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Values, Innovation,
and Multidisciplinary Dimensions**

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and Tadeusz Pokusa

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4.7. Psychological well-being of Ukrainian youth as a component of personal resource in conditions of uncertainty

In the humanitarian paradigm of modern scientific knowledge and in the context of the realization of the political will of the Ukrainian nation, the problem of ensuring the quality of life and the quality of education in accordance with European standards remains particularly relevant. The desire to improve the quality of life is one of the leading needs of Ukrainian society and the most significant indicator of the real state of its development [1].

The issue of preserving, supporting and restoring the mental and psychological health of the population of Ukraine in a situation of full-scale russian aggression is hotly demanded nowadays. In such chronic conditions of uncertainty, forced stay in the vortex of turbulent changes, numerous threats to life, health and well-being, a further increase in insecurity, uncertainty in one's own future is observed, which provokes a decrease in vitality, deterioration of well-being and, in particular, a drop in the level psychological well-being of Ukrainian citizens.

After all, psychological well-being, like, for example, material well-being, is determined not only by external, objective factors of social life, but also by internal, subjective and subject factors. Therefore, the scientific study of the psychological well-being of young people, who are an active social stratum and constitute almost the greatest potential for the development of society in complex modern conditions is an urgent public demand on the way to further substantiated support and improvement of the quality of life, multifaceted well-being of the population, and therefore, recovery, post-war development of the Ukrainian state in the community of European nations.

The scientific literature presents various research theories of the issue of psychological well-being as a socio-psychological phenomenon. In particular, active scientific research into this phenomenon began in the USA in the second half of the 20th century. Thus, F. Bryant and J. Veroff at two stages of empirical

research (in 1952 and in 1976) collected a representative array of quantitative indicators of self-assessment of relevant experiences described by representatives of the adult population of the United States. According to the results of the factor analysis, scientists identified three main dimensions of psychological well-being such as "happiness", "lack of tension" and "personal adequacy" [3].

In general, psychological well-being was mainly considered by scientists as a ratio of "positive and negative affects". However, scientists tried to differentiate such general definition. Thus, in 1978, on a sample of British respondents, P. Warr empirically identified and described the following three aspects of psychological well-being: 1) financial and family anxiety, 2) health anxiety, 3) evaluation of current life in general. The scientist substantiated the study of everyday life as "normal psychology" [16].

According to R. Bar-On, the construct of psychological well-being is too eclectic in theoretical and operational terms. In 1988, the scientist published and substantiated the following factors of psychological well-being as "Self-esteem", "Interpersonal relations", "Autonomy", "Problem solving", "Assertiveness", "Tested by reality", "Resistance to stress", "Self-actualization" and "Happiness" [2].

The six-factor model of psychological well-being developed in the 1990s by K. Riff and his colleagues became the most famous and popular. It covers the following dimensions as "Autonomy", "Management of the environment", "Personal growth", "Positive relations with others", "Purpose in life" and "Self-acceptance". Scientists have empirically proven that their model is the most adequate among all theories of health and well-being. As noted by K. Riff and B. Singer, this is a "model of positive personal functioning", which is substantiated by various fields of science and philosophy. It is based on the study of both individual life events and long-term human experience. The model summarizes the life stories of both psychologically vulnerable and psychologically stable individuals, so according to its creators, it was developed at the "crossroads of the dimensions of depression and well-being" [11].

Nowadays, the research into the issue of psychological well-being continues and its new models, empirically supported and cross-nationally tested, are being developed. Thus, on the basis of a multifactorial analysis carried out on a database from 21 countries, C. Ruggeri, E. Garcia-Garzon, A. Maguire, S. Matz, F. Huppert state that well-being in the psychological sense is a broader concept than "happiness and life satisfaction". In addition, in economic terms, it is not equal to the objective indicators of GDP. In their study scientists consider the following dimensions of psychological well-being such as "competence", "emotional stability", "satisfaction", "meaning", "optimism", "positive emotions", "positive relationships", "resilience", "self-esteem" and "congratulation" [10].

It is worth noting that, along with the recognition of the scientific validity of multifactorial approaches, two classic theoretical and methodological perspectives are still distinguished in modern studies of psychological well-being. The first of them is hedonistic, which focuses on happiness, which, in turn, is globally defined as the presence of positive affect and the absence of negative affect. The other is eudaimonic, which emphasizes the need to live a full and deep life. Scientists E. Deci and R. Ryan rely, in particular, on these two classical traditions in their analytical studies [4].

This approach remains one of the main in modern world psychology. In the "Psychological Dictionary of the American Psychological Association", well-being is defined as "a state of happiness and contentment with a low level of distress, general good physical and mental health, outlook, or a good quality of life in general." [17].

Ukrainian psychological science is characterized by the analysis of psychological well-being in a more general theoretical and methodological framework of the concepts of life activity, life-making, life-creation. In particular, T. Tytarenko understands psychological well-being as experiencing the ability to responsibly change and create one's own life on a daily basis, to gain experience in the areas of the unpredictable and unexpected. The scientist associates the relevant experiences with the "taste for creating something new", "approbation

of the unknown", readiness to "improvise with one's own life", but with the simultaneous avoidance of purportedly destructive consequences [15].

Researcher O. Hryniv, based on the synthesis of various groups of foreign approaches, developed her own model of psychological well-being, according to which psychological well-being is considered as a relatively stable and integral subjective experience, the basis of which is the reflective position of the individual and a deep analysis of his own life path [6].

L. Serdyuk, studying the relationship between psychological well-being and personal self-determination, singles out the following common components in their structure as goals, values and meanings, awareness of the life path, future perspective, motivation for self-development and self-realization, self-efficacy, self-determination and autonomy of the individual, understanding of one's potential and faith in one's capabilities, the ability to consciously control, evaluate one's achievements and prospects, inclusion in social life [14].

In addition to the emphasis on individual creativity and self-determination, modern Ukrainian science is also characterized by a proper emphasis on the social and psychological foundations of the functioning of the individual and his experiences. Thus, according to L. Jabbarova, psychological well-being is directly correlated both with the general level of positive civic identity and with its individual parameters such as the degree of identification with one's ethnic group, satisfaction with national belonging, etc. [5].

Among the works of scientists is devoted to the study of various aspects of students' psychological well-being are the research of O. Senyk, who reveals the relationship between the time perspective of students and their experiences of psychological well-being [13]; S. Revenko who considers the peculiarities of student self-acceptance as an important component in the integral structure of experiencing psychological well-being [9]; N. Savelyuk who investigates the psychological well-being of future educators as a subject component of student-centered teaching [12]. Scientists outline one of the important tasks

in the general system of modern higher education as consistent promotion of harmonious personal self-acceptance of its subjects.

In general, after analyzing a number of classic and modern, foreign and Ukrainian works devoted to the problem of psychological well-being, we can predict that harsh present conditions with all their unpredictability create not only threats and risks, but also certain incentives for the development of psychological well-being of Ukrainian citizens, in particular, for young people.

The purpose of the article is to describe the results of a theoretical analysis and a comparative empirical study of the psychological well-being experienced by Ukrainian students in modern conditions of uncertainty.

Research tasks are 1) the theoretical analysis of the concept of "psychological well-being" and its main models; 2) the description and interpretation of the results of an empirical study of the psychological well-being of Ukrainian higher education students in the conditions of a "covid" pandemic and in the situation of full-scale war; 3) the comparison of dominant psychosemantic structures as categorical and semantic bases of psychological well-being of young people in the specified conditions.

Research methods and procedure. At the first and second stages of the research, the questionnaire "Psychological well-being scale" by K. Riff, adapted in Ukraine by S. Karskanova [7] was used; on the third a classic associative experiment was conducted ("psychological well-being" stimulus).

The first confirmatory empirical cut was carried out in February and March 2021, the second in March and April 2022, and the third in May and June 2023. The sample consisted of 501 students of higher education, among whom 118 (students of Ternopil Volodymyr Hnatiuk National Pedagogical University) were examined at the first stage; 86 (students of Ternopil Volodymyr Hnatiuk National Pedagogical University) were on the second; 297 (students of Ternopil Volodymyr Hnatiuk National Pedagogical University and National University "Zaporizka Polytechnic") were on the third.

After mathematical and statistical processing of quantitative data (factor analysis of the main components) in the first two subgroups, averaged indicators were obtained according to six scales of the K. Riff questionnaire (Fig. 1):

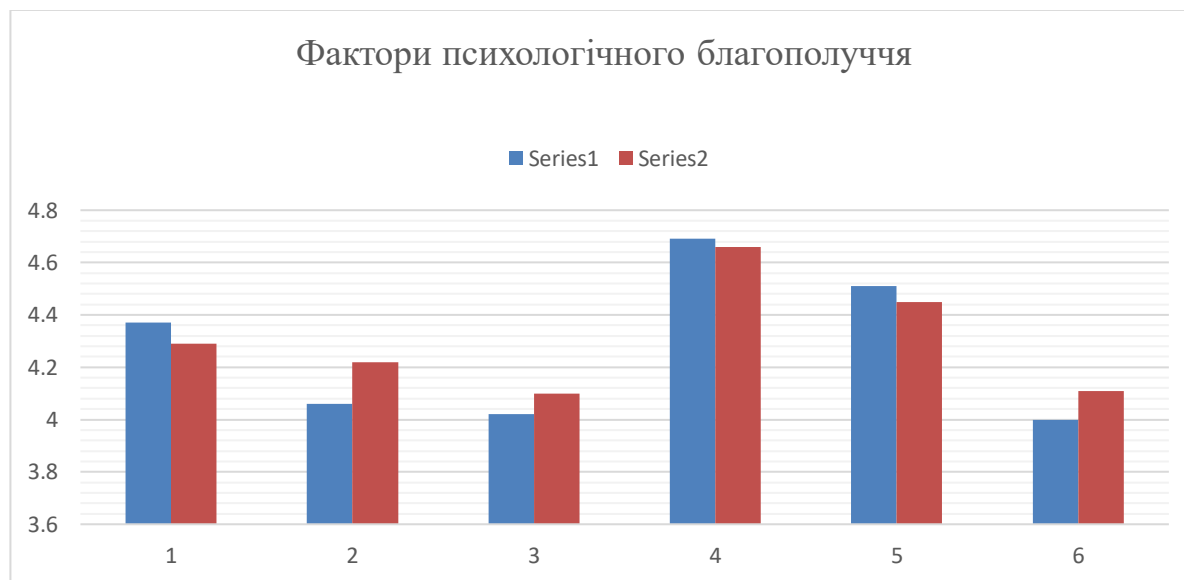


Fig. 1. Hierarchies of psychological well-being factors in two subgroups.
Note. 1 – "Positive relations with others", 2 – "Autonomy", 3 – "Environmental management", 4 – "Personal growth", 5 – "Goal in life", 6 – "Self-acceptance"; row 1 – subgroup 1, row 2 – subgroup 2.

It was found that the generalized hierarchies of the six main dimensions of psychological well-being in both subgroups do not differ significantly. Its most important resource for students is the desire for permanent self-development, experiencing self-realization, self-discovery, self-improvement, and self-efficacy. A more detailed analysis (using the non-parametric Mann-Whitney U test) of the differences in scores for specific items of the questionnaire demonstrated certain statistically significant differences between the first and second "chronological" subgroups.

I. "Positive relationships with others": increase in psychological well-being – according to the item "Many people consider me loving and caring" ($\bar{x}_1 = 4.38$ and $\bar{x}_2 = 4.85$ at $p = 0.001$); relaxation – for "I feel pleasure from personal and mutual communication with family members or friends" ($\bar{x}_1 = 5.42$ and $\bar{x}_2 = 4.96$

at $p = 0.003$) and "I had quite warm and trusting relationships with others" ($\bar{x}_1 = 5.00$ and $\bar{x}_2 = 4.34$ with $p = 0.002$).

II. "Autonomy": growth for "I do not change my behavior or way of thinking to meet the demands of others" ($\bar{x}_1 = 3.52$ and $\bar{x}_2 = 3.92$ at $p = 0.03$), "I am not afraid to express out loud what I think, even if it does not correspond to the opinion of others" ($\bar{x}_1 = 4.28$ and $\bar{x}_2 = 4.71$ at $p = 0.01$), "Being satisfied with oneself is more important than receiving the approval of others" ($\bar{x}_1 = 4, 48$ and $\bar{x}_2 = 4.95$ at $p = 0.04$), "People rarely convince me to do something I don't want" ($\bar{x}_1 = 4.06$ and $\bar{x}_2 = 4.65$ at $p = 0.006$), "I am sure/ and in my opinion, even if it contradicts the general opinion" ($\bar{x}_1 = 4.29$ and $\bar{x}_2 = 4.61$ at $p = 0.03$), "I rarely change my decisions if my friends or family members do not agree with them»" ($\bar{x}_1 = 3.68$ and $\bar{x}_2 = 4.14$ at $p = 0.01$).

III. "Management of the environment": growth for "The demands of everyday life rarely make me nervous" ($\bar{x}_1 = 3.22$ and $\bar{x}_2 = 3.74$ at $p = 0.005$) and "My attempts to find activities and relationships that are suitable for me have been very successful" ($\bar{x}_1 = 4.06$ and $\bar{x}_2 = 4.55$ with $p = 0.003$); relaxation according to "I rarely feel overwhelmed by my responsibilities" ($\bar{x}_1 = 3.62$ and $\bar{x}_2 = 3.07$ at $p = 0.004$), "I do not experience stress because I cannot cope with all the things that forced to do every day" ($\bar{x}_1 = 3.81$ and $\bar{x}_2 = 3.16$ at $p = 0.006$), "I was able to create my own system and lifestyle, which best suits my preferences" ($\bar{x}_1 = 4.09$ and $\bar{x}_2 = 3.73$ with $p = 0.05$).

IV. "Personal growth": strengthening for "I find it important to have new experiences that challenge my opinion about myself and the world" ($\bar{x}_1 = 4.71$ and $\bar{x}_2 = 4.99$ at $p = 0.03$) and "I it brings pleasure to see how my views change and "grow up" over the years" ($\bar{x}_1 = 5.14$ and $\bar{x}_2 = 5.41$ at $p = 0.003$).

V. "Purpose in life": reinforcement for "My goals in life are more a source of satisfaction for me than frustration" ($\bar{x}_1 = 4.64$ and $\bar{x}_2 = 5.01$ at $p = 0.008$).

VI. "Self-acceptance": strengthening for "I like most of my qualities" ($\bar{x}_1 = 4.30$ and $\bar{x}_2 = 4.71$ at $p = 0.01$), "There were ups and downs in the past, but overall I would not / there's nothing to change" ($\bar{x}_1 = 4.14$ and $\bar{x}_2 = 4.47$

at $p = 0.03$), "Everyone has their flaws, but I don't seem to have the most of them" ($\bar{x}_1 = 4.05$ and $\bar{x}_2 = 4.45$ at $p = 0.03$).

At the third stage of the research, in response to the stimulus word "psychological well-being" 658 associations were obtained from 297 respondents, which were further divided into 8 semantic groups with corresponding lexemes in their composition through content analysis:

I. "Internal processes and states (internality)" (402): 1) "Peace, confidence, stability" (104); 2) "Satisfaction, joy, positivity" (75); 3) "Self-knowledge, self-evaluation, self-control, self-improvement, self-acceptance" (54); 4) "Internal, psychological, mental state" (43); 5) "Harmony" (35); 6) "Happiness" (19); 7) "Mind, understanding, knowledge" (19); 8) "Absence of problems, stress" (15); 9) "Adequacy, normality" (12); 10) "Comfort" (7); 11) "Mark, assessment" (3); 12) "Value" (3); 13) "Fullness" (3); 14) "Inspiration" (2); 15) "Personal boundaries" (2); 16) single associations – "Freedom", "Necessity", "Restraint", "Recovery", "Nirvana", "Beloved".

II. "Man and society" (91): 1) "Family, family, home" (25); 2) "Man, people" (22); 3) "Relationships" (16); 4) "Society, community" (7); 5) "Support" (5); 6) "Control, management" (5); 7) "Money, business" (4); 8) "Psychologist" (3); 9) single associations – "Siblings", "Forgiveness", "Morality", "Phrase".

III. "Vitality and existence" (75): 1) "Health, healthy" (23); 2) "Life" (21); 3) "Future, goals, aspirations" (11); 4) "Ability" (6); 5) "Security" (4); 6) "Nervous system, nerves" (3); 7) "Everyday life" (3); 8) single associations – "Uniqueness", "Resilience", "Zen", "Dependence".

IV. "Globality and externality" (41): 1) "Everything, everyone, in everything" (20); 2) "Atmosphere, environment" (10); 3) "World" (3); 4) "Order" (3); 5) "Situation, circumstances" (3); "Country" (2).

V. "Activity and result" (30): 1) "Success, achievements, implementation" (10); 2) "Work, business, business" (8); 3) "Development" (5); 4) "Skills" (3); 5) single associations – "React", "Decision", "Impact", "Factors".

VI. "Temporality" (8): 1) "Day, days" (3); 2) single associations – "Time", "Moments", "Today", "Evening", "Summer".

VII. "Metaphoricity" (6): 1) "Path" (2); 2) single associations – "Blue", "Rainbow", "Warm", "Place".

VIII. "Military" (5): 1) "War" (2); 2) "Peace" (2); 3) single – "Victory".

Conclusions. So, in scientific literature, psychological well-being is considered from different theoretical angles and levels of system analysis. In some studies, in the general theoretical framework of the hedonistic approach, it is defined as the ratio of "positive and negative affects", as the absence of "financial and family anxiety", "health anxiety", etc.; in others, in the context of the eudaemonistic approach, it is more multifaceted: as a combination of a number of factors ("Satisfaction", "Emotional stability", "Optimism", "Competence", "Meaning", "Positive relationships", "Resilience", "Self-esteem", "Assertiveness", "Vitality", etc.)

According to the results of two empirical sections conducted on samples of students using the standardized "Scale" by K. Riff before and during the full-scale war in Ukraine, we ascertain both positive and negative changes in the experience of psychological well-being. Some positive transformations are mostly related to "Autonomy", negative related to "Environment Management". In general, the hierarchy of the main dimensions of psychological well-being in the self-assessment of higher education students in the context of both periods remains virtually unchanged. His greatest resource is formed by "Personal growth" as a permanent desire for self-development, openness to new experiences, experiencing the realization of one's own potential, self-improvement, self-knowledge and self-efficacy.

According to the results of an associative experiment conducted in the second year of the war, the dominant semantic category as a generalized reaction of Ukrainian youth to the verbal stimulus "Psychological well-being" has been "Internal processes and states (internality)" with the basic lexeme "Peace". We consider such a result as a psychological indicator of a natural personal

reaction to a long-term experience of a chronic state of uncertainty and as a reference point for optimizing the quality of life of the population of Ukraine.

Prospects for further research consist in the comparative study of age, gender, professional and other potentially significant aspects of an individual's experience of psychological well-being in the context of the tasks of supporting and developing the quality of life.

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4.7. Nataliya Savelyuk, Oksana Kikinezhd, Yaroslava Vasykanych. Psychological well-being of Ukrainian youth as a component of personal resource in conditions of uncertainty. The article presents a description of the results of a theoretical analysis and a comparative empirical study of the experience of psychological well-being by Ukrainian students in modern conditions of uncertainty. In general, it was found that, despite the statistically significant differences between the assessments of individual items on the Riff's «Scale», the hierarchy of major factors of psychological well-being, determined in both cases on average indicators of experience of student youth, do not differ significantly. Namely: «Personal growth» remains the most pronounced resource both in the conditions of a coveted pandemic and in a situation of war. According to the results of an associative experiment conducted in the second year of the war, the dominant semantic category as a generalized reaction of Ukrainian youth to the verbal stimulus "Psychological well-being" has been "Internal processes and states (internality)" with the basic lexeme "Peace". We consider such a result as a psychological indicator of a natural personal reaction to a long-term experience of a chronic state of uncertainty and as a reference point for optimizing the quality of life of the population of Ukraine.

4.8. Wladyslaw Wornalkiewicz. Artificial intelligence applications. The study introduces us to the basic concepts related to the type of IT technology that is artificial intelligence (AI). It points to fundamental approaches in the development of AI-class software, in which the leading role is played by an electronic assistant. The practical areas of use of this new in-formation technology were listed. The use of ChatGPT in the process of searching for information on the desired topic has been presented quite extensively. This implementation is iterative. The assistant in this program asks about our satisfaction with the effect of its work – searching the Internet for relevant texts from publications. The best results are obtained when asking topics in English. The development of the subject is the presentation of the characteristics of other search programs, enriched with the element of machine learning. They observe the behaviour of a given Internet user, improve their answers, keeping them in the collection to give the next Internet user a reasonably satisfactory study. Further types of software applications are presented here, including: the commercial version of ChatGPT Plus, the Hugging Chat programming solution using the methodology developed by OpenAI and Bard AI created by Google. It has been mentioned that newer, smarter versions of the aforementioned programs are being created.

4.9. Oksana Afanasieva, Elizaveta Khakhamova. The impact of social networks on people's lives. Social networks have become an integral part of modern life, changing the way people primarily communicate, receive information, and perceive the world around them. Over the years, social networks have turned into powerful tools that can have both positive and negative impacts on people's lives. The purpose of the article is to determine the impact of social networks on the everyday existence of the population, more specifically, their opportunities and the problems they create. Consider how social networks bring people together, provide access to information and promote education, and address the negative consequences of social networks, including addiction, cyberbullying, and mental health impacts. It is crucial to recognize both the benefits and drawbacks of social networks and develop strategies to mitigate their potential negative impacts.

Part 4. Multidisciplinary dimensions of quality of life in a globalized world

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