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DOI <https://doi.org/10.36059/978-966-397-568-9-8>

PROFESSIONAL RESILIENCE AS A CORE DETERMINANT OF PSYCHOLOGISTS' COMPETITIVENESS UNDER SOCIAL TRANSFORMATIONS

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In contemporary society, which is undergoing profound social transformations, the professional activity of psychologists acquires new meaning and significance. Intensive changes in social, economic, and cultural domains, the digitalization of communication, ongoing warfare, mass migration, and increased levels of psycho-emotional tension among the population have a substantial impact on the working conditions of psychological specialists [11]. As a result of these transformations, the demand for highly qualified psychologists capable of effectively responding

to the challenges of the time, providing psychological support to diverse social groups, and maintaining their own professional effectiveness is continuously growing. In this context, professional resilience emerges as a *system-forming factor* that integrates personal, cognitive, and emotional-volitional resources of the specialist, ensuring their competitiveness and stability in professional functioning [8]. According to recent sociological studies, the demand for psychological assistance in Ukraine has tripled over the past three years – from 7% in 2022 to 21% in 2025—indicating a rapid increase in the social importance of the psychological profession [4]. At the same time, according to the World Health Organization, more than 9.5 million Ukrainians are at elevated risk of developing psycho-emotional disorders, and 71% of the population report chronic anxiety or stress-related conditions [1]. Under such circumstances, the professional resilience of psychologists becomes not merely a personal trait but a strategic factor in sustaining the effectiveness and competitiveness of psychological services as a whole. Therefore, studying professional resilience as a system-forming determinant of psychologists' competitiveness is highly relevant in the context of today's social challenges and transformations.

Professional resilience of psychologists under modern social transformations is one of the key factors ensuring the stability, effectiveness, and competitiveness of their professional activity. In psychological science, this phenomenon is conceptualized as an *integrative personality attribute* combining cognitive, emotional-volitional, motivational, and socio-communicative resources that enable adaptability, flexible response, self-regulation, and constructive coping with professional stress [3; 10; 6]. Within the frameworks of activity-based, systemic, and acmeological approaches, professional resilience is viewed as a holistic system of self-regulatory mechanisms aimed at maintaining an optimal level of mental functioning, emotional balance, and professional productivity [9]. It develops throughout the process of professional formation and is determined by the level of emotional intelligence, reflexivity, psychological maturity, and the ability for conscious self-management. Research findings by C. West and L. Dyrbye indicate that these qualities largely determine a professional's potential to resist burnout and deformation, directly influencing their effectiveness and competitiveness in the psychological services market [13].

In the contemporary scientific paradigm, a psychologist's competitiveness is understood as a complex, integrative ability that reflects not only the level of professional training but also the potential for self-development, innovative thinking, and resilience to socio-economic and professional challenges [2; 5]. Competitiveness is defined as the capacity to provide high-quality and effective psychological services while maintaining stable professional performance in a dynamic social environment. Within this

context, professional resilience functions as a *system-forming factor* ensuring both the functional integrity and adaptive flexibility of a psychologist's professional system. Its role lies in maintaining adaptive stability, preventing the degradation of professional potential under stress factors, fostering self-organization, sustaining professional identity, and upholding ethical standards of practice. Professional resilience also optimizes cognitive processes, promotes creativity in solving complex tasks, and supports motivation for continuous professional self-improvement. Thus, a psychologist's competitiveness represents an integrative outcome of professional competencies and resilience to social and professional transformations, forming the foundation of long-term professional effectiveness and reliability. The ongoing social transformations in Ukrainian society create a complex context for psychologists' professional functioning and necessitate a rethinking of the conditions for the development of their professional resilience. High levels of uncertainty, social tension, and moral-psychological fatigue-caused by prolonged warfare, internal displacement, information overload, and digitalization of communication-define a new paradigm of psychological practice. Under such conditions, the professional resilience of psychologists emerges as a *dynamic system* shaped by the interaction of macro- and microfactors. The macrofactors include social aspects (such as public trust in psychological support, societal demand, and state support for mental health initiatives), organizational factors (working conditions, professional autonomy, workload, and interpersonal relations within teams), and individual-psychological factors (emotional regulation, reflexivity, self-efficacy, optimism, and meaning-in-life orientations) [7]. Empirical studies (A. Sydorenko et al.) demonstrate that the development of professional resilience is closely linked with the formation of professional identity, meaning maturity, and value-motivational orientation, which enable effective functioning under conditions of social turbulence and emotional strain [12].

A synthesis of theoretical approaches allows us to conceptualize psychologists' professional resilience as a structural-functional system that performs regulatory, stabilizing, and integrative functions in ensuring professional competitiveness [3; 6; 10]. The proposed structural-functional model of professional resilience comprises five interrelated components: cognitive-analytical, emotional-regulatory, motivational-meaning, communicative-social, and reflexive-self-regulatory.

– The *cognitive-analytical component* ensures conscious evaluation of professional situations, analytical thinking, forecasting of outcomes, and strategic decision-making.

- The *emotional-regulatory component* maintains control over affective states, tolerance of uncertainty, and the ability to preserve emotional balance under stress.
- The *motivational-meaning component* defines a system of values, internal motivation, and orientation toward personal and professional growth.
- The *communicative-social component* encompasses the development of empathy, social support, professional interaction, and effective communication strategies.
- The *reflexive-self-regulatory component* involves self-observation, critical self-assessment, awareness of personal resources, and the construction of strategies for overcoming professional challenges.

The synergistic interaction among these components forms a unified system of professional self-maintenance, where the degree of integration determines the system's stability and capacity for self-renewal. Achieving dynamic equilibrium between cognitive, emotional, and motivational domains ensures the integrity of professional functioning and serves as a key condition for psychologists' competitiveness.

Within the framework of the structural-functional model, professional resilience serves as the core of psychologists' competitiveness, ensuring effectiveness, innovative thinking, ethical conduct, and flexibility of adaptive strategies in a socially dynamic environment. Its development contributes to maintaining specialists' psychological well-being, improving the quality of professional interaction with clients, and strengthening public trust in psychological assistance as a social institution. The practical implementation of this model creates opportunities for developing valid diagnostic tools for assessing the level of professional resilience, designing specialized resilience-training programs for helping professionals, introducing burnout prevention systems, and forming strategies for continuous professional development.

Thus, the professional resilience of a psychologist represents an integral systemic characteristic that determines their level of competitiveness under conditions of profound social transformation. It constitutes the core of personal and professional potential, ensuring effectiveness, stability, ethical integrity, and cognitive-emotional flexibility in professional activity. The proposed structural-functional model allows professional resilience to be viewed not merely as an individual psychological resource but as a system-forming mechanism of professional development that integrates cognitive, emotional, motivational, and social components into a coherent self-regulatory structure.

Prospects for further research involve the empirical validation of the proposed model, identification of correlations between levels of professional resilience and indicators of psychologists' professional effectiveness, and the development of targeted programs aimed at fostering professional resilience among future specialists in the field of psychology.

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DOI <https://doi.org/10.36059/978-966-397-568-9-9>

ВПЛИВ ТИПІВ СІМЕЙНОГО ВИХОВАННЯ НА РІВЕНЬ ПСИХОЛОГІЧНОГО БЛАГОПОЛУЧЧЯ ДИТИНИ МОЛОДШОГО ШКІЛЬНОГО ВІКУ

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Проблема формування психологічного благополуччя дітей молодшого шкільного віку набула особливої актуальності у сучасному суспільстві, де соціокультурні зміни, інформаційні навантаження та емоційна нестабільність дорослих істотно впливають на дитину. Молодший шкільний вік є періодом, коли дитина виходить за межі сімейного середовища, опановує нову соціальну роль – роль учня, і від того, наскільки гармонійно вона переживає ці зміни, залежить формування її особистості, самооцінки, віри у власні сили.

Саме сім'я виступає першою та найважливішою ланкою соціалізації, де закладаються основи емоційного досвіду, ціннісних орієнтацій, способів реагування на труднощі. Як зазначає І. Бех, сімейне виховання – це не лише система впливів, а й атмосфера любові, прийняття та довіри, у якій формується духовний світ дитини [1, с. 24].

Тип сімейного виховання визначає стиль спілкування між батьками й дітьми, рівень контролю, автономії, емоційної підтримки.