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REFLECTION OF PERSONALITY SELF-ORGANIZATION OF FUTURE POLICE EMPLOYEES AS A CONDITION FOR THE DEVELOPMENT OF PSYCHOLOGICAL RESILIENCE

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ABSTRACT

In the Chapter 5, the process of reflection of self-organization as a way of personal organization of the life of future police officers is studied, which will contribute to the development of psychological resilience through the implementation of psychological training methods. The indicators of testometric aggressiveness of police officers are specified; interrelations of testometric and behavioral aggressiveness of police officers are revealed; the factors of manifestation of stress and post-stress response, the behavior of future police officers in the process of performing psycho-training exercises are determined; the principles of psychological assistance are determined in order to restore psychological resources in the aspect of preparation for the professional activities of law enforcement officers; the directions of professional and psychological training of future police officers are determined in terms of developing their resilience.

KEYWORDS

Behavioral diagnostics, psychological training, narrative, psychological resources, situations, traumatic events, resilience.

INTRODUCTION

A fundamental transformation of the system of law enforcement agencies of Ukraine, in particular, the creation in 2018 of the National Police of Ukraine, the beginning of the functioning of the patrol police, etc., provided psychologists with an almost unique opportunity to observe "online" the processes of formation of such phenomena as professional consciousness, professional identity and professional competence, many of which, until recently, had nothing to do with law enforcement agencies and come from a wide variety of backgrounds. The people who joined the police in 2018 were united by the desire to create a strong system of protection of human rights and freedoms, the desire to fight corruption and crime, because the processes of creating a just postmodern society depend on the success of law enforcement agencies in Ukraine [1].

In turn, the unique pace of organizational and substantive changes actualized the psychological and pedagogical problem of training a police specialist who, on the one hand, would meet the high demands of society for an honest, responsible, self-sacrificing law enforcement officer, and on the other hand, psychological personal qualities that allow these social requirements to be realized. First of all, we are

talking about vitality, resilience, physical endurance, stress resilience, the ability to make decisions in difficult conditions, etc., in other words, about the presence and development of a future police officer of an integral system of psychological resources that ensure its successful professional activity.

In the current difficult conditions of the functioning of the police authorities in Ukraine, the leading factor in supporting each police officer's own ability to work at a high level of dedication and ensure active professional growth is the development of a reflexive self-organization of the individual, which today is becoming one of the most important areas for the formation and strengthening of the psychological resilience of police officers and improving their performance.

In the psychological dictionary, the concept of self-organization of a person is defined as the activity and ability of a person, manifested in purposefulness, activity, validity, motivation, the ability to plan one's own activity, quick decision-making and responsibility for them, criticality for the results of one's own actions, a sense of duty [2]. Quite often, the concept of self-organization of a person is identified with:

- *self-management*, that is, the ability to manage, acquire, develop, preserve and rationally use one's own resources;

- *self-actualization* – the desire of a person to more fully identify and develop their own personal capabilities [3];

- *self-efficacy* – the ability to actively acquire knowledge or actions that allow to build your own behavior in accordance with the task or conditions of the situation [4].

Self-organization is defined as a way of personal organization of life by expanding the boundaries of one's own initiative and independent activity, self-improvement and self-regulation [5]. The authors note that self-organization necessarily involves the process of self-knowledge, self-determination, self-development and self-realization and has a decisive influence on the formation of a person's worldview and moral beliefs [6].

The trigger mechanisms for the development of self-organization of the individual are both internal and external factors. After all, the self-organization of a person is formed and develops throughout a person's life under the influence of the social environment, the psychological and pedagogical influence of the system of education in the family and social institutions, and one's own activities. The period of study in higher education, where the share of independent work increases in the total volume of the student's educational work, is a very important stage for the formation and development of a person's self-organization.

In addition, there are a number of professions whose representatives are under the influence of an increased likelihood of encountering the aggression of other people or the need to commit aggressive actions themselves. Among them are representatives of power structures and law enforcement agencies, including police officers [7]. They constantly find themselves in situations of aggressive interaction with offenders, often perform the tasks of restricting the rights of law-abiding citizens by using coercion or with the threat of its use, therefore, by law, they are endowed with the appropriate rights and obligations that regulate the lawful behavior of police officers in the plane of relations accompanied by aggression. There is an ambivalence in the requirements for the aggressiveness of police officers: it must be expressed so strongly that it makes it possible

to effectively perform security tasks and functions, and at the same time be minimal so as not to cause excessive damage to citizens and organizations. Looking at the performance of the police, we see that maintaining such a balance is a complex matter.

The study of aggressiveness as a personality trait is usually carried out through questionnaires, tests and projective methods of psychological diagnostics [8]. However, along with the typical distortion factors inherent in self-descriptions, the results of the question (criteria) in the methods of psychological diagnostics of personal parameters are mostly intuitive for respondents, which do not exclude the choice of answers according to the principle of social desirability. The question of the correlation between "real" (behavioral) and "testometric" police characteristics remains open.

The aim of the study is to study the process of reflection of self-organization as a way of personal organization of the life of future police officers, which will contribute to the development of psychological resilience through the introduction of psychological training methods.

To achieve this aim, the following series of **tasks** have been gradually solved:

- indicators of testometric aggressiveness of police officers were studied; interrelations of testometric and behavioral aggressiveness of police officers were revealed;
- the factors of manifestation of stress and post-stress response, the behavior of future police officers in the process of performing psycho-training exercises were determined;
- the principles of psychological assistance were concretized in order to restore psychological resources in the aspect of preparation for the professional activities of law enforcement officers;
- the directions of professional and psychological training of future police officers in the aspect of developing their resilience are determined.

Methods and methodology of the study are due to the practical combination of behavioral and testometric approaches to concretize resilience as a multidimensional concept that has a systemic character; using a narrative approach to solving the problem of diagnosing and developing the psychological resources of the personality of law enforcement officers.

SELF-ORGANIZATION OF THE PERSONALITY OF THE FUTURE POLICE OFFICER AS A CONDITION FOR THE DEVELOPMENT OF PSYCHOLOGICAL RESILIENCE

The personality of a law enforcement officer has recently become a valuable and important object of study in terms of potential opportunities and resources for *self-development*. The concept of *psychological resources* is the acquisition of a positive approach, it is very broad in content and still does not have an exhaustive interpretation. A theoretical analysis of the problem of the psychological resources of the individual as a conceptual concept has been preliminarily made [9]. Resources contain achievements, connections, relationships that are actually available and potentially achievable by the subject, as well as conscious personal qualities and states. The totality of personal resources is relevant to the psychological potential of the individual, its psychological capital [10, 11]. By "resources" is usually meant the real "reserves, sources" of something or "means" by which

changes occur in an object or subject. A resource, in contrast to potential (as a combination of all available opportunities), is always a real asset for the successful achievement of a goal that can be used, spent, accumulated, combined, divided, reproduced, managed, etc. The potential, being a set of possibilities, turns into a resource if the necessary conditions are created for this, without which the achievement and existence of the resource are impossible [12].

To successfully perform their duties, police officers need to constantly maintain their professional skills, as well as provide personal development and growth. Self-motivation, constant self-development and self-organization of the personnel are the decisive factors for the tasks set. Therefore, special attention in the process of professional training is paid to the formation of self-management skills in cadets [13].

To date, the most capacious definition of self-management or personal self-government is the ability to set goals and systematically achieve them, act on the basis of an analysis of the situation, predict the course of events, adequately respond to changes in the situation, assess one's capabilities, regulate emotions, control the process of achieving goals. In other words, self-management is *the management of one's own resources*, that is, the ability to acquire, preserve, develop and use them rationally in order to be a successful and self-sufficient person.

The problem of psychological resources is especially relevant when performing complex types of professional activity [14], in complex, traumatic life situations [15, 16]. The current state of Ukrainian society can be confidently described as a crisis. The war in Ukraine, dramatic events and losses are factors that lead to traumatization (physical and psychological) of many segments of the population. Empirical studies show that the length of time a person stays in a combat zone is one of the leading factors influencing the dominant mental states of law enforcement officers [17].

In the process of experiencing trauma, traumatic situations, any human reactions are recognized as normal. According to Bendzhamin Kolodzin, "trauma is a normal reaction to abnormal circumstances" [18]. Ideas about the mechanism of the negative impact of psychotrauma are based on the theory of Hans Selye, according to which the successful habitation of stress requires the onset of relaxation (recovery) after the stage of stress and persistent overcoming. This requires the discharge of accumulated excitation, primarily muscle.

Stopping and/or suppressing the normal discharge process results in symptoms of traumatic stress. The polyvagal theory of Steven Pordzhes [19] has enriched the concept of stress and post-stress response. Currently, his ideas about neuroception, automatic security system and threat detection, and the work of the social interaction system are widely used.

Traumatic stress after being in dangerous conditions is determined by the functioning of the mechanisms of memory and mental protection. The memories of the traumatic event are painful, painful at the same time, but the situation itself requires a "solution" (real or imagined). This leads to attempts to forget such an experience due to the inability to process it cognitively (traumatic dissociation, splitting, avoidance) and the desire for its bodily and emotional release (symptoms of return, intrusions, flashbacks). Trauma develops as a delayed reaction to an event when it is impossible to change the situation and come to terms with it.

The concepts of experiencing psychotrauma imply a certain staging of this process [20]. In general, the stages of shock, stabilization, recovery (processing) and integration are distinguished. The concept proposed by Natalia Afanasieva [21] assumes that the process of natural experience of trauma can be hindered by "fixation" at its certain phases:

1. In the shock phase – fixation in this phase due to unfinished previous traumatic experiences (for example, rejection of the death of a loved one). Evidence of such fixation can be actions indicating a rejection of the fact of a traumatic event (for example, do not touch the things of the deceased), flashbacks, conversations about a traumatic event.

2. In the phase of anger – fixation as a result of prohibitions on manifestations of aggression; uncontrollability of affective outbursts; blocking aggression on the causes and perpetrators of the incident due to the assumption of guilt and responsibility; difficulty in expressing anger towards oneself; difficulties in expressing anger at the object of loss (for example, due to previous conflicts with it); blocking aggression against the "higher powers"; the predominance of anxiety over aggression as a result of preliminary unresolved problems, which prevents the realization of anger.

3. In the phase of depression, the natural course of post-stress experiences is interfered with by childhood traumatic experience. The main theme of such traumas is rejection. This causes the experience of loneliness, the idea that the traumatic process will never end.

4. In the treatment phase, fixation occurs as a result of idealization (replacing the object of injury with its archetypal image).

The depth of traumatic stress varies individually and also depends on a number of circumstances:

- 1) perception of the traumatic situation as "impossible", could never come;
- 2) inability to counteract, lack of attempts to counteract;
- 3) motor passivity during the incident (state of immobilization);
- 4) presence of preliminary traumatization.

The principles of psychological assistance determine the effectiveness of such measures as:

- psychoeducation on the mechanisms of mental trauma, alertness about indicators of stress, excessive anxiety, creating constructive ideas about the "normality" of reactions to psychotraumatic situations;
- training of personnel in the techniques of regulating the mental state, including the management of mental stress (relaxation) and stabilization (breathing, grounding);
- work with images of trauma (bodily, emotionally figurative metaphors);
- restoration of models of bodily experience disturbed by trauma (awareness of bodily boundaries; development of a sense of the body; development of a sense of grounding);
- work with the restoration of the timeline (its image, representation, walking along an imaginary timeline, creating a time perspective; creating stories, narratives, fairy tale therapy, etc.) [22].

The expediency of using the category of psychological resources in terms of preparing for the professional activities of law enforcement officers is due to the fact that:

1) law enforcement is complex in terms of constant intense interpersonal interaction, it objectively requires certain personal contributions (intellectual, emotional-volitional, motivational,

and others). Hence the problem of the psychological cost of professional activity, which is a certain balance between procedural (satisfaction, motivation, mental state) and productive characteristics (quality, labor efficiency). The presence and awareness of psychological resources simplifies professional activity, provides a certain level of professional activity and focus [23]. In essence, this is the answer to the question "I can work effectively because I...";

2) the specified activity is non-algorithmic, in it the need for updating and the contribution of resources arises quite often and unexpectedly. At the same time, employees usually "exploit" a small amount of clearly perceived psychological resources ("As a rule, I cope with difficult situations because I have ...");

3) the specified category in a certain way connects the personality of the employee (feature-quality) with its behavior, in particular stress-reducing ("In difficult situations, I do ... because I have ..."). Therefore, psychological resources are a category that is intuitively clear to the workers themselves, which can be used for the purposes of psychoeducation, psychoprophylaxis, and vocational psychological training. The lack of personal potential is clearly recognized by the law enforcement officer, as well as its causes (for example, after being in difficult situations suffered by psychotraumas) [24].

The concept of "resilience" is translated as flexibility, elasticity, resilience, resilience (to external stimuli), in a psychological context – as the ability to quickly restore a healthy state of mind and body [25]. Understanding how and in what way some people are able to survive, recover and even grow psychologically, get stronger after complex life troubles or disasters is relevant for psychologists and psychotherapists, workers in helping professions.

A typical example of the definition of resilience is the definition of Friedrich Losel: *resilience* is the ability of a person or a social system to build a normal, full life in difficult conditions. The scientist emphasizes that despite the simplicity of the definition of this concept, the concept of resilience is much broader than just the concept of "overcoming". This concept assumes both *a positive result*, which is achieved despite high risk (for example, when a person has to overcome many factors that cause stress and tension), and the preservation of basic personality traits during danger and full recovery after injury and success afterwards [26]. We add that many scientists consider the process of resilience from this point of view: not only the achievement of homeostatic balance after traumatic events, but also the exit with a certain "increase" – an increase in functional competencies (post-traumatic growth).

Modern scientists have a more comprehensive approach to the study and definition of this phenomenon. Thus, a follower of the constructivist approach to the study of resilience David Hellerstein [27] identifies two of its main components – physical resilience as an indicator of stress resilience and tolerance and psychological resilience, which includes the development and support of social contacts, the use of social support, finding meaning in difficult or situations, raising the educational level and mastering various psychotechnologies that help develop and overcome the negative consequences after stress.

As Gelena Lazos rightly notes [28], the study of resilience is important, because understanding the human ability for psychological positive adaptation in adverse circumstances can help mental health

professionals develop special psychotechnologies for psychoprophylaxis and the development of resilience, resilience; developing the ability to independently overcome stressful situations, etc. Gelena Lazos based on a scientific analysis of the essence of the interpretation of the concept, believes that:

- 1) resilience is a bio-psycho-social phenomenon that encompasses personal, interpersonal and social experiences and is the natural result of various developmental processes over time;
- 2) resilience is generally associated with the ability of the psyche to recover from adverse conditions;
- 3) depending on the focus and subject of research, resilience can be considered both as a certain personality characteristic inherent in a particular person, and as a dynamic process;
- 4) resilience plays an important role in the ability and formation of post-traumatic stress growth of the individual.

Examples of protective personality factors according to age periodization were specified by Kristin Bolton [29] and supplemented by the results of research by other scientists. We consider it appropriate to list these factors for the "adult" category [30]: endurance (hardiness), humor and repressive coping; the effectiveness of cognitive strategies for regulating emotions: planning, positive reassessment of events, conscious suppression of negative emotions, avoidance of rumination (mental chewing gum, obsessive thoughts); optimism; belief; wisdom; fortitude, strength, virtues, positive qualities.

It is also important to note that the revealed results on protective factors (mechanisms underlying resilience) are of great practical importance. On their basis, many relevant psychotechnologies were created [31] aimed at prevention and development of resilience, as well as directly at recovery from experienced problems, stress, and manifestations of post-traumatic symptoms.

Elena Sashurina and Stanislav Larionov [32] in this aspect specified the characteristics of psychological resources that distinguish them from other psychological phenomena:

- 1) awareness, accessibility for reflection on their presence, quantity, reach;
- 2) readiness for their use in relevant situations and accumulation in situations that do not require it;
- 3) substitutability, the ability to compensate for the lack of some resources by others;
- 4) conversion, manifested in their conscious social values.

With the development of the concept of resilience, researchers developed diagnostic tools. Scientists have in their arsenal a list of methods that measure different qualities, resilience factors, and also have specific features: methods for all ages of respondents (children, adolescents, adults, the elderly); different categories of patients (for example, students, soldiers, survivors of natural disasters, doctors, etc.) [28]. It is important to note that each technique was created within a certain concept of resilience. In our work, we do not aim to provide a complete overview of the available tools with a description of the theoretical and methodological basis for their creation.

The psychological resources of law enforcement officers can realistically be identified and diagnosed using a *narrative approach*, their property is specific positions on the life path of an individual. The main significant events in the life of law enforcement officers at the stage of training in the HEI with specific learning conditions can be divided into seven categories, where important events

common to cadets are observed: school (graduation); educational and service activities in the HEI (introduction, first session); family (the birth of new family members, the wedding of loved ones, the divorce of parents); difficult life situations; losses; personal relationships (the beginning of a romantic relationship); other.

It is important that among almost 200 different events throughout their lives, cadets note only about 10 that occurred during their studies at the HEI. This indicates that the search for resources in psychological support should be based on the autobiographical narrative of the individual, referring to actual experience. The emotional assessment of life events among cadets is mostly positive, however, there is a large differentiation in the negative emotions of cadets in relation to important events. It was found that the emotional assessment of events changes little under the influence of time, this is more about negative events, the perception of which by cadets somewhat softens with time. The circle of psychological resources of cadets is designated. Thus, the emotional experience of pleasant events, interaction with significant relatives, "adult" reassessment of the situation and the search for positive things in what is happening, the search for new connections and contacts, awareness of the purpose and impact of events on the future are helpful for them [32]. There are almost no obstacles on the way of mastering a crisis/traumatic situation by cadets of the HEI of the Ministry of Internal Affairs of Ukraine.

Understanding their psychological resources ensures confidence in their abilities, adequate to the perception of certain situations of professional activity as such, which can and should be covered [33], develops stressful resilience. This process begins during the professional training of law enforcement officers in universities in Ukraine, where an appropriate educational environment was created, close to the conditions of future professional activities.

In higher educational institutions with special training conditions to ensure psychological support from the development of the personality of the cadet, they are carried out on the basis of the joint activities of teachers, psychologists, courses, medical services and other specialists. We propose to systematize methods for developing the ability to master stress in three directions: prevention, neutralization and correction of negative stress conditions and the restoration of body resources.

1. *Preventive measures* when working with negative stressful conditions are divided into three levels.

Primary prevention is aimed at identifying the causes and conditions that negatively affect the process of training, maintenance and other cadets. This complex includes the following methods:

- psychological education (in the form of lectures, conversations, distribution of specialized literature, videos) to clarify ways to master complex life situations and accelerate the adaptation of cadets to training and service conditions:

- a) formation of the optimal socio-psychological climate in units (travel, excursions, significant communication, development of social skills, creativity);

- b) optimization of the organizational structure (development of the regime of work and rest, distribution of duties, powers and duties; time management);

c) the usual and hygienic standards of work and rest (healthy diet, regular physical activity, hardening, communication with nature, books with self-help and web sites against stress);

– secondary prevention includes release from stressful stereotypes of thinking and behavior, using methods of anti-stress self-equipment, psychological self-equipment and includes the following methods:

a) psychodiagnostics and psychological counseling, which provide the earliest manifestation of negative factors in the formation of stress;

b) formation of effective communication skills, mental self-regulation, relaxation, positive thinking, preparation and passage of exams methods of group learning;

c) conducting trainings to prevent dependence on psychoactive substances, attachment to a healthy lifestyle, management of time, resolution of conflicts, etc.;

– tertiary prevention is a purposeful activity against a particular person (group of persons) aimed at social and psychological assistance to the cadet with manifestations of stress that may occur during training. One of the methods of tertiary prevention may be an individual psychological consultation as an effect on the cognitive personality processes in order to increase its ability to create constructive solutions in solving problems.

2. *Neutralization of the stress action* is a decrease in the physical effect of stress, active interaction with the stress and a change in the view on the problem (situation) and the attitude to it with the following methods:

– group trainings on multidirectional topics, namely:

a) communicative trainings – for cadets who have problems in communication, adaptation, are in a depressive state, express their intentions to leave the educational institution;

b) trainings on the development of leadership and managerial qualities – for cadets who demonstrate leadership abilities and are planned to appoint younger commanders;

c) trainings on the formation of a team and optimizing the social and psychological climate in the team;

d) trainings to increase the resilience of the nervous system and optimize performance;

e) trainings on volitional regulation of behavior, reducing emotional vulnerability and the response of aggressive feelings;

– individual and group classes (consultations) on topics related to specific teams or certain categories of cadets and on the following topics: removal of psycho-emotional overload and consequences of stressful situations; designing the content and directions of the individual development of an individual and creating on this basis the plans of life plans; resolution and revaluation of internal conflicts;

– mental self-regulation using NLP methods;

– self-organization, self-control, dedication.

3. *Correction and restoration of resources* is an active influence aimed at correcting the shortcomings of psychological development or behavior of cadets with the help of special means of psychological influence. Methods of correction of stress and restoration of the resources of the

body and psyche of cadets are aimed at: the formation of professionally important personality traits. The development of self-organization skills, setting goals, motivation for a healthy lifestyle, the development of knowledge, skills and skills necessary for future professional activity, intellectual and strong-willed personality components.

In the direction of professional and psychological training of future police officers, attention is currently paid to measures such as: conducting psychological interruptions [34], psychological information about the characteristics of extreme situations [35], and the reproduction of psychological factors of the extreme situation in the situation of learning. Currently, the principles of professional psychological selection, control of the risk of depression and suicidal behavior of personnel, decomposition, professional training, monitoring of the mental state, command elements, etc. [22].

In higher educational institutions, the system of special professional competencies is created with specific training conditions that are necessary for the effective work of the professional activities of a law enforcement officer. The organization and activation of educational and service activities of cadets are aimed at self-improvement, self-realization and self-development in the development of the profession. This is done during classrooms, the participation of cadets in information, educational, scientific, cultural and sports and mass events and extracurricular classes aimed at acquaintance with the realities of the future profession [36]. The most favorable opportunities for the development of self-organization skills, self-knowledge and personal growth of cadets are provided by interactive teaching methods, including social and psychological training.

Thus, during the first year of study of the Kharkiv National University of Internal Affairs, we offer adaptation training [37]. The purpose of this training is to develop the skills of self-organization of the personality necessary for learning in higher education with specific conditions of training. During this training, participants release the following topics:

- 1) self-organization of cadets in the process of their vocational education (the principles of independent study, search and processing of information; adaptation to the new environment);
- 2) planning and structuring time (accounting and calculation of working and free time in accordance with various methods; detection of time absorbers; goals and values in self-organization of time).

For second-year students – "Setting goals" training. Students are acquainted with the algorithms of setting goals; learn to independently determine the goals and conditions for their achievement; develop the ability to act independently and evaluate and anticipate the results of your own actions.

"Self-organization of life" training helps to develop responsibility for personal development among third-year students and contribute to self-realization and the formation of a cadet as a self-sufficient creative personality [37]. As part of this training, third-year students get acquainted with coaching as an instrument of personal and professional development of the individual; to form an understanding that everyone is responsible for the course of their life and overcoming obstacles that arise in the way of achieving goals in training, profession and personal life; to develop determination, self-discipline, the ability to self-esteem, self-control, self-regulation and forecasting.

Indicators of behavioral aggression of police officers are determined during the psycho-training exercise "Chair" developed by Stanislav Larionov. The order of its implementation is as follows: from the training group, "pre-warmed" in the process of class, 6–7 participants who want to participate in the exercise are selected. The coach exhibits them around the empty chair, allows to look carefully at it and remember it, and then gives the participants the instruction: "Look carefully at this chair, remember it. Imagine it is your favorite chair that you have purchased it personally and it is very expensive. Now you will get out of the audience, you will look at your eyes, you will go one by one. Your chair will be hidden somewhere. You need to find it and sit on it. It is very important – sit on your chair". A person who will attach the eyes to the participants at the audience door and get them inside.

After the participants have gone out of the door, two people (man and woman) are selected among other listeners, who are given the following instruction: "Once your colleague goes to the audience and start looking for a chair, you should imperceptibly occupy it and, sitting silently, do not give a chair that would not happen". The person with a participant must sit on a chair. It is not allowed to talk to the person who occupies it, so as not to delay the time of exercise. Thus, during a collision of a participant with a chair, it turns out that it is busy, and in such a situation the uncertainty studies, trying to sit on a chair, demonstrates one or more possible behavior strategies. The repeated repetition of this exercise for several years on a diverse contingent of the subjects made it possible to summarize the basic strategies of behavior used by participants to solve the problem:

1) "objection" – avoidance from exercise in various ways (direct refusal to perform the exercise; reference to moral standards: "I cannot sit down, here is occupied"; prolonged passive wait along with a chair; it, etc.);

2) "substitution" – trying to perform the exercise not quite as necessary (searching for another "same" chair, trying to sit on the back, trying to sit on the knees of the other participant, etc.);

3) "searching for help" – verbalization of uncertainty, additional questions, calls to the audience to advise or help;

4) "recourse" – demonstration of infantile behaviors (inappropriate laughter, children's speech (words or intonation), childhood facial expressions, crying, etc.);

5) "cooperation", which is a full attempt to establish verbal contact with a second participant sitting on a chair;

6) "aggression", mostly physical (attempts to push the second participant from the chair, attempts to make another participant painful or unpleasant, sharp pull-out of the chair from the seated, etc.).

In our opinion, the degree of recourse during the exercise is evidence of the overall level of personality stress, its psychological readiness for actions in situations of uncertainty. Aggression and regression have some inverse interdependence. Of those workers (excluding gender) who confidently used aggressive behavior strategy, only 20.7 % also showed regressive trends. That is, employees are prone or confidently, "adult", pick up a chair (aggression), or "childish" uncertainly look for other ways. As a result of psycho-training exercise and discussing it with the studied, the peculiarities of using these strategies of behavior were studied [8].

The next step, scientists focused on the study of the processes of acquiring protective factors and began to define resolution as a dynamic and interconnected process between risk factors, protective factors and mechanisms of recovery (reintegration), as well as the process in which the person is moving from disruption (traumatization) to recovery (reintegration). Currently, a sufficiently comprehensive spectrum of research tools has been developed, which makes it possible to identify both the level of resolution and various factors that are included in its structure in accordance with certain groups.

CONCLUSIONS TO THE CHAPTER 5

Ukrainian researchers have achieved a certain consensus on considering resolution as a multi-dimensional concept, which is systemic. The psychological resources of law enforcement officers can be realistically detected and diagnosed using a narrative approach. Solving the problem of its diagnosis becomes quite possible in the study of the course "legal psychology" through practical synthesis of behavioral and testometric approaches.

Each of the described training techniques helps cadets at different stages of professiogenesis transition from social control to self-control, from external organization and management of activity to self-organization, as a conditions for the development of psychological resilience.

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