

## **ASSESSMENT OF PSYCHOLOGICAL PERCEPTIONS OF YOUNG PEOPLE ABOUT EMPLOYMENT IN WARTIME CONDITIONS**

**Kuzmin V. V., Stadnyk A. G., Speranskyi I. O.**

### **INTRODUCTION**

The current conditions of the war in Ukraine impose significant challenges on all aspects of society, including the economy, education, and, in particular, the labor market. Youth, who are an active part of the population and the basis of the future development of the country, face various psychological and social difficulties that affect their perception and readiness for employment. The consequences of war, such as uncertainty about the future, stress, and changing economic and social conditions, are prompting a rethinking of traditional approaches to careers and work.

A significant part of the youth shows an unwillingness to adapt to the changing conditions of the labor market, which is especially noticeable in the conditions of war. This is exacerbated by the shortage of qualified personnel and the growing demands of employers. In this context, the study of psychological perceptions of young people about employment becomes particularly relevant, as it helps to understand the deep mechanisms and factors that shape the attitude of young people to work in difficult conditions.

The purpose of this study is to analyze psychological perceptions of young people about employment in wartime conditions, to study the main factors influencing these perceptions, and to develop recommendations for increasing the effectiveness of their adaptation to the modern labor market.

The research information base is formed on the basis of empirical and theoretical data. The empirical part includes the results of a survey of students of Zaporizhzhya Polytechnic National University, which included senior students. 68 students took part in the study, each of whom gave informed consent to the processing of their personal data. The survey was conducted in April 2024 and lasted for two weeks, which ensured the relevance and representativeness of the collected data.

The research methodology is based on the complex use of general scientific methods of cognition, questionnaires and correlational analysis, which allow to comprehensively assess the psychological perceptions of young people about employment in war conditions and identify key factors influencing these perceptions. Data collection was carried out through a structured survey of students of Zaporizhzhya Polytechnic National

University in April 2024, during which 68 representatives of various courses were interviewed.

In the research process, such general scientific methods of cognition as observation, analysis, synthesis, induction, deduction, comparison, and classification were actively used. These methods contributed to the systematization and deep understanding of the collected information. The survey was carried out using a structured questionnaire, which includes questions aimed at identifying important characteristics of future employees, such as adaptability, emotional intelligence, motivation, stress resistance.

Scientific novelty of the research consists of practical recommendations for solving key problems of students: motivation for self-development and emotional intelligence. For this, two courses are offered: one focused on managing emotions and motivation for self-development, and the second on developing skills necessary for adaptation to the labor market. The first course deals with the development of the ability to manage emotions, increasing the level of motivation for self-development, mastering the basics of conflict theory, and identifying and preventing emotional burnout. The organizational structure of this course includes eight classes, including topics such as emotion management, emotions and rationality, motivation for self-development, conflict theory, emotional burnout: identification and prevention, emotion management: advanced course, emotions and rationality: advanced course, conflict theory and strategies overcoming conflicts. The second course is aimed at developing skills that are critical for the modern labor market, including the use of online learning platforms, artificial intelligence in education, the development of foreign language skills, the mastery of using AI tools, the effective use of resources for self-education, the development of critical thinking and information analysis, development of interactive technologies for learning, application of skills in real projects. This course can be conducted in a distance format with the involvement of external specialists, which allows students to adapt to rapid changes in technology and employer requirements.

### **1. Description of the methodology and procedure of the youth survey**

The methodology of the survey conducted among students of Zaporizhzhya Polytechnic University in April 2024 is aimed at assessing the psychological perceptions of young people about employment in wartime conditions. In total, 68 people, representatives of various courses, were interviewed. 67% of respondents are girls, 33% are boys. The main purpose of the conducted survey is to find out how young people are adapting to the current conditions of the labor market, which are the result of prolonged uncertainty and stressful circumstances caused by the war.

In order to organize the survey, we compiled a list of questions aimed at determining the important characteristics of young people that are valued in the labor market today. As shown by the research of such sites as work.ua, management.com.ua, liga.net, dtkt.ua, the main important characteristics of employees for employers are: adaptability, ability to make decisions, initiative, sociability, stress resistance, ability to find compromises, critical thinking, rapid learning, working with artificial intelligence and the English language. Important characteristics also include: ability to work in a team, empathy, honesty, responsibility, focus on sustainable development, self-organization, mental health, etc.

The key aspects of psychological readiness for employment. The questions covered the characteristics of readiness for continuous learning, emotional intelligence, proactivity, motivation, self-confidence, adaptability, critical thinking and stress resistance. To identify these characteristics, three questions were developed, which allowed to assess important personal and professional qualities necessary for adaptation in difficult conditions.

Table 1

**Questions that determine the characteristics of future employees**

<b>Characteristics of the future employee</b>	<b>A question that defines a characteristic</b>
Readiness for continuous learning	Do you consider yourself ready for a radical change of profession in order to develop your own skills?
	Are you ready for lifelong learning?
	Are you ready to independently learn new technologies and methods that appear in your professional field?
Emotional intelligence	Are you able to recognize other people’s emotions and respond to them adequately?
	Are you able to manage your own emotions in stressful situations?
	Is it easy for you to switch from work to rest and vice versa, maintaining emotional balance?
Proactivity	Can you take initiative in completing tasks?
	Is it difficult for you to generate new ideas?
	Are you planning your next steps to reduce future risks?
Motivation	Do you have an inner drive to achieve high results in your work?
	Are you ready to work longer and more productively for a greater financial reward?
	Is intangible motivation important to you?
Confidence in yourself	Do you feel confident communicating with people?
	Are you ready to defend your own point of view?
	Can you work with a large audience?

Table 1 (continuance)

Adaptability	Do you easily adapt to a new team?
	Do you easily adapt to new technologies?
	Do you easily adapt to new working conditions?
Critical thinking	Are you able to analyze information before making a decision?
	Can you admit your own mistakes?
	Are you able to completely change your opinion after receiving new facts
Stress resistance	Can you work productively under stress?
	Are you exhausted by failure?
	Are conflicts draining you?

For example, in the section on "readiness to learn", the main task was to find out whether students are ready for radical changes in the professional field, whether they intend to learn throughout their lives, and whether they can learn new technologies independently. Such questions help to understand how well students are prepared for rapid changes in the work environment, which is especially relevant in wartime. The study of emotional intelligence included questions about recognizing the emotions of others, managing one's own emotions in stressful situations, and the ability to maintain emotional balance. This helps assess how young people can cope with the emotional challenges that often accompany labor market instability and military conflict.

Proactivity was assessed through questions about initiative in the performance of tasks, the ability to generate new ideas and plan actions to reduce risks, which allows to assess the extent to which students are able to take responsibility and effectively respond to changes in crisis conditions.

Thus, the survey made it possible to gain a deep understanding of the psychological attitudes of students regarding employment in wartime, their adaptability and personal resources that can help them effectively integrate into the professional environment, despite external challenges.

For a deeper understanding of the reasons (factors) affecting the attitude of Zaporizhzhya Polytechnic University students to employment in wartime, a specialized questionnaire was developed. This research tool is designed to identify specific factors that may influence students' readiness to work and their emotional state in the context of a protracted military conflict.

The questionnaire covered several important factors: in particular, socio-demographic problems, the impact of the war, and educational problems. These categories were chosen to identify various external and internal factors that can shape students' psychological perception of their prospects in the labor market.

Each category included specific questions to identify specific problems or challenges that students may face. For example, in the section dedicated to the identification of socio-demographic problems, the issues of individual factors were considered: self-confidence, stress resistance, adaptability, financial status, as well as social factors: the presence of problems in the environment, with friends or family.

Particular attention was paid to the impact of war, where the presence in the students' families of people who took or are taking part in military operations, general war stress, losses caused by war, and their influence on thoughts about future employment and careers were investigated.

Educational problems were assessed through questions about the perception of the quality of education during the war, the adequacy of the practical basis provided by the education, and the adequacy of knowledge for obtaining a job. It helped to find out to what extent the educational system supports students in their professional ambitions in the crisis. Consider the proposed questions in table 2.

Thus, this questionnaire enabled the collection of data that detailed various factors affecting the psychological state of students and their perception of future employment in the context of prolonged military and social uncertainty.

The methodology of correlation analysis in this study is used to determine the degree of connection between the psychological characteristics of students and three main groups of factors: socio-demographic problems, the impact of war and the quality of education. Correlation between variables made it possible to reveal how a change in one factor can affect other variables. The correlation value, which ranges from -1 to 1, shows the degree of linear relationship between two variables<sup>1</sup>

Negative correlation values (marked with a minus) indicate a feedback relationship: as the influence of the problematic factor increases, the manifestation of the corresponding characteristic decreases. For example, high negative correlations between emotional intelligence and the impact of war (-0.95) and socio-demographic factors (-0.91) indicate that the increase in the negative impact of these factors correlates with the weakness of emotional intelligence.

Positive correlations (marked with a plus sign) indicate a direct relationship: as the problem increases, so does the frequency of certain characteristics. For example, the correlation between motivation and exposure to war (0.93) shows that as exposure to war increases, students' motivation to achieve high scores also increases.

---

<sup>1</sup>Неліпа Д. Застосування технологій кореляційного та регресійного аналізу при здійсненні системного аналізу в політології. *Політичний менеджмент*, 2011, № 6. URL: [https://ipiend.gov.ua/wp-content/uploads/2018/08/nelipa\\_zastosuvannia.pdf](https://ipiend.gov.ua/wp-content/uploads/2018/08/nelipa_zastosuvannia.pdf)

Table 2

**Questions for the questionnaire, which allow to determine social, individual, educational negative factors of psychological problems of young people regarding employment in war conditions**

<b>Category</b>	<b>Factors affecting students' readiness for work</b>
Socio-demographic problems	
Confidence in yourself	Do you feel insecure about the need for your knowledge?
Stress resistance	Are you often stressed?
Adaptability	Do you feel stressed by having to change jobs or educational institutions?
Financial status	Do you think your family's financial situation is unstable?
Financial status	Are you feeling stressed at home because of financial problems?
Problems in the family	Can you tell about the lack of support from the family
Problems with friends	Can you tell about the lack of friends and their support
Problems with the environment	Are there people in your life who spoil your mood and demotivate you?
Problems of war	
War	Are there people in your family who have taken or are taking part in military operations?
War	Are you feeling general stress because of the war?
War	Has your family suffered significant losses due to the war (financial, personal)?
War	Does the military conflict affect your thoughts about future employment?
War	Do you feel worried about your future career because of the political situation in the country?
Educational problems	
Education	Do you think that the quality of knowledge in war conditions has deteriorated among all students?
Education	Do you feel that your education does not give you enough of a practical base?
Education	Do you think that the knowledge obtained in higher education is not enough to get a job?
Education	Are there teachers who demotivate you in your studies?

Regarding pronounced correlations, such as -1.00 in proactivity with respect to socio-demographic and military factors, this means a very strong inverse relationship, indicating a large decrease in student proactivity as these problems increase.

The correlation analysis methodology used in the study was to use the Pearson correlation coefficient to measure the degree of linear dependence between various psychological characteristics of students and groups of factors such as socio-demographic problems, the impact of war, and the quality of education. This statistical method allows you to estimate the strength and direction of the relationship between two continuous variables.

The research was conducted in 3 stages. At the first stage, a methodological base was developed. At the second stage, links to electronic questionnaires were distributed in the student communities of the institution. At the third stage, a statistical analysis of the obtained results was carried out.

## **2. Analysis of the survey results: identification of the main trends in perceptions of employment**

Peculiarities of perception of the labor market, readiness for adaptation and self-confidence become key factors that can affect the success of the professional integration of students and young professionals. In this context, the results of a survey conducted among students reveal important insights into their attitude to work, personal development and ability to adapt to constantly changing conditions.

With the help of a structured survey, which covers the issues of readiness for learning, emotional intelligence, initiative, motivation, self-confidence, adaptability, critical thinking and stress resistance, it is determined how young people are ready for the modern challenges of the labor market. These results reflect personal tendencies and attitudes towards employment, and also emphasize the need for adequate educational programs that could prepare young people for effective professional activity in conditions of constant change.

Examining the students' answers to the questions in the questionnaire can provide a valuable contribution to understanding their perceptions and attitudes towards key aspects of employment.

Analysis of readiness for continuous learning indicates significant gaps in students' motivation for the continuous educational process. In particular, a significant part of the respondents (76.5%) expressed their unwillingness to radically change their profession in order to develop their own skills, which may indicate limited flexibility in career planning. Similarly, 79.4% of survey participants indicated that they are not ready for lifelong learning, which may indicate low intrinsic motivation

for self-improvement. At the same time, 41.2% of respondents show full or partial willingness to independently learn new technologies and methods, which is key to adapting to the rapidly changing conditions of the professional environment.

An analysis of the answers to the questions related to emotional intelligence revealed that a significant number of students experience difficulties in managing their own emotions and responding to the emotions of others in stressful situations.

At the same time, 55.9% of respondents are confident (fully or partially) in their ability to recognize and adequately respond to the emotions of others, while 44.1% stated that they do not know how to do this at all. A similar situation is observed in managing one's own emotions in stressful conditions, where 39.7% do not feel capable of managing emotions. In addition, switching between work and rest, which is key to maintaining emotional balance, is also problematic for 51.5% of students who indicated difficulties with this aspect. These data indicate a low level of emotional intelligence, which can affect the general adaptation of students in the social and professional context, increasing the risk of conflicts and reducing productivity in the work environment.

Table 3

**Students' answers to questions that determine the characteristics of future employees**

Questions that determine the characteristics	in%		
	No	Part	Yes
Do you consider yourself ready for a radical change of profession in order to develop your own skills?	76.5	8.8	14.7
Are you ready for lifelong learning?	79.4	13.2	7.4
Are you ready to independently learn new technologies and methods that appear in your professional field?	58.8	27.9	13.2
Are you able to recognize other people's emotions and respond to them adequately?	44.1	32.4	23.5
Are you able to manage your own emotions in stressful situations?	39.7	36.8	23.5
Is it easy for you to switch from work to rest and vice versa, maintaining emotional balance?	51.5	32.4	16.2
Can you take initiative in completing tasks?	41.2	41.2	17.6
Is it difficult for you to generate new ideas?	35.3	47.1	17.6
Are you planning your next steps to reduce future risks?	38.2	22.1	39.7

Table 3 (continuance)

Do you have an inner drive to achieve high results in your work?	0.0	35.3	64.7
Are you ready to work longer and more productively for a greater financial reward?	0.0	52.9	47.1
Is intangible motivation important to you?	35.3	13.2	51.5
Do you feel confident communicating with people?	17.6	50.0	32.4
Are you ready to defend your own point of view?	7.4	66.2	26.5
Can you work with a large audience?	66.2	25.0	8.8
Do you easily adapt to a new team?	14.7	50.0	35.3
Do you easily adapt to new technologies?	26.5	38.2	35.3
Do you easily adapt to new working conditions?	25.0	66.2	8.8
Are you able to analyze information before making a decision?	10.3	50.0	39.7
Can you admit your own mistakes?	7.4	66.2	26.5
Are you able to completely change your opinion after receiving new facts	2.9	17.6	79.4
Can you work productively under stress?	17.6	47.1	35.3
Can you work productively despite setbacks?	10.3	55.9	33.8
Can you work productively despite the conflicts?	13.2	51.5	35.3

Analysis of indicators of proactivity reveals certain deficiencies in initiative among students. More than half of the respondents (58.8%) indicated that they always or sometimes take the initiative in completing tasks, and a similar proportion noted difficulties with the generation of new ideas – 35.3% of students indicated it. In addition, 61.8% of students claim that they plan their actions in order to reduce risks, which indicates not only activity and initiative, but also responsibility, which is deeply appreciated by employers.

Analysis of motivation data reveals discrepancies between intrinsic and extrinsic motivation. 100% of students are motivated by an internal desire to achieve high results, and at the same time, 100% indicate that they are ready to work more and more productively for additional payment. However, if in the case of internal motivation, only 64.7% clearly strive for high results, then in the case of external motivation, 52.9% of students point to the willingness to work more for additional payment under certain circumstances. It is interesting that for 64.7% of respondents, non-material motivation is important, and 35.3% note its unimportance.

The results of the analysis of self-confidence show that most students have an average or high level of self-assessment of their communication skills. 82.4% of respondents are fully or partially confident in their ability to communicate effectively with others. However, it is positive that a significant number of students (92.6%) do not fully or partially have problems with defending their own point of view. A significant number of students – 66.2% do not have the skills to work with a large audience. This may indicate the need to improve interpersonal skills development programs in educational institutions, which will have a positive impact on leadership qualities and career growth of students.

Students demonstrate a high level of adaptability to new circumstances, such as changing staff or technology. 85.3% feel the absence or conditional absence of difficulties with adaptation in the team, meanwhile 73.5% easily or conditionally easily adapt to the use of new technologies. The level of adaptation to new working conditions is also high – 75%.

The study confirms a high level of critical thinking among students. 89.7% are able to adequately analyze information before making a decision, and 97.1% can change their opinion in the light of new facts, which is a positive aspect. A total of 92.6% can admit their mistakes, which indicates a high educational potential.

Analysis of stress resistance reveals a high level of students' ability to work effectively in stressful conditions. 82.4% of students can work productively under pressure, while only 10.3% are significantly exhausted by failure. A small proportion of students experiencing conflict fatigue (13.2%) indicates that to a greater extent students have the skills to work under stress, which is largely due to military circumstances and other life difficulties.

These research results indicate certain disturbing trends in the psychological readiness and skills of students, which may affect their adaptation to the requirements of the modern working environment.

Readiness for continuous learning is the lowest, which indicates a significant resistance to change and learning among students. Emotional intelligence and proactivity are also average, highlighting problems in interpersonal communication and self-initiative. Motivation and adaptability are marked by particularly high values, which indicates a desire to show and realize one's own abilities and talents.

Self-confidence is largely determined by different situations, as is adaptability. Instead, critical thinking and stress resistance are mostly pronounced in students.

In order to analyze the main trends of students' ideas about employment, we investigated the importance of each of the characteristics in the labor market. The indicators showed that the desired level of skills or

characteristics of staff and the current level of characteristics of students differ significantly.

In a constantly changing environment, it is extremely important for business owners to find personnel who can learn quickly (70% of respondents indicated the importance of this aspect). In the conditions of constant development of technologies, this skill is the basis for permanent employment without frequent job changes. Instead, students showed a low level of readiness for continuous learning.

Emotional intelligence is a key characteristic valued by employers because it affects employees' ability to communicate effectively, resolve conflicts and manage stress (90% of respondents indicated the importance of this aspect). However, the results of the study show that students have reached only an average level of development of this skill, which may indicate the need for its further development.

As for proactivity, students have a relatively high level, which indicates their readiness to independently search for opportunities and solve problems, although this indicator is not decisive for employers. This may reflect less attention to this aspect by employers (50%) compared to other skills, as well as the need to perform well-defined tasks without deviations from plans.

Students' motivation has reached a high level, which indicates their desire to work efficiently and achieve results in the workplace. This is a critically important aspect, as high motivation is one of the main drivers of productivity and employee engagement. The students' level of motivation (88.2%) meets the expectations of most employers (aspect importance 85%), making them potentially valuable employees in any organizational context.

Self-confidence is important for personal resilience and leadership qualities that are valued in the workplace. Employers noted the importance of this indicator at the level of 60%. In this context, students showed a moderate level of confidence of 69.6%, which may not be sufficient for some activities where independent decisions are often required.

Adaptability, as an indicator, becomes especially relevant in today's dynamic world (the importance is 100%), where technologies and working conditions change rapidly. The level of adaptability of students is high, but there is still potential for development, given its high importance for employers.

Critical thinking is the highest indicator among the respondents (93.1%), but the importance of this indicator among employers is 80%, which indicates that ordinary performers are often needed in the labor market. As for stress resistance, this indicator is important for employers by 70%. Students showed a high level of stress resistance, which will generally meet the expectations of employers.

### 3. Analysis of socio-demographic and educational factors of problems affecting the perception of employment

We will conduct an analysis of student questionnaires, with the help of which it is possible to determine socio-demographic and educational factors that influence the perception of employment.

In the context of students' lack of confidence in the need for their knowledge, 33.8% recognize this problem in full or in part. This shows the deep concern of the student community about the relevance and applicability of their education in the changing world of work. Academic institutions have to respond to this by updating their curricula to meet the modern demands of the labor market.

As for constantly being in a state of stress, 27.9% of students feel it constantly or partially. This high rate reflects a serious level of psychological stress that can be caused by academic pressures, personal challenges and the demands of modern life. It is important that educational institutions implement effective psychological support strategies.

Changing the educational institution is also a source of problems that 29.4% of students face partially or fully. The need to adapt to new conditions is a constant concern, which requires higher education institutions to create support and counseling systems.

Financial instability in families affects 32.3% of students who experience it partially or fully. Economic hardship is an important factor affecting the academic success and overall well-being of students. Providing students with resources and scholarships can alleviate this pressure.

Stress at home due to financial problems is experienced by 44.2% of students, emphasizing the importance of a stable home environment for academic growth. This challenges universities to develop more effective social support programs that could help students better cope with challenges.

Table 4

#### Students' answers regarding the main factors influencing the perception of employment

Questions that identify problems	in%		
	No	Part	Yes
Socio-demographic problems			
Do you feel insecure about the need for your knowledge?	66.2	16.2	17.6
Are you often stressed?	72.1	17.6	10.3
Do you feel stressed by having to change your place of residence or educational institution?	70.6	16.2	13.2

Table 4 (continuance)

Do you think your family's financial situation is unstable?	67.6	17.6	14.7
Are you feeling stressed at home because of financial problems?	55.9	32.4	11.8
Can you tell about the lack of support from the family	91.2	5.9	2.9
Can you tell about the lack of friends and their support	80.9	11.8	7.4
Are there people in your life who spoil your mood and demotivate you?	88.2	2.9	8.8
Problems of war			
Are there people in your family who have taken or are taking part in military operations?	89.7	0.0	10.3
Are you feeling general stress because of the war?	35.3	30.9	33.8
Has your family suffered significant losses due to the war (financial, personal)?	75.0	20.6	4.4
Does the military conflict affect your thoughts about future employment?	35.3	47.1	17.6
Do you feel worried about your future career because of the political situation in the country?	22.1	36.8	41.2
Educational problems			
Do you think that the quality of knowledge in war conditions has deteriorated among all students?	30.9	17.6	51.5
Do you feel that your education does not give you enough of a practical base?	52.9	11.8	35.3
Do you think that the knowledge obtained in higher education is not enough to get a job?	48.5	10.3	41.2
Are there teachers who demotivate you in your studies?	85.3	11.8	2.9

10.3% of students reported that there are persons in their families who participated or continue to participate in military operations. This shows that the military conflict affects the lives of students not only on an emotional level, but also through the direct participation of their loved ones in hostilities. With regard to war-related stress, 33.8% of students noted that they feel it at a high level, and 30.9% feel it partially. This indicates a significant level of emotional stress imposed on students in the conditions of the ongoing conflict. Significant losses due to the war, both financial and personal, were experienced by 4.4% of students, while 20.6% experienced these losses partially. These data highlight the severity of the war's impact on stability in the lives of students and their families. As for thoughts about future employment, the military conflict affected them in 17.6% of students, another 47.1% felt this effect partially. Uncertainty

about the future in the labor market is a significant source of stress and anxiety for young people.

Concerns about the future career due to the political situation in the country were expressed by 41.2% of students, and 36.8% feel this partly. These reactions reflect deep anxiety among student youth about their prospects in a context of political uncertainty.

These results testify to the profound impact of military operations on the psychological and emotional situation of students, which requires universities and society to actively support and adapt to complex realities.

The survey identified several key educational challenges faced by students during the war, affecting the quality of their education and career prospects.

Regarding the quality of knowledge during the war, 51.5% of students believe that it has worsened for all students, while 17.6% feel this partially. Military conflict and its consequences are likely to create obstacles to the normal educational process, affecting access to educational resources and the stability of learning.

Regarding the inadequacy of the practical base provided by education, 35.3% of students feel this problem, and 11.8% feel it partially. This indicates a gap between the theoretical knowledge that students receive and the practical requirements of professions, which may affect their readiness for future employment.

41.2% of students spoke about the insufficiency of the knowledge obtained at higher educational institutions for getting a job, and another 10.3% experienced this problem partially. This highlights the need for stronger curricula and greater integration with the labor market to provide students with the skills they need to succeed.

Regarding demotivation from teachers, 85.3% of students feel that there are no such cases, which is a positive signal about the generally supportive attitude of teachers. However, 2.9% of students still feel demotivated, which requires attention from the administration of educational institutions to improve teaching practice.

Socio-demographic issues have a relatively small impact on work attitudes, as 74.1% of students indicated that these issues do not affect their attitudes. Only 10.8% felt a strong impact, while 15.1% reported a partial impact. This may indicate that students' personal and family circumstances, although important, are not decisive in their professional self-determination or job search.

The impact of the war is much greater, with 21.5% of students feeling a strong impact and 27.1% feeling a partial impact. This confirms that the military conflict and its consequences deeply affect young people,

influencing their career calculations and emotional state, which can affect their future vision and professional ambitions.

The educational factor has the greatest influence on the attitude to work among the respondents. 32.7% feel the influence of education problems on their attitude to work, while 12.9% feel a partial influence. This emphasizes that the educational process and its quality, as well as the practical training that students receive in educational institutions, are decisive in shaping their professional future. Deficiencies in the educational process can lead to doubts about one's own abilities and readiness for work.

In general, the data show that the educational factor has the greatest influence on the attitude of students to work, emphasizing the need to improve education that takes into account modern market requirements and prepare students for effective employment.

The table of correlation coefficients indicates the strength and direction of the relationship between various psychological characteristics of students and factors that affect their attitude to employment.

Table 5

**Correlation between young people's psychological perceptions of employment and problems affecting them**

	<b>Socio-demographic</b>	<b>War</b>	<b>Education</b>
Readiness for continuous learning	-0.61	-0.70	-0.10
Emotional intelligence	-0.91	-0.95	-0.55
Proactivity	-1.00	-1.00	-0.83
Motivation	0.89	0.93	0.50
Confidence in yourself	-0.71	-0.62	-0.97
Adaptability	-0.32	-0.21	-0.77
Critical thinking	0.62	0.71	0.11
Stress resistance	0.13	0.24	-0.42

Readiness for continuous learning shows a negative correlation with all three categories, especially pronounced with war (-0.70). This means that with the intensification of military actions or socio-demographic problems, the desire and opportunity of students to study continuously decreases.

Emotional intelligence has a strong negative relationship with all categories, most with war (-0.95). This indicates that with the deterioration of conditions due to war, education or socio-demographic factors, the level of emotional adequacy of students decreases.

Proactivity shows a very strong negative correlation with all three categories, reaching a maximum value of -1.00. The increase in problems significantly reduces the proactivity and initiative of students.

Motivation shows a positive correlation with all categories, especially with war (0.93). This may mean that challenging circumstances motivate students to pursue their goals more or to mobilize in response to challenges, but this requires stable circumstances.

Self-confidence also has a negative relationship with all categories, the strongest with education (-0.97). Increasing educational challenges can significantly reduce students' confidence in their abilities.

Adaptability and critical thinking have mixed correlations. Adaptability decreases as conditions worsen, especially in an educational context (-0.77), while critical thinking increases as war intensifies (0.71).

Stress resistance has a positive correlation with war (0.24), but a negative correlation with education (-0.42), which indicates the difficulty of adapting students to stressful conditions depending on the source of stress.

These data testify to the deep influence of social, educational and military conditions on the psychological state and behavior of students in the context of their professional development and attitude to future work.

#### **4. Analysis of current problems of youth employment in wartime conditions and ways to solve them**

Based on the survey, it can be determined that in the context of employment during the war, young people face two main problems: readiness for independent learning and the development of emotional intelligence. Regarding self-learning, a large part of the respondents expressed their unwillingness to constantly learn and adapt professional skills in the conditions of rapidly changing technologies and methods, but only less than 42% are ready to independently master new technologies. This highlights the need for support and resources for self-directed learning for young people.

The problem of lack of motivation to study among young people is becoming more and more relevant in the modern world. It manifests itself in unwillingness to learn, ignoring opportunities for development and unpreparedness for lifelong learning. This trend can have serious consequences for individual personality development, economic growth, and social stability of society.

One of the key reasons for reluctance to learn is a low level of internal motivation among young people<sup>2</sup>. Many young people do not see a direct

---

<sup>2</sup> Подшивайлов Ф.М. Психологічні чинники розвитку мотиваційної сфери особистості майбутнього психолога. Київ, 2015. URL: [https://lib.iitta.gov.ua/707566/1/Дисертація\\_Подшивайлов.pdf](https://lib.iitta.gov.ua/707566/1/Дисертація_Подшивайлов.pdf)

connection between education and their future career and personal development. They often consider education to be a burdensome duty rather than an investment in their future.

In addition, modern educational systems sometimes do not take into account the individual interests and needs of students, which contributes to a decrease in their interest in learning. Traditional teaching methods that focus on memorizing facts instead of developing critical thinking and practical skills can create feelings of alienation and boredom among students<sup>3</sup>

The growing role of technology and digital media also affects the motivation of young people to learn. The rapid change of information and easy access to various sources can distract young people from systematic learning and encourage superficial consumption of content<sup>4</sup>

In addition, socio-economic factors such as family influence, economic instability and parental education level also play an important role in shaping attitudes towards learning. Young people from disadvantaged backgrounds or those whose parents have a low level of education often do not receive enough support and motivation to study at home<sup>5</sup>.

To solve this problem, it is important to take comprehensive measures, which include changes in the educational system, raising the awareness of young people about the importance of education, and actively involving parents in the educational process of their children. In particular, the educational system should be more flexible and inclusive, offering programs that meet the interests and needs of different groups of students. The introduction of interactive learning methods, project work, and the development of critical thinking can make the learning process more exciting and relevant for young people.

Emotional intelligence also turned out to be a significant problem, because a significant number of respondents recognized difficulties with adequate reaction to the emotions of others, as well as with managing their

---

<sup>3</sup> Ваніленко Т.В. Основи професійного самовдосконалення педагога: мето-дичні рекомендації. Київ: НПУ імені М.П. Драгоманова, 2005. 20 с.

<sup>4</sup>Євсєєва Г.П., Нажа П.М., Федіна В.Г. Цифровізація та інформаційні технології – запорука успішного освітнього процесу в Придніпровській державній академії будівництва та архітектури в умовах воєнного стану: здобутки і перспективи. *Освіта в умовах війни: реалії, виклики та шляхи подолання* : матеріали II форуму академічної спільноти, 2022. URL: <https://pgasa.dp.ua/wp-content/uploads/2022/09/Zbirnyk-materialiv-II-Forumu-akademichnoyi-spilnoty-OSVITA-V-UMOVAN-VIJNY.pdf>

<sup>5</sup> Чому у дітей немає мотивації до навчання та до чого тут суїциди школярів у Японії. 24 освіта, 2021. URL: [https://24tv.ua/education/chomu-diti-ne-mayut-motivatsiyi-do-navchannya-novini-ukrayini\\_n1539507](https://24tv.ua/education/chomu-diti-ne-mayut-motivatsiyi-do-navchannya-novini-ukrayini_n1539507)

own emotions in stressful situations. The most serious problem is the inability to switch from work to rest.

Emotional intelligence is a key aspect of personal development that plays a significant role in the professional success and overall well-being of young people. The ability to understand and manage one's own emotions, as well as to communicate effectively with others, is critical in today's work environment.

One of the most important aspects of emotional intelligence is the ability to balance work and rest. This ability helps to avoid emotional burnout, maintains high productivity and promotes a healthy attitude towards work tasks. Young workers who manage their work schedules effectively have a better chance of succeeding in their careers and maintaining psychological health.

The problem is that many young people enter the job market without the necessary emotional intelligence skills, which can lead to stress, misunderstandings and low performance in the workplace. Higher education institutions and educational programs often focus on academic knowledge and professional skills, sometimes ignoring the development of emotional intelligence, reinforcing excessive responsibility for learning outcomes.

To improve this situation, educational institutions can implement specialized courses and trainings that focus on the development of emotional intelligence. This includes teaching self-awareness, self-regulation, motivation, empathy and social skills. Implementation of such programs can help students better understand themselves and others, effectively resolve conflicts, and be more stress-resistant.

Psychological circles in educational institutions play an important role in the development of emotional intelligence. They can provide a safe environment to discuss emotional issues, learn stress-resilience techniques, and develop interpersonal skills. Participation in such groups helps to increase self-esteem, reduce emotional stress and develop the ability to self-regulate<sup>6</sup>.

It is especially important to include in training programs practices that help young people learn to divide their time between work and leisure. Such practices may include goal-setting exercises, time management, relaxation and meditation techniques. They help young people understand the importance of pauses and recovery, providing a healthier balance in life.

---

<sup>6</sup> Карташов О. 90% співробітників страждають від проблем психічного здоров'я. Як роботодавцям змінити ситуацію. МС Today, 2023. URL: <https://mc.today/uk/blogs/dbajte-pro-uspih-yak-polityka-zahystu-mentalnogo-zdorovya-transformuye-kompaniyu-2/>

At the state level, it is useful to encourage employers to implement programs to support emotional intelligence in the workplace<sup>7</sup>. This may include trainings, seminars and regular consultations with psychologists. It is also useful to support projects that provide mentoring and coaching for young workers, helping them adapt to the work environment and develop important emotional and social skills<sup>8</sup>.

The development of emotional intelligence is a continuous process and the key to success lies in early intervention and systematic support from educational institutions, family and employers<sup>9</sup>. Educating young people who are able to effectively manage their emotions and have a high level of emotional intelligence will contribute to the creation of a more productive, harmonious and stable society<sup>10</sup>.

The importance of these skills cannot be understated as they directly affect personal job satisfaction, teamwork, leadership and overall vitality. Given the speed of changes in the world and the growing demands for adaptability and flexibility, emotional intelligence is becoming not just a desirable, but a necessary attribute of today's youth<sup>11</sup>.

In conclusion, developing the emotional intelligence of young people is an investment in the future that requires a concerted effort from all sectors of society. By raising a generation that is able to effectively manage their emotions and find a balance between work and rest, we can hope to improve the quality of life and create a basis for the sustainable development of society.

## **5. Proposals regarding the inclusion of psychological support and counseling for young people regarding employment**

In the conditions of the ongoing war and rapid socio-economic changes, the issue of psychological support for young people, especially in the aspects of employment and career growth, is becoming particularly relevant.

---

<sup>7</sup> Могиляста С. Розвиток емоційного інтелекту старшокласника: методика і результати дослідження. *European Humanities Studies: State and Society*, Issue 2, 2020. URL: <https://journals.indexcopernicus.com/api/file/viewByFileId/984675.pdf>

<sup>8</sup> Фурман В.В. Емоційний інтелект як метакомпетенція особистості. *Педагогічна освіта: Теорія і практика. Психологія. Педагогіка*. 2017. Вип. 27. С. 82–85.

<sup>9</sup> Діомідова Н. Ю. Психологічні особливості емоційного інтелекту й емоційної креативності студентів. *Науковий вісник Херсонського державного університету. Серія «Психологічні науки»*. 2015. Вип. 2. Т. 1. С. 146–151.

<sup>10</sup> Soft Skills and Emotional Intelligence. National Soft Skills Association, 2022. URL: <https://www.nationalsoftskills.org/soft-skills-and-emotional-intelligence/>

<sup>11</sup> Why soft skills and emotional intelligence are more important than ever. *European Commission*, 2021. URL: [https://eures.ec.europa.eu/why-soft-skills-and-emotional-intelligence-are-more-important-ever-2021-07-27\\_en](https://eures.ec.europa.eu/why-soft-skills-and-emotional-intelligence-are-more-important-ever-2021-07-27_en)

Effective management of motivation and development of emotional intelligence can significantly improve the quality of life of students and their professional efficiency. In the context of such needs, it is proposed to create two psychological circles, which would be aimed at the development of key aspects of emotional intelligence and preparation for solving career tasks.

The first circle focuses on emotion management skills and the use of emotions in rational decision-making. Let's consider the approximate structure of such a course and the tasks that will be solved within its framework.

This psychological group is proposed to be organized as a series of extracurricular evening classes that can take place once a week with a duration of about two hours. This format will allow students to dive deeper into the topic without overloading their main academic schedule. Classes can be structured as interactive sessions that will include theoretical lectures, group discussions, case studies and role-plays. This approach will contribute to better assimilation of the material and the development of important practical skills of the participants.

Table 6

**The content of the psychological circle “Emotional intelligence” for students within the framework of higher education [8]**

lesson no	Course topic	Task
1	Management of emotions	Study of mechanisms of emergence and regulation of emotions. Development of skills of identification and control over emotions [37].
2	Emotions and rationality	Analysis of the interaction of emotional and logical components of thinking when making decisions. Discussion of examples of the influence of emotions on work processes [38–39]
3	Motivation for self-development	Development of internal motivation, introspection of own goals and motivation. Personal development planning for a month. Setting SMART goals [40].
4	Conflictology: basics	Study of the theoretical foundations of conflictology. Development of assertive communication and active listening skills. Modeling of conflict situations and their resolution [41–43]
5	Emotional burnout: identification and prevention	Getting to know the causes and symptoms of emotional burnout. Development of an individual stress reduction plan. Relaxation and meditation techniques [44–46].

Table 6 (continuance)

6	Managing Emotions: An Advanced Course	Development of mindfulness techniques for managing emotions. Analysis of emotional diaries and identification of patterns. Creation of own emotional maps [47–48].
7	Emotions and rationality: advanced course	Consideration of case stages: rational solution of problems at work. Debate on "emotions vs. logic" in decision-making. Discussion of the influence of emotions on interpersonal relationships [38–39].
8	Conflictology and conflict resolution strategies	Study of mediation as a method of conflict resolution. Trainings on conflict resolution without losing. Study of nonviolent communication strategies [49–50].

Activities offered within the circle can be useful not only for the personal development of students, but also as preparation for professional employment, helping them to better understand and manage their emotions in various life and work situations.

The second circle focuses on motivation for self-development. The main task of the second circle is the formation of students' skills that will help them not only to meet the modern requirements of the labor market, but also to constantly improve their qualifications<sup>12</sup>. This includes learning new tools, learning platforms, and developing important skills, including artificial intelligence and foreign languages.

It is important for students to focus on learning AI-based software and foreign languages as key elements to ensure competitiveness in a globalized world<sup>13</sup>. Artificial intelligence opens up new possibilities for automating processes, analyzing data and even for personalizing learning. Foreign languages, in turn, expand the horizons of communication and contribute to a better understanding of the cultural characteristics of different countries.

The group will be aimed at developing competencies that allow students to independently navigate a large flow of information, choose the most relevant knowledge and skillfully apply it in practice. Classes will include working with various resources, analyzing real cases and studying advanced technologies. We recommend the following course structure "3L" (long life learning) (Table 7)

The organization of a circle aimed at continuous development will be an important step in preparing students for a successful career and will help

<sup>12</sup> Ваніленко Т.В. Основи професійного самовдосконалення педагога: методичні рекомендації. Київ: НПУ імені М.П. Драгоманова, 2005. 20 с.

<sup>13</sup> Платформи для вдосконалення навичок і саморозвитку. МОН. URL: <https://mon.gov.ua/news/platformi-dlya-vdoskonalennya-navichok-i-samorozvitku>

them adapt to rapid changes in the world of technology and information. Thanks to the variety of classes that cover the study of foreign languages, artificial intelligence, interactive technologies and other key aspects, the participants of the group will be able to gain comprehensive knowledge and practical skills. Under the guidance of an experienced facilitator, this group will help students not just follow the changes, but also confidently anticipate them, supporting their own professional development at a high level.

Table 7

**The content of the psychological circle “3L” for students within the framework of higher education**

<b>item no</b>	<b>The purpose of the lesson</b>	<b>Task</b>
1	Introduction to online learning platforms	Studying the possibilities of platforms such as Coursera, edX, Udemy for continuous self-development. Analysis of courses providing skills in the field of IT, business, design and other fields.
2	Use of artificial intelligence in education	Research on AI-based tools, course recommendation systems, personalized learning assistants (for example, ChatGPT), text analyzers to optimize the learning process.
3	Development of foreign language skills	Learning the basic methods and techniques for quickly mastering new languages. Analysis of resources for independent language learning, such as Duolingo, Babbel, Rosetta Stone.
4	Proficiency in using AI tools	Mastering specific AI tools that can be used in data analysis, machine learning, task automation. Learning TensorFlow, PyTorch, OpenAI API.
5	Effective use of resources for self-education	Study of self-organization and self-motivation techniques. Using planners, task trackers (for example, Trello, Notion) for better control over the learning process.
6	Development of critical thinking and information analysis	Training critical thinking skills for evaluating information from various sources. Using analytical tools to determine the reliability of data.
7	Mastering interactive technologies for learning	Exploring the possibilities of VR/AR technologies for immersive learning. Familiarization with platforms that provide virtual laboratories, simulations, interactive courses.
8	Application of skills in real projects	Development of mini-projects to apply acquired skills. Participation in hackathons, project competitions, real tasks from companies for practical application of knowledge.

The group for continuous self-development will be organized in such a way that classes will be conducted in an interactive format, using modern educational platforms and technologies. Each class will last about two hours and will include lecture materials, practical tasks, group discussions and work on mini-projects. An important aspect will be giving students access to a variety of resources for self-directed learning, including online courses, interactive platforms and professional communities. This will help students stay abreast of the latest trends in the world of technology and careers, as well as develop the skills necessary for continuous professional growth.

It is recommended to engage a facilitator who has practical experience in the field of educational technologies, artificial intelligence and multicultural communication to lead the group. The ideal teacher will be a person who not only has knowledge in the specified areas, but also has experience in organizing and conducting trainings, master classes and seminars aimed at the development of personal and professional skills of students. This teacher must be able to encourage students to actively participate, think critically, and independently seek knowledge, which are key components of effective self-development.

## **CONCLUSIONS**

Studying the topic of psychological ideas of young people about employment in the conditions of war, the following conclusions can be drawn. As a result of working out the theoretical base, the main psychological aspects related to employment were determined. They were grouped according to the following categories: military factors, student motivation, working conditions, individual characteristics of students.

It should be noted that the most influential factor on the youth's perception of employment is the presence of war. In particular, almost 80% of students experienced negative psychological consequences as a result of the war. In the third year of the war, the general condition of students is determined by anxiety. In addition, in the conditions of war, the motivation for educational and professional activities decreases, which is largely determined by the general uncertainty in the conditions of war. Constant hostilities lead to specific educational problems related to difficulties in concentrating on studies due to the unpredictability of the future and the need to constantly adapt to changing conditions.

In the labor market, there is a growing problem of a shortage of qualified workers, due to which students feel stressed by high expectations of employers and a high level of competition with young people who already have work experience. Because of such problems, students would like to work in conditions where employers will be their mentors, create comfortable working conditions and develop them. At the same time, a

significant part of young people has enough courage and ambition to develop their own business.

The analysis of factors affecting the youth's perception of employment was carried out on the basis of a critical analysis of the literature. This critical analysis made it possible to classify all factors into the following categories: psychological factors, market factors, economic factors, military factors, and educational factors. The psychological readiness of students has certain age-related features. In particular, many students have an underdeveloped ability to combine near and ideal perspective. That is why they are not ready for future work challenges, unable to adapt to high demands in the labor market and constant changes in the market. In addition, there is a noticeable change in values, where students try to earn easy money, in particular in the digital space, instead choosing the option of not getting a skilled profession.

The growth of migration attitudes among students has a significant impact on the psychological perception of young people regarding employment. This is especially relevant for students from regions close to the frontline zones.

Many students face insecurity due to insufficient level of education and professional training. This leads to the fact that employers often express dissatisfaction with the low level of qualifications of potential employees. The main cause of these problems are deficiencies in the educational process of higher educational institutions, which do not have time to adapt to rapid changes in technology and the labor market. This emphasizes the need to review educational programs and approaches to student training, in order to ensure their competitiveness and compliance with modern requirements of employers.

In order to conduct an empirical study, a survey was conducted among students of the National University "Zaporizhia Polytechnic", which included 68 respondents from various courses. The main goal of this study was to determine the critical characteristics that are valued in the labor market and to analyze the influence of external and internal factors on youth readiness for employment.

The first questionnaire was aimed at identifying the critical characteristics that are in demand from employers. The second questionnaire made it possible to find out what external and internal factors affect the readiness of young people for employment.

The analysis of the answers showed that the students are highly prepared for the challenges of the modern labor market, and are characterized by a high level of critical thinking, adaptability, stress resistance, and a desire for self-expression. However, there is a significant problem with the motivation for self-development, strengthened in the conditions of war, as well as the

general tendency of young people to want to get easy money without the need for a continuous educational process. A problem with emotional intelligence was also revealed, which decreases to a greater extent in war conditions.

Correlational analysis revealed that the greater the challenges related to war problems and educational difficulties, the lower the readiness of students for employment. In such conditions, emotional intelligence and motivation to work for the long term decrease. However, stressful conditions increase motivation and critical thinking, prompting students to look for easier ways of employment.

The study revealed key problems related to readiness for continuous learning and development of emotional intelligence, which emphasizes the need to adjust educational programs. In particular, the study proposed the creation of psychological circles for the development of emotional intelligence and increasing motivation for self-education among students. As part of the study, two courses were developed, consisting of eight lectures, aimed at solving the psychological problems of young people in relation to employment. The "3L" course can be conducted in a remote format with the involvement of external specialists, and the "Emotional Intelligence" course requires face-to-face attendance and work with a psychologist.

## **SUMMARY**

The article presents a study of psychological perceptions of young people about employment in wartime, which is based on two questionnaires. The first was aimed at identifying key characteristics important for the labor market, and the second was aimed at analyzing external and internal factors that affect youth readiness for employment. The results of the study showed that students demonstrate a high readiness for the challenges of the modern labor market, in particular in critical thinking, stress resistance and proactivity. However, there are certain gaps in readiness for continuous learning and adaptation to changes in the professional environment.

Correlation analysis revealed that external problems, such as socio-demographic factors and the impact of war, reduce students' readiness for work and their adaptability, but some indicators, in particular motivation, on the contrary, increase under the pressure of these factors. The results highlight the importance of supporting young people in their professional development and ability to adapt to change.

## BIBLIOGRAPHY

1. Soft Skills and Emotional Intelligence. National Soft Skills Association, 2022. URL: <https://www.nationalsoftskills.org/soft-skills-and-emotional-intelligence/>

2. Why soft skills and emotional intelligence are more important than ever. European Commission, 2021. URL: [https://eures.ec.europa.eu/why-soft-skills-and-emotional-intelligence-are-more-important-ever-2021-07-27\\_en](https://eures.ec.europa.eu/why-soft-skills-and-emotional-intelligence-are-more-important-ever-2021-07-27_en)

3. Ваніленко Т.В. Основи професійного самовдосконалення педагога: методичні рекомендації. Київ : НПУ імені М.П. Драгоманова, 2005. 20 с.

4. Діомідова Н. Ю. Психологічні особливості емоційного інтелекту й емоційної креативності студентів. *Науковий вісник Херсонського державного університету. Серія «Психологічні науки»*. 2015. Вип. 2. Т. 1. С. 146–151.

5. Євсєєва Г.П., Нажа П.М., Федіна В.Г. Цифровізація та інформаційні технології – запорука успішного освітнього процесу в Придніпровській державній академії будівництва та архітектури в умовах воєнного стану: здобутки і перспективи. *Освіта в умовах війни: реалії, виклики та шляхи подолання* : матеріали II форуму академічної спільноти, 2022. URL: <https://pgasa.dp.ua/wp-content/uploads/2022/09/Zbirnyk-materialiv-II-Forumu-akademichnoyi-spilnoty-OSVITA-V-UMOVAN-VIJNY.pdf>

6. Іщенко А., Карпенко М. Українська система вищої освіти в умовах воєнної агресії РФ: проблеми й перспективи розвитку. Національний інститут стратегічних досліджень, 2022. URL: <https://niss.gov.ua/news/statti/ukrayinska-systema-vyshchoyi-osvity-v-umovakh-voyennoyi-ahresiyi-rf-problemy-y>

7. Карташов О. 90% співробітників страждають від проблем психічного здоров'я. Як роботодавцям змінити ситуацію. MC Today, 2023. URL: <https://mc.today/uk/blogs/dbajte-pro-uspikh-yak-politykazahystu-mentalnoho-zdorovya-transformuye-kompaniyu-2/>

8. Лящ О.П. Методичні рекомендації щодо розвитку емоційного інтелекту в юнацькому віці. *Збірник наукових праць Національної академії Державної прикордонної служби України. Серія: психологічні науки*, 2019, Т. 15, № 4, 147–164.

9. Могиляста С. Розвиток емоційного інтелекту старшокласника: методика і результати дослідження. *European Humanities Studies: State and Society*, Issue 2, 2020. URL: <https://journals.indexcopernicus.com/api/file/viewByFileId/984675.pdf>

10. Неліпа Д. Застосування технологій кореляційного та регресійного аналізу при здійсненні системного аналізу в політології.

*Політичний менеджмент*, 2011, № 6. URL: [https://ipiend.gov.ua/wp-content/uploads/2018/08/nelipa\\_zastosuvannia.pdf](https://ipiend.gov.ua/wp-content/uploads/2018/08/nelipa_zastosuvannia.pdf)

11. Платформи для вдосконалення навичок і саморозвитку. МОН. URL: <https://mon.gov.ua/news/platformi-dlya-vdoskonalennya-navichok-i-samorozvitku>

12. Подшивайлов Ф.М. Психологічні чинники розвитку мотиваційної сфери особистості майбутнього психолога. Київ, 2015. URL: [https://lib.iitta.gov.ua/707566/1/Дисертація\\_Подшивайлов.pdf](https://lib.iitta.gov.ua/707566/1/Дисертація_Подшивайлов.pdf)

13. Сперанський І.О. Психологічні уявлення молоді про працевлаштування в умовах війни. *Дипломна робота*. Запоріжжя : НУ «Запорізька політехніка», 2024. 71 с.

14. Фурман В.В. Емоційний інтелект як метакомпетенція особистості. *Педагогічна освіта: Теорія і практика. Психологія. Педагогіка*. 2017. Вип. № 27. С. 82–85.

15. Чому у дітей немає мотивації до навчання та до чого тут суїциди школярів у Японії. 24 освіта, 2021. URL: [https://24tv.ua/education/chomu-diti-ne-mayut-motivatsiyi-do-navchannya-novini-ukrayini\\_n1539507](https://24tv.ua/education/chomu-diti-ne-mayut-motivatsiyi-do-navchannya-novini-ukrayini_n1539507)

#### **Information about the authors:**

##### **Kuzmin Viktor Volodymyrovych,**

Candidate of Sociological Sciences, Associate Professor,  
Associate Professor at the Department of Psychology  
National University "Zaporizhzhia Polytechnic"  
64 Zhukovskyi St, Zaporizhzhia, 69011, Ukraine  
<https://orcid.org/0000-0003-4940-9395>

##### **Stadnyk Alona Heorhiivna,**

Candidate of Sociological Sciences, Associate Professor  
Associate Professor at the Department of Psychology  
National University "Zaporizhzhia Polytechnic"  
64 Zhukovskyi St, Zaporizhzhia, 69011, Ukraine  
<https://orcid.org/0000-0003-2986-9765>

##### **Speransky Ihor Oleksandrovych,**

Student at the Department of Psychology  
(specialty "053-psychology, 4th year)  
National University "Zaporizhzhia Polytechnic"  
64 Zhukovskyi St, Zaporizhzhia, 69011, Ukraine