
POSITIVE PSYCHOTHERAPY IN THE PSYCHOLOGICAL SUPPORT OF TEACHERS: RESTORATION OF THE INTEGRITY OF THE PERSONALITY

Olena Ignatovych¹, Oksana Ivanova², Yevheniia Ivanova³

¹ Doctor of psychological sciences, senior researcher, head of the Department of Labor Psychology of the Ivan Zyazyun Institute of Pedagogical Education and Adult Education of the National Academy of Pedagogical Sciences of Ukraine, Kyiv (Ukraine)

ORCID ID: <https://orcid.org/0000-0002-0588-0620>

² Candidate of psychological sciences, doctoral student of Ivan Zyazyun Institute of Pedagogical Education and Adult Education of the National Academy of Pedagogical Sciences of Ukraine, Kyiv (Ukraine)

ORCID ID: <https://orcid.org/0000-0002-9325-6499>

³ Candidate of psychological sciences, assistant professor of the Department of Clinical Psychology in Kyiv Institute of Modern Psychology and Psychotherapy, Kyiv (Ukraine)

ORCID ID: <https://orcid.org/0009-0001-7956-2975>

UDC: 159.98:37.091.12.011.3-051

ABSTRACT

This article highlights the outcomes of applied research on " Psychological support of the professional activity of pedagogical workers in the conditions of global changes " conducted at the Ivan Zyazyun Institute of Pedagogical Education and Adult Education of the National Academy of Sciences of Ukraine. The study aimed to recognize signs of individual integrity breaches and determine methods to restore it.

The research problem regarding morale restoration in psychological support is challenging to investigate, so the study employed experimental work, diagnostic interviews, observations, and self-assessment methods. Various instruments and techniques, such as hospital anxiety and depression scale (HADS), anxiety scale (HARS), depression scale (BDI), Wiesbaden questionnaire WIPPF, among others were utilized.

The primary outcomes of the research reveal that a vast majority of the participants manifest indications of breaching their personality's moral integrity. Hence, there is a pressing need to not only prevent and overcome depression, anxiety, and panic attacks due to wars' aftermath relied on the subjects but as well as to rehabilitate one's moral integrity through positive psychotherapy means.

The practical significance of the study is determined by the applied aspect of its results in relation to ensuring that pedagogical workers preserve the integrity of the individual and health; decrease in general emotional load; increasing the resourcefulness of the individual.

The results of the research are taken into account and used: in complex psychotherapeutic work in the methods of positive psychotherapy and hypnotherapy; group training in the techniques of mental self-regulation, psychological self-help, and can also be useful for workers in helping professions in working with people affected by the war.

Keywords. Positive psychotherapy, integrity of personality, depression, anxiety, panic attack, psychological readiness.

Problem definition and its relationship with important scientific and practical tasks. In light of the war that began in Ukraine in February 2022, the country's population now faces a real threat to their lives. Employees of the Department of Labor Psychology of the Institute of Pedagogical Education and Adult Education during the

implementation of the applied research "Development of psychological readiness of teaching staff for professional activity in the conditions of the New Ukrainian School" (2020-2022, RK No. 0120U100227) gained experience in the theory and practice of restoring integrity per-

Address for correspondence, e-mail: editpsychas@gmail.com
Copyright: © Olena Ignatovych, Oksana Ivanova, Yevheniia Ivanova

This is an Open Access journal, all articles are distributed under the terms of the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0) License (<http://creativecommons.org/licenses/by-nc-sa/4.0/>), allowing third parties to copy and redistribute the material in any medium or format and to remix, transform, and build upon the material, provided the original work is properly cited and states its license.

sonalities of teachers and psychologists of general secondary education institutions.

The relevance of this issue is determined by the numerous requests of teachers and psychologists regarding the need to address concerns around personal integrity and health, as well as the need to ensure their optimal and productive professional activity not only in the conditions of the implementation of the concept of the New Ukrainian School, but, at the same time, in the conditions of a pandemic and war, when they encountered significant psychophysical and psycho-emotional loads, the complexity of the performed functions and the combination of different actions in one activity, fast pace of activity, responsibility for themselves and students.

In modern psychological science, methods and forms of psychological support of the individual have been developed, but the problem of psychological support of pedagogical workers in conditions that threaten human life requires a proper solution by restoring the integrity of the individual, which is necessary for a full-fledged life, and professional activity of pedagogical workers in particular.

Analysis of recent researches and publications.

In the process of analyzing recent studies and publications regarding the problem of personality integrity, we found that, the integrity of the personality is a kind of inner core and is manifested by a high level of satisfaction with life and the joy of existence. As a rule, it is easy to communicate with such optimistic person and prone to creativity and support of positive aspirations of other people. At the same time, such a person willingly opposes destructive actions from the environment (Overchuk et al, 2022). An internal sign of the loss of personal integrity is a lack of happiness, a feeling of dissatisfaction and mental discomfort. If a person gets angry, is mentally unbalanced, tries to devalue and humiliate others, then this may be a sign of violation of the integrity of his personality (Sharrock, Begg, Mandinach, 2014).

Based on an analytical review of recent studies and publications on the problem of personality integrity, we have formulated the main provisions of an empirical study. The initial postulates of the empirical study were the vision that:

1) positive psychotherapy as a method of restoring the integrity of the individual has psychotherapeutic,

pedagogical, andragogic, social, cross-cultural effects and is based on the principles of hope, balance (harmonization) and counseling (Khanetska, 2015).

2) Work to restore the integrity of the individual in accordance with the principle of hope involves focusing a person on those resources that are manifested in the symptom or conflict. Such orientation helps a person to feel his abilities (every person is capable and therefore has a chance to change the existing state of affairs for the better) and to take responsibility.

3) Work based on the principle of balance (harmonization) depends on the distribution of the individual's energy according to the main spheres of human activity - physical, mental, social-communicative and spiritual. Physical includes food, sleep, sex, physical contact, care for appearance, exercise, sensory experiences and bodily comfort. To the mental - satisfaction of cognitive needs and curiosity, professional achievements; to social-communicative - human communication; to the spiritual - worldview and religious experiences, fantasies about the future, suprapersonal experiences and actions. An imbalance in the physical sphere creates the risk of somatic and psychosomatic diseases, in the mental sphere - aggressive distress reactions and perfectionism, in the communicative sphere - feelings of loneliness and depression, and in the spiritual sphere - feelings of anxiety and psychotic disorders.

4) The work to restore the integrity of the individual based on the principle of counseling and self-help is not only to solve a specific problem of a person, but also to teach him to solve his other problems and treat them as opportunities for further development. For this, you can use the five-step strategy of positive psychotherapy, which includes the sequential implementation of such stages as: distancing; inventory; situational encouragement; verbalization; expanding goals.

5) At various stages of work on restoring the integrity of the individual, you can use the following techniques: "Identifying the resource", which helps a person to feel the resources and understand his abilities; "Revision of the past", in which the focus is on what was used by man as a resource from the past; "Recognition of competence", which helps to identify feasible solutions found by the person himself; "Scale of Hope" as a means of initiating per-

sonal progress; "Production of productive solutions", used in a situation of lack of personal progress. Parables and folk wisdom are a rich arsenal for mobilizing resources for personal recovery (Peseschkian, 2016).

Purpose of article (the main problems). This article highlights the outcomes of applied research on "Psychological support of the professional activity of pedagogical workers in the conditions of global changes" conducted at the Ivan Zyazyun Institute of Pedagogical Education and Adult Education of the National Academy of Sciences of Ukraine. The study aimed to recognize signs of individual integrity breaches and determine methods to restore it.

Methods and techniques. The research methodology is based on humanistic (Rogers, 1946), existential (May & Yalom, 1989), psychodynamic (Blatt, & Levy, 2003), positive (Peseschkian, 2016), approaches using hypnotherapy (Ahmadi, Jafari, Sabzevari, FallahTafti & Bidaki, 2018) approaches, modern theories of personality and activity, in which the integrity of the personality is considered as a multi-level dynamic system determining by perceptual, cognitive, emotional processes and the environment, determines the level of protection of the human psyche, the ability of the individual to overcome external and internal threats and maintain an optimal level of functioning and activity.

Theoretical basis and methods of scientific applied research. The applied research and experiment was carried out by the decision of the meeting of the scientific council of the Institute of Pedagogical Education and Adult Education of the National Academy of Pedagogical Sciences of Ukraine on the basis of the agreements concluded with the managers and pedagogical workers of experimental educational institutions. Pedagogues from: State Higher Educational Institution "Pereyaslav-Khmelnytskyi State Pedagogical University named after Hryhoriy Skovoroda" of the Ministry of Education and Culture of Ukraine participated in the study; gymnasium - boarding school No. 13 in Kyiv; Bilotserk Institute of Continuing Professional Education; Vinnytsia branch of Kyiv Institute of Business and Technologies; Municipal higher educational institution "Kherson Academy of Continuing Education" of the Kherson Regional Council; Educational and Scientific Institute of Pedagogy, Psychology, Training of Highly Qualified Specialists of Mykhailo Kotsyubynsky Vinnytsia State Pedagogical

University of the Ministry of Education and Culture of Ukraine; Department of Education of the Svyatoshyn District State Administration in Kyiv; Kyiv Professional and Pedagogical College named after Anton Makarenko; Mykolaiv Specialized School of I-III degrees of Arts and Applied Crafts "Academy of Children's Creativity"; Specialized educational and educational complex "Preschool educational institution - comprehensive educational institution "Lileya", Kyiv; Specialized school of I-III degrees No. 125 with in-depth study of the English language in Kyiv. The study includes a diagnostic survey of residents from the occupied territories of Ukraine, temporarily relocated to the Zhytomyr region in cooperation with psychologists of the State Emergency Service and psychotherapists of state medical institutions of Ukraine in February-May 2022, since the Russian invasion of Ukraine began in full scale in February 2022. 512 people aged 25-78 were involved in the survey, including 212 pedagogical workers, including 8 principals, 97 teachers, 95 lecturers, and 12 psychologists.

The theoretical basis of the experimental research program was made up of the starting points of the personal-professional approach regarding the psychological characteristics of the teacher's professional activity, professionalism and its highest form – pedagogical mastery, the personality of the professional, awareness of the basic concepts of the problem of professionalism by pedagogical workers, the development of pedagogical abilities for professionalism and mastery; conceptual provisions, principles and five-step strategy of the method of positive psychotherapy; principles and theoretical foundations of hypnocoaching.

The psychodiagnostic method, a complex of psychodiagnostic methods, programs of psychological support and psychotherapeutic work became the methodological basis for the implementation of the study. To obtain, on the basis of a combined approach to experimental work, reliable information on indicators of personality integrity, along with a diagnostic interview, observation, methods of self-assessment of health and mental states, the following were used: hospital scale of anxiety and depression, HADS (Zigmond A.S., Snaith R.P., 1983), anxiety scale, HARS (Hamilton M., 1959), depression scale, BDI (Beck A.T., Steer R.A., Ball R., Ranieri W., 1996); as well as the Wiesbaden WIPPF questionnaire (Nossrat Peseschkian, 2014) used to diagnose the integrity and balance of the personali-

ty. Diagnostic interview, observation, hypnocoaching and the methods listed above were used by the authors as a search for reliable information about the condition of pedagogical workers who need help or support in the process of restoring the integrity of the individual, which is necessary for the development of psychological readiness for the implementation of educational reforms in professional activities in the conditions war.

In order to restore the integrity of the individual in the formative experiment, the following will be carried out: complex psychotherapeutic work in the methods of positive psychotherapy and hypnotherapy; group training in mental self-regulation and psychological self-help techniques.

The main material study with full justification of scientific results. The methods of semantic differential

and factor analysis were used to determine the factor characteristics of personality integrity, which describe the psychological readiness of pedagogical workers for professional activity in war conditions. Using the method of semantic differential, a list of binary categories was compiled, which are used to explain the integrity of the individual in the general structure of the psychological readiness of pedagogical workers for professional activity in war conditions. According to the results of the factor analysis, four factor characteristics were singled out in the general structure of psychological readiness for professional activity, which describe almost 78% of the total variance of the signs of personality integrity (Table 1.).

The first factor "Pedagogical communication and professional reflection" is the most important (25.18% of

Table 1.

Factor characteristics of personality integrity describing the psychological readiness of pedagogical workers to work in war conditions

Integrity of personality	The structure of psychological readiness			
	Professional self-realization and re-	Pedagogical communication	Emotional intelligence	Psychological health
Secondary abilities				
accuracy - sloppiness	,71*	,36	,34	,35
neatness - disorder	,76*	,44	,41	,36
punctuality - non-punctuality	,70*	,45	,36	,37
politeness -impudence	,89*	,31	,46	,38
honesty - lying	,86*	,48	,42	,37
diligence -laziness	,84*	,32	,50	,31
mandatory - optional	,47	,66	,51	,55
frugality -extravagance	,89*	,51	,50	,35
obedience - disobedience	,89*	,44	,50	,45
justice - injustice	,76*	,46	,54	,46
loyalty - infidelity	,70*	,45	,56	,47
Primary abilities				
patience -impatience	,89*	,51	,56	,48
time - beyond time	,71*	,74*	,58	,45
contacts - avoiding contacts	,54	,42	,56	,79*
trust - mistrust	,31	,60	,80*	,33
hope -hopelessness	,36	,40	,64	,34
tenderness - roughness	,45	,65	,31	,45
love - hate	,47	,77*	,36	,92*
faith - unbelief	,48	,44	,79*	,96*
Behavioral reactions to conflict				
body: psychosomatics – hyperactivity	,34	,70*	,43	,66
activity: active activity - inactivity	,91*	,63	,45	,91*
contacts: active communication - loneliness	,83*	,77*	,48	,54
fantasies: escape into fantasy - immersion in negative thoughts	,81*	,66	,49	,75*
Models of imitation				
positive attitude towards parents (I-mother) – negative attitude towards parents	,77*	,75*	,63	,72*
positive attitude towards parents (I-father) – negative attitude towards parents	,79*	,75*	,63	,62
positive attitude towards others (I-others) – negative attitude towards others	,92*	,52	,80*	,59
positive relations between parents (You) - negative relations between parents	,93*	,74*	,76*	,47
open attitude of parents to the surrounding world (We) - their protection from the environment	,51	,77*	,93*	,74*
optimistic attitude of parents to issues of worldview (Pra-My) – pessimistic attitude of parents to issues of worldview	,52	,77*	,81*	,84*

the total variance). The meaningful value of this factor is evidenced by the correlation with such indicators as positive relations between parents (You) (0.93), positive attitude towards others (I-others) (0.92); activity (0.91), politeness (0.89), obedience (0.89), thrift (0.89), patience (0.89), diligence (0.84), contacts (0.83), fantasies (0.81); positive attitude towards parents (I-father) (0.79), positive attitude towards parents (I-mother) (0.71); neatness (0.76), fairness (0.76), accuracy (0.71), time (0.71), punctuality (0.70), faithfulness (0.70). This given factor consists of personal qualities, values, attitudes and is a value-moral regulator of the professional interaction of pedagogical workers.

The content of the second factor "Pedagogical communication" (24.43% of the total variance) is determined by correlations with such features as: open attitude of parents to the surrounding world (We) (0.77), optimistic attitude of parents to worldview issues (Pra-We) (0.77); contacts (0.77), love (0.77); positive attitude towards parents (I-mother) (0.75), positive attitude towards parents (I-father) (0.75), positive relations between parents (You) (0.74); time (0.74), body (0.70). These characteristics are related to the ability to establish contacts in interaction with students, parents, colleagues, to reach mutual understanding with them and to lead.

The content structure of the third factor "Emotional intelligence" (13.66% of the total variance) is determined by correlations with such features as: open attitude of parents to the surrounding world (We) (0.93), optimistic attitude of parents to worldview issues (Pra-We) (0.81), positive attitude towards others (I-others) (0.80); trust (0.80), faith (0.79). The listed signs determine the formation of cognitive assessments; contribute to the differentiation of emotions, as a result of the development of those thoughts related to specific situations and their experience.

The factor "Psychological health" (12.49% of the total variance) correlates with such features as: faith (0.96), love (0.92), activity (0.91); optimistic attitude of parents to worldview issues (Pra-My) (0.84); contacts (0.79); fantasies (0.75); parents' open attitude towards the surrounding world (We) (0.74), positive attitude towards parents (I-mother) (0.72). This factor can be interpreted as internal comfort or a sense of security. Such a health-saving resource consists of personal characteristics and features aimed at balancing the integrity of the individual and health.

Therefore, the psychological readiness of the teaching staff for professional activities, in particular: pre-professional (students of higher education), professional (teachers, lecturers, psychologists, social pedagogues with the corresponding professional education), mastery (teachers, lecturers, psychologists, social pedagogues with the corresponding experience of high-quality, effective pedagogical activity with the least mental and physical costs and preservation of psychological health) depends on the integrity of the individual and ensures the expediency, productivity, and optimality of professional activity in the conditions of war.

According to the results of the study, it was found that the majority of the subjects have an insufficient level of psychological readiness for professional activity and show signs and symptoms of violation of the integrity of the personality, such as: insomnia, fatigue, anxiety, lack of happiness, feelings of dissatisfaction and mental discomfort (Fig. 1).

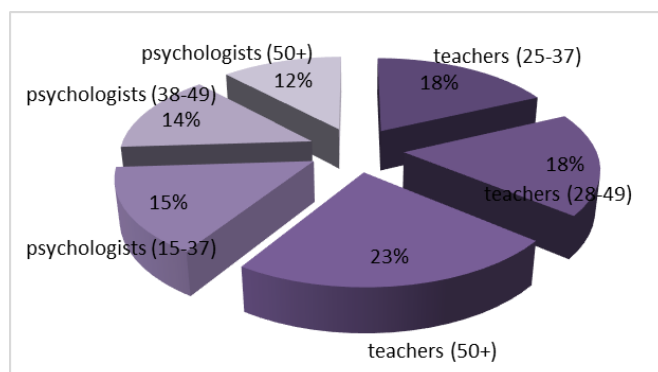


Fig. 1. Percentage distribution of the number of teaching staff with detected signs of violation of the integrity of the individual.

In order to preserve mental health and prevent the consequences of the impact of war events on the psychological readiness of pedagogical workers for professional activities, with subjects who showed signs of violation of the integrity of the individual, comprehensive psychotherapeutic work was carried out using the methods of positive psychotherapy and hypnotherapy, and group training of the subjects according to the model was carried out "BASIC Ph" techniques of mental self-regulation, psychological self-help, which made it possible to avoid or reduce the manifestation of negative mental states, panic disorders and help to make behavioral reactions more controllable. In this work, certain aspects of restoring the psy-

chological integrity of the individual were clarified by applying such methods of overcoming stress, trauma, crisis, such as: gathering information, analyzing ways to solve problems, self-orientation, internal dialogue, compiling lists of actions, disadvantages and advantages in case of solving the problem in the chosen way; affective, emotional strategies that ensure self-recovery by affective or emotional methods such as: crying, laughing, expressing one's feelings in conversation, as well as drawing, reading or writing a diary, letter; social support strategies, which are ways to find support in: another person, belonging to a group, joint activities and fulfillment of social roles; imagination strategies used to divert attention from threatening reality (dreams, fantasies, daydreams); faith strategies, built on the foundations of beliefs, conviction, spiritual values, which help to survive a threatening situation and overcome tension; physiological strategies that include physical, bodily ways to overcome or reduce tension (relaxation, desensitization, exercise, mechanical movements or actions). Therefore, such complex psychological and psychotherapeutic work is aimed at restoring the integrity and health of the individual; decrease in general emotional load; increasing resourcefulness and forming the integrity of professional self-realization, professional reflection in the general system of developing the psychological readiness of pedagogical workers for professional activity.

In order to restore the integrity of the individual and prevent the consequences of the impact of war events on the psychological readiness of pedagogical workers for professional activity, work was carried out using the method of positive psychotherapy with the subjects who showed signs and symptoms of violation of the integrity of the individual.

The approach of working with a person to restore the integrity of his personality consists of the following actions:

1. Hypnocoaching. You can use the following induction: "To begin with, take a moment to get comfortable in your place, take a breath, close your eyes as you exhale. Take a few deep slow breaths and allow yourself to relax. I'm going to talk to you shortly, and all you have to do is listen and answer the questions. Just relax and imagine yourself in your situation: which one are you? What do you like? What is valuable and important to you? who do you

love Who loves you? etc. Answers to questions in the process of hypnocoaching allow a person to better understand himself, his desires, goals, remove limiting beliefs and fears.

2. Finding resources and understanding one's own ability. To do this, you can ask questions, for example: "What does this situation give you", "What does it protect you from?", "What advantages do you see in it?", "Can this situation be useful for you?" In the process of answering the questions, a person gets the opportunity to look at his problem in a different way, to find strength and resources to solve it.

3. Development of hope and self-help. It is important for a person to believe that from the beginning he is endowed with abilities that help them solve problems. To restore integrity, it is necessary to discover these abilities in oneself, to reveal them, to find auxiliary resources, to learn to rely on them. A personality is whole when it can independently cope with its difficulties: "Do you need a helping hand? Look, you have two of your own."

4. Understanding that beyond one's own culture, thoughts, and ideas, it can be different, and not just the way a person behaves, thinks, imagines. Such an understanding expands opportunities and abilities when solving a problem: "If you want to have something you've never had, do something you've never done" (Peseschkian, 2016).

Acting according to the specified algorithm, you can use such techniques of positive psychotherapy as:

- the "Resource Discovery" technique helps to find resources anywhere and everywhere, even in the past. The past is discussed not as a source of difficulties, but as a resource, past challenges as a valuable learning experience, negative events as the basis of present resources and positive qualities. Sample questions: "If I had to go through what you went through, I probably wouldn't survive. How did you survive? Where did you get your strength from?"; "You have managed to avoid this problem for so long. What resources did you use for this?"; "Who do you think could solve this problem? What do you imagine he or she would do?"; "Is there anything you're good at? How can this be used in solving your problem?";

- the technique "Revision of the past" emphasizes the fact that the past contributes more to the increase of the internal resources of the individual than to the emergence of problems. Sample questions: "If you could find out if your past experiences were related to your current problems, and it turned out that your problem had nothing to do with your past, would you approach your problem differently?"; "Is there anything you've learned in the past that you could say would be useful in solving this problem?"; "Do you think a difficult childhood makes a person stronger or weaker?"; "Let's imagine that ten years have passed. For a long time, your problem no longer exists, and looking back on your past, how do you think past experiences helped you overcome your problem?";
- the "Recognition of competence" technique contributes to the identification of feasible solutions found by the person himself. Sample questions: "Suppose your friend came to you with a similar problem for advice. What would you say to him?"; "Which of your own solutions to a problem has been the most successful to date? What else would you like to try?"; "Can you make a list of solutions to the problem that you have tried or proposed, but found that they did not work?";
- the "Hope Scale" technique is one way to initiate a conversation about personal progress. On a standard 10-point scale, the worst (1) and best (10) state of the problem, previous and current state of affairs are indicated. Question: "On what basis do you claim that the situation is better today?" Talking about the progress made encourages an explanation of the progress (which helped) rather than the problem. Such focusing helps a person see that the problem is not eternal, and that the individual has more control over the problem than it seems at first glance;
- the "Producing productive solutions" technique is used to confirm that a person himself knows what suits him and what does not in solving a problem. Also, this technique is necessary in a situation of lack of progress in personality development. Sample questions: "Let's look for a creative solution to this problem? We could find something absurd. What

could it be?"; "I have a proposition for you... What do you think of it? Don't you want to use it? What do you think will happen if you do this?"; "I know one person with a similar problem who did this... Don't you think something similar could help you?"; "If you had to try something else when the problem came up again, what would you do?" Proverbs and folk wisdom are a rich arsenal for mobilizing the client's resources.

Conclusions of the study and prospects for further research. Helping to restore the integrity of the individual consists in the actualization of his internal resources, which lie in understanding the reserves of full realization in the present and the possibility of developing one's abilities in the future. Methods of positive psychotherapy and coaching can be used to restore the disturbed balance in the system of self-perception and attitudes of the individual, which allow mobilizing human resources to make positive decisions, form a positive worldview, contributing to the restoration of the integrity of the individual.

References:

- Khanetska, N. V. (2015). Positive psychotherapy: A theoretical and practical guide for students of higher educational institutions. Khmelnitskyi: KhNU.84.
- Andrews G., Bell C., Boyce Ph. et al. (2018). Royal Australian and New Zealand College of Psychiatrists clinical practice guidelines for the treatment of panic disorder, social anxiety disorder and generalized anxiety disorder. Australia. New Zeal. J. Psychiatr. 52. 1109–1172.
- Bandelow B., Michaelis S., Wedekind D. (2017). Treatment of anxiety disorders. *Dialogues Clin. Neurosci.* 19 (2). 93–107.
- Blatt, S. J., & Levy, K. N. (2003). Attachment theory, psychoanalysis, personality development, and psychopathology. *Psychoanalytic Inquiry.* 23. 104-152.
- Beck, A.T, Steer, R.A, Ball, R., Ranierio, W. (1996). Comparison of Beck Depression Inventories -IA and -II in psychiatric outpatients. *Journal of Personality Assessment.* 67 (3): 588–97. doi:10.1207/s15327752jpa6703_13.
- Ahmadi, A. M., Jafari, M., Sabzevari, L., FallahTafti, A., & Bidaki, R. (2018). Evaluation of the effect of hypnotherapy on the headache. *Sleep Hypn*, 20(2), 114-19.
- Hamilton M. (1959). The assessment of anxiety states by rating. *Br J Med Psychol.* 32: 50–55

- Lahad, M., Shacham, M., Ayalon, O. (2013) The "BASIC PH" Model of Coping and Resiliency -Theory, Research and Cross-Cultural Application. London: Jessica Kingsley.
- May, R., & Yalom, I. D. (1989). Existential psychotherapy. In R. J. Corsini & D. Wedding (Eds.), *Current psychotherapies*. F E Peacock Publishers. 363–402.
- Nardi, A.E., Freire, R.C.R. (2016). *Panic disorder. Neurobiological and treatment aspects*. Springer International Publishing, Switzerland.
- Nossrat Peseschkian (2014). *Wiesbadener Inventar zur Positiven Psychotherapie und Familientherapie WIPPF*. German. Springer; 1988th edition. 108.
- Overchuk, V., Liashch, O., Yatsiuk, M., Ihnatovych, O., & Maliar, O. (2022). Provision of the individual's psychological security: The possibility of formation and correction. *International Journal of Health Sciences*, 6(S1), 4333–4346. <https://doi.org/10.53730/ijhs.v6nS1.5885>
- Peschkian, Nossrat. (2016). *Positive Psychotherapy of Everyday Life*. Author House UK. 326.
- Peschkian, Nossrat. (2016). *Positive family therapy (Positive Psychotherapy)* Author House UK. 2016.426.
- Rogers, C. R. (1946). Significant aspects of client-centered therapy. *American Psychologist*. 1. 415-422.
- Sharrock, J., Begg, A., Mandinach, E. (2014). Professional and Personal Integrity. In: Rodrigues, S. (eds) *Handbook for Teacher Educators*. Rotterdam: Sense Publishers. 67-77. https://doi.org/10.1007/978-94-6209-695-0_5
- Victoria Overchuk et al (2022). Personal factors of psychological well-being of an individual in conditions of socio-economic instability. *AD ALTA: journal of interdisciplinary research*. Special issue no.: 12/02/XXXI. Vol. 12. Issue 2.167-172. http://www.magnanimitas.cz/ADALTA/120231/papers/A_29.pdf
- Zigmond, A.S., Snaith, R.P. (1983). The Hospital Anxiety and Depression Scale. *Acta Psychiatr Scand* 67: 361–370.

Олена Ігнатівич

Доктор психологічних наук, старший науковий співробітник, завідувач відділу психології праці Інституту педагогічної освіти і освіти дорослих імені Івана Зязюна Національної академії педагогічних наук України, м. Київ (Україна)

Оксана Іванова

Кандидат психологічних наук, докторант Інституту педагогічної освіти і освіти дорослих імені Івана Зязюна Національної академії педагогічних наук України, м. Київ (Україна)

Євгенія Іванова

Кандидат психологічних наук, доцент кафедри клінічної психології Київського Інституту Сучасної Психології та Психотерапії, м. Київ (Україна)

ПОЗИТИВНА ПСИХОТЕРАПІЯ В ПСИХОЛОГІЧНОМУ ПІДТРИМЦІ ВЧИТЕЛІВ: ВІДНОВЛЕННЯ ЦІЛІСНОСТІ ОСОБИСТОСТІ

АНОТАЦІЯ

Метою цієї статті є висвітлення результатів прикладного дослідження «Психологічний супровід професійної діяльності педагогічних працівників в умовах світових змін», що виконується в Інституті педагогічної освіти і освіти дорослих імені Івана Зязюна НАПН України; з'ясування ознак виникнення порушення цілісності особистості та визначення шляхів її відновлення.

Процес відновлення цілісності особистості у психологічному супроводі як проблема дослідження є складним для вивчення феноменом. Це зумовило вибір комбінованого підходу до експериментальної роботи та відповідних методів і методик дослідження: діагностичне інтерв'ю, спостереження; методики самооцінки здоров'я та психічних станів; госпітальна шкала тривоги і депресії HADS, шкала тривоги, HARS, шкала депресії, BDI, Вісбаденський опитувальник WIPPF та ін.

Основні результати дослідження полягають у: з'ясуванні того, що переважна частина досліджуваних мають ознаки порушення цілісності особистості; констатації потреби не тільки у попередженні та подоланні станів депресії, тривоги, панічних нападів, що виникли та розвинулися у представників досліджуваних категорій внаслідок війни, а зокрема й відновлення цілісності особистості засобами позитивної психотерапії.

Практичне значення дослідження зумовлене прикладним аспектом його результатів стосовно забезпечення педагогічним працівникам збереження цілісно-

сті особистості та здоров'я; зниження загального емоційного навантаження; підвищення ресурсності особистості.

Результати дослідження враховані та використані: в комплексній психотерапевтичній роботі у методах позитивної психотерапії та гіпнотерапії; груповому навчанні прийомам психічної саморегуляції, психологічної самопомоги, а також можуть бути корисними для працівників допомагаючих професій в роботі з людьми, постраждалими внаслідок війни.

Ключові слова: позитивна психотерапія, цілісність особистості, депресія, тривога, панічний напад, психологічна готовність.

How to cite (як цитувати):

Ignatovych, O., Ivanova, O., Ivanova, Y. (2023). POSITIVE PSYCHOTHERAPY IN THE PSYCHOLOGICAL SUPPORT OF TEACHERS: RESTORATION OF THE INTEGRITY OF THE PERSONALITY. PSYCHOLOGICAL JOURNAL, 9 (6), 16–24. <https://doi.org/10.31108/1.2023.9.6.2> [in Ukrainian]

Ігнатович, О., Іванова, О., Іванова, Є. (2023). ПОЗИТИВНА ПСИХОТЕРАПІЯ В ПСИХОЛОГІЧНОМУ ПІДТРИМЦІ ВЧИТЕЛІВ: ВІДНОВЛЕННЯ ЦІЛІСНОСТІ ОСОБИСТОСТІ. ПСИХОЛОГІЧНИЙ ЧАСОПИС, 9 (6), 16–24. <https://doi.org/10.31108/1.2023.9.6.2>

Дата отримання статті: 07.04.2023

Дата рекомендації до друку: 01.06.2023

Дата оприлюднення: 30.06.2023