

CHAPTER 3

THEORETICAL AND PRACTICAL ASPECTS OF MODERN PSYCHOLOGY

ECO-APPROACH AS A WAY TO OVERCOME A SYNDROME OF THE PROFESSIONAL BURNOUT AMONG THE PERSONNEL OF THE EDUCATIONAL ORGANIZATIONS

Vita Teslenko¹

¹Postgraduate student, "KROK" University, Kyiv, Ukraine, e-mail.: vita_teslenko@ukr.net, <https://orcid.org/0000-0002-8030-1246>

Abstract. *The article presents the discourse around the search for a way the teachers of the educational institutions have to overcome a syndrome of the professional burnout (hereinafter – SPB). Since SPB is determined by a set of cognitive, affective and behavioral factors that are manifested in the self-sphere, the problem of resourcefulness in resistance to SPB as a threat to optimal functioning is still actual considering the following: 1) possible level of burnout in the form of stress, resistance and exhaustion; 2) the problem of self-regulation of individual behavior; 3) manifestations of certain signs of disorders of the internal structure of the individual, such as “emotional exhaustion”, “depersonalization”, “reduction of professional achievements”; 4) low level of individual desire for self-development and low self-esteem of the individual of the qualities that promote self-development; 5) the problem of perfectionism; 6) the problem with the motivation of professional activity; 7) lack of meaningful life orientations, etc.*

In identifying the eco-approach as a means of gaining resources to the resistance of the SPB, it is advisable to analyze various approaches to the issue and determine the principles of the existing concepts for understanding: 1) the phenomenon of “burnout” as a manifestation of professional activity on the individual; 2) the phenomenon of qualitative-oriented management, emphasizing the paradigm of “system within system”; 3) the phenomenon of uncertainty in psychology; 4) the phenomenon of “integral personal characteristics”. The role of such constructs as “nature of nature”, “method of method”, “principle of principle”, “paradigm of paradigm” and “the resulted result” as the narratives in the search for resourceful potential by a person is traced.

So, in case of understanding (cognition) by the individual the nature of some complexity in all its paradoxes and contradictions, we can hope for his/her ability to overcome it in the multifactorial nature of certain manifestations and fluctuations. Lean-thinking will hinder existing obstacles being in this way. The article is focused on the readiness of the teacher to find resourceful and overcome non-resourceful strategies to achieve the goal, to advance in personal and professional development, to harmonize relations with others. Thus, in accordance with the above, the optimization of a sole purposeful functional system of the personality – is the criterion that characterizes the function of individual development, i.e. his/her adaptation to the special conditions of his/her activities, taking into account the personal factors. The urgency of the problem lies in solving the dilemma: the mismatch of the adaptive properties of the organism and the actual human experience, i.e. the possibility of acquiring certain skills, abilities, readiness (willingness).

Keywords: *essence of eco-approach, keys to cognition, purposeful functionality, bifurcate choice, knowledge management, lean-thinking, adaptive resource, constructive approaches.*

JEL Classification: B31, B52, C21, C51, C61, C91, C92, D23, D8, D78, D81, D83, I2, I31, M12, O15, Q57

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Introduction. The problem with educators is that they need to find an objective basis for explaining to themselves how to combine knowledge and areas of competence that go beyond their capabilities.

Literature review. The notion of an eco-approach has long been known, since the time of Avicenna (980 - 1037) as some steps towards healing. The concept of “eco-approach” was first used as a theory of abilities of Francis Galton (1822-1911), according to which abilities as much as activities, and the level of creative talent can be measured using the parameters of the simplest mental processes.

From the standpoint of transcendence, according to W. Frankl, the eco-approach is manifested in the desire of the individual to achieve “truth”, when a certain structure has a meaning, by introspection, internalization, exteriorization in relation to affect (unexpected reaction), intelligence (self-mastery) as acquired knowledge (subject-ecological experience) and the introduction of acquired knowledge with appropriate tolerance in the definition of actions / deeds of the individual. Actually, the advancement of an individual to the desired goal occurs according to the principle of subjective interpretation of the models of the external world: life ideas (Vygotsky, L. S. etc.), collective ideas (Durkheim, E. etc.), social ideas (Moskovichi, S., Jodele, D., Kodol, J., Emelyanova, T. P., Dontsov, O. I. etc.), everyday consciousness (Ulibina, O. V. etc.), social thinking (Abulkhanova, K. A. etc.), attitudes (Uznadze, D. M. etc.), implicit theories (Kelly, J. etc.); and the principle of dynamic stressful systems, as the main principles governing human behavior, allowing individuals / organizations to navigate the challenges of the objective reality, i.e. to be formed in adaptation to systemic changes taking into account the most influential modern trends in psychology: subjectivistic, cognitive, psychoanalytic, behavioristic, interbehavioristic, phenomenological, humanistic, dialectical, postmodern and ecological [1]. In this way, the integrative criterion of K. Wilber’s efficiency is indicative; D. McClelland’s motivation criterion (dynamic), which highlights the “need for achievement” and provides an opportunity to measure individual efforts objectively as a way to add the individual to the collective with an assessment according to their own quality criteria.

This means the competitiveness of the individual / organization, the ability to change in accordance with the challenges of today and the complexity of educational processes: the idea of system, additivity, nonlinearity (Voznyuk, O. V., Avshenyuk, N. M., Semichenko, V. A., Sysoeva, S. O., Trapicin, S. Yu. and others).

To guide the efforts of the individual, J. Guilford introduced the special concept of “divergent thinking” in its operationalization. Further, it is lean-thinking, the ideas of which were formulated by Womak, J., Jones, D., Smith, B., Soroko, W., Vikhansky, O. etc., when the individual as a system in the system with the help of systematic and cognitive approaches is able to distinguish between the system of preferences and shortcomings, both personal and organizational, and to be formed as a subject of activity in the process of interactions.

Minding the current conditions of social development one should be focused on the latest constructive approaches, taking into account the world experience, based on some theories, laws, etc. as an example:

- neo-Schumpeterian theory according to Schumpeter, J. A. presented in the form of: 1) the study of qualitative changes as a result of removing restrictions that hinder some development and ensure the development in new conditions; 2) the study of qualitative change as covering periods of both evolutionary and revolutionary change and, thus, correspond to the idea of intermittent equilibria; 3) the study of strong nonlinear positive effects for some feedback associated with the formation of some patterns, samples and other forms of spontaneous structuring;

- environmental anthropology by White, L. and Lurie, S. V. / philosophical anthropology by Scheler, M. in the possibility of identifying the causal links of environmental, social and anthropological crises with an emphasis on human activity and its spirituality as prospects for future development;

- universal evolutionism of Kapitsa, S. P. based on systemic and evolutionary approaches;

- noospherological concept with an emphasis on resourcefulness based on the research of Vernadsky, V., Podolinsky, S. ("S. Podolinsky's law" as a concept of social energy, namely: creating a potential difference between the processes of concentration and energy loss as a phenomenon of entropy that motivates the actors of the activity to some responsibility), etc.

Aims. The purpose of the article is to prove the effectiveness of the eco-approach in counteracting the SPB by teachers.

Methods. To solve the tasks and verify the initial assumptions, a set of research methods was used, due to its subject, goals and objectives: theoretical – the study and analysis of pedagogical, psychological literature, social and psychological analysis, literature on the basics of communication, public relations, educational management, optimum and extreme strategies management; modeling, designing, system analysis and synthesis; constructive approaches, taking into account the world experience, based on some theories and laws to reveal the essence of the problem under study and the formation of the conceptual and terminological apparatus; empirical – monitoring the intangible asset of human resource casting and accounting, the special concept of "divergent thinking" in its operationalization, psychological technologies of the effective functioning and individual development.

Results. As a means of prevention and overcoming the syndrome of burnout we offer an eco-approach in its resourcefulness, which proves the possibility of expanding the scope of personal functioning of the teacher with the selection of: 1) adaptive resource of the subject as an integral indicator of its resistance to burnout; 2) ecological and means component of pedagogical activity; 3) environmental friendliness of the educational component in accordance with the content of the educational management; 4) integrative qualities of the individual as the reserves of the personal resistance to SPB, ensuring the stability of frustration reactions; 5) personal and ecological activity of the teacher; 6) lean-thinking as a criterion of the resourcefulness of the teacher in the concept of safety; 7) algorithm of self-search of eco-paradigm as a subject-ecological experience; 8) policy change (see below) as the "New Psychology of Anti-Burnout"; 9) self-generating model of change as a basis for self-improvement of the individual / organization; 10) self-management as a strategy

of the professional development of a teacher; 11) eco-self-presentation of the individual / organization as a result of the result; 12) self-realization as a methodology in the understanding: value-significance, as a resource that contributes to the search for solutions.

Discussion. In our time of profound socio-economic change, all the difficulties of social situations (conflicts, stress, etc.) are reflexive in the behavior and consciousness of people. The phenomenon of teacher's SPB is a typical example of a crisis situation between all participants in the learning process in the educational system. It is manifested in the inability of subjects to subordinate their expectations of the situation to certain actions and vice versa. Since physical form is a reflection of physical ability, and physical activity is a process [2], in terms of the functioning the teacher has to balance on the verge of being able in the learning process and subordinate the learning process to his / her abilities. Thus, the variability of interpretations by different individuals of the socio-cultural context requires a certain life experience and competence. That is, to prevent the impact of SPB, even the conflict situation, which is typical at school, one can assess it positively at its "micro level" for the individual, recognizing certain meanings and significance in the cycle of certain events, and get a positive result at the "macro level" (society), respectively [3, p.93]. This requires from teachers some knowledge of the deep psychological essence of mental defenses, determining the role of conventional values in the formation of systemic characteristics of psychological defenses, understanding the relationship of normative and conventional values in the functioning of psychological defenses [4, p.28-37], socio-perceptual distortions of the spontaneous activation of the subject's psychology in the process of communication [4, p.38-57], symbolization of the unconscious content of the subject's psychology, as well as recognition of the category of "significance" for any experiences and their impact on the formation of the unconscious sphere of the subject.

It is an adaptive resource of the subjects of the educational process as: 1) an integrated indicator of the optimal functioning of the educational organization as a whole; 2) an integrated indicator of the resistance the subjects can demonstrate to burnout.

From the standpoint of a system approach, the optimal functioning of an educational organization is a natural and a priori doomed to be successful a dynamic state of a "living" biopsychosocial system which, in fact, any social organization (including educational) is considered to be like that. In this regard, Vasilchenko, O. M. speaks of reproductive behavior as "pro-creative" one with the involvement of the phenomena that are "brought together to biological reproduction" [5, p.21], which, in fact, is directly related to SPB. The author emphasizes that "...reproductive behavior" can be associated with the concept of "reproductive thinking", which is defined as thinking that is "characterized by the application of ready-made knowledge and skills and deals with the tasks that someone has once found." Accordingly, "reproductive behavior" can be interpreted as the behavior characterized by the application of ready-made knowledge." [5, p.21]. The question of knowledge management arises taking into account: 1) the concept of dynamic

knowledge management capabilities (resource approach in the stability of heterogeneity of institutions due to their unique resources and organizational capabilities that determine the competitive advantages of specific institutions); 2) knowledge management (resource approach) in its “dynamic” interpretation as a concept of intellectual potential of the organization with the definition of the trajectory of any educational system; 3) the leading role of knowledge in ensuring the adaptation of the enterprise to change in environmental conditions with the allocation of stages of knowledge management; 4) sources (tools) of production (acquisition) of knowledge; 5) educational indicators as a tool for assessing the state and dynamics of educational systems; 6) the need to create an organizational culture and knowledge management structure; 7) innovations and modeling problems; 8) knowledge marketing, in particular, knowledge marketing in the market of educational services; 9) integration and internationalization in modern education; 10) management strategies.

The phenomenon of qualitative-oriented management presents self-organization as a process of system development according to two principles: the principle of negative feedback (shows how the order that arises spontaneously is maintained); the principle of positive feedback (due to it, the progressive changes that occur in the system are not suppressed, but intensified). And for the evolution of the system, it is not so much the presence of these feedbacks that is important as the competition between them. The constant compromise between the negative and the positive relationship is realized through structural changes, increasing imbalance and the entry of the system to a new level of its development [6]. This phenomenon is promising in defining the problem “... the impact of education on the individual as the acquisition of some knowledge as a systemic integrated socio-cultural quality of a man, capable of internalizing the achievements of human culture, self-determination of the trajectory of its development and values, creativity.” [7, p.166]. In this case, the optimal (effective, successful) functioning of the educational organization is possible if we consider this organization as a “healthy” rational system aimed at the final result – educational activity, and the subject (teacher) as a functional unit of this activity taking into account certain needs. These needs will have a chance to be met in the field of “concept of intellectual potential of the organization” by Carl-Eric Sweiby, when a pro-competitive order is a condition for the continued well-being of society [8]. This means the ability of the individual (taking into account the integral personal characteristics) to manage knowledge (resource approach), which is as follows: 1) a clear goal as an image of the desired result, what a person realizes through conscious, purposeful behavior (specific goal: should include as many details, clarifications and criteria for its achievement; environmental goal: should bring only benefit and joy, in particular the process of its achievement, which is characterized by progression of overcoming certain complications (results) as a result of gaining new knowledge as a reward for certain achievements; 2) the power of purpose as a mission (the power of leadership, the power of devotion, the power of love, the power of courage, the power of wisdom) with its psychological content in the projection on the field of activity; 3) awareness of the differences between goals

and desires (intentions), creating a clear image of the desired result, abandonment of illusions and mistakes, awareness of fears and other limitations, delineation of the zone of their capabilities and responsibilities in the format of compliance with certain requirements [9].

But, in order to be “healthy” you need to have some “know-how”. So, let’s pave our way in the hypothetical conformity of the individual to the eco-approach as a means to overcome the SPB, based on the experience of modern scientists and their predecessors.

The theory of complexity was studied by Moren, E. taking as his basis “dialogue” the dialectic of Georg Wilhelm Friedrich Hegel, which consists in the following: the process of self-construction and self-development of the individual / organization is based on “nature” when there is another existence of a psyche for the cycle of it’s own development to be finished, i.e. the crisis of the principles of some certainty is determined by a certain “chaos with a creative face” [10]. It is about the revolutionary force of ecology according to Kastoriadis, K. [11], which in extrapolation to education means adjusting the personality of the teacher / educational organization in terms of acquiring meta-knowledge to modern challenges, requests and requirements aimed it to happen. And at least, in order for this advancement in cognition to have the opportunity to take place in the sense of “lesser losses”, we must remember the warning from Adorno, T. V.: that totality is non-truth, because every system that aims to cover the whole world with its logic is a crazy rationalization [12]. Metacognition is the key to the talent to learn. Psychologists define metacognition as “thinking about thinking” with three strategies to master any knowledge: 1) set goals; 2) think about how you think; 3) think about your studies [13]. The meta-subject approach is facilitative in: 1) solving the problem of separation, separation from each other of different subjects; 2) involves mastering not only the system of knowledge, but allows you to learn universal ways of action, through which you can independently obtain information about the world, your life experience. Metacognition acts as a world taken as a whole, from a scientific point of view, underlying human development, transforming it from “knowing” to “thinking” [14].

The phenomenon of “integral personal characteristics” according to Lukovitskaya, O. G. [15] provides a gradual understanding of the different ways of development of the human personality and how it can be developed properly, based on the interpretations of human behavior taken as a whole. The criterion of equifinality of complex systems characterizes their ability to achieve the same final stable state in the process of their development under different starting conditions and in different ways. Biological objects as organized dynamic systems show the contradictions of mechanism and vitalism. That is, in the interactive field there should be a certain “alignment” by strengthening a certain result and giving up what does not give any results.

As we can see, the eco-approach is not a guarantee of the absolute success, but it saves from the unpredictability of the modern world, which critically weakens human adaptive resources, activates his / her “survival instinct” and puts him / her in a

situation of a bifurcate choice: 1) further to go through personal and professional degradation (and, accordingly, further to exhaust his / her resources in the direction of psychosomatic and psychovegetative disorders, etc.); 2) to choose a radically different path – the path of overcoming, the path of optimum outcome (and, accordingly, the path of changing his / her own ideas, behavior, himself / herself). These ideas are the basis for our conceptualization of the phenomenon of the burnout.

It follows from the above that there is a need to improve the situation in schools, especially when employees as a resource of the system are limited in attempts of dynamic development, because, due to their inability to move transformations, they are still in a world of illusions – not objective reality, live in fear of their own powerlessness – and do not show the strength of their will, passively imitate the traditional system – and do not create some innovations and so on. It is a question of going beyond certain limitations, which presupposes the polygamy of ideas, positions, etc., and, consequently, their merging for a common goal, taking into account the existing differences and concerted actions for the coexistence in stressful conditions. Such self-organized breakthroughs are possible as a result of the search for the reflection of their forces on the probable field of some activity and their regulation in the movement of events, which, a priori, excludes such a concept as “burnout” and is the antithesis of “closed systems”. The state and evolution of educational organizations in modern conditions no longer require polarization, but rather integration into the modern educational space in terms of worldview, communication, regulatory, compensatory, cultural, educational positions of self-identification in the paradigm of a “system within system” with appropriate change and ability to be changed.

Adaptive resources and adaptive potential of the subjects of the educational process – as an integral indicator of their resilience to burnout – are: 1) integrated individuality (a sign of which – “the connection of everything with everything”) at all levels of its functioning (biochemical, psychophysiological, psychological, socio-psychological, socio-cultural), which manifests itself as the absence of chronic intra-personal conflicts, coordination of typical and individual in the field of knowledge, emotions, behavior and self-presentation; 2) effective activity in the conditions of modern realities and internally and externally recognized experience of own success in situations of change (reflection of experience); 3) developed lean-thinking as a controlled adaptation to any change, controlled psychological stability, controlled psychological protection, controlled conflict, controlled management of the unknown, controlled self-change and self-management, managed creativity and self-actualization; 4) control over the state of own internal resources and their restoration; 5) active search for their own eco-paradigm to structure and enrich their subject-ecological experience; personal-ecological activity in life in general and in professional activity; choice of ecological ways for solving problems; ability to see environmental friendliness in social processes, including the field of education; desire and ability to create new values in all spheres of life, including the professional one. Creativity in the structure of pedagogical talent of a modern teacher is characterized by the presence of the following main parameters: 1) the ability to implement a

creative approach in teaching; 2) the ability to develop creative pedagogical experience constantly; 3) the competence; 4) the ability to form and implement a creative strategy of pedagogical activity [16].

The emphasis is on operating on the dominant of the “individualism” and reducing it to the arranged model that would take into account the tendency to change the personal structure of the individual using different approaches and finding a way to integrate them into the eco-model of such a person. The result of any active work will be the development of an autonomous position (individualization) of such actors as a proof of their ability to self-reflection, self-organization, self-realization and so on.

Here we should dive more into the phenomenon of uncertainty, which is stressful and frightens a person with possible reactions to overcome, because the less the situation is perceived as under control, the greater the degree of its ambiguity. Thus, the weakening of cognitive dissonance according to Festinger, L. leads to the reduction of uncertainty and is activated due to the emotional experiences of the individual [17]. In this case, the situation of uncertainty is the source of personal development. The understanding of uncertainty, as emphasized by Cohn, I. S. and Rice, F. is characterized as a multiple choice, concerning creating a central psychological neoplasm of a particular age stage. Such a neoplasm is a self-determination in terms of distinguishing between the resourceful and non-resourceful actions in accordance with the accompanying emotions [18].

The paradigm of paradigms as a reorganization of the structure of certain knowledge needs to be rethought... There is a fundamental problem of finding proportionality in relation to one or another area of competence in order to pave the way to a dialogue between “prevailing truths” in the absence of certain advantages and disadvantages. It is a question of the knowledge of one complexity and the birth of another one, that is there is a progression of complications that sets some dynamics. In this way we will find useful the “dialogical principle” of Moren, E. as the “principle of principle” for establishing a relationship with some separation, which leads to a colossal problem: the problem of the beginning and nature of the principle that dictates to isolate and divide in order to learn and the problems of another possible principle capable of linking something being isolated and divided [10].

In understanding the concept of “method of method”, we are closer to the concept of “organization” as opposed one to the radical definition of “self-organization”, when the emphasis is on the stages of development of the individual / organization on the path to some change, when a certain organization is a subject to certain transformations, so some method can’t be separated from its object [19]. The author reflects on the supertask of the impossibility of “final knowledge” due to the cyclical paradigm of physics → anthroposociology, because physical knowledge depends on anthroposociological knowledge, which, in turn, depends on physical knowledge and so on indefinitely... That is, in such a cyclical cycle, we deal with encyclopedical, epistemological and logical matter[10]. The expression of the great Einstein, A. that not every truth is obvious, just as not everything obvious is

true, conveys a constant process of cognition in all its complexity and with a certain evolution [20].

In the post-industrial period, due to the excess of information flow, there is a threat of inability to interpret and understand it correctly (narratives). This is especially true of the fragmentation of scientific facts, which are branched out due to their belonging to different fields of knowledge. Therefore, there is a demand for specialists who can cope with them due to their competence and, without distorting the significance of these facts and their significance. Thus, we recall that Moren, E. says about this, namely, the existence of a scientific method of consideration and control of scientific research [10]. Particular importance is attached to the historical need – finding a method that reveals, not hides the connections, implications, layers, interdependence, complexity [10]. In this context, we need to start by getting rid of false clarity: not clear and distinct, but vague and indefinite; and even more by getting rid of not from reliable knowledge, but from the critique of reliability [10]. In this way, the eco-approach is seen in the modern sense: if the nature of conservative modernization is able to overcome its own contradictions, it means that it becomes possible to cope with radical transformations in this regard. Thus, neoliberals with their “concessions” and neoconservatives with their strong forms, are in conflict with new impulses that reinforce each other, but in a creative way [21]. The peculiarities of such a manifestation are also an evidence of the “nature of nature”.

Conclusion.

1. The essence of the eco-approach is in “the resulted result” as the optimal “best of the best” results of self-actualization of the individual in accordance with existing change to combat the burnout.

2. Such concepts as “nature of nature”, “method of method”, “principle of principle”, “paradigm of paradigm” are the keys to cognition.

3. The policy of change is formed in the process of passing the change presented in the list: 1) reform policy – taking into account the complexity of postmodern society; 2) the policy of relations – to exist as a “personality”, but also to represent an “indivisible as a whole” in production activities; 3) personal development policy – in the ability to change; 4) success policy – in changing the thinking, attitudes, beliefs and strategies of management. The value of change policy is that change is resourceful because it discredits dependence and conformism and encourages the individual / organization to break through.

4. The power of change (interest) will be facilitated by: 1) the search for divergent rather than convergent forms of the problem solving; 2) “healthy” non-conformism, which crystallizes from individualism and is a source of original ideas; 3) the creation of “non-linearity” in the activity; 4) the ability to “stitch” certain contradictions; 5) resistance in the form of the inclusion of various approaches to the adaptation of the internal control systems to the external environment.

5. The formation of personal developmental capabilities of the teacher as a resource-saving factors in overcoming the SPB should be based on: 1) overcoming the dynamic complexity of the heterogeneity of the stages of development of the individual / organization; 2) the role of implicit theories for assessing the criteria,

levels and principles of forming the ability of employees of educational institutions to prevent the emergence of SPB; 3) the effects of a qualitatively new state of personality as a “result” of the teacher’s acquisition of new skills and abilities in expanding its functionality in a new field of activity for self-realization using a variety of ideas, mobilization of the individual / organization to succeed.

6. Personal conflict in the form of a stress as a trauma is associated with ego-identity and the development of the individual’s ability to restore physical and mental strength quickly in the form of: 1) narrative as “authorship”, which contributes to finding a “better” solution and, a priori, is an “empathic formation” in search of certain contacts, which, in turn, separate positive attitudes from negative ones; 2) narrative and reflections in a certain dosage, which will facilitate the adaptation and orientation of the individual, as there is an understanding of its causal relationships.

7. According to the eco-approach, the resources (readiness for self-renewal) are: 1) the ability of the individual to associative series with the change of “imaginary”, and thus, the construction of certain alternatives; 2) the ability of the individual to expand the “picture of the world” in search of a certain “coordination” as a psychological and dynamic unity to obtain a “new quality”; 3) the ability of the individual to “separate” from the trauma and, as a consequence, to obtain a state of a “living basis” as a marker a particular trauma has been “experienced”.

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