



# **QUALITY OF LIFE IN THE GLOBAL UNCERTAINTY DIMENSIONS**

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# **Quality of Life in the Global Uncertainty Dimensions**

Monograph

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## **1.6. Psychological features of anxiety correction in primary school children using art therapy**

The problem of anxiety in primary school children is one of the most significant issues in contemporary psychological and educational practice, as increased anxiety complicates adaptation to learning, reduces academic motivation, and negatively affects interpersonal relationships within the classroom community (Tomchuk, & Tomchuk, 2018; Yastochkina, 2020).

In Ukrainian psychological discourse, anxiety is conceptualized as a multidimensional psychological phenomenon associated with the experience of tension, anticipation of threat, and a tendency to interpret a wide range of situations as potentially dangerous (Tsarkova, & Radchenko, 2015).

At the same time, it is emphasized that a certain level of anxiety is normative and performs a mobilizing function; however, its excessive manifestation may transform into a stable factor of maladjustment and emotional exhaustion in children (Yastochkina, 2020; Tomchuk, & Tomchuk, 2018).

Primary school age is characterized by heightened sensitivity to evaluative situations, fear of making mistakes, and emotional tension in interactions with adults and peers, which determines the need for gentle, psychologically safe, and effective psychocorrective methods (Tsarkova, & Radchenko, 2015; Stetsenko, & Shabinska, 2024).

One such method is art therapy, which in Ukrainian research is defined as a resource-oriented psychocorrective approach aimed at reducing emotional tension, fostering self-expression, and enhancing children's emotional competence through creative activity (Stetsenko, & Shabinska, 2024; Soroka, 2015). Art-therapeutic practices are emphasized as providing a safe experiential space in which anxiety can be transformed into symbolic images, thereby facilitating the processing of complex emotional experiences (Stetsenko, & Shabinska, 2024).

Furthermore, Ukrainian scholars highlight that the integration of artistic and therapeutic influences contributes to emotional harmonization, reduction of anxiety, and enhancement of self-esteem (Soroka, 2015; Stetsenko, & Shabinska, 2024). Practice-oriented studies also demonstrate the effectiveness of art therapy as a tool for overcoming anxiety manifestations in children and adolescents under difficult social conditions, as creative activity activates psychological resources and supports the restoration of a sense of safety (Orlenko, & Romanchykova, 2024).

The empirical study was aimed at identifying anxiety levels in primary school children and testing the effectiveness of an art-therapeutic program as a means of anxiety correction. The study involved 33 third-grade students, which corresponded to the age characteristics of primary school children and the objectives of the research. At the ascertaining stage, anxiety levels were assessed using a set of psychodiagnostic instruments that allowed for a multidimensional evaluation of children's emotional states. School anxiety was measured using the Phillips School Anxiety Test, which enables the assessment of overall anxiety and its specific components related to learning activities, interpersonal interactions, and evaluative situations. To examine emotional states and latent experiences, the Luscher Color Test was applied, allowing for the identification of emotional tension, internal discomfort, and disturbances in the need for psychological security (Tomchuk, & Tomchuk, 2018). Additionally, the "Choose the Appropriate Face" technique (R. Temml, M. Dorky, & V. Amen) was used to identify anxiety reactions in typical social and educational situations, which is particularly important for understanding situationally conditioned anxiety in the school environment.

The results of the initial assessment revealed elevated anxiety levels in a significant proportion of the participants. According to the Phillips test, high anxiety was observed in 8 students (24.2%), increased anxiety in 10 students (30.3%), while low anxiety levels were identified in 15 children (45.5%). These indicators

suggest that nearly half of the sample is at risk of developing stable anxiety manifestations that may adversely affect academic performance and social adaptation.

Data from the Luscher Color Test complemented these findings, indicating emotional imbalance in 42.42% of students, manifested through a reduced sense of psychological security, internal tension, and a need for support.

Analysis of the “Choose the Appropriate Face” technique showed that 30.3% of children demonstrated high anxiety in social situations, particularly those involving interaction with adults and the possibility of negative evaluation, while a moderate level of anxiety was recorded in 21.21% of students. These results are consistent with theoretical views on the age-related sensitivity of primary school children to social evaluation and control. Thus, the ascertaining stage confirmed the necessity of developing and implementing a targeted psychocorrective program aimed at reducing anxiety in primary school children.

The formative stage of the empirical study was focused on the practical verification of the effectiveness of the developed art-therapeutic program in reducing anxiety levels among primary school children. The need for formative intervention was determined by the results of the ascertaining stage, which demonstrated a substantial proportion of students with elevated and high anxiety levels that negatively affected their emotional state, behavior, and adaptation to learning activities. The formative experiment was conducted within an educational institution, ensuring ecological validity and alignment of the correctional work with the real needs of the school environment).

The correctional program was based on the principles of the humanistic approach, emotional safety, voluntary participation, non-evaluative acceptance, and activation of children’s internal resources, which correspond to Ukrainian conceptualizations of the resource-oriented nature of art-therapeutic interventions. Its methodological foundations included principles of developmental and educational psychology concerning emotional development in primary school age, as well as

contemporary views on art therapy as an effective means of gentle psychocorrective influence. The program was oriented not only toward reducing external manifestations of anxiety but also toward developing emotional self-regulation skills and enhancing the capacity for awareness and expression of personal emotional experiences.

The formative stage consisted of a cycle of ten corrective and developmental sessions lasting 35-40 minutes each, conducted twice a week in a group format. This frequency ensured gradual psychocorrective influence, facilitated consolidation of positive changes, and prevented emotional overload in children.

The group format promoted social interaction skills, fostered a sense of belonging, and reduced social tension characteristic of anxious children. Each session included an introductory, main, and concluding phase. The introductory phase focused on creating an atmosphere of emotional safety and trust, using brief play-based or body-oriented exercises to reduce tension and prepare children for joint activity.

The main phase involved art-therapeutic activities that enabled children to symbolically express emotional states, process anxiety-related experiences, and form positive self-images and representations of the surrounding world. The concluding phase emphasized reflection on emotional experience, consolidation of positive feelings, and a gradual transition back to learning activities.

Within the formative stage, a комплекс of art-therapeutic methods was applied, including isotherapy, fairy-tale therapy, music therapy, play therapy, multimedia therapy, and elements of media art therapy, which corresponds to Ukrainian approaches advocating for integrated art-therapeutic influence as a condition for increased effectiveness.

Isotherapeutic exercises were used for non-verbal expression of emotional states related to anxiety, fear of mistakes, and tension. Through drawing, children were able to visualize their experiences, facilitating awareness and reduction of anxiety

intensity. Particular emphasis was placed on the creative process rather than the final product, which helped avoid evaluative situations and reduced fear of failure.

Fairy-tale therapy served as a means of indirect processing of anxiety experiences. By identifying with characters who overcome difficulties, fears, and insecurity, children developed more adaptive coping strategies. Discussion of fairy-tale narratives activated internal resources, promoted empathy development, and formed beliefs about the possibility of overcoming challenging situations.

Music therapy elements were applied to regulate emotional states and reduce psychophysiological tension, as the combination of musical influence with breathing exercises and visualization enhances relaxation effects and supports restoration of inner balance.

Play therapy was used to develop social skills, reduce fear of interaction, and increase confidence in peer communication, which is especially important in evaluative social situations that often trigger anxiety.

Multimedia therapy and elements of media art therapy functioned as additional motivational tools for engaging children in the creative process. Viewing and discussing short animated fragments followed by creative reproduction of plots facilitated emotional release, activated imagination, and reduced internal tension. Such forms of work proved particularly effective for children with elevated situational anxiety and difficulties in verbalizing emotions (Orlenko, & Romanchykova, 2024).

Throughout the formative stage, relaxation and breathing exercises were systematically applied to reduce psychophysiological manifestations of anxiety. These exercises helped children become aware of bodily sensations, recognize signs of tension, and gradually develop self-regulation skills. Consolidation of these skills supported the transfer of positive correctional effects into everyday life and learning activities, aligning with views on the importance of self-regulation skills in preventing stable anxiety states in children.

Thus, the formative stage of the empirical study was comprehensive and systemic, aimed at harmonizing the emotional sphere of primary school children. Following completion of the correctional program, a control stage was conducted using the same psychodiagnostic instruments. Comparative analysis of pre- and post-intervention results demonstrated a positive dynamic in anxiety levels among participants. According to the Phillips test, overall anxiety decreased to 33,33%; the proportion of children with high anxiety declined to 12,12%, and those with elevated anxiety to 21,21%. The “Choose the Appropriate Face” technique also showed a reduction in the number of children with high anxiety to 15,15% and an increase in those with low anxiety to 60,60%, indicating improved emotional stability and reduced social tension.

The obtained empirical results confirm the effectiveness of the art-therapeutic program as a means of anxiety correction in primary school children, consistent with conclusions of Ukrainian scholars regarding the resource-based and preventive potential of art therapy.

The sessions contributed to reductions in both situational and personal anxiety, improvement of children’s emotional well-being, development of self-expression abilities, and increased self-confidence. This provides grounds for considering art therapy a feasible and effective tool for psychological support of primary school children within educational settings.

**Conclusions.** The conducted empirical study confirms the effectiveness of art therapy as a resource-oriented and psychologically safe method for reducing anxiety in primary school children. The implementation of a structured art-therapeutic program contributed to a significant decrease in both high and elevated anxiety levels, as well as to improvements in emotional stability, self-expression, and social interaction. The findings demonstrate that the integration of isotherapy, fairy-tale therapy, music therapy, play therapy, and relaxation techniques facilitates the development of emotional self-regulation and supports children’s adaptation

to the educational environment. Art therapy thus proves to be a feasible and effective tool for psychological support in primary education settings, with strong preventive and corrective potential for addressing anxiety-related difficulties in childhood.

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## Annotation

### Chapter 1. Psychosocial factors and personal resources in times of crisis

**1.1. Liudmyla Chernukha, Nataliia Hresa. Value-semantic resources of personality as a factor of enhancing quality of life in conditions of global uncertainty.** This paper explores the psychological significance of value-semantic resources as key determinants of quality of life in the context of global uncertainty. It argues that meaning and moral orientation serve as vital protective factors that help individuals maintain integrity, resilience, and purpose amid existential crises. Drawing upon existential and positive psychology, the study highlights how meaning-making processes buffer against depression and suicidal ideation, promoting emotional stability and psychological well-being. The authors emphasize the role of education and psychology in cultivating reflective awareness, empathy, and moral responsibility. The development of value-semantic resources is presented as a strategic direction for modern psychological practice, essential for sustaining human dignity and life's meaningfulness in an unstable world.

**1.2. Mykola Didukh. Human Transcendental Therapy™ (HTT™): spirituality and humanism as factors of holistic personality development.** This paper introduces Human Transcendental Therapy™ (HTT™) as an integrative psychotherapeutic model that synthesizes contemporary psychological theory, neurobiological research, humanistic philosophy, transpersonal psychology, and spiritual self-exploration practices. HTT™ emerged as a response to the increasing prevalence of psychological fragmentation, identity diffusion, anxiety disorders, emotional burnout, and existential crises characteristic of modern society.

The contemporary psychological landscape increasingly demands therapeutic approaches that extend beyond symptom remission toward the restoration of inner coherence, the activation of spiritual potential, and the development of existential resilience. HTT™ offers a holistic pathway that addresses psychological suffering not as pathology alone but as a signal of disconnection from deeper existential structures of the personality.

HTT™ conceptualizes the individual as an integrated system comprising body, emotions, cognition, consciousness, and spirit, with therapeutic work aimed not merely at stabilization but at transcendence and evolutionary growth. This framework positions HTT™ as both a clinical methodology and a developmental paradigm.

**1.3. Olena Tkachuk. The impact of sports activities on the development of anti-stress resilience and cognitive functions in students.** Sports activity is a key factor in the harmonious development of student youth, ensuring the formation of psychological resilience and improving cognitive functions in conditions of increasing psycho-emotional stress and information overload. Regular physical activity is recognized as an effective natural tool for supporting psychological and cognitive health. At the neurobiological level, sports activate neuroplasticity, improve blood circulation in the brain and stimulate the production of neurotrophic factors. This has a positive effect on executive functions, attention, memory, information

processing speed and the ability to think analytically. Sports activities optimize the functioning of the prefrontal cortex, improving skills such as planning and decision-making. From the point of view of stress resistance, physical activity reduces the level of stress hormones (cortisol) and increases the production of endorphins, which helps stabilize the psycho-emotional state and reduce anxiety. Sports form such important qualities as self-control, perseverance and responsibility. Studies confirm that athletes demonstrate higher levels of stress tolerance and cognitive performance compared to inactive peers. In addition, especially team sports, develop social skills, communication and the ability to interact. Thus, sports activities should be an integral part of the educational process for the formation of a successful, adaptive and stress-resistant personality.

**1.4. Tadeusz Pokusa, Mykola Ohiienko, Filip Pokusa. Implementation of Artificial Intelligence (AI) in athletes' competitions based on selected examples.** Physical activity and sport are important factors in improving quality of life – both recreational and organized. Similarly, artificial intelligence is finding increasing applications in both professional and amateur sports. In the professional sphere, it is used, among other things, to analyze training data, predict performance and injury risk, and to analyze team games tactically. AI-based systems enable the development of personalized training plans tailored to the individual needs of athletes. This article discusses the issue of artificial intelligence in sports competition and its ethical dimensions.

**1.5. Svitlana Danylchenko, Olga Tarasova, Olena Dolzhykova. Natural healing resources of Ukraine as a factor in improving the effectiveness of physical rehabilitation.** The article emphasizes the importance of natural factors in improving the effectiveness of physical rehabilitation. The potential of using climatherapy, hydrotherapy, phytotherapy, and other natural resources that create Ukraine's unique therapeutic and rehabilitation capabilities is examined. It is shown that natural factors help normalize the body's functional systems, improve mental health, boost adaptive abilities, and raise patients' quality of life. The significance of including natural methods in comprehensive physical therapy programs is highlighted, aligning with current trends in personalized medicine and sustainable use of natural resources.

**1.6. Liliia Kobylnik, Sabina Radzhabova, Snizhana Stepanova. Psychological features of anxiety correction in primary school children using art therapy.** The article addresses the problem of anxiety in primary school children as a relevant psychological and pedagogical phenomenon that complicates learning adaptation and social interaction. The study substantiates the feasibility of using art therapy as a humanistic and child-centered method of psychocorrection of anxiety manifestations. The paper presents the results of an empirical study aimed at identifying anxiety levels in primary school children and examining the effectiveness of an art-therapeutic program. The research sample consisted of third-grade students from a general secondary education institution. A set of psychodiagnostic tools was applied to ensure a multidimensional assessment of children's emotional states. The content and structure of the formative stage of the study, based on the use of various art therapy techniques, are described. The results of the control stage demonstrated a positive dynamic in anxiety levels following the corrective intervention. The findings confirm the effectiveness of art therapy as a means of psychological support for primary school children.

**1.7. Dariusz Rogowicz. Uniform as a response – Youth facing the challenges of global concern.** In the era of late modernity, characterized by individualism and anti-authoritarian attitudes, the growing interest of young people in career paths within uniformed services constitutes a phenomenon replete with apparent contradictions. This article advances the thesis that this phenomenon does not represent a regression, but rather a complex psychosocial adaptation to the unique conditions of contemporaneity, referred to as “global anxiety.” It is argued that the choice of a uniformed career functions as a defensive mechanism that enables the management of existential anxiety arising from a “polycrisis.” This polycrisis constitutes a specific entanglement of threats associated with climate change, socio-political instability, economic precarity, and digital atomization. The analysis, based on a synthesis of Polish studies and an extensive review of international literature, demonstrates that the uniform becomes a tangible symbol and an institutional anchor that facilitates the restoration of a sense of order, identity, purpose, and agency. Terror Management Theory is adopted as the primary theoretical framework, as it explains how chronically heightened mortality salience motivates young people to seek heroic worldviews, embodied by the uniformed services.

**1.8. Yevheniia Bazyka. Quality of life characteristics of pre-retirement age women during military times.** This article examines the quality of life characteristics of Ukrainian women in late adulthood (ages 50-65) amidst the ongoing military conflict and social uncertainty. The research highlights that while this period is often viewed as a “triple crisis” involving professional, existential, and physiological challenges, recent scientific data suggests it is also a “golden age” where psychological functioning, strategic thinking, and emotional maturity reach their peak. Using an adapted quality of life questionnaire, the study analyses how different social statuses – working professionals, housewives, and the unemployed – impact subjective life satisfaction and the ability to manage stress during wartime.

The results of the empirical study demonstrate a significant correlation between professional employment and higher quality of life indicators. Employed women with continuous work experience showed the highest levels of satisfaction regarding personal achievements, social support, and optimism compared to housewives and unemployed women. Conversely, unemployed women exhibited the lowest levels of self-control and the highest levels of mental stress and negative emotions. The author concludes that professional self-actualization serves as a vital resource for overcoming life and work stress, effectively offsetting the psychological difficulties associated with aging during a period of war.

**1.9. Zhanna Bogdan, Natalia Afanasieva, Tetyana Blyznyuk. Assessment of the quality of professional life and resilience of women scientists in the conditions of globalization.** The article explores the issue of professional quality of life and psychological resilience of women scientists in the context of global transformations. Resilience is presented as a dynamic resource that helps overcome professional stress, maintain emotional balance, and enhance well-being in the academic environment. The development of resilience is closely related to social support, self-efficacy, and participation in professional communities. The paper substantiates the need for comprehensive programs aimed at strengthening resilience through psychoeducational, mentoring, and reflective approaches. It is concluded that institutional support for mental health is a key factor in improving the quality of professional life and fostering the academic potential of women scientists.

**1.10. Miroslav Gejdos, Ivan Ondrasik. Ontological personalism and empirical functionalism: An analysis of bioethical models in the context of Catholic anthropology.** In a theoretical analysis, we analyze the current paradigmatic concepts in bioethics: ontological personalism and empirical functionalism, and their relation to the suffering human being. We critically analyze hedonism and utilitarianism, which are the theoretical bases for empirical functionalism. In particular, we offer arguments against the bioethical conception and understanding of a person as presented by Peter Singer. We conclude that man does not have bad human dignity even when he suffers and experiences pain. In line with ontological personalism, we hold the view of understanding the human person from conception to natural death, and we reject abortion and active euthanasia.

**1.11. Iryna Astremska, Oleksandr Shtyrov. Psychological aspects of studying the phenomenon “quality of life”.** The article reveals the psychological aspects of the phenomenon of “quality of life”. It is noted that the issue of quality of life attracts the attention of specialists from various fields, including sociology, psychology, economics, philosophy and medicine. Each of these aspects can contribute to a deeper understanding of the concept of quality of life and the development of targeted strategies for its improvement. The opinions of various scientists in the field of psychology on the definition of the concept of “quality of life” are presented.

It is shown that “quality of life” is a multi-component system that, in particular, takes into account the availability of social goods, services, social status, subjective well-being, psychological well-being, organization of life, all of which together play an important role in the psychological study of quality of life.

**1.12. Tetiana Hauke. Relationship between the level of psychological separation and emotional states of mature women.** The article examines the relationship between the level of psychological separation and emotional states in mature women. Theoretical foundations were derived from classical concepts of attachment, individuation, and differentiation of self, including the works of M. Mahler, J. Bowlby, M. Bowen, C. Rogers, and A. Maslow. An empirical study was conducted on a sample of 33 women aged 35 to 59 years. Psychological separation was assessed using the Psychological Separation Index, emotional states using the PANAS scale, and anxiety levels using the STAI method. The results showed that most respondents demonstrated high psychological separation, which correlated with higher levels of positive affect, lower negative affect, and lower reactive anxiety. Significant negative correlations between psychological separation and emotional tension, as well as positive correlations with emotional well-being, were identified. The findings confirm that completed psychological separation is an important factor in emotional stability and quality of life among mature women. The results may be applied in psychological counselling and support programs for women experiencing transitional life stages.

**1.13. Olena Drozd, Bohdana Boichenko. The impact of adverse childhood experiences on the development of mental disorders in adulthood.** The article examines the psychological consequences of adverse childhood experiences and their long-term impact on the emotional and mental state of adults. The results confirmed a statistically significant relationship between the level of childhood trauma and the intensity of emotional and psychological symptoms in adulthood. Higher ACE scores correlated with increased levels of depression, anxiety, and somatic manifestations.

The developed psychocorrectional program demonstrated positive dynamics by reducing anxiety and depressive tendencies and improving emotional stability. The findings highlight the importance of early detection and psychological intervention for individuals with traumatic childhood experiences.

**1.14. Oksana Melnyk, Liubov Vozna. Preventive strategies for population protection from emergencies: social aspect.** The article examines the social aspects of preventive strategies aimed at protecting the population from emergencies. The purpose of the study is to substantiate the need for a socially oriented approach to building a system for emergency prevention. The methodological basis includes systems analysis, the comparative method, and a sociological approach to studying population security issues. The results demonstrate that the effectiveness of preventive measures largely depends on considering the social determinants of vulnerability among different population groups. It is shown that socio-economic status, educational level, age, health condition, and access to information resources significantly influence individuals' ability to respond adequately to threats and protect themselves during emergencies.

A comprehensive set of preventive strategies is proposed, including informational and educational, socio-mobilizational, social protection, and institutional components. International experience in the socialization of civil protection systems is analyzed, and recommendations are provided for adapting best practices to the Ukrainian context.

**1.15. Hanna Velichko. Personality vulnerability, its prevention and diagnosis.** The report highlights the importance of diagnosis and effective practical work to prevent victimisation. After summarising the existing information, it was established that there are diagnostic tools aimed at studying various aspects of victimisation of individuals, developed for subjects of different ages. The vast majority of questionnaires are in Russian or English. The relevance of victimisation prevention and prophylaxis is supported by researchers and practitioners working on victimisation issues. At the same time, today's tense, stressful situation in our society requires a separate response to challenges that have a powerful impact on people and taking them into account in practical work. The expediency of taking into account the personal context and individual work for the effective prevention of victimisation is emphasised.

**1.16. Oksana Polianska, Igor Polianskyi, Olha Hulaha, Inna Moskaliuk. Using Artificial Intelligence in selecting physical loads.** Physical therapy is an important public health tool that should be used to maintain a certain state of health and rehabilitate patients, but therapeutic exercises are associated with a transient increase in the frequency of acute cardiac events in patients with cardiovascular diseases, which requires a special approach to selecting the intensity, duration, and frequency of physical activity. The use of artificial intelligence makes it possible to conduct early diagnostics of myocardial ischemia, select and control physical activity, which improves objective functional indicators and the psychological state of patients.

**1.17. Liliya Dunets. EMDR therapy as a method of working with trauma that activates the natural healing mechanism.** This article examines Eye Movement Desensitization and Reprocessing (EMDR) as an evidence-based method for working with traumatic experiences by activating the natural adaptive information processing mechanism. The paper summarizes key theoretical principles of EMDR, reviews neurobiological research on bilateral stimulation, analyzes its effectiveness in treating post-traumatic stress disorder and complex trauma, and discusses specific aspects of its application in the context of the war in Ukraine. The article also compares EMDR with cognitive-behavioral therapy and highlights the advantages of EMDR for clients with severe traumatic exposure. Perspectives for further research and implementation of EMDR in Ukraine are outlined.

## **Chapter 2. Educational strategies, professional development and the role of technology in ensuring quality of life**

**2.1. Natalia Falko. Theoretical and methodological aspects of studying the readiness of psychology students for the implementation of rehabilitation measures.** This article presents a theoretical and methodological analysis of the readiness of psychology students to implement rehabilitation measures in contemporary socio-political conditions shaped by war, displacement, and widespread psychological trauma. The concept of psychological rehabilitation is examined as a multidimensional system aimed at restoring emotional stability, adaptive functioning, and resilience.

The structure of professional readiness is described through motivational-value, cognitive, emotional-regulatory, operational, and reflective-metacognitive components, drawing on the works of leading Ukrainian and international scholars. Special attention is given to the competencies required for trauma-informed practice, including crisis intervention, stabilization techniques, and multidisciplinary cooperation.

The article emphasizes the necessity of integrating theoretical knowledge, applied training, supervision, and personal development into educational programs preparing future psychologists for rehabilitation work. The findings highlight the critical role of professional training in ensuring effective psychological support for populations affected by traumatic experiences.

**2.2. Iryna Ostopolets, Vadym Zavatskyi. Theoretical and methodological foundations of providing psychological assistance to families raising children with special needs.** The article provides a concise theoretical and methodological analysis of psychological assistance for families raising children with special educational needs. It highlights the psychological challenges these families face, including chronic stress, emotional exhaustion, and social isolation. The paper outlines key approaches to psychological support – competence-based, activity-oriented, systemic, person-centered, crisis-oriented, and resource-oriented. Essential professional competencies of psychologists are identified, such as empathy, emotional self-regulation, and effective interdisciplinary collaboration. Emphasis is placed on preparing future psychologists to work with such families and developing their counseling and emotional-regulatory skills. The article concludes that integrating diverse scientific approaches improves the quality of psychological support and promotes the psychological well-being of families.

**2.3. Yulia Ilina, Yuliia Sidenko, Tetiana Mostova, Olena Doroganova. The relationship between meaning in life orientations and the leadership potential of future psychologists.** This article presents the findings of a comprehensive theoretical and empirical study examining key psychological determinants of the professional development of future psychologists in the context of contemporary societal challenges. The study emphasizes the importance of meaning-in-life orientations, personal growth initiative, self-actualization, and socio-communicative competencies as foundational components of leadership potential in psychology students. The empirical research involved 80 undergraduate psychology students and employed validated instruments, including the MLQ, PGIS-II, SSI, SAQ-SF, and MLQ-5X. The results demonstrated that the presence of meaning, intentional personal growth, and social skills positively correlate with transformational leadership indicators. Higher levels of self-actualization were associated with increased professional motivation and leadership activity. These findings highlight the necessity of integrating the development of personal and social resources into the system of professional psychological education to strengthen the leadership readiness of future practitioners.

**2.4. Vladyslav Pyurko, Olga Pyurko, Liudmyla Arabadzhy-Tipenko. Interdisciplinary approach to ensuring and optimizing the quality of life in the modern world in the context of training specialists in medical-biology and natural sciences.** The article considers an interdisciplinary approach as a key factor in solving the problem of improving the quality of life in the conditions of global transformations of the modern world. The content and significance of knowledge integration in the training of future specialists in the medical, biological and natural sciences is analyzed. The need for the formation of complex competencies for an effective response to modern challenges related to health, ecology, biotechnology and social development is substantiated.

**2.5. Iryna Hlazkova, Yuliia Nadolska, Larysa Yepifantseva. From crisis pedagogy to emotional resilience: sel in foreign language teaching.** The war in Ukraine and forced remote learning have created a “double challenge” for higher education. Emotional barriers, including anxiety, fear, and frustration, have become primary obstacles in foreign language learning. These barriers reduce motivation, concentration, and communicative activity, triggering cognitive, motivational, and organizational difficulties. Empirical research among university students confirms the dominant role of emotional factors under crisis conditions. Traditional teaching methods are insufficient to address these challenges effectively.

Social and Emotional Learning (SEL) techniques help manage stress, regulate emotions, and foster trust and engagement. In crisis remote education, it is essential for overcoming emotional barriers and supporting effective foreign language acquisition.

**2.6. Oksana Kikinezhdi, Yaroslava Vasylkevych, Mykola Ryk. Development of adolescents' giftedness in the educational environment as a factor in improving the quality of life of the young generation.** The article presents the results of a study on the specifics of identifying and exhibiting different types of adolescent giftedness in the educational environment. The empirical study using rating assessments revealed that most participants demonstrate an average level of various forms of giftedness. A notable trend was observed: expert assessments of high levels of creative and motivational-personal giftedness significantly exceed both self- and peer assessments of these abilities. It is concluded that the homeroom teacher estimates students' creative potential significantly higher than the students themselves or their peers do. This may indicate students' underestimation of their possibilities or the limited conditions for manifesting such abilities within the school learning process.

**2.7. Maryna Nesterenko, Kristina Petryk. Analysis of the current state of preparation of future teachers for STEM-oriented professional activities.** This study examines the current state of preparation of future teachers for STEM-oriented professional activities in Ukraine. Despite a robust regulatory and legal framework, integration of STEM components into teacher education programs remains fragmented and limited. The analysis of bachelor's and master's curricula across multiple pedagogical universities reveals that STEM is often represented by isolated courses or internships, with minimal cross-curricular integration. Bachelor's programs tend to offer stronger practical and interdisciplinary training, whereas master's programs prioritize methodological and research components, limiting hands-on STEM experience. Challenges include inadequate practical training, insufficient interdisciplinary links, and a narrow focus on digital literacy over broader STEM competencies. Emphasis is placed on the systematic integration of STEM education through a series of compulsory modules, project-based learning, and professional development for teachers. A coherent state and institutional policy is necessary to ensure that graduates are fully prepared to implement STEM-oriented pedagogy. The study provides insights into curriculum improvement and policy measures to foster a scientifically and technologically competent generation of educators.

**2.8. Svitlana Nykyporets. Effects of English-mediated project work on soft-skills development and quality-of-life outcomes in early-career engineers: a mixed-methods evaluation.** Amid air-raid alerts and power cuts, early-career engineers in Ukraine must coordinate work in English while protecting well-being. This study tested an English-mediated project model using concise artefacts – role charters, risk registers, handover notes – plus pause-resume protocols across 54 triads. Compared with matched Ukrainian-language teams, soft-skill performance improved on a composite, with stronger gains in communication clarity and coordination, and a smaller but reliable effect in conflict resolution. Technical accuracy did not decline. Quality-of-life improved: career self-efficacy increased, perceived stress decreased, and WHO-5 rose. Cognitive load showed a small intrinsic increase but a larger extraneous decrease. Effects were assisted by documentation quality and strongest at B1-B2.

**2.9. Wladyslaw Wornalkiewicz. Monitoring civic affairs.** Ongoing monitoring of civic affairs benefits not only the residents of a given area, administratively separated, for example, from the municipality, but also from officials employed in it. It is a bond between the citizen and the office. The citizen participates in the decision-making process in the part called the civic budget. Different types of IT tools are used in this regard, namely: Public In-formation Bulletin, Electronic Inbox, Municipal GeoPortal, broadcasts of municipal sessions. It is a kind of "looking at the hands of officials". It allows you to prevent all kinds of imperfections in the decision-making process, "engages" residents in participating in the selection and implementation of projects. The carried out survey, in an example of one of the municipalities of the Opole Voivodeship, made it possible to indicate recommendations to further improve the monitoring of civic affairs. It can be an inspiration for other municipalities to improve the rapprochement between citizens and local authorities.

**2.10. Tetiana Tretyakova, Yelizaveta Rudenko. The role and place of education in improving the quality of life.** This paper explores the role of education as a key factor influencing the quality of life of an individual and society. The study highlights the multidimensional nature of quality of life and analyzes how educational processes affect personal development, social mobility, professional opportunities, and psychological well-being. Special attention is given to modern challenges faced by students, including anxiety, academic pressure, and the need for adaptation to rapidly changing educational environments. The research demonstrates that education not only provides knowledge and professional skills but also contributes to the formation of resilience, responsibility, and self-regulation. These qualities play a crucial role in building a stable, meaningful, and fulfilling life. Education is presented as a strategic resource that shapes human potential and supports sustainable social development.

**2.11. Kateryna Zamkova, Volodymyr Shevchenko. The influence of parents psychological stability on the emotional state of children with special educational needs.** The article is devoted to the study of the relationship between the psychological stability of parents and the emotional state of children with special educational needs (SEN) in the context of inclusive education. The relevance of the topic is due to the growing role of inclusive education and the insufficient development of the issue of the influence of parental emotional state on the child. The work uses

a combination of theoretical and empirical methods: literature analysis, modelling, questionnaires, and psychodiagnostic tools (DASS-21, Rotter's RSK, Nemov's questionnaire, DDL methodology). The study was conducted on a sample of 13 mother-child pairs in an educational institution with inclusive support. The results showed a direct link between the emotional balance of parents, their stress resistance, and the adaptive abilities of children. The practical significance of the study for the development of psychological support programmes for families and improving the effectiveness of inclusive support is emphasised.

**2.12. *Natalya Pirogova. Professional improvement of teachers in the minds of the war stand: emotional front and stability crisis.*** This article is devoted to the study of professional burnout syndrome (PBS) among teachers in general education institutions in the context of full-scale war in Ukraine. Unlike in peacetime, when burnout is mainly associated with workload, the study focuses on the fact that the key factor in PBS today is chronic, highly pronounced anxiety and emotional exhaustion directly caused by the state of war. The goal is to quantitatively assess the level of burnout and anxiety, as well as to determine the structure of PWB in order to develop adequate intervention programs.

**2.13. *Olha Shevchenko. Formation of the readiness of future physical education teachers to protect the health of schoolchildren using game technologies.*** The article analyzes the preparation of future physical education teachers for the health preservation of students using game technologies. It was found that physical education teachers aim to form in students a stable motivation for a healthy lifestyle, which is possible only under the condition of a comprehensive combination of various methods and forms of health preservation activities in the educational process. It is proved that the game form of classes, which is created in lessons through the use of game techniques and situations, serves as a means of stimulation, motivation for educational activities and health preservation of schoolchildren.

**2.14. *Viktoriia Anishchenko, Liudmyla Olefir, Iryna Ievreinova. The role of informal education in shaping the life trajectory of future teenagers who are in custody.*** Non-formal education is a flexible, practice-oriented form of learning based on the principles of learning by doing, cooperation, and self-directed learning. It is an innovative form of education for adolescents placed in custody, and its implementation supports the development of metacognitive skills, emotional competence, and social responsibility among residents of penitentiary institutions. Special attention is given to personalizing the educational process, integrating knowledge with real-life contexts, and creating a safe learning environment. In penitentiary institutions, non-formal education performs corrective and resocialization functions, helping adolescents transform their thinking and behavior. The educational cycle includes taking responsibility, emotional reflection, action implementation, and evaluation of outcomes. Forms of learning include trainings, workshops, online courses, and social projects. This approach opens the way to self-realization, the development of life skills, and the construction of a positive future trajectory for adolescents, supporting their reintegration into society.

**2.15. Mykola Blyzniuk, Oleksiy Debre, Yaroslav Radko. Digital competence of a modern teacher and its impact on improving the quality of life.** This article explores the role of digital competence as a key element of modern teachers' professional readiness and examines how it contributes to improving their overall quality of life. Digital competence is defined as a multidimensional construct that includes technical skills, information literacy, digital communication, collaboration, and responsible online behavior. The study shows that teachers with higher levels of digital competence are better equipped to apply innovative teaching methods, organize flexible and personalized learning, and maintain effective communication within the educational community.

The findings highlight that the integration of digital technologies into teaching practices helps reduce routine workload, increase efficiency, support emotional well-being, and enhance confidence in professional activities. Digital competence also opens new opportunities for continuous development through online courses, professional networks, and participation in international projects.

The article concludes that strengthening digital competence should be a priority of teacher training systems and professional development programs. Future research may focus on the relationship between digital skills, job satisfaction, and teachers' psychological well-being.

**2.16. Nataliia Muranova, Dmytro Volhushyn, Mykhailo Hadalin. Educational strategies for implementing professional development and quality of life for managers and specialists in the IT field.** The article presents the results of a theoretical analysis of the relationship between professional development and quality of life of managers and specialists in the IT sphere in the context of the digital transformation of society. The methodological basis is an interdisciplinary approach that combines the results of andragogical, psychological and pedagogical research. It analyses current trends in the development of formal, non-formal and informal education as means of increasing the competitiveness and professional development of IT workers. It has been proven that the introduction of educational innovations ensures a harmonious combination of professional growth with the preservation of psychological well-being, which directly affects the quality of life. The results of the study confirm that professional development is a key factor in social progress and improving the quality of life in the digital age.

**2.17. Myroslav Bekchiv. The impact of Artificial Intelligence on the career guidance processes of modern youth: new challenges and prospects for interaction.** The article explores the integration of artificial intelligence (AI) technologies into the teaching of higher mathematics as a key component of contemporary digital transformation in education. Generative AI systems such as ChatGPT, Copilot, and Wolfram Alpha are analyzed as cognitive partners that enhance personalization, adaptive learning, feedback mechanisms, and reflective thinking. The study outlines new didactic opportunities based on the principles of adaptability, authenticity, and reflexivity while identifying pedagogical and ethical challenges related to academic integrity, algorithmic transparency, and data privacy. An original concept of AI integration into mathematics education is proposed, combining three interconnected directions: the formation of students' digital and ethical competence, the development of AI pedagogical literacy among teachers, and the integration of AI tools into

educational platforms (Moodle, Google Classroom). The implementation of this model promotes the emergence of a new pedagogical paradigm – generative pedagogy – in which the teacher becomes a facilitator, the student a co-creator of knowledge, and technology a means of enhancing human intellectual potential.

**2.18. Vladyslav Herasymenko. Integration of Artificial Intelligence into the teaching of higher mathematics: new didactic opportunities and pedagogical challenges.** Artificial intelligence is a challenge for humanity. It will take a long time for us to fully assess its impact on various aspects and spheres of human life. During the period when young people form their life values and orientations, choose professions, and strengthen their worldview, they are accompanied by artificial intelligence at every step. This study focuses on the influence of artificial intelligence on the quality of young people's lives and its role in supporting their professional identity.

**2.19. Anton Serdiuchenko, Kateryna Petrovska. Digital education of social workers as a factor in improving the quality of life of vulnerable population groups.** In the context of global transformations, technological progress, and wartime challenges in Ukraine, the modernization of the social sector is becoming increasingly urgent. Vulnerable populations – internally displaced persons, military families, the elderly, people with disabilities, and orphans – require accessible and high-quality social services. This article argues that the digital education of social workers is a key mechanism for improving these services. It enhances professionals' ability to apply modern technologies, manage online platforms, and ensure continuity of support. The authors highlight national and international academic perspectives and outline how the development of digital competencies among social work professionals directly impacts the quality of life of vulnerable groups. The article concludes with recommendations for integrating digital tools into social work education to meet the demands of a rapidly digitalizing society.

### **Chapter 3. Socioeconomic, environmental and management aspects of quality of life**

**3.1. Esmira Ahmadova Mirmammad, Tetyana Nestorenko, Lala Hamidova. The impact of human capital development on living standards: evidence from European countries.** This study examines the impact of human capital development on living standards across European countries using a multidimensional panel dataset covering the period 2017-2024. Human capital is conceptualized through three core components – education, digital skills, and health capital – reflecting both traditional and modern determinants of socio-economic well-being. Employing fixed-effects models, Driscoll-Kraay corrected estimators, and two-step System GMM, the analysis provides robust empirical evidence that human capital development significantly improves both material and subjective dimensions of living standards. Digital skills emerge as the most influential factor, strongly associated with higher income levels, improved employment outcomes, and greater life satisfaction. Health capital and

tertiary education also demonstrate substantial positive effects. The study further shows that labour market structures partially mediate the relationship, while institutional quality acts as a moderating factor that amplifies the returns to human capital. Overall, the findings highlight the need for integrated policy strategies that combine investments in education, digital competencies, health systems, and institutional governance to enhance living standards and reduce regional disparities across Europe.

**3.2. Olena Chukurna, Yelyzaveta Chukurna. Research on consumer loyalty in the residential construction market.** The article considers and analyzes the current state of the housing construction and real estate market in the Odesa region. The factors influencing the formation of the housing construction market are identified. The dynamics of price changes in the residential real estate market and the criteria put forward by the consumer for the purchase of residential real estate are analyzed. A study of consumer loyalty in the residential real estate market is conducted, a cluster and dispersion analysis of consumer loyalty is carried out. Factors influencing consumer behavior in terms of incentives for the purchase of residential real estate are identified. Recommendations are developed for the formation of demand in the residential real estate and housing construction market.

**3.3. Zlata Kafarska. Assertiveness in business.** The article highlights the problem of assertiveness in the context of the specifics of entrepreneurial activity. It is noted that the main qualities of assertiveness are self-esteem and a conscious assessment of one's own value. The features and specific functions of entrepreneurial activity are identified, which comprehensively affect various areas of an entrepreneur's activity and determine the need to develop assertive skills as a prerequisite for the successful achievement of professional goals. It is indicated that these features also have a negative impact on the development of an entrepreneur's assertive skills. It is determined that the model of assertive business behavior is formed at the intersection of values, communication, emotional maturity, behavioral strategies and organizational culture. The importance of using special techniques for the formation of a high level of psychological, managerial and communicative competencies is emphasized.

**3.4. Marek Janicki. Income and expenditure of local government units responsible for maintaining and improving the standard of living of residents in the Opole Voivodeship compared to the country in the years 2015-2024 – indicator approach.** This article presents the revenues and expenditures of local government units (LGUs) responsible for maintaining and improving the standard of living of residents in municipalities and cities with county rights in the Opole Voivodeship. The study utilizes eight indicators that enable the presentation of multidimensional relationships between the financial condition of municipalities and cities with county rights and the standard of living of residents in the Opole region from 2015 to 2024. The obtained information is presented against the backdrop of Poland. The study utilizes data available in the Local Data Bank (as of October 2, 2025). The presented indicators utilize information collected in accordance with the principles set forth in the Public Finance Act, i.e., division into sections and chapters defining the type of activity and paragraphs defining the type of income or expenditure. The data presented by sections, chapters, and paragraphs are prepared in accordance with the detailed classification of income and expenditure established by the Minister of Finance.

**3.5. Alina Yakymchuk, Małgorzata Skulimowska. Biodiversity as a renewable energy resource: estimating ecosystem productivity for sustainable development.** Biodiversity forms a fundamental basis for renewable energy production by sustaining ecosystem productivity and regulating biogeochemical cycles. This article explores biodiversity as a renewable energy resource, with particular emphasis on estimating ecosystem productivity – especially net primary productivity (NPP) – within the broader framework of sustainable development. Drawing on a synthesis of scientific literature and global data on forest, grassland, wetland, and agricultural ecosystems, the study investigates how ecosystem services contribute to energy security. The analysis shows that biodiversity-driven ecosystems maintain energy flows through biomass production, regulate carbon cycles, and strengthen ecological resilience. Methodological approaches such as remote sensing, ecological modelling, and economic valuation are examined to assess energy productivity. The findings highlight the significant potential of biodiverse ecosystems to support renewable energy systems, while also acknowledging the trade-offs between energy extraction and conservation. The paper concludes with policy recommendations for integrating biodiversity-based energy services into sustainable development strategies.

**3.6. Tetiana Zaiats, Oksana Diakonenko, Olena Sova. Cohesion trends in territorial communities: wartime and post-war regularities for quality of life improvement.** The article reveals the patterns of social cohesion within the territorial communities of Ukraine. General and specific regularities of cohesion are identified, among which the most significant are the voluntary nature of unification based on equality and respect for rights, the sharing of common interests, and mutual trust. It is established that social and economic inequality, segregation, institutional distrust, and pro-Russian propaganda have a negative impact on cohesion, while historical and cultural commonality, territorial proximity, similarity of socio-economic living conditions, and the activities of civic and volunteer organizations contribute positively.

**3.7. Svitlana Bykova. Success as a psychological descriptor of the quality of an individual's social life.** From a psychological point of view, personal success is an important indicator of the quality of a person's social life, a descriptor that contains relevant information about a person's achievements; structures information about their social life and personality expression in it; describes personal success in terms of its connection with other psychological characteristics; enables predictions to be made both about the manifestation of an individual's success and about the probable quality of their social life, etc. Therefore, the generalisation of information about psychological markers of success and the characteristics of a successful individual are parameters by which the quality of their life can be judged.

**3.8. Olha Kertsman. The role of social media in spreading narratives of sleep culture as an important tool for improving quality of life.** The article presents a theoretical and analytical study of the role of social networks in spreading narratives of sleep culture as a socio-psychological tool for improving quality of life. Based on an interdisciplinary analysis of sources from neuropsychology, stress psychology, social psychology, and digital communications, it has been determined that humanistic and educational media content contributes to the normalization of attitudes toward rest, the reduction of emotional tension, and the formation of healthy behavioral patterns.

It has been found that social networks serve as a medium for disseminating evidence-based knowledge about sleep through mechanisms of affiliation, emotional empathy, and algorithmic reinforcement.

**3.9. *Mariia Kravchenko. The influence of nonverbal communication on the formation and development of romantic relationships: a study of heterosexual couples.***

The article examines the psychological mechanisms through which nonverbal communication influences the processes of forming and further developing romantic relationships in heterosexual couples. Nonverbal exchange is considered a multidimensional phenomenon encompassing gestures, facial expressions, posture, tactile interactions, spatial behavior, and eye contact, all of which play a crucial role in conveying emotions, intentions, and attitudes between partners. It is substantiated that the effectiveness of nonverbal interaction depends on the partners' ability to adequately encode and decode nonverbal signals, which serves as a prerequisite for the formation of emotional closeness, trust, and a sense of security. Nonverbal behavior is understood as an integral component of interpersonal attraction that shapes first impressions and the subsequent dynamics of interaction.

**3.10. *Tetyana Siroshyan, Zoya Mytyay, Iryna Gapeeva. Language ecology as a guarantee of quality of life in a globalized world.*** The growth of the communicative power of the Ukrainian language necessitates the need to adhere to the principles of language ecology, which involves the imitation of language norms, the justified use of emotionally colored vocabulary (as well as slang, dialect and other words), giving preference to native Ukrainian (as opposed to borrowed) vocabulary, as well as increasing the efficiency of communicative interaction between speakers, which constitutes a direct basis for strengthening Ukrainian identity and building our state, and accordingly creates favorable conditions for improving the quality of human life in the modern globalized world.

**3.11. *Liudmyla Shlieina, Tetiana Ivanets. Methodology of teaching gender-neutral and inclusive speech in the professional training of future specialists.*** The article theoretically substantiates and develops a methodology for teaching gender-neutral and inclusive speech in the professional training of future specialists. The relevance of the study is due to the need to form inclusive communication competence (ICC) in graduates, which, unlike general communicative ability, includes a mandatory social and ethical dimension. The developed structural and content model of the methodology is based on a competency-based approach and is implemented in three stages: theoretical-cognitive, practical-operational and evaluative-reflective. It is proven that the effectiveness of training is ensured by the principles of integration (cross-curricular teaching in professional disciplines), contextualization (use of professionally oriented cases) and dialogicity / reflection. The main tools are active interactive methods (case studies, language training, debates). Key pedagogical conditions for the successful implementation of the methodology have been identified, in particular, the staff readiness of teachers and the provision of resources with industry-specific non-discriminatory dictionaries. Criteria for assessing the formation of the ICC have been established.

**3.12. *Tetiana Tretyakova, Taisia Leventhal. The connection of the communicative process in the globalized world with information stress.*** The article investigates the relationship between globalized communicative processes and the phenomenon of information stress in the digital age. The psychological consequences of excessive information load arising from multichannel communication, constant media contact and algorithmic dynamics of digital platforms are considered. Modern Ukrainian and international studies have been analyzed, which confirm the impact of information overload on the cognitive and emotional spheres of a person. The author outlines the concept of “communication and information stress” and defines it as a psycho-emotional state caused by the excess of information flows. Particular attention is paid to the concept of information hygiene as a tool for reducing stress and maintaining psychological stability. Practical ways of self-regulation are proposed – digital detox, critical thinking, control of online activity time. The work is of practical importance for the development of media literacy and mental health in the context of the information war.

**3.13. *Marianna Pavlyshyn. The economic instruments of agriculture as a factor in improving the quality of life of Ukrainians.*** The publication presents the results of research into the role and significance of economic instruments in Ukraine's agro-industrial complex in ensuring socio-economic stability and improving the quality of life of the population. An analysis of the concepts of “economic instruments” and “quality of life of the population” in the context of the agrarian economy has been carried out. The structure and main types of economic instruments used in Ukraine's agribusiness sector are identified, in particular, state support mechanisms, tax incentives, credit and financial levers, as well as rural development programs, etc. The main problems and shortcomings in the application of economic mechanisms have been identified, including the inefficiency of budgetary support, uneven access to resources and a lack of innovative technologies. Areas for improving the effectiveness of economic instruments are proposed, including the development of cooperation, digitalization of the industry, stimulation of organic production, and improvement of the state regulation system. The results of the study are aimed at improving the social welfare of Ukrainians and strengthening the country's food security.

**3.14. *Maryna Zelinska, Anastasiia Sorokina. Risk management standards in infrastructure investment projects: international experience.*** Risk Management (RM) in infrastructure investment projects, especially in the construction industry, is gaining strategic importance amid global economic instability and the need for network restoration. The article aims for a comprehensive analysis of leading international RM standards: ISO 31000:2018, WB/IFC requirements (ESG), FIDIC contractual mechanisms, and EU financial regulations (Solvency II). Theoretical foundations and practical case studies (the “Ice Arena,” Fehmarnbelt Fixed Link) are analyzed. It is established that international standards are critically necessary for transparency, effective allocation of responsibility, and the attraction of institutional investments. Recommendations are proposed for harmonizing domestic RM practices in construction with international requirements.

**3.15. Leonid Pankovets. The impact of Artificial Intelligence technologies on the formation of business models in the digital economy.** The article examines the impact of artificial intelligence technologies on the formation of business models in the digital economy and the directions of implementing innovative approaches to doing business. Practical cases and examples of global companies that successfully integrate artificial intelligence technologies into their business models are considered, depending on the direction of their use and innovation goals. Practical cases of implementing artificial intelligence in the sphere of activity of companies such as Amazon, Google and Netflix are considered. The main directions of business model transformation in the digital economy are substantiated. A classification of business models of the digital economy is proposed and substantiated depending on the application of artificial intelligence technologies, as well as their use in specific examples.

**3.16. Andrii Tymchyshyn, Kateryna Tymchyshyn. Formation of environmentally conscious legal culture as a component of improving the quality of life in the context of globalization.** The article explores the conceptual foundations of forming an environmentally conscious legal culture as a key component of improving the quality of life in the context of globalization. It is substantiated that the modern paradigm of social development requires the integration of environmental values into the legal consciousness of citizens, since only a balanced combination of legal knowledge, moral responsibility, and ecological thinking ensures the sustainability of social systems and the well-being of future generations. It is emphasized that legal culture cannot remain isolated from environmental challenges, because it is through law that society establishes mechanisms for environmental protection, rational use of natural resources, and the guarantee of human ecological safety.

The study shows that globalization, despite its positive effects of knowledge and technology exchange, simultaneously exacerbates ecological problems and creates new risks for quality of life related to environmental degradation and social inequality. In this context, the formation of environmentally oriented legal awareness becomes a priority within the education system, particularly in legal education, where future professionals should realize their role as agents of change toward sustainable development.

The article highlights the need for the humanization of legal education, the introduction of interdisciplinary courses on environmental law, bioethics, environmental psychology, and sustainable development. It is noted that the cultivation of an environmentally conscious legal culture is possible only through the synthesis of scientific knowledge, ethical principles, and civic engagement. Practical directions are proposed for improving educational policy aimed at training specialists capable of making decisions that combine legal feasibility, environmental responsibility, and social justice.

It is concluded that the formation of an environmentally conscious legal culture is a strategic condition for improving the quality of life, as it contributes to personal development, harmonization of human-nature relations, and strengthening the principles of sustainable development in society.

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### Chapter 1. Psychosocial factors and personal resources in times of crisis

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