

FEATURES OF THE ESTABLISHMENT OF SOCIAL AND PSYCHOLOGICAL ASSISTANCE TO THE UKRAINIAN POPULATION IN THE CONDITIONS OF OPPOSING THE AGGRESSOR

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Abstract

The purpose of the study is to determine the socio-psychological factors influencing the effectiveness of social-psychological assistance to the Ukrainian population in wartime conditions and their possible approval as the use of relevant experience to ensure effective professional training of future psychologists in higher educational institutions. Research tasks: 1) determination of the social and psychological needs of the war-affected population of Ukraine; 2) determination of the level of social and psychological provision of assistance to victims; 3) determination of the conditions and means of ensuring the development of social and psychological assistance to the affected population.

To solve the research task – to determine the level, conditions and means of ensuring the development of socio-psychological assistance to the affected population, the following research methods were used: theoretical analysis, synthesis and applied research using standardized methods.

The state of readiness of Ukrainian psychologists to provide appropriate assistance to the population, development of the necessary psychological and methodological materials was analyzed. The peculiarities of psychological assistance to the injured are highlighted using the example of one of the first psychologists who developed a methodical guide aimed at the psychological and mental rehabilitation of injured Ukrainians. Emphasis is placed on psychological diagnosis and individual and group psychocorrection, psychotherapy (primary psychological assistance to displaced persons, assessment of the severity of the impact of a traumatic event, self-assessment of the level of depression in psychological diagnosis, short psychotherapy in an individual and complex multi-directional approach to getting out of a traumatized state in group work with displaced persons) and the importance of the positive influence on the development of this assistance of the relevant personal and professional qualities and properties of future psychologists.

In order to identify the conditions and means of ensuring the development of socio-psychological assistance to the affected population, a number of methods were used in the study: 1) “Self-esteem” test (by S.A. Budassi); 2) Method “Self-assessment of mental state: well-being, general activity, mood (SAN)” (authors: V.A. Doskin, N.A. Lavrentyeva, V.B. Sharay, M.P. Miroshnikov); 3) “Scale of reactive and personal anxiety” (developed by C.D. Spielberger, adapted by Y.L. Khanin); 4) “Professional identity study methodology (MVPI) (author L.B. Schneider).

178 students of the III-IV courses of the Institute of Pedagogy and Psychology of the National Pedagogical University named after M.P. Drahomanov and 5th courses of the Faculty of Psychology named after T.G. Shevchenko and the Faculty of English of the National Linguistic University.

From the analysis of the conducted methods, it was found that the researched future psychologists, who are oriented to practical activities under the guidance of mentors, have inadequately inflated self-esteem, an average level of cognitive activity, and an average level of anxiety during training, which correlates with an insufficient level of development of their professional self-identity. This indicates an inadequately inflated self-esteem, insufficient self-determination, inadequate self-satisfaction, self-expression, and insufficient self-regulation of the subjects during training.

Therefore, it is necessary to pay special attention to creating conditions, finding means to increase opportunities for future psychologists to achieve a conscious, positive professional identity at the stage of educational and professional training, as this is an important basis for the effective formation of their professional identity in the future, as future reliable qualified specialists, the professional level of which will meet public demands, the needs of psychological assistance to victims of the war in the country.

Keywords: *socio-psychological assistance, psychological-methodical support, professional self-identity, personal-professional qualities and attributes, future psychologist*

Introduction

Today, our society faces social challenges generated by the full-scale invasion of the Russian Federation. As a result of the military events that have been taking place in Ukraine for the past six months (and 8 years in a row), the need for social and psychological support and accompaniment of entire social groups, as well as psychological help for individuals, children and adults, has become even more acute. At the same time, it became obvious and urgent the need for methodological and methodical support of this work, development of programs and methodical tools, for its separate areas of preparation of methodical and educational materials, manuals, etc.

The analysis shows that psychological assistance to the population of Ukraine in war conditions is still insufficient today (according to the data of the leadership of the psychological service of the Ministry of Education and Culture of Ukraine). At a rather low level of development, there is appropriate educational and methodological literature for psychological assistance to Ukrainian victims. Of course, there is an explanation for this.

However, a good example and practice is that relevant Western specialists work with migrants and refugees from Ukraine for the purpose of psychological support and assistance in assimilation in new cultural conditions and adaptation to unusual living conditions (Hárdi, 2011, Kenneth, 1999, Kristal-Andersson, 2000).

Social, mental, or psycho-social trauma as a result of war has a long history of research, dating back to ancient scientists. In psychological science, the works of K. Jung and V. Frankl in their own way complemented the theory of trauma. Thus, V. Frankl, based on his own experience as a prisoner of a concentration camp during the Second World War, demonstrated to the whole world how one can transform one's suffering by giving it meaning. According to the intelligence of the famous American scientist R. Papadopoulos, who studied the term "trauma" in his psychological and philosophical theory of trauma (Papadopoulos, 2002), the ultimate goal of psychological assistance to traumatized people should be the transition to reinterpretation of the trauma, a new outlook on further life, to the formation of its new goals, values and meaning, and the search for appropriate resources.

Another option for getting out of a crisis situation is the actualization of psychological stability. According to the definition of the American psychologist F. Walsh, this means that a person is more stable if he is included in the joint mutual support of people to each other (Walsh, 1993). Also, military psychology textbooks describe psychological assistance to military personnel during any war, where general principles, theoretical approaches, work with trauma in various psychotherapeutic schools, methods are presented (Komar, 2017, Kokun et al., 2017). Many examples can be given, but even these give us a proper understanding of the course of thought and provide an opportunity to single out relevant areas of research.

Research Methodology

General Characteristics

In the 2006-2007 academic years, on the professional training grounds of the Department of Psychology and Pedagogy of the Institute of Pedagogy and Psychology of the National Pedagogical University named after M.P. Drahomanov and the Department of Psychology of the Faculty of Psychology of the National University named after T.G. Shevchenko and the Faculty of English of the National Linguistic University conducted a psychological study of 178 psychology students with informed consent.

Sample

Using the results of the questionnaire to determine the peculiarities of professional choice, psychology students were divided into 2 groups: the main group consisted of 178 students (32 future psychologists who were focused on practical activities and 146 future psychologists - on theoretical activities); the comparison group consisted of 170 future managers.

Tools and Procedures

A number of methods were used in the study to reveal the peculiarities of the formation of the professional self-identity of future psychologists: 1) "Methodology of the study of self-assessment of the individual" (author S.A. Budassi); 2) Method "Self-assessment of mental state: well-being, general activity, mood (SAN)" (authors: V.A. Doskin, N.A. Lavrentyeva, V.B. Sharay, M.P. Miroshnikov); 3) "Scale of reactive and personal anxiety" (developed by C.D. Spielberger, adapted by Y.L. Khanin); 4) "Professional identity study methodology (MVPI) (author L.B. Schneider).

With the help of these methods, the levels of personal and professional qualities and attributes of psychology students, which are aimed at practical activities under the guidance of psychologist mentors, were determined.

Data Analysis

The statistical analysis of the obtained data was carried out by methods of mathematical processing of the results - primary statistical analysis, determination of correlations (Pearson's correlation coefficient), factor analysis with further qualitative analysis and generalization of the obtained results. Data processing was carried out using the SPSS 20.0 for Windows software package (Nasledov, A. IBM S P S Statistics 20 and AMOS: professional statistical analysis of data. St. Petersburg: Peter, 2013. 416 p.)

Research Results

In accordance with the empirical research procedure, the distribution of future psychologists according to the levels of development of the structural components of professional self-identity was determined (Table 1).

Table 1

Distribution of Future Psychologists by Levels of Development Structural Components of Professional Self-Identity

Components of professional self-identity	Levels of development (number of subjects, in %)		
	Low	Average	High
Motivational	21.2	33.6	45.2
Cognitive	24.4	43.4	32.2
Operating	60.6	20.0	19.4

N = 178

As can be seen from the table 1, the operational component of the professional self-identity of future psychologists turned out to be the least developed, a high level of which was found only in 19.4% of respondents who are oriented to practical activities, the rest have a low 60.6% and an average 20% level of development - those oriented to theoretical activity.

The operational component of professional self-identity contains a number of personal and professional characteristics of future psychologists and directly affects the process of its formation. In this component, three components are distinguished: involvement in psychological practice, professional cooperation with a mentor, practical awareness in professional activities.

We used a number of methods to identify personal and professional characteristics and their influence on the formation of the professional self-identity of future psychologists.

The results of the study showed that an inadequately inflated level of self-esteem was observed in 75.03% of the studied psychology students who are oriented to practice under the guidance of mentors in the learning process. 25.33% of the studied students have a high level of self-esteem. And among psychology students who are focused on theoretical activities without the guidance of mentors during their studies, 52.31% of the subjects had a high level of their self-esteem, and the same number - 24.08% each - had an average and low level of their self-esteem (Table 2) .

In our study, the inadequately inflated level of self-esteem of future psychologists, who are oriented to practice under the guidance of mentors during training, indicates the insufficiency of their professional self-determination, i.e., lack of professional knowledge, abilities, self-regulation, as well as the inadequacy of self-satisfaction and self-expression.

The results of high self-esteem obtained by half of the studied students, oriented to theoretical activities, testify to their professional self-satisfaction, active professional self-expression.

Table 2

Quantitative Indicators of Self-Assessment of Future Psychologists Oriented to Practical Activities under the Guidance of Mentors and Indicators of Self-Evaluation of Future Psychologists Who Are Oriented to Theoretical Activities without the Guidance of Mentors, %

No.	Levels	Self-esteem, (%)	
		Psychologists focused on practical work	Psychologists focused on theoretical studies
1.	Inadequate overrated	75.03	
2.	High	25.33	52.31
3.	Average		24.08
4.	Low		24.08

(According to the "Self-esteem" test by S. A. Budassi), %

N = 178

According to the results of the National Academy of Sciences questionnaire, it was found that a high level of functional state of activity was observed in 85.03% of the studied psychology students, oriented to practice under the guidance of mentors during their studies, 15.23% - an average level, and in students - psychologists who are focused on theoretical activities without the guidance of mentors during training. This speaks of their professional self-awareness, self-satisfaction, high self-esteem, professional self-determination, independence, self-regulation, active professional self-expression.

Table 3

Quantitative Indicators of the General Functional State of Activity of Future Psychologists Who Are Oriented to Practical Activity under the Guidance of Mentors and Future Psychologists Who Are Oriented to Theoretical Activity Without the Guidance of Mentors, %

No	Levels	General functional state of activity, (%)	
		Psychologists focused on practical work	Psychologists focused on theoretical studies
1.	Favorable condition	85.03	84.33
2.	Norm	15.23	15.01

N = 178

A high level of cognitive activity was observed in 25% of studied psychology students oriented to practical activities under the guidance of mentors during their studies and in 15% of psychology students oriented to theoretical activities without the guidance of mentors, and in 75% of psychology students oriented to practical activity under the guidance of mentors during training, and 85% of psychology students who are oriented to theoretical activity without the guidance of mentors had an average level of cognitive activity.

These studied students are characterized by insufficient professional self-satisfaction, self-determination, passive professional self-expression, insufficient self-regulation, and low self-esteem.

Table 4

Quantitative Indicators of Cognitive Activity of Future Psychologists Who Are Oriented to Practical Activities under the Guidance of Mentors and Future Psychologists Who Are Oriented to Theoretical Activities without the Guidance of Mentors, %

No.	Levels	Cognitive state, (%)	
		Psychologists focused on practical work	Psychologists focused on theoretical studies
1.	High	25	15
2.	Average	75	85

N = 178

According to the results of a survey to identify the level of anxiety of students oriented to practical activities under the guidance of mentors during training, it was found that 85% of respondents have an average level of anxiety, and 15% have a low level. This indicates the insufficiency of their professional self-determination, self-regulation, and low self-esteem.

The results of the survey aimed at identifying the level of anxiety of psychology students who are focused on theoretical activities without the guidance of mentors during training showed that 65% of the respondents had an average level of anxiety, and 35% had a low level. This indicates the insufficiency of their professional self-determination, self-regulation, and low self-esteem.

The higher level of anxiety among students oriented to practical activity can be explained by greater requirements regarding the vision of oneself in the practice of professional activity and greater requirements of this orientation in the profession.

Table 5

Quantitative Indicators of Anxiety of Future Psychologists Who Are Oriented to Practical Activities under the Guidance of Mentors and Future Psychologists Who Are Oriented to Theoretical Activities without the Guidance of Mentors, %

No.	Levels	Anxiety, (%)	
		Psychologists focused on practical work	Psychologists focused on theoretical studies
1.	Average	85	65
2.	Low	15	35

N = 178

The results of the survey aimed at determining the levels of negative emotional experience of psychology students who are oriented to practice under the guidance of mentors during their studies showed that 25% of future psychologists studied have an average level of negative emotional experience, 75% have a low level. This indicates a high level of their professional self-satisfaction, self-esteem, self-regulation, and active professional self-expression.

The results of the study of the state of negative emotional experience of future psychologists, who are oriented to theoretical activities without the guidance of mentors during training, showed that 75% of students have an average level of negative emotional experience, and 25% have a low level. This indicates a lack of professional self-satisfaction, low self-esteem, professional self-determination, passive professional self-expression, and insufficient self-regulation.

The low level of negative emotional experience of practice-oriented students can also speak of the positive, supportive influence of mentors in their attempts at practical activities.

Table 6

Quantitative Indicators of Negative Emotional Experience of Future Psychologists Who Are Oriented to Practical Activities under the Guidance of Mentors and Future Psychologists Who Are Oriented to Theoretical Activities without the Guidance of Mentors, %

No.	Levels	Nervous-emotional experience, (%)	
		Psychologists focused on practical work	Psychologists focused on theoretical studies
1.	Average	25	75
2.	Low	75	25

N = 178

According to the results of a survey of psychology students who are oriented to practice under the guidance of mentors in order to identify their level of cognitive activity in a normal state, it was found that 65% of the surveyed students had a low level of the studied activity under the conditions of being outside of studies, and 35% - average level. This means a lack of self-satisfaction, self-determination, self-expression, self-regulation of the studied students during studies with low self-esteem, which is confirmed by a low level of their professional self-awareness, self-satisfaction, self-determination, self-expression outside of studies.

The influence of personal and professional characteristics on the formation of the professional self-identity of the researched future psychologists, who are oriented to practical activities under

the guidance of mentors, show their insufficient personal and professional focus on their future profession with the professional support of mentors. This is manifested in an inadequately inflated self-esteem, an average level of cognitive activity, and an average level of anxiety during learning. This indicates an inadequately inflated self-esteem, insufficient self-determination, inadequate self-satisfaction, self-expression, and insufficient self-regulation of the subjects during training, but sufficient cognitive activity at an average level of anxiety.

The influence of personal and professional characteristics on the formation of the professional self-identity of the researched future psychologists, who are oriented to theoretical activities without the guidance of mentors, show their sufficiently high orientation towards their future profession without the support of mentors. This is manifested in a high level of self-esteem, functional state, average level of cognitive activity, anxiety, manifestation of negative emotional experience of the studied students. This suggests that these students have high self-esteem, a high level of professional self-satisfaction, active professional self-expression, a high level of professional self-awareness, professional self-determination, independence, self-regulation at an average level of cognitive activity, anxiety, and the manifestation of negative emotional experience.

Taking into account the above results of the research on the formation of the professional self-identity of future psychologists in the course of educational and professional training, the following conclusions can be drawn: the studied psychology students who are oriented to practical activities under the guidance of mentors have an insufficient level of formation of their professional identity, and the psychology students who are oriented on theoretical activity without the guidance of mentors have a sufficiently high level of formation of professional self-identity.

In accordance with the objectives of our research, the obtained results were compared with the corresponding levels of professional identity of future psychologists oriented to practice and future psychologists oriented to theory. Thus, according to the results of the variance analysis, the following was found: those future psychologists, oriented to the theory, who received sufficiently high indicators of the state of personal and professional properties, respectively, had a sufficiently high level of development of their professional identity. And psychology students, oriented to practice, who received relatively low indicators of the state of personal and professional attributes, respectively, had an insufficient level of formation of their professional identity.

Discussion

Going back to recent history, the first professional response to the request for social challenges of war by the Russian Federation in 2014 was the creation of the Institute of Psychology named after G.Č Kostyuk of the National Academy of Medical Sciences of Ukraine of the Crisis Center for Medical and Psychological Assistance (March 2014). Providing psychological assistance to the population on a volunteer basis, the center's specialists have relevant experience in solving a wide range of tasks: providing support to victims during civil confrontations; work with groups of forced migrants from Crimea and eastern regions of Ukraine, and now from all other regions of the country. The Center conducts a complex of socio-psychological activities aimed at prevention and rehabilitation work with military personnel, carries out counseling and psychological, psychocorrective, psychotherapeutic work with children, adults, and families, and carries out prevention of traumatization and emotional burnout. They also conduct training for relevant groups – volunteer psychologists and representatives of other auxiliary professions and carry out educational and methodological work.

The international public organization “International Center for Development and Leadership” also introduced a project on “providing social and psychological support and assistance to the population during the war”. Within the scope of this project, specialists provide the necessary socio-psychological support and assistance to people who suffered during the war; help in the development of professional competences of specialists in auxiliary professions and parents to provide socio-psychological support, overcome the consequences of traumatic events and create an environment that promotes the healthy development and well-being of children. The target audience for this work was social workers, psychologists, volunteers, parents, adoptive parents, pregnant women, women giving birth, and children affected by the war.

In order to provide psychological support to the population and to develop the skills of primary psychological assistance and self-help during the war, psychologists-consultants of the Department of Psychology of the Sumy Institute of Postgraduate Education launched the activities of information platforms at which multi-directional assistance is provided to affected people in war conditions. This includes psychological support for children (first psychological aid for children who are in a post-traumatic state; psychological and pedagogical support for children with special educational needs. Games against tension, what to occupy the child in the storage room), help for the elderly in overcoming anxiety during military operations, emotional burnout during the war and methods of self-regulation of the personality, maintaining the viability of providing psychological first aid, that is, to those who provide it. And the impact of traumatic events on the educational process (psychological moments as a means of emotional stabilization of students – five-minute psychological videos; provision of psychological support for the educational process under martial law – the electronic “Handbook of Freedom” has a special section “In wartime”). And also videos for parents (how to talk to children about the war).

Another project “Providing psychosocial and emotional support to the population and improving the quality of mental health services in the community” implemented by the Association for Innovative and Digital Education (USAID) is also currently involved. Specialists of this project use successful international practices, which have already shown their effectiveness for a long time in many countries of the world, during military operations. These practices and protocols are recognized by specialized international organizations, including the WHO. The project envisages solving the following three tasks: a) building a system of providing psychological assistance in the community (training of officials of local self-government bodies); b) provision of psychological first aid to children and adolescents (training of educators); c) provision of psychological assistance to adults (training of social workers, psychologists).

Therefore, the provision of socio-psychological support and assistance to the population during the war in Ukraine has a wide range of influence on various categories of victims and specialists of auxiliary professions.

Taking into account the content of such work, scientists of the Institute of Psychology named after H. Kostyuk’s idea was to develop appropriate scientific material, which is directly related to the social upheavals that Ukrainian society has been experiencing in recent years and the requests that it has made for specialists who provide psychological assistance to the population. Threats to life, observation of violent death, unpredictable resettlement of people, combat wounds are extremely traumatic factors that cause stress, likely to become psychotrauma, cause the development of post-traumatic stress disorders. Such emotional trauma means for society, first of all, the loss of the psycho-emotional balance of human relations, a threat to the favorable development of the younger generation, and the aggravation of pathological processes in the life of society as a whole (Kisarchuk et al., 2015).

In general, as noted by the American scientist R. Papadopoulos, it is possible to single out the following three large groups of possible consequences of trauma that led to resettlement. These are: negative, positive, and neutral. In providing psychological assistance to displaced persons, it is important to determine the degree of severity of mental disorders as a result of the impact of negative consequences. According to R. Papadopoulos, it was proposed to apply the following differentiation: 1) ordinary human suffering (ZLS); 2) traumatic psychological reactions (TPR); 3) psychiatric disorders (PR). The most common type of development of this affect is PTSD, which requires the professional intervention of both psychiatrists and psychotherapists (Papadopoulos, 2022). There are certainly people who not only survive inhumane torture and harsh circumstances with a significant degree of integrity but can also be psychologically strengthened as a result of the direct impact of traumatic events. Thanks to such dynamics and psychological transformation, this category of consequences was named development activated by disaster (Papadopoulos, 2022). This group includes all positive changes that are a direct result of experienced suffering. The third option for exiting the crisis situation is related to the actualization of psychological stability. Psychologists suggest in this case to metaphorically consider a person, family or society as elastic formations that should withstand pressure and not change their basic values, meanings, and abilities (Walsh, 1993).

Ukrainian psychologists and psychotherapists faced a difficult test. They faced the above-

mentioned reality suddenly, without having the appropriate practical training. At the same time, the experience of foreign countries, which became the basis for the development of effective ways of psychological assistance to people, could not solve all the problems faced by Ukrainian specialists. In the course of practical activities on the Maidan, in places of resettlement of forced migrants, in the ATO zone, in hospitals, it became clear that in Ukraine we have a special mental, social, cultural and psychological specificity that must be distinguished and taken into account. It was under such conditions that it was important for practicing psychologists, psychotherapists and scientists to react quickly, professionally and in a coordinated manner. This situation also requires appropriate professional and psychological training of psychologists in higher education institutions. During training, one should work towards the acquisition of relevant personal and professional qualities, properties, and skills by future psychologists, as components of their professional self-identity to ensure the necessary psychological assistance in accordance with the needs of the Ukrainian population in war and post-war times.

The authors of this project, who specialize as psychologists-consultants and psychotherapists, while working at the Maidan and later at the Crisis Center for Medical and Psychological Assistance, have accumulated considerable professional experience in working with various categories of victims (Kisarchuk et al., 2015). At the same time, they note that their colleagues at the Center - psychologists who have not practiced before, as well as representatives of public and volunteer organizations need educational and methodological support, adequate methods for working with victims, methodological and training aids. Therefore, the scientists of the Institute of Psychology came up with the idea of creating a methodical manual based on the understanding and generalization of their own experience of psychological assistance to various categories of victims.

The situation that Ukraine has been experiencing in recent months is such that it goes beyond the normal human experience: information attacks, civil protests and attempts to suppress them, and military actions - all this has caused a significant disruption of people's daily life, damage to their health, great human casualties, significant material damage, etc. Scientists usually classify such a situation as extreme, extraordinary (Malkina-Pykh, 2005). An extreme situation for those who experience it can become a crisis, stressful, traumatic and cause a crisis, stress, and psychotrauma, respectively.

The term "crisis" (from the Greek "decision, turning point, exit") means a difficult transitional state of a person, caused by an internal or external factor or a sharp change in the status of personal life (Osypova, 2005). In the most general sense, the term "stress" from the English "tension" is used to denote human states characterized by strong tension and which arise in response to various extreme influences (Kisarchuk et al., 2015).

Regarding the concept of "psychotrauma", as noted by Tarabrina and co-authors (Friedman, 2006), according to modern concepts of stress, the latter becomes psychotrauma when the consequence of the stressor is a disturbance in the mental sphere of a person similar to disorders in somatic processes. A traumatic stressful event characterized by suddenness, destructive force, and intensity acts as a stressor in such cases. This event is often associated with the fact or threat of death, serious bodily injury, or sexual violence, and it brings a person completely new information that must be integrated into previous life experiences. A traumatic event is either experienced personally, or a person witnesses such an event, or receives news of a serious physical injury or death of a loved one. And, according to the data of the UN Refugee Agency, as of 2022, the number of internally displaced persons in Ukraine has reached 14 million people. Therefore, the relevance of the diversification development of this direction is indisputable.

The problem of providing psychological assistance to refugees or their psychological support is not new for the world, but it is completely new and unexplored for domestic specialists. As of 2014, Ukraine did not even have an established term used for Ukrainian citizens who were forced to temporarily leave their homes in other regions of the country. Thus, in literary sources and official documents, in the everyday language of specialists, there were various definitions of this category of persons: temporarily displaced persons, internally displaced persons (IDPs), displaced persons, forced migrants, internal refugees, etc. It is worth noting that human rights defenders emphasize that the term "internally displaced persons" corresponds as much as possible to international legal practice and should be widespread in Ukraine (Kisarchuk et al., 2015). In turn, the authors of the

project (psychologists) use the term “displaced persons” as a synonym for the legal term “internally displaced persons”.

In order to outline the subject of providing psychological assistance, we will use the definition of the Office of the United Nations High Commissioner for Refugees (UNHCR) (Kisarchuk et al., 2015). Internally displaced persons are considered to be people forced to leave their homes (places of residence) in order to avoid the consequences of an armed conflict (a situation of general violence, violations of human rights) or natural disasters or man-made disasters, who have not crossed the internationally recognized state border of the country. It should be noted that in modern Ukrainian realities, the displacement of people is often connected with military or terrorist actions, as well as in cases of mass disruption of social order or occupation of residential territories by another country; committed against them and their family members by violence, persecution, real threat of being persecuted on the grounds of nationality, religion, language. It is clear that all these people who left their homes and native land, work, relatives and friends (close society) need psychological help in adapting to new living conditions.

The experience of Western specialists who have been working with the problems of migrants and refugees for a long time shows that, in addition to psychological support, helping them involves assimilation in new cultural conditions and adaptation to unfamiliar living conditions (Hárdi, 2011, Kenneth, 1999, Kristal-Andersson, 2000).

Own work experience of psychologists from the Institute of Psychology named after Kostyuka with displaced persons from the Autonomous Republic of Crimea allows to determine the following main functions of a psychologist who provides psychological assistance to internally displaced persons. These include:

1) Psychological adaptation:

- treatment of severe stressful conditions;
- help in perceiving changes and returning to life;
- assistance in assimilation and integration of acquired experience and creation of new life prospects.

2) Social adaptation:

- assistance to temporary migrants in adapting to a new environment (place of relocation).

In order to effectively organize work on psychological assistance to forced migrants, it is necessary to have a clear understanding of their mental states caused by a traumatic situation. Events that force people to leave their places, to leave their homes, are so far beyond the boundaries of normal life that they are experienced as extremely stressful for everyone who finds themselves in such situations (regardless of whether they left because of anxiety or because of real threat to life during the deployment of military operations). Psychologists should also take into account the fact that resettlers find themselves in such stressful conditions at least several times: before resettlement, during resettlement, and after resettlement. Let's consider the specifics of mental states and related problems on the example of refugees from Crimea, which were caused by their forced displacement (Kisarchuk et al., 2015).

Violations (features) in the affective sphere. Such violations could be manifested in “emotional numbness”, a state of depression, irritation, gloom, inability to feel joy, love, creative upsurge. A sense of helplessness was characteristic of the migrants (especially in the first two or three weeks).

Disturbances (peculiarities) in the cognitive sphere. Deterioration of memory, concentration of attention, marked inattention and forgetfulness were observed among the migrants.

Changes in behavior (features of behavioral manifestations). Attention was drawn to such peculiarities of the behavior of the immigrants as the unpredictability of actions, excessive disinhibition, and unmotivated vigilance. The basis of these behavioral manifestations, according to the observations of scientists, is a lack of trust (or a loss of trust in anything/anyone).

One of the vulnerable categories of the population that has come under the influence of recent extreme situations in society are children. On the one hand, children experience real anxiety, fear and despair, which are induced by their close environment, on the other hand, the mechanisms for solving these strong experiences do not always work effectively, because adults themselves are not yet able to fully restore their own integrity. It is in such children that increased traumatization

is observed, and they first of all need comprehensive psychological support. Some children who have experienced traumatic events may develop post-traumatic stress disorder (PTSD) about six months after the traumatic event.

Working with the environment in which children are is extremely important. The specialist should strive to ensure that the environment acquires the following characteristics favorable to the restoration of the child's psyche: safety, constancy, rhythm, consistency, predictability, the prevailing atmosphere of respect.

The work on the creation of a national system of psychological assistance to military personnel during the training period, during combat operations and during the recovery period, the formation of the system of readaptation and rehabilitation is just beginning. Psychologists are in a situation of creative search, trying to feel and understand what psychological assistance to military personnel should be like in Ukraine.

This problem is defined by certain concepts important for understanding. The war zone is characterized as a set of extreme and hyper extreme situations (Kadyrov, 2012). Military personnel performing their duty experience significant internal stress that exceeds human capabilities, destroys habitual perception and behavior, often leads to dangerous consequences, causes combat stress (Kitaev-Smyk, 2001). The latter is characterized by complex changes in the emotional sphere, well-being, activities, aspirations, cognitive strategies, and human relationships.

Psychological assistance to servicemen is a complex of organizational, psychological, medical and other measures aimed at ensuring that soldiers successfully overcome the circumstances of modern combat that traumatize the psyche, in order to preserve combat capability and prevent the development of post-traumatic mental disorders in them.

Psychological assistance to military personnel during the war is described in textbooks on military psychology, which present general principles, theoretical approaches, work with trauma in various psychotherapeutic schools, and methods.

The purpose of psychological assistance to servicemen performing their duty in the combat zone: facilitating the adaptation of personnel to an extreme situation; prevention of mental disorders caused by servicemen staying in the combat zone; improvement of physical, mental and personal functioning of servicemen.

Along with the theoretical model of psychological assistance to immigrants, scientists of the Institute of Psychology and other socio-psychological organizations created a set of methods and techniques that they used in diagnostic and psychotherapeutic work.

In the diagnosis of forced migrants from the Autonomous Republic of Crimea, the authors used the "Trauma Grid" (primary psychological assistance to migrants) and other methods, such as: "Scale for assessing the severity of the impact of a traumatic event" (Horowitz, 1980); Zung Self-Rating Depression Scale (ZDS) (Zung, 1965). There is also experience in conducting individual and group work with immigrants.

Also, one of the effective forms of working with the close environment of children temporarily resettled from dangerous zones is the organization of special permanent psychological support groups. The experience of the authors of the project shows that those relatives of the child who got together every week and discussed urgent problems, performed exercises to relieve tension, were able to get answers to questions about children from specialists, overcame the negative psycho-emotional consequences of a crisis situation much faster, mastered self-help skills and elementary skills of interaction with a child in the post-stress period. The techniques of body-oriented psychotherapy, art therapy (drawing, sculpting from plasticine and clay), sand psychotherapy, play psychotherapy, folk therapy (performance of lullabies), catathymic-imaginative psychotherapy were the most successful techniques in working with mentally injured children (Kisarchuk et al., 2015).

Specialists of the International Center for Leadership Development, who conduct support groups for women with children who have gone abroad, also adhere to this line of work. Their work also includes holding support groups for women whose husbands are fighting. These groups give women a chance to talk about their fears and feel that they are not alone.

Next, specialists of the leadership development center engage in developmental online classes for children of all ages. With the beginning of hostilities in Ukraine, families with children faced the impossibility of their children attending kindergartens, schools, and clubs, which causes them

to fall behind the program and limit the conditions for children's development.

Psychologists of the Crisis Center of the Institute of Psychology named after G. Kostyuk, for their part, emphasize the importance of social and psychological support for children during adaptation in a new school environment. Specialists need to openly talk about the situation in which newcomers are in the class, encourage other children to support and be friendly. And also introduce mandatory physical education minutes with exercises to relieve muscle tension in lessons.

Some folk traditions have also proven their effectiveness in the process of psychological rehabilitation of children from temporarily resettled families (Kisarchuk et al., 2015). From the experience of the center's specialists, for example, singing lullabies to children by someone close to them had an extraordinary therapeutic effect both for restoring a sense of security, strengthening the child's psychological resources, and for working through adverse psycho-emotional states. At the same time, the performance of these songs equally affected both the psycho-emotional and physical state of the child, as well as the state of the person performing them. It is also important to create an opportunity for the child to stay in a children's environment, where it would be possible to play, run, have fun. If a family archive is available, you can look through old photos with your child and take new ones in order to extend the timeline into the future.

Therefore, psychological assistance to displaced persons, and especially to children, should be comprehensive and strategically thought out.

The leadership development center also trains social workers to work with children and families in wartime. Webinars are held for them on the following topics: socio-psychological tools in working with families and children during war, peculiarities of working and interacting with children during war, etc. Informing social workers, parents and managers about working with children and families in war and post-war conditions through social networks. The purpose of this is the formation and development of competences (understanding and knowledge) of specialists and parents about the peculiarities of working with children and families in war conditions.

Psychological work with military personnel includes psychological support and psychological rehabilitation (Psychological supplement manual). Psychological support is aimed at activating existing mental resources and creating additional resources to ensure the active actions of personnel in the conditions of modern combat. Psychological rehabilitation of military personnel is a specific type of psychological assistance provided to soldiers experiencing acute or chronic adaptation disorders (Yagupov, 2004).

Psychological rehabilitation of military personnel during the recovery period should be carried out in the following sequence: work with the body, formation of self-help skills (body-oriented therapy, breathing techniques, relaxation training, etc.); work in a group aimed at clarifying issues, recalling traumatic events, fallen comrades; discussion of useful strategies for overcoming the consequences of extreme events, etc.; individual counseling for the purpose of working out negative feelings and states and actualizing resource states. To implement the last task, it is good to use art therapy methods. Usually, work in the recovery period ends with an existential stage.

The psychologist's work with military personnel who are in the combat zone is not limited to the forms described above: it is important to support people and give them recognition; to help cope with losses and reconcile conflicts with family members; it is important to help restore lost traditions and create new ones; it is necessary to work with "difficult" questions, especially to determine the meaning, etc. It is important to supplement psychotherapeutic work with the organization of various forms of leisure time possible in those conditions. It can be talking by the fire, watching movies together, singing songs to the guitar, celebrating someone's birthday, etc.

But the determining factor in the psychologist's work is his resource state: normal physical and emotional well-being, ability to accept the interlocutor – often inadequate or aggressive, willingness to give him love.

Thus, as we can see from the above data, such personal and professional qualities and attributes are important for the psychologist's effective work with people affected by the war, such as: empathy, desire to help, mental stability (resourcefulness), psychological education, practical awareness.

So, as we can see, there is a growing need for effective training of future psychologists, namely the formation of the professional self-identity of these future specialists, the development of its operational (practical) component.

Conclusions

The material presented above shows that the current military situation in the country has created the corresponding needs of society for special psychological help.

This will allow psychology students in the future to quickly find themselves as specialists in a wide range of social psychological needs, both during the war and in the post-war period. The training of qualified specialists who are able to effectively deal with such negative manifestations will help to solve these urgent issues as soon as possible.

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