

<https://doi.org/10.31891/PT-2024-1-2>

UDC 159.98:378-057.87:159.9]:355.01

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## PSYCHOLOGICAL TRAINING AS A TOOL FOR PROFESSIONAL RESOURCEFULNESS DEVELOPMENT OF FUTURE PSYCHOLOGISTS IN WAR CONDITIONS

*The article explores the development of professional resourcefulness among future psychologists in the context of the Russian-Ukrainian war. Drawing on theoretical frameworks and empirical research, the authors identify the main components of professional resourcefulness, including emotional intelligence and its elements, constructive coping strategies, and self-assessment of the professional development level. They highlight the importance of developing these resources through psychological training, utilizing techniques from cognitive-behavioural therapy, positive psychology, practices of emotional self-regulation and mindfulness. The authors present a training program designed to activate and enhance these professional internal resources. This study explores the effectiveness of a training program among psychology students. A quantitative and qualitative analysis was conducted to evaluate the program's impact on participants. Results indicate significant improvements in coping strategies, emotional intelligence elements, and self-assessment of the professional development level and its components among participants. Notably, the training program demonstrated efficacy in providing psychoemotional support during societal crises and psychologically traumatic events. These findings underscore the importance of psychological training in the resource provision of the psychology students' professional development.*

**Key words:** professional development, professional resourcefulness, socionomic specialists, future psychologists, professional education.

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## ПСИХОЛОГІЧНИЙ ТРЕНІНГ ЯК ІНСТРУМЕНТ РОЗВИТКУ ПРОФЕСІЙНОЇ РЕСУРСНОСТІ МАЙБУТНІХ ПСИХОЛОГІВ В УМОВАХ ВІЙНИ

*Пропонована стаття присвячена проблематиці розвитку професійної ресурсності майбутніх психологів в умовах російсько-української війни та пов'язаних з*

нею трансформаційних змін. Автори публікації здійснюють теоретичний аналіз структури професійної ресурсності та обґрунтовують важливість використання психологічного тренінгу як технології її удосконалення; презентують результати реалізації тренінгової програми актуалізації професійних внутрішніх ресурсів та здійснюють оцінку її ефективності.

У рамках авторського дослідження психологічних особливостей ресурсного забезпечення професійного становлення майбутніх психологів доведена значущість таких компонентів професійної ресурсності, як емоційний інтелект та його складові, конструктивні копінг-стратегії «активне подолання» та «планування», креативність, мотивація професійної кар'єри служіння їй її раціоналізація через захисний механізм психіки інтелектуалізацію. Важливу роль у забезпеченні професійної ресурсності відіграє самооцінка рівня професійного становлення.

З метою розвитку складових професійної ресурсності розроблена тренінгова програма актуалізації професійних внутрішніх ресурсів, яка інтегрувала в собі практики когнітивно-поведінкового напрямку, позитивної психології, повного усвідомлення («mindfulness») та емоційної саморегуляції. У ній взяли участь студенти-психологи 2-4-их курсів СВО бакалавр і 1-ого курсу СВО магістр, які мали низькі показники самооцінки рівня професійного становлення та досліджуваних ресурсів.

Аналіз результатів реалізації тренінгової програми продемонстрував її ефективність у розвитку складових емоційного інтелекту (емоційної обізнаності та управління власними емоціями), конструктивних копінг-стратегій і самооцінки рівня професійного становлення. Крім цього, автори розвідки наголошують увагу на природних змінах, що відбулись у структурі захисних механізмів психіки та копінг-стратегій у вибірці студентів-психологів і можуть бути пов'язані з впливом російсько-української війни.

**Ключові слова:** фахове становлення, професійна ресурсність, фахівці соціономічних професій, майбутні психологи, професійна підготовка.

### Formulation of the problem

Today, Ukrainian society is undergoing a series of transformative challenges that determine crises in various aspects of its life. The most significant and psychologically traumatic impact on the well-being of the society is the Russian-Ukrainian war, the first phase of which began in 2014 after the completion of the Revolution of Dignity. At that time, the system of psychological and social support for the population and its specialists encountered phenomena of collective trauma and post-traumatic stress disorder (PTSD) on a massive scale. The second phase of the Russian military aggression, which began in February 2022, brought even more suffering and sorrow into the lives of thousands of Ukrainians. The professional community of psychologists and psychotherapists is sounding the alarm and raising questions about the organization of effective and high-quality psychological support for individuals affected by the war, including combatants.

In this context, the issue of professional training of practical psychologists, crisis psychologists, and psychotherapists, who require specific training to work with trauma, becomes increasingly relevant. Special attention is required for professional resourcefulness development among specialists in socio-economic professions, which integrates elements of personal

and psychological resourcefulness. Cultivating this trait is advisable to start at the early stages of future psychologists' professional development, which will enable them to form a better and deeper understanding of their professional motivation, develop necessary professional competencies and professionally important qualities, and realize their missionary role in ensuring the socio-emotional well-being of society.

The trends we have described necessitate the search for technologies in higher professional psychological education that would enable the actualization of future psychologists' professional resourcefulness during their professional development in higher education institutions (HEIs). One such technology, in our opinion, is psychological training.

### **Analysis of the latest research**

In the context of the discussed issues, it should be noted that significant attention has been devoted to the research of the professional development and formation of practical psychologists and psychotherapists by both domestic and foreign scholars. Various aspects of the professional training of future psychologists in the system of higher professional education have been examined by O.F. Bondarenko, O.V. Varfolomieieva, N.L. Kolominskyi, L.V. Mova, I.P. Andriichuk, N.F. Shevchenko, V.H. Panok, V.S. Shtyfurak, O.M. Kokun, and others. The essence and specificity of the professional Self-concept of psychologists have been elucidated by scholars such as I.P. Andriichuk and N.V. Chepelieva. The determination of professionally important qualities and criteria for the professional suitability of future psychologists has been addressed by N.I. Poviakel, N.A. Surhund, O.A. Cherepiekhina, S.K. Shandruk, T.S. Yatsenko, V.V. Shulha, V.M. Pedorenko, V.S. Shtyfurak and others.

Among foreign scholars who have dedicated their research to studying the necessary personal qualities for a professional psychologist, B. Okun, A. Adler, M. Buber, L. Wolberg, H. Strupp, A. Storr, L. Bugental, E. Kennedy, K. Schneider are notable. Psychological aspects of future psychologists' professional development have been investigated by L.E. Nastasa, A.-M. Cazan, N.S. Elman, W.N. Robiner, J. Illfelder-Kaye, A.I. Sheikh, D.L. Milne, B.V. MacGregor and others.

Aspects of psychological and personal resourcefulness, such as the individual's ability to withstand psychologically traumatic circumstances and the consequences of emotional trauma, have been studied by A. Adler, O. Ayalon, L. Binswanger, M. Voitovych, V. Kerdivar, M. Laad, M. Khan, M. Shahan and others. The concepts of psychological resourcefulness, internal resources, and personal potential have themselves become the subject of research in scientific inquiries by scholars such as S. Hult and T. Vaad,

V. Frankl, R. Perso, S. Kobasa, D. Khosha, G. Alport, S. Maddi, A. Antonovsky. Separate attention to studies of resources is given in S. Hobfoll's works. Among domestic scholars who have paid special attention to psychological and personal resourcefulness and ways of its development in their works, the most well-known are O.S. Shtepa and T.M. Tytarenko.

Psychological training as a separate subject of study and as a tool for working with professional consciousness and the development of professionally important traits of an individual has been illuminated in the works of such Ukrainian scholars as S.D. Maksymenko, L.M. Karamushka, I.M. Matiikiv, K.L. Miliutina, Ye. V. Karpenko, O.V. Savytska, O.A. Blinov, and others. Among foreign psychologists-researchers and practitioners who have studied the effectiveness of psychological training and group work in general are K. Rudestam, K. Thorn and D. McKay, K. Fopel, I. Yalom, M. Smith, Z. Fuks, and others.

None of the mentioned studies considered psychological training as a tool for actualizing future psychologists' professional resourcefulness in war conditions, which makes the topic of our article relevant.

**Our study aims** to theoretically analyze the issue of professional resourcefulness among future psychologists, justify the necessity of applying psychological training for its development, and present the results of implementing a training program for actualizing professional internal resources.

### **The main part**

The analysis of the problem of future psychologists' professional resourcefulness development is advisable to begin with defining this concept and identifying its components. To do this, let's turn to the theory of personal and psychological resourcefulness and resources in general.

Most often, psychological and personal resources are discussed in the context of stress theory and its overcoming. Specifically, S. Hobfoll defined resources as something valuable to a person that helps them successfully adapt to challenging life situations [8]. Another approach in the study of personal resources is the identification of this concept with such qualities as resilience and control, as proposed by R. Perso. The researcher noted that a strong sense of control over events in life, the ability to perceive their meaning and purpose, the presence of high motivation to achieve set goals and accomplish tasks, and the perception of life circumstances as challenges and favourable conditions for development are the resources that help individuals resist stress or crises and regulate strong emotions associated with them [4].

The content and essence of personal resourcefulness are extensively defined and investigated in the context of theories of psychological health. Resources, as characteristics of the personal and individual level of health, often include a person's ability to resolve conflicts in interaction with the environment and overcome adverse life situations and conditions by transforming their value and meaning sphere, which determines the direction of personality and serves as a basis for self-actualization [1].

A broader and more universal approach to interpreting psychological resourcefulness and resources is presented in the scientific research of the Ukrainian scientist O.S. Shtepa [5]. Based on theoretical analysis, the researcher proposed defining psychological resourcefulness through an intentional approach, according to which the fundamental personal qualities are the ability for self-development, self-regulation, and self-determination. In line with this, psychological resourcefulness is described as the personal ability to actualize their resources, consciously operate them, know how to use them and update them. Psychological resources are defined as those dispositional intentions of the individual that they actualize in situations of moral self-determination as a unique way of giving meaning to their own life and as determinants of integrating the results of lived complex situations into a unique life experience [6].

A special place in O.S. Shtepa's scientific explorations is concerned with the issue of psychological resourcefulness as a factor in the personal self-development of psychology students. In her research on the self-development of future psychologists, the scholar identified three vectors of this process: behavioural, cognitive, and emotional, each endowed with specific characteristics. Thus, the cognitive vector is defined by self-understanding, self-esteem, self-actualization, and self-efficacy; the behavioural vector includes self-motivation, self-change, self-assertion, and self-improvement; and the emotional vector encompasses self-interest and self-acceptance.

In her conclusions, O.S. Shtepa indicates that constructive personal self-development of psychology students is associated with their ability for self-disclosure in relationships, absence of envy, ability to predict the consequences of their actions and act according to their convictions, presence of individual criteria for self-assessment and assessment of others, and a subjective sense of successful self-realization [7].

In light of the need to define the content of professional resourcefulness, let's consider scientific inquiries that address the development of a range of individual-psychological and professionally important traits of future psychologists. L.E. Nastasa and A.-M. Cazan emphasize the importance for future psychologists of such personal

dispositions as critical reflection on their life experience, understanding of their self-worth, self-confidence, self-efficacy in stressful situations (resistance to traumatic factors, adaptive coping strategies), tolerance for frustration, ability to focus consciousness on the present moment («here and now»), spontaneity, flexibility, and creativity [9].

American researchers N.S. Elman, W.N. Robiner, and J. Illfelder-Kaye highlight a specific trait that any future psychologist should possess for successful professionalization - the ability for critical and logical analysis, conceptualization of problems, and understanding from different perspectives. Additionally, the researchers emphasize the importance of comprehensive self-knowledge, a sense of professional identity, self-efficacy and self-care, emotional intelligence, empathy, authenticity or congruence, and the ability to focus attention on the present moment of one's existence («mindfulness») [10].

Therefore, from the theoretical analysis of the issue, we can define professional resourcefulness as a state of personality in which one feels their professional worth, possesses a high level of awareness of the professional internal resources necessary for successful professional activity, and is capable of acquiring, developing, and actualizing them.

We have developed a theoretical-phenomenological model to determine the components of professional resourcefulness. According to this model, the identified professional internal resources include analytical thinking, professional career motivation, developed emotional intelligence and empathy, behavioural flexibility characterized by tolerance for uncertainty and creativity, elements of resilience and self-regulation, namely constructive coping strategies and adaptive defence mechanisms of the psyche. Self-assessment of the professional development level became an indicator of professional value.

Through empirical research on the psychological characteristics of resource provision for future psychologists' professional development, as well as correlation and factor analyses of its results, we have identified the main internal professional resources. These include *emotional intelligence and its components, creativity, constructive coping strategies such as «active coping» and «planning», professional career motivation such as «service»* and its explanation through the *intellectualization defence mechanism, and high self-assessment of the professional development level*. These properties are the key components of the professional resourcefulness of future psychologists, and their development requires the use of active learning forms, including psychological training.

We chose psychological training as a tool for developing the professional resourcefulness of future psychologists due to its intensity and,

at the same time, the ease of its impact on participants, as well as the possibility of incorporating group facilitation. In this format, the group itself becomes a method of psycho-correction and activation of reflexive processes. Through active interaction, each group participant gets the opportunity to gain an alternative perspective on their professional development situation from those group members who share similar challenges.

### **Results and discussion**

Intending to develop the professional resourcefulness of future psychologists, we have developed a training program for actualizing professional internal resources, the total volume of which amounted to 90 academic hours, with 48 hours allocated for training sessions and 42 hours for participants' independent work. In addition to classical training methods, we utilized techniques from cognitive-behavioural therapy and positive psychology, mindfulness, relaxation, and emotional self-regulation practices, coaching models such as SMART and GROW, and scenarios for working with symbolic associative cards [2].

The implementation of the training program lasted for 6 weeks (with 4 sessions each) and took place during March and early April of 2023 in an online format using Zoom and Google Meet platforms. A total of 50 psychology students from the 2nd to 4th years of undergraduate studies and from the 1st year of master's studies participated. These students had low self-assessment of their professional development level and correspondingly low development of professional internal resources. They were divided into experimental and control groups, with 25 individuals in each group.

In June of the same year, we conducted a follow-up psychodiagnostic screening of participants from the experimental and control groups using the following assessment tools: E. Schein's Career Motivation Survey, N. Hall's Emotional Intelligence Test, F. Williams' Personality Creativity Diagnosis, the COPE (stress coping questionnaire), the «Index of Lifestyle» methodology, and our questionnaire to determine self-assessment of the professional development level.

The mathematical-statistical analysis of the results was conducted by calculating and comparing the arithmetic means of the indicators and testing the statistical significance of the differences in measured indicators using Student's t-test. This analysis was performed using IBM SPSS Statistics version 23 and Microsoft Excel 2013 software.

Following the implementation of our training program for activating professional internal resources, positive changes were observed in the indicators of the experimental group (EG) across 23 diagnostic scales compared to the arithmetic means of the control group (CG). Among the

coping strategies, noticeable increases in the arithmetic mean values were observed across the scales of *positive reinterpretation and growth, planning, focus on and venting of emotions, active coping, humor, and use of instrumental social support*. However, it is worth noting that some slight changes also occurred in the indicators of the control group, particularly in the values of coping strategies such as *denial and use of instrumental social support* (table 1).

Table 1

**The dynamics of changes in average arithmetic values in coping strategies indicators**

№	Scale	EG before	EG after	CG before	CG after
1	Positive reinterpretation and growth.	<b>12,60</b>	<b>13,04</b>	11,80	11,76
3	Focus on and venting of emotions	<b>10,40</b>	<b>11,04</b>	10,56	10,40
5	Active coping	<b>12,24</b>	<b>13,28</b>	11,56	11,56
6	Denial	8,48	8,24	<b>9,28</b>	<b>10,32</b>
8	Humor	<b>10,88</b>	<b>11,76</b>	10,72	10,80
11	Use of instrumental social support	<b>10,20</b>	<b>11,48</b>	<b>10,64</b>	<b>11,76</b>
15	Planning	<b>12,88</b>	<b>13,64</b>	11,96	11,56

Transformations and dynamics of indicators beyond the experimental influence suggest the impact of other uncontrolled external factors that may influence the use of specific stress management methods by psychology students. In our opinion, one such factor is the traumatic impact of the full-scale Russian-Ukrainian war, as our research and training program coincided with its onset and escalation.

From the results of the repeat diagnostics, we can observe an increase in the indicators of the coping strategy «use of instrumental social support» in both the experimental and control groups. This trend can be explained by the fact that turning to interaction with the closest social environment or university community is a resource for psychology students to overcome distress.

At the same time, the increase in the level of «denial» coping in the control group likely indicates respondents' inclination to avoid understanding and experiencing negative events, which is not evident in the experimental group. Participation in the training program became an additional social and psycho-emotional tool for constructive reflection on their experiences during the war for its participants. Through the techniques and methods used in the intervention, we created favourable conditions for reinforcing adaptive coping strategies for future psychologists, which serve as elements of their professional resourcefulness and are closely related to their self-assessment

of professional development. Confidence in their professional competencies contributes to a more conscious and positive approach to self-regulation and stress management.

We can also observe notable changes in the indicators of emotional intelligence elements. Positive dynamics were identified in the EG across scales of *emotional awareness*, *managing one's own emotions*, *self-motivation*, and *empathy*. In the CG, changes occurred only in the *self-motivation* scale, indicating a natural dynamic of this trait among psychology students (table 2). This may suggest a need among respondents to manage their impulses and desires and postpone instant wishes and gratifications, which, on the one hand, is associated with the dynamics of ageing and the natural complexity of personality development during professional training. On the other hand, it is determined by moral and ethical aspects arising during war, requiring emotional control and experiencing positive emotions.

Table 2

**The dynamics of changes in average arithmetic values of emotional intelligence components**

№	Scale	EG before	EG after	CG before	CG after
1	Emotional awareness	<b>27,56</b>	<b>29,88</b>	27,84	28,12
2	Managing one's own emotions	<b>22,68</b>	<b>24,76</b>	22,40	22,20
3	Self-motivation	<b>24,52</b>	<b>26,28</b>	25,68	26,48
4	Empathy	<b>25,96</b>	<b>26,08</b>	26,80	26,88

Changes in other components of emotional intelligence in the EG can be explained by the training intervention we conducted, which involved techniques such as mindfulness, emotional self-regulation, exercises in recognizing one's emotional states, and focusing on them.

The most significant changes in the EG after the implementation of the training program were found in the self-assessment of the professional development level and its elements. In the CG, there was no dynamic in this characteristic (table 3).

Table 3

**The dynamics of changes in average arithmetic values of self-assessment of the professional development level and its components**

№	Scale	EG before	EG after	CG before	CG after
1	Professional self-esteem and self-efficacy	<b>9,36</b>	<b>10,76</b>	9,80	9,68
2	Time perspective	<b>8,24</b>	<b>9,68</b>	8,28	8,16
3	Motivational and value level	<b>11,88</b>	<b>12,60</b>	12,24	12,24
4	Self-assessment of personal potential	<b>28,68</b>	<b>30,52</b>	28,68	28,84
5	Flexibility and adaptability	<b>8,12</b>	<b>9,64</b>	8,28	8,20
6	Self-assessment of the professional development level	<b>66,28</b>	<b>73,20</b>	67,28	67,24

The increase in self-assessment of professional development level resulted from the application of cognitive-behavioural practices such as identifying negative automatic thoughts, their reconceptualization, and participants' reflection on their professional development during psycho-training.

Despite the absence of psychotherapeutic influence, slight changes were observed in the structure of defence mechanisms of the psyche. However, it is worth noting that these changes occurred in both groups, indicating a natural progression (table 4).

Table 4

**The dynamics of changes in the average arithmetic values of the protective mechanisms of the psyche**

№	Scale	EG before	EG after	CG before	CG after
1	Denial	79,00	78,36	<b>78,36</b>	<b>81,32</b>
2	Suppression / repression	<b>76,24</b>	<b>78,72</b>	<b>77,60</b>	<b>79,72</b>
3	Regression	<b>74,48</b>	<b>76,04</b>	<b>82,16</b>	<b>84,32</b>
4	Compensation	79,04	79,04	<b>74,84</b>	<b>76,92</b>
7	Intellectualization	<b>60,84</b>	<b>62,04</b>	67,04	66,88

In both the EG and CG, there was an increase in the level of functioning of defence mechanisms of *repression* and *regression*, which is expected during serious and traumatic social upheavals. However, in the CG, defence mechanisms of *denial* and *compensation* are significantly more pronounced. We can identify denial as the basis for reinforcing the corresponding coping strategy, the significance of which also increased in this group. In the increased indicators of the defence mechanism of compensation, we see an unconscious attempt by psychology students in the

control group to balance the underdevelopment of emotional self-regulation by resorting to the coping strategy of denial and thus restore psycho-emotional equilibrium.

The increase in the manifestation of the defence mechanism of «*intellectualization*» in the EG and the absence of such changes in the CG result from the positive dynamics of self-assessment of professional development level, along with the rational understanding of their career motivation as a result of participating in the training program. Slight changes occurred in the values of career motivation scales and components of creativity (table 5).

Table 5

**The dynamics of changes in average arithmetic values of professional career motivation and components of creativity**

№	Scale	EG before	EG after	CG before	CG after
Professional career motivation					
4	Stability of the workplace	7,00	7,00	<b>6,44</b>	<b>6,92</b>
6	Service	<b>6,40</b>	<b>7,00</b>	<b>6,48</b>	<b>7,00</b>
8	Integration of lifestyles	<b>6,36</b>	<b>6,96</b>	6,72	6,76
Components of creativity					
2	Risk	<b>13,52</b>	<b>13,92</b>	13,24	13,24
3	Curiosity	<b>12,88</b>	<b>13,44</b>	11,40	11,48

The increase in the level of «*service*» professional career motivation occurred in both the experimental and control groups, indicating the regularity and naturalness of such a trend. A similar natural change occurred in the ranking value of *motivation for stability of the workplace* in the CG, which we can attribute to an exacerbation of feelings of uncertainty among psychology students during the war and their desire to have certainty, at least in professional self-realization and financial security. Meanwhile, in the EG, there was a slight increase in the rank of motivation for *integration of lifestyles*, which could well be the result of their participation in the training program.

Therefore, professional career motivation has remained the same («*Service*»), although it has quantitative changes in values, according to its qualitative characteristics. This is evidence that psychology students' interest in their chosen profession is stable, but before the training program, they experienced a lack of self-confidence as future psychologists. This provoked a low self-esteem of the level of their professional development. Thanks to participation in the training program, respondents reconceptualized negative beliefs about their professional self-image and also got acquainted with a set of effective methods and techniques for developing their professional internal

resources. Revising existing professional knowledge, skills, and abilities, as well as acquiring new ones, enabled participants in the EG to create a more positive view of their professional future and self-improvement compared to respondents in the CG.

Among the components of creativity, we can only identify two in which there are noticeable dynamics in the EG - these are the scales of «*risk*» and «*curiosity*». The minimal or complete absence of changes in the EG in the components of creativity and the overall level of its manifestation can be explained by the fact that for the improvement and development of such a complex characteristic, a more prolonged psycho-corrective or psychotherapeutic influence aimed at developing spontaneity and personality flexibility is necessary.

Furthermore, experiencing distress during traumatic events in Ukraine likely suppresses the creativity of psychology students and their desire to engage in creativity. In this case, the primary task of any psychological support or psychological training is to reduce the stress level and assist in acquiring emotional self-regulation skills and achieving a state of psychological calm. Restoring psycho-emotional balance will enable the development of creativity as a professional internal resource for future psychologists.

As a result of the conducted analysis of changes in the mean values for the diagnosed properties in the experimental and control groups, we are faced with the task of determining the level of their significance. Through the calculation with the help of Student's t-test between the values of the EG before and after the training program, we identified 19 indicators that show a significant difference. We were interested in all values less than 0.05. Such indicators include:

- coping strategies: positive reinterpretation and growth (0.018), focus on and venting of emotions (0.018), use of instrumental social support (0.001), active coping (0.002), humour (0.002), use of emotional social support (0.000), planning (0.007);
- emotional intelligence elements: emotional awareness (0.000), managing one's own emotions (0.000), and self-motivation (0.002);
- defence mechanism of regression (0.017);
- professional Career motivation: service (0.010) and integration of lifestyle (0.003);
- creativity component: curiosity (0.032);
- self-assessment of professional development level (0.000) and its components: professional self-assessment and self-efficacy (0.000), time perspective (0.000), self-assessment of personal potential (0.000), flexibility and adaptability (0.000).

However, no expected significant differences were found in the indicators of the psychological defence mechanism of «*intellectualization*» and the component of emotional intelligence, *empathy*.

Among all the identified indicators in the EG, four show natural changes rather than those resulting from the training program. These include «the use of emotional social support» coping strategy, emotional intelligence component «self-motivation», defence mechanism «regression», and professional career motivation «service». These indicators also had changes in the respondents of CG.

Given this, we can assert that the training program for actualizing professional internal resources has affected 15 diagnosed indicators – these are constructive coping strategies (7), elements of emotional intelligence (3), self-assessment of the professional development level and its components (4), and one element of creativity – curiosity. The latter change could have been triggered by stimulating reflection among participants in the experimental group and activating their interest in seeking mechanisms for developing their professional resources.

From a qualitative perspective, it is notable that the most significant psychocorrective impact in the experimental group (EG) was observed in constructive coping strategies, emotional awareness, and managing one's own emotions. There was a heightened emphasis on the use of instrumental social support and focus on and venting of emotions, which, on the one hand, is not inherently part of the structure of future psychologists' professional resources but, on the other hand, may be associated with the improvement of elements of emotional intelligence. The most significant qualitative change was the transformation of self-assessment of the professional development level and its four components.

Therefore, the analysis of the effectiveness of the training program for actualizing professional internal resources gives us grounds to consider it effective in psychotherapeutic work with coping strategies, emotional intelligence, and self-assessment of the professional development level as components of future psychologists' professional resourcefulness. Such work in the format of psychological training is particularly important during societal crises and psychologically traumatic events, as it creates additional favourable conditions for psychoemotional support for psychology students and psychological support for their professional development process.

### **Conclusion**

The modern crisis and trauma challenges exacerbate the problem of providing high-quality professional training for future psychologists and cultivating their professional resourcefulness. Nowadays, the mission of

every psychologist is to ensure the psychoemotional well-being of society, especially for high-risk groups. In particular, combatants and all others affected by war require special attention. These tasks of professional activity demand from psychologists not only a high level of development of professional skills and competencies but also the cultivation of professional inner resources.

Based on the results of an empirical study of the psychological features of resource provision for future psychologists' professional development conducted in 2021-2022, we have determined the main elements of professional resourcefulness. These include emotional intelligence and its components, creativity, constructive coping strategies, motivation for a professional career of «service», and its rationalization through the defence mechanism of the psyche, intellectualization. The central property of our theoretical and phenomenological model of the research subject was the self-assessment of the professional development level as an indicator of confidence in one's expertise.

The identified problems of professional resourcefulness among future psychologists and the need to develop its components have led us to utilize the technology of psychological training as a means of psycho-correction. Consequently, we have elaborated a training program for professional internal resources actualization. Within this program, we applied various techniques of cognitive-behavioural therapy and positive psychology, mindfulness practices, emotional self-regulation, reflection, and other modern methods of psycho-correction in practice during March and April 2023.

The training program has demonstrated its effectiveness in enhancing and activating such professional internal resources as emotional intelligence and its components, constructive coping strategies, and self-assessment of the professional development level and its elements. This, in turn, confirms the efficacy of psychological training in developing the professional resourcefulness of future psychologists in conditions of war and other societal crises.

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