

**АКТУАЛЬНІ
ПРОБЛЕМИ
ПРАКТИЧНОЇ
ПСИХОЛОГІЇ**

Збірник наукових праць

Міжнародної науково-практичної інтернет-конференції

16 травня 2025 р., м. Одеса

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
STATE INSTITUTION "SOUTH UKRAINIAN NATIONAL PEDAGOGICAL
UNIVERSITY NAMED AFTER K.D. USHYNsky"
MOLDOVA STATE UNIVERSITY
UNIVERSITY OF THE NATIONAL EDUCATION COMMISSION, KRAKOW
VILNIUS UNIVERSITY
JOHNS HOPKINS UNIVERSITY
ODESA NATIONAL ECONOMIC UNIVERSITY
KHARKIV NATIONAL PEDAGOGICAL
UNIVERSITY NAMED AFTER H. S. SKOVORODA
CLASSICAL PRIVATE UNIVERSITY
VASYL' STUS DONETSK NATIONAL UNIVERSITY**

**ACTUAL PROBLEMS
OF PRACTICAL PSYCHOLOGY**

Collection of scientific works
International Scientific and Practical Internet Conference

May 16, 2025

Odesa – 2025

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ДЕРЖАВНИЙ ЗАКЛАД «ПІВДЕННОУКРАЇНСЬКИЙ НАЦІОНАЛЬНИЙ
ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ ІМЕНІ К. Д. УШИНСЬКОГО»
ДЕРЖАВНИЙ УНІВЕРСИТЕТ МОЛДОВИ
УНІВЕРСИТЕТ ІМЕНІ КОМІСІЇ НАРОДНОЇ ОСВІТИ В КРАКОВІ
ВІЛЬНЮСЬКИЙ УНІВЕРСИТЕТ
УНІВЕРСИТЕТ ДЖОНСА ГОПКІНСА
ОДЕСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ПЕДАГОГІЧНИЙ
УНІВЕРСИТЕТ ІМЕНІ Г. С. СКОВОРОДИ
КЛАСИЧНИЙ ПРИВАТНИЙ УНІВЕРСИТЕТ
ДОНЕЦЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ІМЕНІ ВАСИЛЯ СТУСА**

**АКТУАЛЬНІ ПРОБЛЕМИ
ПРАКТИЧНОЇ ПСИХОЛОГІЇ**

Збірник наукових праць
Міжнародної науково-практичної інтернет-конференції

16 травня 2025 року

Одеса – 2025

UDK 001+159.9 (063)
ВБК 72+88.4

ПСИХОЛОГІЧНИЙ ВПЛИВ КОЛЕКТИВНОЇ ТРАВМИ НА ФОРМУВАННЯ ДОСВІДУ СУСПІЛЬСТВА ПІСЛЯ КРИЗИ	
Костецька Л., Лазоренко Т. М.	102
ПСИХІЧНЕ ЗДОРОВ'Я НАЦІЇ У КОНТЕКСТІ СУЧАСНОСТІ	
Цевух Ю. О., Цевух Л. Б.	105
СУЧАСНИЙ ПОГЛЯД НА ПСИХОПАТІЮ ТА ПРИЧИНИ ЇЇ ВИНИКНЕННЯ	
Мельничук І. В., Тодорова Л. О.	108
ПСИХОЛОГІЧНІ ОСОБЛИВОСТІ САМОАКТУАЛІЗАЦІЇ ТА РЕЗИЛЬЄНТНОСТІ ОСІБ ЮНАЦЬКОГО ВІКУ	
Шадт Д.О., Симоненко С.М.	111
PECULIARITIES OF PERFECTIONISM AND TENDENCIES TOWARD SELF-HARM	
Taraniuk A.M., Kondratieva I.P.	115
METHODS OF PSYCHOLOGICAL ASSESSMENT AND DIAGNOSIS OF EMOTIONAL STATE	
Fastykovska A.S.	118
THE RELATIONSHIP BETWEEN GENDER IDENTITY AND LIFE SATISFACTION IN YOUNG WOMEN	
Glavan A., Bondarenco O.	121
THE PSYCHOLOGICAL ESSENCE OF A PERSON'S ATTITUDE TOWARD SUCCESS	
Bykova S.V.	124
ПРОЯВ АДАПТИВНИХ ТА ДЕЗАДАПТИВНИХ КОПІНГ-СТРАТЕГІЙ У ОСІБ З РІЗНИМ РІВНЕМ ЕМОЦІЙНОГО ІНТЕЛЕКТУ	
Поспелова І.Д., Канюка О.Є.....	126
ПРОЯВ ПСИХОЛОГІЧНОЇ СТІЙКОСТІ У ЖІНОК В УМОВАХ ВІЙНИ	
Денисенко А.О., Шувалова О.І.....	130
ОСОБЛИВОСТІ ПРОЯВУ КОМУНІКАТИВНИХ ЗДІБНОСТЕЙ ОСОБИСТОСТІ	
Рошиор К.О., Розіна І.В.....	134
ОСОБЛИВОСТІ ПРОЯВУ ТРИВОЖНОСТІ У СУЧАСНИХ ПІДЛІТКІВ	
Шимбарьов В.Р., Розіна І.В.....	140

- Polarized “all or nothing” thinking
- Focus on one’s own mistakes and failures
- Orientation toward high performance standards
- Excessive demands on oneself
- Sense of social pressure and expectations

In our study, an adapted Ukrainian-language version of the method was used. It had been modified to better suit linguistic and cultural context, achieving an overall reliability level (Cronbach’s alpha) of 0.75.

Internal consistency analysis of individual scales confirmed their psychometric stability:

- Polarized thinking – $\alpha = 0.75$
- Excessive self-demands – $\alpha = 0.74$
- Dependence on others’ evaluation – $\alpha = 0.73$
- Orientation toward high performance standards – $\alpha = 0.73$
- Focusing on own mistakes and failures – $\alpha = 0.72$
- Perceived social pressure and expectations – $\alpha = 0.68$
- Tendency to self-blame – $\alpha = 0.67$

The results confirm that the adapted method is a reliable tool for studying the level of perfectionism and its components and can be used in psychological research to assess personal manifestations of perfectionistic tendencies [2].

References:

1. Flett, G. L., Hewitt, P. L., & Heisel, M. J. (2014). The destructiveness of perfectionism revisited: Implications for the assessment of suicide risk and the prevention of suicide. *Review of General Psychology*, 18(3).
2. Kamushadze T, Martskvishvili K, Mestvirishvili M, Odilavadze M. Does Perfectionism Lead to Well-Being. The Role of Flow and Personality Traits. *Eur J Psychol*. 2021 May 31;17(2):43-57.
3. Sadath A, Troya MI, Nicholson S, Cully G, Leahy D, Ramos Costa AP, Benson R, Corcoran P, Griffin E, Phillip E, Cassidy E, Jeffers A, Shiely F, Alberdi-Páramo Í, Kavalidou K, Arensman E. Physical and mental illness comorbidity among individuals with frequent self-harm episodes: A mixed-methods study. *Front Psychiatry*. 2023 Mar 9;14:1121313.
4. Seeliger, H., & Harendza, S. (2017). Is perfect good? - Dimensions of perfectionism in newly admitted medical students. *BMC Med Educ*, 17(1), 206.
5. Whitlock, J. L. (2010). What is self-injury? Cornell Research Program on Self-Injurious Behavior in Adolescents and Young Adults.

METHODS OF PSYCHOLOGICAL ASSESSMENT AND DIAGNOSIS OF EMOTIONAL STATE

A.S. Fastykovska

State Institution “South Ukrainian National Pedagogical University named after K.D. Ushynsky”

The participant selection process was carried out in stages, using clearly defined inclusion and exclusion criteria.

Participant recruitment. During the specified period, volunteers were recruited to participate in a training program based on the BASIC Ph model. Targeted informational mailings aimed at representatives of the educational sector in one of the metropolitan areas were used to attract respondents. At this stage, all interested

individuals provided official consent to participate in the study, which included being informed about its goals, procedures, and potential risks.

Preliminary survey and basic diagnostics. Before the main stage of the study, all selected participants completed socio-demographic questionnaires containing information about experienced crisis situations and irreversible losses. At this stage, the basic level of resilience was assessed using the Connor-Davidson Resilience Scale (CD-RISC-25) and a specialized questionnaire corresponding to the structure of BASIC Ph.

Comprehensive pre-training testing. Immediately before the start of the training program, respondents underwent a detailed psychological assessment that included a number of standardized scales:

- W&SAS – determining the level of everyday distress;
- PHQ-9 – assessing the presence and severity of depressive symptoms;
- GAD-7 – measuring the level of generalized anxiety;
- Impact of Event Scale – Revised (IES-R) – assessing the psychological impact of traumatic events.

Application of exclusion criteria. The obtained results served as the basis for selecting the final sample. Participants who showed clinically significant manifestations of anxiety that could distort the study results or negatively affect their psychological state were excluded from further participation.

Final sample composition. At the final stage, participants were not divided into control and experimental groups. All selected respondents underwent training in a unified format, which made it possible to assess its impact on resilience holistically without external interference.

This step-by-step procedure ensured the quality and compliance of the sample with the stated research criteria, allowing reliable conclusions to be drawn about the effectiveness of the intervention [4].

The level of everyday distress was assessed using the Work and Social Adjustment Scale (WSAS), which determines the degree of negative impact of stress factors on daily life and professional activity (Cronbach's $\alpha = 0.89$).

This tool focuses on measuring the decline in adaptive capabilities caused by psycho-emotional tension and allows an assessment of how mental health issues affect:

- fulfillment of professional responsibilities;
- everyday household tasks;
- participation in social and personal leisure;
- quality of interpersonal and family relationships.

The WSAS is a widely used tool in clinical and research practice, as it provides a quantitative measure of the degree of maladaptation and allows tracking changes in personality functioning under psycho-emotional influence [2].

The severity of depression and generalized anxiety symptoms was assessed using standardized questionnaires PHQ-9 and GAD-7, which are publicly available screening tools for determining psycho-emotional state.

These scales, widely used in clinical and research settings, allow the identification of depressive and anxiety symptoms in various contexts and among different population groups. The PHQ-9 is focused on evaluating depressive symptoms, including decreased motivation, changes in mood and energy level, while the GAD-7

focuses on indicators of generalized anxiety, such as increased tension, worry, and difficulty concentrating.

Both tools are compact and effective methods of initial detection of mental disorders, allowing quick assessment of the severity of emotional disturbances and their impact on a person's daily life.

Post-traumatic stress disorder (PTSD) symptoms were assessed using the Impact of Event Scale – Revised (IES-R), a standardized self-report instrument with high reliability (Cronbach's $\alpha = 0.92\text{--}0.96$). This method is used to measure the severity of post-traumatic symptoms, including intrusive memories, avoidance, and hyperarousal of the nervous system. It is particularly effective for analyzing the consequences of recent and clearly defined traumatic events, allowing the intensity of their impact on the respondent's emotional state to be assessed [5].

The level of resilience was assessed using the Connor-Davidson Resilience Scale (CD-RISC-25), a reliable psychometric instrument (Cronbach's $\alpha = 0.90$). This questionnaire provides a quantitative assessment of psychological resilience, determining the personality's adaptive resources, its ability to effectively cope with stress and maintain functionality in crisis situations.

This assessment tool is based on the concept of resilience as "the ability not only to adapt, but also to grow despite adverse circumstances." Its main emphasis is on internal personality factors such as self-efficacy, situational control, spiritual beliefs, and self-regulation ability [1].

As a complement to this measurement, the BASIC Ph questionnaire was used, the features of which were discussed earlier. It is important to note that unlike the CD-RISC-25, which focuses primarily on individual adaptive mechanisms, BASIC Ph also takes into account the role of social support in overcoming stressful situations [3]. Therefore, combining both instruments allows for a more holistic picture of resilience, covering both internal personal resources and external support factors.

The assessment of the effectiveness of training interventions was to be based on analysis of the results obtained using the two key scales measuring resilience.

The first follow-up measurement was planned one month after the end of the training, to evaluate initial changes in participants' stress resistance levels. It was scheduled to be conducted in the autumn period of one of the research years.

The next assessment stage was to take place three months after the intervention, which would have made it possible to explore the dynamics of long-term effects. However, due to organizational reasons, this stage was not implemented, which became a methodological limitation of the study that should be taken into account when interpreting the obtained data.

References:

1. Ayalon, O., & Lahad, M. (2012). Life-Box: A Dynamic Stress Management System for Individuals and Groups, 86-87.
2. Eshel, Y., Kimhi, S., Lahad, M., Leykin, D., & Goroshit, M. (2018). Risk Factors as Major Determinants of Resilience: A Replication Study. *Community Mental Health Journal*.
3. Jennings, E. A., Farrell, M. T., Liu, Y., & Montanac, L. (2022). Associations between cognitive function and marital status in the United States, South Africa, Mexico, and China. *SSM*.
4. Murthy, R. S., & Lakshminarayana, R. (2006). Mental health consequences of war: A brief review of research findings. *World Psychiatry*, 5(1), 25–30.

5. Ozbay, F., Johnson, D. C., Dimoulas, E., Morgan, C. A., III, Charney, D., & Southwick, S. (2007). Social support and resilience to stress: From neurobiology to clinical practice. *Psychiatry (Edgmont)*, 4(5), 35–40.

THE RELATIONSHIP BETWEEN GENDER IDENTITY AND LIFE SATISFACTION IN YOUNG WOMEN

Bondarenco O., Glavan A.

State University of Moldova

Relevance. Today, the issue of gender identity is widely discussed among both scholars and practitioners, as it is closely related to fundamental aspects of personality formation and self-determination. Understanding and accepting one's gender identity plays a key role in young women's perception of life satisfaction. It affects their social interactions, professional fulfillment, and personal relationships with others. Despite significant advances in gender studies, there are still many unanswered questions about the influence of gender identity on various aspects of life, making this topic relevant and important in contemporary society.

The age range of 18 to 30 is the most important period in the life of any person, when significant changes are actively taking place at the social, personal, and professional levels. The topic of gender identity takes on particular importance at this age as a significant aspect of self-determination, as it is often accompanied by self-exploration and the exploration of different strategies for behavior and self-expression. Thus, the aim of the study is to examine the relationship between gender identity and life satisfaction among young women. The hypotheses of the study are as follows:

1. There is a relationship between gender identity and life satisfaction among young women.

2. Acceptance of one's gender identity contributes to higher life satisfaction among young women.

3. There is a relationship between gender identity type and subjective happiness.

To achieve these objectives, we used the following research methods: Theoretical research methods: analysis and synthesis of scientific literature; Empirical research methods: The unfinished sentence technique for studying gender identity, developed by L. N. Ozhigova [5] ; The gender role questionnaire by S. Bem [5] ; Methodology “Life Satisfaction Diagnostic Test” (LSDT) by A. B. Belousov, developed on the basis of the concept by R. Kh. Shakurov[4]; Methodology: “Subjective Happiness Scale” (SHS) by S. Lyubomirsky [1].

The sample includes 41 women aged 18-30 working in fields such as education, medicine, IT, services, business, marketing, creative industries, etc.

By the theoretical aspects, gender identity self-determination is a key element of a person's self-image, shaped by biological, psychological and socio-cultural factors. For girls and young women (aged 18 to 30), this aspect is particularly important, as this is a period of active self-discovery, affirmation of personal roles and the development of a strong sense of self-esteem.[3] Women who feel inner harmony with their gender role tend to adapt more easily to their environment and are characterised by a more balanced emotional state. The ability to perceive gender roles flexibly makes it easier to cope with external influences and contradictions between one's own desires and social norms. [6] This, in turn, leads to a higher level of personal well-being. However,