



СЕРІЯ «Психологія»

UDC 159. 942

[https://doi.org/10.52058/2786-5274-2025-11\(51\)-1264-1274](https://doi.org/10.52058/2786-5274-2025-11(51)-1264-1274)

Babchuk Olena Hryhoriivna Candidate of Psychological Sciences, Associate Professor, Head of the Department of Psychology and Pedagogy of the Odesa State University of Internal Affairs, Odesa, <https://orcid.org/0000-0001-5712-909X>

PSYCHOLOGICAL STATES AND DEFENSE MECHANISMS OF PERSONALITY IN THE CONDITIONS OF WAR

Abstract. The article presents a comprehensive analysis of the psychological states, defense mechanisms, and coping strategies of individuals in wartime conditions. War is examined as a powerful global psychotraumatic factor that leads to deep distortions in personal and collective consciousness, undermining the sense of safety, trust, and stability. Typical emotional reactions to wartime events such as anxiety, aggression, apathy, emotional exhaustion, and the state of “emotional numbness” are described as adaptive yet simultaneously exhausting forms of psychological response. The dynamics of loss experiences are analyzed through E. Kübler-Ross’s model, which includes five stages: denial, anger, bargaining, depression, and acceptance. It is shown that under wartime conditions these stages may shift, overlap, or persist unevenly. The article explores the psychological states of internally displaced persons, refugees, children of war, and military personnel, who experience the loss not only of physical space but also of a part of their personal identity. The phenomenon of secondary traumatization, which intensifies feelings of helplessness and complicates adaptation, is emphasized. Particular attention is given to the crisis of identity arising from the loss of life orientations, social roles, and a sense of inner integrity. It is noted that such a crisis can have not only a destructive but also a constructive potential, fostering personal re-evaluation, the formation of new values, and the search for meaning. The article characterizes the main psychological defense mechanisms (denial, affect isolation, intellectualization, rationalization, sublimation) and coping strategies (problem-focused, emotion-focused, and avoidance-oriented), which ensure psychological resilience in crisis situations. The crucial role of psychological assistance is underlined aimed at stabilizing the emotional state, restoring life meaning, developing self-regulation skills, and facilitating social reintegration.

Keywords: war, emotional reactions, psychological resilience, identity, crisis situation, defense mechanisms, coping strategies, life orientations, adaptation, resilience, displaced persons, children of war, military personnel, psychological assistance.



Бабчук Олена Григоріївна кандидат психологічних наук, доцент, завідувач кафедри психології і педагогіки, Одеський державний університет внутрішніх справ, м.Одеса, <https://orcid.org/0000-0001-5712-909X>

ПСИХОЛОГІЧНІ СТАНИ ТА ЗАХИСНІ МЕХАНІЗМИ ОСОБИСТОСТІ В УМОВАХ ВІЙНИ

Анотація. У статті здійснено комплексний аналіз психологічних станів, механізмів захисту та копінг-стратегій особистості в умовах війни. Війна розглядається як потужний глобальний психотравмуючий чинник, що призводить до глибоких деформацій особистісної та суспільної свідомості, руйнує відчуття безпеки, довіри та стабільності. Описано типові емоційні реакції на воєнні події тривогу, агресивність, апатію, емоційне виснаження, стан «емоційного оніміння», які розглядаються як прояви адаптивних, але водночас виснажливих форм психологічного реагування. Проаналізовано динаміку переживання втрати на основі моделі Е. Кюблер-Росс, що охоплює п'ять етапів: заперечення, гнів, торг, депресію та прийняття. Показано, що в умовах війни ці стадії можуть зміщуватися, повторюватися або тривати нерівномірно. Розкрито особливості психологічного стану вимушених переселенців, біженців, дітей війни та військовослужбовців, які переживають втрату не лише фізичного простору, а й частини власної ідентичності. Наголошено на явищі вторинної травматизації, що посилює відчуття безпорадності та ускладнює процес адаптації. Окрему увагу приділено кризі ідентичності, що виникає внаслідок втрати життєвих орієнтирів, соціальних ролей і відчуття цілісності «Я». Визначено, що криза може мати не лише деструктивний, а й конструктивний потенціал сприяти особистісному переосмисленню, формуванню нових цінностей і смислів. Охарактеризовано основні психологічні захисні механізми (заперечення, ізоляція афекту, інтелектуалізація, раціоналізація, сублімація) та копінг-стратегії (проблемно-, емоційно- та унікально-орієнтовані), що забезпечують психологічну стійкість (резильєнтність) і у кризових ситуаціях. Підкреслено роль психологічної допомоги, спрямованої на стабілізацію емоційного стану, відновлення сенсу життя, розвиток навичок саморегуляції та соціальної інтеграції.

Ключові слова: війна, емоційні реакції, психологічна стійкість, ідентичність, кризова ситуація, захисні механізми, копінг-стратегії, життєві орієнтири, адаптація, резильєнтність, переселенці, діти війни, військовослужбовці, психологічна допомога.

Formulation of the problem. The modern reality of Ukraine is marked by profound social, political, and spiritual transformations resulting from the consequences of war. The war has become not only a test for the state but also a powerful psychological challenge for every individual, reshaping worldviews, values,



and the sense of security. It radically affects daily life, distorts social connections, and alters the structure of emotional experience and behavioral responses. Under these conditions, scientific understanding of psychological states, defense mechanisms, and coping strategies becomes particularly significant, as they help individuals maintain psychological resilience, inner balance, and the ability to adapt in situations of extreme uncertainty and threat.

Analysis of recent research and publications. War is one of the most powerful global psychotraumatic factors of modern times, penetrating all spheres of human existence. It causes not only physical losses but also deep deformations of the psychological foundations of life the sense of security, stability, and trust in the world and in others. A person finds themselves facing existential boundary situations, where the usual structure of time and space is disrupted, moral guidelines are destroyed, and perceptions of good and evil, justice, and responsibility are transformed.

The psychotraumatic impact of war manifests itself in sleep disturbances, chronic anxiety, irritability, heightened aggression, fatigue, and emotional exhaustion. It disrupts an individual's ability to regulate emotions, causing states of helplessness, apathy, or, conversely, hyperarousal. At the level of collective consciousness, a phenomenon of "societal trauma" emerges, expressed through widespread distrust, reduced social cohesion, fragmentation of identity, and a crisis of values and meaning.

The psychological states of individuals during wartime are marked by extreme emotional fluctuations from uplift, inspiration, and heroism to deep despair, fear, and apathy. In the initial stages of hostilities, mobilization states prevail, associated with the activation of inner resources readiness to protect, help, and act. However, prolonged exposure to stress gradually leads to emotional exhaustion, depressive symptoms, indifference, and alienation.

The purpose of the article is to identify the psychological states and defense mechanisms of the individual under wartime conditions, to analyze the dynamics of experiencing loss and identity crisis, as well as to determine effective coping strategies and directions of psychological support for the affected categories of the population.

Presenting main material. For individuals affected by the impact of war, a state of deep emotional tension, exhaustion, emptiness, and loss of control over their own experiences is typical. As a result of constant stress, overload with painful events, and the inability to fully process them, the psyche begins to seek ways of self-preservation. The state of "emotional numbness" or "freezing" acts as a specific psychological defense mechanism through which the psyche blocks excessively painful experiences to prevent internal disintegration.

In children, such processes are particularly dangerous, as they often exhibit regressive reactions a return to earlier behavioral forms along with heightened anxiety, fears, nightmares, appetite and sleep disturbances, and difficulty concentrating [1].

In the process of experiencing loss of loved ones, home, a familiar way of life, or a sense of security the human psyche passes through certain regular stages that have a universal character. These stages were described by the well-known researcher



Elisabeth Kübler-Ross, who developed the model of five stages of grief: denial, anger, bargaining, depression, and acceptance [2]. In the context of war, these stages often overlap or repeat, and a person may remain for a long time in the stage of denial, unable to accept the scale of the tragedy. At the first stage denial the psyche employs a defense mechanism that temporarily allows a person to avoid acute emotional pain. The individual refuses to believe what has happened, tries to ignore the facts, and convinces themselves that the events are not real: “This can’t be true,” “This couldn’t have happened to me.” This state has an adaptive function, as it enables the gradual acceptance of shocking information and the mobilization of inner resources to cope with trauma. The second stage anger arises after a partial realization of the inevitability of loss. A person begins to feel strong irritation, rage, and aggression, which may be directed toward themselves, others, the state, circumstances, or even fate. Anger serves an important psychological function: it provides emotional release and a way to express accumulated tension. At the third stage bargaining there is an attempt to “negotiate” with reality or higher powers. The person seeks imaginary ways to influence the situation: “If I do this, everything will return,” “If I help others, things will go back to how they were.” Bargaining is short-lived but meaningful, as it creates an illusion of control and temporarily alleviates emotional pain. Depression, the fourth stage, sets in when the individual fully recognizes the loss and its irreversibility. The emotional background decreases, sadness and apathy appear, along with helplessness, tears, and loss of motivation. Although painful, this stage is necessary for the integration of loss into the individual’s inner world. It helps to experience grief and gradually move toward the stage of acceptance. The final stage acceptance is characterized by a reduction in emotional tension and the emergence of inner calm. The person acknowledges the reality of the loss, ceases to deny it, and finds strength to continue living. Acceptance does not mean forgetting or indifference; rather, it represents a new level of awareness at which the individual is able to reinterpret their experience and restore their psychological and emotional resources.

Thus, E. Kübler-Ross’s model reflects the natural process of psychological adaptation to traumatic events [2]. In wartime conditions, these stages may shift, recur, or last for varying periods. Understanding these processes provides an important dimension for comprehending the depth of the psychological consequences of war for both the individual and society. For internally displaced persons and refugees, the loss of home represents not only the disappearance of a physical space but also a symbolic loss of part of the self a familiar way of life, social status, professional realization, and cultural environment. This leads to a profound sense of uprootedness and existential loneliness, where the past seems irretrievably lost and the future remains uncertain. On a psychological level, such individuals often experience the “temporary life” syndrome as if existing “between two worlds”: one that remains in memories and another in which they do not yet feel fully accepted. This state combines hope for return with fear of new losses, creating a complex emotional tension that hinders adaptation and long-term psychological stability.



Prolonged exposure to a situation of uncertainty can lead to emotional burnout, depression, apathy, loss of motivation, and a decreased ability to engage in social interaction [3]. Of particular concern is the phenomenon of secondary traumatization, which occurs when a person not only experiences their own losses but is also constantly exposed to the traumatic stories of others through communication in support centers, the media, or social networks. Such repeated emotional impacts intensify feelings of helplessness and anxiety, significantly complicating the process of psychological adaptation and reducing the individual's capacity for resilience and recovery [4].

For effective assistance to internally displaced persons, it is essential to create a psychologically safe environment where they can restore a sense of control over their lives. It is important to combine individual psychotherapy, group support, social counseling, and psychoeducation aimed at developing skills of self-regulation, communication, and stress management [5]. A significant role is also played by volunteer communities, which provide not only material but also emotional support, creating a space of mutual understanding and solidarity. Experience shows that the successful adaptation of displaced persons is possible under conditions of integration into new social communities, the restoration of professional activity, and the experience of social significance. Active inclusion in public life, the opportunity to be helpful to others, and the feeling of shared purpose contribute to the reduction of anxiety, stabilization of the emotional state, and the development of psychological resilience (resiliency).

Work with internally displaced persons, refugees, and children of war should be aimed not only at overcoming the consequences of trauma but also at the gradual restoration of their identity, sense of belonging, and life perspective. War transforms not only the external circumstances of existence but also the inner structure of personality, reshaping one's perception of self, the world, and the future. This process is most evident in children's psyche, which is highly sensitive to any loss or disruption of emotional stability [6].

Children who have lived through war develop a specific type of emotional experience that combines premature maturity with profound internal transformations. On the one hand, they mature faster, showing an understanding of the seriousness of events, responsibility, empathy, and a willingness to help others. On the other hand, these processes are accompanied by the loss of basic trust in the world and the destruction of a sense of safety, which are essential for healthy psychological development. Their play, speech, drawings, and dreams are often filled with themes of loss, fear, death, and separation from loved ones, reflecting the depth of trauma they have endured.

Play activity, which under normal circumstances serves as a means of development, becomes a tool for psychological release a way for children to unconsciously recreate and process their traumatic experiences. In their drawings, images of destroyed buildings, military equipment, and dark colors prevail, symbolizing high emotional tension and the need for a safe expression of fear [7].



Children of war often exhibit regressive reactions (a return to earlier developmental behaviors), heightened anxiety, sleep disturbances, reduced concentration, and somatic symptoms such as headaches, stomach pain, or trembling. Some children display withdrawal and apathy, while others show increased excitability and aggression. These manifestations represent the psyche's attempts to cope with a persistent sense of danger and insecurity.

Psychological support for children affected by war should focus on restoring basic feelings of safety, stability, and faith in goodness. This involves creating an emotionally supportive environment where the child can freely express emotions without fear of punishment or misunderstanding. Effective methods include art therapy, fairy-tale therapy (storytelling therapy), play therapy, and body-oriented therapy, which allow children to symbolically process traumatic experiences and gradually regain psychological balance and emotional stability [8].

Equally important is the role of adults parents, teachers, and psychologists who must demonstrate emotional stability, predictability, support, and kindness. Through positive interaction with adults, children develop a sense of security and grounding, which gradually restores their emotional balance. The consistent presence of caring, attentive, and reliable adults helps a child rebuild basic trust in the world, realizing that even after traumatic events, life continues and there are people nearby who can protect and support them.

In this context, it is essential to emphasize the role of the educational environment as a space for psychological stabilization. Schools and kindergartens serve not only as places of learning but also as safe spaces for communication and the restoration of social connections. A supportive atmosphere, engagement in creative activities, group play, and participation in volunteer or social projects contribute to restoring a sense of normalcy, confidence, and social belonging, which are crucial for the emotional recovery and resilience of children affected by war.

Systemic support for children who have experienced war must integrate psychological, pedagogical, and social components. Its main directions include the development of emotional literacy, the teaching of self-regulation skills, and the creation of conditions for the expression of emotions through art, movement, and communication. Programs that promote collective emotional experiences are of particular importance, as they help children develop a sense of unity, mutual understanding, and trust in the adult world.

In the long term, such work forms the foundation for the development of psychological resilience (resiliency) the ability to overcome difficulties, recover after traumatic events, and maintain faith in oneself and in the future. The cultivation of these qualities in children and adolescents is the key to society's recovery after the war and its humanistic progress [9].

War also creates conditions for a crisis of identity a loss of the sense of inner wholeness of the "self." A person may cease to understand who they are and what their future will be. National, civic, professional, and personal identities undergo profound



transformations. This crisis is particularly evident among veterans, who struggle to return to “peaceful” life, and among displaced persons, who are forced to construct a new social reality. For children and adolescents, the process of forming self-image and a coherent system of values is disrupted. The way out of this crisis lies in the restoration of life meaning, the realization of one’s purpose, and the acceptance of traumatic experience as part of personal growth [10].

As individuals overcome the acute consequences of traumatic experiences, they face another, equally complex challenge the search for self in a transformed world. War alters not only the external conditions of life but also the deep structure of personality, reshaping one’s understanding of self, others, and the meaning of existence. Therefore, an important phenomenon requiring scholarly examination is the crisis of identity, which affects both adults and children who have lived through the experience of war [11].

During wartime, individuals often lose the foundations of self-identification on which their identity was built: profession, social status, circle of communication, place of residence, and familiar values. This leads to a disruption of the integrity of the self-image, accompanied by confusion, disorientation, and a loss of life meaning. A person begins to ask: “Who am I now, when everything that once defined me has been destroyed?”

Among displaced persons and refugees, the crisis of identity manifests itself through the fragmentation of self-image a rupture between «former» and “present” life. The past is perceived as a lost part of one’s “self,” while the new circumstances are often seen as temporary or inadequate. This creates an internal conflict between the longing to regain what was lost and the necessity to adapt to a new reality.

For military personnel, the identity crisis takes a different form. They often experience a split between their “combat self” and “civil self,” which complicates their adaptation after returning from the front. On the one hand, there are strong feelings of duty, heroism, and camaraderie; on the other a sense of helplessness in civilian life, guilt toward fallen comrades, and a lack of understanding from civilians.

The identity crisis is particularly dramatic in children and adolescents, as this is the stage when their sense of self, value system, and social belonging are being formed. The loss of home, friends, and school, as well as separation from family, destroys familiar social roles. In such conditions, a child may feel “a stranger everywhere,” which disrupts the formation of a coherent self-image, lowers self-esteem, and may lead to aggression or withdrawal.

However, the identity crisis during war has both destructive and potentially constructive dimensions. In its positive aspect, it can serve as a catalyst for re-evaluating values, forming new meanings, and reviving spirituality and patriotism. A person begins to rediscover who they are, what they believe in, and what gives their life purpose.

Overcoming an identity crisis requires both psychological and social support aimed at integrating the traumatic experience into a coherent personal structure.



Narrative therapy practices are particularly effective, as they help individuals reconstruct their life stories, regain a sense of agency, and restore the internal continuity of events and meanings [12].

An essential condition for recovery is the creation of an environment of acceptance within family, educational, and community settings where individuals feel heard, valued, and involved in collective activity. It is within such a supportive context that the gradual reconstruction of identity occurs from “the self that survived” to “the self that lives and creates.”

Thus, the identity crisis during war is not only a state of loss but also an opportunity for personal growth, self-reflection, and redefinition of meaning. It becomes a starting point for the formation of a new, mature identity, grounded in the awareness of one’s values, spiritual resources, and life mission.

Given the complexity of the psychological processes that occur during war, it is essential to understand not only the changes in identity, but also the ways in which the psyche strives to preserve its integrity. In this context, particular importance is attached to the study of psychological defense mechanisms and coping strategies, which ensure a person’s adaptation to extreme living conditions. Psychological defense mechanisms are unconscious methods of emotional stabilization that help individuals reduce anxiety, maintain inner balance, and prevent the disintegration of the self. Under wartime conditions, these mechanisms become especially active, as the psyche is exposed to intense emotional and sensory overload, along with constant feelings of threat, fear, and uncertainty [13].

Among the most common defense mechanisms discussed in the literature are the following: Denial (refusal to acknowledge the reality of traumatic events. For example, a person may not accept the loss of loved ones or the magnitude of danger in order to avoid emotional shock); Rationalization (an attempt to explain painful events logically, thereby reducing their emotional impact (e.g., “It had to happen,” “There was no other way”)); Isolation of affect (separating emotions from events; the person speaks about a tragedy calmly, without visible emotion, as if it does not directly concern them); Intellectualization (retreat into excessive intellectual analysis rather than emotional experience; focusing on reasoning to avoid feeling pain); Sublimation (redirecting destructive impulses into socially acceptable activities, such as creativity, volunteering, or professional engagement). These mechanisms serve an adaptive function, helping to reduce emotional overload; however, their excessive or prolonged activation can lead to emotional detachment, depersonalization, and loss of empathy.

In contrast to these unconscious defenses, coping are conscious behavioral methods aimed at constructively resolving difficult situations [14]. They allow individuals to actively engage with problems rather than merely defending themselves from them.

In scientific literature, researchers typically distinguish three main types of coping: problem-focused coping (involves seeking concrete ways to overcome a situation through decision-making and action planning.



Examples include volunteering, rebuilding damaged homes, or finding employment after displacement); emotion-focused coping (aimed at regulating emotional states through relaxation techniques, prayer, communication with loved ones, or psychotherapy); avoidance (or disengagement) coping (temporary distancing from the traumatic situation to maintain psychological balance, such as limiting exposure to news or withdrawing to rest and recover).

The most effective forms are adaptive coping strategies, which foster the development of resilience the ability to face adversity without losing personal integrity. Such strategies include maintaining social connections, participating in collective projects, relying on spiritual values, using humor, engaging in creative activities, and volunteering. These behaviors not only reduce anxiety levels, but also help restore a sense of control over life and destiny, strengthening psychological stability and hope for the future.

Conclusions. In the conditions of war, the combination of defense mechanisms and coping strategies ensures a person's psychological survival, sustaining their ability to function, make decisions, and preserve humanity under inhumane circumstances. The task of psychological assistance is not to eliminate these mechanisms but to help individuals become aware of them and redirect them into constructive channels from denial to acceptance, from passive avoidance to active self-recovery. War acts as a systemic stressor, testing the strength of both individual and collective psychological structures. Reactions to it depend on personal resources, social environment, value orientation, and spiritual maturity. Therefore, psychological support in wartime should aim to stabilize emotional states, restore life meaning, develop adaptive coping strategies, and maintain identity integrity. The key task of modern psychology is to cultivate a culture of mental health and build an effective system of psychological assistance capable of restoring the inner balance of individuals and society in the aftermath of war.

References:

1. Ohorenko, V. V. (Ed.). (2023). *Psykhologo-psychiatrychni naslidky voiennoho chasu* [Psychological and psychiatric consequences of wartime]. Dnipro: LIRA. [in Ukrainian].
2. Neimeyer, R. A. (2021). *Terapiia horia* [Grief therapy] (V. Zlyvkov & S. Lukomska, Trans. and Adapt.). Kyiv. [in Ukrainian].
3. Papucha, M. V. (2024). *Vplyv perezhyvannia sytuatsii nevyznachenosti na psykhologichnyi dobrobut osobystosti* [The impact of experiencing uncertainty on psychological well-being]. *Slobozhanskyi naukovyi visnyk - Slobozhansky Scientific Bulletin* (2), 37–41. [in Ukrainian].
4. Osiodlo, V. (Ed.). (2020). *Teoriia i praktyka psykhologichnoi dopomohy ta reabilitatsii* [Theory and practice of psychological assistance and rehabilitation]. Kyiv: National University of Defense of Ukraine named after Ivan Cherniakhovskyi. [in Ukrainian].
5. Mozol, S. A., Kulchytska, O. V., Poludionna, N. S., & Rohovenko, M. M. (Eds.). (2025). *Stres vid viiny kriz pryzmu vikovoi psykhologii* [War stress through the prism of developmental psychology]. Kyiv: National Academy of Internal Affairs. [in Ukrainian].
6. Klymenko, O. Yu. (2024). *Chynnyky formuvannia sotsialnoi travmy u vnutrishno peremishchenykh osib v Ukraini* [Factors of social trauma formation among internally displaced



persons in Ukraine]. *Fundamentalni ta prykladni problemy suspilstva: istoriia, sohodennia, maibutnie - Fundamental and applied problems of society: History, present, future*, (pp.42–45). Kyiv. [in Ukr].

7. Zlyvkov, V., Lukomska, S., Yevdokymova, N., & Lipinska, S. (2023). *Dity i viina [Children and war]*. Kyiv–Nizhyn: Vydavets PP Lysenko M.M. [in Ukrainian].

8. Kalka, N., & Odintsova, H. (Eds.). (2023). *Arterapiia i viina: konteksty i dosvid praktychnoi roboty [Art therapy and war: Contexts and practical experience]*. Lviv: Lviv State University of Internal Affairs. [in Ukrainian].

9. Chykhantsova, O. A. (2023). *Rozvytok rezyliientnosti osobystosti v situatsiiakh nevyznachenosti [Development of personality resilience in situations of uncertainty]*. *Vcheni zapysky TNU imeni V. I. Vernadskoho - All records of the TNU named after V. I. Vernadsky*, 34 (73)(1), 35–39. [in Ukrainian].

10. Rymarenko, S. (2017). *Hlobalizatsiia ta kryza identychnosti [Globalization and identity crisis]*. *Naukovi zapysky Instytutu politychnykh i etnonatsionalnykh doslidzhen im. I. F. Kurasa NAN Ukrainy - Scientific notes of the Institute of Political and Ethnographic Studies named after I. F. Kurasa, National Academy of Sciences of Ukraine*, 5–6 (91–92), 171–181. [in Ukrainian].

11. Hornostai, P. P. (2023). *Psykhohiia kolektyvnykh travm: monohrafiia [Psychology of collective traumas: Monograph]*. Kropyvnytskyi: Institute of Social and Political Psychology, National Academy of Pedagogical Sciences of Ukraine. [in Ukrainian].

12. Kraieva, O. A. (2018). *Podolannia kryzy identychnosti v pidlitkovomu vitsi [Overcoming the identity crisis in adolescence]*. Kharkiv: Vydavnytstvo Ivanchenka I.S. [in Ukrainian].

13. Yudko, O., & Myropol'tseva, N. (2024). *Osoblyvosti zastosuvannia zakhysnykh mekhanizmiv v yunatskomu vitsi pid chas voiennoho stanu [Features of the use of defense mechanisms in adolescence during martial law]*. *Visnyk Lvivskoho universytetu - Lviv University Bulletin. Serii: Psykholohichni nauky*, 19, 87–92. [in Ukrainian].

14. Lazarus, R. S. (1984). *Stress, appraisal, and coping*. New York: Springer Publishing Company [in America].

Література:

1. Психолого-психіатричні наслідки воєнного часу : навчальний посібник / заг. ред. професора В. В. Огоренко. Дніпро: ЛПА, 2023. 312 с.

2. Neimeyer R. A. *Терапія горя*. /переклад та адаптація В. Зливков, С.Лукомська. Київ. 2021. 259 с.

3. Папуча М.В. Вплив переживання ситуації невизначеності на психологічний добробут особистості. Слобожанський науковий вісник. Серія Психологія, випуск 2, 2024. С. 37-41

4. *Теорія і практика психологічної допомоги та реабілітації: підручник*. Вид. 2-ге, доп. / кол. авт. ; за заг. ред. Василя Осьодла. Київ : НУОУ імені Івана Черняхівського, 2020. 484 с.

5. *Стрес від війни крізь призму вікової психології : матеріали круглого столу (Київ, 10 берез. 2025 р.)* / редкол.: С. А. Мозоль, О. В. Кульчицька, Н. С. Полудьонна, М. М. Роговенко. Київ : Нац. акад. внутр. справ, 2025. 100 с.

6. Клименко О. Ю. Чинники формування соціальної травми у внутрішньо переміщених осіб в Україні. *Фундаментальні та прикладні проблеми суспільства: історія, сьогодні, майбутнє*. Київ, 2024. С. 42–45.

7. Зливков В., Лукомська С., Євдокимова Н., Ліпінська С. *Діти і війна: монографія*. Київ.-Ніжин: Видавець ПП Лисенко М.М., 2023. 221 с.

8. *Арттерапія і війна: контексти і досвід практичної роботи: колективна монографія*. /за заг. ред. Н. Кальки, Г. Одинцової. Львів: ЛьвДУВС, 2023. 283с

9. Чиханцова О.А. Розвиток резильєнтності особистості в ситуаціях невизначеності. *Вчені записки ТНУ імені В.І. Вернадського. Том 34 (73) № 1 2023*. С. 35-39.





10. Римаренко С. Глобалізація та криза ідентичності. Наукові записки Інституту політичних і етнонаціональних досліджень ім. І. Ф. Кураса НАН України, 2017. 5–6 (91–92). С. 171–181.

11. Горностай, П. П. Психологія колективних травм: монографія / Національна академія педагогічних наук України, Інститут соціальної та політичної психології. Кропивницький, 2023. 336 с.

12. Краєва О. А. Подолання кризи ідентичності в підлітковому віці : монографія Харків: Видавництво Іванченка І.С., 2018. 218 с.

13. Юдко О., Миропольцева Н. Особливості застосування захисних механізмів в юнацькому віці під час воєнного стану. Вісник Львівського університету. Серія: Психологічні науки. 2024. Вип. 19. С. 87-92.

14. Lazarus R. Stress, appraisal, and coping Monography. New York, 1984. 445 p