning from the war in the East of Ukraine was in the focus of this study. It was analyzed the 91 combatants' traumatic experience after their returning from the war-zone. Most of them were servicemen who are now students of the military higher educational establishment. In addition to them, there were some volunteers. The written narrative method was used because of its diagnostic and rehabilitative potential. The study participants wrote stories about their life based on the proposed post-traumatic narrative scheme. They were asked about stressful events, rethinking of traumatic experience, new perspectives. All fragments of the narratives were coded by themes connected to personal past, present, future and dominant life-value. The traumatic war-situations were described in 41.9% of narratives, family problems in 24,7%, grievous losses before the war – in 23.5%, other traumas – in 9,9%. Personal life-landscape was defined as the integral indicator of transformations, the territory of a person's life, which had special dynamics, structural and functional characteristics, significant semantic fullness. It was studied the common types of person's life-landscapes after participation in the war. The following types of landscapes had been identified: a) existential (it differs the unwillingness to rethink the traumatic past; to assess the present adequately; the inability to construct the future; the dominant for survival); b) communicative (it is distinguished by a good understanding of the past; adequate assessment of the present; detailed construction of the future; dominant of meaningful relationships); c) volunteering (it differs from communicative primarily by the dominant life-value – benefits for others);

d) self-realization (it differs in the main value of self-development);
e) pragmatic (it distinguished by the major value of career advancement).
The most common landscapes were existential and communicative (25.0% each); landscapes of volunteering and self-realization (17.3% each) were in second place; on the third – pragmatic (13.6%). Prospects for further research is a comparative analysis of combatant's life-landscapes and landscapes of people experiencing a coronavirus pandemic related trauma.

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