

## VALUES AS GUIDELINES IN THE DEVELOPMENT OF PSYCHOLOGICAL RESILIENCE OF CHILDREN

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The problem of psychological stability is becoming especially relevant for Ukrainian children. What are the possible ways of its development, whereby to help children to be stable in the situation of complete uncertainty and chaos caused by war? What can be done by adults, so that children do not lose their life compass and have a foundation on which their psychological resilience will be built? It is precisely the attempt to lay the foundations for solving these important problems that these theses are focused on.

Psychological stability (resilience) according to O. Romanchuk is considered as an ability to go through life's difficulties while maintaining mental health and personal integrity [1; 2]. This approach to the substantive content of this concept is congruent with the tasks of psychological support of children during war.

Psychological resilience is a concept that includes a number of components: values, effective action, useful thinking, mutual support and effective assistance, effective regulation of energy and emotions [1].

In this work, we will focus on values as the first component of psychological stability. In the CBT model of resilience, values are the first basic component [1; 3]. That's because precisely values are the «life compass» that can show the right path to developing psychological stability. Values will not let you get lost in difficult life situations that require making certain decisions. However, the question arises: how to help a child at first understand what values they have and then how to develop these values?

The values can be defined (identified) and activated by means of using special techniques [1]. One of these techniques involves asking open-ended questions. The questions are aimed at helping with reflection on the most important things in one's life.

The strong point of this technique is the possibility of modifying questions taking into account the age-related features of children. The questions given below are modified on the basis of the Technique of identification and activation of values [1].

For example, for pre-schoolers, these could be the following questions:

- What kind of person do you want to be when you grow up?

- Why do you want to become like that?
- What do you think you need to do now to become like that?
- Could it be difficult for you to become like that?
- What could prevent you from becoming the kind of person you want to be?
- How can you overcome these difficulties?
- Are there people who can help you become the kind of person you want to be?
- Are there people who are similar to the kind of person you want to be?

Also, for preschool children, art therapy techniques can be used along with discussing the proposed questions. For example, you can suggest drawing themselves in the future, drawing themselves among other people, etc. During the drawing process, be sure to ask what the child is drawing, what he understands by this or that fragment of the drawing.

For teenagers and young adults, the following modification of the questions is possible:

- What is the most important thing in your life? Why do you think so?
- What kind of life would you like to live?
- What do you think you need to do now to have such a life?
- What kind of person would you like to be?
- Could it be difficult for you to become such a person?
- What could prevent you from becoming the kind of person you want to be?
- How can you overcome such obstacles?
- Are there people who can help you become the kind of person you want to be?
- Are there people who are similar to the kind of person you want to become?
- Which do you think of your personal qualities are valuable?
- What personal qualities do you strive to develop?
- What do you think can be done to develop such qualities?
- Are there people whose actions inspire you?
- What is the most valuable thing about these people's actions for you?

These questions are not limited to this list, they can be expanded and supplemented. Similarly, as for adolescent children, these reflective questions can be combined with drawing and free conversation.

Described in the abstract is just a speculation and does not claim to be thorough. In prospect there is making a structured technique that is aimed at developing psychological resilience with the clarification of identified values.

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