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Oleksandra Brukhovetska,

doctor of psychological sciences, professor,

Professor Department of Psychology and Personal Development

Educational and Scientific Institute of Management and Psychology

SIHE «University of Educational Management».

Kyiv, Ukraine.



<https://orcid.org/0000-0002-4884-2878>

ciparisab011@gmail.com

PSYCHOLOGICAL FEATURES OF THE DEVELOPMENT OF ADOLESCENT RESILIENCE

Abstract. The article presents the results of both theoretical analysis and empirical research of the psychological features of the development of adolescent resilience. It has been established that resilience is a dynamic phenomenon that plays a key role in a person's ability to effectively cope with stress, life challenges, maintain mental health and ensure personal development. The close connection of resilience with the concept of post-traumatic growth is emphasized thus revealing the individual's potential for positive transformation and enrichment of internal resources after experiencing a traumatic experience. Two main approaches to the essence of resilience are defined. It was found that resilience has a multifactorial nature and depends on interacting individual, family and social factors. Resilience is analyzed as a leading personal trait that determines the success of adolescents' adaptation to life under martial law. The key characteristics of adolescent resilience are: confidence in one's own abilities, adaptive personality traits at this age, positive experience in solving life's difficulties, adequate self-esteem, emotional and behavioral self-regulation, a sufficient level of intellectual development, self-organization and time planning skills, and orientation towards achieving goals. The results of the empirical research on the resilience of adolescents indicate the presence of a significant part of adolescents with average and above average levels of resilience and hardiness, activity and optimism that are important resources for effectively overcoming life's challenges. The presence of a risk group with a lower than average level of resilience, a low level of hardiness indicates the need to develop and implement psychological interventions aimed at developing adolescent resilience. The urgency of developing training programs for the development of adolescent resilience using flexible methods of influence and the latest techniques is emphasized.

Keywords: resilience; hardiness; difficult life circumstances; impact of life events; traumatic experience; post-traumatic growth; adolescence.

INTRODUCTION / ВСТУП

Statement of the problem / Постановка проблеми. *Resilience* is the leading personal trait that determines the success of adolescents' adaptation to life under martial law. *Resilience* is a complex and multifaceted psychological phenomenon that attracts the attention of many researchers due to its importance for ensuring mental well-being and personal adaptation in modern conditions.

The analysis of scientific literature demonstrates two main approaches to *defining the essence of resilience*: 1) as a personality trait associated with flexibility, adaptability and character stability; 2) as a dynamic process that manifests itself in response to adversity and provides the potential for recovery and personal growth.

Resilience is multifactorial in nature and depends on interacting individual, family, and social factors. Research shows the existence of *key factors that influence the formation of resilience*, in particular: emotional ties, social support, personality traits, coping strategies, meaningfulness of life, etc.

Resilience is closely related to the *concept of post-traumatic growth* that reveals the individual's potential for positive transformation and enrichment of internal resources after traumatic experience. Therefore, *resilience* is a dynamic phenomenon that plays a key role in a person's ability to effectively cope with stress, life challenges, maintain mental health and ensure personal development.

Adolescence is a period of active personality formation and development when significant physiological, psychological and social changes occur. At this time, there appear such a new quality as a desire for self-assertion, a sense of adulthood, and the ability to self-regulate behavior and activities. Active participation in overcoming various problems and difficult life situations contributes to the *formation of adolescent resilience*.

The phenomenon of resilience in adolescence includes not only effective problem solving and the ability to withstand stressful situations, but also the desire for personal growth and development in the face of difficulties. The key characteristics of adolescent resilience are: confidence in one's own abilities, adaptive personality traits at this age, positive experience in solving life's difficulties, adequate self-esteem, emotional and behavioral self-regulation, a sufficient level of intellectual development, self-organization and time planning skills, and orientation towards achieving goals.

Aggravation of anxiety and general uncertainty lead to the need of providing adequate support, preserving and restoring the mental health of

adolescents. We firmly believe that *implementing complex methods of developing resilience* is one of the most effective ways to overcome these challenges. Adolescents with signs of unintegrated traumatic experience need specialized support using ecologically oriented and ontogenetically determined methods, such as *art therapy*.

Therefore, research on *resilience* becomes a particularly relevant task requiring deep analysis and understanding of the processes that affect the formation of life resilience in adolescents, especially in the conditions of modern challenges.

Analysis of (major) recent research and publications / Аналіз (основних) останніх досліджень і публікацій. The problem of resilience as the ability to resist stress and show mental stability is sufficiently developed in foreign psychology (K. Bolton, G. Bonnano, K. Connor, J. Davidson, S. Fergus, O. Friborg, N. Garmezy, F. Losel, S. Luthar, A. Masten, E. Miller, R. Newman, G. Richardson, E. Werner, M. Zimmerman, and others).

The phenomenon of resilience has also been studied by Ukrainian scientists (D. Assonov, H. Voytovych, E. Hrishyn, O. Kokun, G. Lazos, P. Lushyn, Ya. Sukhenko, O. Haminich, O. Khaustova and others).

Key messages that can be draw from theoretical studies are: most definitions of the phenomenon of resilience are based on two main concepts – adversity and positive adaptation; resilience is required to respond to a variety of adverse events, from routine daily hassles to major life events, and positive adaptation must be conceptually relevant to the adverse event in terms of the life domain affected and the severity of the event. According to scientific sources, resilience is considered "the process of positive adaptation in the face of adversity, psycho-traumatic events and severe stress."

At the same time, many aspects of the investigated problem remain outside the attention of researchers, in particular, the study of the peculiarities of the formation of resilience in adolescents and the positive influence of art therapy methods and technologies on the development of resilience. The approach based on the concept of resilience, without denying the existence of problems, focuses attention on those intrapersonal and microsocial resources of a person of any age that one can use to solve these problems in an inextricable connection with one's environment as well as the current life situation. Under conditions of shortage of some resources this makes it possible to replace them with others. In our opinion, art therapy classes can become such a resource.

In the context of russia's ongoing armed aggression against Ukraine, the issue of psychological stability and resilience becomes particularly relevant, especially among adolescents. Therefore, the main task of psycho-prophylactic

and corrective and developmental work should be to increase personal and social resources that ensure the formation of a resilient adolescent personality.

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The research **goal** is to study psychological features of the development of adolescent resilience.

The research **tasks** are:

- 1) to conduct empirical research on peculiarities of the development of adolescent resilience;
- 2) to research on the levels of adolescent hardiness and its components (commitment, control, challenge).

THEORETICAL FRAMEWORK / ТЕОРЕТИЧНІ ОСНОВИ

Resilience is a psychological phenomenon that expresses an individual's ability to overcome stress, adapt to adverse circumstances, and maintain mental health and well-being. It is an understanding of how and why some people can endure, recover and even psychologically grow and become stronger after difficult life challenges and trials.

Resilience is a psychological feature that allows a person to effectively counteract stress, adapt to difficult situations, and restore mental health after traumatic events. This phenomenon attracts attention because it is of great importance for ensuring mental well-being, adaptability and individual's success in current living conditions.

"*Resilience*" as a term is actively used in psychology, but it comes from physics, where it means the ability of an object or material to return to its original shape or position after it has been stretched or compressed. O. Kokun and T. Melnychuk [5] note that the concept of resilience has a long history and has evolved over time, taking on new meanings. As a psychological phenomenon, resilience has become widely known only in the last few decades.

It is important to note that F. Lozel, one of the pioneers researching the phenomenon of resilience, interprets it as the ability of an individual or a social system to create a normal, fulfilling life in difficult circumstances. And he determines a complex of *factors that contribute to the formation of individual's resilience*: close emotional contact and intimacy with one of the parents or relatives; social support in and outside the family; open educational environment that directs the child to comply with certain norms; social models, examples that will contribute to the formation of the ability to overcome obstacles and challenges in life; balance between social responsibility and society's requirements; cognitive abilities; character traits that enable effective

problem resolution; own experience of effective problem solving that builds up confidence in one's own abilities and increases self-esteem; efforts to resist stress factors; searching for logic, meaning and orderliness in one's own development [4], [6], [10].

Analyzing the scientific literature, we can come to the conclusion that most definitions of *the phenomenon of resilience* are based on two main concepts – adversity and positive adaptation. The famous researcher of resilience G. Lazos singles out the following *characteristics of the studied phenomenon*:

1) resilience is a biopsychosocial phenomenon that encompasses personal, interpersonal and social experiences and is a natural result of various development processes over a certain period of time;

2) resilience is generally associated with the ability of the psyche to recover from adverse conditions;

3) depending on the focus and the subject of the research, resilience can be considered a certain personality characteristic as well as a dynamic process;

4) resilience depends on many internal and external factors;

5) resilience plays an important role in the ability and formation of post-traumatic personality growth" [6], [7].

It should be noted that all definitions of resilience mainly indicate the ability of an individual to recover from negative life events. Therefore, we agree with the opinion of scientists and consider *the concept of resilience* as the ability to effectively resist difficult life circumstances and cope with their negative consequences.

The development of resilience in adolescence is an urgent problem that attracts more and more attention of psychologists, teachers, parents and researchers. Regardless of the challenges that await adolescents, resilience is a key skill that can maintain mental health, improve their adaptive capacity, and improve their chances for success in adulthood.

Resilient adolescents are those who, despite significant difficulties, develop positively, compared to those who, in conditions of the same high risk, show mental deviations. In the prism of *adolescent resilience* research, we share the opinion of O. Kokun who considers resilience to be the mental, physical, emotional and behavioral ability of an individual to adapt, recover and thrive in situations of risk, challenges, danger, complexity and adversity as well as learn to grow after failures [5].

T. Tytarenko, researching the phenomenon of vitality which is close to the concept of resilience, notes that this parameter is formed due to significant values that are transmitted from parents to children, as well as due to the influence of informal social groups and youth subcultures coming to the fore in the period growing up, especially during adolescence [11]. According to researcher N. Tokareva, a low level of adolescent resilience can lead to

helplessness, self-doubt, problems in interpersonal relationships, lack of prospects, life dissatisfaction, increased anxiety and uncertainty in future [12].

In general, the concept of *adolescent resilience* involves: positive development despite high risk; stable psychological competence under extreme stressful conditions; positive and quick recovery after traumatic experiences. It should be emphasized that *resilience in adolescents* is not only the absence of mental defects, but also the development and preservation of age-appropriate opportunities and skills necessary for positive task solving of the next age stage, despite life circumstances burdened with numerous risks [12]. Based on the data of numerous studies, H. Voytovych points out that there is a gender difference in the resilience of adolescents [2]. Yes, it is during adolescence that girls are more vulnerable to depression than boys and are more self-critical.

Considering the theory of resilience in ecological context, we emphasize that external resources can become a catalyst for changes that help adolescents recover from difficulties, prevent the negative consequences of psychotraumatic events, and contribute to the development of the personality of adolescents with the help of art therapy methods. Art therapy is an effective way to increase resilience, i.e. the ability to regulate one's emotions, solve problems and adapt to changes. In general, new research in the field of understanding adolescence resilience is important for Ukrainian science. Conducting scientific investigations will provide results for a deeper understanding of the concept of adolescence resilience, its structural components, development factors and formation conditions. The development of resilience is an important goal of therapy and prevention at the adolescence stage of development.

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

The research sample consisted of 54 adolescent respondents. The structure of the sample is presented as follows: 22 (40.74 %) boys and 32 (59.26 %) girls, aged 12–13 years, of whom 9 (16.67 %) have the status of internally displaced persons, 11 (20.37 %) of adolescents are from single-parent families.

The following *research methods* were used in the empirical study:

"Connor-Davidson Resilience Scale-10 (CD-RISC-10)" (K. Connor, J. Davidson, 2003) for research of the general level of adolescent resilience [1].

The Connor-Davidson scale is a questionnaire designed for self-completion by a respondent focusing on one's ability to successfully cope in difficult situations. That is, the scale is self-administered. The obtained higher score indicate that the respondent has a higher level of resilience. The scale includes the 10 most informative items of the full 25-item scale.

The following level limits are defined: 0–15 points indicate a low level of resilience; 16–20 points indicate a lower than average level; 21–25 points is an indicator of an average level; 26–30 is higher than the average level; 31–40 points indicate the existence of a high level of respondent's resilience.

The method is considered the most adequate in revealing the complete construct of resilience.

A Short Hardiness Scale (S. Maddi, adapted by V. Olefir, M. Kuznetsova, A. Pavlova) for the purpose of studying the level of hardiness of adolescents and its structural components [8].

The adapted 15-item version of the Hardiness Scale meets psychometric requirements: single-moment and retest reliability, factorial validity.

The Scale allows measuring the value of individual indicators:

- commitment is defined as the conviction that involvement in the event gives the maximum chance to find something worthy and interesting for the individual. An adolescent with a developed component of commitment gets pleasure from his own activities. The lack of such conviction creates a feeling of alienation, a feeling of being "outside" of life;
- control is the conviction that the struggle allows you to influence the future outcome, even if this influence is not absolute and success is not guaranteed. The opposite of this is the feeling of one's own helplessness. An adolescent with a highly developed component of control feels that he/she chooses his/her own activity, his/her own path;
- challenge – the adolescent's conviction that everything that happens to him/her contributes to his/her development due to the knowledge gained from experience (positive or negative). An adolescent sees life as a way of gaining experience, is ready to act in the absence of reliable guarantees of success, at his/her own peril and risk, believing that the desire for simple comfort and security impoverishes the life of an individual;
- methods of mathematical statistics (statistical analysis was carried out using the IBM SPSS Statistics v.27 package and Microsoft Excel 2019).

RESEARCH RESULTS / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

The results of the analysis of the levels of resilience development using the "*Connor-Davidson Resilience Scale-10 (CD-RISC-10)*" method are presented in the table (Table 1).

As seen from Table 1, there are no respondents with a low level of resilience.

Table 1

The general level of resilience of adolescent responders

Resilience level	Number of respondents, in %
Low	0
Lower than average	14,8
Average	33,3
Higher than average	37
High	14,8

A lower than average level was recorded in 14.8 % of the respondents that indicates vulnerability to stressful situations, insufficient ability to adapt to difficult life conditions, lack of effective strategies for problem-solving. It may also be an indicator of low self-esteem and lack of mutual understanding with people around. These adolescents are in the risk group and need increased attention, psychological support, and development of stress-coping and resilience skills.

In 33.3 % of adolescents, scores of an average level of resilience were recorded that indicates a certain ability to adapt to stressful situations and challenges, but they may experience difficulties in particularly difficult circumstances. Adolescents with average resilience level may have stable self-esteem and support from family and friends, but may lack flexibility in problem-solving.

Quite a significant part of adolescents (37 % of respondents) demonstrated a higher than average resilience level. And only 14.8 % of the respondents have a high resilience level that means that they have developed skills and strategies for adapting to stressful situations and challenges. Such adolescents are usually confident in their own abilities, have a high level of emotional and behavioral self-regulation, responsibility, and can effectively plan their time. They are goal-oriented and also have adequate self-esteem as well as a sufficient level of social support.

It should be noted that despite a fairly large number of studies, the problems of resilience related to *the gender of adolescents* have not been studied enough. In this regard, there is a need to study the influence of gender on the level of adolescence resilience (Table 2).

Table 2

Scores of resilience levels by gender of the adolescent responders

Gender	Resilience level (number of respondents, in %)				
	low	lower than average	average	higher than average	high
Male (N=22)	0	0	31,8	45,4	22,7
Female (N=32)	0	25	34,3	31,2	9,3

As seen from Table 2, a low resilience level was not recorded in either girls or boys. 14.8 % of female adolescents have a lower than average level while among boys a lower than average level is not recorded at all. According to the average resilience level we observe the following results: 31.8 % of boys, 34.3 % of girls demonstrated an average level of resilience. 31.2 % of girls and 45 % of boys have a higher than average resilience level. A high level of resilience was manifested in 22.7 % of boys and 9.4 % of girls.

During the analysis of the research results (Mann-Whitney U criteria), it was found that there are statistically significant ($p < 0.001$) gender differences in the development of adolescent resilience, in particular, boys usually demonstrate a higher level of resilience, and girls are more prone at this age to depression and self-digging.

The results of the study of the levels of hardiness and its components (commitment, control, challenge) according to the Short Hardiness Scale (S. Maddi, adapted by V. Olefir, M. Kuznetsova, A. Pavlova) are presented in the table (Table 3).

Table 3

Scores of the hardiness level of the adolescent respondents

Resilience level	Number of respondents, in, y %
Low	14,81
Average	77,78
High	7, 41

As seen from Table 3, respondents with a low level of hardiness make up 14.81 % of the sample. These adolescents often experience difficulties in establishing and maintaining social relationships, are distinguished by increased anxiety, and are prone to experiencing states of insecurity and fear. They live without a clear plan for the future, often dwell on past events, feel dissatisfied with their existence and the lack of a sense of fullness of life. They do not believe in their ability to control events and influence the circumstances of their lives. These characteristics can affect the ability to effectively cope with life's difficulties and stressful situations.

In 77.78 % of the respondents, the average level of hardiness prevails. They are characterized by the ability to enjoy life and cope with stressful situations. They can find interesting moments even in everyday tasks. They are less likely to perceive events as traumatic and are able to adapt to changes as well as to find positive in difficult life situations. These characteristics help individuals with an average level of hardiness to effectively overcome life's challenges.

A high level of hardiness is characteristic of only 7.41 % of adolescents. Teenagers with a high level of hardiness are often socially active and easily establish contacts with others. They are interested in new ideas, experiences and are ready to accept new challenges. They are distinguished by the ability to express their feelings and emotions, the presence of unique personal traits and an individual approach to life, a positive attitude towards themselves and their qualities, regardless of external pressure or stereotypes, and a sense of the fullness of life. These traits contribute to the ability of adolescents to cope effectively with difficulties and stressful situations, supporting mental well-being and adaptability.

Therefore, the higher the level of hardiness, the more effectively adolescents overcome stress and cope with difficult life situations, adapt faster and feel more confident in society, and also more fully enjoy life.

Let's consider the indicators of hardiness facets according to the scale (Fig.).

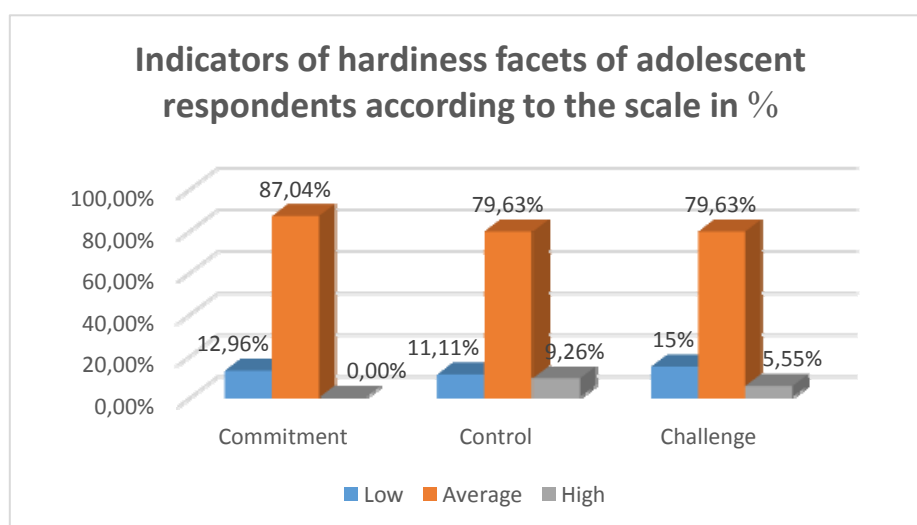


Fig. Indicators of hardiness facets of adolescent respondents according to the scale

The "commitment" scale is characterized by the degree to which a person feels involved in life events and activities. It reflects how much one considers one's life interesting, meaningful and valuable.

Analyzing the severity of indicators of hardiness according to this scale, we found that a low level of commitment was recorded in 12.96 % of adolescents that may indicate the passivity of the individual and lead to a feeling of isolation and uselessness. This may be a sign of insufficient internal motivation and the absence of an active desire for self-realization and the establishment of deep

social ties. Also, low levels of commitment may indicate problems with self-esteem and self-acceptance that are important components of effective adaptation and mental well-being.

The average level of hardiness according to the commitment scale was diagnosed in the vast majority of adolescents, 87.04 % of respondents. This part of the researched group is able to find satisfaction in their actions and feel interest in life, but may not reach the full potential of self-realization or may not use all opportunities to develop their abilities.

A high level of this indicator has not been recorded among adolescent respondents.

The "control" scale reflects the degree to which a person feels that he/she has control over the events of his/her life and is able to influence them. A low level on this scale was found in 11.11 % of adolescents that indicates a lack of self-confidence, low self-esteem and a tendency to passive behavior. This may indicate the difficulties adolescents have in feeling the influence on the events of their lives and managing them. These adolescents perceive life circumstances as uncontrollable and feel powerless in front of the circumstances.

79.64 % of adolescent respondents recorded an average level of hardiness on the "control" scale that indicates a certain degree of confidence in their abilities, the ability to influence the events of their lives, but a possible feeling of not having complete control over them. This may indicate a capacity for self-regulation and problem-solving, with certain limitations though. Adolescents with an average level of control may feel that they are able to control some aspects of their lives, but may also feel insecure about situations that are beyond their experience or control.

9.26 % of respondents were diagnosed with a high level on the "control" scale that indicates a strong belief in personal effectiveness and a sense of power over one's own destiny. It can also reflect confidence in one's ability to solve problems and achieve one's goals.

The "challenge" scale reflects the degree of readiness of the individual to accept changes, new challenges and uncertainty, which is an integral part of life. 14.81 % of adolescents have a low level on this scale, they tend to avoid new challenges and uncertainty that can limit their opportunities for development and self-realization. They prefer stability and predictability, avoiding situations that carry risk, even if these situations can bring potential benefits.

The vast majority (79.64 %) of adolescents have an average level on the "challenge" scale that indicates a balanced approach to risks. This means that the adolescent is open to new challenges and changes, but also shows caution and does not seek to take unnecessary risks. Such a personality vacillates between

the desire to try something new and the need to avoid potential failure that can lead to moderate decision-making.

A high level on this scale indicates that an adolescent is inclined to actively seek new opportunities for development, even if this involves potential risks. It may also indicate a high adaptability and openness to experience, the latter being important qualities for maintaining hardiness and general psychological well-being. Unfortunately, only 5.55 % of the respondents demonstrated a high level of hardiness on the "challenge" scale.

So from Fig., we can conclude that the vast majority of adolescents (from 79.63 % on the "control" and "challenge" scales to 87.04 % on the "commitment" scale) have an average level of severity of the hardiness facets. This shows that most adolescents have a balanced approach to life, are active and open to new experiences, but are cautious and do not seek unnecessary risks. The obtained data may indicate adequate self-esteem, the ability to self-regulate and the ability to find a balance between various aspects of life, presence of a certain degree of motivation and activity, a balanced attitude to risk-taking and control over life circumstances, but at the same time indicate potential areas for further development.

The comparative analysis of the studied parameters confirmed that no statistically significant differences were found between girls and boys in terms of indicators of hardiness and its components.

Spearman's rank correlation analysis (r-Spearman) revealed positive statistically significant relation between indicators of resilience, hardiness and its components. The results of the correlation analysis revealed the presence of statistically significant positive relation between indicators of resilience, hardiness and its components (control, challenge, commitment).

The strongest relation was found between resilience and hardiness ($r = 0.487$, $p < 0.001$) that proves the close relation between these two constructs. Also, resilience has significant correlations with hardiness components: control ($r = 0.469$, $p < 0.01$), challenge ($r = 0.362$, $p < 0.001$) and commitment ($r = 0.327$, $p < 0.05$). These results indicate that individuals with a high level of resilience have high indicators of hardiness and its components, thus allowing them to effectively cope with stressful situations and adapt to changes.

The obtained results confirm the convergent validity of the used methods (resilience and hardiness) in the dimension of the studied construct and demonstrate the high interconnectedness of these phenomena.

CONCLUSIONS / ВИСНОВКИ

The results of the empirical research on the resilience of adolescents indicate the presence of a significant part of adolescents with average and above average levels of resilience and hardiness, activity and optimism that are important resources for effectively overcoming life's challenges. At the same time, the presence of a risk group with a lower than average level of resilience, a low level of hardiness indicates the need to develop and implement psychological interventions aimed at developing the adolescent resilience. It has also been proven that boys have a significantly higher level of resilience than girls.

In general, the results of the empirical study indicate the relevance of developing training programs for the development of adolescent resilience using flexible methods of influence and the latest techniques. When designing training programs, it is necessary to take into account the results of empirical research on the development of adolescent resilience in order to effectively determine the targets of therapeutic influence and maximize the focus of the training program on the development of resilience skills.

Prospects for further research in this direction / Перспективи подальших досліджень у цьому напрямі. We consider the study of the long-term effects of therapeutic training, the study of the effectiveness of art therapy for the development of resilience in other age groups (children, youth, adults), the possibilities of integrating art therapy with other areas of psychological assistance for comprehensive work with trauma and the development of resilience to be promising directions for further scientific research.

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ПСИХОЛОГІЧНІ ОСОБЛИВОСТІ РОЗВИТКУ РЕЗИЛЬЄНТНОСТІ У ПІДЛІТКОВОМУ ВІЦІ

Брюховецька Олександра Вікторівна,

доктор психологічних наук, професор,

професор кафедри психології та особистісного розвитку

Навчально-наукового інституту менеджменту та психології

ДЗВО «Університет менеджменту освіти».

Київ, Україна.



<https://orcid.org/0000-0002-4884-2878>

ciparisab011@gmail.com

Анотація. У статті презентовано результати теоретичного аналізу та емпіричного дослідження психологічних особливостей розвитку резильєнтності у підлітковому віці. Встановлено, що резильєнтність є динамічним феноменом, що відіграє ключову роль у здатності людини ефективно справлятися зі стресом, життєвими викликами, підтримувати психологічне здоров'я й забезпечує особистісний розвиток. Наголошено на тісному зв'язку резильєнтності з концепцією посттравматичного зростання, що виявляє потенціал особистості для позитивної трансформації та збагачення внутрішніх ресурсів після переживання травматичного досвіду. Визначено два основні підходи до сутності резильєнтності. З'ясовано, що резильєнтність має багатофакторну природу і залежить від взаємодіючих індивідуальних, сімейних та соціальних чинників. Резильєнтність аналізується як провідна особистісна риса, що

успішність адаптації підлітків до життєдіяльності в умовах воєнного стану. Ключовими ознаками резильєнтності підлітків є: впевненість у власних силах, адаптаційні властивості особистості в цьому віці, досвід успішного вирішення життєвих труднощів, адекватна самооцінка, емоційна та поведінкова саморегуляція, достатній рівень розвитку інтелекту, навички самоорганізації та планування часу, орієнтація на досягнення цілей. Результати емпіричного дослідження резильєнтності підлітків свідчать про наявність значної частини підлітків з середнім та вищим за середній рівнями резильєнтності та життєстійкості, активності та оптимізму, що є важливими ресурсами для ефективного подолання життєвих викликів. Наявність групи ризику з нижчим за середній рівнем резильєнтності, низьким рівнем життєстійкості вказує на необхідність розробки та впровадження психологічних інтервенцій, спрямованих на розвиток резильєнтності підлітків. Наголошено на актуальності розроблення тренінгових програм з розвитку резильєнтності підлітків з використанням гнучких методів впливу та новітніх методик.

Ключові слова: резильєнтність; життєстійкість; складні життєві обставини; вплив життєвих подій; травматичний досвід; посттравматичне зростання; підлітковий вік.

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