

## REFERENCES:

1. Abul'hanova-Slavskaja K.A. (1991) *Strategija zhizni: monografija [Life strategy: monograph]* M.: Thought [in Russian].
2. Honcharenko Yu.V. (2017) Zhyttievi stratehii osobystosti: psykhologichnyi analiz. [Life strategies of personality: psychological analysis]. *Naukovyi visnyk Khersonskoho derzhavnoho universytetu. Seriya «Psykhologichni nauky» – Scientific Bulletin of Kherson State University. Kherson, 79–83* [in Ukrainian].
3. Korniienko I.O. (2018) Heneza opanuvalnoi povedinky u zhyttievomu prostori osobystosti [*Genesis of mastery behavior in the living space of the individual*]: dys. ... doktora psykhol. nauk: 19.00.07. – Instytut psykhologii im. H. S. Kostiuka NAPN Ukrainy. Kyiv. 476 s. [in Ukrainian].
4. Reznik Ju.M., Reznik T.E. (1995) Zhiznennye strategii lichnosti: poisk al'ternativ. [*Personality Life Strategies: Finding Alternatives.*] Moscow [in Russian].
5. Reznik Ju.M., Smirnov E.A. (2002) Zhiznennye strategii lichnosti (opyt kompleksnogo analiza) [*Personality Life Strategies*] Moscow [in Russian].
6. Smirnov E.A. (2003) Strategii zhizni i dejatel'nosti sovremennogo rukovoditelja: Sociologicheskij analiz [*Strategies of life and activity of the modern leader: Sociological analysis*] dis. ... doktora soc. nauk: 22.00.08 Moscow, 364 s. [in Russian].
7. Ljahova M. A. (2010) Psihologicheskie sostavljajushhie zhiznennoj strategii lichnosti. [*Psychological components of a person's life strategy*] Vestnik KemGU.- KemSU Newsletter [in Russian].
8. Thomae H. (1987) Psychologische Biographische als Synthese idiographischer und nomothetischer Forschung. Ibidem, 1987. S. 108–116.
9. Hajdegger M. (2003) Bytie i vremja. [*Being and time.*] Per. s nem. V.V. Bibihina. Kharkiv: Folio, 2003. 503 s. [in Russian].
10. Khilko S.O. (2018) Psykhologichni umovy formuvannia tolerantnosti do nevyznachenosti u maibutnikh psykhologiv: [*Psychological conditions for the formation of uncertainty tolerance in future psychologists*] dys. ... kand. psykhol. nauk: 19.00.07. Kyiv. 279 s.
11. Shvalb Yu.M., Tyshchenko L.V. (2015) Maibutnie i sohodennia studentiv z obmezhyhnyimi funktsionalnymi mozhlyvostiamy: psykhologichni aspekty [*The Future and Present of Students with Disabilities: Psychological Aspects Monograph*] Monohrafiia. Kyiv [in Ukrainian].

Стаття надійшла до редакції 04.03.2020.  
The article was received 04 March 2020.

UDC 159.923.3:316.485.26  
DOI <https://doi.org/10.32999/ksu2312-3206/2020-2-7>

## PSYCHOLOGICAL VIOLENCE IN EDUCATIONAL ENVIRONMENT: THE PSYCHOLOGICAL FEATURES OF THE TEACHER-INHIBITOR

**Overchuk Viktoriia Anatoliivna,**

Candidate of Psychological Sciences, Associate Professor,  
Associate Professor at the Department of Psychology

*Vasyl' Stus Donetsk National University*

[vik.over030506@gmail.com](mailto:vik.over030506@gmail.com)

<https://orcid.org/0000-0002-7744-9346>

The article is devoted to their search of the problem of educational environment's psychological safety in IHE during the interaction of its participants.

For this **purpose**, the psychological features of the inhibitor teachers and the prerequisites for their psychological assault on the psychological safety of educational service providers have been investigated. According to the stated purpose, the following problems are solved in the article: it was carried out the theoretical analysis of the scientific literature and outlined the main approaches to the study of the problem of psychological violence in the educational environment of the IHE; it was also analyzed the psychological characteristics of the teacher-inhibitor's personality; it was discussed the prerequisites for the emergence of the abuse in the educational environment.

Theoretical research **methods** were used to solve these tasks and achieve the goal of the work: theoretical analysis of theoretical and methodological, scientific and methodological literature to compare the different views on the problem; induction, deduction; generalization and systematization in order to identify the main approaches to the problem's study of psychological violence in the educational environment of the IHE.

The author **concludes** that the problem of violence in its various manifestations, including the abusive ones, it is connected with the legitimization of aggression in society, and the reducing of the risk's formation and manifestation of these phenomena; it is the national task. Ensuring the psychological safety of the educational environment, the protection and maintaining the mental health of its participants should be a priority in the development of modern education.

**Key words:** *abuse, psychological safety, IHE, educational service providers, inhibition-facilitation.*



## ПСИХОЛОГІЧНЕ НАСИЛЛЯ В ОСВІТНЬОМУ СЕРЕДОВИЩІ: ПСИХОЛОГІЧНІ ОСОБЛИВОСТІ ОСОБИСТОСТІ ВИКЛАДАЧА-ІНГІБІТОРА

**Оверчук Вікторія Анатоліївна,**

кандидат психологічних наук, доцент,

доцент кафедри психології

*Донецький національний університет імені Василя Стуса*

vik.over030506@gmail.com

<https://orcid.org/0000-0002-7744-9346>

Стаття присвячена дослідженню проблеми психологічної безпеки освітнього середовища у ЗВО під час взаємодії його учасників. З цією метою досліджено психологічні особливості викладачів-інгібіторів та передумови психологічного посягання ними на психологічну безпеку здобувачів освітніх послуг. Відповідно до зазначеної мети у статті вирішені такі завдання: здійснено теоретичний аналіз наукової літератури й виокремлені основні підходи до дослідження проблеми психологічного насилля в освітньому середовищі ЗВО; проаналізувано психологічні особливості особистості викладача-інгібітора; розглянуто передумови виникнення аб'юзу в освітньому середовищі.

Для розв'язання поставлених завдань і досягнення мети роботи використовувалися теоретичні методи дослідження: теоретичний аналіз теоретико-методологічної, науково-методичної літератури для зіставлення різних поглядів на проблему; індукція, дедукція; узагальнення і систематизація з метою виокремлення основних підходів до вивчення проблеми психологічного насилля в освітньому середовищі ЗВО.

Автором зроблено висновки, що проблема насильства в різних його проявах, і аб'юз у тому числі, пов'язана з легітимізацією агресії в суспільстві, а зниження ризиків формування та прояви даних феноменів – є загальнодержавним завданням. Забезпечення психологічної безпеки освітнього середовища, охорона і підтримка психічного здоров'я її учасників має бути пріоритетним напрямом розвитку сучасної освіти.

**Ключові слова:** аб'юз, психологічна безпека, ЗВО, здобувачі освітніх послуг, інгібіція-фасилітація.

### Introduction

Education is one of the main institutions that support the ideology and unity of the nation. Higher education plays a crucial role in supporting social rallying, economic growth and global competitiveness. The reforming of the higher education in Ukraine is a process of introduction and emission in the educational practice of new ideas, tools, pedagogical and management technologies. Modern higher education directs to achieve many goals, including the preparing students for active citizenship, their future careers, supporting their personal development, creating a broad base of advanced knowledge and stimulating research and innovation (Recommendation Rec (2007) 6 of the Committee of Ministers of the Council of Europe Committee on Public Accountability for Higher Education and Science, [http://www.coe.int/t/dg4/highereducation/News/pub\\_res\\_EN.pdf](http://www.coe.int/t/dg4/highereducation/News/pub_res_EN.pdf)). At the same time, the growing skills and competency requirements, in accordance with the ESG («Standards and Recommendations for Quality Assurance in the European Higher Education Area», 2015) demands from the higher education of the fundamental changes in its rendering; it requires more student-centered approach to learning and teaching, including flexible learning paths and recognition of competencies, which were acquired outside of the formal education

programs, preventing any type of intolerance, or discriminating against students or employees. Exactly, the student-centered approach defines the educational process as one in which the student's personality and the teacher's personality act as its subjects. One of the main today's problems is the problem of the psychological safety of the IHE's educational environment during the interaction of its participants.

### 1. Theoretical substantiation of the problem

One of the most important mechanisms of the individual's social formation is education. The educational environment is a part of the human life, social environment and manifests itself as a set of all educational factors that directly or indirectly affect the development of the individual. O. Humeiuk has researched the problem of psychological impact and its specifics. F. Zimbardo has done the research process of the phenomenon of psychological influence with the different methodological approaches. A. Asmolov has investigated the psychological safety of the educational environment. A. Dontsova has examined the conflict in educational institutions. A. Antsupov has studied the essence of conflicts, the causes of their occurrence, the resolution of conflict situations. M. Alberta has researched the issues of conflict resolution. However,

the scientific literature did not sufficiently study the problems of the students' psychological safety at IHE. And it does not mean that there are not such problems, but only about their irrelevance in the academic environment and the devaluation of the psychological safety of educational service providers.

## 2. Methodology and methods

Our study aims to analyze the psychological characteristics of inhibitor teachers and the prerequisites of psychological encroachment on students' psychological safety by inhibitor teachers.

According to the stated purpose, there are the following tasks in this article: to carry out the theoretical analysis of the scientific literature and to identify the main approaches to the study of the psychological violence's problem in the educational environment of IHE; to analyze the psychological characteristics of the teacher-inhibitor's personality; to consider the prerequisites for the appearance of the abuse in the educational environment.

The following research methods were used to solve the tasks and to achieve the goal of the work: the theoretical analysis of the theoretical and methodological, scientific and methodological literature for comparison of the different views on the problem; induction, deduction; generalization and systematization in order to identify the main approaches to the problem's study of psychological violence in the educational environment of the IHE.

## 3. Results and discussions

According to the analysis of domestic and foreign literature, it was determined, that psychological influence causes the specific changes in the psychological structure of the individual, as well as the consciousness of people's groups and the public consciousness in general, touching such its areas as (Aliushyna, 2015):

- need-motivational (knowledge, aspiration, value orientations, desires, beliefs);
- intellectually cognitive (sensation, perception, fancy, imagination, thinking, memory);
- emotional-volitional (emotions, feelings, mood, volitional processes);
- communicative and behavioral (temper, features of communication, interaction, relationships, personal and interpersonal perception).

In other words, psychological influence has only then the greatest effect when the peculiarities of functioning of individual, group and social consciousness inherent in these spheres are taken into account.

According to A. Maslou, one of the components of a successful society, is the absence of cause for fear or anxiety (Maslou, 2015). Actually, it is difficult to be

confident and to seek self-actualization without feeling safe. In A. Maslou's opinion, the sense of security is one of the fundamental steps in achieving self-actualization.

It should be noted, that the psychological safety is an experience of the personality of psychological comfort, which is expressed in the awareness of one's own status, self-esteem and their integrity, as well as in emotional acceptance of oneself (Encyclopedic Dictionary. Moscow, 2011). Psychological safety is a leading characteristic that determines the developmental character of the educational environment. It can be the basis for the design and modeling of psychological and pedagogical conditions of learning and upbringing, while contributing to the strengthening and development of psychological health of all participants in the educational process.

One of the indicators of the educational environment's psychological safety of the educational institution, which provides the optimal state of mental health of its participants, is the protection from psychological abuse in the interaction of the student-teacher.

The main threat to interpersonal interaction in the educational environment is the possibility of getting the psychological trauma, as a result of which it causes the harm to the person's positive development and his mental health. Psychological violence, which can take different forms, is recognized as a leading source of psychotrauma, such as (Polosova, 2014):

- psychological influences - insults, humiliation, threats, punishments, negative evaluations, prohibitions on behavior and feelings, deprivation of something, refusal of sympathy, etc.;
- psychological effects - anxiety, aggression, depression, loss of confidence in yourself or in some significant people, etc.;
- psychological interaction - unpredictable actions of partners' communication, irresponsibility in relationships, inadequacy of behavior, etc.

Yu.V. Kharlanova distinguishes the main characteristics of psychological safety in higher education institutions in her work (Kharlanova, 2013):

- Absence of manifestations of psychological violence in interaction of educational process' participants;
- Satisfaction of the basic needs of personal-trust communication;
- Strengthening of the participants' mental health in the pedagogical process.

The most common causes of psychological security disorders in higher education institutions include (Horbenko, 2015):



- Transformation of the student's personality;
- Socio-psychological deformation of the teacher's personality;
- Transformation of pedagogical communication and mechanism of social and pedagogical personality's victimization.

There is a correlation between the above aspects. It is also possible, that the socio-psychological deformation of the teacher's personality drives him to violent behavior, therefore, this affects the student-teacher relationship which provokes the launch of a confrontation mechanism. Socio-psychological deformations are characterized by changes which are similar to most scientific-pedagogical workers. They are manifested by the following characteristics: the teacher uses a largely authoritarian, manipulative style of communication in the process of interaction with the students. Teachers' behavior is dominated by overconfidence, mentoring, dogmatism, lack of flexibility in communication with students.

It should be noted, that the interpersonal interaction in the educational environment is not ideal, there is sometimes the subjective or objective contradictions, and it is normal, as long as the teacher's systematic misconduct does not start to cause the students feelings of psychological discomfort and insecurity, in this case, the inhibitor teacher applies psychological violence to the student thereby compromising the psychological safety of the educational service providers.

Psychological violence, emotional abuse is a form of cruel treatment to cause mental, emotional pain or trauma; psychological abuse involving verbal aggression, statements aimed at humiliation or infantilization, insults, threats of weaning or institutionalization. Psychological abuse leads to stress, social isolation, prolonged depression and anxiety (The free dictionary by Farlex, 2020).

We believe that the identity of the inhibitor-teacher's personality is most fully revealed through his attitude toward students. The psychology of the teacher's influence on the student, is the problem of changes that occur in the individual during the process of interaction. People can choose "influences" themselves, however, being in a social environment, becoming a part of organized activity, they are not able to avoid the comfortable or uncomfortable influence of others. Thus, it seems that the teacher and the student are participants in social and psychological influence on each other.

In our opinion, the teacher-inhibitor:

- 1) creates intolerable, unfavorable conditions for educational activities, checks

how long the patience of the educational service provider will survive in adverse conditions;

- 2) openly demonstrates and manifests formalism in evaluating the educational activities of student victims' abuse;

- 3) for the purpose of psychological distress, involves other participants of educational activity in conflicts, depreciation, as a result of which valuable ideas, self-esteem, initiative of the provider of educational services are destroyed;

- 4) seeks an occasion to publicly humiliate, diminish merit, offend the student;

- 5) creates the barriers in the student's moral support of his/her educational or social activities, preventing from his/her professional development;

- 6) uses the public opinion and corporate resource of the pack for psychological oppression, confirmation of his/her "rightness", thereby revealing corruption and corrupt behavior in his/her activities;

A.A. Pecherkina (Pecherkina, 2013) distinguishes the following manifestations of psychological violence in her work, they are: public humiliation; insults; mockery; threats; abusive nicknames; the requirement to do something against one's desire; disregard; disrespectful attitude; ill-treatment. The author determines the phenomenon of inhibition as the main determinants of psychological violence in the educational environment. She examines "inhibition-facilitation" as a set of components of the psychological structure of the teacher's personality, which can have a constructive or destructive effect on the productivity of professional activity and the development of the subjects of the pedagogical process, depending on the development of a positive or negative pole of the phenomenon.

L.B. Polosova (Polosova, 2014) identifies the external and internal predictions of "inhibition-facilitation" in her work.

External predictions include:

- socio-economic situation;
- intense psycho-emotional activity;
- adverse circumstances in the implementation of professional plans;
- material dissatisfaction, etc.

Internal predictions include:

- stereotypes of personality;
- communicative interpersonal assessment settings;
- the level of individual system's formation of conscious self-regulation of emotions and behavior;
- reduction of social and professional activity;
- dissatisfaction with self-actualization.

The inhibitor teacher often negatively influences the self-esteem of the educational service provider by treating him with prejudice, emphasizing only his disadvantages. Thus, he provokes a complex of inferiority, uncertainty about the student's own abilities. This group of teachers is usually characterized by an authoritarian style of communication that contributes to the oppression of the individual. The subject serves for the teacher-inhibitor as an object of pedagogical manipulation (Ovcharova, 2017).

The development of the negative pole is predisposed by scientific and pedagogical workers with pronounced negative communicative attitudes, low level of empathy and tolerance, high level of aggression. The most intensive inhibition develops in the period of 5 to 10 years.

Psychologist L.B. Polosova (Polosova, 2014) has developed a technique that allows to detect the level of inhibition, when interpreting the results according to this method, the researcher notes that the teacher with a high level of inhibition "hears only yourself", shows to others the emotional coldness and sometimes does not control his/her actions and deeds. The teacher does not possess the leadership qualities. In many respects he does not find understanding with others. He is uncritical towards himself, negligent in dealing with people, unpredictable because of the closed personality. There is a reflexive-passive attitude to the activity, which often leads to a sense of self-sufficiency and hassle-free in his activities, which is significant economic prosperity and a tendency to constant self-affirmation (Polosova, 2014). It can be assumed that the teacher brings the psychological harm and uses the psychological violence for his/her need to assert himself / herself at the expense of another vulnerable representative.

The teacher's behavior in the interaction with the students is determined by the functions he performs, his position in the structure of the educational process, the rights and responsibilities of other participants in the educational environment.

The teacher's place, the ways of his influence on the students, the characteristics that characterize his nature as a certain socio-psychological type, are fixed in such concept as "status", the main components of which are authority and prestige. A teacher with high socio-psychological status, has great moral authority, informal authority that allows to influence students. Therefore, his status is always linked to the attitude of his work colleagues and educational service providers, who recognize his rights and expect him to fulfill certain obligations.

It should be noted, that the teacher's interaction with the students is influenced by his or her personal authority. Among the important components of a teacher's authority are the trust, respect for him by the students, which are convinced that he has certain achievements, confidence that he acts professionally, endowed with a sense of sympathy for students, shows sincerity, honesty and at the same time demanding educational process. In our opinion, it is advisable to emphasize, that when there is not the students' confidence to the teacher, all his actions seem unprofessional.

However, the inhibitor teacher can also use the artificial methods of gaining authority and prestige. These are different pseudo-authorities that are often affected by educational service providers: the authority of oppression (the desire of the inhibitor teacher by demonstrating superiority in rights, threats to exercise power, to keep the students in constant excitement); the authority of resonance (the inhibitor believes that the constant conversations of an instructive nature enhance his impact on youth); the authority of bribery (the assessment of learning depends directly on the personal whims of the teacher, which generates the personal commitment of a certain part of students); the authority of kindness (misunderstanding of the kindness' essence to students at low demand); the authority of boast (superficiality, arrogance, excessive seizure of power). It is the personal factor that is the psychological component that brings the individual "colour" into the pedagogical communication.

In our opinion, according to the results of the problem's study of psychological violence in the educational environment of IHE, the following psychological characteristics are characteristic for inhibitor teachers:

- impulsive personalities who seek leadership and believe that solely through oppression they can compel others to obey them;
- individuals who consider their personal status higher than the dignity of higher education applicants;
- people who are called emotionally insensitive, they are unable to empathize, annoyed by the weakness and addiction of others;
- individuals who compensate for their shortcomings by shouting at students, rudeness, ignorance and other unacceptable actions.

The effects of psychological abuse primarily affect the health and mental well-being of young people. Depending on the severity,



the frequency and duration of such impact, and from how as far as the person is psychologically resistant to it, students can suffer from a variety of psychological and physical disorders: from insomnia to nervous breakdowns, from irritability to depression, from difficulty concentrating to panic conditions, etc.

### Conclusions

Thus, in order to cover their own dissatisfaction, the inhibitory teachers are asserted at the expense of students by forming in them a complex of inferiority through various methods of influence. Apparently, being for a long time under the negative inhibitor's oppression, sense of psychological security of the educational service provider disappears in the educational environment of IHE, that's why, the student is dissatisfied and unable to develop his or her own socially-oriented needs, so, it negatively affects and lowers self-esteem, which diminishes the chance of discovering the student's personal potentials and emotional well-being in the IHE. These problems can be reflected in academic success and the possibility of further completion of study, which also negative affects the psychological and physical students' health.

The phenomenon of psychological violence in the educational environment does not coordinate with the fact that IHE is the focus of the development of personality and society.

The formation of knowledge, skills, experience, talent, health, which the person uses in the process of work in the future, it occurs in higher educational establishments. World practice shows that where much attention is paid to the development of higher education, the country is reaching the significant progress in developing new technologies that contribute to improving the competitiveness of the national economy and the quality of population's life. There is a natural question, how inhibitory teachers have the right to engage in the formation of pedagogical and educational environment which must meet the standards of morality and the level of society's development, in other words, the environment in which the life of all members of society lasts, to transform and direct the course of society's life, thus transforming the way "society today" is to "society tomorrow".

The problem of violence in its various manifestations, including abuse, it is associated with the legitimization of aggression in society, and reducing the risks of the formation and manifestation of these phenomena, it is the national task. The psychological safety of the educational environment must be ensured immediately. Ensuring the psychological safety of the educational environment and, as a consequence, protecting and maintaining the mental health of its participants should be a priority in the development of modern education.

### BIBLIOGRAPHY:

1. Алюшина Н.О. Психологічні механізми ефективного управлінського впливу: навч.-метод. матеріали. Київ : НАДУ; 2013. 48 с.
2. Горбенко АВ. Эмоциональная безопасность образовательной среды у студентов гуманитарного ВУЗа (бакалавриат и магистратура). *Современное образование*. 2015. (4). С. 36–91.
3. Каложний В.О. Експліцитний психологічний вплив у суб'єкт-суб'єктній та суб'єкт-об'єктній системах відносин. *Психологічна хвиля: зб. матеріалів. Актуальні проблеми практичної психології: I Міжрегіональна науково-практична конференція*. 2012. (2). С. 47–50.
4. Маслоу А. Самоактуализированные люди: исследование психологического здоровья (пер. А.М. Татлыбаевой). Санкт-Петербург, 1999. URL: <http://medbookaide.ru/books/fold1002/book1401/p1.php> (last accessed: 15.01.2020).
5. Овчарова Р.Ф. Психологическая фасилитация работы школьного учителя. Москва, 2017. 305 с.
6. Печеркина АА. Психологические детерминанты психологического насилия в образовательной среде. *Педагогическое образование в России*. 2013. С. 122–125.
7. Психология общения. Энциклопедический словарь. Москва, 2011. 600 с.
8. Полосова ЛБ. Психологические предикторы развития феномена ингибиции - фасилитации в педагогическом общении : автореф. дис. кандидата пед. наук. Екатеринбург, 2014. 142 с.
9. Панченко ТЛ, редактор. Психологічна безпека освітнього середовища. *Вісник психологічної служби Київщини*. Біла Церква : КВНЗ КОР «Академія неперервної освіти»; 2016. 228 с.
10. Стандарти і рекомендації щодо забезпечення якості в Європейському просторі вищої освіти (ESG). Київ : ТОВ «ЦС», 2015. 32 с.
11. Харланова ЮВ. Психологическая безопасность образовательной среды ВУЗа. *Безопасность образовательной среды: психологическая оценка и сопровождение: Материалы Всероссийской научно-практической конференции*. 2013. Окт. 30–31. С. 63–67.
12. The free dictionary by farlex. URL: <https://medical-dictionary.thefreedictionary.com/psychological+abuse> (last accessed: 15.01.2020).

## REFERENCES:

1. Aliushyna N.O. (2013). *Psyhkholohichni mekhanizmy efektyvnoho upravlynskoho vplyvu [Psychological mechanisms of effective managerial influence]*. Kyiv : NADU [in Ukrainian].
2. Horbenko A.V. (2015). Jemocional'naja bezopasnost' obrazovatel'noj sredy u studentov gumanitarnogo VUza (bakalavrat i magistratura) [Emotional safety of the educational environment among students of the humanitarian university (bachelor and master)]. *Sovremennoe obrazovanie – Modern education*, 4, 36-91 [in Russian].
3. Kaliuzhnyi V.O. (2012). Eksplitsytnyy psyhkholohichnyy vplyv u subyekt-subyektnyy ta subyekt-obyektnyy v systemakh vidnosyn [Explicit psychological influence in subject-subject and subject-object in systems of relations]. *Psyhkholohichna khvylya: zbirnyk materialiv – Psychological Wave: A Collection of Materials*, 2, 47–50 [in Ukrainian].
4. Maslou A. (1999). *Samoaktualizirovannye ljudi: issledovanie psihologicheskogo zdorov'ja [Self-Acting People: A Study of Psychological Health]* Retrieved from: <http://medbookaide.ru/books/fold1002/book1401/p1.php> [in Russian].
5. Ovcharova R.F. (2017). *Psihologicheskaja fasilitacija raboty shkol'nogo uchitelja [Psychological facilitation of the work of the school teacher]*. Moscow [in Russian].
6. Pecherkina A.A. (2013). Psihologicheskie determinanty psihologicheskogo nasilija v obrazovatel'noj srede [Psychological determinants of psychological violence in the educational environment]. *Pedagogicheskoe obrazovanie v Rossii -Teacher Education in Russia*, 122–125 [in Russian].
7. Psihologija obshhenija [Psychology of communication] (2011). *Jenciklopedicheskij slovar' – Encyclopedic Dictionary*. Moscow [in Russian].
8. Polosova L.B. (2014). Psihologicheskie prediktory razvitiya fenomena ingibicii – fasilitacii v pedagogicheskom obshhenii [Psychological predictors of the development of the phenomenon of inhibition – facilitation in pedagogical communication]. *Extended abstract of candidate's thesis*. Ekaterinburg [in Russian].
9. Panchenko T.L. (2016). *Psyhkholohichna bezpeka osvithnoho seredovyshcha: Visnyk psyhkholohichnoyi sluzhby [Psychological safety of the educational environment: Kyivshchyny Bulletin of the psychological service of Kyiv region]*. Kyiv: Bila Tserkva: KVNZ KOR “Akademiya neperernovoy osvity” [in Ukrainian].
10. Standarty i rekomendatsiyi shhodo zabezpechennya yakosti v Yevropeyskomu prostori vyshchoyi osvity (ESG) [Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)] (2015). Kyiv : CS Ltd. [in Russian].
11. Harlanova Ju.V. (2013). Psihologicheskaja bezopasnost' obrazovatel'noj sredy VUza [Psychological safety of the educational environment of the university]. *Bezopasnost' obrazovatel'noj sredy: psihologicheskaja oценка i soprovozhdenie – Safety of the educational environment: psychological assessment and support*, 63–67 [in Russian].
12. The free dictionary by Farlex. URL: <https://medical-dictionary.thefreedictionary.com/psychological+abuse> (Last accessed: 15.01.2020).

Стаття надійшла до редакції 05.03.2020.

The article was received 05 March 2020.

УДК 159.9.01

DOI <https://doi.org/10.32999/ksu2312-3206/2020-2-8>**ВЗАЄМОЗВ'ЯЗОК ЕТНОПСИХОЛОГІЇ ТА МОРАЛІ:  
МЕТОДОЛОГІЧНІ АСПЕКТИ****Предко Денис Єрофейович,**

кандидат філософських наук,

асистент кафедри загальної психології

Київський національний університет імені Тараса Шевченка

denyspredko@knu.ua

<https://orcid.org/0000-0001-7760-6957>

**Мета.** Дослідження спрямоване на розкриття сутнісних особливостей взаємозв'язку етнопсихології та моралі як етнічно-моральної моделі формування окремої людини, так і певної спільноти, що передбачає послідовне вирішення таких задач: а) акцентувати увагу на різноманітних ракурсах взаємозв'язку зазначених феноменів; б) розкрити етнопсихологічні можливості моралі конкретного типу людини – українця.

**Методи.** Методологія дослідження ґрунтується на використанні культуролого-генетичного, структурно-системного, історико-порівняльного методів для виявлення сутнісних характеристик взаємозв'язку етнопсихології та моралі як специфічних складників як особистості, так і певної спільноти.

**Результати.** Виокремлено напрями взаємозв'язку етнопсихології та моралі в трьох «зрізах»: історичному (на фоні якого відбувається процес оформлення і розгортання їх змісту), соціально-психологічному (в якому охоплюється універсальність та унікальність етносу) та культурологічному (в якому функціонують архетипи як «загальні правила», що регулюють не форму, а напрям діяльності).