

ДОНЕЦЬКИЙ ОБЛАСНИЙ ІНСТИТУТ ПІСЛЯДИПЛОМНОЇ ПЕДАГОГІЧНОЇ ОСВІТИ  
УКРАЇНСЬКИЙ ІНСТИТУТ ПОЗИТИВНОЇ КРОС-КУЛЬТУРНОЇ ПСИХОТЕРАПІЇ І МЕНЕДЖМЕНТУ  
ЛИТОВСЬКИЙ ФОНД РОЗВИТКУ СПІВРОБІТНИЦТВА ТА ГУМАНІТАРНОЇ ДОПОМОГИ  
ІНКУБАТОР СОЦІАЛЬНИХ ЗМІН «DOMUS SOLIS» (Литовська Республіка)  
ДЕРЖАВНИЙ ЗАКЛАД ВИЩОЇ ОСВІТИ «УНІВЕРСИТЕТ МЕНЕДЖМЕНТУ ОСВІТИ»  
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ГО «ПРОСТІР СТАЛОГО РОЗВИТКУ ТА МИРОБУДУВАННЯ»  
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ГО ВСЕУКРАЇНСЬКА ЕКОЛОГІЧНА ЛІГА

## **ЗБІРНИК ТЕЗ ДОПОВІДЕЙ УЧАСНИКІВ МІЖНАРОДНОЇ НАУКОВО-ПРАКТИЧНОЇ КОНФЕРЕНЦІЇ**

**“ПІДТРИМКА ПСИХОЛОГІЧНОГО ЗДОРОВ'Я  
ОСОБИСТОСТІ В УМОВАХ ВІЙНИ:  
МІЖНАРОДНИЙ ДОСВІД ТА УКРАЇНСЬКІ РЕАЛІЇ”  
30 квітня, 01 травня 2024, Київ, Україна**

**DONETSK REGIONAL INSTITUTE OF POSTGRADUATE PEDAGOGICAL EDUCATION (Ukraine)**  
**STATE INSTITUTION OF HIGHER EDUCATION UNIVERSITY OF EDUCATIONAL**  
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**COLLECTION OF ABSTRACTS OF PARTICIPANTS'  
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**“SUPPORTING OF PSYCHOLOGICAL  
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**April 30, May 1, 2024, Kyiv, Ukraine**

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*Київ-2024*

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У збірнику висвітлено питання науково-методичного супроводу підготовки фахівців психологічної служби і педагогічних працівників щодо надання базової психологічної підтримки у роботі з дітьми, які отримали психологічну травму та вивчення успішного досвіду запровадження багаторівневої системи надання психологічної підтримки учасникам освітнього процесу та запровадження протоколів реагування, чітких алгоритмів перенаправлення для надання фахової допомоги.

Матеріали будуть корисними для представників наукової та освітнянської спільноти, фахівців у сфері збереження психічного здоров'я та соціальної підтримки, представників волонтерських, громадських, гуманітарних організацій.

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## ЗМІСТ

### «ПІДТРИМКА ПСИХОЛОГІЧНОГО ЗДОРОВ'Я ОСОБИСТОСТІ В УМОВАХ ВІЙНИ»

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## **EXPERIENCES AND SUPPORT OF PSYCHOLOGICAL WELL-BEING IN PERSONALITY DURING WARTIME CONDITIONS**

**Introduction.** Initially, the "ATO" (Anti-Terrorist Operation), later – "OOS" (Joint Forces Operation), and subsequently – the deployment of full-scale military actions, practically across the entire territory of Ukraine and the declaration of martial law highlighted with particular acuity the issue of preserving, supporting, and restoring the psychological health of various socio-demographic categories of its population. Modern psychologists, in contemplating and analyzing the concept of "health," actively use the concept of "wellbeing," specifically – "psychological wellbeing." Psychological well-being is determined not only by external, objective factors of social existence but also by internal, subjective, and agentive factors. Therefore, the scientific study of this phenomenon – its experience and provision, is an important task on the path to further reasoned support of the comprehensive wellbeing of Ukrainian citizens under difficult socio-historical, economic, psychological, and spiritual conditions.

Scientific research on psychological well-being began, primarily in the USA in the second half of the 20th century. Traditionally for Western science, theoretical positions were clearly correlated with the data of empirical explorations and, in cases of discrepancies with such data – actively adjusted and supplemented. In this way, different theories of psychological well-being were developed and described.

Among them, the most famous and popular in various parts of the world became the six-factor model of psychological well-being developed in the 1990s by C. Ryff and colleagues. It includes the following dimensions: "Positive Relations with Others," "Autonomy," "Environmental Mastery," "Personal Growth," "Purpose in Life," and "Self-Acceptance." Led by C. Ryff, the community of researchers empirically proved that this model is the most adequate among all the theories of health and wellbeing developed in psychology. This is justified, comparatively, for example, with mono-aspect indicators of psychological well-being – such as "positive and negative affect" or "life satisfaction," etc [3].

K. Riff, in collaboration with B. Singer, notes that the developed six-factor theory of psychological well-being is a "model of positive personality functioning" that is substantiated by various spheres of science and philosophy. It relies on the study of both individual life events and prolonged human experience. The model summarizes the life stories of both psychologically vulnerable and psychologically resilient individuals, meaning, in the words of its creators, it is developed at the "intersection of the dimensions of depression and well-being" [4].

It is important to emphasize that the model of psychological well-being, constructed on the sample of "typical" representatives of the "Western world," was successfully tested on various respondents from the "Eastern world" as well. For example, in China, Sheung-Tak Cheng and Chan, using the methodology of Carol Ryff, measured the psychological well-being of a sample of the adult population of Hong Kong. Overall, the empirical results obtained confirmed the validity of the six-factor model specifically [5].

We note that nowadays, research on psychological well-being continues, and new models are being developed, including those empirically substantiated and cross-nationally tested. Based on multifactorial analysis performed using data from 21 countries, K. Ruggeri, E. Garcia-Garzon, A. Maguire, S. Metz, and F. Huppert assert that well-being in the psychological sense is a broader concept than simply "happiness and life satisfaction." Furthermore, in economic terms, it does not equate to the objective indicators of GDP. In their study, the mentioned scientists consider the following dimensions of psychological well-being: "competence," "emotional



stability," "satisfaction," "meaning," "optimism," "positive emotions," "positive relationships," "resilience," "self-esteem," and "vitality" [2].

In our research, we specifically focused on Carol Ryff's theory and research methodology because, firstly, it is the most globally validated and, secondly, the relevant methodology (Carol Ryff's "Scale of Psychological Well-Being") is adapted in Ukraine.

**Research Objective** – Description of the results of theoretical analysis and empirical research on the peculiarities of Ukrainian student youth's experience of psychological well-being in wartime conditions, as well as the possibilities for targeted psychological support to those higher education students engaged in volunteer activities.

**Research task:** 1) Theoretical analysis of the main models of psychological well-being;

2) Description and interpretation of the results of an empirical study on the psychological well-being of higher education students during the first and second years of full-scale war in Ukraine;

3) Description of the implementation of the Polish-Ukrainian project for providing targeted psychological assistance to subjects of volunteer activities.

**Sampling, methods, and stages of research.** The first empirical baseline assessment was conducted in the first months of the full-scale war – in March and April 2022. A total of 86 higher education seekers voluntarily participated. All respondents were students of the Volodymyr Hnatyuk Ternopil National Pedagogical University (1st, 3rd, and 4th years of study). As a psychodiagnostic tool at this stage, the well-known "Psychological Well-being Scale" by C. Ryff, which in Ukraine has been translated and adapted by S. Karskanova, was used [1].

The second empirical instance was conducted in the second year of Russia's full-scale military aggression against Ukraine, in May and June 2023. The sample was significantly expanded to include students from Ternopil National Pedagogical University as well as higher education seekers from the National University "Zaporizhzhia Polytechnic." In total, there were 297 individuals (from the 1st, 2nd, 3rd, and 4th years of study). The need to expand the sample size, along with the solely remote format of collaboration with students

from the second-mentioned university, necessitated a change in the empirical tools at this stage to less cumbersome ones due to the acquisition of a large number of poor-quality (incomplete) results. Instead, a free-associative experiment was used (verbal stimulus – "psychological well-being").

**Analysis of research results.** In the first phase, quantitative data were obtained. After the initial statistical processing of the array of these data, we obtained and ranked the following average indicators across 6 scales of the K. Ryff questionnaire. (Table 1):

**Table 1**

*Mean arithmetic and rank indicators of experiencing key factors of psychological well-being among Ukrainian student youth (first year of war)*

<b>№ з/п</b>	<b>Scale Name</b>	<b>Average Indicator / Rank</b>
1.	<b>«Positive relations with others»</b>	$\bar{x} = 4,29 / 3$
2.	<b>«Autonomy»</b>	$\bar{x} = 4,22 / 4$
3.	<b>«Environmental mastery»</b>	$\bar{x} = 4,10 / 6$
4.	<b>«Personal growth»</b>	$\bar{x} = 4,66 / 1$
5.	<b>«Purpose in life»</b>	$\bar{x} = 4,45 / 2$
6.	<b>«Self-acceptance»</b>	$\bar{x} = 4,11 / 5$

Thus, we establish the following hierarchy of primary factors of psychological well-being based on their experience by the Ukrainian student youth at the beginning of the first year of the full-scale war in Ukraine: "Positive relations with others," "Autonomy," "Environmental mastery," "Personal growth," "Purpose in life," "Self-acceptance." Considering the most pronounced factor, the most significant resource for the Ukrainian student youth, regardless or even in spite of the conditions of war, is the aspiration for permanent self-development, the feeling of one's own realization in such a process, self-discovery, self-improvement, and self-efficacy.

After the initial statistical processing, the quantitative indicators for all items of the "Psychological Well-Being Scale" by C. Ryff were subjected to factor analysis (using the SPSS version 17.0 program). The principal component method was used, along with a

varimax rotation of the initially obtained factor structure. According to traditional statistical recommendations, only those scales whose factor loading indicators were found to be greater than 0.4 were included in each structure.

As a result of the mentioned procedure, 22 factors (of which 13 are bipolar) were isolated and interpreted as categorical-semantic bases for students' experiencing of psychological well-being during the first months after the declaration of martial law. Let's analyze them in detail:

F1 (5.95%) – bipolar **"Meaningful and Enjoyable Self-Improvement in Society / Envious and Senseless Loneliness"**; F2 (5.18%) – bipolar **"Affiliation Self-Esteem/Inferiority Complex"**; F3 (5.07%) – bipolar **"Confident Nonconformism / Unacceptable Conformism"**; F4 (4.59%) – **"Assertive Purposefulness"**; F5 (4.22%) – bipolar **"Permanent Life Self-Development/Lack of Meaning and Disappointment in Life"**; F6 (3.95%) – **"Daily Personal Development with Friendly Mutual Support"**; F7 (3.80%) – bipolar **"Interesting Knowledge and Self-Awareness/Stressed Daily Routine"**; F8 (3.69%) – bipolar **"Satisfaction with One's Past / Rigid Dissatisfaction with Past Life"**; F9 (3.59%) – bipolar **"Self-Expression through Active Interpersonal Empathy/Fear of Being Authentic Among Others"**; F10 (3.36%) – bipolar **"Satisfaction from Interpersonal Communication/Depressed Loneliness"**; F11 (3.10%) – **"Satisfaction with Life Here-and-Now"**; F12 (3.05%) – bipolar **"Social Nonconformism / Passive Depressiveness"**; F13 (3.03%) - bipolar **"Successful Business Relationships / Lack of Friends"**; F14 (3.01%) – bipolar **"Confident Purposefulness/Loss of Purposefulness"**; F15 (2.84%) – **"Confidence in One's Life Program"**; F16 (2.73%) – **"Youth Resource"**; F17 (2.70%) – bipolar **"Efficient Time Management/Losing Time Management"**; F18 (2.62%) – **"Stable and Responsible Financial Position"**; F19 (2.50%) – bipolar **"Living by My Rules/Misunderstanding from Others"**; F20 (2.47%) – **"Integrated Life Path"**; F21 (2.36%) – **"Accepting Life As It Is"**; F22 (2.34%) – **"Situational Conformism"**.

We can state that at the beginning of the full-scale war, the most significant categorical and semantic foundation for experiencing

psychological well-being among Ukrainian students became a socially-oriented psychosemantic structure.

In the second phase of the empirical study, in response to the word-stimulus "psychological well-being," 297 respondents provided 658 statistically significant associations. These were then distributed into 8 semantic groups with corresponding lexemes through content analysis:

I. **"Internal Processes and States (Internality)" (402):** 1) "Calm, Confidence, Stability" (104); 2) "Satisfaction, Joy, Positivity" (75); 3) "Self-awareness, Self-esteem, Self-control, Self-improvement, Self-acceptance" (54); 4) "Inner, Psychological, Emotional State" (43); 5) "Harmony" (35); 6) "Happiness" (19); 7) "Mind, Understanding, Cognition" (19); 8) "Absence of Problems, Stress" (15); 9) "Adequacy, Normality" (12); 10) "Comfort" (7); 11) "Evaluation, Assessing" (3); 12) "Value" (3); 13) "Fulfillment" (3); 14) "Inspiration" (2); 15) "Personal Boundaries" (2); 16) singular associations - "Freedom", "Necessity", "Restraint", "Recovery", "Nirvana", "Favorite".

II. **"Human and Society" (91):** 1) "Family, Home" (25); 2) "Human, People" (22); 3) "Relationships, Interactions" (16); 4) "Society, Community" (7); 5) "Support" (5); 6) "Control, Leadership" (5); 7) "Money, Business" (4); 8) "Psychologist" (3); 9) singular associations – "Brotherhood," "Forgiveness," "Morality," "Phrase."

III. **"Vitality and Existence" (75):** 1) "Health, healthy" (23); 2) "Life" (21); 3) "Future, goals, aspirations" (11); 4) "Ability" (6); 5) "Safety" (4); 6) "Nervous system, nerves" (3); 7) "Daily life" (3); 8) single associations - "Uniqueness", "Resilience", "Zen", "Dependency".

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 Outcome" (30):** 1) "Success, Achievement, Realization" (10); 2) "Work, Business, Affairs" (8); 3) "Development" (5); 4) "Skills" (3); 5) Single associations – "Respond", "Decision", "Influence", "Factors".

VI. **"Temporality" (8):** 1) "Day, days" (3); 2) single

associations - "Time", "Moments", "Today", "Evening", "Summer".

VII. **"Metaphoricity" (6):** 1) "Path" (2); 2) individual associations - "Blue", "Rainbow", "Warmth", "Place".

VIII. **"Antimilitarism" (5):** 1) "No war" (2); 2) "Peace" (2); 3) "Victory".

Therefore, in the second year of a full-scale war, the Ukrainian student youth demonstrated a leaning towards an internal state, primarily of calm and stability, which can be considered as one of the symptoms of "war fatigue" as well as a typical reaction to chronic stress of the type "Freeze". The second most significant was the semantic category "Person and Society", which resonates meaningfully with the psychosomatic structure analyzed above, "Meaningful and pleasant self-improvement in society". Therefore, in a situation of war, the necessity becomes apparent not only to be in society, to receive the necessary support from it, but also to continue to express oneself through, among other things, providing one's own support to others, however without the threat of emotional and professional burnout.

In such difficult conditions, the joint Polish-Ukrainian project of Prof. Agata Kuzmitska-Chupala and Prof. Nadia Hapon matured intellectually and emotionally - "Strengthening people's attachment to volunteering for refugees from Ukraine. Volunteer motivation and intentions – the role of psychological and social factors". It was initiated and organized with the support of the Foundation for Polish Science and within the "For Ukraine" program by the Institute of Psychology of the University of Social Sciences and Humanities (SWPS), the Faculty of Psychology in Katowice (Poland), Ivan Franko National University of Lviv (Ukraine). The project includes thematic lectures and workshops for the second year in a row. The target audience - volunteers as active representatives of local self-government bodies, NGOs, various institutions, and establishments in Poland and Ukraine.

At the beginning of the project, its initiators stated that the full-scale war in Ukraine, which became resonant for Europe and the entire democratic world, requires the activation of civil society resources closely associated with volunteers and their activities. It was emphasized that although volunteering allows for the realization of higher human values and is socially approved, the volunteer's



personality requires special protection and support in terms of overcoming negative emotional impacts. Therefore, the objectives defined by the project for lectures and workshops were as follows: to provide participants with in-depth knowledge about the psychological aspects of volunteer motivation, to implement care for their psychological well-being, to prevent and overcome certain negative phenomena, and to exchange relevant experience and effective practices.

The workshops "Psychological Support for Volunteers" in Ukraine in 2023 were conducted by: Prof. L. Karamushka (H.S. Kostyuk Institute of Psychology of the National Academy of Pedagogical Sciences of Ukraine, Kyiv), Prof. Nadiya Gapon (Ivan Franko Lviv National University, Lviv), together with mentor Prof. Oksana Kikinezhdzi - Prof. Natalia Savelyuk (Volodymyr Hnatyuk Ternopil National Pedagogical University, Ternopil and Kremenets). Participants in the events included: volunteers from Kyiv, Lviv, Ternopil, Zaporizhzhia, and Kremenets, among them - students of the "Business Psychology and Management" and "Psychology" programs of the Volodymyr Hnatyuk Ternopil National Pedagogical University and the "Zaporizhzhia Polytechnic" National University, who are pursuing higher education at the "bachelor" and "master" levels. All workshops were accompanied by active discussions of the charity work done and future plans, exchange of experience in helping others and psychological self-help, empathetic discussions, and team insights. These meetings were so resonant that the relevant discussions continued on social networks after the events ended, in particular, in a specially created Viber chat "Psychological Assistance to Volunteers."

Received 79 extended feedback which, like the results of the associative experiment, were subjected to content analysis. Obtained 397 statistically significant associations:

**I. "Emotions and their Expression" (128):** "Curiosity, Interest" (37), "Thank you, Gratitude" (34), "Positive, Pleasant" (23), "Wonderful, Beautiful" (13), "Liked it" (12), "Sincere, Sincerity"(9).

**II. "Needs and Their Satisfaction" (70):** "Relevant, Important" (29), "Useful, Beneficial" (25), "Need, Desire" (12), "Value, Valuable" (4).

**III. "Knowledge and its Outcomes" (69):** "Cognitive,

Informative" (30), "Experience, Impressions" (21), "Information" (18).

**IV. "Personality and Society" (60):** "I, me" (30), "Our, us" (16), "People, society" (14).

**V. "Activity and its types" (52):** "Help, support" (20), "Activity, work" (18), "Communication, discussion" (14).

**VI. "Temporality" (14):** "Time".

**VII. "Militarism" (4):** "War".

We can assert that the main components of the experiences during the workshops, as well as an indicator of their effectiveness, became the positive emotions of the students - subjects of volunteer activity: this is, primarily, interest, gratitude, and a positive mood. Therefore, the project contributed to the support and restoration of the psychological well-being of the emotionally vulnerable community of the Ukrainian population, which became a stimulus for its continuation.

**Conclusions.** Psychological well-being is considered from various positions and levels of system analysis. The study is based on the empirically validated model by C. Ryff, which is recognized worldwide and includes six primary dimensions: "Positive Relations with Others," "Autonomy," "Environmental Mastery," "Personal Growth," "Purpose in Life," and "Self-Acceptance."

Psychodiagnostic assessment of the student youth using the standardized and adapted "Psychological Well-Being Scale" by C. Ryff at the beginning of the full-scale war in Ukraine made it possible to determine the hierarchy of relevant factors. The greatest resource under such conditions remained "Personal Growth" as a constant aspiration for self-development, openness to gaining new experience and experiencing the realization of one's potential. According to the results of a free-associative experiment conducted in the second year of the war, the dominant semantic category as a generalized response of the student youth to the verbal stimulus "Psychological Well-being" was "Internal Processes and States (internality)" with the basic lexeme "Calm."

In the conditions of war, for the second year in a row, the joint Polish-Ukrainian project of Prof. Agata Hudzitska-Chupala and Prof. Nadia Gapon – "Strengthening People's Commitment to Volunteering for Refugees from Ukraine. Motivation of Volunteers

and Intentions of Volunteering - the Role of Psychological and Social Factors", is being implemented. This project involves academic staff and higher education seekers - subjects of volunteer activity from several different institutions in Ukraine. Surveys of participants and the analysis of its results allow us to assert the effectiveness of thematic workshops conducted within the project in terms of supporting and developing the psychological well-being of volunteers.

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