

hypochondrial disorders with psychosomatic manifestation. Focusing on the confirmation or refutation of the hypothesis, we examined the relationship of psychosomatic manifestations of hypochondriacal character with the localization of their manifestations within a certain chronotype.

In the course of the research there was a need to specify the interrelation of professional requirements and personal potentials that contribute to preserving the psychosomatic health of a person and promoting self-development in professional activity. Specialists of different professions also have features that distinguish them from each other, but in this case, it is the preservation of psychosomatic health of these people and is an urgent problem, which will solve the harmonious development, psychosomatic state of personality, psycho-functional state in the implementation of their own creative search and professional treasure.

In the aspect of educational-informative problems, the criterion-effective component of the model, which includes motivational-value, cognitive-personal, creative-activity, reflexive-regulatory criteria of increasing the level of readiness of future specialists for psycho-emotional safety of activity, has been determined.

Given such basic emotional attitudes in the human body, we can say that situational anxiety is the trigger mechanism in the pathogenesis of psychosomatic manifestations of hypochondriacal character, namely hypochondriacal behavior with disturbance of the skin. Intrusive conditions include: avoiding contact with objects that serve as a source of germs and bacteria; obsession with purity and the like. Fear and feelings of inferiority, social isolation, negativity accompanied by frustration, irritability, frustration, guilt, suspicion, anger were also observed in other indicators of the conducted research.

It is established that the above criteria contributed to the isolation of psychological and temporal indicators of hypochondriacal diseases, which act as a methodological basis for the development and practical implementation of the system of chronological and psychological prediction of the course of hypochondria, outline specific directions of medical and psychological disorders. On the basis of this problem we have developed an algorithm for chronobiological prognosis of psychosymptomatic symptoms, course, treatment efficiency and optimization of adaptive capacity of patients with hypochondriacal disorders. Its essence was to acquaint the study participants with information about the recurrence of hypochondriacal disorders, the causes of their recurrence and the consequences in the educational and information environment.

Keywords: algorithm of chronobiological prognosis, hypochondriacal personality disorders, psychosomatic disorders, criteria for raising the level of readiness of future specialists for professional activity.

Інна Візнюк, канд. психол. наук, доц.

Вінницький державний педагогічний університет імені Михаїла Коцюбинського, Вінниця, Україна

ПРИМЕНЕНИЕ МЕТОДА ХРОНОМЕТРИЧЕСКОЙ ПРОБЫ В АСПЕКТЕ ИПОХОНДРИЧЕСКОГО ПОВЕДЕНИЯ БОЛЬНОГО

Сквозь призму компетентностных задач рассмотрены особенности формирования профессиональной готовности будущих специалистов к самореализации в условиях ипохондрической нозологии по психосоматическому признаку. Определена критериально-результативная составляющая модели, которая включает мотивационно-ценностный, когнитивно-личностный, творчески деятельности-ный, рефлексивно-регулятивный критерии повышения уровня готовности будущих специалистов к психоэмоциональной безопасности деятельности.

Установлено, что вышеуказанные критерии способствовали выделению психологово-временных индикаторов ипохондрических заболеваний, выступающих как методологическое основание для разработки и практического воплощения системы хронопсихологического прогнозирования течения ипохондрии, определяют конкретные направления медико-психологической реабилитации специалистов различных профессий с ипохондрическими расстройствами путем учета дифференциации механизмов их возникновения. В основе этой проблематики мы и разработали алгоритм хронобиологического прогноза психосимптоматики, течения, эффективности лечения и оптимизации адаптационных возможностей больных с ипохондрическими расстройствами. Его сущность заключалась в ознакомлении участников исследования с информацией о рецидиве ипохондрических расстройств, причинах их повторного возникновения и последствиях в образовательно-информационной среде.

Ключевые слова: алгоритм хронобиологического прогноза, ипохондрические расстройства личности, психосоматические расстройства, критерии повышения уровня готовности будущих специалистов к профессиональной деятельности.

Bulletin of Taras Shevchenko National University of Kyiv.

Series "Psychology". № 1(10), pp. 28-32 (2019)

УДК 159.922

DOI: [https://doi.org/10.17721/BSP.2019.1\(10\).7](https://doi.org/10.17721/BSP.2019.1(10).7)

ISSN 1728-3817

© Taras Shevchenko National University of Kyiv,
Publishing Center "Kyiv University", 2019

Olena Vlasova, Dr. of Psychology, Prof.,
Katherine Kalenichenko, pos-graduate
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

THE PROBLEM OF PERSONAL DEVELOPMENT OF EMPLOYEES OF THE STATE EMPLOYMENT SERVICE OF UKRAINE

In the article the analysis of modern researches of the personality of employees of the state employment service has been carried out. The psychological aspects of the lack of desire for self-development and self-knowledge of employees of the State Employment Service of Ukraine are described. The 53 persons (38 of which have no higher education) are retraining at psychologist at the Institute of Personnel Training SESU) took part in the research. The revealed factors that have an influence on the indicator of personal self-development of the employees of the SESU: orientation in time, creativity and plasticity of behavior, empathy, emotional management, taking responsibility for their emotions, motivating achievement.

Keywords: personal development, innovative education, permanent education, motivation of achievement, educational self-efficacy.

Formulation of the problem. One of the priorities of Ukraine as a European state is the desire of its citizens to build a modern, democratic society focused on the interests of people, open to creative innovations and aimed at development. This is a society in which everyone could realize his/her inalienable rights to qualitative education and medical service, deserving work and pensionary guarantee, to have free access to objective information, modern knowledge, to use them productively to realize their potential in order to increase quality of life, social and personal development. Such guidelines are due to the process of intellectualization, which actively penetrates the lives of Ukrainians, saturated with its mental activity. In this regard, trends in the labor market, requirements for candidates for most positions of state and non-state employment sectors are changing. In addition to the

standard intellectual potential of any (professional) activity, they become important: scientific, creative and innovative components, which, in their turn, requires additional analysis and rethinking of the necessary competences and personal qualities of office employees, especially their personnel reserve [3, pp. 31–45]. It becomes increasingly clear that an employee of the State Employment Service of Ukraine should be able to actively adopt new and permanent personal and professional self-improvement.

Analysis of recent researches and publications. The problem of self-development of a person, of course, is not new. It has found its reflection in the writings of humanistic psychologists, primarily such as C. Rogers and A. Maslow. In the context of Rogers' theory of self-development, the tendency to self-development is the process of person's realization throughout his/her own life with the aim of

becoming a fully functioning person. Trying to achieve it, a person lives a life full of meaning, searches and experiences. According to S. Rubinstein ("The Foundations of General Psychology", 1946), the personality is the bearer of consciousness and is determined by his/her attitude to the outside world, to the social environment, to other people. This attitude is realized in human activity. And self-development of the individual is one of the manifestations of the active substance of a person, which is aimed at the active change of the subject. This is the spiritual and practical activity of the individual as a subject of life, as a result of which his/her inner world is changing. But not every person aspires to self-development, and this question is actual to modern psychological and pedagogical science and practice.

According to modern scholars, psychological readiness for self-development of a person is based on such psychological features as personal autonomy, acceptance of situations of uncertainty, novelty as resources for self-change and self-improvement. (M. A. Frisina [5, pp. 293–296]). Therefore, for self-development of the individual, not only certain external conditions, but also its psychological maturity are necessary.

The problems of the peculiarities of the creation, productive functioning and development of social organizations, the specifics of the practical work of a psychologist in organizations and the development of issues of psychological support for an individual career of a worker with higher education in the aspect of analysis of its main stages and career orientations were actively developed by Ukrainian scientists, in particular O. Vlasova and Yu. Nikonenko [2, p. 398], L. Karamushka, V. Podshyvalkina and others. The questions of personal and professional development of human resources have been analyzed and

highlighted in the publications of contemporary foreign authors, such as: A. Valikas [7], V. Ignatova, Ye. Koch, A. Zubkova, Y. Prichard [6] and others.

The purpose of the article. Identify the personal factors of the lack of desire for self-development and self-knowledge among the employees of the State Employment Service of Ukraine.

Methodology of research. To obtain empirical material on the peculiarities of the problems of personal development of employees of the State Employment Service of Ukraine who are undergoing retraining, the participants of the study have been offered a questionnaire focused on identifying the objective characteristics of their life (age, gender, place of residence, peculiarities of education, occupation, previous and current professional activity, etc.) and a test battery, which includes the following methods: 1) V. Pavlov's "Readiness for Self-Development" test to determine the type of readiness; 2) Self-actualization test – SAT(Yu. Aleshyna); 3) Diagnostic test for the achievement motivation by A. Mehrabian; 4) Emotional Self-Test for the diagnosis of peculiarities of the development of intrapersonal emotional intelligence of personality (O. Vlasova, M. Berezyuk). Due to the organization of the test procedure in paper and pencil, the order of the tests was fixed and the same for all participants.

The study was attended by the 53 students of the Institute of Personnel Training of the State Employment Service of Ukraine, who undergo retraining in order to obtain a qualification of a psychologist. The age of the subjects varies in the range from 19 to 43 years old. The 38 of these people do not have higher education, which is almost 72 % of the respondents (see Table 1), while 33 persons are employed, 14 are part-time and 6 are not working. According to the article, the sample is not comparable in sex, as we have 3 men and 50 women.

Table 1

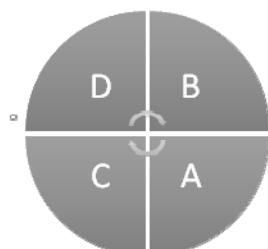
The education of experimentals

	Frequency	Percentage	Valid percentage	Accumulated percentage
accountant economist	4	7,5	7,5	7,5
master of manicure	4	7,5	7,5	15,1
without education	38	71,7	71,7	86,8
travel agent	4	7,5	7,5	94,3
florist	2	3,8	3,8	98,1
photographer	1	1,9	1,9	100,0
Total	53	100,0	100,0	

The processing of the results of the empirical study took place in 2 stages. At the first stage, an assessment of the readiness for self-development of the subjects under Pavlov was made, and the psychological factors that poured on the personal self-development of the employees of the SESU were determined at the second stage.

Results. According to the procedure of research and processing of the "Self-Development Readiness" Test by V. Pavlov, which contains 2 scales: the WKM scale (I want to know myself) and the CSD scale (I can self-develop), the results of the study subjects undergo to graphical

interpretation. For this purpose, a graph is plotted on which the value of the WKM scale is set horizontally, and vertically – the value of the CSD scale. The two coordinates on the chart indicate the position of the subject who "falls" into one of the four possible squares: A, B, C, and D, which have the corresponding semantic content (see Fig. 1). Thus, the "hit" of the results of the self-development readiness test in a certain square on the graph determines its psychological state at the time of the survey.



- A – "I can self-develop", but "I do not want to know myself";
- B – "I can self-develop" and "I want to know myself";
- C – "I cannot self-develop" and "I do not want to know myself";
- D – "I cannot self-develop", but "I want to know myself."

Fig. 1 The main positions studied by Pavlov self-development readiness test on the basis of the obtained values on the scale of the WKM and CSD

In order to understand the general picture of readiness for self-development of surveyed individuals, we have calculated their average values in both scales. Fig. 2 shows that the average indicator of the surveyed employees of the State Employment Service on the scale of WKM = 3, and on the scale CSD = 5. Therefore, according to the processing algorithm presented above, our subjects fall into the "A" square, that is, they preferably have opportunities to self-development, but have no desire to learn themselves. That is, for the success of further development, it is precisely the motivational component of self-development processes is understated.

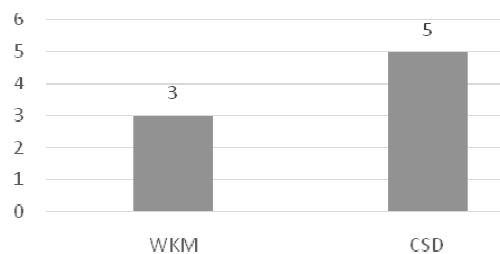


Fig. 2. The indices of readiness for self-development of employees of the State Employment Service on the WKM and CSD scales

In this case, such persons who find themselves in a vital situation of retraining should realize the need to start mastering of a new profession of a psychologist from a self-knowledge. Professionalism in any field, including psychology, is achieved primarily through the finding of the personality of his/her own individual style of activity. And this, as psychological and pedagogical practice convinces, is impossible without self-knowledge.

The next step in the research was to find out the indicators of readiness for self-development among people of different professions who took part in the testing. The calculations show that the lowest WKM results are among those surveyed, who either don't have any education or work in executive positions (see Fig. 3). Representatives of the administrative positions and people of creative professions have a higher motivation to self-perfection and self-development.

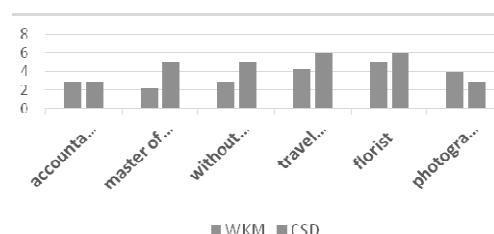


Fig. 3. Readiness for self-development in people of different professions who participated in the research

The comparative analysis of the diagrams in Fig. 2 and Fig. 3 clearly shows that the employees of the State Employment Service of Ukraine, who came to retraining, do have understated norms of the motivation component of self-development processes.

There are various reasons for this low interest. Among the external causes is the organization of the work process in the State Employment Service of Ukraine. At present, all employees of the SESU work in accordance with the requirements of the Unified Technology of Unemployed Personnel Maintenance in Employment Centers of Ukraine (UTUPM). UTUPM, in essence, is a description of the functional processes of providing services to unemployed citizens [4, p. 231]. That is, employees have a clear step-by-step instruction for action with the prescribed time. On the one hand, it is a positive factor. With the introduction of the UTUPM standards, the reaction time for unemployed persons hastened. But on the other hand, such a clear implementation of job descriptions excludes the need for self-development of these officials: the development of their creativity, emotional intelligence, plasticity behavior, etc. That, as we have found, is a necessary component of the professional activity of the employee (an inspector) of the State Employment Service.

In the context of identifying the internal causes of the lack of a desire for self-development and knowledge of the employees of the State Employment Service who participated in the research, special attention is drawn to the psychological peculiarities of their self-actualization, the way to motivate achievement and the state of development of mechanisms of emotional self-awareness of such persons.

From Fig. 4, where the average indicators of the SAT methodology of employees of the State Employment Service who participated in research have been shown, it is evident that the average level of self-actualization of the personality of such subjects is 48 points. Since, according to these developers, the average indicator of self-actualization rate for the SAT test is from 40 to 60 points, one can conclude that such a result of the survey corresponds to the statistical norm. At the same time, we note that the results of the investigated individuals on some individual scales of this technique border with low indicators. The lowest results have been obtained on the following scales: Creativity – 42 out of 100 possible, low score is characterized by the weak expressiveness of the creative orientation of the individual; Cognitive needs – 40 out of 100 possible, which can be characterized as the lack of a carrier's need for new knowledge. We also note that the scales of "Creativity" and "Cognitive Needs", in combination, indicate a negative attitude of the subjects studied to knowledge in general.

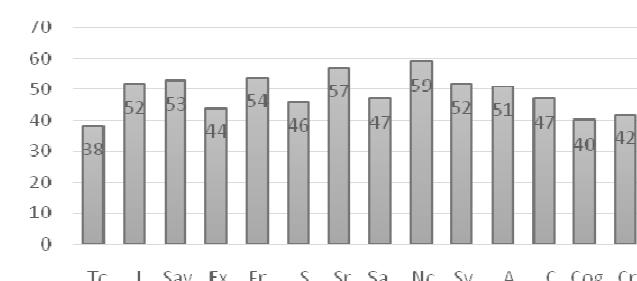


Fig. 4. Average indicators of the test on self-actualization of the employees of the State Employment Service of Ukraine who have taken part in research.

The low point in the Time competence – 38 out of 100 possible, testifies to the discrete perception by the overwhelming majority of participants in the study of their lifestyle and their orientation in its realization of only a certain time segment. This is an important personal indicator in the study of the chosen problem, because it reveals the psychological basis of the reluctance of adapted to the specific realities of the individual life of the people studied to learn something new.

Medium-low results of employees of the SESU on the scale of Plasticity behavior (Ex) – 44 out of 100 possible, indicate their inflexibility in the implementation of their values in the practice of behavior, interaction with other people, the inability of such individuals to quickly and adequately respond to a changeable situation.

Another important psychological reason for self-development of an adult is her/his motivation for achievement. As it can be seen from Table 2, this figure among the subjects is lower than the average value and is equal to 95 out of 210. During the course of the work it was

also found that the overwhelming number of subjects is guided by the motive of avoiding failure, but not the motive for success (Fig. 5). Such results of the employees of the State Employment Service in relation to the indicators of low expression in their cognitive needs demonstrate the psychological characteristics of low level of motivation to the self-development of these individuals.

One more psychological factor in the formation of readiness for self-development of employees of the State Employment Service, who participated in the study, is the state of development of their emotional self-consciousness of the ability to understand and manage their own experiences, which forms the essence of the inner personality of the emotional intelligence (EI) rights. Table 3 presents the severity of the components of emotional self-consciousness on the scale: Differentiation of emotions – 6 out of 10; Expression of emotions – 6 out of 10; Empathy – 3 out of 10, indicating low empathy; Managing emotions fix 3 out of 10 and Taking responsibility for his/her own emotional experiences – 3 out of 10.

Table 2

Average indicator of motivation of achievement of employees of the State Employment Service

	N	Min	Max	Average
motivation of achievement	53	57	163	95,28
N valid (in general)	53			



Fig. 5 The rank of index of achievement motivation

Table 3

Expression of the components of emotional self-consciousness of employees of the SESU

Scale indicators Scales of EI methodology	N	Min	Max	Average
Differentiation of emotions	53	4	9	6,15
Expression of emotions	53	3	8	5,85
Empathy	53	1	5	2,96
Office of emotions	53	1	6	2,92
Responsibility for emotional state	53	1	5	2,85
N valid	53			

Such a picture means that it is difficult for the subjects to understand the feelings of others, to sympathize or to share the pain of another person (low empathy). In emotionally charged situations, feelings prevail in the actions of the subjects (low emotional control) and emotions are hindered by rational behavior. Low rates of acceptance of responsibility for their own emotional experiences suggest that the subject is characterized by a fatalistic attitude to life, according to which everything that happens in their lives – is mainly a coincidence of circumstances that do not depend on their efforts. Since the EI indicators are also related to the prediction of how their carriers tend to cooperate in the team, according to the results obtained, it can be assumed that with the revealed features of emotional intelligence, the studied people will face a large number of misunderstandings and difficulties in communication with subordinates in their future management activities.

Conclusions and suggestions. The main results of the theoretical and empirical research are as follows:

1. The main content structure characteristics of the self-development of personality of the employee of the State Employment Service of Ukraine are: cognitive representations of oneself, motivational-free components,

time orientation and goal setting, creativity and plasticity of behavior, developed emotional intelligence. Their harmonious combination and development will enable the person to transform him- or her-self, to organize their own activities through their own self-improvement.

2. The inspectors of the SESU, who undergo retraining for the purpose of obtaining a qualification of a psychologist, showed a low motivation to self-development. Among the essential factors that influence on the indicator of personal self-development of employees of the SESU, are the following: orientation in time, creativity and plasticity of behavior, empathy, emotional management, taking responsibility for their emotional states, motivation for achievement. The understated indices of these personal characteristics negatively affect their motivation to self-development.

3. One of the conditions for a successful solution to the task of personal development of the employee of the SESU may be his/her psychological accompaniment as to the aim of the formation of his/her aspiration for constant personal self-development throughout their professional activities. The perspective for further research is the construction of a program of psychological support (accompaniment) for self-development of the personnel reserve of the State

Employment Service of Ukraine and checking its effectiveness by introducing such a program into the educational process of the Department of Psychology and Social Work of the Institute of Personnel Training of the State Employment Service of Ukraine.

Список використаних джерел

1. Власова О. І. Психологія розвитку соціальних здібностей особистості в онтогенезі (повний онтогенез) : моногр. / О. І. Власова. – Ottawa : AGC (AccentGraphicsCommunications), 2019. – 377 с.
2. Власова О. І. Соціальна психологія організацій та управління / О. І. Власова, Ю. В. Ніконенко. – Центр учебової літератури : Київ, 2010. – 398 с.
3. Калениченко К. М. Інтелектуалізація праці як психологічна передумова особистісного розвитку осіб, що переванчаються у Державній службі зайнятості / К. М. Калениченко // Наук. вісн. Херсонськ. держ. унів. Сер. Психологічні науки. – 2018. – № 1. – т. 2. – С. 31–45.
4. Ринок праці та зайнятість населення: проблеми теорії та виклики практики : кол. моногр. / ред.-координатор М. В. Туленков. – Київ : ІПК ДСЗУ, 2010. – С. 231.
5. Фрізен М. А. Психологическая готовность к саморазвитию у младших подростков / М. А. Фрізен // Матеріали XXXIII Крашеннік. чтений. – Петропавловськ-Камчатський, 2016. – С. 293–296.
6. Pritchard, J. Coaching and Mentoring in the Civil Service / J. Pritchard // Journal Bespoke Executive Coaching. – 2014. – Vol. 3, no. 6. – P. 126–130.

Олена Власова, д-р психол. наук, проф.;
Катерина Калениченко, асп.,
Київський національний університет імені Тараса Шевченка, Київ, Україна

ПРОБЛЕМА ОСОБИСТІСНОГО РОЗВИТКУ ПРАЦІВНИКІВ ДЕРЖАВНОЇ СЛУЖБИ ЗАЙНАТОСТІ УКРАЇНИ

У статті проведено аналіз сучасних досліджень особистості держслужбовця. Описані психологічні аспекти відсутності прагнення до саморозвитку і пізнання себе у працівників Державної служби зайнятості України. У досліджені взяли участь 53 особи, що переванчаються на психолога в Інституті підготовки кадрів ДСЗУ (38 з яких не мають вищої освіти). Метою цього дослідження є виявлення особистісних факторів відсутності прагнення до саморозвитку та самопізнання серед працівників Державної служби зайнятості України. Відповідно до мети були поставлені наступні завдання: Визначити тип готовності до саморозвитку та мотивації досягнення працівників ДСЗУ; Визначити рівень самоактуалізації працівників ДСЗУ; Встановити особливості емоційного інтелекту працівників ДСЗУ. Для отримання емпіричного матеріалу про особливості проблем особистого розвитку працівників Державної служби зайнятості України, були використані методи: анкета, орієнтована на визначення об'єктивних характеристик життя (вік, стать, особливості навчання, професія, попередня та поточна професійна діяльність тощо), тест В. Павлова "Готовність до саморозвитку" для визначення типу готовності, тест CAT (Ю. Алешина), діагностичний тест на мотивацію досягнення А. Меграбяна, самотест для діагностики особливостей розвитку інтерперсонального емоційного інтелекту особистості (О. Власова, М. Березюк).

Виявлені чинники, що впливають на показник особистісного саморозвитку працівників ДСЗУ: орієнтація в часі, креативність і пластичність поведінки, емпатія, управління емоціями, прийняття відповідальності за свої емоції, мотивація досягнення.

Ключові слова: особистісний розвиток, інноваційне навчання, неперервна освіта, мотивація досягнення, освітня самоефективність.

Елена Власова, д-р психол. наук, проф.,
Катерина Калениченко, асп.
Киевский национальный университет имени Тараса Шевченко, Киев, Украина

ПРОБЛЕМА ЛИЧНОСТНОГО РАЗВИТИЯ РАБОТНИКОВ ГОСУДАРСТВЕННОЙ СЛУЖБЫ ЗАНЯТОСТИ УКРАИНЫ

Проведен анализ современных исследований личности госслужащего. Описанные психологические аспекты отсутствия стремления к саморазвитию и познания себя у работников Государственной службы занятости Украины. В исследовании приняли участие 53 человека, которые переведываются на психолога в Институте подготовки кадров ГСЗУ (38 из которых не имеют высшего образования). Выявленные факторы, которые влияют на показатель личностного саморазвития работников ГСЗУ: ориентация во времени, креативность и пластичность поведения, эмпатия, управление эмоциями, принятие ответственности за свои эмоции, мотивация достижения.

Ключевые слова: личностное развитие, инновационное обучение, непрерывное образование, мотивация достижения, образовательная самоеффективность.

Bulletin of Taras Shevchenko National University of Kyiv.
Series "Psychology". № 1(10), pp. 32-35 (2019)
УДК 159.922.4
DOI: [https://doi.org/10.17721/BSP.2019.1\(10\).8](https://doi.org/10.17721/BSP.2019.1(10).8)

ISSN 1728-3817

© Taras Shevchenko National University of Kyiv,
Publishing Center "Kyiv University", 2019

Ivan Danyliuk, Dr. of Psychology, Prof.
Sergiy Shykrets, post-graduate
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

PSYCHOLOGICAL PECULIARITIES OF LANGUAGE USE AMONG UKRAINIAN MIGRANTS IN POLAND SPEAKING UKRAINIAN AND RUSSIAN LANGUAGES

The article presents results of the study and practical analysis of the phenomenon of the influence of ethnolinguistic identity on the formation of the language image, as well as the psychological well-being and personal health of Ukrainian-speaking and Russian-speaking Ukrainian migrants in Poland. The article attempts to reveal the value of the welcoming status of linguistic identity as a means to achieve the psychological well-being of a personality in a modern multicultural society. The prospects for studying the impact of ethnolinguistic identity and psychological well-being and the personal health of representatives of Ukrainian language communities and migrant groups with prediction of possible spheres of application of the obtained results are also described.

Keywords: ethnolinguistic identity, psychological components of ethnolinguistic identity, psychological well-being of personality, personality health, welcome status of ethnolinguistic identity, ethnolinguistic communities.

Formulation of the problem. According to the 2012 Eurobarometer Report "Europeans and their languages", within the European Union there are only twenty-three

(twenty-four since 2013) officially recognized languages, but actually there are more than sixty (actually many more) indigenous regional and minority languages, as well as

© Danyliuk Ivan, Shykrets Sergiy, 2019

7. Valickas, A. Career Development And Learning In The Civil Service / A. Valickas, R. Pikauskaine // Journal Procedia. – Social and Behavioral Sciences. – 2015. – Vol. 191, № 1. – P. 413–417.

References

1. Vlasova O. I. Psykholohiia rozvituksotsialnyi zdibnostei osobystosti v ontohenezi (povnyi ontohenez): Naukova monohrafia. – Ottawa: AGC (Accent Graphics Communications), 2019. – 377 s.
2. Vlasova O. I. Sotsialna psykholohiia orhanizatsii ta upravlinnia: Tsentr uchbovoi literatury. – Kyiv, 2010. – 398 s.
3. Kalenichenko K. M. Intelektualizatsiia pratsi, yak psykholohichna peredumova osobystinoho rozvituksotsialnyi osib, shcho perenavchaitutsia u Derzhavni sluzhbi zainiatosti // Naukovyi visnyk Khersonskoho derzhavnoho universytetu. Ser. Psykholohichni nauky. – 2018. – № 1, t. 2. – S. 31–45.
4. Rynok pratsi ta zainiatist naselellnia: problemy teorii ta vyklyky praktoky: kol. monohr / Red.-koordinator. M. V. Tulenkov. – Kyiv: IPK DSZU, 2010. – S. 231.
5. Fryzen M. A. Psykholohicheskai hotovnost k samorazyvtyiu i mladshykh podrostkov: Materyali XXXIII Krashennyk. chtenyi. – Petropavlovsk-Kamchatskyi, 2016. – S. 293–296.
6. Pritchard, J. Coaching and Mentoring in the Civil Service // Journal Bespoke Executive Coaching. – 2014. – Vol. 3, no. 6. – P. 126–130.
7. Valickas, A. Career Development And Learning In The Civil Service // Journal Procedia. – Social and Behavioral Sciences. – 2015. – Vol. 191, № 1. – P. 413–417.

Надійшла до редколегії 31.03.19

numerous non-indigenous languages spoken by migrant communities whose status remain entirely unrecognized and legally unprotected and whose continuity and intergenerational transmission are at high risk. This situation represents, in fact, the result of strong homogenization process in European recent history. The situation at the level of separate European states (for example Poland) is not much different. Historical, social, political, and geopolitical developments of the last sixty years have transformed Poland from a multilingual, multicultural, and multiethnic society into one of the most homogenous nation-states in Europe. At the same time, the number of immigrants is increasing and will likely continue to do so in the future. Their economic impact cannot be overestimated, both in term of their productivity and the costs related to their physical and psychological health.

This multicultural and multilingual Europe needs to develop and implement wise strategies that successfully respond to the threats to its linguistic and cultural diversity as well as the challenges posed by linguistic mobility. Only by doing so, can it achieve a high level of general well-being and economic sustainability, while cultivating cultural and linguistic diversity, understood as a fundamental societal asset. The proposed project responds to these challenges, combining necessary research with the construction of practical solutions and recommendations aimed at applicability and socio-economic impact.

There is a lack of awareness, at the state, societal, economic, and educational levels, of the broad and varied benefits of preserving linguistic-cultural diversity and promoting stable multilingualism; and this constitutes an obstacle to their applicability in these spheres. The advantages are linked to the human capacity for problem solving and creative thinking: "in the face of present-day economic and technological change, opening up vast prospects for creation and innovation, particular attention must be paid to the diversity of the supply of creative work" (UNESCO, 2002, p. 5).

Analysis of recent research and publications. A broad scope of psycholinguistic research has shown that bilingual children and adults have expanded cognitive potential, reflected in greater flexibility and capacity for task-solving and in higher intellectual and social skills (Bialystok, 1999, 2001; Bialystok & Martin, 2004; Bialystok & Senman, 2004; Costa, Hernández & Sebastián-Gallés, 2008). The use of more than one language in children as young as two years, seems to be crucial in enhancing the executive control responsible for the selection and utilization of the data necessary to solve problems and achieve goals (Poulin-Dubois et al., 2011, p. 567–579). It also offers significant advantages to the elderly, hindering cognitive decline and possibly delaying

the onset of symptoms of dementia (Bialystok, Craik & Luk 2012, p. 240–250). Minority children going through immersion education in their mother tongue always match or surpass their peers participating in programs based on the usage of a dominant language, both in classroom performance and standardized testing; in posterior academic education they tend to show much better results (Hinton, 2011, p. 298–299; Hermes, Bang, & Marin, 2012, p. 387; McCarty, 2003, p. 151–157).

Research suggests that language revitalization and the use of the mother tongue throughout the stages of an individual's development are not only closely linked to improvements in psychological well-being and higher self-esteem, but also to higher indexes of health; there appears to be a strong correlation between language loss, deterioration in indigenous health, symptoms associated with post-traumatic stress, and elevated suicide rates (e.g. Chandler & Lalonde, 1998; McIvor, Napoleon, & Dickie, 2009; Ball & Moselle, 2013). Heritage languages play an important protective role in addressing health crises and lowering behavioral risk factors (Hallet, 2007; Robbins & Dewar, 2011; Oster et al., 2014). We propose that the mechanism of these kinds of positive changes is the so-called "social cure"; it is known that affirmation of one's social identity improves psychological well-being and allows one to deal with stress, illness and trauma (Haslam, Jetten, & Haslam 2011). Furthermore, improvement in health indexes has significant economic consequences.

The purpose of the article is to study the phenomenon of the influence of ethnolinguistic identity on the language use as an aspect of psychological well-being and personal health on the basis of the analysis of experience of Ukrainian-speaking and Russian-speaking Ukrainian migrants in Poland.

Presenting main material. As a result of empirical research, we have studied the psychological peculiarities of language use of Ukrainian migrants in Poland speaking Ukrainian and Russian language.

As a result of a data analysis on the basis of the description of statistics, we have described the general situation in the psychological sphere of language use among Ukrainian migrants in Poland speaking Ukrainian and Russian language.

Thus, in the field of ethno-linguistic vitality when comparing the representations of the Ukrainian and Russian speaking Ukrainian migrants, we obtained some significant differences. Here we briefly summarize them.

The calculation of the Group strength index followed by a comparative analysis of the statistical significance of the index differences between these speakers using the Student t-criterion gave the results that are shown in the Table 1.

Table 1

The comparison of Ukrainian migrants in Poland speaking Ukrainian and Russian language' Group strength index

Index	Speakers	Average indicator	Significance of differences by the Student t-criterion
Group strength	Ukrainian Russian	4,23 2,05	p < 0,05

As it can be seen from the Table 1, among the Ukrainian speaking Ukrainian migrants in Poland the Group strength index seems to be significantly higher than among the Russian speaking Ukrainian migrants in Poland.

The calculation of the Language strength index followed by a comparative analysis of the statistical significance of the index differences between these speakers using the Student t-criterion gave the results that are shown in the Table 2.

Table 2

The comparison of Ukrainian migrants in Poland speaking Ukrainian and Russian language' Language strength index

Index	Speakers	Average indicator	Significance of differences by the Student t-criterion
Language strength	Ukrainian Russian	5,07 3,13	p < 0,05

As it can be seen from the Table 2, among the Ukrainian speaking Ukrainian migrants in Poland the Language strength index seems to be significantly higher than among the Russian speaking Ukrainian migrants in Poland.

The comparison of Ukrainian migrants in Poland speaking Ukrainian and Russian language' Collective Angst index			
Index	Speakers	Average indicator	Significance of differences by the Student t-criterion
Collective Angst	Ukrainian Russian	5,15 2,25	p < 0,05

As it can be seen from the Table 3, among the Ukrainian speaking Ukrainian migrants in Poland the Collective Angst index seems to be significantly higher than among the Russian speaking Ukrainian migrants in Poland.

The comparison of Ukrainian migrants in Poland speaking Ukrainian and Russian language' Linguistic Angst index			
Index	Speakers	Average indicator	Significance of differences by the Student t-criterion
Linguistic Angst	Ukrainian Russian	4,37 2,04	p < 0,05

As it can be seen from the Table 4, among the Ukrainian speaking Ukrainian migrants in Poland the Linguistic Angst index seems to be significantly higher than among the Russian speaking Ukrainian migrants in Poland.

The calculation of the Acculturational stress in a for acculturational stress indexes for discrimination/prejudice;

The calculation of the Collective Angst index followed by a comparative analysis of the statistical significance of the index differences between these speakers using the Student t-criterion gave the results that are shown in the Table 3.

Table 3

The comparison of Ukrainian migrants in Poland speaking Ukrainian and Russian language' Collective Angst index			
Index	Speakers	Average indicator	Significance of differences by the Student t-criterion
Collective Angst	Ukrainian Russian	5,15 2,25	p < 0,05

The calculation of the Linguistic Angst index followed by a comparative analysis of the statistical significance of the index differences between these speakers using the Student t-criterion gave the results that are shown in the Table 4.

Table 4

The comparison of Ukrainian migrants in Poland speaking Ukrainian and Russian language' Linguistic Angst index			
Index	Speakers	Average indicator	Significance of differences by the Student t-criterion
Linguistic Angst	Ukrainian Russian	4,37 2,04	p < 0,05

As it can be seen from the Table 4, among the Ukrainian speaking Ukrainian migrants in Poland the Linguistic Angst index seems to be significantly higher than among the Russian speaking Ukrainian migrants in Poland.

multi-cultural relations; isolation; work; language followed by a comparative analysis of the statistical significance of the index differences between these speakers using the Students' t-criterion gave the results that are shown in the Table 5.

Table 5

The comparison of Ukrainian migrants in Poland speaking Ukrainian and Russian language' Accult_stress index			
Index	Speakers	Average indicator	Significance of differences by the Student t-criterion
Accult_stress discrimination/prejudice	Ukrainian Russian	4,04 3,03	p < 0,05
Accult_stress multi-cultural relations	Ukrainian Russian	4,13 3,27	p < 0,05
Accult_stress isolation	Ukrainian Russian	3,03 3,03	p > 0,05
Accult_stress work	Ukrainian Russian	3,57 3,57	p > 0,05
Accult_stress language	Ukrainian Russian	4,00 3,00	p < 0,05

As it can be seen from the Table 5, among the Ukrainian speaking Ukrainian migrants in Poland the Accult_stress discrimination/prejudice; Accult_stress multi-cultural relations and Accult_stress language index seems to be significantly higher than among the Russian speaking Ukrainian migrants in Poland. In the same time the Accult_stress isolation and Accult_stress work indexes are medium in meaning and seem to be similar for both groups of Ukrainian migrants in Poland.

Conclusions and prospects of the research. In the duration of the research, we analyzed the the psychological peculiarities of language use of Ukrainian migrants in Poland speaking Ukrainian and Russian language. The results show us significant differences among those two groups of respondents in the field of ethnolinguistic vitality and psychological well-being.

Thus significant differences of the Group strength index show us Ukrainian speaking migrants as more inclined to apprise own group (language, cultural, national) as more important for them than the groups of others.

Significant differences of the Language strength index show us Ukrainian speaking migrants as more inclined to apprise own language (also cultural and national identity) as more important for them than the languages and identities of others.

Significant differences of the Collective Angst index show us Ukrainian speaking migrants as more inclined to have strong emotions about own group (cultural, national) and to show respect and care about it as more important for them.

Significant differences of the Linguistic Angst index show us Ukrainian speaking migrants as more inclined to have strong emotions about own language and to show respect and care about it as more important for them.

Also these facts might suggest that Ukrainian identity of Ukrainian migrants in Poland speaking Ukrainian language is under more intensive pressure than the Ukrainian identity of Ukrainian migrants in Poland speaking Russian language.

This fact gives us more reasons for the further analysis of identity differences among Ukrainian migrants in Poland speaking Ukrainian and Russian language.

Among the Ukrainian speaking Ukrainian migrants in Poland the Accult_stress discrimination/prejudice; Accult_stress multi-cultural relations and Accult_stress language index seems to be significantly higher than among the Russian speaking Ukrainian migrants in Poland. In the same time the Accult_stress isolation and Accult_stress work indexes are medium in meaning and seem to be similar for both groups of Ukrainian migrants in Poland.

These results provide the basis for further researches on the psychological peculiarities of language use with a wider cultural context and inclusion into a sample both male and female representatives. The results of the research may be useful in the context of an implementation of the programs of psychological support for migrants. And also the results may be significant for the field of ethnic, cross-cultural and political psychology.

References

1. Ball, J. & Moselle, K. (2013). Contributions of Culture and Language in Aboriginal Head Start in Urban and Northern Communities to Children's Health Outcomes: A Review of Theory and Research. Division of Children, Seniors & Healthy Development, Health Promotion and Chronic Disease Prevention Branch, Public Health Agency of Canada.
2. Bialystok, E & Martin, M. M. (2004). Attention and inhibition in bilingual children: evidence from the dimensional change card sort task. Developmental Science 7, 325–339.

3. Bialystok, E. & Senman, L. (2004). Executive processes in appearance-reality tasks: the role of inhibition of attention and symbolic representation. *Child Development*, 75, 562–579.

4. Bialystok, E. (1999). Cognitive complexity and attentional control in the bilingual mind. *Child Development*.

5. Bialystok, E. (2001). Bilingualism in development: Language, literacy, and cognition. Cambridge: Cambridge University Press.

6. Bialystok, E., Craik, F. I. M & Luk, G. (2012). Bilingualism: consequences for mind and brain. *Trends in Cognitive Sciences* 16(4), 240–250.

7. Chandler, M. & Lalonde, C. (1998). Cultural Continuity as a Hedge against Suicide in Canada's First Nations. *Transcultural Psychiatry*, 35, 191–219.

8. Child Language Research and Revitalization Working Group. (2017). Language documentation, revitalization and reclamation: Supporting young learners and their communities. Waltham, MA: EDC.

9. Costa, A., Hernández, M. & Sebastián-Gallés, M. (2008). Bilingualism aids conflict resolution: evidence from the ANT task. *Cognition*, 106(1), 59–86.

10. Danyliuk, I. V. & Shykrets, S. O. (2018). An attitude to nature: the dichotomy "human – nature" or the measure of human domination over nature as a cultural indicator. *American Journal of Fundamental, Applied & Experimental Research*, 1(8), 10-17.

11. Danyliuk, I. V., Shykrets, S.O. & Mambetova, A.A. (2017). Psychological peculiarities of mentality of the representatives of the regional communities in Ukraine as a key point for understanding of social crisis in Ukraine. *International Journal of Education & Development*, 2(1), 8–12.

12. Dorian, N. C. (1981). Language death: The life cycle of a Scottish Gaelic dialect. Philadelphia: University of Pennsylvania Press.

13. Dorian, N. C. (1986). Abrupt transmission failure in obsolescing languages: How sudden they "tip" to the dominant language communities and families. In: V. Nikiforidu, M. V. Clay, M. Niepokuj & D. Feder (eds.) *Proceedings of the twelfth annual meeting of the Berkeley Linguistics Society* (pp. 72–83). Berkeley: Berkeley Linguistics Society.

14. EUROPEANS AND THEIR LANGUAGES, Special Eurobarometer 386 / Wave EB77.1 Special Eurobarometer, European Commission http://ec.europa.eu/public_opinion/archives/ebs/ebs_386_en.pdf.

15. Fishman, J. A. (1991). *Reversing Language Shift: Theoretical and Empirical Foundations of Assistance to Threatened Languages*. Clevedon: Multilingual Matters.

16. Fritzsche, I., Jonas, E. & Fankhänel, T. (2008). The role of control motivation in mortality salience effects on ingroup support and defense. *Journal of Personality and Social Psychology*, 95(3), 524–541.

17. Giles, H., & Johnson, P. (1987). Ethnolinguistic identity theory: A social psychological approach to language maintenance. *International Journal of the Sociology of Language*, 68(1), 69–99.

18. Grinevald, C. (1998). Language Contact and Language Degeneration. In: F. Coulmas (ed.), *The handbook of sociolinguistics* (pp. 176–184). Blackwell Reference Online.

19. Hogg, M. A. (2000). Subjective uncertainty reduction through self-categorization: A motivational theory of social identity processes. *European review of social psychology*, 11(1), 223–255.

20. Kim, S., Wang, Y., Deng, S., Alvarez, R., & Li, J. (2011). Accent, perpetual foreigner stereotype, and perceived discrimination as indirect links between English proficiency and depressive symptoms in Chinese American adolescents. *Developmental Psychology*, 47(1), 289–301.

21. Maercker, A., & Müller, J. (2004). Social acknowledgment as a victim or survivor: A scale to measure a recovery factor of PTSD. *Journal of Traumatic Stress*, 17(4), 345–351.

22. McIvor, O., Napoleon, A. & Dickie, K. (2009). Language and Culture as Protective Factors for At-Risk Communities. *Journal of Aboriginal Health* 5(1), 6–25.

23. Nettle, D. & Romaine, S. (2000). *Vanishing Voices. The Extinction of the World's Languages*. Oxford: Oxford University Press.

24. O'Shannessy, C. 2011. Language contact and change in endangered languages. In P. Austin & J. Sallabank (eds.), *The Cambridge Handbook of Endangered Languages* (pp. 78–99). Cambridge: Cambridge University Press.

25. Oster, R. T., Grier, A., Lightning, R., Mayan, M. J. & Toth, E. L. (2014). Cultural continuity, traditional indigenous language, and diabetes in Alberta First Nations: A mixed methods study. *International Journal for Equity in Health* 13(1), 148–168.

26. Poulin-Dubois, D., Blaye, A., Coutya, J. & Bialystok, E. (2011). The effects of bilingualism on toddlers' executive functioning. *Journal of Experimental Children Psychology*, 108(3), 567–579.

27. Robbins, J. A. & Dewar, J. (2011). Traditional Indigenous approaches to healing and the modern welfare of traditional knowledge, spirituality and lands: a critical reflection on practices and policies taken from the Canadian Indigenous example. *The International Indigenous Policy Journal* 2(4), 1–17.

28. Rocca, S., & Brewer, M. B. (2002). Social identity complexity. *Personality and Social Psychology Review*, 6 (2), 88–106.

29. Sasse, H. J. (1992). *Theory of language death*. In: M. Brenzinger (ed.), *Language Death* (pp. 7–30). New York: Mouton de Gruyter.

30. Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. In W. G. Austin & S. Worchel (eds.), *The Social Psychology of Inter-group Relations* (pp. 33–47). Monterey, CA: Brooks-Cole.

31. UNESCO (2002). *Universal Declaration on Cultural Diversity, Cultural Diversity*, Series No. 1.

32. Wated, G., & Sanchez, J. I. (2006). The role of accent as a work stressor on attitudinal and health-related work outcomes. *International Journal of Stress Management*, 13(3), 329–350.

Надійшла до редколегії 12.04.19

Іван Данилюк, д-р психол. наук, проф.,
Сергій Шиковець, асп.
Київський національний університет імені Тараса Шевченка, Київ, Україна

ПСИХОЛОГІЧНІ ОСОБЛИВОСТІ ВИКОРИСТАННЯ МОВИ УКРАЇНОМОВНИМИ ТА РОСІЙСЬКОМОВНИМИ УКРАЇНСЬКИМИ МІГРАНТАМИ В ПОЛЬЩІ

У статті наведено результати вивчення та практичного аналізу явища впливу етнолінгвістичної ідентичності на формування образу мови, а також психологочного благополуччя та здоров'я особистості україномовних та російськомовних українських мігрантів у Польщі. У статті була здійснена спроба розкрити значення вітального стану лінгвістичної ідентичності як засобу для досягнення психологічного благополуччя особистості в сучасному мультикультурному суспільстві. Також описано перспективи дослідження проблеми впливу етнолінгвістичної ідентичності та психологічного благополуччя та здоров'я особистості представників мовних спільнот України та груп мігрантів з прогнозуваним можливих сфер застосування отриманих результатів. Серед україномовних українських мігрантів у Польщі дискримінація / упередження *Accult_stress*; Мультикультурні відносини *Accult_stress* та мовний індекс *Accult_stress* та *Accult_stress* мають середній зміст і, схоже, схожі для обох груп українських мігрантів у Польщі. Ці результати слугують основою для подальших досліджень психологічних особливостей використання мови з ширшим культурним контекстом та включення до вибірки як представників чоловічої, так і жіночої статі. Результати дослідження можуть бути корисними в контексті реалізації програм психологічної підтримки мігрантів. А також результати можуть бути важливими для галузі етнічної, міжкультурної та політичної психології. Таким чином, сумтєві відмінності індексу індексу сили Групи показують, що україномовні мігранти як більш скільки оцінюювати власну групу (мову, культурну, національну) як важливішу для них, ніж групи інших. Сумтєві відмінності індексу сили мови показують, що україномовні мігранти як більш скільки оцінюювати власну мову (також культуру та національну ідентичність) як важливішу для них, ніж мова та ідентичність інших. Сумтєві відмінності індексу *Collective Angst* показують нам, що україномовні мігранти є більш скільки мати сильні емоції щодо власної групи (культурної, національної) та виявляти повагу та турботу про неї як важливіші для них.

Ключові слова: етнолінгвістична ідентичність, психологічні складові етнолінгвістичної ідентичності, психологічне благополуччя особистості, здоров'я особистості, вітальний стан етнолінгвістичної ідентичності, етнолінгвістичні спільноти.

Іван Данилюк, д-р психол. наук, проф.,
Сергей Шиковец, асп.
Киевский национальный университет имени Тараса Шевченко, Киев, Украина

ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ ИСПОЛЬЗОВАНИЯ ЯЗЫКА УКРАИНОЯЗЫЧНЫМИ И РУССКОЯЗЫЧНЫМИ УКРАИНСКИМИ МИГРАНТАМИ В ПОЛЬШЕ

Приведены результаты изучения и практического анализа явления влияния этнолингвистической идентичности на формирование образа языка, а также психологического благополучия и здоровья личности украиноязычных и русскоязычных украинских мигрантов в Польше. Была предпринята попытка раскрыть значение приветственного состояния лингвистической идентичности как средства для достижения психологического благополучия личности в современном мультикультурном обществе. Так же описаны перспективы исследования проблемы влияния этнолингвистической идентичности и психологического благополучия и здоровья личности представителей языковых сообществ Украины и групп мигрантов с прогнозированием возможных сфер применения полученных результатов.

Ключевые слова: этнолингвистическая идентичность, психологические составляющие этнолингвистической идентичности, психологическое благополучие личности, здоровье личности, приветственное состояние этнолингвистической идентичности, этнолингвистические сообщества.