

and reduced spontaneous peer support — all of which increase burnout risk, especially in disciplines with high emotional intensity.

In the study of emotional burnout among humanities students, subjective factors remain crucial. The motivational profile described in Self-Determination Theory suggests that externally controlled motives (grades, sanctions, prestige) tend to accelerate exhaustion, whereas intrinsic and identified motivation (interest, autonomy, value alignment) have a protective effect. For humanities students, heightened empathy is ambivalent: when supported by developed self-regulation skills, it fuels intellectual and interpersonal engagement, but without recovery hygiene it leads to empathic depletion. Perfectionism combined with a volatile educational environment creates a “fatigue loop”: short bursts of overexertion followed by exhaustion, self-blame, and escalating self-expectations. Elevated anxiety, frustration intolerance, and rigidity predict distancing from studies and reduction of effort. Physiologically, chronic stress manifests in sleep disturbances, tension headaches, and frequent colds clear signs of deficient recovery practices.

International research increasingly highlights the cognitive dimension of burnout, reflected in modern diagnostic tools such as BAT, which measures not only exhaustion and mental distance but also impairments in attention, memory, and emotional stability factors directly affecting academic efficiency.

Considering the humanitarian profile of these students, it is advisable to develop programs focused on emotional regulation and “empathic hygiene” (micro-breaks, attention-recovery techniques), interventions that enhance the sense of autonomy, fairness, and quality feedback, as well as group-based support formats that restore belonging and mutual aid in online settings. For universities located in frontline regions, clear guidelines for deadlines during air raid alerts and blackouts, predictable communication channels, and structured “rest windows” should be established. These steps directly contribute to the restoration of key resources within the JD-R model and reduce the risk of emotional burnout formation.

In conclusion, emotional burnout among humanities students is a syndrome arising from prolonged dominance of demands over resources, amplified by emotional labor and the contextual challenges of wartime. It is directly linked to cognitive efficiency and learning motivation. An integrated approach combining theoretical models (MBI, JD-R, COR), validated Ukrainian assessment tools, and targeted preventive measures in universities is a necessary condition for maintaining students’ mental health and the quality of humanitarian education in Ukraine.

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**ENDURANCE AND RESILIENCE: SCIENTIFIC UNDERSTANDING
OF THE PHENOMENON OF RESILIENCE**

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**ВИТРИВАЛІСТЬ І СТІЙКІСТЬ:
НАУКОВЕ ОСМИСЛЕННЯ ФЕНОМЕНУ РЕЗИЛЬЄНТНОСТІ**

The concept of resilience in psychology encompasses a broad range of phenomena related to an individual’s or system’s ability to adapt to stressful circumstances, recover from life crises, and transform the experience of adversity into a source of personal growth. In today’s wartime realities, when stress becomes chronic and multidimensional (physical

danger, disruption of social ties, economic instability), understanding the structure, mechanisms, and resources of resilience becomes essential for developing effective support strategies.

Ideas similar to the modern understanding of resilience appeared in the works of XX-century psychology classics. Sigmund Freud spoke of “ego strength” — an internal resource that helps a person overcome conflicts and life difficulties. Viktor Frankl, the founder of logotherapy, emphasized the importance of meaning-oriented life frameworks as a basis for survival in extreme situations. Hans Selye’s work on stress and the general adaptation syndrome laid the foundation for the notion that the body’s ability to overcome tension is a natural life-preserving mechanism.

In the second half of the XX century, the concept of resilience became widely recognized thanks to the research of Emmy Werner, Norman Garmezy, Michael Rutter, Ann Masten, and other scholars. They studied children growing up in adverse conditions who nonetheless successfully adapted and demonstrated positive development. Their findings showed that even in the absence of a favorable environment, some people are capable of psychological resilience and constructive behavior — a phenomenon that came to be known as the “resilient personality”.

Subsequently, the concept of resilience began to be actively applied across various fields of psychology — organizational, educational, military, clinical, and crisis psychology. Each field emphasized different aspects: adaptability, stress tolerance, inner strength, cognitive flexibility, maintenance of self-control, and so on.

Contemporary theoretical concepts can be roughly divided into several approaches:

1. Resilience as a trait — a personal disposition manifested in characteristics such as optimism, emotional stability, competence, and self-confidence.
2. Resilience as a process — a dynamic interaction between a person and their environment, where a combination of internal resources, stressful events, and external support shapes the outcome of adaptation.
3. Resilience as an outcome — positive adaptation following exposure to complex or risky life circumstances, manifested in the maintenance of health, social engagement, and effective functioning.

Modern research views resilience as a multidimensional phenomenon. For example, Ann Masten (2001) interprets it not as an exceptional trait but as a natural human capacity for effective adaptation under difficult conditions. According to her, recovery from stress is the “ordinary magic” of human nature, accessible to anyone who possesses basic social and emotional resources.

Other scholars, including Barry J. Zimmerman (2013), consider resilience as a dynamic process of interaction between the individual and the environment. In this approach, resilience is demonstrated through conscious overcoming of difficulties, flexible behavioral adaptation, the ability to maintain an optimistic outlook on the future, and control over one’s life.

Within humanistic psychology (Carl Rogers, Abraham Maslow), resilience is closely linked with concepts of self-actualization and the inner integrity of the personality. In this context, psychological resilience is viewed not only as the ability to withstand difficulties but also as a conscious process of personal development that occurs through overcoming life challenges.

In Ukrainian psychological science, interest in the phenomenon of resilience has noticeably increased in recent years due to large-scale crises: the pandemic, social and economic transformations, military actions, and their consequences. Ukrainian researchers, including Olga Kuznetsova, Natalia Chepeleva, and Tetyana Tytarenko, emphasize that resilience should be considered not only as an individual characteristic but also as a psychosocial phenomenon formed through a person's interaction with society, social surroundings, and supportive communities.

Contemporary scientific approaches identify a number of structural components of resilience, allowing for a clearer description of its nature and enabling empirical measurement of the phenomenon.

Resilience is not a static characteristic; it changes under the influence of life events, professional experience, learning, and support. Successful experiences of overcoming difficulties can strengthen resilience, whereas prolonged negative influences and accumulated stress can diminish it. Resilience is a complex, multidimensional, and context-dependent phenomenon that includes cognitive, emotional, behavioral, social, and meaning-making components.

In the context of martial conditions, it is important to consider the cumulative effect of stressors: many small, persistent stressors often cause more harm than a single episode.

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**ВЗАЄМОЗВ'ЯЗОК ТРИВОЖНОСТІ ТА САМООЦІНКИ
В КОНТЕКСТІ СУЧАСНИХ ПСИХОЛОГІЧНИХ ТЕОРІЙ ОСОБИСТОСТІ**

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**THE INTERCONNECTION BETWEEN ANXIETY AND SELF-ESTEEM
IN THE CONTEXT OF MODERN PSYCHOLOGICAL THEORIES OF PERSONALITY**

Сучасний соціум можна охарактеризувати нестабільністю, з надмірним та безперервним інформаційним потоком і, відповідно, тенденцією до зростання кількості тривожних станів, що актуалізує проблему дослідження зв'язку між тривожністю та самооцінкою як важливих чинників психологічної адаптації особистості. Інтенсивність і рівень тривожності залежить від того, яким чином індивід оцінює власну компетентність, успіхи яких досягає та значущість у соціальному контексті. Позитивне ставлення до себе здатне послаблювати тривожні реакції, натомість заниження власної цінності тільки підсилює схильність до тривожності.

Значущість теми зумовлена також наявністю різних провідних напрямків сучасної психології особистості, серед яких: біхевіорально-когнітивний, психодинамічний, гуманістичний та інтегративний, які пропонують відмінні погляди на природу тривожності і її взаємозв'язок з рівнем самооцінки. Осмислення та розуміння специфіки цих механізмів становить практичну цінність для побудови результативних психологічних втручань, які сприяють зниженню тривожності через корекцію особистісного самоставлення.

Питання взаємозв'язку між тривожністю й самооцінкою активно досліджується вітчизняними науковцями, серед яких: Т. Титаренко, Л. Іванцева та Т. Іванишин, О. Сидоренко, О. Овчарова. У роботах зазначених вище науковців акцентується увага на певних причинах виникнення особистісної тривожності та їхньому зв'язку