

ACTUALIZATION OF PSYCHOLOGICAL RESOURCES OF THE SUBJECTIVE WELL-BEING OF THE INDIVIDUAL

Introduction. Over the past decades, modern psychological science has been increasingly studying the problem of subjective well-being, which is associated with the development of human personality, the fullness of self-realization, the ability to become a subject of one's own life, finding a balance for a healthy and happy existence of a person in a rapidly changing world. Modern society is characterized by the transformation from an industrial to a post-industrial information society, which creates difficult life situations for people. In the face of unpredictability and uncertainty, there are positive and negative aspects. Among the positive ones, it is worth noting the promotion of development, self-actualization, and unlocking the potential of the individual. Negative manifestations include stress, disorientation, reduced adaptive capacity, which can lead to irreparable damage to a person's physical and mental health, and, accordingly, to a state of subjective distress. The theoretical basis of these issues is studied in positive psychology in the context of the possibility of achieving a balance between one's own resources to overcome negative mental states that prevent a person from achieving harmony and determining the place of an individual in the world.

In modern scientific and practical psychology, subjective well-being is increasingly becoming a subject of research by psychologists. This is due to the acute need for psychological science and practice to determine what underlies the internal balance of a person, what it is formed from, what emotional and evaluative relationships underlie it, how it participates in the regulation of behaviour, and how it can help a person solve the problem of well-being.

Well-being and health of a person is a continuous process of ascent and realization of personal self-actualization; ill-being and illness cause the inability to become a full-fledged person. The study of psychological well-being, in our opinion, will allow us to make significant progress in solving the problem of choosing adequate life strategies that help to maintain physical and mental well-being, improve the quality of life and contribute to a more complete self-actualization of the individual.

Speaking of subjective well-being, a "happy life" is usually understood to mean the existence of a person who is generally satisfied with who he or she is, what he or she has, and what is happening to him or her. In this sense, subjective well-being is not a short-term "peak" experience, but something that is inherent in a person's entire life, or at least some of its significant segments.

In the psychological literature, a significant part of the research described by the term "subjective well-being" focuses on the subjective assessment of human life, the individual content of the experience of happiness, which is determined not so much by objective indicators as by the attitude of the individual to himself, the world in general and its individual aspects. Numerous aspects of positive personality functioning are reflected in the works of N. Bradburn, E. Diener, I. Arshava, O. Znanetska, M. Argyle, K. Riff, D. Leontief, E. Nosenko, M. Seligman, L. Serdiuk, T. Danylchenko, E. Kolohryvova, P. Fesenko, T. Shevelenkova, and others.

A number of concepts of subjective well-being or phenomena close to it integrate the above approaches, focusing on a certain aspect of a person's life and interpreting it as important in achieving satisfaction of one's own needs and continuing personal growth. These are the concepts of affirmation of subjectivity (A. Brushlinsky, K. Abulkhanova-Slavskaya), realization of life values (I. Jidarian), satisfaction of basic needs of the individual, effective self-realization, establishment of interpersonal relations and filling life with positive emotions (Zh. Verna, T. Danylchenko), life values (Z. Karpenko), orientation of actions to realize and actualize one's potential (V. Tatenko), active creative position of a person (T. Titarenko, V. Frankl, M. Csikszentmihalyi). Thus, subjective well-being reveals the actual aspects of a person's attitude to his or her own life, which contain the potential for self-discovery and further personal development.

In the Western scientific tradition, it is customary to differentiate between two approaches to the problem of subjective well-being: hedonic and eudaemonic. Hedonistic theories include all

those doctrines where well-being is described mainly in terms of satisfaction – dissatisfaction, based on the balance of positive and negative affects (concepts of N. Bradburn and E. Diener).

M. Bradburn created the idea of the structure of subjective well-being, which, from his point of view, is a balance achieved by the constant interaction of two types of affect – positive and negative. Events of everyday life that bring joy or disappointment are reflected in our consciousness, accumulating in the form of a correspondingly coloured affect. What upsets us and what we experience is summed up in the form of negative affect, while the same events of everyday life that bring us joy and happiness contribute to the strengthening of positive affect. The difference between positive and negative affect is an indicator of psychological well-being and reflects the general feeling of satisfaction or dissatisfaction with life. A person's ability to experience happiness depends on how deeply his or her personality is developed. Only a developed person can understand what happiness is and what needs to be done to achieve it. The proposed definition of subjective well-being as a cognitive and emotional assessment of the quality of a person's own life, which plays a role in ensuring the ability of a person to realize personal potential and to function positively and is an important factor in psychological health, synthesizes the ideas of both approaches and reveals the structural (emotional and cognitive) and essential (self-realization) aspects of the phenomenon²⁸⁷.

Considering the main provisions of the hedonic approach, we can identify criteria for determining the level of subjective well-being of an individual:²⁸⁸

- attitude to life events at the individual and social levels;
- the ability to get what you want;
- successful adaptation, control of emotions and feelings;
- the desire to live and enjoy life, and others.

The main condition is a stable positive level of these indicators over a long period of time because subjective well-being is a long-term phenomenon. Its level is an indicator of anxiety or regression of a personality, and also demonstrates his or her level of happiness.

An analysis of M. Argyle's works points to the factors that determine the level of happiness of an individual: close social ties, job satisfaction, health, leisure and spare time, personality qualities, namely extraversion, self-esteem, self-respect and significance of life, positive emotions, and a weak influence of material status. Based on the ideas of T. Rutt and J. Harter, we should identify five areas of life that are directly related to the level of well-being of a modern person:²⁸⁹

- physical well-being (good health);
- social well-being (the importance of close relationships and social relationships);
- professional well-being (career, vocation, profession or job);
- financial well-being (financial security, satisfaction with your standard of living);
- well-being in the place of residence (security, contribution to the development of society).

We agree that success must be present in all five areas, as achievement in one area cannot compensate for failure in another. While the ways of achieving material well-being are more or less clear, psychological well-being is much more complicated. People's greater focus on material values leads to changes in moral and spiritual values. In turn, this leads to changes in interpersonal interactions: people are more prone to violence, uncompromisingness and aggression in the process of contact with people around them. As a result, a person can become deeply depressed due to the stresses in their life.

The importance of studying the subjective well-being of an individual is determined by the social need to identify the substantive characteristics of this phenomenon, its links with other

²⁸⁷ Михайленко Л., Івашко К. (2020) Проблема суб'єктивного благополуччя особистості в позитивній психології. Щастя та сучасне суспільство: матеріали I міжнародної наукової конференції (20-21 березня 2020 р.). Львів: СПОЛОМ, С. 172-177.

²⁸⁸ Кобильнік Л. М. (2021) Психологічні ресурси суб'єктивного благополуччя батьків, що виховують дітей з особливими потребами. Психологія та соціальна робота. № 2 (54). С. 105-119.

²⁸⁹ Лукасевич О. А. (2017) Суб'єктивне благополуччя як психологічний феномен. Проблеми сучасної психології. Збірник наукових праць. № 2 (12). С. 109-114.

social and psychological factors. Since ancient times, people have been striving for mental and psychological balance and well-being, which is quite natural for them.

The study of the problem of subjective well-being is necessary to develop ways and means of realizing the personal potential of a modern person, constructive attitude to reality, and forming a positive approach to solving personal problems. Therefore, the study of the problem of subjective well-being is of both theoretical and purely practical importance, in particular, the provision of psychological assistance to the individual.

According to modern views, we can distinguish between subjective and objective approaches to understanding the psychological well-being of an individual²⁹⁰. The *subjective approach includes* all the internal conditions that give a sense of well-being and which people can directly influence. These are mainly psychological constructs identified by the famous researcher K. Riff²⁹¹.

The first and main construct of subjective well-being is self acceptance – a positive attitude towards oneself and one's past. People who accept themselves and respect themselves and their experiences are healthy individuals who can self-actualise.

The second construct is a person's ability and willingness to maintain *good* relations with others (positive relations with others). Warm and trusting relationships with other people are an important condition for their subjective well-being.

The third construct, autonomy, consists of such properties as self-determination, independence in decision-making, and the ability to regulate one's own behaviour internally.

The fourth construct is revealed through environmental mastery, which implies the ability of an individual to set themselves up for active work, master the environment and actively choose and create their own environment that meets their psychological living conditions and is defined as a characteristic feature of psychological health.

The fifth construct of a person's subjective well-being is the *presence of a purpose* in life and the sense of focusing activities on achieving certain goals.

The sixth construct of subjective well-being is *individual self-improvement* (personal growth), which means ensuring psychological growth, self-actualization and development of all personal abilities.

All of these are components of subjective well-being, and their lack increases the likelihood of a person's vulnerability in everyday challenges. Therefore, the listed components of subjective well-being should be attributed to the factors that determine the harmony of the individual²⁹².

The objective approach is represented by social and material well-being as components of subjective well-being, since these components cannot always be directly influenced. Thus, the sense of well-being of a particular person is influenced by his or her family, financial situation, micro and macro society environment, development of the country in which he or she lives, peculiarities of culture and religion.

Based on the work of A. Maklakov, we should consider the "personal adaptive potential" of a person²⁹³. Among the psychological characteristics, the most significant for the regulation of mental activity and the process of personal adaptation are the following:

- neuropsychological stability, the level of development of which ensures stress tolerance;
- self-esteem, which is the basis of self-regulation and affects the degree of adequacy of the perception of the conditions of activity and one's capabilities;
- a sense of social support that determines one's sense of self-worth;
- level of personality conflict;
- experience of social communication.

²⁹⁰ Чиханцова О. А. (2018) Життєстійкість та її зв'язок із цінностями особистості. Проблеми сучасної психології. Вип. 42. С. 211-231.

²⁹¹ Ryff C. D., Keyes C. L. M. (1995). The Structure of Psychological Well-Being Revisited. Journal of Personality and Social Psychology. Vol. 69, No. 4. P. 719-727.

²⁹² Ryff C. D. (1995). Psychological well-being in adult life. Current Directions in Psychological Science. P. 99-104.

²⁹³ Бодров В. А., Маклаков А. Г. (2013) Особистісний адаптаційний потенціал. Психологічні науки. № 2. С. 14-23.

In the works of E. Fromm, we find fundamental states of the human spirit that can act as human resources in overcoming non-standard life situations, allowing to increase the level of subjective well-being of their personality:²⁹⁴

- hope – which ensures readiness to face the future, self-development and vision of its prospects;

- rational faith is the awareness of numerous opportunities and the need to identify and use them in a timely manner;

- mental strength (courage) – *the* ability to resist attempts to jeopardize and destroy hope and faith, turning them into naked optimism or irrational belief, "the ability to say no when the whole world wants to hear yes".

Our analysis of the literature has shown that at the present stage of development of science, the study of the problem of subjective well-being and resourcefulness of the individual has not received a holistic study. Therefore, in *this section*, we aim to identify the psychological resources of subjective well-being of the individual and the methods, means and techniques for their actualization. The study of this problem has not only theoretical but also purely practical significance, namely for the purposes of providing psychological assistance, actualization of personal resources of a particular person who feels subjectively unhappy. Subjective well-being depends on what a person determines to be a priority, valuable, what he or she strives for, and what psychological resources he or she uses.

Theoretical and methodological foundations of the resource approach in psychology.

In psychotherapy and psychological counselling, the term "resource" is increasingly used, which refers to a set of personal characteristics that allow a person to maintain a sense of happiness and confidence. Living through, understanding and resolving difficult life situations intensifies personal development, and a person becomes more mature, psychologically adequate and integrated²⁹⁵.

The theoretical and methodological foundations of the resource approach in psychology to study the peculiarities of mental activity were developed by J. Brown, E. Poulton and further improved by M. Posner, D. Norman, D. Bobrow and a number of other researchers. Thus, the key foreign theories of personality resources belong to A. Bandura (the concept of self-efficacy), D. Navon and D. Gofer (cognitive resources of the information processing system), D. Kahneman (the concept of attention as a single resource), S. Muddy (the concept of resilience), R. Lazarus and S. Folkman (study of coping behaviour resources), S. Hobfall (the theory of resource conservation), etc.²⁹⁶

In domestic psychology, the content of the concept of "resources" has been developed in the studies of such prominent scientists as D. Leontiev, A. Maklakov, V. Bodrov, N. Vodopianova, K. Muzdybaev, O. Shtepa, and others. In particular, the ideas of the resource approach are actively reflected in the works of the research group led by D. Leontiev, which develops the phenomenology of the concept of "personal potential", its components and forms of manifestation: the *study of optimism, self-determination, self-efficacy, reflection as psychological resources of the individual* (T. Gordeeva, O. Dergachova, E. Osin, etc.)²⁹⁷.

²⁹⁴ Олпорт Г. (2002) Становление личности: избранные труды.

²⁹⁵ Панасенко Н. М., Поклад І. М. (2019) Психологічна ресурсність особистості в умовах трансформації суспільства. Соціокультурні та психологічні виміри становлення особистості. С. 226-227.

²⁹⁶ Лапіна М. Д. (2019) Психологічні ресурси особистості в професійній діяльності соціального працівника. Теорія і практика сучасної психології. № 1, Т. 1. С. 62-66.

Мадди С. (2005) Смыслообразование в процессе принятия решений. Психологический журнал. Т. 26. № 6. С. 87-99.

Hobfoll S. E., Watson P., Bell C. C., Bryant R. A. (2007). Five essential elements of immediate and mid-term mass trauma intervention: Empirical evidence. *Psychiatry: Interpersonal and Biological Processes*. Vol. 70 (4). P. 283-315.

²⁹⁷ Бодров В. А., Маклаков А. Г. (2013) Особистісний адаптаційний потенціал. Психологічні науки. № 2. С. 14-23.

Штепа О. С. (2015) Функціональна значущість психологічної ресурсності у структурі особистісного потенціалу. Проблеми сучасної психології. Випуск 29. С. 765-778.

Most scientists consider personality resources to be "the life supports that are at a person's disposal and allow him or her to meet his or her basic needs, and are divided into external (social) and internal (personal). *External resources* are material values, social statuses (roles) and social ties that provide support from society and help a person externally. *Internal resources* are the psychological personal potential, character and skills of a person that help him or her from the inside."²⁹⁸ However, the division into external and internal resources is rather arbitrary, as they are interconnected, and the loss of one leads to the loss of the other.

V. Bodrov defined human internal resources as "functional potential that ensures a high level of realization of their activity, performance of labour tasks, achievement of the set indicators over time". And he referred to personal resources as "personal qualities and attitudes that affect the regulation of behaviour."²⁹⁹

In the concept of S. Hobfoll's concept, the loss of resources is seen as "the primary mechanism that triggers stress reactions. When a loss of resources occurs, other resources serve to limit the instrumental, psychological and social impact of the situation. The loss of internal and external resources causes a loss of subjective well-being, is experienced as a state of psychological stress, and negatively affects the health of the individual."³⁰⁰

Within the framework of the resource approach, the term "key resource" is widely used – the main means that controls and organizes the distribution of other resources, i.e. directs the general fund of resources. According to S. Kuzikova, such a key resource can be "subjectivity in relation to one's own life and development."³⁰¹

According to the author, a person changes constantly throughout his or her life – with the change of life circumstances, significant others, age, and social status. As a rule, this does not always happen consciously. However, it is the awareness of one's potential capabilities (psychological resources) and the ability to manage their implementation that makes a person an active creator of his or her life, a subject of personal self-development (K. Abulkhanova-Slavskaya, L. Antsiferova, M. Borishevskiy, A. Brushlynskiy, H. Kostiuk, S. Maksymenko, L. Rubinstein, V. Tatenko, M. Heidegger, S. Kierkegaard, J. Ortega, Gasset).

Based on the theoretical and empirical study of the phenomenon of personal self-development as a subjective activity, S. Kuzikova developed criteria and indicators of self-development as an actualized, conscious and self-directed process of personal change.³⁰² The internal integrative criterion of self-development as a subjective activity is the actualization of psychological resources of personal self-development – the need, conditions and mechanisms of self-development. This criterion is subjective in the sense that it acts as a modelling idea of human self-development. The internal integrative criterion is manifested through a system of external criteria.

She identifies external integrative criteria for self-development:

1) *formed attitude to self-development as a value*: value orientation to self-development, which is externally manifested in cognitive and creative activity (search activity), expansion, expansion of the boundaries of the possible, self-improvement, self-enrichment, authenticity;

2) *formation of reflexive self-regulation*: externally manifested in the personality's viability, mental health, meaningfulness of life, satisfaction with self-realization, in advance behavioural strategies, internalization, tolerance to novelty, flexibility in organizing life.

These criteria are objective, since they are usually the real characteristics of a person as a subject of self-development. In other words, external (integrative) criteria allow us to study

²⁹⁸ Панасенко Н. М., Поклад І. М. (2019) Психологічна ресурсність особистості в умовах трансформації суспільства. Соціокультурні та психологічні виміри становлення особистості. С. 226-227.

²⁹⁹ Бодров В. А., Маклаков А. Г. (2013) Особистісний адаптаційний потенціал. Психологічні науки. № 2. С. 14-23.

³⁰⁰ Hobfoll S. (2001). The influence of culture, community, and the nest-self in the stress process: Advancing conservation of resources theory. *Applied Psychology: An International Review*. № 50. P. 337-421.

³⁰¹ Кузікова С. Б. (2017) Стратегії саморозвитку в життєвій кризі особистості: ресурсний підхід. Особистість як суб'єкт подолання кризових ситуацій: психологічна теорія і практика: монографія. С. 396-419.

³⁰² Кузікова С. Б. (2012) Психологічні основи становлення суб'єкта саморозвитку в юнацькому віці: монографія. 410 с.

the peculiarities of self-development of a subject of life indirectly – through indicators of personal properties and characteristics.

According to S. Kuzikova, "the formation of such a quality as "being a subject of one's own development" is determined on the internal side by the actualization of psychological resources of self-development, on the external side – by the degree of expression of the characteristics of a person as a subject of self-development. The defined criteria (and their indicators) allow for a holistic analysis and identification of ways to activate and optimize self-development of the individual as a subjective activity³⁰³.

The concept of "personality resources" is a complex psychological complex, which includes: material external, internal means, state of mental and physical well-being, volitional, emotional and energetic characteristics of a person, which are necessary for him / her (directly or indirectly) to overcome difficult life situations. O. Shtepa notes that "resourcefulness" is a broader concept than "resource" and defines it as "the ability of a person to actualize their own psychological resources for self-development, self-disclosure in relationships and providing support to others"³⁰⁴.

In scientific sources, the concept of "resourcefulness" is used much less frequently than the concept of "resource". Thus, L. E. Zavalkevych interprets resourcefulness as one of the indicators of a person's psychological flexibility, which consists in the ability of a person to find maximum opportunities in any situation³⁰⁵. The author characterizes resourcefulness as the main indicator of a person's ability to fully and effectively use their own internal reserves, i.e. to implement opportunity motivation. The researcher has identified the following principles of resourcefulness: relaxation, which characterizes the free exchange of resources between system elements (in L. Zavalkevych's view, a person is an adaptive, controlling, resourceful system); experience and openness, i.e. the ability to accept, accumulate and use resources; congruence, integrity, harmony, which indicate resource coherence.

Panasenko N. and Poklad I. see the psychological resourcefulness of the individual as a complex psychological phenomenon that manifests itself in the ability to self-development, competence and autonomy in life and professional issues, self-sufficiency in overcoming difficult life situations, the ability to support and inspire others, to be creative, to succeed and develop effectively in the context of society's transformation³⁰⁶.

According to Zhyznomirskaya O., "the personality of today is faced with its own choice of thoughts, intentions, aspirations, personal expectations and the possibilities of its own "I" resource. ...The presence of psychological resources in a person's personal "I" allows him or her to actively cooperate, organize themselves, have their own needs, motivations, achieve the desired results, clearly define goals, purposefully rely on their activities, potentials, resources, overcome certain difficulties, or rather activate the "base" of resources to succeed in their activities."³⁰⁷

The author defines a resource personality who is in a state:

- confidence, encouragement, and energy in performing life's tasks;
- targeted goal setting, achievement of a specific positive result;
- knows how to allocate and manage their resources so as not to be professionally exhausted;
- feels uplifted, in good health and emotional well-being.

Psychological resources of the subjective well-being of the individual. The analysis of modern psychological research (I. Kohn, H. Kohut, C. Cooley, W. Merlin, J. Mead, D. Oshanin,

³⁰³ Ibidem.

³⁰⁴ Штепа О. С. (2013) Особливості зв'язку психологічної та персональної ресурсності особистості. Проблеми сучасної психології. Вип. 21. С. 782-791.

³⁰⁵ Завалкевич Л. Е. (2004) Развитие психологической гибкости как фактор эффективности менеджерской деятельности. Практична психологія та соціальна робота. № 1. С. 15-29.

³⁰⁶ Панасенко Н. М., Поклад І. М. (2019) Психологічна ресурсність особистості в умовах трансформації суспільства. Соціокультурні та психологічні виміри становлення особистості. С. 226-227.

³⁰⁷ Жизномірська О. Я. (2019) Ресурсна особистість педагога у вимірі освітніх змін. Соціокультурні та психологічні виміри становлення особистості. С. 88.

F. Pataki, L. Pervin, H. Hartman, etc.) has shown that a full-fledged image of the "I" is a generalized mechanism of self-regulation and subjective harmony of the individual, in ensuring identification, personal responsibility, and generating a sense of social involvement. It is the most important psychological resource, a prerequisite for achieving success in life and professional self-realization, communication and interaction, and shaping a person's life position. "The self-image is a subjective reflection of the objective state of the subject in the system of real relations with the environment. When forming a full-fledged self-image, a person has the opportunity to actualize their own psychological potentials for self-development, self-disclosure, self-realization, and self-actualisation³⁰⁸.

Today, there are various *mechanisms of self-image formation*: identification, internal dialogue, reflection, rationalization, attribution of desirable qualities, appropriation of others' opinions about oneself, comparison, analysis of one's own actions, metaphorisation. We would like to draw attention to metaphorisation, which allows us to reconstruct the inner world of a person: to adapt to the object environment by transforming the object world of the individual (a person changes his or her attitude to objects), or to harmonize the inner world with the outer world by transforming the environment (a person changes his or her behaviour). The specificity of this method as an independent type of cognitive activity, a multifaceted phenomenon is revealed in the works of K. Alekseev, V. Gak, D. Guilford, M. Johnson, D. Davidson, J. Lakoff, E. McCormack, V. Moskaliuk, S. Neretina, J. Ortega y Gasset, I. Polozova, O. Potebnya, S. Sysoieva, V. Kharchenko, L. Shragina, R. Jacobson, and others³⁰⁹.

According to O. V. Kostiuchenko, "metaphorisation is based on semantic and conceptual knowledge of a person, on knowledge about the world around him or her³¹⁰. The use of metaphorical images in visual and verbal form makes it possible to understand the emotional, mental and bodily spheres, psychological resources of the individual, in a safe environment, free from value judgements. The role of metaphor is most significant in reflecting those fragments of reality that are not given in direct sensations, in the formation of abstract concepts and in denoting new realities. The process of forming new metaphors reflects changes in self-perception and self-attitude, and makes it possible to see the self-image in a new light, as well as to interpret it through the prism of the metaphorisation process, when self- and world perception takes place. With all the variety of types, personal metaphors have important features: the ability to act as stabilizers of a person's psycho-emotional state, demonstrating models of effective analogue behaviour, which is significant for a person as a social being; they contribute to the transformation of Personal History, liberation from harmful, ineffective life scenarios and the creation of new ones, the discovery and realization of new opportunities in life".

In our opinion, the subjective well-being of an individual will be closely related to *forecasting (anticipation)* and will be manifested in any activity of an individual: from elementary sensory and perceptual acts of reflection to complex personal actions when it is necessary to predict the consequences of a certain action. According to Adler, Vygotsky, and Allport, the future determines the development of a personality much more than the past. J. A. Kelly (1955) argues that psychological processes occur because of how a person anticipates events³¹¹. V. Ivannikov and I. Feigenberg note that subjective probabilistic forecasting provides for advance pre-adjustment of functional systems and plays an important role in a person's ability to overcome life difficulties, as it allows preparing for expected negative events in the most successful and complete way³¹².

Our opinion is confirmed by the works of Barchi B. V., Osuski M. M., who "considering psychological well-being as an integral indicator of the degree of realization of a person's own

³⁰⁸ Костюченко О. В. (2019) Психологічна ресурсність метафоризації «Я-образу». Соціокультурні та психологічні виміри становлення особистості.

³⁰⁹ Ibidem.

³¹⁰ Ibidem.

³¹¹ Kelly G. A. (1955). Psychology of personal constructs. Vol. 1.

³¹² Кузікова С. Б. (2017) Стратегії саморозвитку в життєвій кризі особистості: ресурсний підхід. Особистість як суб'єкт подолання кризових ситуацій: психологічна теорія і практика: монографія. С. 396-419.

professional orientation, which is subjectively manifested in a sense of happiness, satisfaction with life and oneself, the possibility of prediction (anticipation)", highlight it as a factor that has "a close connection with psychological well-being and affects its level."³¹³

The authors note that "anticipation as a psychological phenomenon in its various forms is of universal importance for all aspects of human activity. It is typical for a person not only to reflect on the present, not only to preserve the past, but also to actively master the prospect of the future. Human activity has a purposeful character, which appears in the mind of a person at the beginning of the activity as an idea of the results he or she expects, of future changes in the environment or of the results of his or her own actions. All these images of the future are based on past experience and are probabilistic in nature. The forecast is the link between the assessment of the current state of an object and the organization of means and methods of influencing it. This interdependence of elements leads to the understanding of the forecast as the basis for regulating the behaviour and activity of an individual. Aiming for the future, mediated by the past, ensures conscious purposeful activity of the individual."³¹⁴

However, in about violations of anticipatory competence, a person loses orientation in the direction of development, vision of his / her place in society, professional activity, professional community, and problems of his / her identity arise, which leads to a sense of subjective disadvantage. To actualize this psychological resource (anticipation), it is necessary to pay attention to:

- the ability to set goals and realize them;
- predict the consequences and expected positive results;
- regulate its activities;
- to increase the reflective ability to develop knowledge, skills and abilities.

We agree with the views of S. Kuzikova that "forecasting has a regulatory effect on both physiological processes and all spheres of personality. The ability to probabilistically predict events and knowledge of the laws underlying the phenomena makes it possible to anticipate future events, which significantly reduces the traumatic effect of "sudden" (otherwise) life difficulties. Mental regulation is impossible without a continuous comparison of images of the present and images of the probabilistic future. Forecasting can be viewed as the principle of optimal management underlying the adaptation of the psyche, physiological systems and the organism as a whole, based on the consideration of expected future events."³¹⁵ Therefore, a person's ability to effectively adapt, self-develop, and maintain a state of subjective well-being in complex and changing living conditions is directly related to his or her ability to make probabilistic forecasts (anticipation) and to intelligence in general.

Researchers also identify such resources for personality harmonization as "tolerance for ambiguity, hardiness, constructive coping behaviour, self-respect, professional skills, self-control, and life values. At the same time, a resource is defined as a state, as a means of achieving a goal, and as the internal forces that a person needs to constructively overcome life crises, so the attributes of resourcefulness are initiative, responsibility, and the pursuit of meaning."³¹⁶

Let us consider in more detail such a psychological resource of subjective well-being as *tolerance to uncertainty*. In today's conditions, the social situation is often described and perceived by people as a situation of instability, uncertainty, and one that places high new demands on the subject of activity. There are intensive changes both at the macro level – in modern social

³¹³ Барчі Б. В., Осуські М. М. (2020) Особливості прогнозування поведінки як чинник психологічного благополуччя особистості. Психологічні умови благополуччя персоналу організацій. С. 29-31.

³¹⁴ Ibidem.

³¹⁵ Кузікова С. Б. (2012) Психологічні основи становлення суб'єкта саморозвитку в юнацькому віці: монографія. 410 с.

³¹⁶ Штепа О. С. (2015) Функціональна значущість психологічної ресурсності у структурі особистісного потенціалу. Проблеми сучасної психології. 29. С. 765-778.

institutions and systems – and at the micro level – in interpersonal communication, decision-making, educational and professional activities, and everyday life.

Uncertainty is caused by the following factors:

- globalization and transformation processes in the world;
- international, military conflicts that affect the interests of not only the parties to the conflict, but also many other countries;
- the unclear nature of the developments;
- the emergence of situations that the subject has no experience of experiencing;
- transformation of communication forms, when communication takes place simultaneously in many situations and formats;
- lack of necessary information or, conversely, the availability of diverse, sometimes contradictory information;
- unclear performance criteria, etc.

Foreign studies reveal the connection of a high level of tolerance to uncertainty with curiosity, awareness, life satisfaction, extraversion and other positive personality characteristics³¹⁷; as a process of cognitive assessment of personality potential³¹⁸. J. Comer, A. Roy and others consider it through emotional processes that represent a wide range of states, both positive, neutral and negative (discomfort, anxiety, anger, etc.) and behavioural ones, including information search, decision-making or avoidance³¹⁹. According to V. Greco, D. Roger, uncertainty is seen as a favourable state that a person strives for and needs to be sought, and tolerance to uncertainty is understood as a response that is aimed at benefiting from uncertainty³²⁰. According to this conceptualization, the spectrum of uncertainty tolerance extends from negative to positive.

The research on tolerance to uncertainty in national psychology has been going on for a relatively short time and is characterized by a focus on certain areas. The most common studies deal with the issues of considering tolerance to uncertainty as a factor of human well-being (Yushchenko I., Lushin P.); frustration tolerance (Mitina L., Popyk I., Kholodova O.); formation of tolerance to uncertainty in relation to the spheres of activity (Gusev A., Pichurin V.); a factor of effective counselling and adaptation of scientists to social changes (R. Kochunas, A. Prykhodko).

According to Korobka I., "uncertainty is an inherent characteristic of life in its various aspects and a person is constantly intoxicated by numerous uncertainty effects. Accordingly, an important issue is the interpretation of tolerance to uncertainty as one of the key categories in this context³²¹. The way a person interprets uncertainty – as a threat or as an opportunity for their own fulfilment, how they experience it and react to it – will determine the effectiveness of self-fulfilment and the achievement of subjective well-being."

We agree with the author that the maintenance of well-being in conditions of uncertainty is facilitated by psychological resources used to transform the perception of such conditions and their mastery. The experience of subjective well-being or ill-being is largely determined by the subjective interpretation (cognitive and emotional-evaluative) of the personality of the situations of uncertainty that he or she faces. The way a person interprets uncertainty – as a threat or as an opportunity for their own fulfilment, how they experience it and react to it – will determine their subjective well-being. In this sense, tolerance to uncertainty can be seen

³¹⁷ Furnham A., Marks J. (2013). Tolerance of Ambiguity: A Review of the Recent Literature. *Psychology*, Vol. 4. No. 9, P. 717-728.

³¹⁸ Buhr K., Dugas M. J. (2006). Investigating the construct validity of intolerance of uncertainty and its unique relationship with worry. *Journal of Anxiety Disorders*, Vol. 20, p. 222-236.

³¹⁹ Comer J. S., Roy A. K., Furr J. M., Gotimer K., Beidas R. S. et al. (2009). The intolerance of uncertainty scale for children: a psychometric evaluation. *Psychol. Assess*, Vol. 21, p. 402-411.

³²⁰ Greco V., Roger D. (2001). Coping with uncertainty: the construction and validation of a new measure. *Personality and Individual Differences*, Vol. 31, Iss. 4. P. 519-534.

³²¹ Коробка І. М. (2022) Ресурсність толерантності до невизначеності у підтриманні суб'єктивного благополуччя: теоретичні розвідки. *Соціальна психологія. Юридична психологія. ГАБІТУС*, Випуск 41. С. 245-250.

as "a psychological resource of subjective well-being of an individual, the essence of which is the cognitive understanding of uncertainty and its assessment as a plurality of choices, a positive or neutral attitude towards it, which makes it possible to respond proactively in situations of uncertainty."³²² In the works of P. Lushin, we find types of attitudes to uncertainty, including "intolerant and tolerant, which makes it possible to distinguish the following types: "active", "passive", "utilitarian" and a special "non-deficit" type, the essence of which is the attitude to chaos and uncertainty as a source of growth and development of the individual."³²³

Tomarzhevskaya I. views tolerance to uncertainty as a psychological construct that explains and predicts human behaviour in a wide range of situations and in different cultures³²⁴. She focuses on the practical importance of studying the issue of "tolerance to uncertainty" as a resource component for providing a person with resilience, vitality, ability to make effective decisions and remain productive, achieve success and cope with difficult life situations. *Resilience* is positively correlated with subjective well-being, which is:

- protects the individual from anxiety and depression,
- provides positive self-acceptance and autonomy,
- allows you to be independent in your actions and positions,
- allows you to enjoy communication with others (intimacy and love),
- it creates a desire to find meaning in life events,
- allows you to gain positive experience and set goals for personal growth,
- ensures the ability to realize its own potential and find new internal resources³²⁵.

S. Muddy, G.E. Moss, R. Delahaye, A.V. Gillard studied the psychological role of personality resilience and considered it as a resource for successful overcoming life difficulties; R. Ganellen, D. Leontiev, S. Kobasa; the relationship of resilience with other psychological phenomena – N. Chepeleva, S. Kravchuk, L. Serdyuk, L. Stepanenko, O. Kupreeva, L. Aleksandrova. Personality resilience is formed in childhood and completes its formation in adolescence. This construct is an indicator of a person's mental health and implies psychological resilience and enhanced personality effectiveness, the ability to withstand all the complexities of life and successfully confront life's problems and difficulties.

This personal construct characterizes the extent to which a person can withstand a stressful situation, maintaining internal balance and not reducing the success of activities³²⁶. Resilience can transform a person's life, to carry out emotional, cognitive and behavioural recoding of the way of life. It helps to overcome infantilism and passivity, ensures adaptation and formation of a stable self-image, psychological maturity and social competence, strengthens psychosomatic health, forms the need for an individual to play an active social role in the socio-cultural environment, ensures an adequate attitude of the subject to problems and the choice of ways to solve them, and the effective use of the experience gained in the socio-cultural space. Developed resilience contributes to the development of an active life position, gives the individual a sense of ability to choose their own life path, and is an important condition for productivity and success in life³²⁷.

According to O. Chykhantsova, resilience is seen as the main resource for overcoming life's difficulties, as a person's ability to control and manage life events, perceive difficulties as valuable experience and successfully cope with them, using them as an opportunity for personal growth³²⁸.

³²² Ibidem.

³²³ Лушин П. В. (2017) Хаос и неопределенность: от страдания – к росту и развитию: Монография. 144 с.

³²⁴ Томаржевська, І. В. (2019). Феномен «толерантність до невизначеності» і його психологічний аналіз. Психологічний журнал. (1).

³²⁵ Huta V., Ryan R. M. (2009). Pursuing pleasure or virtue: The differential and overlapping well-being benefits of hedonic and eudaimonic motives. *Journal of Happiness Studies*. № 11 (6). P. 735-762.

³²⁶ Мадди С. (2005) Смыслообразование в процессе принятия решений. *Психологический журнал*. Т. 26. № 6. С. 87-99.

³²⁷ Предко В. В. (2021) Розвиток життєстійкості особистості як основна психологічна умова ефективного освітнього процесу. *Вчені записки ТНУ імені В. І. Вернадського. Серія: Психологія* Том 32 (71) № 2. С. 157-162.

Similar views are demonstrated by V. Predko, who considers resilience as "an integral quality of a personality that is based on active life attitudes, accompanied by the ability to achieve goals, ensures self-determination and internal balance, promotes the disclosure of resource potential and is a leading condition for full development."³²⁹

Thus, the analysis of modern research allows us to identify three components of personality resilience:

1) *involvement in the process of life* – the belief that participation in these activities gives the maximum chance to find something useful and interesting for oneself. Involvement is based on self-confidence, on one's abilities that allow one to act successfully in a given situation (self-efficacy);

2) confidence in *controlling significant events in one's life* – as a belief that the struggle allows one to influence the outcome of what is happening. The level of control is influenced, firstly, by the style of thinking (an individual way of explaining the causes of events);

3) *acceptance of the challenge of life* – a person's conviction that all events that happen to him or her contribute to his or her development through the acquisition of experience. Acceptance of a challenge (risk) is a person's attitude to the fundamental possibility of change.

According to O. Chikhantsova, resilience is an energy-saving mechanism of survival during life's difficulties and social changes. This mechanism enables an individual to preserve his or her personal potential to achieve goals and objectives. Resilience is associated not only with behaviour and the development of a new philosophy of life in a difficult life situation, it is also associated with different ways of realizing everyday life and all kinds of moments of life uncertainty³³⁰.

Resilience is an internal resource of a personality that helps to cope with stressful, military, and difficult life situations. We agree with the opinion of L. Stepanenko that a difficult life situation not only ensures personal growth, but also reveals the individuality in a person, which is refracted through the unique experience of solving a problem³³¹. Thus, when going through a difficult life situation, a person can heal through pain and suffering and build resilience. It, in turn, allows overcoming obstacles, find advantages in any situation, feel satisfaction and effectively build life, provides a sense of inner balance and overall psychological well-being, promotes creativity and a responsible attitude to the course of life.

Based on the work of S. Muddy, it should be noted that "developed resilience helps to make the right decisions in difficult situations of choice, teaches you to analyse the true causes of your defeat and find meaning even in your own failures. A low level of resilience leads to passivity, low motivation for self-development, and dependence on other people. An unresilient personality does not know how to find meaning in their own failures, cannot learn from their own mistakes, and in difficult situations, they use various defence strategies instead of taking responsibility and constructively resolving situations. Accordingly, such a regressive reaction to overcoming difficulties destroys the opportunity to learn a lesson, gain experience and learn new things."³³².

According to S. Kondratiuk, a person with developed resilience can adequately cope with life's troubles and acquire the ability to overcome difficulties³³³. It is important to remember that in difficult life situations, it is important not to stop. It is necessary not to panic and think about ways to solve the issue, while learning to perceive the filtered information we receive from various

³²⁸ Чиханцова О. А. (2018) Життєстійкість та її зв'язок із цінностями особистості. Проблеми сучасної психології. Вип. 42. С. 211-231.

³²⁹ Предко В. В. (2020) Психологічне значення життєстійкості задля ефективного розвитку підлітка в умовах освітнього середовища. Габітус. Вип. 19. С. 185-189.

³³⁰ Чиханцова О. А. (2018) Життєстійкість та її зв'язок із цінностями особистості. Проблеми сучасної психології. Вип. 42. С. 211-231.

³³¹ Степаненко Л. В. (2021) Особливості взаємозв'язку життєстійкості та складників емоційної саморегуляції переселенців. Габітус. Вип. 23. С. 68-72.

³³² Мадди С. (2005) Смыслообразование в процессе принятия решений. Психологический журнал. Т. 26. № 6. С. 87-99.

³³³ Кондратюк С. М. (2022) Життєстійкість як ресурс подолання життєвих труднощів в умовах війни. Дніпровський науковий часопис публічного управління, психології, права. № 4. С. 78-83.

sources. The experience gained in successfully overcoming crisis circumstances contributes to both personal growth and mental health.

To increase the level of subjective well-being of an individual, it is important to strengthen his or her resilience in the face of uncertainty, to increase the ability to quickly adapt to any life changes. The intervention should include improving the means of psychological assistance, considering the age, social and socio-cultural characteristics of the individual in difficult life circumstances; finding optimal ways of self-development and self-realization of the individual, expanding opportunities to build effective social interaction, etc.

L. Serdiuk notes that it is personality-oriented training that will help to find ways to actively solve problems by understanding and developing personal resources of personality resilience. The peculiarity of personality-oriented training is the involvement of the whole person in the training interaction, which causes changes in his / her self-organization, self-perception, and actualizes the need for self-development, self-correction, and self-improvement as a continuous process. Scientists L. Serdiuk and O. Kupreeva recommend using the following methodological tools and methods in resilience training:³³⁴

- *mini information blocks* (up to 15 minutes), in which the presenter presents the theoretical provisions of the problem being worked on in the class in a concise form. These modules can both precede practical work with situations and summarize the interaction, group or individual activities;

- *group discussions* – a structured discussion of a specific issue or topic, or one that has arisen spontaneously but has been actualized by the topic of the class. It allows group members to exchange opinions, judgements, different points of view, their own experiences and compare them, which helps to expand their own field of experience;

- *feedback* – through self-observation and observation of the behaviour of other participants, the perception of inclusion, control, risk-taking and responsibility is deepened, especially in difficult, stressful situations;

- *psycho-technical exercises* aimed at developing skills of gradual formation of reflection as a property of the psyche; interpersonal perception, communication interaction, positive self-perception and perception of others; self-disclosure and self-presentation; development of self-efficacy skills, activation of personal self-determination; goal-setting, awareness and finding ways and means of achieving goals, etc;

- *role-playing and business games* are aimed at developing skills in reconstructing situations, goal setting, reflection on meaningful attitudes, existing values, behavioural strategies, and conflict zones;

- *psychodramatic games and tasks that allow you to expand your own experience, behaviour and master reflective experience through role-playing*;

- *art therapy methods* (projective drawing, collage creation, projective image creation, work with a psychological fairy tale). These art therapy techniques are a form of self-expression and serve as diagnostic material for both the training leader and the participants themselves. This method allows you to work with unconscious feelings, desires, goals, attitudes, meanings of participants, with conflict parties and personality potential;

- *use of metaphors and parables*. Parables and metaphors illustrate aspects of spiritual development, are a means of forming a meaningful context in the group, and regulating the emotional atmosphere in the training. By performing certain functions: "mirrors" of the inner self, preservation of experience, mediation functions, parables and metaphors reflect conflict situations and offer possible ways to resolve them; serve as a kind of buffer that allows participants to express their thoughts, feelings, life principles, spiritual values, even non-constructive ones;

- *brainstorming method*, which ensures the generation of ideas in a group. When working together, a group generates more ideas (and a wider range of uses) than when the same people work

³³⁴ Сердюк Л. З., Купрєєва О. І. (2017) Психологічні засади підвищення життєстійкості особистості. Актуальні проблеми психології. Збірник наукових праць Інституту психології імені Г. С. Костюка НАПН України. Том XI: Психологія особистості. Психологічна допомога особистості. Вип. 15. Київ, 2017. С. 481-491.

individually. It makes it possible to potentiate new creative solutions when discussing certain situations, solving tasks, finding ways to resolve difficult situations, and expanding the scope of stereotypical behaviour. It can be used as an independent method or as part of a group discussion, for example, in exercises aimed at developing group interaction skills;

- *Relaxation, meditation and visualization techniques* aimed at developing the skills of mature self-regulation of emotional states.

Zhuravina A. recommends using the following methods to increase the resilience of the individual.³³⁵

Focus on the benefits. When something unpleasant happens, it is quite natural that, when upset, a person is unable to think about the opportunities it opens up for him or her. Therefore, when unpleasant feelings overcome you, firstly, you should try to express them constructively, that is, without destroying yourself and others (take a walk, cry, talk to a close and dear person, etc.). Then, after releasing the steam, turn on rationality and creative, out-of-the-box thinking. Take a piece of paper and write at least 5 points in which to indicate the advantages and opportunities offered by the situation. This will allow you not to get stuck in one place, but to use the chance to move forward and become stronger and more successful. If a person can notice and concentrate on the positive aspects of a situation, he or she can restore mental balance and achieve a state of subjective well-being.

Helping others. Life's hardships can lead to despair. When it seems that no one else in the world is suffering as much as you are, shift your focus from yourself to others. You will realize that there are those who are in greater need than you. And if you try to help them, your own difficulties will lose their scale and global nature.

Flexibility. Learn to be flexible. Principles are, of course, good, they are a support for each of us. But if you follow them strictly, ignoring the fact that they are already doing more harm than good, you may one day break down, unable to withstand the pressure. You should adapt to new conditions, not hold on to the old, hoping that it will come back one day. The modern world is developing so fast that you cannot let your guard down. Change your mindset, every time the thought "I can't" comes to mind, remove the "can't" and act immediately. Because the limitations are only in our head. And only we can remove them if we believe in ourselves and our strength.

Responsibility. A mature person is responsible for his or her actions. Even if it doesn't always work out. And if you want to develop resilience, accept the fact that you need to make choices every day, from what to cook to choosing a partner for life and profession. Our choices determine how we feel and the conditions in which we live. If you act, realize your dreams, and understand the responsibility for your happiness, you have a better chance of becoming successful and experiencing psychological well-being than a person who passively goes with the flow of life.

Relaxation. Every day, everyone faces situations that cause excessive stress, so it is important to be able to relax and recover. Breathing techniques, yoga, meditation, hobbies, etc. can help you do this. Do something that gives you pleasure and reduces tension. Otherwise, it will remain in your body and cause discomfort, both physical and emotional.

Fighting against bad habits. A person prone to addictive behaviour can hardly be considered resilient. At the slightest stress, an addicted person (alcohol, tobacco addiction, gambling and virtual games, etc.) harms his or her body instead of coping with the situation and seeing the prospects, which prevents him or her from maintaining health and mental balance.

Healthy lifestyle. Help yourself by drinking enough water and eating foods that contain the necessary substances for the body to function properly. Get enough sleep and rest. Then you will feel energy, desire, motivation to act, not apathy and powerlessness. You will accumulate resources instead of wasting them.

³³⁵ Журавина Аліна 8 методів підвищення життєстійкості особи в психології.

Planning your activities. Most people succeed not only because they are willing to take risks, but also because they know how to manage their time, energy and other resources. Learn time management techniques; keep track of your goals and prospects; plan and prioritize.

Along with the above-mentioned psychological resources, a person possesses many others. Thus, S. B. Kuzikova identifies "psychological resources that are replenished and formed during human life. These are authenticity, subjective vitality, optimism, tolerance to novelty (readiness for change – A. I. Gusev, P. V. Lushin), skills of self-regulation and behaviour in difficult situations and experience of overcoming its consequences, etc. These are variables in the "person-life" system that are under the control of the person. Psychological resources of self-development (self-changing) are those basic characteristics of a person that mediate the impact of adverse circumstances of any nature."³³⁶ Thus, to summarize, we can distinguish the main psychological resources of subjective well-being of an individual in the current unstable conditions of the world order, including personal, family, social resources and the resource of resilience (Table 1).

Empirical study of the subjective well-being of the individual. Next, we conducted a study of personality harmony factors of first (bachelor's) and second (master's) levels of higher education according to K. Riff's "Scale of Psychological Well-being" method, which showed that among the total sample of respondents with a high level of subjective well-being, not was It was found that 88.75% of the applicants have an average level (40% – bachelors and 48.75% masters), and a low level of subjective well-being is characteristic of 10% of applicants of the first (bachelor's) and 1.25% of the second (master's) levels higher education. Based on these indicators, we can say that the difference between the indicators of students at the bachelor's and master's levels of higher education is determined by the differences in their status in the educational process of the institution of higher education. Also, the lack of a high level of psychological well-being among youth achievers can be justified by the immaturity of their personality.

To understand which indicators of the subjective well-being of the subjects need psychological influence, we will analyse each separate scale of the methodology.

Analysis of the distribution of results on the scale "Positive relations" showed that 2.5% of undergraduates and 3.75% of master's students have high indicators. The majority of the sample – 58.75% – has average results, and of these 33.75% are bachelor's degree holders and 25% – master's degree holders. They are characterized by the presence of close, pleasant, trusting relationships with others; the desire to show concern for other people; capacity for empathy, love and closeness; the ability to find compromises in relationships. Low indicators are characteristic of 22.5% of bachelors and 12.5% of master's students. This group of subjects demonstrates the absence of a sufficient number of close, trusting relationships; has difficulties in showing warmth, openness and concern for other people; experiences his own isolation and frustration; does not want to make compromises to maintain important relationships with others.

According to the "Autonomy" scale, 3.75% of bachelors and 7.5% of master's students have a high level. The largest part of the sample – 65% – has average indicators according to this scale, of which 36.25% are undergraduates and 28.75% are master's students. The average and high level of autonomy of the subjects is manifested in their independence and independence; the ability to resist society's attempts to force people to think and act in a way that is beneficial to society; in self-regulating one's own behaviour and evaluating oneself according to personal criteria. But 13.75% of bachelors and 10% of masters have low indicators, which is reflected in their strong dependence on the opinion and evaluation of others. In making important decisions, they rely on the opinion of other people, and they are also susceptible to suggestive attempts by society to make them think and act in a certain way.

³³⁶ Кузікова С. Б. (2017) Стратегії саморозвитку в життєвій кризі особистості: ресурсний підхід. Особистість як суб'єкт подолання кризових ситуацій: психологічна теорія і практика: монографія. С. 396-419.

Table 1. Psychological resources of the subjective well-being of the individual

| Resource | Description |
|--|---|
| Personal resources | |
| Individual properties | Type of temperament, features of the emotional and motivational sphere, competences (skills, knowledge). |
| Awareness | The ability to adequately perceive the environment, ignoring irrelevant stimuli. |
| Emotional intelligence | The ability to accurately identify emotions and feelings of one's own, one's child and other people. |
| Spirituality | The experience of the individual in the existential search for the purpose and meaning of life. |
| Self-control | The effectiveness of the system of mental management of one's own behaviour and development. |
| Having a goal | Landmark in life and its direction. |
| Decision-making | The process by which parents evaluate the possibilities of realizing their own goal. |
| Personal growth, self-development | Development, use of abilities and skills to realize the potential of the individual, and openness to new experiences. |
| Copings | Ability to manage stress to maintain optimal health and performance. |
| Creativity | Openness to new things, sensitivity to problems, high need for creativity. |
| Authenticity | Correspondence of a person to himself ; the ability to live without betraying your true self. |
| Subjective vitality | Experiencing the feeling of being filled with energy that is available to the Self. |
| Family resources | |
| Communication | Empathetic listening, expression of thoughts and feelings, discussion to make decisions. |
| Cohesion | Emotional connection between family members. |
| Collective assessment | The ability to assess the seriousness of the situation and the ability of the family to adapt to it. |
| Adaptability/flexibility | Opportunities to adapt to changes while remaining a stable family system. |
| Every day and festive traditions | Family traditions are aimed at strengthening family ties and, accordingly, contribute to the feeling of security of each of its members. |
| Social resources | |
| leadership | The ability of the manager, colleagues of the organization where the person works to support him in a crisis. |
| Positive relationship | The ability to cultivate close relationships with other people. |
| Professional support | Help and encouragement for effective activity. |
| Development of a network of social connections | Recognition, respect of the community, a wide circle of communication, social support of the community. |
| Management of the environment | The ability to cope with external activities. |
| A resource of vitality | |
| Involvement in the life process | In self-confidence, in one's abilities, which allows one to act successfully in one or another situation (self-efficacy). |
| Self-acceptance | A positive attitude towards oneself, recognition and acceptance of internal heterogeneity, different aspects of one's self, acceptance of both positive and negative aspects of oneself, self-confidence and a positive assessment of one's past. |
| Control of significant events in your life | The conviction that the struggle allows you to influence the outcome of what is happening. |
| Acceptance of the challenge of life, risk | A person's conviction that all events that happen to him contribute to his development due to the acquisition of experience. |
| Autonomy | Self-reliance, independence, the ability to withstand the pressure of society, the ability to regulate behaviour and evaluate oneself in accordance with personal criteria. |
| Tolerance for uncertainty | A personality property that allows it to withstand crisis manifestations associated with the uncertainty of the semantic bases of one's existence, which arise during the transition to a new identity. |
| Optimism | A world-view imbued with cheerfulness, cheerfulness, a firm belief in a better future, in success. |
| Anticipation | The ability to predict your future. |

Indicators on the "Environmental Management" scale are part of the subjective well-being of the applicants. Respondents with high (1.25% of the number of bachelors and

1.25% of the number of masters) and medium level (this is more part of the sample – 52.5%, of which 28.75% are undergraduates and 23.75% master's students) have sufficiently developed power and competence in managing the environment; can control external activities and effectively use the opportunities provided; can capture or create conditions and circumstances to satisfy personal needs and achieve their goals. A low level of expressiveness according to this scale characterizes 25% of bachelors and 20% of masters as people who experience difficulties in organizing their daily activities, feel unable to change or improve their circumstances, lack a sense of control over the events taking place around them, and recklessly treat the opportunities provided.

An important resource of personal well-being is personal growth, self-actualization. The results of the study showed us that according to the "Personal Growth" scale, 5% of the sample have high scores, of which 2.5% are bachelors and 2.5% are masters. But the majority of applicants (63.75%, including 36.25% bachelors and 27.5% master's students) have average indicators of their personality development. This group of respondents has a sense of continuous development, perceives themselves as self-realized, feels a sense of realizing their potential, observes qualitative changes in themselves and in their actions over time, and they also change in accordance with their knowledge and achievements. Low indicators of personal growth are characteristic of 20% of bachelors and 11.25% of master's students. These achievers are aware of the retardation of their own development, do not feel improvements and self-realization, have no interest in life, feel bored and unable to build new relationships or change their behaviour.

The analysis of theoretical and practical studies of scientists showed the importance of anticipation in achieving the subjective well-being of an individual. The presence of plans for the future determines the vector of a person's activity, acts as a motivating and regulating factor in his life activities. Indicators on the "Goals in life" scale were distributed as follows: 5% of bachelors and 1.25% of master's students have a high level; average level – 63.75% of the respondents, of which 31.25% are bachelors and 32.5% are masters. High achievers have a sense of purpose in life and a sense of direction, they believe that past and real lives have value, they hold beliefs that provide sources of purpose in life, and they have intentions and goals that can be realized throughout their lives. Low indicators were demonstrated by 17.5% of bachelors and 12.5% of master's students, which characterizes them as individuals who do not have enough goals and intentions, it is difficult for them to determine the meaning of their lives, they lack a sense of direction, they do not see prospects and do not have convictions. which determine the meaning of life.

Self-acceptance in various manifestations and characteristics, advantages and disadvantages also affects the state of well-being of the individual. A high level on the "Self-acceptance" scale was not found in the subjects. The largest part of the sample – 61.25% – has an average level of self-acceptance, of which 32.5% are master's students and 28.75 – undergraduates. The average level of self-acceptance suggests that achievers have a fairly positive attitude towards themselves, know and more often accept their own personal diversity, both good and bad qualities, and fairly positively evaluate their past and acquired experience. A low level of self-acceptance is characteristic of 21.25% of bachelors and 17.5% of master's students. This group of respondents is characterized by dissatisfaction with themselves, disappointment with the events of their past, concern about some qualities of their personality and a desire to be different from who they are at the moment.

In Fig. 1. shows the distribution in ascending order of the average arithmetic values of the scales according to the "Scale of psychological well-being" method according to the total number of the sample. As can be seen, the "Positive Relationships" scale (59.55 points) and the "Goals in Life" scale (59.46 points) have the highest arithmetic mean. The "Self-acceptance" scale has the lowest arithmetic mean (52.4 points), which is also within the limit of a low level of expressiveness.

As a result of the study of the characteristics and factors of harmony of the personality of the students of the institution of higher education, it can be concluded that the students have an average

and low level of subjective well-being of the individual. In this regard, it is advisable to draw up a training program with the aim of increasing the level of harmony of the individual.

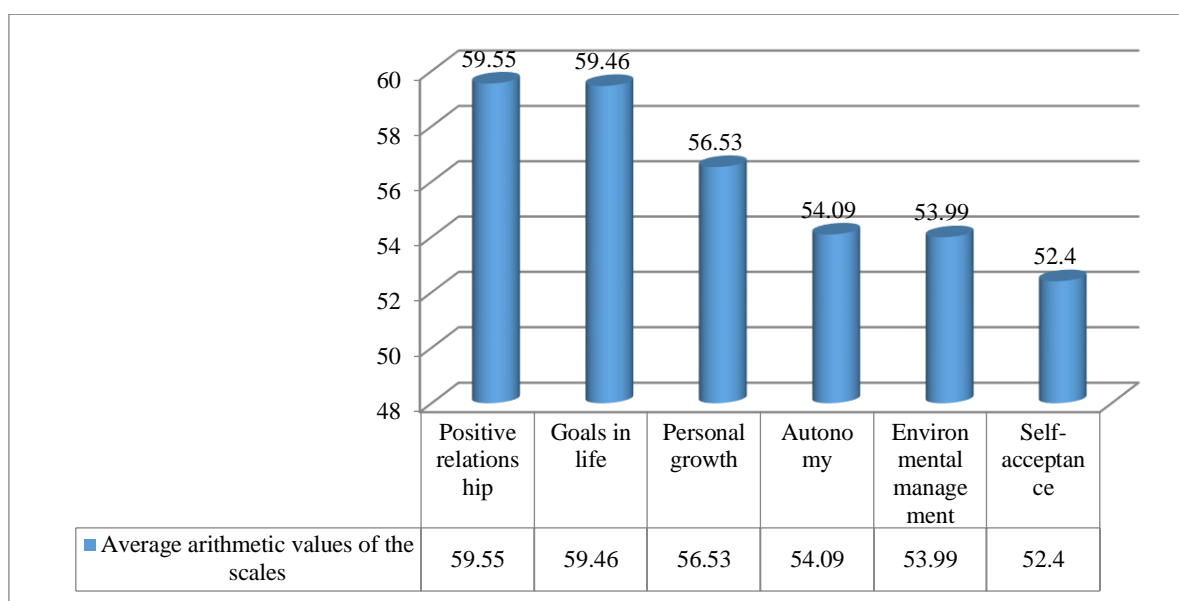


Fig. 1. Arithmetic mean values of the scales of the questionnaire «Scale of psychological well-being»

Actualization of psychological resources of the subjective well-being of the individual.

Based on the works of scientists, several current areas of psychological intervention programs aimed at improving the subjective well-being of an individual should be highlighted.

Thus, in the works of Chow E., Tsao M. N., Harth T., Proudfoot J. G., Corr P. J., Guest D. E., attention is focused on the use of *cognitive-behavioral therapy* aimed at improving well-being and satisfaction with life, work, and relationships by changing thoughts and attitudes, attitudes and strategies of behaviour that arise and are implemented in a person in the context of professional activity and personal life. A special place is occupied by programs based on the Theory of Planned Behaviour (TPB) and mindfulness training. The main attention in the framework of cognitive-behavioral training is given to the assessment of the accuracy and functionality of the use of attributive styles, which can be adjusted if necessary³³⁷.

Zhukova L. V. identifies two leading approaches in psychological strategies for improving and maintaining subjective well-being:³³⁸

- deficit approach, which is the basis of the focus on *improving personal reactions to stress*. It involves psychological interventions aimed at reducing the impact of negative states, stress, depression or anxiety.

- a proactive approach focused on *promoting well-being through empowerment and strengthening personal resources*. Interventions are aimed at the formation and development of qualities and skills related to components of well-being (for example, autonomy, responsibility, creativity, contact, resilience, optimism, awareness, self-regulation, etc.).

Another area of psychological intervention is programs to support, preserve and develop subjective well-being, which are based on strategies of *psychophysiological recovery*, distinguished by researchers based on the analysis and study of the role of rest and various types of leisure

³³⁷ Chow E., Tsao M. N., Harth T. (2004). Does psychosocial intervention improve survival in cancer? A meta-analysis. Palliative Medicine. № 18. P. 25-31.

Proudfoot J. G., Corr P. J., Guest D. E., Dunn G. (2009). Cognitive-behavioural training to change attributional style improves employee well-being, job satisfaction, productivity, and turnover. Personality and Individual Differences. Vol. 46. № 2. Pp. 147-153.

³³⁸ Жукова Л. В. (2022) Психологічні фактори професійного благополуччя дефектологів. 290 с.

activities in maintaining health and well-being³³⁹. *Coaching* is a fairly new method, which has potential not only as a technology for training and staff development, but also as an approach to solving issues related to the preservation and/or growth of a sense of personal well-being. The non-directive style of interaction between the coach and participants promotes flexibility and reduction of resistance to changes related to a person's desire to be independent and limit coercion from the outside, which also increases the effectiveness of intervention programs³⁴⁰.

The next direction is *self-help measures, time management*, which should be considered as forms of organizing programs aimed at achieving a balance between work and a person's personal life, time management. An effective technique is keeping a psychological diary, doing homework, using information and communication technologies, which are used to train applicants and as a means of remote counseling (online counseling). Recently, programs that use the capabilities of mobile devices, including various applications for smartphones (smart-phone applications), which help people to more effectively change their behaviour in the field of maintaining health and psychophysical state, have become popular³⁴¹.

In our work, we prefer the use of *social-psychological training* as a means of actualizing the psychological resources of the subjective well-being of the individual. The stimulating effect of socio-psychological training is due to the creation of a safe training environment, which ensures participants' understanding of themselves and group processes in interpersonal interaction and communication, the opportunity to be in different social, group roles and try out new forms of behaviour; to understand how each of the participants affects the group in the process of interpersonal interaction. The training program for increasing subjective well-being is a person-oriented training, the feature of which is the involvement in the training interaction of the individual as a whole, which causes changes in his self-organization, self-perception, actualizes the need for self-development, self-correction, self-improvement as a continuous process³⁴².

Based on the ideas of the eudaemonistic approach, which develops in humanistic, existential and positive psychology, as well as in the ideas of a fully functioning personality of K. Rogers, personal identity of E. Erikson and others, we developed the program "Updating the psychological resources of the subjective well-being of the individual", which can be classified as a corrective component of the technology of preserving the mental health of an individual. The audience of participants can be quite diverse. The most optimal is a group of participants from 8 to 12 people.

The purpose of the training program consists in actualizing the individual's need for self-knowledge and self-understanding, forming an impulse for further self-development, to harmonize oneself.

It should be highlighted:³⁴³

1. Activation of the applicants' need for self-knowledge, a complete and accurate idea of themselves as individuals; development of the ability for personal reflection and the formation of a reflective personality culture; formation and maintenance of a developed positive self-attitude, due to mature self-attitude protection strategies;

2. Achieving a more in-depth understanding of complex life and stressful situations and stereotypical forms of one's own overcoming behaviour in them; formation of skills of conscious

³³⁹ Fritz C., Sonnentag S. (2006). Recovery, well-being, and performance-related outcomes: The role of workload and vacation experiences. *Journal of Applied Psychology*. Vol. 91 (4). P. 936-945.

Siltaloppi M., Kinnunen U., Feldt T. (2009). Recovery experiences as moderators between psychosocial work characteristics and occupational wellbeing. *Work & Stress*. Pp. 23, 330-348.

³⁴⁰ Passmore J., Anagnos J. (2008). Organizational Coaching and Mentoring. *The Oxford Handbook of Organizational Well Being*.

³⁴¹ Barak A. et al. (2009). Defining Internet-Supported Therapeutic Interventions. *Annals of Behavioral Medicine*. 38 (1). P. 4-17.

³⁴² Сердюк Л. З., Купреєва О. І. (2017) Психологічні засади підвищення життєстійкості особистості. Актуальні проблеми психології. Том XI: Психологія особистості. Психологічна допомога особистості. Вип. 15. С. 481-491.

³⁴³ Ibidem.

use of transformational strategies of coping behaviour when solving difficult and stressful situations;

3. Formation of the ability to find new meanings of "I", skills of adequate and effective goal setting; formulate, analyse, realize life goals and self-development goals; to be able to predict the consequences and results of one's own goals; to form the ability to identify and realize one's own needs in the "I-World" relationship system;

4. Actualization of the need for functional autonomy and self-efficacy of the individual due to conscious inclusion, control and acceptance of risk; formation of self-efficacy skills: positive self-perception, determination of one's own successes in activities, observation of positive actions and successful performance of others' activities;

5. Activation of the individual's need to maintain a healthy lifestyle; formation of mature self-regulation skills; mastering health-preserving techniques.

The program "Updating the psychological resources of the subjective well-being of the individual" was based on the following principles:

- consideration of the theoretical foundations of the phenomenon of subjective well-being of the individual;

- focus on psychological features of student age;

- focus on existing and potential psychological resources of the acquirer's personality;

- the use of methods that assume a multivariate attitude to the subject and the results of the discussion;

- dynamism, interest and meaningfulness of classes.

The structure of the program included two blocks: informational and training, implemented in twelve classes (Table 2).

*Table 2. Structure and content of the program
"Updating the psychological resources of the subjective well-being of the individual"*

| The subject of the lesson | The purpose of the lesson | Exercises and tasks | Time (min) |
|--|---|---|------------|
| Information block | | | |
| 1. "Subjective well-being of the individual as a psychological phenomenon" | Familiarize with the main directions and approaches to the issue of subjective well-being of the individual | 1. Hedonic approach : concepts of N. Bradburn, E. Dinner, A.S. Waterman, M. Seligman, M. Argail, R. Shamionov, T. Danylchenko, M. Baturina . | 40 |
| | | 2. Eudaemonistic approach: concepts of K. Riff, E. Dühring, A. Maslow, K. Rogers, E. Fromm, A. Voronina, L. Feuerbach, Yu. Oleksandrov, T. Uzdenov, A. Shefstbury | 40 |
| 2. " Theoretical and methodological foundations of the resource approach in psychology " | Familiarize with the classification of psychological resources of the subjective well-being of the individual | 1. Isolation of the psychological resources of the subjective well-being of the individual: personal, family, social and vitality resources. | 40 |
| | | 2. Implementation of K. Riff's "Scale of Psychological Well-Being" methodology | 40 |
| Training block | | | |
| 1. Group formation (2 hours) | Form a motivated group of training participants | 1. The purpose of the training | 15 |
| | | 2. Monitoring of goals | 20 |
| | | 3. Letter to yourself – 1 | 15 |
| | | 4. Find like-minded people | 20 |
| | | 5. Existential values | 20 |
| | | 6. The level of the ratio of "value" and "availability" (according to E. Fantalova) | 30 |
| | | 7. Homework _ | |
| 2. Creativity (2 hours) | To be able to reveal one's potential, to be life-creating | 1. Greetings | 10 |
| | | 2. Cuneiform | 5 |
| | | 3. Brainstorming | 10 |
| | | 4. Conversation with fate | 25 |
| | | 5. Cartoon | 25 |
| | | 6. The riddle of the seven wise men | 20 |
| | | 7. Creative potential | 25 |

| | | | |
|---|---|--|---|
| 3. Contact (4 hours) | To form the ability to inspire self-confidence, to value interpersonal relationships as a source of life experience and self-understanding experience | 1. Molecules 2. Stars in the sky- 1 3. Business card 4. Conversation without words 5. "Native soul" and "company soul" 6. My favourite game 7. Traits of a contact person 8. Puzzles 9. Stars in the sky – 2 | 5 15 8 5 25 35 25 10 15 |
| 4. Responsibility (2 hours) | To learn to perceive decisions not only as the conclusion of inevitable events, but also as the beginning of a new chain of actions | 1. "Wizard and Nuts" 2. "Locus of control" test (J. Rotter) 3. Incomplete sentences 4. Formula of responsibility 5. Choice of responsibility | 15 40 30 35 35 |
| 5. Autonomy (4 hours) | Teach the ability to trust yourself and be interested in yourself | 1. My formula and my coat of arms 2. Characteristic connections 3. Addiction 4. Confidence in yourself 5. I am real when... 6. Metaphors | 40 25 25 35 30 30 |
| 6. Self-acceptance (4 hours) | Be able to be different while remaining yourself. | 1. Wall of misunderstanding 2. Applause 3. Cartoon hero 4. Circle of subpersonalities 5. Tree of my success 6. Self-rejection 7. Paradoxes 8. I am the City | 25 25 30 50 15 50 30 40 |
| 7. Depth of experience (4 hours) | To actualize the ability not only to understand values, but also to experience them | 1. Tree 2. Two drops of oil 3. Lefebvre's axioms 4. My meaning 5. Hokku 6. Nobel Prize | 20 20 40 25 50 70 |
| 8. Synergy (2 hours) | The ability to adjust one's essence | 1. Pairs of dualities 2. Chronicle 3. The level of personal harassment (V. Gerbachevskyi) 4. Self-esteem of the individual (V. Semichenko) 5. Hero | 15 30 20 20 40 |
| 9. The meaning of life (4 hours) | Conscious search and creation of meaning | 1. Punctuation marks 2. Types of self-improvement 3. Live with the last decision 4. How I plan to spend the next 10 years of my life 5. Self-actualized personality 5. Life tasks 5. Tree of life | 15 25 25 15 20 60 40 |
| 10. Reflection of the training (4 hours) | Diagnosis and self-diagnosis of training effectiveness | 1. Methodology K. Riff "Scale of psychological well-being" -2 2. Questionnaire of reflexivity 3. Letter to self-2 4. Talisman 5. Labyrinth | 40 25 30 20 15 |

The training program allows you to study the relationship between the subjective well-being of the applicants with the level of subjective control, value orientations, the level of harassment and self-esteem and aims to develop the ability to reveal one's potential, be life-creating, to form the ability to value interpersonal relationships as a source of life experience and experience

self-understanding, learn to perceive decisions not only as the completion of inevitable events, but also as the beginning of a new chain of actions, teach the ability to trust yourself and be interesting for yourself, the ability to adjust your essence, the conscious search and creation of meaning, and to be able to be different while remaining yourself. Creative tasks and exercises contributed to reducing the use of protective mechanisms by the achievers, which slowed down the process of their self-actualization and reduced the feeling of well-being.

Information block

The first stage of implementation of the program "Actualization of psychological resources of the subjective well-being of the individual" was work on the activation of self-knowledge through the implementation of an information block consisting of two stages. At the *aspiration stage*, motivation was created to attend classes in the experimental group to activate students' desire to change themselves. At the stage of *awareness*, activation of self-knowledge of the acquirers was carried out by familiarizing them with the main directions and approaches to the issue of subjective well-being of the individual, namely with the concepts of N. Bradburn, E. Dinner, A. S. Waterman, M. Seligman, M. Argail, R. Shamionov, T. Danylchenko, M. Baturina (within the hedonistic approach). There was also an introduction to the views of scientists of the eudaemonistic approach: concepts of K. Riff, E. Doring, A. Voronina, L. Feuerbach, Yu. Oleksandrov, T. Uzdenov, A. Shefstbury; the provisions of humanistic theory, the views on personality development of both classics (A. Maslow, K. Rogers, E. Fromm, H. Allport, V. Frankl, R. May) and modern scientists concerned with the problem of self-actualization of the individual (G. Ball. Pantalisu, Z. Freud, A. Freud, K. Hall, etc.).

The fundamental theoretical positions of humanistic psychology are based on the following basic principles and ethical approaches:

1. Although human existence has a limit, a person always possesses the freedom and independence necessary for him. She is responsible for her actions and is the creator of her own life.

2. For a person, the most important source of information is his subjective mental experience, available to him through the awareness of his life in the most important moment of existence "here and now" (existential state).

3. Human nature is defined not by what a person does, but by how he perceives his existence. Its nature can never be defined completely, it constantly strives for continuous development, for the search, for the realization of possibilities.

4. Man is one and whole. This integrity of the "I" creates a unique character of the experiences of each person. In a person, it is impossible to separate organic and mental, conscious and unconscious, feeling and thought.

5. Everyone recognizes and appreciates the inner subjective world of others and themselves. Any states of a person (pain, guilt, conflict), making up his inner experience, should be perceived benevolently.

During the information block of the training program, the applicants were introduced to A. Maslow's concept of self-actualization, which considers psychological growth as the consistent satisfaction of increasingly "higher" needs and a way to achieve subjective well-being. The movement toward self-actualization cannot begin until the individual is freed from the dominance of lower needs, such as the needs for security or esteem. Self-actualization implies duration, constant involvement in the work of growth and development of abilities to the maximum possible, and not satisfaction with lesser opportunities. A. Maslow writes that self-actualizing individuals are attracted to the most difficult and confusing problems that require maximum and most creative efforts. They tend to deal with uncertainty and ambiguity and prefer difficult tasks to easy solutions. "When a person becomes whole, the same thing happens with his world", that is, a person and his world become more harmonious. Self-actualization is also a constant process of revealing one's potential. It means applying your abilities and intelligence and "working to do well what you want to do." To actualize means to become real, to actually realize one's potential. Thus, self-actualization is learning to align with your own inner nature, to make decisions, regardless of the opinions and points of view of others. "You can't choose life wisely if you don't

know how to listen to yourself in every moment of life." Analyzing the works of A. Maslow, applicants found a list of characteristics of a subjectively well-off personality:

- objective perception of reality;
- full acceptance of one's nature;
- enthusiasm and dedication to any business;
- simplicity and naturalness of behaviour;
- the need for self-reliance, independence and the opportunity to retire somewhere, to be alone;
- intense mystical and religious experience, presence of higher experiences;
- benevolent and sympathetic attitude towards people;
- nonconformism (resistance to external pressure);
- democratic personality type;
- a creative approach to life;
- high level of social interest (this idea was borrowed from A. Adler).

After the students were theoretically introduced to the qualities of a psychologically well-being (self-actualizing) personality (according to A. Maslow), the students were asked to rate the presence of these phenomena and the level of their expression in themselves on a 10-point scale (0 – complete absence of the quality, 10 – the quality is expressed as much as possible).

Acquaintance with the concept of K. Rogers made it possible to distinguish two types of personalities: "personality that fully functions" (subjectively prosperous) and "maladapted personality" (subjectively disadvantaged). The first type has many more chances for successful self-actualization, achieving mental health and feeling happy. The scientist characterizes such a personality as open to experiences, which is inherent in an existential way of life, organismic trust, empirical freedom and creativity³⁴⁴.

The participants associated the state of optimal psychological health and well-being in Gestalt therapy by F. Perls with maturity, to achieve which an individual must overcome the desire to receive support from the environment (external resources) and find new opportunities for support in himself (internal resources)³⁴⁵.

In the writings of H. Allport, the acquirers saw that a subjectively prosperous individual has biological, psychological, social and spiritual integrity. The most important sign of a person's health at the spiritual level is his desire to develop and improve himself in accordance with high ethical and spiritual ideals. Mental well-being at this level is manifested in the consistency of the meaning of life with the goals of professional activity. For this, it is necessary: the formation of personal identity at the universal level, self-determination in the field of solving existential questions of being, in the question of the meaning of human life and death; having an idea of a person's place in the world. The analysis of H. Allport's works showed that in a choice situation, a person accepts not only positive values, but also regressive values that help him survive in the world. The scientist calls the first group of resources the values of growth, the second – the values of healthy regression³⁴⁶.

the second lesson of the information block "Theoretical and methodological foundations of the resource approach in psychology", the participants of the program were shown that each individual has a wide spectrum of psychological resources that allow influencing and regulating the state of subjective well-being and achieving psychological comfort in today's unstable conditions. Earners, working in mini-groups of 3-4 people, tried to determine their resources for achieving well-being. Then there was a discussion of this issue by all participants of the training and a list of well-being resources was drawn up: to accept the duality of the surrounding world; lead a healthy lifestyle (pay attention to physical and mental self-education); to develop the ability

³⁴⁴ Роджерс К. (2001) Клиентоцентрированный / человекоцентрированный подход в психотерапии. Вопросы психологии. № 2. С. 48-58.

³⁴⁵ Перлз Ф. (1993) Опыты психологии самопознания (практикум по гештальттерапии). 240 с.

³⁴⁶ Олпорт Г. (2002) Становление личности: избранные труды. 341 с.

to regulate one's emotions, to express one's emotions appropriately; develop communication skills (the ability to listen to the interlocutor, show flexibility, find compromises); develop the ability to remain calm and persevere in stressful situations; develop different sides of one's own character; increase your tolerance for other people; take care of both physical and mental health; develop your physical, moral and volitional qualities; show a sense of moderation in one's desires and expectations, based on a realistic assessment of the life situation; develop a more realistic assessment of oneself and other people; to develop the ability to rely mainly on one's own strength and mind in life; to develop self-sufficiency for making many life decisions, to take responsibility for the success or failure of these decisions on oneself, and not to transfer it to other people or to any external circumstances; learn to generally accept yourself as a person as you are; bring relationships in the family, with friends, at school, at work to a state that causes satisfaction; try to bring the implementation of basic physiological needs to a satisfactory state; develop a positive vision of oneself; positively evaluate the level of one's achievements and successes in various spheres of life; implement your life plans and goals step by step; try to realize your new plans and ideas; to understand for oneself one's purpose, one's role in society and in the surrounding world; determine life tasks and build long-term plans for their implementation in the next few years; determine your sustainable life values and long-term goals.

The next stage of the work was a comparison of the resources identified by the participants of the training with table 1 (see above) "Psychological resources of the subjective well-being of the individual", which presents a list of personal, family, social resources and the resource of vitality. During the second session of the information block of the training program, the applicants were introduced to the concept of O. I. Motkov, who discovered the components of personality harmony³⁴⁷.

The first element was *the values of personal harmony*. At a high level of manifestation, these values are reflected:

- in the great desire of a person to become more harmonious, that is, to become more intelligent, balanced, with a sense of measure and integrity of the personality, with well-developed spiritual and life values;

- in a strong desire to contribute to the development of various aspects of one's character;
- in the desire to live a fuller, brighter life;
- in a wide range of different interests and their optimal combination;
- in the feeling of oneness of a person with his body and nature;
- harmonizing with oneself, surrounding people and nature.

At a low level, these values and aspirations are weakly expressed, which indicates that the individual does not strive for personal harmony, is satisfied with a narrow circle of his interests and the nature of relations with the surrounding people and the world.

The second element was *spiritual values*. At a high level, they are expressed in the presence of an individual:

- a developed moral attitude towards people (respect, benevolence and desire to help) and towards nature;
- aesthetic experiences and evaluations;
- bright manifestations of creativity;
- the desire to create a well-founded and realistic picture of the world, the desire for a more in-depth understanding of its structure, the desire to accept its duality and diversity.

At a low level, a weak expressiveness of cognitive, moral and aesthetic values, as well as a desire for their development and deepening of understanding of the world system, can be traced in the individual. Material, purely practical values prevail.

The third element is a *lifestyle*. A high level indicates its optimality. In general, a person leads a healthy and versatile lifestyle, which includes activities that are polar in content, but adaptively

³⁴⁷ Мотков О. И. (2014) Ценностные представления о гармоничной личности людей разного возраста. Природа и гармония личности: От теории к исследованию. С. 209-221.

necessary. These are physical and mental pursuits, solitude and communication, routine and creativity, communication with nature and interaction with people, etc.

At a low level, it turns out that the individual has few functionally important types of activities for a full life, a bias towards their narrow circle. In such cases, communication with nature, creative activity, physical activities, etc., are weakly traced.

The fourth component is *self-regulation of emotions*. A high level of self-regulation of emotions helps the individual:

- exercise stable control over one's emotions in normal situations, as well as in stressful situations;

- to show a sufficiently developed will during implementing one's plans and goals;

- keep a calm voice and clarity of thoughts in most conflict situations;

- to find the reasons that led to mistakes and bad mood, and also try to correct them;

- intelligently assess the possibilities of satisfying one's desires and limit them if they cannot be fulfilled instantly;

- to be focused and collected in matters and to bring started matters to the end;

- intelligently plan your time and actions, and at the same time consider the conditions of reality and your abilities and opportunities;

- show resilience in difficult situations, maintain confidence and purposeful search for an optimal solution.

At a low level, some qualities of self-regulation, emotions and actions, volitional features, optimality in the organization of behaviour, vitality are weakly expressed in the individual.

The fifth component is *constructive communication*. A high level of constructive communication of an individual manifests itself as:

- the ability to express emerging negative emotions in a culturally acceptable manner for the surrounding people;

- the ability to listen carefully to one's interlocutor and understand the thoughts being expressed;

- trying to show flexibility in controversial situations, not to get stuck, not to get irritated and to look for arguments for cooperation or compromise;

- ability to fulfil given promises and/or business agreements;

- belief that most people have a positive attitude towards her;

- sincerity and naturalness in communication;

- the fact that a person has good friends.

At a low level of manifestation of this component, weakly expressed qualities of optimal construction of communication are noted, impulsiveness, insincerity, irresponsibility, authoritarianism and inability to listen to one's interlocutor prevail.

The sixth element is *the self-harmonization of the personality*. A high level of self-harmonization of the personality indicates:

- about the desire to flexibly manage one's emotions and actions, to maintain calmness and endurance in stressful situations;

- about the desire to create a positive mood for the next day;

- about active care for one's own health;

- about the presence of positive changes in personality, which occur with age – increase in balance, benevolence, tolerance towards other people, harmony of the personality in general;

- about purposeful self-development of one's physical, moral and volitional qualities;

- about independent work to eradicate one's bad habits;

- about efforts to create a positive mood and good physical shape.

At a low level, the individual practically lacks the direction of self-development of personal harmony, and even lacks real, purposeful work on self-improvement.

The seventh component is *the moderation of the strength of achievements and desires*. A high level of manifestation of this component is characterized as:

- manifestation of a sense of moderation in one's desires and expectations based on a sufficiently realistic assessment of the life situation;
- possession, to a greater extent, of moderately expressed traits of temperament and character;
- striving for quite difficult, but not the maximum possible achievements;
- becoming more realistic in assessing oneself and others, and more moderate in one's desires and plans.

At a low level, a person has a weak sense of proportion, there are sharp accentuations of character, there is a desire for maximum success in classes.

The eighth element is *independence*. At a high level of expressiveness, the individual manifests as:

- the ability to rely mainly on oneself in life – on one's mind and one's own strength, and not on other people;
- the ability to search for the causes of various phenomena without the support of people from the outside and without reference to authorities;
- the ability to assume the role of the creator of one's personality and destiny in many aspects;
- the ability to be self-sufficient when making many decisions, to take responsibility for the success or failure of these decisions.

At a low level of expressiveness of the respondent's independence, a strong dependence on others or on the situation, lack of self-belief, frequent reliance on authorities who transfer responsibility for their actions to external circumstances can be traced.

The ninth component was *satisfaction with life and relationships with people*. With a high level of expressiveness of this component, the respondent can be characterized as:

- satisfied with relationships in the family, with friends, at school, at work, life in general;
- accepting himself as a whole as he is;
- satisfied with how his basic physiological needs are fulfilled;
- loving life in its various manifestations;
- has strong desires and a positive attitude towards their realization.

A low level is characterized by the fact that the individual does not have good relationships with people in some significant areas of life, may be expressed dissatisfaction with himself, his self-realization, work and/or financial situation, and pessimism and/or sub-depressive states prevail.

The tenth element is *vital self-determination*. Individuals with a high level of this indicator have:

- a clear understanding of one's purpose;
- certain life tasks and developed long-term plans for their implementation in the next few years;
- understanding that family is no less important for them than career;
- an idea of what they will become and what awaits them in the future;
- stable life values and long-term goals.

At a low level, it is found in individuals who do not realize their purpose, the standard of their life, the peculiarities of their psyche and personality, and who do not have sustainable values and further life plans.

The eleventh element is *vital self-realization*. With a high level of expressiveness of life self-realization, a person can be characterized as:

- generally satisfied with the level of their achievements and successes in various spheres of life;
- systematically and successfully implementing their life plans and goals;
- which realizes its new ideas, ideas, and also creates creative images and products.

A low level of expressiveness of life self-realization of an individual is rather related to insufficient motivation to achieve, high criticality of one's successes, weak will regulation, misunderstanding of one's life path.

The twelfth component is *positive self-esteem*. A personality with a high level according to this indicator:

- has a generally positive self-image;
- believes in the realization of his purpose and his abilities;
- in most cases, maintains optimism and cheerfulness;
- considers himself a sensitive and interesting person to other people;
- express their opinions clearly and confidently;
- feels quite harmonious – has a good internal balance and, in most cases, finds agreement with surrounding people and nature.

People with a low level of positive self-esteem are characterized by a rather pronounced feeling of helplessness, lack of character, they are also not confident in their strengths and opportunities for development, do not know how to find a common language with the people around them, have mediocre success in activities that are important to them, are prone to low mood and apathy.

The thirteenth, final component is *the integral harmony of the personality*. This is a generalized indicator that includes the private characteristics of personality harmony described above. The respondent's high level of integral harmony testifies to the optimal expression of most of its indicators. This allows us to believe that the individual is a completely harmonious personality. It is clear that such a person also has individual loci and personality characteristics that are not yet optimized to a high level. Against a prevailing harmonious background, the presence of disharmonizing traits in a personality helps such people to continue their development and thereby make their personality and life richer, more interesting, and more externally and internally consistent.

At a low level of integrative harmony of the individual, there is weak development of spiritual values, insufficiently developed self-regulation of emotions and actions, insufficiently optimal organization of life, low assessment of the implementation of one's plans, low self-assessment of one's successes, achievements and opportunities. A sub-depressive state, loss of interest in life and faith in oneself and one's strengths, lack of efforts to harmonize one's life and personality, and other factors are also revealed.

Training block

Simultaneously with the implementation of the information block, the participants were asked to perform the tasks of the training block. The first session of the training block is dedicated to group formation, monitoring the goals of the participants, the last one – participants' reflections on the program, the remaining eight – the main psychological resources of the subjective well-being of the individual – creativity, contact, responsibility, autonomy, self-acceptance, depth of experience, synergy, meaning of life. The structure of each lesson included three elements: 1) familiarization with the characteristics of a certain resource being worked on, explanation of the content and goals of the topic, exercises for "warming up"; 2) the main part; 3) reflection of the topic as a whole.

Levels of training work encompassed levels of behaviour, abilities, capabilities, and beliefs. *At the behavioural level*, the skills of adequate self-evaluation and self-approval were formed, as well as the ability to actively apply the acquired knowledge and skills in life and, in particular, in new life situations. At this level, behaviour modelling techniques, or cognitive-behavioral techniques, were used to a greater extent *in therapy*. The main focus was on the analysis of irrational beliefs and the formation of self-efficacy judgments. *At the level of abilities and opportunities*, the main task was teaching positive and paradoxical thinking, the ability to fix maladaptive attitudes that create problems. At this level, the techniques of Gestalt therapy were connected, since it is the Gestalt approach that offers a person not so much to understand and learn, but to experiment with the aim of maximally expanding life (social) space and freedom of choice. *The level of beliefs* touched on issues of the realism of assessments and the ability to perceive reality without evaluation, concretization of the feeling of uncertainty, problems of choice and the feeling of unlimited choice, the ability to reflect on issues and formulate tasks in different systems of measurement. Such questions were solved by an approach in which the main attention is paid to "freedom of will", unencumbered development of the personality, awareness

of responsibility for the choice of life path and formation of the inner world. Thus, the concepts of completeness, self-efficacy, and authenticity emerged from the "three whales" of psychotherapeutic correctional techniques, because of which the *concept of the training block was formulated*: a person who believes in his success, seeks to more clearly formulate his purpose in life and his attitude to life; to become authentic, real, oneself; to achieve and maintain the subjective well-being of one's personality.

The training block took place in two stages. The first stage – recognition – turned out to be particularly difficult. Achievers learned to separate their thoughts, feelings and actions from their sense of self-worth, self-esteem, to concentrate on the present, and not on the past or future. The participants had to accept themselves as they are, stop comparing, criticizing, blaming themselves, which harms the process of their personal growth and achieving a sense of well-being. The second stage of the training block is the selection stage, which was manifested in each applicant individually. From the moment when the participant began to willingly accept himself, he was faced with a choice. Less focus on his own mistakes made him more open to new thoughts and actions, a reevaluation of values took place. The results of the approbation of the program "Updating the psychological resources of the subjective well-being of the individual" as a technology for preserving and supporting the mental health of the individual proved: personal growth of the participants both in general and by individual components; deepening their perception of themselves and their current state; finding an opportunity to feel more real, authentic, strong and creative; the ability to identify factors that slow down the process of self-actualization of their personality and prevent them from reaching a state of comfort and well-being. The program developed and tested by us has shown its effectiveness and the possibility of its implementation in the educational process of pre-professional, professional and higher education institutions, as well as in the activities of organizations, enterprises, etc.

Conclusions. Our research on the problem of the subjective well-being of the individual, showed that this phenomenon is a complex, multifaceted and interdisciplinary concept. When studying the concept of "subjective well-being", scientists pay attention not so much to survival and overcoming difficulties, but to ensuring the comfortable existence of an individual, aimed at improving the quality of life. As a result of the theoretical analysis, based on the theory of K. Riff, by subjective well-being, we understand a complex integral phenomenon that implies the presence of a system of personal values and ideas about the world, the presence of emotional and behavioural stereotypes, various communication skills, personal qualities, goals in life, the general level of intelligence, which is manifested in life satisfaction. So, subjective well-being is expressed through personal-psychological and social-psychological directions, which have a synergistic connection and consist of interactive psychological factors of subjective well-being, the content of which allows us to talk about the level of satisfaction with life. Based on the results of the study of the problem of the subjective well-being of the individual, we singled out the following ways of increasing this phenomenon. First, it is a successful socio-psychological adaptation, which consists in a combination of unconscious and conscious modelling of one's own behaviour as an individual strategy and situational tactics to achieve the desired result. Secondly, compliance with the rules that will help maintain the positivity of life, namely: self-discipline in nutrition, sports, personal relationships, studies, work; avoiding toxic people, losers; laughing and smiling; volunteering and charity; creativity, hobbies; proper rest, which guarantees complete recovery of emotional and physical state. Thirdly, full self-realization of oneself in all spheres of one's life; self-understanding and determining one's place in the environment; finding harmony between body and mental state; achieving success at work and at home. Thanks to personal achievements, life acquires meaning, positive emotions prevail, and relations with other people improve. It adds enthusiasm, success, achievements and increases happiness indicators.

Of the subjective well-being of the individual that we identified appear as a complex system of human abilities to eliminate the contradictions of the individual with the living environment, to overcome adverse life circumstances thanks to the transformation of the value-meaning dimension of the individual, which sets its orientation and creates a basis for self-realization. Such

psychological resources of an individual include: personal, family, social resources and vitality. In other words, psychological resources act as a characteristic of a person, which provides him with the opportunity to effectively solve life tasks and achieve subjective well-being.

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