Матеріали ІІІ Науково-практичної конференції «Актуальні питання теорії та практики психолого-педагогічної підготовки фахівців в умовах сучасного освітнього простору»
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PHENOMENON OF RESILIENCE IN FOREIGH PSYCHOLOGY

Introduction. Resilience research has developed over the last decades as a target of social policy initiatives and certain researchers have tried to bring new definitions for psychological resilience. The area of research on psychological resilience offers psychologists a new idea and paradigm to study of human personality. Despite widespread interest in the concept of resilience, there is still no universally accepted definition of psychological resilience. In modern psychology we see an extremely a wide field of application of the term "resilience".

Purpose. In the paper we are analyzing various approaches to understanding the phenomenon of resilience in foreign psychology. Based on the idea of physical resilience the term of psychological resilience has been defined in a several ways.

J. Wald noticed that despite the lack of universal acceptance of a definition for psychological resilience, many definitions share some common attributes, including strength to endure some type of traumatic stress or adverse circumstances [12].

M. Ungar has suggested that in the context of exposure to significant adversity, resilience is both the capacity of individuals to navigate their way to the psychological, social, cultural, and physical resources that sustain their well-being, and their capacity individually and collectively to negotiate for these resources to be provided in culturally meaningful ways [4]. S. Levine proposes to determine resilience as the ability to bounce back from some real, experienced adversity. He

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noticed: "Perhaps more elegantly, we can say that it refers to an individual's utilization of inner strengths and outer resources in order to overcome seriously adverse, even traumatic, circumstances, and still continue to pursue and succeed in one's endeavors. It is a generic, multi determined attribute (i.e., there is no one gene site for resilience), and varies according to personal hardiness and social supports, as well as the nature and degree of the imposed hardship or impediment" [7]. A.M. Almedom determines resilience in terms of sense of coherence - a construct defined by A. Antonovsky. Sense of coherence is defined as "a global orientation that expresses the extent to which one has a pervasive, enduring though dynamic feeling of confidence that (1) the stimuli deriving from one's internal and external environments in the course of living are structured and predictable, and explicable; (2) the resources are available to one to meet the demands posed by these stimuli; and (3) these demands are challenges, worthy of investment and engagement" [2, p.92]. Some definitions focus on adaptive coping that results in coming back to baseline functioning levels, while others emphasize positive growth or thriving and flourishing beyond baseline functioning.

We can see, the concept of psychological resilience has roots in several fields. It began originally in developmental psychology and childhood psychopathology in the 1970s. The some trauma studies also embraced resilience as a construct, with attention to differences in resilience between children and adults as well as between chronic and acute stressors. The researchers on community resilience suggests that resilience can be built in the wake of school and workplace violence by having credible authorities explain what happened and discuss common reactions to crisis [10] or through coping strategies to facilitate problem solving to prevent or alleviate the negative emotional consequences of stressful life circumstances [3].

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The positive psychology movement also placed more emphasis on psychological resilience, with a shift in focus from what makes people psychologically ill to what keeps people psychologically healthy. Positive psychology focuses on three qualities: positive emotions, positive individual traits, and positive institutions [11]. S. Lepore and T. Revenson suggested that psychological resilience typically goes beyond individual personality traits. It is a process that involves interaction between an individual, his or her past experiences, and current life context [6]. S. Luthar notes that there are still discrepancies about different conceptualizations of resilience as a personal trait versus a dynamic process [6]. J. M Jensen and M. W. Fraser defined resilience as the capacity to adapt successfully in the presence of risk and adversity"[5].

Accordingly the recommendation by A.S. Masten the term resilience can be used to describe the process of adjustment after experiencing significant adversity [9]. This proposition is based on the concern that labeling an individual as having or lacking the personality trait of resilience carries the risk that some people will feel that they have inadequate resources for coping. S. K. A. Abualkibash points out that this view holds that resilience can adopt three different forms: first, as a capacity to overcome odds: how to achieve better than expected outcomes; second, as a resistance factor to stress: how to keep functioning well in very difficult conditions; and third, as a pattern of recovery: how to regain effective functioning after exposure to traumatic stress. This definition clearly suggests that resilience is a positive adaptation that is dynamic and open-ended [1].

Conclusions. Thus, we consider that psychological resilience can be defined in two directions: as competence despite adversity as resilience (based on a complex of psychological traits); and resilience as a process.

In this understanding the term resilience integrates the concept of capacity and the concept of a process involving adaptation and experiencing stressful

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situations and can be used as basic concept within the context of psychological resource for training   programs with a variety of resilience content, target audiences, and applications to the number of fields including psychological support system in higher education.

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