


COORDENADAS DE VALOR DA RESILIÊNCIA DOS ALUNOS SOB LEI MARCIAL NA UCRÂNIA

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RESUMO: A fundamentação teórica do problema atualiza a necessidade de estudá-lo no contexto da aliança psicológica de manifestação de orientação valorativa e resiliência, que é um poderoso recurso pessoal para a sobrevivência sob a lei marcial. Um programa de pesquisa empírica foi desenvolvido, bem como um conjunto de métodos para processamento matemático de resultados, que permitiram determinar as diferenças nas principais dimensões das orientações de valor. Os alunos com alto nível de resiliência são dominados pelas dimensões valorativas de "abertura à mudança" e "autosuperação", que são enquadradas em retratos psicológicos de "independência controlada" e "atividade altruísta"; Seu perfil psicológico baseado na responsabilidade pró-social, no altruísmo, na orientação humanista explica de forma abrangente a atitude de vida intraorientada do sistema de valores. Para os alunos com baixo nível de resiliência, o domínio da dimensão básica das orientações valorativas "autoafirmação" determina o retrato psicológico da "reputação de poder"; Seu perfil psicológico sobre os sinais de um desejo pronunciado de satisfazer seus próprios interesses e preservar uma imagem reputacional é uma atitude de vida orientada externamente. Os resultados obtidos podem ser utilizados com sucesso por psicólogos do sistema educacional para monitorar a recuperação psicológica e o crescimento pós-traumático dos alunos.

PALAVRAS-CHAVE: Resiliência; Orientações de valores; Lei marcial.

VALUE COORDINATES OF STUDENTS' RESILIENCE UNDER MARTIAL LAW IN UKRAINE

ABSTRACT: The theoretical substantiation of the problem actualizes the need to study it in the context of the psychological alliance of manifestation of value orientation and resilience, which is a powerful personal resource for survival under martial law. A program of empirical research has been developed, as well as a set of methods for mathematical processing of results, made it possible to determine the differences in the main dimensions of value orientations. The students with a high level of resilience are dominated by the value dimensions of "openness to change" and "self-overcoming", which are framed in psychological portraits of "controlled independence" and "altruistic activity"; Their psychological profile on the grounds of prosocial responsibility, altruism, humanistic orientation comprehensively explicates the intra-oriented life attitude of the value system. For students with a low level of resilience, the dominance of the basic dimension of value orientations "self-assertion" determines the psychological portrait of the "power reputation"; Their psychological profile on the signs of a pronounced desire to satisfy their own interests and preserve a reputational image is an externally oriented life attitude. The results obtained can be successfully used by psychologists in the education system to monitor the psychological recovery and post-traumatic growth of students.

KEYWORDS: Resilience; Value orientations; Martial law.



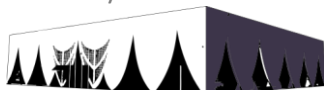
1 INTRODUCTION

The realities of today's events in Ukraine are increasingly urging the issue of social and psychological adaptation of people to wartime conditions. Changes in the social environment, which is experiencing military aggression, invasion, destruction of cities and towns, energy facilities, deaths of civilians and the military, causes powerful stresses that lead to maladaptive reactions in people of different age categories. But young people, who were considered one of the vulnerable categories to social and psychological adaptation even in peacetime, acquire special maladaptive manifestations.

A large number of Ukrainians have lost their relatives, homes and jobs, and have been forced to move to other regions of Ukraine, where they have to start all over again. People experience mental and physical losses, fear for their lives and their families, and are forced to adapt to the demands of wartime. The duration of the war with Russia increases anxiety and uncertainty about the future, generates disappointment and depressive moods among the population. All this can form both mental disorders and a state of maladaptation, especially in young people.

The tragedy of this situation is exacerbated by the fact that young people will be forced to experience the consequences of war destruction (both physical and psychological) after the war, becoming subjects of "peacebuilding", about which one of L. Hester's works notes that it is very important to address the problems of traumatic stress in peacebuilding programs focused on youth in conflict situations, since young people are the most vulnerable to psychological and emotional suffering during violent conflicts (Hester, 2015).

Among the main negative factors that worsen the social and psychological adaptation of young people in the conditions of war, there is a difficult psycho-emotional state of students and teachers; difficulties with admission to universities for applicants from the occupied territories; a sharp drop in motivation to study among students who find themselves in difficult life circumstances; inability to study remotely due to the lack or damage to gadgets



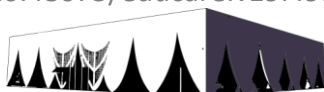
and the Internet; cases of discrimination against internally displaced persons (Levchenko *et al.*, 2022). Events taking place at the front, frequent shelling and destruction of infrastructure – all this generates severe negative conditions among young people, which complicates the adaptation process. It is especially difficult for those young people who have lost relatives and were forced to move from the occupied territories.

Under such conditions, the resilience of a person declares itself in a special way, which contributes to adaptation, and, as a result, determines the overall level of quality of life. Taking into account such a psychological significance of resilience, let's try to single out its axiological component. After all, the value orientations of young people are a powerful moral disposition that determines their life experience and the meanings of life realization. O. Romanchuk very aptly states this with the phrase that "resilience is always about a sense of values and meaning" and a statement from historical Cossack times "If you hear the Truth in yourself, you are invincible" (Romanchuk, 2023).

Therefore, it is very interesting to find out the content of value orientations in the manifestation of resilience of Ukrainian students during the war, which is what the presented material of the article is devoted to.

2 LITERATURE REVIEW

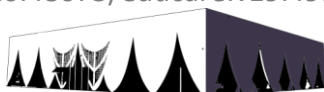
The study of human resilience in wartime reveals a wide range of social and psychological problems. And, one of these problems concerns the impact of war stress on civilians who do not take part in hostilities, namely, according to age parameters, they receive education and are in rear communities (Haletska *et al.*, 2022; Zaushnikova *et al.*, 2023; Nikitina; Datsun, 2023). Against the background of the studied content of the impact of military events on non-combatants due to the feeling of isolation, feelings of helplessness, depression (Bonanno *et al.*, 2007; Singh *et al.*, 2021; Lunov *et al.*, 2023), outlines the specifics of supporting the emotional recovery and stress resistance of the civilian population of different



categories (Alisic *et al.*, 2014; Lim *et al.*, 2022; Virna, 2016). The role of personal coping resources that increase resilience is especially noted (Johnson *et al.*, 2022; Hobfoll *et al.*, 2015; Kyrychenko, 2023) and reduce the likelihood of traumatic neurosis (Virna, 2023; Kirmayer *et al.*, 2007; Jawaid *et al.*, 2022).

The conceptual justification of resilience is localized in the category of human internal resources as a specific ability to emotional self-regulation in stressful situations and as a measure of physical and psychological vitality. Thus, in M. Rutter's works, resilience is considered as "[...] the phenomenon of the interaction of protective factors and risk factors, individual, family and socio-cultural influences" (Rutter, 1985, p. 603); N. Garmezy emphasizes the definition of "[...] resilience as the ability to recover and sustain adaptive behaviors that may follow initial retreat and helplessness in response to stressful events" (Garmezy, 1991, p. 72); G. Bonanno concretizes the understanding of resilience as "[...] a dynamic process of establishing positive adaptation in the context of adverse events; the individual's ability to maintain psychological balance during potentially dangerous situations" (Bonanno, 2004, p. 21); N. Henderson summarizes the understanding of resilience through "[...] intrinsic protective factors that contribute to increased resilience" (Henderson, 2013, p. 27).

Quite often, resilience is identified with resistance (resistance), which is one of the genetic prerequisites for viability in counteracting difficult life adversities (Rossouw, 2015), and its neurobiological nature is reflected in the functioning of such components as calmness, stubbornness, cooperation and health (Rossouw; Rossouw, 2016). The psychological content of the selected components gives grounds for considering resilience as "[...] a bio-psycho-social phenomenon that encompasses personal, interpersonal, and societal experiences and is the natural result of various developmental processes over time" (Lazos, 2019, p. 34). O. Odnostalko understands resilience as "[...] a volitional mental state that ensures the coherence of resources in difficult life situations and contributes to the formation of an appropriate personality trait that contributes to effective



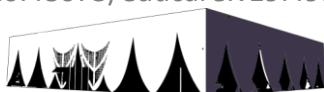
adaptation and personal growth in later life" (Odnostalko, 2020, p. 7). E. Hrishyn proposes consideration of "[...] resilience in three planes – as a trait or ability of an individual to overcome stress, as a coping process, and as an adaptive and protective mechanism of a person that allows you to resist stress or adapt after psychological trauma" (Hrishyn, 2021, p. 76).

Actualizing the problem of emotional resistance in the psychoanalytic perspective of clarifying early child-parent relations, in one of the works of K. Volkov and Z. Virna it is noted that

A person's individual experience contains powerful resilient resources based on age, gender, social background, status, etc. This means that emotional resistance changes throughout life in different circumstances. The main thing is not to forget that a person's acquired social traumas are simply layered on top of infantile traumas, and thereby determine the trajectory of their experience (Volkov; Virna, 2022, p. 181).

In the context of our research, it is important to consider the phenomenon of hardiness as a system of beliefs about oneself, about the world, and about relationships with the world. It is a disposition that includes three relatively autonomous components: involvement, control, and risk-taking (Maddi; Harvey, 2005). It is also known that in addition to attitudes, hardiness includes such basic values as cooperation, trust and creativity, which together not only help to cope with difficult life situations, but also form competence and experience (mastery).

This perspective proves once again that resilience is a powerful factor in the cognitive mechanisms of an individual. In this regard, it is fundamental to consider such a psychological phenomenon as "mental experience", the central importance of which is the ability to conceptualize as the ability to categorize, interpret, form meanings, and form a system of ideas about the world and oneself when processing information (Heim, 1988). It is with the help of mental experience in emotionally tense conditions of war that it is possible to understand why different people perceive and comprehend what is happening differently, understand and interpret the actions of other people and their own states, as well



as explain the variability of individual behavior. In fact, it is the power of psychological overcoming of the individual, which affirms the positive role of personal qualities, such as internal locus of control, stability, adequate self-esteem, autonomy, positive attitude towards people and the ability to interact with the environment (Diener; Fujita, 1995); "state-like" personality traits that operationalize the phenomena of "learned optimism" (Seligman, 1998), "sanogenic potential" (Arshava; Ryepina, 2010) and "psychological capital" (Luthar *et al.*, 2000).

Without a doubt, resilience is closely related to the axiological sphere of personality, and this connection intensively involves the work of motivational and mental resources of the individual, which explain the logic of the manifestation of value orientations.

Value orientations as a functional formation of human consciousness accumulate the previous experience of an individual into a kind of algorithm of attitude to a certain object. Therefore, value orientations determine the general orientation of the interests and aspirations of the individual (Shaygorodskiy, 2010); system of beliefs and beliefs (Kostruba, 2022); a variety of social attitudes (Kucherenko, 2015); targeted and motivational programs and strategies (Hutsan, 2017); level of ambition and prestige preferences (Virna, 2006); the degree of readiness and determination to implement one's own "project" of life (Tytarenko *et al.*, 2007).

The most common form of manifestation of value orientations is the assessments that a person gives to himself, others, circumstances, etc. In fact, value orientations demonstrate the ability to structure life situations, make decisions in existentially and morally colored situations, and establish and change the dominants of one's own life. And, this allowed L. Sokhan and R. Anufrieva to establish an understanding of value orientations as strategic life goals and general worldview, the absence of contradictions between which is an indicator of the stability of the individual (Sokhan; Anufrieva; 1992). Higher value ideas have a



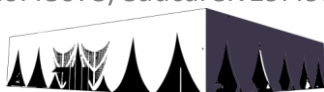
pronounced synthetic nature, integrating both ethical, moral and rational components, and therefore they take the form of awareness of the meaning of life as a whole. The meaning of life together with the public interest "[...] determine social position, worldview, moral principles and worldview in general" (Pavlichenko, 2005, p. 111). Such coherence and integrity of the human system of activity is an indicator of the stability of the individual.

Very valuable in the context of the presented research is the concept of axiogenesis of personality by Z. Karpenko, which refers to

Extrapolation of the mechanisms of self-organization of chaos established by synergetics and postmodernism into the realm of historical constitution of cultural artifacts and social values as a result of meaning-generating acts of individuals. The value-semantic resonance established between the individual and the reference community corrects individual and social axiogenesis (Karpenko, 2009, p. 272).

This is also the case with the value and semantic resonance caused by the war. First of all, we are talking about the adaptation of civilian young people to emotionally unbearable situations related to the restriction of electricity, water and the Internet, as well as the inability to carry out their plans on time, because they need, for example, to be in a bomb shelter, and not in the classroom. It should be taken into account that all life episodes of martial law are frustrating, and often deprive a person of self-control and provoke inappropriate behavior in a person. The general frustration background has an acute impact on the emotional sphere of young people and requires them to respond with appropriate reactions, such as mobilizing will, intensifying efforts, and coordinating the value and semantic space of recovery.

The value orientations of young people during the war have their own specifics of manifestation, as evidenced by the achievements of Ukrainian psychologists over the past two years. In particular, the perspective of disclosure of the problem of values concerns: the analysis of value transformations and the implementation of democratic values in the conditions of war through the level of

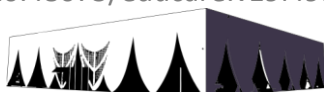


formation of national self-identification and patriotism (Lovcheva; Reichardt, 2023); detailing the psychological content of military identity, which is integrated into self-esteem and reflects the value attitude of civilians to military enculturation, which contributes to social adaptation in times of war and post-war reconstruction (Zlyvkov; Lukomska, 2023); identification of life landscapes with their value and semantic configuration in the conditions of war, such as the landscape of service with the dominant context of volunteering, selfless assistance to the army, the existential landscape with the dominant context of suffering and survival, and the landscape of care with the dominant context of preserving family and partnership (Tytarenko; Hromova, 2023). Also, with the advent of the war, there is a change in the hierarchy of professional value orientations of future specialists, in particular psychologists, namely, in their system of values, labor comes to the fore (in contrast to previous years, where autonomy occupied a dominant position), then the stability of the place of work, autonomy, integration of lifestyles, entrepreneurship, management, and challenge are monitored (Myshyshyn; Simkanych, 2022).

The proposed version of generalizing reasoning makes it possible to assert that resilience is due to the value orientations of students, which acquires various variants of form manifestations. Therefore, it is extremely important to monitor the development of this psychological alliance under martial law. This led us to develop and conduct an individually oriented survey of students.

3 METHOD

To empirically confirm the theoretical provisions formulated by us regarding the psychological alliance of value orientations and resilience of student youth, and to determine the legitimacy of using the proposed diagnostic tools, a study was conducted on a sample of students of Lesya Ukrainka Volyn National University, who took part in the survey using an online panel (n=162). The respondents were informed about the rules of conducting the study in compliance



with the basic principles of anonymity, feedback and voluntariness. During the formation of the sample population, the requirements for its content and equivalence were met. Fulfilment of the requirements of the criterion of sampling content was achieved by selecting a sample that corresponded to the subject of research. Adherence to the equivalence criterion was expressed in the normal distribution of empirical data obtained from the entire sample.

Among the diagnostic methods used: the method of measuring value orientations by S. Schwartz (portrait value questionnaire, PVQ-R) and the by S. Muddy Hardiness Test. When processing the survey results, the following were used: Student's t-test for independent samples to establish statistically significant differences in the mean values of groups corresponding to different levels of resilience; correlation analysis to establish the relationship between the diagnosed indicators; a method for determining the correctness of the obtained correlograms to determine the total "weight" of value orientations for each level of resilience.

4 RESEARCH AND DISCUSSION

For statistical and mathematical processing of the obtained empirical data, all subjects were divided into two groups according to the level of manifestation of their indicators of vitality: group 1 – students with a level of resilience above the average value (63.6%), group 2 – students with a level of resilience below the average value (36.4%). The differentiation of the groups was carried out using the S. Muddy Hardiness Test.

Statistically significant indicators of the recorded differences in the manifestation of indicators of respondents' resilience are presented in table 1.

Further diagnostic work concerned the objective confirmation of differences in the indicators of students' value orientations, which was obtained during the study of S. Schwartz's method of measuring value orientations (portrait value questionnaire, PVQ-R).

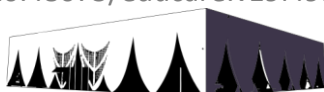


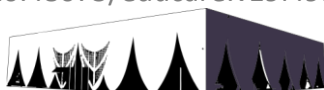
Table 1: Statistically significant differences in respondents' resilience

Diagnostic indicators	group 1 (X mean)	group 2 (X mean)	Student's t-test	p
Involvement	34,91	11,49	5,83	0,001
Control	30,50	17,76	4,78	0,001
Risk-taking	16,95	8,32	2,32	0,05
General Resilience Index	82,43	37,07	4,75	0,001

In particular, it was found that in a group with a high level of resilience, the dominant position is occupied by such value orientations as independence of thoughts and actions, desire for achievements, social security, observance of traditions and rules, tolerance, care for others and a sense of duty. And in the group with a low level of resilience, such values as stimulation, the desire for power through dominance and control, and interpersonal conformity received a dominant position (table 2).

Table 2: Statistically significant differences in respondents' value orientations

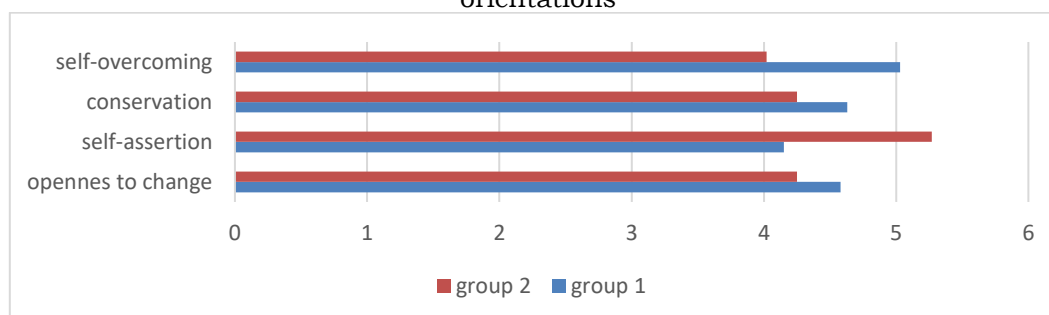
Diagnostic indicators	group 1 (X mean)	group 2 (X mean)	Student's t-test	p
Self-Reliance – Thoughts (SDA)	5,05	3,92	8,84	0,001
Self-reliance – Actions (SDT)	4,85	3,87	4,25	0,001
Stimulation (ST)	3,88	4,77	2,09	0,05
Hedonism (HE)	4,55	4,47	0,60	0,245
Accomplishment (AC)	5,01	4,07	9,51	0,001
Power – Dominance (POR)	3,35	4,51	5,00	0,001
Vlada – Resources (POD)	3,07	4,34	6,03	0,001
Reputation (FAC)	4,76	4,64	0,48	0,141
Safety – Personal (SES)	5,03	4,93	0,49	0,312
Security is public (SEP)	5,12	4,01	7,49	0,001
Tradition (COR)	4,71	3,43	4,20	0,001
Conformity – Rules (COI)	4,65	3,61	2,92	0,01
Interpersonal conformity (TR)	4,05	5,11	3,72	0,001
Modesty (HUM)	4,30	3,74	0,02	0,641
Caring for Others (BED)	5,13	4,88	0,17	0,522



Care for nature (BEC)	5,15	4,63	0,01	0,677
Tolerance (UNC)	5,28	3,96	9,87	0,001
Benevolence – Caring (UNN)	4,84	3,44	6,00	0,001
Benevolence – Sense of duty (UNT)	5.48	3,48	3,68	0,001

A generalized psychological profile of value orientations includes the following parameters: *openness to change* ($OC=(SDA+SDT+ST+HE)/4$); *self-assertion* ($A=(HE+AC+POR+POD+FAC)/5$); *conservation* ($S=(FAC+SES+SEP+COR+COI+TR+HUM)/7$); *self-overcoming* ($SD=(HUM+BED+BEC+UNC+UN+UNT)/6$) (figure 1).

Figure 1: Average group distribution of indicators of basic dimensions of respondents' value orientations



The average group distribution of indicators of basic dimensions of students' value orientations demonstrates a specific polarity in the manifestation of dominant signs of self-overcoming of personal interests through a sense of duty, understanding and care for others in a group of students with a high level of vitality and dominant signs of self-affirmation as a desire to satisfy their own interests of students with a low level of resilience.

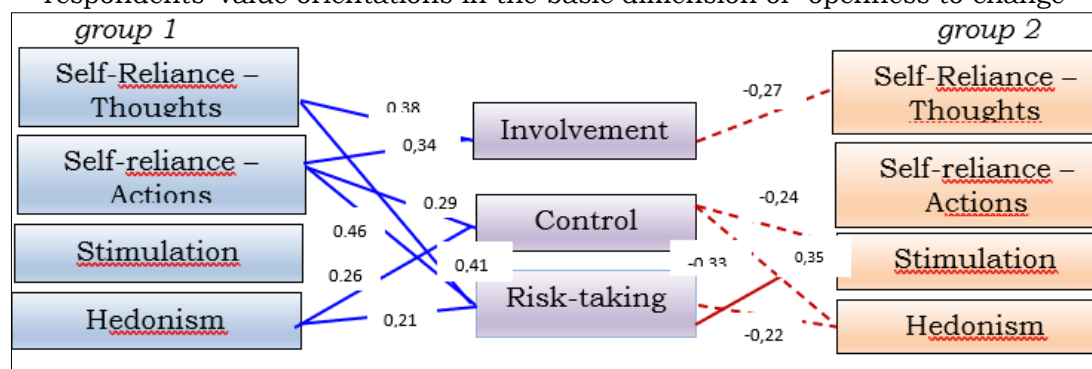
In order to concretize the psychological relief of students' value orientations during martial law, correlation analysis was used to study the significant relationships between the diagnosed indicators of resilience and the peculiarities of the manifestation of value orientations in their basic dimensions.

Thus, the value dimension of "openness to change" demonstrated the presence of positive correlations between high indicators of the components of



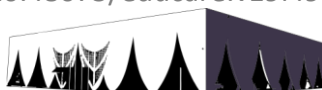
resilience (involvement, control, risk-taking) with such value orientations as independence of thought and actions, which confirms the expressed freedom of development of their own ideas, abilities and actions in students with a high level of resilience; as well as their developed control and acceptance of risk positively correlate with the hedonistic desire for pleasure and satisfaction, which in fact can be interpreted as the ability to enjoy positive life resources in difficult situations without a pronounced desire for novelty and change. In the group of students with a low level of resilience, we observe a negative correlation with these values, in addition to a positive relationship between the component of resilience control and the value orientation of stimulation, which is a specific sign of their uncontrolled struggle with their own helplessness (significance level (p) ranges from 0.05 to 0.01) (figure 2).

Figure 2 – Scheme of correlation between indicators of components of resilience and respondents' value orientations in the basic dimension of "openness to change"



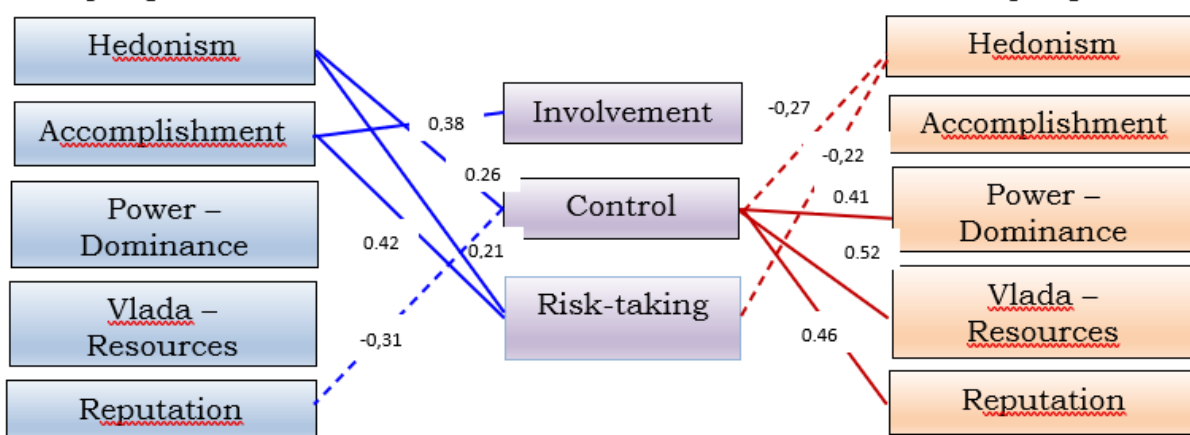
The identified relationships make up a general psychological portrait of "controlled independence" in students with a high level of resilience and a psychological portrait of "uncontrolled stimulation" in students with a low level of resilience.

In the value dimension of "self-assertion" there is a positive correlation between high rates of involvement, control and risk-taking with such value orientations as hedonism and achievement, which characterizes students with a high level of vitality as focused on sensual pleasure and success in accordance



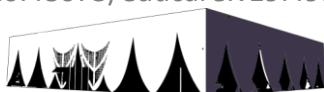
with social standards, while they do not depend on the influence of their social image (negative correlation with the value of reputation). The revealed relationships characterize the students of this group as active participants in social life, who are optimistically oriented towards positive achievements, which in general constitutes their general psychological portrait of "societal activity" (figure 3).

Figure 3 – The scheme of correlation between the indicators of the components of resilience and the value orientations of respondents in the basic dimension of "self-assertion" group 1



In the group of students with a low level of resilience, their self-assertion occurs due to a pronounced desire for power through the influence of control over people and control over material and social resources, which requires constant protection of public reputation (positive correlation with the value orientations of power as dominance, power as a resource and reputation). Absence of hedonic tendencies in the value space (negative correlation with value orientation of hedonism) is a confirmation of the lack of desire for pleasure and sensual gratification of these students. The complex of all the identified characteristics makes it possible to determine their psychological portrait of "power reputation" (significance level (p) ranges from 0.05 to 0.01).

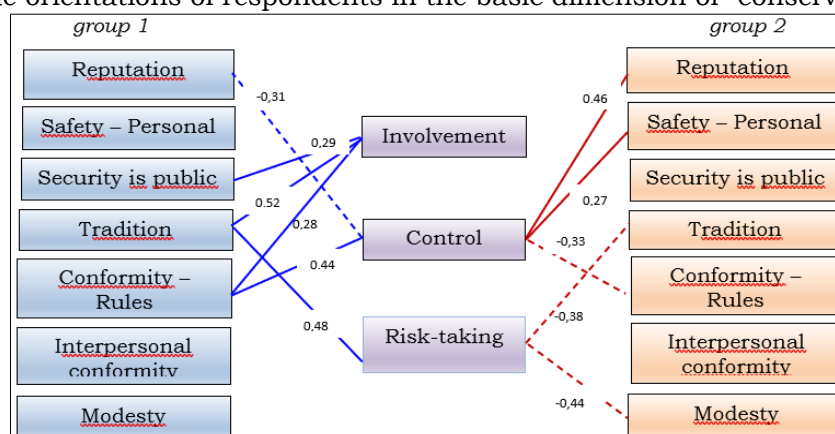
The value dimension of "conservation" combines a wide arsenal of value orientations that demonstrate polar manifestation in groups of students with different levels of resilience. Thus, for students with a high level of resilience, the



largest amount of positive correlation was recorded with the engagement rate. This is evidence of the psychological filling with a sense of faith of these students in achieving positive results through the belief in the safety and stability of society, ability to maintain and preserve cultural, family and religious traditions. Their control as an indicator of resilience and confidence, supported by compliance with rules, laws and formal obligations (positive correlation with the indicator of value orientation of conformity (rule)); and the risk-taking rate is positively correlated with the value of adhering to tradition. The general psychological portrait of these students can be described as "rational responsibility".

Students with a low level of resilience demonstrated the presence of a positive correlation indicator of control with the value orientations of reputation and personal safety, which actually determines their desire for the safety of the immediate environment with a pronounced avoidance of social problems and misunderstandings without taking into account formal rules and obligations. Acceptance of risk as a belief in the meaning of gaining experience is not related to the values of cultural traditions and values modesty, because quite often public attention and approval are very important to them. Therefore, the psychological portrait of these students is framed by signs of "ambitious activity" (significance level (p) ranges from 0.05 to 0.01) (figure 4).

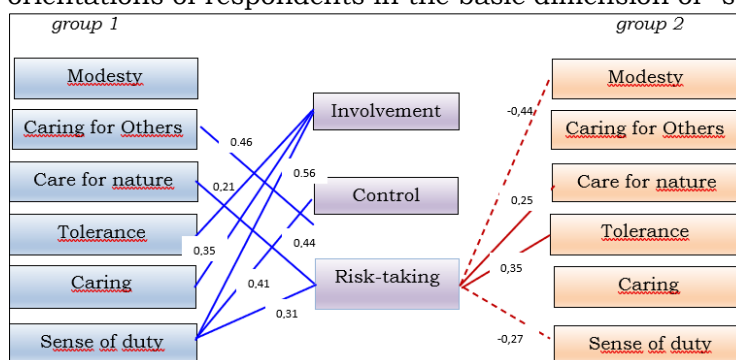
Figure 4 – Scheme of correlation between the indicators of the components of resilience and the value orientations of respondents in the basic dimension of "conservation"



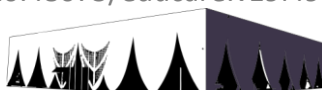
The value dimension of "self-overcoming" includes value orientations, the manifestation of which differs in the studied groups of students. Thus, in the group of students with a high level of resilience, there is a positive correlation between the indicators of resilience and the universal values of tolerance, benevolence, sense of duty, care for others and care for nature. This makes it possible to characterize these students as active actors who strive for equality, justice and protection of all people; they show sincere devotion to the group to which they belong; take care of the interests and needs of other people; are responsible in communication and easily gain trust from other people. Such a set of characteristics made it possible to define their psychological portrait as "altruistic activity".

For students with a low level of resilience, it is also important to take care of the preservation of the natural environment; Their tolerance is expressed in a heightened sense of justice towards other people. At the same time, weakly expressed group behavior reflects an unformed sense of duty, which actually emphasizes their independence and self-reliance. Therefore, the psychological portrait of students in this group is defined as "autonomous independence" (significance level (p) ranges from 0.05 to 0.01) (figure 5).

Figure 5 – Scheme of correlation between the indicators of the components of resilience and the value orientations of respondents in the basic dimension of "self-overcoming"



We have every reason to state that the correlation matrices provide an exhaustive complex of relationships between the components of resilience and



value orientations of students, expressed in quantitative values of correlation coefficients. But for the generalized format of the results obtained, the method of determining the corrologeneity of correlograms was additionally used to determine the total "weight" of value orientations for each level of resilience: indicators significant at the level of $p \leq 0.001$ are estimated at 3 points; indicators significant at the level of $p \leq 0.01$ – 2 points; Indicators significant at the level of $p \leq 0.05$ are estimated at 1 point. Summing up the weight of all relationships, in which each component of resilience is included, gives a general indicator of the weight of students' value orientations. Such value orientations can and should be interpreted as structurally forming, because all other qualities are synthesized and structured around them (table 3).

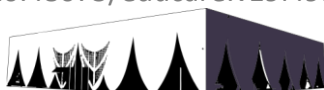
Table 3: The value of the number of correlations between the indicators of the components of resilience and the value orientations of respondents

Basic Dimension of Value Orientations	group 1	group 2
Openness to change	7/7	5/1
Self-assertion	5/4	5/3
Conservation	6/5	5/2
Self-Overcoming	7/7	4/2

Note: the dash (/) indicates the total "weight" of positive correlations

The carried out interpretive analysis made it possible to note the following feature of the phenomenon under study, which fits well into the system of differentiation of value orientations depending on the level of resilience of students:

- In the group of students with a high level of resilience, the recorded correlations demonstrate the dominance of such basic dimensions of value orientations as "openness to change" and "self-overcoming", which in a wide range of manifestations of prosocial responsibility, altruism, humanistic orientation and readiness for new and transformative ideas, actions and experiences, are framed in psychological profiles of "controlled independence" and "altruistic activity",



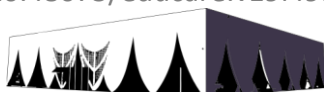
which comprehensively explicate intrinsically oriented life attitude of their value system.

Thus, in the works of O. Kukharuk, we find confirming aspects of the fact that as a result of social groups' experience of extraordinary events, they can form a new type of common social identity associated with the awareness and feeling of experiencing a common fate, which serves as a source of ideas about their own and group effectiveness and motivates them to provide and receive help. The author notes that today in Ukraine we are witnessing the formation of a resilient social identity based on the experience of a common destiny and positive ideas about the ingroup. This kind of Ukrainian identity, in which "[...] activated and now powerful internal programs of incredible resilience, the ideas of victimhood have been rejected, and instead the common idea has spread that we are a people who are fighting for our existence, and fighting successfully" (Kuharuk, 2022, p. 79).

In the study of N. Shevchenko and D. Khryshchanovych, devoted to the study of the value component of students' personal identity, the following priority value orientations of hedonism, kindness and achievement were established, which are positively correlated with such identity statuses as "moratorium" and "achieved identity". At the same time, it is noted that these identity statuses "[...] are combined with complex and differentiated cultural interests, more developed reflection, self-esteem, and a variety of social connections (Shevchenko; Hryshchanovych, 2023, p. 131).

• In the group of students with a low level of vitality, pronounced correlations are localized in such a basic dimension of value orientations as "self-assertion", which indicates a pronounced desire to satisfy their own interests and maintain a reputational image (psychological portrait "power reputation"), which explicates the externally oriented life attitude of their value system.

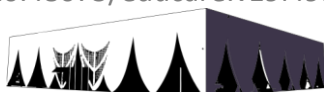
This peculiarity is also noted in the study of O. Chikhantsova, where the connection of resilience with personal resources is analyzed and a positive



relationship with such abilities as hope, trust and contacts is determined, and it is also noted that it is "[...] love has the greatest impact on predicting the resilience indicator" (Chikhantsova, 2023, p. 34). M. Tkalych studies the psycho-emotional states and resilience of students during the war and singled out "a cluster of 'unadapted' Ukrainians who experience significant emotional stress, they tend to limit themselves in entertainment and pleasure, have severe psychological exhaustion and low resilience" (Tkalych, 2022, p. 240).

In conclusion, it should be noted that the proposed variants of psychological portraits of the basic dimensions of value orientations of students with different levels of vitality may have a different configuration of distribution, which depends on the empirical tasks of the study with the obligatory consideration of changes in social conditions of life. That is, the functional specificity of the value determination of students' resilience in wartime is only a fragment of a holistic view of the optimal adaptive characteristics of a person, but in each such fragment you can find interesting psychological facts. In this perspective, there are previous studies by Y. Paskevskaya, who, working with the staff of penitentiary institutions, researched that "[...] if a person does not lose the ability to think flexibly in an objectively or subjectively difficult life situation, he or she is more likely to be able to regulate his or her own emotional state and prevent a physiological stress reaction" (Paskevskaya, 2022, p. 144). The study of students' resilience in the signs of coping strategies of behavior in the emotionally tense conditions of martial law showed that in the face of difficulties faced by participants in the educational process, constructive coping strategies intensively assert themselves (Predko, 2022). By specifying the structural manifestations of the resilience of the individual in the conditions of war, it is proved that the developed internal locus of control of the individual provides a favorable level of proactive interest and enthusiasm (Danyliuk *et al.*, 2023).

The presented study logically continues the series of these studies, and once again proves that value orientations are the powerful mechanism for regulating

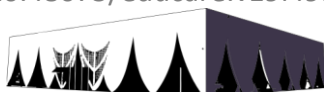


human activity, which in the conditions of martial law form the basis for experiencing a deep existential crisis of students. The recorded variants of psychological portraits of the basic dimensions of value orientations ("controlled independence", "altruistic activity" and "power reputation") and the explication of internally oriented and externally oriented life attitudes of the value system of students with different levels of resilience are a psychological guideline for further post-traumatic growth and the development of a new identity of resistance. It is a powerful psychological construct of a person's life experience in identification with the nation (history, rituals, literature, historical events, etc.), in the observance of traditions (a set of practices, norms, values, habits, etc.) and in the idea of the fundamental myth of one's origin and upbringing.

5 CONCLUSIONS

The carried-out study of the value determination of students' resilience in the conditions of martial law in Ukraine proves that the identified features of the phenomenon under study are functional attributes of constructing social identity. The phenomenal relationship between value orientations and resilience lies in their psychological alliance, which is a powerful personal resource for surviving the emotionally tense situation of martial law.

On the basis of the developed program of empirical research of the value determination of students' resilience under martial law in Ukraine, a diagnostic section of empirical data is carried out and the complexes of the relationship between indicators of resilience (involvement, control, risk-taking) and indicators of value orientations in their basic dimensions ("openness to change", "self-assertion", "conservation" and "self-overcoming") are allocated by means of correlation analysis. Complex of detected characteristics are polarly different in students with different levels of resilience (high ↔ low): for the value dimension "openness to change", the following psychological portraits of these complexes are recorded: "controlled independence ↔ uncontrolled stimulation"; the value



dimension of "self-assertion" includes psychological portraits: "societal activity ↔ power reputation"; value dimension of "conservation" – "rational responsibility ↔ ambitious activity" and the value dimension of "self-overcoming" – "altruistic activity ↔ autonomous independence". The use of the method for determining the corrologramity of correlograms made it possible to determine the dominant total "weight" of the identified psychological portraits for students with different levels of vitality: for students with a high level of resilience – "controlled independence" and "altruistic activity"; And for students with a low level of vitality, it is a "power reputation". The carried out empirical analysis made it possible to explicate the intrinsically oriented and externally-oriented life attitudes of the value system of students with different levels of resilience.

Generalizing reflections emphasize the need for such research for student youth under martial law, which will make it possible to use such material in monitoring sections of their post-war psychological recovery and post-traumatic growth.

The obtained results can be used in the work of psychological services of higher educational institutions of Ukraine.

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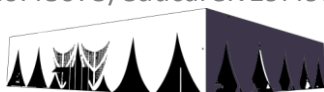
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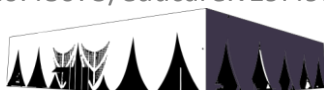
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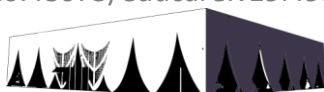
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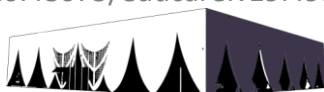
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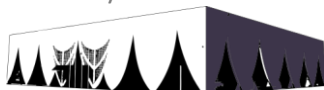
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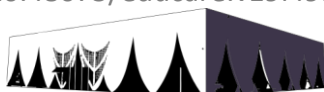
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