

СОЦІАЛЬНА ПСИХОЛОГІЯ

YAK 316.648:355.097:373.5.015.3

DOI [10.26565/2225-7756-2026-80-08](https://doi.org/10.26565/2225-7756-2026-80-08)**S. YANOVSKAYA (Svitlana Yanovskaya)***Candidate of Psychological Sciences (PhD)**Associate Professor of the Applied Psychology Department**V. N. Karazhin Kharkiv National University**4 Svobody Sq., Kharkiv, Ukraine**E-mail: sgyanovskaya@karazhin.ua**<https://orcid.org/0000-0002-5439-5269>***N.KOSHARA (Nataliya Koshara)***Master of Psychology**E-mail: nataliia.koshara@student.karazhin.ua***L. Lyuta (Lyuta Lesya)***Candidate of Sociological Sciences, Associate Professor**Head of the Department of Social Work,**Taras Shevchenko National University of Kyiv**Volodymyrska Street 64/13, Kyiv, Ukraine.**E-mail: lyuta.lesya2015@gmail.com**<https://orcid.org/0000-0002-9140-905X>***R.TURENKO (Rimma Turenko)***Senior Lecturer the Department of English Language**V. N. Karazhin Kharkiv National University**4 Svobody Sq., Kharkiv, Ukraine**E-mail: tyrenco@gmail.com**<https://orcid.org/0000-0001-6948-4339>***Ye. YAKUSHEVA (Yevheniia Yakusheva)***PhD, Associate Professor, Department of Psychology,**National Aerospace University "Kharkiv Aviation Institute",**Ukraine, E-mail: y.yakusheva@khai.edu**<https://orcid.org/0000-0002-6575-3228>***A VETERAN IMAGE AMONG SENIOR GRADE STUDENTS WITH VARIOUS DEGREES OF TRUST IN THE WORLD, IN OTHER PEOPLE, AND IN THEMSELVES**

The problem of understanding and forming the image of a veteran is relatively new for modern Ukrainian psychology, although the general interest of scientists in the processes of creating images in collective and individual consciousness has a long history. The purpose of the work: to determine the features of veteran's image in high school students with varying degrees of trust in the world, in other people and in themselves. Research methods: questionnaire method (developed by us) to determine the attitude towards veterans; incomplete sentence method; semantic differential of Ch. Osgood (adaptation of S. Yanovska, P. Sevostyanov and R. Turenko); methodology "Trust / distrust of the individual in the world, in other people, in himself" (O. Savchenko); methods of statistical data processing: descriptive statistics, Chi-square test, method of comparative analysis for dependent samples (Wilcoxon test). Sample. The study involved 107 high school students from secondary schools in Kharkiv aged 15 to 17, including 56 girls and 51 boys. Conclusions. It was found that the attitude of the studied high school students towards veterans is ambivalent, with positive and negative assessments equally represented. At the same time, the attitude of high school students towards veterans is less positive than towards civilians. The level of trust in themselves, towards other people and towards the world was not associated with the characteristics of veterans image perception by high school students - therefore, the ideas of these individuals about veterans are relatively stable, socially conditioned and to a small extent depend on the individual psychological characteristics that determine the degree of trust inherent in a person.

Keywords: *image, veterans, civilians, high school students, trust in themselves, trust in others, trust in the world*

The war that has been going on in Ukraine for over ten years has caused a number of problems that our society is facing. At the same time, not all of them are directly related to the threat posed by hostilities; many of them are a consequence of socio-psychological processes unfolding in our country. One of the leading problems is the adaptation

of demobilized military personnel to civilian life after completing their military service. Mainly, this problem is based on the significant differentiation of personal worldviews characteristic of civilian and military life in conditions of military conflict and unfolds at the communicative and semantic level of demobilization.

Як цитувати: Яновська, С.Г., Кошара, Н.О., Люта, Л.П., Туренко, Р.А., Якушева, Є.М. (2026). Образ ветерана у старшокласників з різним ступенем довіри до світу, до інших людей та до себе. *Вісник Харківського національного університету імені В.Н. Каразіна. Серія «Психологія»*, (80), 64-71. <https://doi.org/10.26565/2225-7756-2026-80-08>

In cites: Yanovskaya, S., Koshara, N., Luta, L., Turenko, R., Yakusheva, Ye. (2026). A Veteran Image among Senior Grade Students with Various Degrees of Trust in the World, in Other People, and in Themselves. *Visnyk of V.N. Karazhin Kharkiv National University. Series Psychology*, (80), 64-71. <https://doi.org/10.26565/2225-7756-2026-80-08>

© Yanovskaya, S., Koshara, N., Luta, L., Turenko, R., Yakusheva, Ye., 2026; CC BY 4.0 license

Today, this fact is emphasized by many researchers who note that war veterans returning to civilian life is associated with their experiences of loneliness, misunderstanding by the others, isolation, abandonment, etc. (Panok, Predko, 2024), - and all these are significantly exacerbated by their almost total mental traumatization (Nazarenko et al., 2019). At the same time, we note that most modern studies devoted to the military and civilian worldviews clash problem are aimed specifically at studying the adaptation of military personnel (Stasyuk, Dykun, Kyrychenko, 2021; Yarmuratiy, 2019; Kravchenko, 2021; Dubrovina, 2023; Marushchak, 2023, etc.). However, it should be noted that only by focusing research attention on the study of psychological characteristics of veterans that contribute to adaptation, it is extremely difficult to achieve successful coordination of life dispositions inherent in veterans and civilians. It is necessary to identify the main features of a veteran image for further successful collective reflection of military experience among different country's population segments. In the course of our study, the features of veterans image were identified in high school students with different degrees of trust in the world.

Purpose of the work: to determine the features of the image of veterans in high school students with different degrees of trust in the world, in other people and in themselves.

Research methods: questionnaire method (developed by us) to determine the attitude towards veterans; incomplete sentence method; semantic differential of Ch. Osgood (adaptation of S. Yanovska, P. Sevostyanov and R. Turenko); methodology "Trust / distrust of the individual in the world, in other people, in himself" (O. Savchenko); methods of statistical data processing: descriptive statistics, Chi-square criterion, comparative analysis method for dependent samples (Wilcoxon criterion). Data processing was carried out using MS Excell and SPSS version 23.0 software.

Sample. The study was attended by 107 high school students from secondary schools in Kharkiv aged 15 to 17 years, among them 56 girls and 51 boys. The survey was conducted using a Google form with informed consent from participants to participate in the study.

Analysis of recent research and publications. The study of a veteran image is a relatively new topic for Ukrainian psychology, which is developing against the background of a long-standing scientific interest in the image creation processes problems in collective and individual consciousness. The category of "image" belongs to the key concepts of psychology, since it is through that the way in which a person reflects objective reality in his own consciousness is described. Within the framework of the activity approach, it is determined that the image is not just a passive reflection of reality, but is the result of complex cognitive processes that find their manifestation in sensory or generalized-idealized structures (Alieva, 2010). Image formation is a process that unfolds over time, includes certain phases of analysis, generalization, and symbolic consolidation, and occurs under the influence of both individual and sociocultural factors (Vlasova, 2005). Therefore, research into a veteran image must take into account its complex socio-psychological nature.

Researchers Chuiko and Vorobyova (2024) emphasize the dual nature of veteran's public perceptions that influence their image formation. On the one hand, there is a tendency

towards their "heroization", when society creates an idealized a warrior-protector image, with whom real veterans cannot always be identified.

Such an approach can cause them to feel inadequate, inferior, or even guilty for not fully meeting this ideal. On the other hand, stereotypes about the mandatory presence of psychological disorders, aggressiveness, and emotional instability in veterans remain widespread, which leads to their perception as "problematic" or "dangerous" individuals. In public and interpersonal communications, such perceptions often take the form of prejudice or alienation, especially when others demonstrate misunderstanding or even condemnation of participation in the war. Thus, Voloshyna (2024) emphasizes that biased perceptions of veterans, fear of possible conflicts or doubts about their professional suitability can create additional barriers to their employment, social acceptance and the formation of their positive image.

Mykolaychuk and Hryvchuk (2024) emphasize that the realities of life that veterans and their families face during reintegration into the civilian environment force scientists, practical psychologists and media representatives to focus mainly on the negative consequences of participation in armed conflicts. Such a focus, although of important diagnostic value, at the same time contributes to the consolidation of a one-sided, mainly problematic a veteran image in the mass consciousness, which can increase social tension.

However, in recent years, another research approach has become increasingly widespread - the study of positive personal transformations phenomenon after experiencing traumatic events (Nazarenko et al., 2019). It is emphasized that any crisis experience can have a dual effect: on the one hand, provoke maladaptive reactions, and on the other - stimulate an internal rethinking of values, the development of new self-regulation strategies, and the formation of a deeper life position.

The study by Melnyk and Galyant (2025) shows that the positive veteran image increases with their social inclusion, ability to accept themselves and others, and a high level of self-acceptance. These factors ensure the quality of the reintegration process and enable veterans not only to return to peaceful life and be accepted by society, but also to actively realize themselves in the professional, family, and public spheres.

Thus, the veteran image is an extremely complex formation in which cognitive, emotional, and behavioral components of a social stereotype interact. Its formation is largely determined by the context of mass consciousness, the influence of the media, personal experience of communicating with veterans, and dominant social attitudes. At the current stage of development of Ukrainian society, the veteran image is most often constructed through the prism of losses and psychological trauma, which leads to the risk of his stigmatization and social isolation. At the same time, the results of recent studies indicate the existence of a powerful potential for post-traumatic growth, which can become the basis for rethinking public perceptions and creating a holistic, constructive, socially supportive image of a veteran.

Results and their interpretation. According to the results of the questionnaire method, the ambivalent attitude of the studied high school students towards veterans was determined: part of the sample gave positive marks, the other

gave negative characteristics, and such a spread averaged the overall values. This can be explained by the specifics of the initial stage of adolescence, caused by the processes of identity formation, incomplete stabilization of moral and civic guidelines and the informational influences heterogeneity (family, school, media, peers), which generates contradictory attitudes and emotional reactions. Secondly, such differentiation in the assessment reflects the unformed veteran's image, provided that the knowledge of high school students about the role, needs and veterans life path is fragmentary or superficial. Also, these meanings may signal a vague perception of veterans as a source of social reference points. For some respondents, veterans are a symbol of important social values, while for others; they are alienated or not actualized as close referents.

Thus, the questionnaire method in assessing veterans image, determined the polarization of experience and semantic fields among schoolchildren: some have personal contacts or family narratives that form a positive position, others face distancing or stereotypical ideas that reinforce indifference or distrust. In addition, neutrality may be associated with the relativism of value judgments in adolescence: when meanings are not yet rooted, assessments acquire a variable and unstable character.

Comparing the results of high school students' responses to the questionnaire method regarding their attitude towards veterans and civilians, determined a more positive assessment of the latter. A less positive attitude towards veterans compared to civilians may be a consequence of psychological defense mechanisms, in particular emotional distancing. High school students, when faced with the topic of war, try to maintain internal stability, avoiding excessive inclusion in traumatic experiences. A veteran image in this context carries a strong emotional charge – it is associated not only with heroism, but also with injuries, loss, psychological trauma, reminders of danger and death. Such

associations can unconsciously cause mixed feelings – sympathy, but also tension, anxiety, even fear.

In addition, in modern Ukrainian society, a veteran image is still in the process of formation. High school students growing up in wartime may perceive veterans as people who have completed an important mission, but at the same time – as those who participated in bloodshed, reminding of a traumatic reality. Therefore, along with respect, there may be a hidden desire to distance themselves from military topics, to focus on a peaceful, “normal” life. This is especially pronounced in adolescence, when self-determination activities become leading, focused on the future, development and stability, and not on military events. It should also be taken into account that young people may not always have a clear idea of veterans' lives realities - their post-war adaptation, psychological difficulties, and social needs. The lack of reliable information or the influence of contradictory media images can reduce the cognitive component of a positive attitude. As a result, high school students may simultaneously recognize the significance of veterans, but not have the internal readiness for deep empathy or active interaction with them.

The less positive attitude of high school students towards veterans compared to civilians can be interpreted as a manifestation of psychological ambivalence – a simultaneous combination of respect and compassion with emotional tension and a desire to maintain psychological distance, which, in turn, reflects not indifference, but rather a protective reaction of the youthful consciousness, which seeks to protect itself from excessive emotional stress associated with military topics, while maintaining a general understanding of the social significance of veterans.

Next, we will analyze the data obtained using the semantic differential method in assessing the concepts of “Veteran” and “Civilian” (Table 1).

Table 1. Indicators of high school students' attitude towards veterans and civilians using the semantic differential method

Indicator	Minimum	Maximum	Average	Std. devi.
Rating (veterans)	-10.40	11.00	1.17	2.40
Strength (veterans)	-6.00	12.00	6.13	3.10
Activity (veterans)	-11.20	9.00	0.43	5.42
Rating (civilian)	-8.00	12.00	4.09	2.50
Strength (civilian)	-7.60	12.00	3.45	5.52
Activity (civilian)	-7.00	12.00	3.45	3.13

The results obtained indicate that the expressiveness indicators of the assessment factors and activity towards veterans are low; on the other hand, the strength indicator is average with a tendency to overestimate, which indicates the significance and influence of the veteran figure on the lives of the studied high school students. When determining the attitude of high school students towards civilians, all indicators are characterized by moderation. The tendency to overestimate the “strength” factor in assessing a veteran image may reflect not only the idea of physical power, but rather the internal resilience, courage or status power of veterans - aspects that in the eyes of young men often outweigh the idea of external manifestations; young men idealize or romanticize the endurance and willingness to

sacrifice, which are characteristic of people with combat experience.

Let us consider the results of the incomplete sentence method study. Those statements that ended with the sentences “For me, veterans are...” and “For me, civilians are...” were classified by us into two categories: those that represent a positive image of the assessed persons and those that represents a negative image. After that, the Chi-square criterion was applied to determine whether any of the categories prevailed in the assessment of veterans and civilians image.

The results of comparing the frequency of positive and negative statements of high school students about veterans and civilians are presented in Table 2-3.

Table 2. Response rates using the incomplete sentence method about veterans

	Observed N	Expected N	Residual	χ^2	p (2- tailed)
Positive image	59	53.5	5.5	2.574	.109
Negative image	48	53.5	-5.5		

Table 3. Response rates by the incomplete sentence method for civilians

	Observed N	Expected N	Residual	χ^2	p (2- tailed)
Positive Image	63	53.5	9.5	7.681	.006
Negative Image	44	53.5	-9.5		

Thus, using the incomplete sentence method, no significant differences were identified in the perceptions of high school students towards veterans, while positive statements prevail in the perception of civilians. The revealed balance of positive and negative statements regarding veterans, in our opinion, may reflect the high degree of emotional and cognitive complexity of their image in the minds of high school students: veterans can simultaneously

evoke feelings of gratitude, respect, pride in defending the country and, at the same time, anxiety, compassion or even fear associated with the perception of trauma, aggression or instability. Thus, a veteran image is not simply “positive” or “negative”, but multidimensional and context-dependent. Table 4 presents the results obtained using the methodology for determining the individual’s trust/distrust in the world, in other people, and in himself.

Table 4. Indicators according to the method of determining the trust / distrust of an individual in the world, in other people, in himself

Indicator	Minimum	Maximum	Average	Std. devi.
Trust in the world	3,00	14,00	7,23	3,43
Trust in others	3,00	14,00	7,21	3,47
Trust in oneself	6,00	29,00	19,66	6,82

The results obtained indicate that the studied high school students are characterized by moderate expressiveness of indicators of trust in the world and trust in others, as well as a low indicator of self-confidence. This can be explained by the peculiarities of adolescence, during which an active process of forming identity, self-perception and autonomy continues; under the influence of this process, the external world and interpersonal relationships are often assessed as acceptable or even supportive (hence moderate trust in the world and others), while internal resources, self-esteem and a sense of own competence are not yet stable and are more vulnerable, which is manifested

in reduced self-confidence. Moderate trust in the world and others together with reduced self-confidence signals the psychological specificity of high school students who are open to social connections and have a basic belief in the external order, but need to strengthen self-esteem, self-competence and internal support.

Next, in order to identify groups with different levels of trust, we conducted a cluster analysis. The optimal number of groups for classification was four, which was determined based on the indicators of intergroup differences and the F-criterion. The distribution of high school students by clusters is presented in Table 5.

Table 5. Distribution of high school students by clusters, selected based on indicators of trust in themselves, the world, and other people

Indicator	Cluster			
	1 (29 people)	2 (23 people)	3 (22 people)	4 (33 people)
Trust in the world	4.29	10.38	6.86	8.28
Trust in others	4.21	6.75	10.00	8.67
Trust in oneself	15.00	24.38	20.71	7.72

Cluster 1 is a profile with the lowest levels of trust in the world and others, with relatively moderate (but still low in absolute terms) self-trust. This profile can be interpreted as “isolated/cautious”: these young men tend to see the world and social partners as unfriendly or unreliable; they are reluctant to rely on external institutions or groups and at the same time do not have strong internal confidence, but sometimes retain minimal internal resources that allow them to act autonomously. Psychologically, this may reflect previous experiences of disappointment in close relationships, unsuccessful social contacts, or family models where the outside world was presented as dangerous or inaccessible. Behaviorally, such students may be withdrawn, rarely initiate contact, skeptical of school initiatives; at the

same time, they may have a pronounced wariness, a high level of anxiety before new tasks, or a sensitive attitude to the assessments of others.

Cluster 2 is a profile with the highest levels of trust in the world in general and trust in oneself; trust in others is moderate. This cluster can be called “confident individualists” or “self-sufficient optimists”: these young men have a relatively strong internal sense of competence and a positive view of the possibilities of the world (they have expectations that the environment supports their goals), but do not always rely on specific interpersonal relationships – perhaps they are more focused on their own path. This configuration is often found in young people with well-developed self-esteem, who have had the experience of

successful achievements or support that strengthened their belief in their own ability and in the relative predictability of the world. Behaviorally, this can manifest itself as activity in project activities, leadership, initiative in learning, but with a certain emotional detachment in interpersonal matters.

Cluster 3 is a profile with the highest level of trust in others with moderate trust in the world and in oneself. These are “socially oriented” or “relational” high school students: they trust people around them, easily establish contact, rely on friends, but their sense of self-competence and general faith in the “system” or possibilities of the world are not as strong. This profile may be typical of those whose emotional support comes mainly from peers or local connections, but who have doubts about their own place in the long term or about broader social justice. Behaviorally, these results in openness, friendliness, high involvement in friendship networks, but possible dependence on social recognition and the risk of difficulties with autonomous decisions. Support for this group should focus on strengthening autonomy through coaching approaches, working with self-esteem, developing decision-making skills, and building positive interpersonal resources as a support for self-development.

Cluster 4 is the largest in terms of numbers, the group with the lowest self-confidence, with relatively moderate levels of trust in the world and in others. This profile can be described as a “complex of external adaptability and internal insecurity”: these young men seem to be able to maintain normal social contacts and do not have obvious skepticism about the external environment, but they lack internal confident ideas about themselves. This configuration may be the result of an environment that appears stable and supportive on the outside, but which has not been conducive to the development of autonomous competence (e.g., excessive control in the family, obstacles to independent decisions, and failures in exciting areas). Behaviorally, this manifests itself as a willingness to cooperate, a desire to meet the expectations of others, but avoiding responsibility for major decisions or reducing initiative.

So, further we will conduct a comparative analysis of the selected profiles in order to establish the features of the perception of veterans and civilians image by Ukrainian high school students with different degrees of trust in themselves, the world and other people (Table 6).

Table 6. Comparative analysis of semantic differential indicators regarding the perception of veterans and civilians image by high school students with different degrees of trust in themselves, the world and other people

Indicator	Cluster	Avg. rank	χ^2	p (2-tailed)
Rating (veterans)	1	25,64	3,790	,285
	2	15,44		
	3	25,36		
	4	26,00		
Strength (veterans)	1	26,25	,946	,814
	2	23,69		
	3	20,14		
	4	23,89		
Activity (veterans)	1	25,18	,755	,860
	2	20,25		
	3	25,00		
	4	24,36		
Rating (civilian)	1	24,39	1,970	,579
	2	29,06		
	3	19,36		
	4	23,25		
Strength (civilian)	1	23,43	,602	,896
	2	21,75		
	3	23,00		
	4	25,83		
Activity (civilian)	1	24,46	1,723	,632
	2	18,63		
	3	27,36		
	4	24,72		

According to the results presented in Table 6, no significant differences in the perception of both veterans and civilians image by high school students with different degrees of trust in themselves, the world, and other people were found. The absence of significant intercluster differences in the semantic differential in the perception of

the concept of “veteran” can be explained by the fact that a veteran image in the context of trust for high school students has a high degree of social uniformity and is largely independent of the individual characteristics of basic trust. In other words, regardless of how much teenagers are inclined to trust the world, other people, or themselves, they

interpret the concept of “veteran” practically the same way. The absence of intercluster differences may also indicate a high level of “trust-independent” normativity of the image of a veteran. In the perception of young people, it is not subject to individual rethinking, as can be the case, for example, with the concept of “civilian”. In this case, a veteran is perceived not as a specific person with individual qualities, but as a symbol of a certain social role associated with the fulfillment of a moral duty to the country. Such a symbolic nature of the image makes it “emotionally stable” and relatively insensitive to variations in personal factors.

Thus, the absence of statistically significant differences in the semantic profile of the concept of “veteran” among clusters with different levels of trust indicates the unity of social perception of this category among high school students.

CONCLUSIONS

The studied high school students are characterized by moderate expressiveness of indicators of trust in the world and trust in others, as well as a low indicator of self-confidence. According to the results of clustering, four profiles of the organization of the indicated indicators were identified: a profile in which the lowest indicators of trust in the world and trust in others are detected among all clusters with a relative indicator moderation of trust in oneself; a profile characterized by the highest indicators of trust in the world in general and trust in oneself among all clusters, but the indicator of trust in other people is relatively moderate; a profile characterized by the highest indicator of trust in others with indicators moderation of trust in the world in general and trust in oneself; and a profile characterized by the lowest indicator of self-confidence with relatively moderate indicators of trust in the world and trust in others.

In the course of determining the features of the perception of the image of veterans and civilians by Ukrainian high school students, it was found that the attitude of the studied high school students towards veterans is ambivalent, in which positive and negative assessments are equally presented. At the same time, the attitude of high school students towards veterans is less positive than towards civilians.

It was determined that a veteran image has high scores on the factor “strength” and low scores on “activity” and “assessment”. Such a configuration can be interpreted as “respected, but detached” or “hero as a symbol, but not as a communication partner”. Therefore, schoolchildren’s ideas about veterans are stereotyped and become similar to collective labels: strong (patriotic) – hence, respect/respect at the role level, but emotional closeness and a sense of availability for interaction are low.

The level of trust in oneself, in other people and in the world was not associated with the characteristics of the perception of veterans image by high school students – therefore, the ideas of these individuals about veterans are relatively stable, socially conditioned in nature and to a small extent depend on the individual psychological characteristics that determine the degree of trust inherent in a person. If we compare the perception of veteran’s image with the perception of civilian’s image by schoolchildren, then veterans are perceived as more influential and strong

individuals, however, they are less positively evaluated and less active.

References

- Alieva, Z. (2010). The Image of "I" / Other as a Problem of Imagology. *Suchasni doslidzhennia z inozemnoi filologii*, 8, 697-700. URL: http://nbuv.gov.ua/UJRN/Sdzif_2010_8_102 [in Ukrainian].
- Vlasova, O.I. (2005). *Psychology of Social Abilities: Structure, Dynamics, Development Factors*. Kyiv: Publishing Center "Kyiv University". [in Ukrainian].
- Voloshyna, V. (2024). The Essence of the Concept of Psychological Rehabilitation of Military Personnel. *Naukovyi visnyk Uzhhorodskoho natsionalnoho universytetu. Seriya: Psykholohiia*, 2, 7–11. URL: <http://psy-visnyk.uzhnu.ua/index.php/psy/article/view/290/368> [in Ukrainian].
- Dubrovina, E. A. (2023). Peculiarities of Adaptation to the Conditions of Professional Activity of Military Personnel with Different Types of Character Accentuation. *Notatky suchasnoi nauky*, 5, 13-14. http://search.nbuv.gov.ua/cgi-bin/irbis_nbuv/ [in Ukrainian].
- Kravchenko, V. V. (2021). Psychological state of military personnel during adaptation to activities in extreme conditions as an object of theoretical research. *Visnyk Natsionalnoho universytetu oborony Ukrainy*, 2, 71-80. <https://doi.org/10.33099/2617-6858-2021-60-2-71-80> [in Ukrainian].
- Marushchak, M. (2023) Psychological foundations of adaptation of military personnel of the Armed Forces of Ukraine to combat conditions. *Psykhologo-pedagogichni problemy suchasnoi shkoly*, 2, 35-44. [https://doi.org/10.31499/2706-6258.2\(10\).2023.290567](https://doi.org/10.31499/2706-6258.2(10).2023.290567) [in Ukrainian].
- Melnik, A., Galyant, T. (2025). Psychological mechanisms of reintegration of war veterans into the civilian environment. *Vcheni zapysky Universytetu «KROK»*, 4(80), 440–446. <https://doi.org/10.31732/2663-2209-2025-80-440-446> [in Ukrainian].
- Mykolaychuk, M.I., Hryvchuk, Ya.M. (2024). Structural organization of personality as a factor of social attitude towards military personnel and veterans of the Russian-Ukrainian war. *Vcheni zapysky TNU imeni V.I. Vernadskoho. Seriya: Psykholohiia*, V.35 (74), 3, 47-51. <https://doi.org/10.32782/2709-3093/2024.3/07> [in Ukrainian].
- Panok, V.G., Predko, V.V. (2024). Post-crisis development: psychological aspects of assistance to the military. *Vcheni zapysky TNU imeni V.I. Vernadskoho. Seriya: Psykholohiia*, V. 35 (74), 3, 25-33. <https://doi.org/10.32782/2709-3093/2024.3/04> [in Ukrainian].
- Slabkyi, G.O., Nazarenko, I.I., Yakymets, V.M., Pechyborshch, V.P., Ivanov, V.I., Polishchuk, A.O. (2019). Problematic issues of psychological rehabilitation of veterans of the anti-terrorist operation and servicemen of the joint forces operation in Ukraine (analytical review of the literature). *Ukraine. Zdorovia natsii*, 1 (54), 48-58. URL: <https://dspace.uzhnu.edu.ua/jspui/handle/lib/24512> [in Ukrainian].
- Stasyuk, V.V., Dykun, V.G., Kyrychenko, A.V. (2021). Psychological features of coping behavior of airborne assault troops in the process of adaptation to the conditions of service and combat activity. *Visnyk Natsionalnoho universytetu oborony Ukrainy*, 1, 166-174. <https://doi.org/10.33099/2617-6858-2021-59-1-166-174> [in Ukrainian].
- Chuyko, O., Vorobyova, D. (2024). *Culture of respect for veterans of the Russian-Ukrainian war in the socio-pedagogical discourse*. Conference: XI International scientific and practical conference «Innovative Solutions to Modern Scientific Challenges» (February 21-23, 2024), Zagreb : International Scientific

- Unity. <https://isu-conference.com/wp-content/uploads/2024/02/> [in Ukrainian].
- Shevchenko, O.M. (2018). Psychological features of self-confidence in adolescence. *Teoriia i praktyka suchasnoi psykholohii*, 6, 180-184. https://tpp-journal.kpu.zp.ua/archive/6_2018/37.pdf [in Ukrainian].
- С. Г. ЯНОВСЬКА (Яновська Світлана Германівна)
кандидат психологічних наук,
доцент ЗВО кафедри прикладної психології
Харківський національний університет імені В. Н. Каразіна
майдан Свободи, 4, м. Харків, Україна
E-mail: sgyanovskaya@karazhin.ua
<https://orcid.org/0000-0002-5439-5269>
- Н.О. КОШАРА (Кошара Наталія Олександрівна)
магістр психології
E-mail: nataliia.koshara@student.karazhin.ua
- Л.П. ЛЮТА (Люта Леся Петрівна)
кандидат соціологічних наук, доцент
завідувачка кафедри соціальної роботи
Київський національний університет імені Тараса Шевченка
вул. Володимирська, 64/13, м. Київ, Україна.
E-mail: lyuta.lesya2015@gmail.com
<https://orcid.org/0000-0002-9140-905X>
- Р.А.ТУРЕНКО (Туренко Римма Леонардівна)
старший викладач ЗВО кафедри англійської мови
Харківський національний університет імені В. Н. Каразіна
майдан Свободи, 4, Харків, Україна
E-mail: tyrenco@gmail.com
<https://orcid.org/0000-0001-6948-4339>
- Є.М. ЯКУШЕВА (Якушева Євгенія Михайлівна)
кандидат психологічних наук,
доцент кафедри психології, Національний аерокосмічний університет «Харківський авіаційний інститут», Україна
E-mail: y.yakusheva@khai.edu
<https://orcid.org/0000-0002-6575-3228>
- Yarmurati, K. A. (2019). Research on the socio-psychological features of the adaptation of military personnel to military service. *Insight: psychological dimensions of society*, 2, 84-90. <https://doi.org/10.32999/2663-970X/2019-2-12> [in Ukrainian].

ОБРАЗ ВЕТЕРАНА У СТАРШОКЛАСНИКІВ З РІЗНИМ СТУПЕНЕМ ДОВІРИ ДО СВІТУ, ДО ІНШИХ ЛЮДЕЙ ТА ДО СЕБЕ

Проблематика осмислення та формування образу ветерана є для сучасної української психології відносно новою, хоча загальний інтерес науковців до процесів створення образів у колективній та індивідуальній свідомості має тривалу історію. **Мета роботи:** визначення особливостей образу ветеранів у старшокласників з різним ступенем довіри до світу, до інших людей та до себе. **Методики дослідження:** метод анкетування (розроблений нами) для визначення ставлення до ветеранів; метод незавершених речень; семантичний диференціал Ч. Осгуда (адаптація С. Яновської, П. Севост'янова та Р. Туренко); методика «Довіри / недовіри особистості до світу, до інших людей, до себе» (О. Савченко); методи статистичної обробки даних: описові статистики, критерій Хі-квадрат, метод порівняльного аналізу для залежних вибірок (критерій Вілкоксона). **Вибірка.** У дослідженні взяло участь 107 старшокласників із загальноосвітніх шкіл м. Харкова у віці від 15 до 17 років, серед них 56 дівчат та 51 юнак. **Висновки.** Було встановлено, що ставлення досліджуваних старшокласників до ветеранів є амбівалентним, в якому рівною мірою представлено позитивні та негативні оцінки. При цьому, ставлення до ветеранів у старшокласників є менш позитивним, ніж до цивільних осіб. Рівень довіри до себе, до інших людей і до світу не виявився пов'язаним з особливостями сприйняття образу ветеранів старшокласниками, - отже, уявлення даних осіб про ветеранів мають відносно стабільний, соціально зумовлений характер і незначною мірою залежать від індивідуально-психологічних особливостей, які визначають міру довіри, притаманну людині.

Ключові слова: образ, ветерани, цивільні особи, старшокласники, довіра до себе, довіра до інших, довіра до світу

Список літературних джерел

- Алієва З. Образ "Я"/ Іншого як проблема імагології. *Сучасні дослідження з іноземної філології*. 2010. Вип. 8. С. 697-700. URL: http://nbuv.gov.ua/UJRN/Sdzif_2010_8_102
- Власова О.І. Психологія соціальних здібностей: структура, динаміка, чинники розвитку: монографія. К. : Видав. центр «Київський університет». 2005. 308 с.
- Волошина В.В. Сутність поняття психологічної реабілітації військовослужбовців. *Науковий вісник Ужгородського національного університету. Серія: Психологія*, 2024. Вип. 2. С. 7–11. URL <http://psy-visnyk.uzhnu.uz.ua/index.php/psy/article/view/290/368>
- Дубровіна Е. А. Особливості адаптації до умов професійної діяльності військовослужбовців з різним типом акцентуації характеру. *Нотатки сучасної науки*. 2023. № 5. С. 13-14. http://search.nbuv.gov.ua/cgi-bin/irbis_nbuv/
- Кравченко В. В. Психологічний стан військовослужбовців під час адаптації до діяльності в екстремальних умовах як об'єкт теоретичного дослідження. *Вісник Національного університету оборони України*, 2021. 60(2). С. 71-80. <https://doi.org/10.33099/2617-6858-2021-60-2-71-80>
- Марущак М. Психологічні основи адаптації військовослужбовців Збройних Сил України до бойових умов. *Психолого-педагогічні проблеми сучасної школи*, 2023. 2(10). С. 35-44. [https://doi.org/10.31499/2706-6258.2\(10\).2023.290567](https://doi.org/10.31499/2706-6258.2(10).2023.290567)
- Мельник А., Галянт Т. Психологічні механізми реінтеграції ветеранів війни у цивільне середовище. *Вчені записки Університету «КРОК»*, 2025. 4(80), С.440–446. <https://doi.org/10.31732/2663-2209-2025-80-440-446>

- Миколайчук М.І., Гривчук Я.М. Структурна організація особистості як чинник соціального ставлення до військових та ветеранів російсько-української війни. *Вчені записки ТНУ імені В.І. Вернадського. Серія: Психологія*. 2024. Том 35 (74) № 3. С. 47-51. <https://doi.org/10.32782/2709-3093/2024.3/07>
- Слабкий Г.О., Назаренко І.І., Якимець В.М., Печиборщ В.П., Слабкий Г.О., Іванов В.І., Поліщук А.О. Проблемні питання психологічної реабілітації ветеранів учасників антитерористичної операції та військовослужбовців операції об'єднаних сил в Україні (аналітичний огляд літератури). *Україна. Здоров'я нації*. 2019. № 1 (54). С. 48-58. [URI: https://dspace.uzhnu.edu.ua/jspui/handle/lib/24512](https://dspace.uzhnu.edu.ua/jspui/handle/lib/24512)
- Панок В.Г., Предко В.В. Посткризовий розвиток: психологічні аспекти допомоги військовим. *Вчені записки ТНУ імені В.І. Вернадського. Серія: Психологія*. 2024. Том 35 (74) № 3. С. 25-33. URL: http://nbuv.gov.ua/UJRN/sntnvusp_2024_35%2874%29_3_6
- Стасюк В. В., Дікун В. Г., Кириченко А. В. Психологічні особливості копінг-поведінки військовослужбовців десантно-штурмових військ у процесі адаптації до умов службово-бойової діяльності. *Вісник Національного університету оборони України*. 2021. 59(1). С. 166-174. <https://doi.org/10.33099/2617-6858-2021-59-1-166-174>
- Чуйко О., Воробйова Д. Культура поваги до ветеранів російсько-української війни у соціально-педагогічному дискурсі. Conference: XI International scientific and practical conference «Innovative Solutions to Modern Scientific Challenges» (February 21-23, 2024) Zagreb, Croatia, International Scientific Unity. 2024. P. 222-225. <https://isu-conference.com/wp-content/uploads/2024/02/>
- Шевченко О.М. Психологічні особливості довіри до себе у юнацькому віці. *Теорія і практика сучасної психології*. 2018. №6. С. 180-184. https://tpsp-journal.kpu.zp.ua/archive/6_2018/37.pdf
- Ярмуратій К. А. Дослідження соціально-психологічних особливостей адаптації військовослужбовців до військової служби. *Інсайт: психологічні виміри суспільства*. 2019. Вип. 2. С. 84-90. <https://doi.org/10.32999/2663-970X/2019-2-12>

Декларація про використання штучного інтелекту. В роботі над цією статтею було використано інструменти штучного інтелекту для перевірки правопису та вдосконалення стилю тексту. Задум, зміст та наукові результати є авторськими. Текст був перевірений та відредагований автором.

Етичні засади. Участь у дослідженні є добровільною. Усі учасники надали інформовану згоду на використання даних у знеособленому вигляді. Конфідентційність забезпечено через повну анонімізацію матеріалу. Дослідження проводилося з дотриманням етичних принципів Американської психологічної асоціації (American Psychological Association, 2017) та Гельсінської декларації.

Конфлікт інтересів: автори засвідчують, що, незважаючи на те, що один з авторів статті є заступником головного редактора цього журналу, процес рецензування, прийняття рішення щодо публікації та редагування проводилися незалежно, без його участі чи впливу. Будь-які потенційні конфлікти інтересів були повністю усунені шляхом зовнішнього контролю процесу.

Conflict of Interest: Authors certify that, although one of the authors of the article serves as a deputy editor-in-chief of this journal, the peer review process, the decision regarding publication, and the editing were conducted independently, without his involvement or influence. Any potential conflicts of interest were fully mitigated through external oversight of the process.

Стаття надійшла до редакції 09.03.2026 (The article was received by the editors 09.03.2026)

Стаття рекомендована до друку 25.04.2026 (The article is recommended for printing 25.04.2026)

Опублікована 28.05.2026 (Published 28.05.2026)