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**SCIENTIFIC AND METHODOLOGICAL BASES OF WORKING  
WITH STUDENTS' RESENTMENT**

*The article is devoted to the research of the scientific and methodological foundations of coping with resentment, which often triggers a negative life scenario, somatic diseases of the individual. The research revealed that resentment is associated with excitable, cyclothymic, exalted, emotive, anxious, dysthymic, jamming and pedantic types of character accentuations. Students with high resentment, scores on the "resentment" parameter are characterized by an increased tendency to irascibility, touchiness, indirect aggression, irritation, suspicion, guilt, they also have more pronounced indicators of verbal aggression, intransigence and vindictiveness, that's why they need psychological help.*

One of the emotions with which the child communicates with the environment is resentment. At the heart of resentment lies the mismatch between our expectations and the actual behavior of another significant person. The child grows up, and the ways of interacting with the outside world remain the same. With the help of resentment, a person controls loved ones and even weaves maladaptive reactions into the production environment [1].

The immediate environment of the child is the environment for the formation of touchiness as a stable personality trait. The child is forbidden to openly express anger, aggression and other manifestations of discontent aimed at protecting the rights to satisfy physiological and personal needs.

Resentment, like any other repressed emotions directed at oneself, can cause various psychosomatic disorders in a person that destroy a person from the inside. At the level of physiological manifestations, resentment is felt as a lump in the throat, heaviness in the chest and back pain, which indicates words not spoken in time, suppression of vital energy and an unbearable burden for a person. Thus, overcoming resentment is also a means of improving health and well-being, which has important consequences for both the labor activity of an individual and the people across the country [1].

Often repeated negative experiences lead to the consolidation of unfavorable emotional states and negative personal qualities, such as touchiness, irritability, anxiety, pessimism, which, in turn, negatively affects the quality of life.

Resentment, being one of the most common reasons for contacting a psychologist, is at the same time one of the little-developed topics in modern psychology [2]. This can be explained by the huge changes that can follow after overcoming the feeling of resentment and which the psyche so resists, striving for stability and providing sustainable ways for a person to interact with the social world.

An analysis of the literature on such issues indicates both a weak methodological base and the absence of psychodiagnostic tools that allow us to speak about the presence of this quality in a person. The absence of well-designed correctional programs is the result of insufficient understanding of the destructive impact of this phenomenon on the social life of the individual and society.

Scientists O. A. Apunevich, Z. A. Ageeva, A. Bass, A. V. Beltyukova, E. Bern, M. S. Gritsenko, N. Yu. Gusakov, R. F. Ibragimbekova, E. P. Ilyin, R. Cattell, M. Klein, K. Leonhard, A. K. Lichko, Yu. M. Orlov, F. Perls, Yu. V. Pechin, N. L. Puzyrevich, A. G. Sviyash, A. Freud, Z. Freud, K. Horney, E. Shostrom and others researched the feeling of resentment.

Of particular importance, the problem of resentment and touchiness acquires in student age – a difficult and critical period. Young people are very sensitive to what others think and how others treat them, since it is the quality of relationships with others that determines their success and, ultimately, satisfaction with their lives. Therefore, at this age, negative reactions of the personality are especially pronounced, vulnerability, conflict and resentment increase. Resentment, being a

dominant character trait, hinders the normal development of the individual and determines all further interaction with society.

Resentment negatively affects the health and well-being of students, the quality of their relationships with other people, the development of their personality and the success of the educational process as the main activity in this age period. Therefore, it is so important to organize timely assistance to students in overcoming this feeling, understanding their personal characteristics and teaching constructive ways of interacting with the outside world and with themselves. This can be achieved through the use of existing and the development of new methods for coping with resentment.

The research of resentment and touchiness among students was carried out on the basis of the educational institutions "Francisk Skorina Gomel State University" and "Belarusian State University of Transport". The research sample consisted of 302 students aged 17 to 21 years. Methodics "Diagnostics of indicators and forms of aggression" by A. Bass-A. Darki in the adaptation of S. N. Enikolopov, "Personal aggressiveness and conflict" by E. P. Ilyin and P. A. Kovalev, test questionnaire "Type of accentuation of character and temperament» by C. Leonhard, G. Shmishek were used as psychodiagnostic tools.

During the research, it turned out that half of the students have character accentuations. The main reason for their manifestation is the impulsiveness and inability to control one's emotions and actions characteristic of this age. The presence of accentuations makes a person extremely prone to external and internal conflicts, most often manifested in the form of resentment (and other forms of aggression) against significant others, as well as self-directed aggression (guilt).

The correlation analysis carried out according to Spearman revealed that there is a direct relationship of high (at  $\rho \leq 0.001$ ) and medium degree (at  $\rho \leq 0.01^*$ ) reliability between the level of students' resentment feelings and such character accentuations as excitability ( $r_s = 0.465$ ), cyclothymness ( $r_s = 0.401$ ), exaltation ( $r_s = 0.361$ ), emotivity ( $r_s = 0.339$ ), anxiety ( $r_s = 0.319$ ), distimness ( $r_s = 0.325$ ), jam ( $r_s = 0.252^*$ ) and pedantry ( $r_s = 0.237^*$ ).

According to a comparative analysis, students with high scores on the "resentment" parameter are characterized by an increased tendency to display other forms of aggression, indicating deprivation and frustration of the actual needs of the individual, which negatively affects the productive self-realization, health and creativity of an almost adult person. Therefore, the main emphasis when working with accentuated students should be on their awareness of their specific features, situations and relationships in which their aggressiveness, sensitivity and vulnerability are manifested, on awareness of their own actions leading to this vulnerability, on overcoming resentment as the main obstacle to personality development.

The issues of overcoming feelings of resentment among students are not sufficiently developed in the scientific literature today. This problem was studied by Ts. L. Mkrtchyan, I. G. Samoilova, L. V. Tyurina [3; 4]. Taking into account age characteristics, several ways to overcome this negative feeling were identified, which can be divided into group and individual (implemented with the help of a specialist and independently).

Various practices of forgiveness have become widespread, thanks to which there is an awareness of resentment as a destructive experience, and forgiveness as a necessary, but requiring great courage, strength and time, the process of getting rid of negative feelings that cause suffering and do not allow living a full life. Among the representatives of this direction, one can note K. Tipping, E. Worthington, R. Enright, M. McCullough, E. A. Gassin, Yu. V. Pechin, A. S. Chukova and others.

Based on the method of K. Tipping, a questionnaire was compiled, designed for self-study of feelings of resentment. Within the framework of the "Giving forgiveness" model developed by R. Enright, four phases can be distinguished:

- awareness – disclosure of anger;
- decision – the decision to forgive;
- action – work for forgiveness;
- result – liberation from emotional shackles.

As the main methodological postulate of R. Enright, forgiveness (like resentment) is experienced at all three levels of personality manifestation:

- the level of affects – feelings;
- cognitive level – judgments and thoughts;
- the level of behavior – specific actions [5, p. 199; 6].

Ts. L. Mkrtychyan, based on the theory of R. Enright, developed a methodology for preventing students from feeling offended, combining lectures, seminars and practical classes. It consists in creating certain conditions for the constructive interaction of persons who find themselves in a situation of conflict, crisis of interpersonal relations or resentment [4, p. 84].

Based on the ideas of the psychology of forgiveness, A. G. Sviyash proposed a way to overcome resentment, adapted for independent work. A. G. Sviyash believes that any desired changes in a person's life are hindered by emotional blocks stored in the body, which corresponds to Z. Freud's theory of emotions not reacted in time, which take part of the vital energy for their existence. To do this, he proposes to perform a certain algorithm of actions, consisting of five steps, where the subconscious mind needs to give a command in a clear and understandable form to remove these emotional blocks.

Emotional blocks contain information that protects a person from danger, that is, if someone once harmed an individual, then survival instinct remembers this person in this particular situation as an enemy, so that a person should be careful when interacting with the enemy in the next once. But fears are not always rational, the situation may no longer be repeated, and the person may change over time, and the subconscious mind will still protect him from danger.

This is the path of forgiveness and acceptance of everything that a person does not agree with, where it is necessary to forgive a specific person for a specific event. And the released energy spent on the fight against this person can be used more constructively.

The author has developed a five-step formula for forgiveness. First, the object of forgiveness is selected (a specific person, organization, life in general, etc.) and a text is drawn up for further work in steps: "I apologize", "I completely forgive", "I completely take all the energy from my memories of that ... "I completely erase all memories of how...", "From now on, I make a decision." The author proposes to rewrite the formulas of forgiveness several times until they cease to cause any emotional and bodily reactions, that is, until the existing affect is fully worked out [7, p. 146].

N.L. Puzyrevich believes that two erroneous and deep convictions lie at the heart of resentment:

- "all people are like me, if they are not similar, then they are somehow strange";
- "People can understand me the way I understand myself. If they are able, they should support me in everything. If they don't support, then either they don't want to understand, or they want to offend" [8, p. 35].

That is, a person expects that the other will somehow understand the desires of a person, and will meet the expectations of a person. Otherwise, the person believes that others deliberately want to harm the person, and are offended. N.L. Puzyrevich sees the resentment washed away in the defense of our positive self-image, although this threat is most often irrational. She selected exercises that can be recommended for individual or group correction of students' feelings of resentment.

N.L. Puzyrevich gives several recommendations for coping with resentment:

- to admit your offense openly;
- to understand the direction of resentment;
- to realize that no one owes anything to anyone, is not obliged to love, care, do something, share their thoughts and feelings
- to recognize that any actions of others are their own choice, and they do something for others only because they themselves want it;
- to understand there is no "absolute understanding", therefore it is necessary to clearly formulate your desires, and not wait until someone guesses about them;
- to give up unrealistic expectations and do not associate the satisfaction of their needs with other people; you can only rely on yourself, and you need to be grateful for any help;

- to talk openly with the offender about the harm done, after the emotional state returns to normal;
- to understand that the actions of other people are determined not by the desire to offend, but by the peculiarities of the situation and their personal characteristics, plans, desires and interests;
- it is necessary to form the habit of forgiving yourself and others;
- it is necessary to analyze the offense and benefit from it.

O.A. Apunevich found that one of the effective and accessible ways of coping with resentment among students is socio-psychological training of an integrative type, worked out in three directions: cognitive, emotional and behavioral. The training exercises are aimed at developing the following skills: to understand the position of another, to control one's aggressiveness, to adequately interact with others, to increase self-esteem [9; 10].

The theoretical analysis of this issue became the basis for the development of a training session on managing emotions "Resentment, anger, guilt, forgiveness" and a motivational booklet. The developed training refers to personality development trainings and is aimed at developing tactics, strategies and emotions management skills. During the training, students are given useful knowledge and develop the necessary skills to manage emotions. The enlightening part is aimed at understanding the relationship between the emotions of anger, guilt and resentment, to familiarize with the phenomenon of forgiveness as a necessary element for increasing personal potential. The training is aimed at the formation of desire and the search for opportunities to get rid of accumulated grievances and other negative experiences in relation to oneself and others, to identify one's anger and find ways to constructively use the energy of anger. During the training, students expand the behavioral repertoire of the individual in the process of confrontation with other people, form a more adequate self-esteem based on feedback, begin to be more tolerant of the characteristics of other people, develop the ability to be open and accept themselves and others.

Since resentment often arises in childhood due to deprivation of the child's needs necessary for normal development, various individual corrective or therapeutic methods may be required to effectively work with resentment. Various projective methods will be interesting and effective for students: art therapy, sand therapy, collages, applications, plasticine modeling, drawing techniques, unfinished sentences. In the course of individual work, deep psychological traumas can be revealed, which are problematic to detect and / or work through in the course of independent or group work.

One of the possible options for overcoming the feeling of resentment can be individual psychotherapeutic work using metaphorical associative cards [11]. Sand therapy can be used as a non-verbal tool within the framework of individual psychotherapeutic work with resentment [12].

Students will also be interested in various techniques of working with the body. Unreacted emotions may subsequently manifest in the body in the form of rigidity (blocks) of certain bodily areas. Rigidity is excessive muscle tension that impedes the free movement of energy in these places. When the muscle clamp is eliminated, a significant part of the energy is released, which manifests itself in the form of an emotional upsurge, a feeling of warmth, cold or tingling. In the process of bodily therapy, a person consistently goes through periods of his childhood, where he learned to suppress his feelings (anger, resentment, love, etc.) and re-learn spontaneity. Release from muscle clamps occurs through massage, bodily exercises, singing, spontaneous movements in dance movement therapy. As people work with the body, they become more flexible, which manifests itself both at the level of the body and in relationships with others [13].

The cognitive method of working with resentment in student age – sanogenic thinking – was proposed by Yu.M. Orlov. He believes that resentment arises when we decide that the other is obliged to act precisely in our interests and thereby do not recognize his right to independent action. It is necessary to recognize the right of people around us to determine their own behavior, and then we will have less reason to be offended. He sees the main cause of resentment in the mental habit of attributing certain behavior to other people [1; 14].

Yu.M. Orlov believes that one should not fight with one's emotions and feelings, not suppress them (do not worry, do not show, do not feel, be silent), but express a negative feeling directly (if you are angry,

then you need to be angry, if you are ashamed, be ashamed if offended, take offense), and then the opportunity to learn a lesson will be not only for the offended, but also for the offender. Moreover, you need to express your emotions in such a way that no one feels bad from this to the maximum.

According to Yu.M. Orlov, resentment enables a person to better understand oneself, his expectations and requirements, as well as change his beliefs, behavior strategies and find the best ways to solve difficult problems.

S.N. Morozyuk in her dissertation work proved the effectiveness of sanogenic thinking for optimizing character accentuations and increasing educational motivation and student achievement. She believes that the more accentuated the character, the less plastic it is, that is, the behavior of such a subject is less variable, which significantly limits its adaptive abilities [15].

Thus, based on the analysis of the scientific literature, group and individual (implemented with the help of a specialist and independently) ways of overcoming resentment among students were identified.

Group methods include: lectures, practical and seminar classes, trainings, various group classes within the framework of dance-movement, body-oriented and art therapy.

All types of projective methods (metaphorical association cards, sand therapy, unfinished sentences, etc.), art therapy methods (sculpting, isotherapy, music therapy, water therapy, color therapy, etc.) and conversational psychotherapy.

You can independently use such methods as "effective forgiveness", and any other methods learned in the framework of individual and group sessions with a teacher-psychologist.

In general, resentment coping sessions should focus on:

- development of the ability to listen and hear yourself, your needs and motives;
- development of the ability to direct and environmentally friendly expression of their emotions and desires;
- developing the ability to manage your emotions;
- increasing self-esteem, faith in yourself, in your strengths and abilities;
- the formation of a more adequate perception and acceptance of oneself, others and reality;
- expansion of the behavioral repertoire in the process of interaction with other people;
- stimulation of motor and creative activity, contributing to the disclosure of the innate potential of the individual.

Thus, teaching students more productive patterns of thinking and behavior helps smooth out negative personality traits and contributes to more effective interaction with others, more complete satisfaction of needs and a sense of satisfaction with their lives.

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### **FEATURES OF THE VOLITIONAL SPHERE OF STUDENTS-PHYSICS AND STUDENTS-PSYCHOLOGISTS**

*The article is devoted to topical problems of studying the volitional sphere of students. The results of a comparative analysis of quantitative indicators of the levels of development of subjective control, willpower, perseverance, impulsivity among physics students and psychology students are presented. Statistical analysis of empirical data was carried out using Fisher's multifunctional test to establish statistically significant differences.*

The relevance of studying the volitional sphere of students is determined by the fact that educational influences from adults are perceived critically by adolescents, as they strive for independence, for this reason they cannot always show volitional regulation.

The level of development of volitional qualities, according to V.K. Kalina, affects the effectiveness of volitional regulation, and, consequently, activity in general. The formation of volitional qualities is the emancipation of attitudes from the subject content of activity [1].

*Base of the study:* Francisk Skorina Gomel State University.

*Characteristics of the study sample:* 94 people aged 17–21 years (physics students – 44 people, psychology students – 50 people).

*The purpose of the work:* to study the volitional sphere of physics students and psychology students.

*Psychodiagnostic methods:* test «Self-assessment of willpower» (N.N. Obozov); questionnaire «Assessment of perseverance» (E.P. Ilyin, E.K. Feshchenko); test questionnaire «Level of subjective control» (E.F. Bazhin); questionnaire «Research of impulsivity» (V.A. Losenkova).