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PSYCHOLOGICAL FEATURES OF THE VALUE SPHERE OF MODERN YOUTH IN CONDITIONS OF WAR

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Abstract. In the current conditions of the military conflict unleashed by the Russian Federation, the problem of the impact of war on the life and value sphere of Ukrainian youth is becoming particularly relevant. The article analyzes the impact of war circumstances on the transformation of life priorities, moral guidelines and social attitudes of the younger generation. Particular attention is paid to changes in the value system, in particular, the strengthening of the significance of patriotism, solidarity, responsibility and personal resilience. Factors that contribute to the formation of adaptive behavioral strategies and the preservation of psychological well-being in crisis situations are studied. The changes that have occurred as a result of the war are reflected in the increase in the number of requests for psychological help and are covered in the media. The results of the study of the impact of war on the value orientations of youth can be used to develop and improve educational programs aimed at the formation of sustainable life values, patriotism, civic position, psychological resilience and the ability to overcome crisis situations in young people. The data obtained can serve as the basis for creating effective programs of psychological support, social adaptation and rehabilitation of youth affected by the war.

Key words: "psychological support", "psychological state", "psychological characteristics", "resilience", "social adaptation", "life goals".

Introduction. Values play a key role in regulating human behavior in society. This problem is studied by many sciences, including sociology, philosophy, psychology, pedagogy, and political science. Ukrainian scientists such as M. Holovaty, G. Dubchak, and S. Savchenko studied the influence of values on the formation of personality (Holovaty, 1999), (Dubchak, 2017), (Savchenko, 2017: 86-90). E. Barbina and V. Verbets continued this work, focusing on the relationship between personality and values (Barbina, 2017: 96-100), (Verbets, URL: https://eprints.oa.edu.ua/id/eprint/8606/1/NZ_Vyp_21_kulturol.pdf#page=3). Among foreign scientists whose works are important for understanding the problem of values, it is worth mentioning A. Reber and M. Rokych. Their research significantly influenced modern ideas about the nature, structure, and functions of values (Reber, 2009). The purpose of the study is to analyze the psychological features of the formation of the value sphere of modern youth in war conditions and to identify the main factors that influence the transformation of values in this period.

An overview of the main material. Achieving the goal of the study involves solving the following tasks: to conduct a theoretical and methodological analysis of the literature on the problems of researching the value sphere of youth in domestic and foreign psychology; to investigate the influence of military conflicts on the formation of value orientations of young people, as well as to determine

gender differences in the formation of values; to conduct an empirical study of the psychological features of the formation of the value sphere in the conditions of war in youth; based on the results of the ascertaining experiment, to develop a program of psychocorrective measures for the psychological support of youth, in order to harmonize their value sphere in conditions of martial law; to verify the effectiveness of corrective measures using mathematical statistics methods.

To solve the scientific problem and formulated tasks, the following research methods were used:

- theoretical: theoretical analysis of the psychological literature on the problem; systematization and generalization of psychological factors in the formation of the value sphere of modern youth; classification.

- methods of data processing and interpretation: statistical methods (descriptive statistics, correlation analysis).

The system of value orientations determines the orientation of the individual and forms the basis of his attitude towards the world around him, other people and himself, creating a worldview, the core of motivation for life activity, the foundation of the life concept and "philosophy of life".

The study involved 35 students of the Open International University of Human Development "Ukraine" aged 18 to 27, of whom: 13 boys and 22 girls. The results of the study show that the war had a devastating impact on the lives of the subjects. Most of them experienced the direct consequences of military actions, such as forced displacement or volunteering. A significant part lost property, suffered damage to their homes, or their close relatives were injured. Almost all participants in the study felt a threat to their lives, and most noted a deterioration in their health and emotional state.

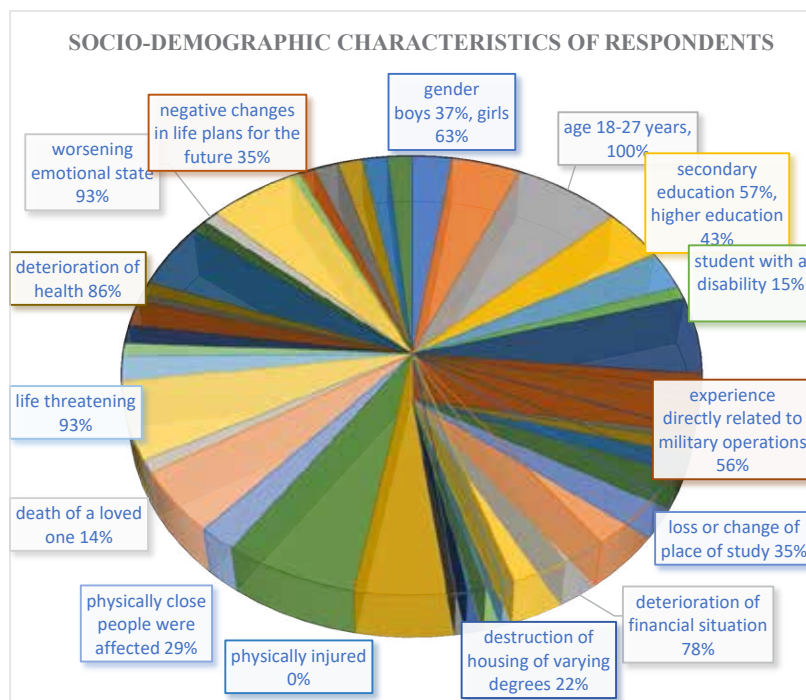


Fig. 1. Socio-demographic characteristics of the subjects

Many were forced to reconsider their plans for the future. The subjects were mainly girls with secondary or secondary specialized education, which allows us to draw conclusions about the impact of the war on this specific social group.

The student period plays a key role in the formation of value spheres of the individual, which directly affects self-esteem and promotes self-development through interaction with the social environment. Modern youth is characterized by a pronounced orientation to the future. One of the charac-

teristic features of this age stage is the rethinking of the existing system of values, caused by the process of forming moral principles. Lack of life experience, a tendency to maximalism and emotional instability can complicate adaptation to student life, but it is at this time that the consolidation and integration of value orientations takes place. The leading factors determining the behavior of young people are personal beliefs formed on the basis of scientific knowledge and individual experience, which provides a certain level of autonomy and independence from external influence. Analysis of values according to the method of S. Schwartz "Portrait of Values" revealed certain differences between boys and girls. Boys, as a rule, are more focused on achieving social status, security and compliance with established rules. Girls, on the contrary, value personal development, emotional satisfaction and harmonious interpersonal relationships more. These differences may be due to social and cultural factors, as well as the individual characteristics of each subject. Figure 2. presents generalized data according to the "Portrait of Values" method by S. Schwartz.

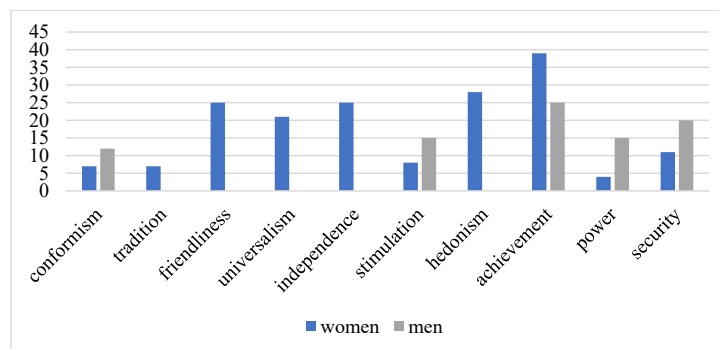


Fig. 2. Generalized data according to the "Portrait of Values" method Sh. Schwartz

A study of the psychoemotional state of students using the DASS-21 scale revealed heterogeneity: almost half of the students have indicators that correspond to normative values, but the majority of the subjects experience psychological discomfort associated with depression, anxiety and stress. The results of the study are presented in Table 1.

Table 1

Distribution of subjects by levels of depression, anxiety and stress

Level	Depression		Anxiety		Stress	
	number	of percent	number	of percent	number	of percent
Normal	17	47%	17	47%	17	47%
Light	0	0	0	0	0	0
Moderate	8	23%	5	15%	5	15%
Severe	5	15%	0	0	3	7%
Very severe	5	15%	13	38%	10	31%

Analysis of the DASS-21 test results revealed significant differences between the sexes. In particular, it was found that symptoms of depression and stress are more pronounced among females. Young men are more prone to anxiety. The results are presented in Table 2.

Table 2

Score	Depression		Anxiety		Stress	
Indicator	Boys	Girls	Boys	Girls	Boys	Girls
	7	7,8	8	7,9	8,5	11,2

As part of the testing of the psychocorrectional program, a comprehensive study was conducted using the DASS-21 scale (depression, anxiety, stress) and Sh. Schwartz's PVQ "Portrait of Values" methodology. After the program was completed, the specified methods were re-applied to track the dynamics of changes.

A comparative analysis of the results of the application of Sh. Schwartz's "Portrait of Values" methodology allows us to state the shift in the value orientations of modern youth. The study confirms that the priorities for young people are values related to physical health, an active lifestyle and professional development. In contrast, the values of interpersonal interaction, such as politeness, honesty and friendship, are fading into the background. This indicates the growth of individualism and the desire for independence, which is reflected in the importance of such values as achievement, self-organization and security. Thus, modern youth is focused on personal self-realization and achieving success in professional activities, while traditional values are gradually losing their former significance.

Training interventions contributed to minor but noticeable changes in the value system of the studied youth, in particular, increasing the orientation towards independence, stimulation and achievement. This emphasizes the plasticity and susceptibility of youth to external influences.

Anxiety and stress are common among young people, especially under the influence of economic, social factors, separation from family and gender bias. The results of our own research, conducted on the basis of the educational and scientific laboratory of the Open International University of Human Development "Ukraine", confirm the conclusion about the prevalence of anxiety and stress among students. The majority of students have manifestations of these conditions. In particular, stress and anxiety were detected in 53% of the studied. Analysis of the results showed a significant interaction between gender and the level of anxiety and stress. Girls were more likely to fall into groups with higher levels of these indicators, which is confirmed by both higher average scores with the corresponding scales and a higher percentage of girls with diagnosed mood disorders.

To establish the influence of depression, anxiety and stress on the formation of the value sphere of modern youth in war conditions, a correlation analysis of indicators that may indicate psychological exhaustion was conducted. To determine the relevant relationships, the Pearson correlation coefficient was used. The calculation was carried out using a spreadsheet (see Table 3).

Table 3

**Correlation analysis of the relationship between the formation of basic values
and indicators of depression, anxiety and stress**

Basic human values according to the method of S. Schwartz "Portrait of Values"		Indicators					
		Depression		Anxiety		Stress	
		B	G	B	G	B	G
Caring for people and nature	Universalism	-0,50	0,49	-0,84	0,49	-0,50	0,62
	Benevolence						
Preservation	Tradition						
	Conformity						
	Security						
Self-affirmation	Power/Wealth						
	Achievement						
Openness to change	Hedonism						
	Stimulation						
	Independence						

Correlation analysis between values and anxiety in young men showed a strong negative relationship. This means that the higher the values, the lower the anxiety. Values act as a protective factor against stress, low anxiety promotes the realization of values, and the values themselves give a sense of purpose and confidence.

In girls, a positive relationship is noticeable – the higher the basic values, the higher the level of depressive experiences, anxiety and stress. Usually, an inverse relationship is expected (higher values – better psychological health). Possible reasons: inflated expectations, social pressure, other unaccounted factors.

Although there is a strong relationship (correlation) between basic human values and depression, anxiety and stress, this does not mean that it is the values that cause depression, anxiety and stress, or vice versa. There may be other factors that influence this relationship. The difference in results between girls and boys may be due to gender-specific socialization, different expectations of society and different strategies for coping with stress.

To correct the psychological state, a program of psychocorrectional measures in the form of training sessions using self-support methods was proposed. The program includes cognitive, motivational, activity, reflective and prognostic components. Also, the effectiveness of the proposed program was tested. 17 subjects participated in the training sessions. After the training sessions, a repeated psychological diagnosis was carried out using the method of S. Schwartz "Portrait of Values" and the Depression, Anxiety and Stress Scale (DASS-21). A comparative analysis of empirical data using the method of S. Schwartz "Portrait of Values" before and after the implementation of the psychocorrectional measures program is presented in Figure 3. The program influenced the delineation and understanding of the values of Independence, Stimulation and Achievement, and also contributed to a decrease in the importance of the value of Tradition. Comparison with the control group confirms the positive impact of the program on values. The program also probably influenced Conformism and Power (by strengthening them) and Benevolence and Hedonism (by weakening them), although the impact on the last two values is difficult to separate from the general trend. The program had no impact on Universalism and Security. The moderate correlation in the studied group indicates the heterogeneity of the impact of the program on the participants. It is important to consider that changes in values can be influenced not only by training sessions, but also by other factors, such as the social environment, personal experience and external events (especially in war conditions).

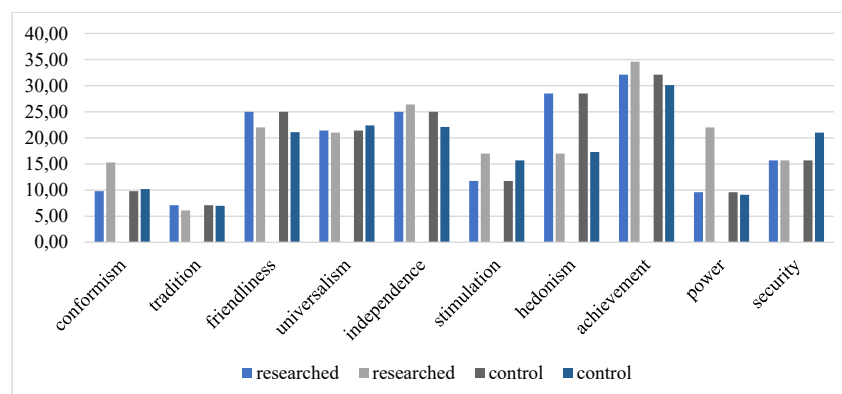


Fig. 3. Comparative analysis of empirical data using the "Portrait of Values" method by Sh. Schwartz before and after the implementation of the program of psychocorrectional measures by means of psychological training

Figure 4. demonstrates the positive dynamics of changes in the psychological state of the subjects after the training. Training sessions probably had a positive effect on the level of depressive experiences and were particularly effective in developing stress management. Training most likely did

not affect the level of anxiety. It is important to remember that correlation does not prove a causal relationship, even if we see greater changes in the study group, we cannot confidently say that it was the training sessions that caused these changes. The influence of other factors, such as regression to the mean, the effect of time, or other uncontrolled variables, is possible.

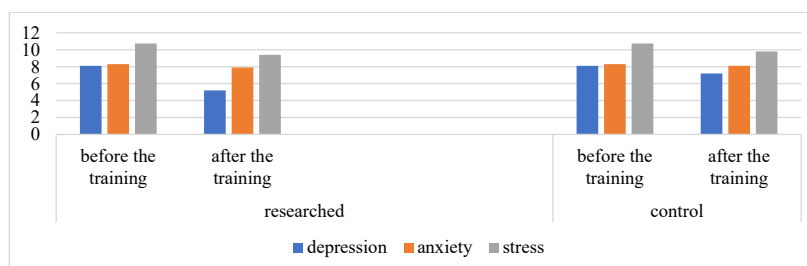


Fig. 4. Comparative analysis of empirical data on the “Depression Anxiety Stress Scales – DASS” before and after the implementation of the program of psychocorrectional measures by means of psychological training

Therefore, in the difficult socio-economic conditions caused by the military conflict between Russia and Ukraine, anxiety and stress are widespread among young people, even those who are not directly in the combat zone. There are gender differences: girls demonstrate more pronounced changes in the psycho-emotional state, with a higher prevalence of anxiety and stress than boys.

It has been established that the essence of post-traumatic stress disorder prevention is not only to overcome the consequences of already experienced stress, but also to prevent the effects of even future, possible stress. This is achieved by preparing the psyche for probable traumatic events, i.e. by developing stress resistance through rest, emotional unloading, exercises to improve cognitive functions, etc.

Modern research on the value spheres of young people convinces that in the minds of modern youth, a type of personality is being formed, which primarily values itself and is convinced that its success in life depends primarily on it. It is worth noting that the orientation to one's own strengths and abilities requires a person to actively work on himself and constantly master the tasks.

The socio-cultural environment, and especially family upbringing, play a decisive role in establishing primary value guidelines. However, global socio-cultural changes, such as the full-scale war in Ukraine, can significantly affect the value system of an individual, especially young people. In such conditions, there is a need for professional psychological support aimed at self-knowledge and the formation of a stable value system. Psychological training, as one of the methods of psychological assistance, can contribute to the awareness of one's own values, the development of self-reflection and increased adaptability to changes. Although group classes and self-development can be useful, professional psychological help allows you to more effectively solve problems related to the identification and implementation of your own values.

There is a general tendency to shift the emphasis in the value system of the subjects towards more individualistic and development-oriented values. This may be due to the fact that the training was aimed at developing personal resources and skills. Specific exercises and tasks performed during the training could contribute to the formation of new values and the reassessment of existing ones. The subjects could have experienced personal changes during the period between the first and second diagnostics, which also affected their values. There is a possible impact of the measurement effect, when the first diagnosis influenced the subsequent responses of the subjects.

The conducted study confirms the effectiveness of the training in improving the psychological state of the subjects. Thanks to the training, it was possible to achieve a significant reduction in anxiety and stress levels. The results obtained indicate that this format of work can be an effective tool for the prevention and correction of various psychological problems.

However, I would like to note that correlation does not mean a causal relationship: although there is a strong relationship between basic human values and anxiety and stress, this does not mean that values cause anxiety and stress or vice versa. There may be other factors that influence this relationship.

It is necessary to monitor changes in the value system of the subjects over a longer period of time in order to assess the stability of the results obtained. It is necessary to analyze in detail the context of the training, its goals and methods, content and identify those of its elements that most influenced the change in values. It is worth conducting an individual analysis of changes in the value system of each participant to identify more subtle nuances.

In general, the study demonstrates the potential of training sessions to change a person's value system. However, further research is needed to obtain a more complete picture of this process.

Conclusion. Modern youth forms their values under the influence of political, economic and socio-psychological processes currently taking place in Ukraine. Young people who are in occupied territories or in a combat zone form their values in completely different life situations. Values for each person may be different and not have the same significance. However, it is worth remembering that each of us is an individual person and therefore respect in society and support are those incredible forces that change the world.

Psychological stress and resilience are closely related concepts in psychology. Psychological stress can lead to a deterioration in a person's physical and mental health. The level of resilience also plays an important role in maintaining the physical and mental health of young people in war conditions. A connection (correlation) has been established between psychological stress and the value sphere – the lower the level of psychological stress, the higher the level of general human values, and vice versa. So, in this case, the hypothesis was confirmed.

Analyzing the answers of the subjects, we can conclude that someone forms values on a national scale, others strive to realize themselves in the family and financially, some subjects value their own health, family and friends more. The first hypothesis that the war significantly influenced the formation of the system of life values of young people was confirmed. Thanks to empirical research, it was possible to find out that the war and the stress it carries greatly influenced the development and formation of the personality of young people, as well as the formation of values.

The results of the empirical study showed that the relevance of the study still remains high, because, despite the data obtained, young people are an important component of the nation, and understanding how psychological stress affects their viability and effectiveness can be useful for maintaining their physical and psychological health during military operations. Therefore, a training program was developed, which, to some extent, confirmed the expected expectations. Partial testing of the correction program revealed statistically significant differences in the subjects, but, on the other hand, there is no certainty that the re-questioning was conducted by those subjects who attended the training sessions, which does not allow us to draw unambiguous conclusions about its effectiveness, that is, the confirmation of the hypothesis about the significant impact of the correction program on the psychological state of the subjects is questioned.

The results obtained may be due to a number of factors: the limited duration of the training sessions (2 sessions) did not allow us to fully assess the effectiveness of the program, which is designed for long-term work; the limitations of the research design; differences between the theoretical foundations of the program and the real needs of the subjects; the war in Ukraine is still ongoing, and therefore, the stress factors associated with it have not disappeared.

Despite everything, the study showed the promise of training sessions for influencing the understanding of the value sphere, in particular, there is a tendency to shift the emphasis towards more individualistic and development-oriented values; reducing anxiety and stress levels. There is a strong relationship between basic human values and anxiety and stress, but this relationship is different for girls and boys. Girls have a positive relationship (higher values – higher anxiety and stress), and boys

have a negative relationship (higher values – lower anxiety). However, the correlation does not prove a cause-and-effect relationship, so other factors could have influenced the results.

Thus, the study showed the importance of psychological support for young people in war conditions, the effectiveness of training to improve psychological well-being, and the impact of war on the value sphere. It is important to take into account gender differences and remember the limitations of correlational analysis. However, additional research is needed for a more detailed analysis. Values could be affected not only by training, but also by personal changes, measurement effects, and other factors.

Brief recommendations formulated on the basis of the text provided can be grouped into the following areas:

- Regarding the psycho-emotional state of youth in wartime: conduct research on stress coping strategies, risk factors for the development of anxiety and stress in wartime, as well as the dynamics of their changes; actively promote psycho-relaxation techniques and strategies for dealing with stress among youth; pay special attention to individuals who demonstrate more pronounced changes in their psycho-emotional state.

- Regarding values and psychological support: provide professional psychological support aimed at self-knowledge and the formation of a stable value system; use psychological training to promote awareness of one's own values, develop self-reflection, and increase adaptability to change; take into account the individual characteristics and needs of youth when providing psychological assistance.

- Regarding further research: use a control group with a placebo effect to more accurately determine the impact of the training; take into account and control for other variables that may affect the psychological state of the participants (age, gender, social status, personal characteristics, life events, external stressors); conduct long-term studies to assess the stability of the results obtained (tracking changes over time); use qualitative research methods (e.g., interviews) to gain a deeper understanding of the changes occurring in the participants; analyze in detail the context of the training, its goals, methods and content, and identify those of its elements that most influenced the change in values; conduct an individual analysis of changes in the value system of each participant.

These recommendations are aimed at improving psychological support for youth in war and post-war conditions, as well as at improving the quality of scientific research in this area.

Also, it is possible to develop many different scenarios for the formation of value orientations after the end of the war.

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