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Problems of achieving professional success of teachers and journalists during reforms in Ukraine

Problemy w osiągnięciu sukcesu zawodowego przez nauczycieli i dziennikarzy w okresie reform na Ukrainie

Summary: The paper presents problems of achieving professional success of primary school teachers, future teachers and journalists during implementing reforms. The attention is focused on studying barriers in realization of such crucial professional competence as innovational willingness. Scenario settings, which are the key component of professional scenario, at empirical level are psychological barriers of personal willingness towards changes of teachers, future primary school teachers and journalists. The most distinctive scenario setting which is “Don’t be little, don’t be spontaneous” was discovered in teachers and future primary school teachers. Correlative dependence of indexes of personal willingness towards changes and scenario settings of teachers, future primary school teachers and journalists is emphasized. It is noted, that personal willingness towards changes also depends on psychological position that is determined by resource of professional success. Need in development of psychological assistance for pedagogues and journalists was found in order to overcome psychological barriers and restore resources, and therefore, foster innovational willingness of teachers, future primary school teachers and journalists.

Keywords: professional success, professional scenario, psychological stability, psychological barriers

Streszczenie: W pracy przedstawiono problemy w osiągnięciu sukcesu zawodowego przez nauczycieli szkół podstawowych, przyszłych nauczycieli i dziennikarzy w warunkach wprowadzania reform. Uwagę skupiono na dokonaniu analizy barier w realizacji takich znaczących kompetencji zawodowych jak gotowość do wprowadzania innowacji. Scenariusze, rozumiane w kategoriach analizy transakcyjnej, które są kluczowym komponentem ścieżki kariery zawodowej, na poziomie empirycznym są barierami psychologicznymi dla osobistej gotowości do zmian dla nauczycieli, przyszłych nauczycieli klas podstawowych i dziennikarzy. Odkryto najbardziej znaczące ustawienia scenariuszowe. Podkreślono korelacyjną zależność wskaźników osobistej gotowości do zmian nauczycieli, przyszłych nauczycieli szkoły podstawowej i dziennikarzy ze wskaźnikami ustawień scenariuszowych. Ustalono, że osobista gotowość do zmian zależy też od pozycji psychologicznej, co jest zasobem sukcesu zawodowego. Zdiagnozowano zapotrzebowanie na psychologiczne wsparcie dla pedagogów i dziennikarzy, skierowane na pokonanie barier psychologicznych i odzyskiwanie zasobów, a więc rozwój gotowości innowacyjnej nauczycieli, przyszłych nauczycieli szkoły podstawowej i dziennikarzy.

Słowa kluczowe: sukces zawodowy, scenariusz zawodowy, stabilność psychologiczna, bariery psychologiczne

1. Introduction

Crisis situations, reforms and accordingly changes that are being held in Ukraine provoke loss of professional and personal resources. Implementing new rules demands reconstruction of the way of thinking, modification of old out of date forms that hinder the development¹, and so far the transformation of behavioral strategies. In such context professional scenario of teachers and future primary school teachers obtains relevance in connection with the preparation of new towards the realization of tasks of «Nova Ukrainska Shkola» – concept and journalists that are experiencing considerable psycho-emotional and physical amount of work to be done that may be dangerous for life and health.

The professional scenario we understand as a part of life scenario that points out the measure of the activity of personality, forecasts behavioral strategies and expresses individual's attitude towards oneself and the others. The basic component of life scenario is scenario settings-decisions that according to works of transact analytics and their followers – E. Bern, K. Steiner, B. Gulding, M. Gulding and the others are formed under the influence of prohibitions and drivers of parents in childhood, however in adulthood they can carry out destructive function in the context of productive self-realization. It is likely that they block the achievements of professional success and subsequently they provoke professional burnout. The last phenomenon mentioned we understand as loss of resources of realization professional scenario, achieving of professional goal.

Following D. Uznadze, B. Paryhina, S Maksymova explores scenario settings as psychological barriers – self-defense, unconscious state, that compensates potential of person's activity and expresses absence of positive reactions or negative setting (setting focused on «old things»)². Scenario settings are expressed by the psychological position that represents totality of basic conceptions about oneself and significant others in an environment that largely depends on relationships of a child with his parents³.

It is likely that scenario settings are psychological barriers of professional scenario. Leading resources of professional scenario are professional competences that point out measure of activity of personality in terms of achieving success, forecast behavioral strategies and express the individual's attitude towards oneself and the other professionals of one's field. So far, on the one hand during stressful situations scenario mobilizes internal strengths of a human being, and on the other hand when fixed models of behavior don't work permission for self-development becomes a priority and revision of settings-decisions regarding professional abilities.

¹ Reformy – tse, okrim inshoho, perebudova myslennia i zmina zastarylykh norm, – Hlava Uriadu v interv'iu vydanniu «Maaryv», <https://www.kmu.gov.ua/ua/news/reformi-ce-okrim-inshoho-perebudova>, [data zvernennia: 05.05.19].

² S. Maksymova, *Tvorchestvo: sozydanye yly destruktstyia*, Moskva 2006.

³ I. Stewart, V. Joines, *TA Today: A New Introduction to Transactional Analysis. (2nd Edition)*, Nottingham 2012.

2. Literature review

It is a common knowledge that universal resource for achieving success in a profession is the ability to launch and use innovations. Because innovational readiness as a psychological state creates a feeling of confidence, security regarding future and as a result ensures high level of productivity which is necessary for productive life activity⁴. Tomchuk M. explores willingness towards changes in terms of 2 directions: as a function of concrete situation, psychological state of personality at certain period of time, that is situational willingness, mobilizing, before-starting, and as an internal willingness to help⁵.

Ilyina Y. claims that achieving of professional success⁶, which is a part of life success, is accompanied by a feeling of growing and development, and confidence in oneself and one's abilities personal willingness towards changes, positive psychological setting is a factor that mobilizes reserves of this process. Molodychenko T. considers acmeologization as achieving the heights of personal, professional, social and spiritual self-development⁷. Handzilevska H. proves correlative dependence of personal willingness towards changes of Ukrainian migrants from their scenario settings⁸.

3. Methodology

Diagnostic set of methodological instruments includes a questionnaire of early child's decisions designed by S. Maksymova, that is a modified variant of methods of V. Petrovskyy «Dytiachi Dumky» (adapted in Ukrainian language by I. Pasychnyk H. Handzilevska, U. Nikitchuk⁹); researched psychological positions of personality (methods of John Powell,

⁴ I. Brynza, M. Budiianskyi, *Hotovnist do zmin yak resurs podolannia psykholohichnoi kryzy*, „Nauka i osvita”, 2016 № 11, c. 43-48.

⁵ M. Tomchuk, *Metodolohichni zasady doslidzhennia ta formuvannia psykholohichnoi hotovnosti osobystosti do diialnosti*, „Visnyk Psykholohiia i suspilstvo”, 2010 № 4, c. 41-46.

⁶ Y. Ilyina, *Naukovyi ohliad problematyky uspihku ta uspishnosti*, „Aktualni problemy psykholohii: psykholohichna teoriia i tekhnolohiia navchannia”, 2009 № 6, c. 98-112.

⁷ T. Molodychenko, *Stratometrycheskaia kontseptsyia akmeolohyzatsyy lychnosty y sotsyalnaia stratyfykatsyia obshchestva*, „Yzvestyia Saratovskoho unyversyteta”, 2010 №1, c. 83-87.

⁸ H. Handzilevska, *Psykholohichni bariery ta resursy realizatsii akmeolohichnykh kompetentnosti vchyteliv pochatkovykh klasiv zakladiv zahalnoi serednyoi osvity*, „Visnyk Natsionalnoho universytetu «Ostrozka akademiiia»”, 2018, c. 9-14.

⁹ I. Pasichnyk, H. Handzilevska, U. Nikitchuk, *Psychological immunity of Ukrainian migrants depending on childhood scenario sets*, “Psychological Prospects”, 2017 №30, c. 145-156

«Fully Alive, Fully Human»¹⁰); estimation of parts of willingness towards changes that have meaning in forming of acmeological resource of personality (questionnaire «Personal willingness towards changes», made by Rolink, Hezer, Hold in adaptation of N. Bazhanova and H. Bardier¹¹), that allows to estimate certain parts of willingness towards changes (passion, creativity, optimism, brevity, adaptability, confidence, tolerance to ambiguity)

The aim of this scrutiny to explore the peculiarities of personal willingness towards changes future teachers, primary school teachers and journalists depending on their scenario settings. Task: to empirically discover level of personal willingness towards changes of future teachers, future primary school teachers and journalists; to characterize the role of their scenario settings in the context of their innovational willingness.

4. Discussion and results

The empirical selection included 50 future teachers of primary school of Volyn region. The average age of respondents is 19.82 years (44 female representatives, 6 male representatives). According to the results of applying questionnaire “Personal willingness towards changes”, in general, future primary school teachers have predominantly low level of information (88%) and average (12%). The differentiation according to the scales is given in the table 1.

Table 1. *The results of applying the questionnaire «Personal willingness towards changes» in adaptation of Bazhanova and Bardier.*

Levels Scales of questionnaire	Low, (%)	Average, (%)	High, (%)
Passion	66	30	4
Inventiveness	62	38	0
Optimism	80	20	0
Courage, Initiative	94	6	0
Adaptability	88	12	0
Confidence	72	24	4
Tolerance to ambiguity	86	14	0

Source: own survey.

Such results can claim about ineffectiveness of willing searching behavior, internal resistances towards changes, wrong strategies and behavior patterns, we can also observe

¹⁰ Dz. Pauell, *Polnota chelovecheskoi zhyzny*, Moskva 1993.

¹¹ N. Bazhanova, *Lychnostnaia hotovnost k peremenam v kontekste yssledovaniya fenomena «ozhydaniya»*, „Vestnyk Ruskoj khrystyanskoj humanytarnoi akademyy”, 2005, c. 69-178.

this in primary school teachers of Rivne region – low level of its forming predominates in 87%, average in – 13%. The differentiation by scales is demonstrated in the table 2.

Table 2. *Results of applying of questionnaire «Personal willingness towards changes» in adaptation of N. Bazhanova and H. Bardier at selection of primary school teachers.*

Scales of questionnaire	High (%)	Average (%)	Low (%)
Passion	3	26	65
Creativity	9	35	56
Optimism	0	9	91
Braveness	0	9	91
Adaptability	0	13	87
Confidence	9	43	48
Tolerance	0	9	91
General result	0	13	87

Source: own survey.

According to the results applied in questionnaire «Personal willingness towards changes» journalists predominantly have a low level of its formation. The table 3 demonstrates the differentiation by scales.

Table 3. *Results of applying of questionnaire «Personal willingness towards changes» in adaptation of N. Bazhanova and H. Bardier at selection of journalists.*

Scales of questionnaire	High (%)	Average (%)	Low (%)
Passion	0	25	75
Creativity	8	39	53
Optimism	3	22	75
Braveness	0	6	94
Adaptability	0	6	94
Confidence	11	11	78
Tolerance	0	3	97
General result	3	16	81

Source: own survey.

It is evident that age and length of service are not factors of distinctions of the phenomenon under scrutiny. It is likely, that received results can be connected with experiencing of middle age crisis by respondents, because their average age has this aging interval and also with burnout, as well (average length of service – 17.4). We confirm our opinion

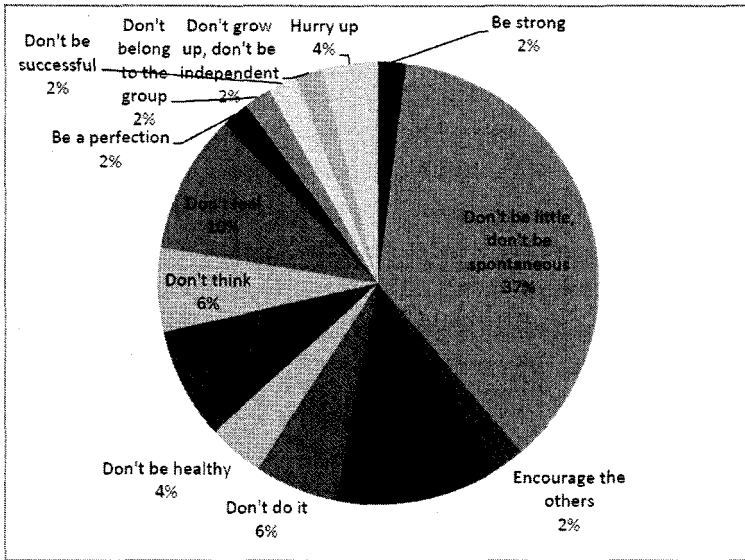
by result of applying of coefficient of correlation by Pirson, that allowed to discover the connection between indexes of “Tolerance”-scale and age of respondents (0,422 $p < 0,05$). However, the direct correlation between the indexes claims about relevance of additional studies in this direction.

We presume that willingness towards changes is blocked by scenario settings which, we alongside with S. Maksymova¹², define as psychological barriers in this research. As a matter of fact, according to works of transactional analytics scenario settings have their lifetime efficiency. In previous researches using the selection of primary school teachers reverse double-sided correlation between indexes of scale «Optimism» and instruction «Don't create» (0,399 $< 0,05$) was discovered, and direct correlation between indexes of scale «Courage» and instruction «Do your best» was discovered as well (0,353 $< 0,05$). Such results confirm that scenario decisions-settings, limiting creativity and stimulating over-activity, block personal growth in the context of gaining new experience.

As a result of applying the questionnaire of early child's decisions by S. Maksymova the most expressed scenario prohibition of primary school teachers is: «Don't be little, don't be spontaneous» (37%), that provokes such decision-setting as «I will never do anything childish any more», that consequently blocks creativity, which is typical for ego-state of Child according to functional structure of personality by E. Berne (the Figure 1). Similar results we can notice also in a selection of primary school teachers of Rivne region, where this instruction dominates is observed in 52.2% of teachers who work with children of younger age, where alongside with studying activity game activity is to be applied as well. Such scenario prohibition we define as psychological barrier of pedagogical cooperation. Evidently, this scenario prohibition needs to be corrected.

¹² S. Maksymova, *Tvorchestvo: sozhdanye yly destruktivnyia*, Moskva 2006.

Figure 1. Percentage differentiation of indexes of scenario instructions, (according to questionnaire of early childish decision by S. Maksymova) of primary school teachers.



Source: own survey.

Results of correlational analysis between the indexes of personal willingness to changes and scenario settings, effectuated by means of coefficient of correlation by Pirson, demonstrate reverse double-sided correlation between indexes of scale «Confidence» and instructions «Don't be, Don't live», «Don't be yourself», «Be a perfection»; between the indexes of scale «Passion» and instructions «Don't grow up», «Don't be yourself»; indexes of scale «Adaptability» and instructions «Don't do», «Don't be healthy», «Do your best»; indexes of scale «Inventiveness» and instruction «Don't be yourself»; indexes of scale «Courage» and instruction «Do your best»; indexes of scale «Tolerance» and instruction «Do your best» (the Table 1). Obviously, scenario settings prearrange personal willingness towards changes for future primary school teachers and need to be corrected. At the same time direct correlative connection between indexes of scale «Confidence» and instruction «Do your best» was discovered, and that affirms resourceful potential of this instruction for one of the components of phenomenon under study.

Table 4. Results of correlative analysis of indexes of personality in terms of willingness towards changes and scenario decisions of future primary school teachers.

Personal readiness for change	Scenario solutions	PASSION	INVENTIVENESS	OPTIMISM	COURAGE, INITIATIVE	ADAPTABILITY	CONFIDENCE	TOLERANCE TO CHANGES
Don't be, don't live		,128	-,091 ,531	,037 ,801	,100 ,489	,073 ,615	,309* ,029	-,115 ,425
Don't grow up, don't be independent		-,326* ,021	-,232 ,105	,143 ,321	,099 ,492	,082 ,571	-,136 ,346	,133 ,358
Don't do		-,004 ,980	-,200 ,163	,085 ,556	-,011 ,938	-,300* ,034	-,134 ,353	,060 ,678
Don't be healthy		-,001 ,995	-,110 ,448	,132 ,359	-,043 ,766	-,337* ,017	-,161 ,263	-,060 ,677
Don't be yourself		-,349* ,013	-,297* ,036	-,007 ,962	,003 ,984	,070 ,631	-,307* ,030	-,152 ,292
Be a perfection		-,221 ,122	-,193 ,180	-,009 ,951	-,158 ,272	-,056 ,698	-,307* ,030	-,155 ,283
Do your best		,274 ,054	,272 ,056	-,143 ,321	-,421** ,001	-,413** ,003	,305* ,031	-,315* ,026

Source: own survey.

The results of correlative analysis between indexes of personal willingness towards changes and scenario settings of journalists demonstrate reversed bilateral correlation between the indexes of «Passion» scales, that is vigorousness, resource, life tone and instruction «Don't be the first one» (-,411, $p < 0, 05$), that blocks carrier growing, authentic desires, activates fear of self-presentation;

Between indexes of creativity «Creativity» scales, that is ability to find a way out of difficult situations referring to new sources of solving problems and instruction, «Don't grow up, don't be independent» (child's decision «Ok, I will remain «little» or «helpless» or «stupid» or «not sexual») that demonstrates the absence of the sense of significance (-,371, $p < 0, 05$), «Don't be successful» (child's decision – «it doesn't matter how hard I try I will never succeed»), «Don't be the first one» (-,442, $p < 0, 01$), «Don't be yourself» (child's decision – «I will never be happy»), that block victory, achieving of success (-,401, $p < 0, 05$), «Don't be significant» (child's decision – «I will never be worthy»), that demonstrates

diffidence, low self-esteem (-,429, $p < 0, 01$), «Don't feel» that blocks authenticity of intents and feelings (-,354, $p < 0, 05$);

Between indexes of scale «Optimism», that demonstrates hope, confidence in success, intention to focus not on the problems, but possibilities for solutions, and instructions «Don't be little, don't be spontaneous» (children's decision – «I will never ask, I will take care of myself on my own») that blocks creativity (-,470, $p < 0, 01$), «Don't be successful» (-,393, $p < 0, 05$), «Don't be the first one» (-,333, $p < 0, 05$), «Don't be yourself» (-,480, $p < 0, 01$), «Don't feel» (-,369, $p < 0, 05$), that as it was mentioned before is an obstacle in achieving success; between indexes of scales «Confidence, enterprise» that is interpreted as inclination towards something new, unknown, refusal from tested reliant things and instructions «Don't be little, don't be spontaneous» (-,411, $p < 0, 05$), «Don't be the first one» (-,418, $p < 0, 05$);

Between indexes of scale «Adaptability», as ability to change one's plans and decisions, refocus in new situations, not to be persistent, if it's needed and instructions «Don't be little, don't be spontaneous» (-,435, $p < 0, 01$), «Cheer up the others», that demonstrates the intention to meet one's expectations, by ignoring own needs and feelings (-, 350, $p < 0, 05$).

Between indexes of scales «Confidence», that is based on trust in oneself and faith that you can achieve anything, you just need to want it and instruction «Don't belong to the group» (child's decision – I will never belong to anyone or to any group or to any country (-, 415, $p < 0, 05$), that blocks the activity of interaction.

Therefore, scenario-decisions by limiting activity of creativity and spontaneity block personal development of personality in context of gaining new experience. Thereby scenario-decisions of journalists, teachers and future primary school teachers need correction and subsequently development of new technologies.

Research of psychological position of future teachers of primary school was done according to the scales of methods John Powell «Fully Alive, Fully Human», the results as a rule are presented by modern scientists in interval [0; 4], where higher index demonstrates positive tendency, and lower index demonstrates destructive tendency. The average meaning of indexes «Attitude towards oneself» (3.3), «Attitude towards the others» (2.7), «Attitude towards life» (3.2) affirms that primary school teachers demonstrated positive tendency and therefore their psychological position was marked as their resource. Nevertheless, even though future teachers have average indexes higher than middle level in terms of «Attitude towards oneself» (2.96), «Attitude towards the others» (2.48), and «Attitude towards life» (3.16), they still demonstrate the significance of development of self-value and positive attitude towards the other respondents. The importance of this issue is confirmed by the results of correlative analysis, and by their help direct correlation of defined indexes such as «Inventiveness», «Adaptability», «Confidence» is found (the table 5).

Table 5. Results of correlative analysis of indexes o personal willingness towards changes and psychological position of future primary school teachers.

Personal readiness for change	Scenario solutions	INVENTIVENESS	OPTIMISM	COURAGE, INITIATIVE	ADAPTABILITY	CONFIDENCE	TOLERANCE TO CHANGES
What kind of person am I?		-,252 ,165	-,222 ,221	,343* ,036	-,208 ,254	,102 ,580	-,157 ,391
What kind of people are the others ?		-,037 ,841	-,349* ,003	-,008 ,965	,383* ,001	,038 ,837	-,024 ,898
What is life?		,456* ,028	-,115 ,531	-,114 ,534	-,136 ,459	,388* ,028	-,094 ,607

Source: own survey.

Correlative dependence of indexes of scales was discovered in journalists as well. Average results of scale «What kind of person I am?» (3.2), «What kind of people are the others?» (2.5), «What is life» (3.5) demonstrate positive tendency. Results of correlative analysis between indexes of fullness of life and indexes of personal willingness are following: the indexes of «Creativity» - scale and indexes of fullness of life «What kind of person I am?» - scale (,421, $p < 0,05$), «Optimism» - scale and indexes of scale of fullness of life «What kind of person I am?» - scale (,445, $p < 0,01$); indexes of «Adaptability» - scale and indexes of «Who are the others?» - scale (,401, $p < 0,05$), that allow to discover the resort potential about oneself and the others, that has meaning in development of technologies of personal willingness towards changes

Table 6. The results of correlation of indexes of fullness of life and scenario decisions of journalists.

Scenario decisions	Fullness of life	Don't be, Don't live	Don't be successful	Don't be the first one	Don't do	Don't be intimate, don't love	Don't be yourself	Don't be significant
Me	Pirson correlation Meaning. (2-sides)	-,153 ,374	-,345* ,039	-,436** ,008	-,262 ,123	-,250 ,142	-,320 ,057	-,316 ,060
The others	Pirson Correlation Meaning. (2-sides)	-,089 ,604	-,129 ,453	-,010 ,956	-,077 ,657	,009 ,957	-,095 ,580	-,064 ,712
Life	Pirson Correlation Meaning. (2sides)	-,552** ,000	-,348* ,038	-,303 ,073	-,334* ,046	-,347* ,038	-,454** ,005	-,379* ,023

** Correlation indicated at level 0.01 (2-side.)

* Correlation indicated at level 0.05 (2-side.)

The table 6 demonstrates reversed correlation of indexes of “What kind of person I am?”-scale and instructions «Don't be successful» (-,345, $p < 0, 05$) and «Don't be the first one» (-, 436, $p < 0, 01$), and «What is life?» and instructions «Don't be, don't live» (child's decision – «The world is so scary», «I will never decide anything») (-,552, $p < 0, 01$), «Don't be successful» (-,348, $p < 0, 05$), «Don't do» (basic pathological child's decision – «I will never do anything correctly») (-,334, $p < 0, 05$), «Don't be intimate, don't love» (-,347, $p < 0, 05$), «Don't be yourself» (-,454, $p < 0, 01$), «Don't be significant» (-,379, $p < 0, 05$), that block any activity, searching of solving problems, self-value. So far, such results claim about destructive influence of determined decisions on indexes of fullness of life of journalists and show the necessity of their correction.

5. Conclusion

Therefore, the results of research affirm that it is appropriate to study the problem of personal willingness towards changes in terms of scenario settings. At empirical level scenario settings are characterized as psychological barriers of personal willingness towards changes of future primary school teachers and journalists. The most common scenario setting in future primary school teachers which is «Don't be little, don't be spontaneous» was discovered. Correlative dependence on indexes of personal willin-

gness towards changes with scenario prohibitions, except the «Optimism» scale, was emphasized. It was discovered that personal willingness towards changes depends on psychological position of future primary school teachers. Results affirm that age and length of service of professional activity are not factors of the phenomenon under study. The need in development of personal willingness towards changes of future primary school teachers and elaboration of appropriate technology, that is the perspective of further explorations, was discovered. Process of restoring resources provides *resilience*, which is understood by our domestic scholars (N. Husak, V. Chernobrovkina, V. Chernobrovkin, A. Maksymenko, S. Bohdanov, O. Boyko) not only as ability of a person to amortize the influence of unusual situations, that is to soften the through actualization of resources that is typical for psychological immunity, but also signifies as dynamic, continual process of appearance or development of new strengths and resources of adaptability and restoration. Effectiveness of the process of restoring if resources we consider in development of psychological accompaniment of pedagogue and journalist which is directed restoring of professional competences, and subsequently, development of innovational willingness, correction of barriers, optimization of value-meaning guidelines and implementing advanced experience of the other countries.

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