Resilience in the Changed Conditions of Educational and Professional Training of Future Specialists of a Socionomic Profile

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Abstract
The aim is to research the relationship between respondents' resilience and key indicators of educational and professional training in the changed conditions of the educational environment. The sample was made up of first- and second-level higher education students studying at Ukrainian universities, who belong to future specialists in a socionic profile, and at the time of the study, the educational process of these universities underwent significant transformational changes. General sample parameters: number of respondents (n=243); age range – from 18 to 36 years; descriptive frequency characteristics of age (M=22.43; SD=4.91; Me=22.50).

Methods. Valid and reliable psychodiagnostic tests were applied: “Resilience Scale” (CD-RISC-10) (Connor & Davidson, 2003); the “Dispositional characteristics of personality self-development” (DCPS) (Kuzikova, 2017); questionnaire “Hardiness Survey” (Maddi & Khoshaba, 1994) and the grade point average according to the results of the 2022-2023 academic year. Results. It was established that there are no significant differences between the psychological content parameters of resilience, hardiness and key indicators of educational and professional training of bachelors and master’s students according to the Mann-Whitney (U) criterion. It was found that resilience has five statistically significant correlations with the researched parameters (p<.050; p<.010): need for self-development; conditions of self-development; engagement; control; challenge; general level of hardness. Comparison of low (group I) and high (group II) levels of resilience demonstrated the superiority of group II in five parameters (p<.050; p<.010): need for self-development (U=149.500; p=.000); conditions of self-development (U=134.000; p=.000); mechanisms of self-development (U=198.500; p=.038); general level of self-development (U=178.500; p=.000) and engagement (U=145.500; p=.000). Discussion and conclusions. It was proven that students with a high level of resilience are able to develop under any circumstances, and negative events, critical situations and changed conditions are perceived by them as another stage of challenge. It was recommended to implement the received scientific facts into teaching, organizational and pedagogical work.

Keywords: tolerance to uncertainty, hardness, pedagogical activity, individual educational trajectory, higher school, professional identity, personal value transformations.

Introduction
Modern educational and professional training of those who seek a degree in a socionic...
profile takes place in the changed social reality conditions. Changed conditions are considered to be permanent social transformations taking place in our society as a result of the military conflict in the east of Ukraine, the progression of the COVID-19 pandemic and the realities of the Russian-Ukrainian war. The mentioned social shocks transferred the educational environment from the real space to the digital dimension. All institutions of higher education got acquainted with remote and mixed formats of educational space. A significant part of the universities of Ukraine still works in the specified formats, training specialists, trying not to lower the level of quality of educational and professional training. Changed conditions put forward requirements for resilience and hardiness of persons mastering the profession (Bondarchuk et al., 2023; Fullerton et al., 2021; Kovtunyk et al., 2023). It seems to us that students of higher education who will have high resilience parameters will be able to better overcome today’s challenges, cope with difficult tasks more successfully and will have higher indicators of educational and professional activity. The outlined issues are relevant and require substantiation of theoretical provisions and verification of hypotheses in practice.

The phenomenon of resilience is considered in scientific literature as a mechanism, ability, mental process and characteristic of an individual (Hryshyn, 2021). The ability to resist is inextricably related to the resilience category. Resilience is understood as the ability to maintain a stable mental and physical functional state under the influence of unfavorable life situations and destructive events (Walker et al., 2017). An interesting perspective on the issue of resilience is offered by Michael Rutter (2007). The researcher studied resilience as the ability not only to overcome difficult situations and withstand risks, but also as a source of health strengthening and successful learning. He analyzed the phenomenon from two classic points of view that prevailed in education – radical behaviorism (according to Skinner) and the socio-historical approach (according to Vygotsky). The author found out that the behavioral approach determines the search for the elimination of difficult situations and the formation of avoidance skills.
The socio-historical regularities of resilience can be understood through its interpretation as a higher psychological function and processes of self-regulation of an individual (Rutter, 2007).

In another research S. Raghunathan et al. (2022) attempted to study the resilience of the educational environment during the progression of the COVID-19 pandemic. It is typical that the researchers consider the lockdown as changed conditions of educational and professional training, which resonates with our vision. According to the authors, if the education system has survived and continues to function as it did before the changes, it can be considered resilient. Special attention is paid to sudden and unexpected challenges. If the system has resilience, then it is able to cope with any challenges and develop (Raghunathan et al., 2022). A number of studies on sustainability of the educational environment in the changed conditions of social reality demonstrate considerable attention of the scientific community (Bartusevičienė et al., 2021; Naidu, 2021; Sánchez Ruiz et al., 2021).

The interpretation of resilience in students of higher education by researchers F. Luthans and A. Church (2002) is interesting. They consider the capacity for resilience to be acquired, i.e., that can develop throughout life. It is not a situational reaction that can arise as a result of sudden changes, mastering a significant amount of didactic material or as a result of completing a credit-examination session, but is a stable trait (Luthans & Church, 2002). It should be noted that a person can experience strong positive emotions, which also require the formed appropriate level of resistance. Therefore, according to F. Luthans and A. Church (2002) resilience is, first of all, a developed ability to respond responsibly to everyday challenges. In this case, it is worth mentioning the tolerance for uncertainty. In the study of stress resistance to uncertainty, adaptive potential of medical personnel, researchers A. Halian et al. (2021) found that stress resistance to uncertainty is a system-forming factor of psychological, biological and social processes. We can generalize that the work of the specified processes should be taken into account when analyzing resilience.

The changed conditions of educational and professional activity provide not only for maintaining the previous level of functioning...
of the system, but also for development. According to S. Kuzikova (2023), the need for self-development of students who master a profession is the source and determinant of their subjectivity. Needs, conditions and mechanisms make up the core of personality self-development in the method proposed by the author “Dispositional characteristics of personality self-development” (Kuzikova, 2017). The importance of self-development for youth is convincingly demonstrated in the research of X. Xie et al. (2017). There are works that demonstrate young people's search for a professional identity and explore adaptation in the difficult conditions of professional development (Blynova et al., 2022). Adaptation processes are in inseparable unity with resilience, stress resistance, tolerance to uncertainty and self-regulatory readiness. A number of studies in sports psychology demonstrate the importance of self-regulation in extreme situations of competitive activity of juniors (Kurova et al., 2023; Popovych et al., 2022a). It should be noted that in the typology of resilience proposed by I. Popovych et al. (2022b) hardness parameters show a statistically significant correlation with resilience and are present among the main clustering parameters. It was that the vital beliefs of an individual can directly influence their assessment of a critical situation. As a result of such an evaluation process, difficult life situations are perceived by them as less traumatic. It also activates readiness to act and increases confidence in a favorable course of events (Kuzikova, Shcherbak, 2023). Of course, it is worth emphasizing the adaptive resource of an individual and the work of protective mechanisms of rationalization and intellectualization.

The resilience of future specialists of a socionomic profile is understood as a complex of individual and typological properties that have been actualized in the changed conditions of educational and professional training, aimed at overcoming unfavorable conditions of mastering the profession, tolerance to uncertainty, realization of an individual educational trajectory.

Hypotheses. 1. Psychological content parameters of resilience of key indicators of educational and professional training

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and hardiness of students of the first and second educational levels will not have statistically significant differences. 2. Resilience will have statistically significant correlations with the independent variables of the research. 3. Comparison of high levels of resilience of the samples with low levels distributed at the median will not have significant differences.

**The aim.** Research of the relationship between the students’ resilience and the key indicators of educational and professional training in the changed conditions of the educational environment.

**Methods**

Methodology of the research of resilience in the changed conditions of educational and professional training of future specialists of a socionomic profile involves the basic concepts of resilience (Martin & Marsh, 2009; Rutter, 2007), the initial theoretical and methodological provisions of hardiness (Kuzikova, Shcherbak, 2023; Maddi & Khoshaba, 1994; Tkalych, 2023), the concept of dispositional self-development of an individual by S. Kuzikova (2023). Researchers understand the changed conditions of educational and professional activity as challenges that higher education has accepted as a result of the lockdown and military operations. Empirical studies and substantiated conceptual propositions of modern works are taken into account (Morales-Rodríguez et al., 2023; Popovych et al., 2023).

**Participants.** The sample was made up of first- and second-level higher education students who studied at the Interregional Academy of Personnel Management (IAPM) (Kyiv, Ukraine) and presented separate structural divisions of the academy: Educational and Scientific Institute of Psychology and Social Sciences (Kyiv, Ukraine), Institute of International Education (Kyiv, Ukraine) and the Kherson Institute (relocated in Chernivtsi, Ukraine). Bachelor and Master degree seekers, who are future specialists in a socionomic profile, took part in the research. The sample was randomly created from students of those academic groups whose educational process underwent significant transformational changes. General sample parameters: number of respondents (n=243); age range – from 18 to 36 years; descriptive characteristics include...
Variables. Dependent and independent variables were defined and additional variables were introduced in the research. The dependent variable is resilience, the independent variable is the grade point average of academic performance and the parameters of respondents' dispositional self-development. In order to find out additional content regularities of the researched phenomenon, parameters of hardness were used.

Procedures and Instruments. The “Resilience Scale” (CD-RISC-10) was used to research resilience (Connor & Davidson, 2003). The survey was conducted using an adapted version proposed by O. Odnostalko et al. (2020). The questionnaire contained twenty-five statements that focused the respondents' attention on the ability to successfully cope with difficult life situations. A five-point scale of Stapel was used with a range of answers from "0" – never to "4" – almost always. The probable range of scored points is from 0 to 100. Next, the parameters characterizing students' educational and professional training were found out. Academic performance was determined by the grade point average (GPA). The data was obtained based on the results of the 2022-2023 academic year. The accumulative point system (ECTS) was used, the calculation was carried out on a 100-point scale. Using the “Dispositional characteristics of personality self-development” (Kuzikova, 2017), the following parameters were measured: “need for self-development” (NS); “conditions of self-development” (CS) and “mechanisms of self-development” (MS). An integral scale was also applied and the “general level of self-development” (GLS) was determined. The methodology combined thirty statements. Stapel's five-point scale was used, grading from 1 to 5, where 5 is “the statement is completely true”, 1 is “not true”. The psychodiagnostic tool, according to the author (Kuzikova, 2017), allows measuring the key parameters of self-development as a progressive, conscious and controlled process of personal changes and personal growth. Additional variables introduced into the research are represented by the scales of the hardness survey, which is called “Hardness Survey” (M=22.43; SD=4.91; Me=22.50).
(HS), proposed by S. Maddi and D. Khoshaba (1994). The version tested by I. Popovych et al. was used. (2022b). The questionnaire contains scales: “engagement”, “control”, “challenge” and an integrated scale “general level of hardiness”. The questionnaire consists of forty-five statements and contains a four-point scale with answers: 0 – no; 1 – more likely no than yes; 2 – more likely yes than no; 3 – yes.

Organization of Research. The research was organized according to the summative strategy with elements of comparison. The comparison was used to compare the empirical data of students of the first and second levels of higher education. Empirical data was collected in November – December of the 2023–2024 academic year; academic performance data was taken in December of the 2023–2024 academic year. The research was approved by the ethics committee of the Interregional Academy of Personnel Management (IAPM) (Kyiv, Ukraine).

Statistical Analysis. Empirical data were processed in "MS Excel". The statistical software package "SPSS", version 19.0.001, was used to find out coefficients of reliability. The drawing was made in the graphic editor "MS Word". Mann-Whitney coefficient (U), Pearson correlation coefficient (R), Student’s t-test were used. Statistical significance was established at the p≤.050 level; p≤.010; p≤.001.

Results
According to the chosen strategy of empirical research, the studied psychological content parameters are presented through descriptive statistics and a comparison was made. Differences between the samples of students of the first (group 1) and second (group 2) levels of higher education were determined by the Mann-Whitney coefficient (U). Group 1 consisted of bachelors, with a total number (n=112; 46.09%) of people. Group 2 consisted of master's students, with a total number (n=131; 53.91%) of people. Table 1 presents the descriptive frequency characteristics and the results of the comparison of groups 1 and 2 according to the Mann-Whitney coefficient (U).

Comparison of descriptive statistical characteristics according to the Student’s t-test
with average norms and descriptive frequency characteristics proposed by the authors of the “DCPS” (Kuzikova, 2017) and researchers who tested the methods (Odnostalko et al., 2020) and applied them to a youth sample (Popovych et al., 2022b), showed that no statistically significant differences were found. No statistically significant differences were found according to the Mann-Whitney coefficient (U) between the researched groups. We state only trends, which prove an insignificant advantage of group 1 in the measurements: R (U=844.00; p=.551); C (U=654.00; p=.078); GLS (U=852.00; p=.758). An insignificant advantage of group 2 was stated in the measurements: GPA (U=651.00; p=.076); NS (U=691.50; p=.123); CS (U=945.00; p=.822); MS (U=883.00; p=.706); GLS (U=751.00; p=.556); Ch (U=682.00; p=.093).

Applying the Pearson correlation coefficient (R), statistically significant correlations of the respondents’ resilience with the studied parameters were found. The appropriateness of using the specified correlation coefficient was empirically determined and confirmed statistically using the λ-criterion of Kolmogorov-Smirnov. In Tabl. 2 the correlation matrix is presented.

Correlation analysis was supplemented with a correlation pleiad. In order to visualize

### Table 1. Descriptive frequency characteristics of the researched parameters and the results of comparison in groups 1 and 2

<table>
<thead>
<tr>
<th>Group</th>
<th>S</th>
<th>Parameters</th>
<th>R</th>
<th>P</th>
<th>GPA</th>
<th>CB</th>
<th>NS</th>
<th>ПС</th>
<th>CS</th>
<th>УС</th>
<th>MS</th>
<th>МС</th>
<th>GLS</th>
<th>ЗРС</th>
<th>E</th>
<th>З</th>
<th>К</th>
<th>Ch</th>
<th>GLH</th>
<th>ЗРЖ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>М</td>
<td></td>
<td>63.72</td>
<td>72.3</td>
<td>34.12</td>
<td>35.48</td>
<td>39.81</td>
<td>109.41</td>
<td>36.12</td>
<td>29.44</td>
<td>14.99</td>
<td>80.55</td>
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<tr>
<td>Group 1</td>
<td>SD</td>
<td>±10.11</td>
<td>±11.65</td>
<td>±5.89</td>
<td>±6.04</td>
<td>±6.97</td>
<td>±18.90</td>
<td>±8.43</td>
<td>±6.56</td>
<td>±3.68</td>
<td>±18.67</td>
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<tr>
<td>Group 1</td>
<td>Me</td>
<td>64.00</td>
<td>71.00</td>
<td>34.00</td>
<td>35.50</td>
<td>40.00</td>
<td>109.50</td>
<td>36.00</td>
<td>29.50</td>
<td>15.00</td>
<td>81.00</td>
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<tr>
<td>Group 2</td>
<td>М</td>
<td></td>
<td>62.43</td>
<td>75.89</td>
<td>35.23</td>
<td>35.56</td>
<td>45.38</td>
<td>116.17</td>
<td>36.93</td>
<td>27.12</td>
<td>16.34</td>
<td>80.39</td>
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<tr>
<td>Group 2</td>
<td>SD</td>
<td>±10.03</td>
<td>±12.34</td>
<td>±5.93</td>
<td>±6.06</td>
<td>±7.68</td>
<td>±19.67</td>
<td>±8.79</td>
<td>±6.23</td>
<td>±4.12</td>
<td>±19.14</td>
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<tr>
<td>Group 2</td>
<td>Me</td>
<td>62.50</td>
<td>76.00</td>
<td>35.00</td>
<td>35.50</td>
<td>45.00</td>
<td>116.00</td>
<td>37.00</td>
<td>27.00</td>
<td>16.50</td>
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<tr>
<td>Mann-Whitney</td>
<td>U</td>
<td>84.00</td>
<td>65.00</td>
<td>69.150</td>
<td>94.00</td>
<td>88.30</td>
<td>75.10</td>
<td>84.05</td>
<td>682.00</td>
<td>852.00</td>
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<tr>
<td>Mann-Whitney</td>
<td>p</td>
<td>.551</td>
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</tbody>
</table>

Note: group 1 – sample of bachelor’s students; group 2 – sample of master’s students; S – descriptive statistics; M – mean of the dispersion; SD – mean square deviation; Me – median of the dispersion; U – values by the Mann-Whitney test; p – level of statistical significance; R – resilience; GPA – grade point average; NS – need for self-development; CS – conditions of self-development; MS – mechanisms of self-development; GLS – general level of self-development; E – engagement; C – control; Ch – challenge; GLH – general level of hardiness.

Примітка: група 1 – вибірка бакалаврів; група 2 – вибірка магістрантів; S – описова статистика; M – середнє розподілу; SD – середнє квадратичне відхилення; Me – медиана розподілу; U – значення критерія Манна-Уітні; p – рівень достовірності; R – резильєнтність; GPA – середній бал академічної успішності; NS – потреба саморозвитку; CS – умови саморозвитку; MS – механізми саморозвитку; GLS – загальний рівень саморозвитку; Ch – сприйняття викликів; GLH – загальний рівень життєстійкості.
Table 2. Correlation matrix of studying resilience (n=243)

<table>
<thead>
<tr>
<th>Scale Шкала</th>
<th>Pearson coefficient Коефіцієнт Пірсона</th>
<th>Parameter Параметр</th>
<th>R</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade point average (GPA)</td>
<td>R</td>
<td>.092</td>
<td>p</td>
<td>.070</td>
</tr>
<tr>
<td>Need for self-development (NS)</td>
<td>R</td>
<td>.155*</td>
<td>p</td>
<td>.012</td>
</tr>
<tr>
<td>Conditions of self-development (CS)</td>
<td>R</td>
<td>.115*</td>
<td>p</td>
<td>.035</td>
</tr>
<tr>
<td>Mechanisms of self-development (MS)</td>
<td>R</td>
<td>.089</td>
<td>p</td>
<td>.336</td>
</tr>
<tr>
<td>General level of self-development (GLS)</td>
<td>R</td>
<td>.099</td>
<td>p</td>
<td>.056</td>
</tr>
<tr>
<td>Engagement (E)</td>
<td>R</td>
<td>.182**</td>
<td>p</td>
<td>.009</td>
</tr>
<tr>
<td>Control (C)</td>
<td>R</td>
<td>.109*</td>
<td>p</td>
<td>.047</td>
</tr>
<tr>
<td>Challenge (Ch)</td>
<td>R</td>
<td>.105*</td>
<td>p</td>
<td>.049</td>
</tr>
<tr>
<td>General level of hardness (GLH)</td>
<td>R</td>
<td>.117*</td>
<td>p</td>
<td>.039</td>
</tr>
</tbody>
</table>

Note: R – Pearson’s correlation coefficient; p – the value of correlation level; R – resilience; * - p<.050 (in italics); ** - p<.010 (in bold).

Prимітка: R – коефіцієнт кореляції Пірсона; p – значення рівня кореляції; R – резильєнтність; * - p<.050 (позначено курсивом); ** - p<.010 (позначено напівжирним шрифтом).

Analisizuvannya кореляційних зв'язків доповнено кореляційною плеядою. З метою ефективної візуалізації сприймання, параметри зафіксовано відтінками від мінімального (відсутні зв'язки) до максимального (найміцніші зв'язки). На рис. 1 подано кореляційну плеяду досліджуваних параметрів.

Зафіксовано дві позитивні зростаючі закономірності залежної змінної – резильєнтності з ключовими параметрами навчально-професійної підготовки: ПС (R=.155; p=.012) та УС (R=.115; p=.035). Найіміцніший кореляційний зв’язок резильєнтності зафіксовано з додатковою змінною 3 (R=.182; p=.009). Загалом, очікувано, з додатковими змінними зафіксовано всі позитивні достовірні зв’язки. Констатовано, що другу гіпотезу доказано, оскільки залежна змінна має статистично достовірні кореляційні зв’язки з ключовими параметрами та додатковими змінними.

Завершальним завданням стратегії нашого дослідження було зіставлення досліджуваних параметрів двох вибірок: група I – низькі рівні резильєнтності вибіркової сукупності; група II – високі рівні резильєнтності вибіркової сукупності респондентів. Розподіл здійснено за медіаною. Медіана розподілу резильєнтності склала (Me = 63.00; n=243). Низькі рівні резильєнтності за Me>63.00 (n=71) і високі рівні резильєнтності рівні або вищі за Me≤63.00 (n=172). У табл. 3 запропоновано результати зіставлення за коефіцієнтом Манна-Уїтні (U).

Дискусія

Наукова психологічна література містить значний перелік емпіричних і експериментальних досліджень, у яких з'ясовано резильєнтність здобувачів освіти (Appolloni et al., 2021; Huang et al., 2023; Valóta et al., 2023), здатність людини протистояти неочікуваним викликам (Vega, Herrera-Enríquez, 2024), здатність системи освіти у змінених соціальних умовах (Nandy et al., 2020). Запропоновано в нашому досліджені констатувальна стратегія містила низку зіставлень, які дозволили з’ясувати важливі наукові факти. Доказано першу гіпотезу, що резильєнтність і ключові показники навчально-професійної підготовки та психологічні змістові параметри

effective perception, parameters were presented from minimum (no connections) to maximum (the strongest connections). Correlation pleiad of researched parameters is presented in fig. 1.

Two positive increasing regularities of the dependent variable – resilience with key

resilience in the changed conditions of educational and professional training of future specialists of a socionomic profile
parameters of educational and professional training were established: NS (R=.155; p=.012) and CS (R=.115; p=.035). The strongest correlation of resilience was established with the additional variable E (R=.182; p=.009). Overall, as expected, all positive significant correlations with additional variables were established. It found that the second hypothesis was proved, since the dependent variable has statistically significant correlations with key parameters and additional variables.

The final task of our research strategy was to compare the researched parameters of two samples: group I - low levels of resilience of the sample; group II - high levels of resilience of the sample. The distribution was made according to the median. The median of the distribution of resilience was (Me = 63.00; n=243). Low levels of resilience for Me>63.00 (n=71) and high levels of resilience are equal to / or higher than Me≤63.00 (n=172). Tabl. 3 shows the results of the comparison according to the Mann-Whitney coefficient (U).

It was found that group II with a high level of resilience has a statistically significant correlation pleiad of researched parameters (n=243)

Note: —— positive correlations with p≤.050; ——— positive correlations with p≤.010.

Fig. 1. Correlation pleiad of researched parameters (n=243)

Рис. 1. Кореляційна плеяда досліджуваних параметрів (n=243)

Примітка: —— позитивні зв'язки при p≤.050; ——— позитивні зв'язки при p≤.010.
Table 3. The results of comparing the studied parameters according to the Mann-Whitney coefficient (U) (n=243)

<table>
<thead>
<tr>
<th>Parameters</th>
<th>Mann-Whitney coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>U</td>
</tr>
<tr>
<td>Grade point average (GPA)</td>
<td>342.500</td>
</tr>
<tr>
<td>Need for self-development (NS)</td>
<td>149.500</td>
</tr>
<tr>
<td>Conditions of self-development (CS)</td>
<td>134.000</td>
</tr>
<tr>
<td>Mechanisms of self-development (MS)</td>
<td>198.500</td>
</tr>
<tr>
<td>General level of self-development (GLS)</td>
<td>178.500</td>
</tr>
<tr>
<td>Engagement (E)</td>
<td>145.500</td>
</tr>
<tr>
<td>Control (C)</td>
<td>555.000</td>
</tr>
<tr>
<td>Challenge (Ch)</td>
<td>297.000</td>
</tr>
<tr>
<td>General level of hardiness (GLH)</td>
<td>337.500</td>
</tr>
</tbody>
</table>

Note: U – values by the Mann-Whitney test; p – level of statistical significance; * – p<.050 (in italics); ** – p<.010 (in bold).

Discussion

The scientific psychological literature contains a significant list of empirical and experimental studies in which students' resilience was clarified (Appolloni et al., 2021; Huang et al., 2023; Valóta et al., 2023), as well as an individual's ability to withstand unexpected challenges (Vega & Herrera-Enríquez, 2024), resilience of the education system in changed social conditions (Nandy et al., 2020). The summative strategy proposed in our research contained a number of comparisons that made it possible to find out important scientific facts. The first hypothesis was proven, there are no statistically significant differences Permanently, the development of individuals. In this situation, it is possible to find the most important aspects of the empirical research.

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in resilience and key indicators of educational and professional training and psychological content parameters of hardiness between the degree-seekers of the first and second levels (see Tabl. 1). It is obvious that during the fifth and sixth years of the training, assimilation changes in resilience, hardiness and dispositional development do not occur in the students. The same applies to academic performance: if they studied successfully before that, they continue to work in the same way. There were no sudden changes in educational and professional activities, as evidenced by the data of the grade point average (see Tabl. 1). Analysis of the correlation matrix (see Tabl. 2) and the correlation pleiad (see Fig. I) draws attention to the single strongest correlation between resilience and engagement E (R=.182; p=.009). Respondents with a high level of engagement, able to demonstrate confidence, are satisfied with their own activities, and, we assume they have high indicators of tolerance to uncertainty. Such an assertive position, as shown in the relevant research (Radul et al., 2022), is aimed at the permanent development of the individual. It was found in another research, which deals with the dominant expected mental states of educational and professional activity (Popovych & Blynova, 2019), that meaningful and valuable activity is the most effective mental state of the respondents. We assume that critical challenges in changed social conditions could activate discrete mental formations, one of which is readiness for engagement. However, it is worth noting that all parameters of hardiness have statistically significant correlations with resilience. We explain this by the fact that the mentioned phenomena (resilience and hardiness) delineate dimensions that are very close in their essence, in which resistance and stability ensure the search for something constructive, the solution of a task, rather than escape, confrontation or something destructive. A series of correlations of resilience with the researched parameters demonstrated important regularities of the researched phenomenon. The absence of a significant correlation with the grade point average (R=.092; p=.070) indicates that the mentioned two dimensions have a high level of assimilation and are less sensitive to sudden unexpected
changes (see Tabl. 2). The two positively increasing patterns of resilience with the key parameters of educational and professional training – NS (R=.155; p=.012) and CS (R=.115; p=.035) indicate that the needs and conditions of self-development are naturally connected with resilience and show high sensitivity to this dependent variable. The mentioned arguments show that the second hypothesis has been proven. A comparison of two groups with a low and high level of resilience showed a quantitative advantage of the group with a low level of resilience formation (n=172). More advantages of this group were not established (see Tabl. 3). According to five parameters, group II has an advantage, which indicates the disproving of the third hypothesis. The respondents’ high level of resilience proves their superiority in all dimensions of dispositive self-development, as well as in the “engagement” parameter. This can be explained by the fact that students with a high level of resilience are able to develop under any circumstances, and they perceive negative events, critical situations and changed conditions of educational and professional activity as another stage of the test that can make them stronger. Such a high tolerance to uncertainty testifies to the latter’s temporal competence and readiness for meaningful regulation of activity. It was recommended to introduce clarified empirical facts and significant correlations and differences into teaching, organizational and pedagogical work.

Conclusions
It was theoretically substantiated that the resilience of future specialists of a socionomic profile is a complex of individual-typological characteristics that were actualized in the changed social conditions of educational and professional training and aimed at overcoming adverse conditions, for the purpose of mastering the profession, tolerating uncertainty, and realizing an individual educational trajectory. A comparison of the descriptive frequency characteristics of the respondents of the first and second levels of higher education did not show statistically significant differences. It was found that two significant correlations of resilience with needs for self-development (R=.155; p=.012) and conditions of professional training (R=.115; p=.035) demonstrate the high sensitivity of resilience to these dependent variables. The mentioned arguments show that the second hypothesis has been proven. A comparison of two groups with a low and high level of resilience showed a quantitative advantage of the group with a low level of resilience formation (n=172). More advantages of this group were not established (see Tabl. 3). According to five parameters, group II has an advantage, which indicates the disproving of the third hypothesis. The respondents’ high level of resilience proves their superiority in all dimensions of dispositive self-development, as well as in the “engagement” parameter. This can be explained by the fact that students with a high level of resilience are able to develop under any circumstances, and they perceive negative events, critical situations and changed conditions of educational and professional activity as another stage of the test that can make them stronger. Such a high tolerance to uncertainty testifies to the latter’s temporal competence and readiness for meaningful regulation of activity. It was recommended to introduce clarified empirical facts and significant correlations and differences into teaching, organizational and pedagogical work.

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Список використаних джерел
Fullerton D. J., Zhang L. M., Kleitman S. An Integrative Process Model of Resilience in an Academic
of self-development (R = 0.115; p = 0.035) demonstrate the high sensitivity of the dependent variable to these dimensions. The superiority of group II (high level of resilience) was established in five parameters (p ≤ 0.050; p ≤ 0.010): NS (U = 149.500; p = 0.000); CS (U = 134.000; p = 0.038); GLH (U = 178.500; p = 0.000); E (U = 145.500; p = 0.000). This advantage was explained by the fact that students with a high level of resilience are able to develop under any circumstances. Negative events, critical situations and changed conditions of educational and professional activities are perceived by them as another stage of testing that makes them stronger. It was recommended to introduce the received scientific facts into teaching, organizational and pedagogical work.

Reference


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