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**ACTUAL PROBLEMS
OF PRACTICAL PSYCHOLOGY**

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УНІВЕРСИТЕТ ІМЕНІ КОМІСІЇ НАРОДНОЇ ОСВІТИ В КРАКОВІ
ВІЛЬНЮСЬКИЙ УНІВЕРСИТЕТ
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ОДЕСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ
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КЛАСИЧНИЙ ПРИВАТНИЙ УНІВЕРСИТЕТ
ДОНЕЦЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ІМЕНІ ВАСИЛЯ СТУСА**

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evaluating the primary construct under investigation, and statistical data processing methods [4].

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EMPIRICAL ANALYSIS OF THE PSYCHOLOGICAL CHARACTERISTICS OF UKRAINIANS' RESILIENCE DURING THE MILITARY CONFLICT

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When organizing and conducting empirical research, a standard approach to psychological studies was followed. In particular, V. Bochelyuk indicates that every study should include the following main stages: “preparatory stage, research implementation, data processing, and the stage of interpretation and formulation of conclusions.”

During the preparation stage, a thorough selection of literary sources was carried out, along with a theoretical analysis of existing scientific works related to the chosen topic. Reliable and valid diagnostic tools were selected that best matched the aims and objectives of the study [4].

At the research stage, an empirical study was conducted on the psychological aspects of resilience among Ukrainians during the war. The following methods were used: the **Post-Traumatic Growth Inventory (PTGI)** by R. Tedeschi and L. Calhoun, and the **Connor-Davidson Resilience Scale – 10 (CD-RISC-10)**, adapted by N.V. Shkolin, I.I. Shapoval, I.V. Orlova, I.O. Kedyc, and M.A. Stanislavchuk.

During the data processing and analysis stage, both qualitative and quantitative assessments of the obtained results were carried out, followed by their interpretation. A comparison was made between the characteristics of resilience among Ukrainian citizens living in zones of direct danger near the front line and those in more distant, lower-risk regions [1].

The final stage of the study included the synthesis of theoretical and empirical results, as well as the formulation of overall conclusions based on the data obtained.

To investigate the psychological characteristics of respondents' resilience, the **Connor-Davidson Resilience Scale – 10 (CD-RISC-10)** was selected in the version adapted by N.V. Shkolin, I.I. Shapoval, I.V. Orlova, I.O. Kedyc, and M.A.

Stanislavchuk. This is a short version consisting of 10 items covering several key aspects:

- **Adaptive potential:** evaluating the ability to adapt to changing conditions and overcome difficulties (“I can adapt to change,” “I am able to overcome obstacles,” “I am not easily discouraged by failure”).

- **Optimism:** the ability to maintain a positive outlook even in stressful situations (“I try to see the humorous side of problems,” “Dealing with stress makes me stronger,” “I see myself as a strong person when facing hardships”).

- **Resource potential:** determining an individual’s capacity to handle life difficulties and recover quickly after setbacks (“I bounce back quickly after illness or hardship,” “I believe I can achieve my goals even when obstacles arise”).

The method uses five possible response options: “not true at all” (0 points), “rarely true” (1 point), “sometimes true” (2 points), “often true” (3 points), and “almost always true” (4 points). The results are processed by calculating the total score.

For interpreting the results, the authors use four quartiles: the first quartile indicates a low level of resilience (total score ≤ 25); the second and third quartiles correspond to an average level of resilience development (> 25 to ≤ 31 points); and the fourth quartile, the highest, indicates a high level of resilience (> 31 points). The maximum possible score a participant can obtain is 39 points.

Another method used to study the psychological aspects of the researched phenomenon was the **Post-Traumatic Growth Inventory (PTGI)** developed by R. Tedeschi and L. Calhoun.

The inventory contains 20 items and covers 5 main subscales:

- **RI – Relations with others**
- **NO – New opportunities**
- **PS – Personal strength**
- **SC – Spiritual change**
- **AL – Appreciation of life**

Each subscale has normative indicators (see Table 1).

Table 1

Normative Indicators.

Scale	Low	Average	High
RI	0–15	15–24	25–35
NO	0–9	10–15	16–25
PS	0–7	8–15	16–20
SC	0–3	4–7	7–10
AL	0–6	7–11	12–16
Post-Traumatic Growth Index	0–33	33–64	64–106

Participants were given the following instruction: *“Indicate the extent to which each statement reflects changes in your life after experiencing a crisis (traumatic) situation.”* The scale for assessing changes included:

- 0 – no change
- 1 – slight change
- 2 – minor change
- 3 – moderate change
- 4 – significant change
- 5 – profound change

The adapted version of the PTGI provides interpretations for each subscale (used only when high total scores are achieved). For instance:

- For the **“New Opportunities”** subscale: “After a crisis situation, a person discovers new interests, becomes more confident in themselves and their abilities, is capable of positively influencing their life, changing what can be changed, and accepting what cannot.”

- High scores on the **“Personal Strength”** subscale indicate that “the person has gained a clearer awareness of their internal resources, enabling more effective coping with life difficulties. People become more resilient after crises and discover greater inner strength than they previously realized. This also reflects growing self-confidence and the ability to overcome hardship by applying lessons learned for further development and adaptation” [2].

- Maximum scores on the **“Spiritual Change”** subscale suggest that “a person has become more aware of their spiritual search, developed new beliefs, and deepened their attitude toward spiritual aspects of life. Following crises, people may feel the need to strengthen their faith or broaden their understanding of life’s meaning.”

- High scores on the **“Appreciation of Life”** subscale indicate a significant transformation in life priorities. This means that after experiencing trauma, people begin to appreciate life’s moments more, focus on what truly brings joy and satisfaction, and strive to make life more meaningful and fulfilling [4]. They become more aware of the value of each day and aim to use time wisely while being more grateful for what they have [3].

- High scores on the **“Relations with Others”** subscale indicate that after experiencing trauma, people become more emotionally connected and understanding of those around them. They become more open in expressing their emotions, including compassion, and are more willing to build meaningful relationships. They begin actively seeking support, recognizing their vulnerability, and increasingly value the presence and help of others, which provides emotional comfort and safety. As a result, interpersonal interactions become more significant, and the process of relationship-building gains more value.

The next stage involves conducting a quantitative and qualitative analysis of the obtained data, which will allow for a more detailed interpretation of the research results and identification of key features in the development of resilience in respondents who have experienced traumatic events. It is important to consider not only the total scores

but also the context in which each indicator develops, as well as individual variations in responses to stress factors.

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THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF STUDYING PARENTHOOD AS A SOCIAL ROLE

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In modern science, parenthood is viewed as a set of social roles performed by the mother and father in their interactions with their children. This topic is studied by various academic disciplines, including history, cultural studies, sociology, psychology, and pedagogy. Recently, there has been a trend toward a comprehensive and integrated approach to researching the phenomenon of parenthood.

The significance of parental behavior in the formation of a child's personality, the complexity of its structure and dynamics, the diversity of cultural and individual expressions, and the large number of contemporary scientific works in this field justify treating parenthood as a distinct phenomenon. It requires a comprehensive and multifaceted scientific approach for deeper understanding [6].

Parenthood is one of the key life stages associated with adulthood. In different cultures, it is connected to the concept of maturity. By gaining the status of a mother or father, a person enters a new stage of personal development.

E. Fromm viewed parenthood as an opportunity for a person to realize their capacity for love—toward both a partner and a child. G. Craig (2000) described the process as the highest level of development not only of the individual parent but of the couple as a whole. He emphasized that parenthood contributes to the formation of personal identity and deepens emotional closeness between partners.

Psychological research, particularly international studies, has focused on the biological aspects of parenthood and on the factors and conditions affecting individual personality development.

Recently, Ukrainian psychological science has seen a growing number of studies on various aspects of parenthood, including its phenomenological, psychophysiological, psychotherapeutic, and psycho-pedagogical dimensions [5].

Currently, parenthood as a social role is studied in two primary directions: analysis of the socio-psychological characteristics of motherhood and investigation of the father's role in childrearing.