

PSYCHOTRAUMATIC EXPERIENCES OF ADOLESCENTS DURING THE WAR IN UKRAINE

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Purpose of this article is to describe psychotraumatic experiences of adolescents during the war in Ukraine.

Methods of the research. The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling and generalization. The experimental method was the method of organizing empirical research.

The results of the research. We showed that the first factor recorded those indicators that indicated the rejection of their ethnic and national-cultural identity by adolescents who had been resettled as a result of military operations from the eastern Ukraine, from the city of Luhansk to the city of Rivne, Rivne region and Khmelnytskyi region in February, 2022. As a result, adolescents developed psychotraumatic experiences in war conditions. Therefore, the program of the formative experiment was modeled by us in such a way as to correct the ethnic and national-cultural identity of adolescents who were resettled as a result of military operations from eastern Ukraine, from the city of Luhansk to the city of Rivne, Rivne region and Khmelnytskyi region in February, 2022.

Conclusions. We proved that psychotraumatic experiences of adolescents or post-traumatic stress disorder occurred in individuals who had experienced war events that traumatized the personality, most often in the conditions of combat operations or in situations, which were close to combat operations (for example, in a case of people, children who are in the conditions of combat operations, on the line of combat operations, or quite close to the line of combat operations).

Key words: psychotraumatic experiences of adolescents, war in Ukraine, post-traumatic stress disorder, combat operations, the line of combat operations, to be quite close to the line of combat operations.

Харченко Євген, Онуфрієва Ліана. Психотравматичні переживання підлітків під час війни в Україні.

Метою статті є розкрити психотравматичні переживання підлітків під час війни в Україні.

Методи дослідження. Для розв'язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. Експериментальним методом є метод організації емпіричного дослідження.

Результати дослідження. Показано, що у першому факторі зафіксовані ті показники, які свідчать щодо неприйняття підлітками, які були переселені в результаті військових дій зі сходу України, з м. Луганськ до м. Рівного, Рівненської та Хмельницької областей в лютому 2022 р., своєї етнічної та національно-культурної ідентичності. В результаті цього у підлітків сформувалися психотравматичні переживання в умовах війни. Тому програма формувального експерименту була змодельована нами таким чином, щоб скоректувати етнічну та національно-культурну ідентичність підлітків, які були переселені в результаті військових дій зі сходу України, з м. Луганськ до м. Рівного, Рівненської та Хмельницької областей в лютому 2022 р.

Висновки. Доведено, що психотравматичні переживання у підлітків або посттравматичний стресовий розлад мають місце в осіб, які перенесли воєнні події, що травмують особистість, найчастіше, в умовах здійснення бойових дій або в ситуаціях, наближених до бойових дій (наприклад, у людей, дітей, які перебувають в умовах здійснення військових дій, на лінії військових дій, або досить наближено щодо лінії здійснення бойових дій).

Ключові слова: психотравматичні переживання підлітків, війна в Україні, посттравматичний стресовий розлад, бойові дії, лінія бойових дій, бути досить близько до лінії бойових дій.

Introduction.

A significant scientific contribution to the study of the problem of the course and mechanisms of experience against the background of post-traumatic stress disorder of adolescents as the dominant psychological consequence of a child's staying on or close to the line of combat operations was made by such modern psychologists (Tabachnikov, Mishyiev, Drevitskaya, Kharchenko, Osukhovskaya, Mykhalchuk, Salden, & Aymedov, 2021). The psychological service of many educational institutions in Ukraine, as well as various organizations, centers, local

psychological services and military units that are constantly involved into local conflicts (in particular, in Ukraine, since 2014), constantly have a deal with these problems (Михальчук, Харченко, Івашкевич Ед., & Івашкевич Ер., 2024).

The consequences of military actions for a teenager who is in the conditions of military actions, on the line of military actions (Mykhalchuk, Pelekh, Kharchenko, Ivashkevych Ed., Zukow, Ivashkevych Er., & Yatsjuryk, 2023), or quite close to the line of military actions, could be much weaker, insignificant, if the negative public opinion that develops in a given society is formed in direct dependence on the scale and duration of the military conflict (Chen, Zhou, & Dong, 2020; Peseschkian, 2003). The analysis of the psychological aspects of the impact on the personality of the First and Second World Wars indicates that with the beginning of military events of this kind, the content and dynamic characteristics of the society in all warring states radically change (Corbitt, Malone, Haas, & Mann, 1996; Mykhalchuk, Zlyvko, Lukomska, Nabochuk, & Khrystych, 2022). In the society as a kind of social organism, powerful, significant changes and shifts occur: as a rule, the content and the mode of the activity of the most state institutions change, which will largely determine the psychotraumatic experiences of adolescents (Onufriieva, & Ivashkevych Ed., 2021).

In fact, from the moment the war began, when the child was in the conditions of military operations, on the line of military operations or quite close to the line of military operations, a new social time begins for the teenager (Kraus, 2015; Murphy, Hall, & Hall, 2003). This occurs as a result of the fact that the social structure, the system of statuses and interpersonal roles, the types of motivation of the teenager and the type of motivational domains, as well as social control over the behavior and activities of the teenager undergo significant changes from the moment the war began (Onufriieva, Chaikivska, Kobets, Pavelkiv, & Melnychuk, 2020). For the teenager, the socialization process changes significantly, the essence of which is that the child, no matter what strategy of the behavior and the activity he/she chooses, the teenager begins to fit neither into the norms nor into the legal and social obligations of wartime, does not fully realize the system of norms and rights of the warring people (Mykhalchuk, Pelekh, Kharchenko, Ivashkevych Ed., Ivashkevych Er., Prymachok, Hupavtseva, & Zukow, 2020). From this point of view, victory and defeat in the war concern not so much the teenager himself/herself as his/her

people, the people of Ukraine as a collective subject (Mandell, & Pherwani, 2003).

The global military conflict which currently is taking a place on the territory of Ukraine, in which our compatriots participate, is distinguished, first of all, by the fact that, as a rule, for a teenager, in his/her structure of consciousness there is no significant restructuring of the economic and social spheres of the life of our society in particular and the state in general (Kharchenko, & Onufriieva, 2023). At least, a teenager does not see this restructuring, he/she does not catch it and does not observe it. Citizens in the teenager's mind are divided into participants in the armed conflict and non-participants (Choi, Chau, Tsang, Tso, Chiu, Tong, Lee Po, Ng Tak, Wai Fu, Lee Kam, Lam, Yu Wai, Lai Jak, & Sik, 2003; Edwards, Lee, & Esposito, 2019). Non-participants, who constitute the majority of the civilian population of Ukraine, from the teenager's point of view, form public opinion regarding the armed conflict in general and individual actions of the military, the army in particular (Huang, Oquendo, Friedman, Greenhill, Brodsky, Malone, Khait, & Mann, 2003).

As a rule, in terms of teenagers' perception of the local Ukrainian military conflict, given their value orientations, taking into account the social expectations in Ukrainian society and the Ukrainian army related to the war, a teenager can observe significant, global differences (Brodsky, Oquendo, Ellis, Haas, Malone, & Mann, 2001). These differences in relation to each individual participant in the fighting can have direct and indirect social consequences (Epstein, Blake, & González, 2017). They were very clearly manifested, for example, in the lives of teenagers after the end of the Vietnam War. After the end of the war, teenagers (52,65% of those ones who survived this war), who had grown up, after 10-15 years began to understand that while young American boys were dying in the jungle, sincerely believing that they were protecting the national interests of their country, state, and people, an anti-war campaign was spreading and expanding in their native country (Chan, Ng, & Chan, 2003).

During this campaign, the military, who in the childhood of teenagers seemed to them heroes, became in the eyes of adults who have already passed teenagers murderers, criminals, thoughtless compatriots who blindly carried out the evil will of the USA and the Pentagon. Children of Soviet soldiers who returned from Afghanistan found themselves in a similar situation (72,23% of teenagers found themselves in a similar situation) (Grunebaum, Oquendo, Burke, Ellis, Echavarria, Brodsky,

Malone, & Mann, 2003). Now the movement of adults against military actions in Chechnya is spreading, who were children during the two wars in Chechnya. Thus, the very characteristics of both global and local military conflict and the public reaction of society to it in the future ensure the intensification of psychotraumatic experiences or post-traumatic stress disorder in adolescents (Mykhalchuk, Levchuk, Ivashkevych Er., Yasnohurska, & Cherniakova, 2021) and, as a result, lead to the maladjustment of adolescents in peaceful conditions (Tabachnikov, Mishyiev, Kharchenko, Osukhovskaya, Mykhalchuk, Zdoryk, Komplienko, & Salden, 2021).

The presence of traumatic experiences of adolescents or even post-traumatic stress disorder can facilitate the appearance of repeated symptoms at the slightest reminder of the child about the traumatic circumstances. Thus, traumatic experiences of adolescents or post-traumatic stress disorder will be considered by us as a constant “hidden” stress that can resurface at any time during a person’s life, under any of the slightest stressful circumstances. Traumatic experiences of adolescents or post-traumatic stress disorder do not leave the individual even after many, many years. For example, according to statistics, traumatic experiences of adolescents or post-traumatic stress disorder were diagnosed 20-25 years after the end of the Vietnam War. That is, children in adolescence age have had witnessed hostilities, and their traumatic experiences or post-traumatic stress disorder appeared 20-25 years later, and the facilitator of these changes was a strong emotionally-expressive stressful situation. Similar results were obtained in the study of an experimental sample of participants in hostilities and operations in Afghanistan, as well as after the war in Chechnya.

Table 1 shows the percentage distribution of respondents between men and women who were adolescents during the war in different countries and who were diagnosed with adolescent trauma or post-traumatic stress disorder 20-25 years after the end of the war.

Both men and women who were diagnosed with adolescent trauma or post-traumatic stress disorder 20-25 years after the end of the war noted that they were experienced symptoms of the disease, such as: phobias, fears, nightmares, aggression, nervousness, obsession, negative mood in relation to everything around them. It should also be added that, according to various authors, adolescent trauma or post-traumatic stress disorder is certainly the most severe “legacy” of traumatic or post-traumatic

experience, and it develops in most victims of traumatic stress, while in 2/3 of patients these stressful conditions do not disappear over time.

Table 1

Distribution of respondents between men and women who were adolescents during the war in different countries and who were diagnosed with adolescent trauma or post-traumatic stress disorder 20-25 years after the end of the war (in %)

War in a certain country	Women who were teenagers during the war and who were diagnosed with traumatic experiences 20-25 years after the war ended	Men who were teenagers during the war and who were diagnosed with traumatic experiences 20-25 years after the war ended	Women who were teenagers during the war and who are diagnosed with post-traumatic stress disorder 20-25 years after the war ended	Men who were teenagers during the war and who were diagnosed with post-traumatic stress disorder 20-25 years after the war ended
Vietnam War, November 1, 1955 to April 30, 1975	22.37	38.04	13.16	29.02
War in Afghanistan, from 24.12. 1979 to 15.02. 1989	27.56	31.44	18.90	35.66
The First Chechen War, from 1994 to 1996	33.05	21.89	35.67	27.19
The Second Chechen War, from 7.08. 1999 to 16.04. 2009	36.58	17.04	38.16	17.55
World War II, from 1.09. 1939 to 2.09. 1945	33.11	35.09	32.19	23.56
War in Syria, since March 15, 2011	27.11	9.04	25.32	7.48
War in Israel, since 1967 to nowadays	12.98	6.51	12.30	4.33

There is another significant, general problem: a significant change in life prospects of people who have experienced a traumatic situation and have traumatic experiences in adolescent age or post-traumatic stress

disorder at a certain period of time. The past, in this case, is decomposed into the time “before” and “after” the psychological trauma. The present is perceived quite painfully, the future seems to be non-existent or has been leveled, and desires, goals, plans, that is everything that is a factor of movement for a person in ordinary life, is completely paralyzed. The state of traumatic experiences of adolescents or post-traumatic stress disorder has a rather deep and clear effect on the personality of the teenager as a feeling of a somewhat leveled, shortened life perspective, and therefore it is included in the list of diagnostic symptoms of post-traumatic stress disorder in the American classifier and the American diagnostic standard of traumatic experiences. In the age of adolescents as participants in serious combat traumatic and post-traumatic events that are associated with an immediate or deliberately delayed threat to the adolescent’s life, there is a clearly expressed feeling of somewhat or significantly shortened life perspective and the adolescent’s reluctance to make any, let alone serious, plans for the future.

So, **the purpose** of this article is to describe psychotraumatic experiences of adolescents during the war in Ukraine.

Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling and generalization. The experimental method was the method of organizing empirical research.

When planning *an empirical study*, we took into account that the migration behavior of internally displaced people in the context of the war in Ukraine had, in its general basis, a certain central, dominant motive, a basic motivational domain that directs the activity, life activities and individual types of activities of a teenager. A displaced teenager wants to gain equality with the indigenous inhabitants of the data, in our case, the western regions of Ukraine (86 teenagers, internally displaced from the city of Luhansk to the city of Rivne, Rivne region and Khmelnytskyi region in February 2022, who participated in our study).

Thus, we emphasize that these families are clearly aware that they have the right to property ownership, the right to work, recreation, education, housing and other social benefits to the same extent as families living in the territory of western Ukraine. Taking into account these factors, the legal fields of people permanently residing in the territory of

western Ukraine and those who are internally displaced people significantly overlap in those cases where the interests of internal displaced people and indigenous residents of western Ukraine do not collide or coincide. As a rule, internal displaced people are engaged in unskilled labor, receive lower wages for a long time compared to the local population, and are completely dependent on local authorities. At the same time, the local population often significantly, generally overestimate its social status, moving to more prestigious and qualified specialties.

So, taking into account all our interpretations, explanations and justifications, we conducted an empirical study of the personal characteristics and self-concept of children of internally displaced persons from eastern Ukraine, from the city of Luhansk to the city of Rivne, Rivne region and Khmelnytskyi region in February 2022. The research was carried out taking into account practical recommendations for working with relocated people of the Psychological Center of the Academician Stepan Demyanchuk International University of Economics and Humanities in Rivne within the Municipal Institution “CHILDREN AND YOUTH’S FORMATION CENTER OF THE CITY OF RIVNE” of the Rivne City Council and Kamianets-Podilskyi Ivan Ohienko National University in Khmelnytskyi region. Two groups of respondents participated in the research (the experimental group included adolescents who were resettled as a result of military operations from eastern Ukraine, from the city of Luhansk to the city of Rivne, Rivne region and Khmelnytskyi region in February 2022; the control group included adolescents who had always lived in western Ukraine, in the city of Rivne, Rivne region and Khmelnytskyi region):

- Group E1 (experimental group) – adolescents who were resettled as a result of military operations from eastern Ukraine, from the city of Luhansk to the city of Rivne, Rivne region and Khmelnytskyi region in February 2022 – a total number is 43 people.

- Group C1 (control group) – adolescents who had always lived in western Ukraine, in the city of Rivne, Rivne region and Khmelnytskyi region – a total number is also 43 people.

Based on the study of scientific literature on the topic of our research, we have identified the following, in our opinion, the most important criteria for the self-concept of a teenager for the purposes of our research: his self-esteem, the teenager’s belonging to social groups, ideological orientations of the personality of a teenager, orientation to the

interests of the child, his hobbies. In addition, we considered the number of judgments that are tangential and those that are differentiated, which gave us the opportunity to determine the index of the teenager's self-attitude. In order to conduct our empirical research, we used the following research Methodology:

- The Methodology "Analysis of Three-phase Induction Motor Performance under Different Voltage Unbalance Conditions Using Simulation and Experimental Results" (Методика «Експрес-аналіз висловлювань за допомогою моторної проби», 2023).

- The Methodology "The Twenty Statements Test" (Методика «20 висловлювань», 2023).

- "Orientation questionnaire for determining the orientation of the personality" by B. Bass (Орієнтаційна анкета визначення спрямованості особистості Б. Басса, 2023).

- Approval Motivation Rating Scale by D. Crown and D. Marlow (Шкала оцінки мотивації схвалення Д. Крауна та Д. Марлоу, 2023).

Let us describe some of the techniques we used in our empirical research.

The Methodology "The Twenty Statements Test".

This Methodology allows us to study the differentiation of self-awareness and the peculiarities of self-attitude (the structure of the self-concept of the adolescent), and at the same time the clarity of the obtained non-standardized self-reports compared to standardized self-reports lies in the multiplicity of self-description options and the ability to analyze the self-attitude expressed in the language of the subject itself, and not imposed on it from above by the researcher.

Equipment: forms with 20 positions, stopwatch.

The procedure for conducting a study using this method: within 12 minutes, the respondent must provide 20 different answers to questions addressed to himself/herself: "Who am I?"; "What am I like?". The answers are given in the order in which they arise spontaneously, without emphasis on logic and literacy.

Psychologist's instructions: "In front of you there are blank sheets of paper, on which you see numbers from 1 to 20. Within 12 minutes, you must try to give at least 20 different answers to the questions: "Who am I?"; "What am I like?" (the questions are written down by the psychologist on the board). Teenagers are also offered additional questions: "What do you like?", "What do you dislike in your life?", "What do you strive for in

your life?”, etc. Teenagers are explained that the answers should be given in the order in which they spontaneously come to mind, without particularly caring about logic and literacy. The main thing for teenagers is to have time to write 20 different answers.

Processing of research results. The total number of responses is counted. The number of responses is estimated, including those that are affirmative (which indicate belonging to a particular category of people, for example, “a student”, “a member of a club”, etc.) and questions for differentiation (which indicate a certain specific feature of a teenager, for example, “I like to sleep a lot”, “I don’t like to read”, “I draw well”, etc.). All these responses are divided into categories: social groups (gender, age, nationality, social membership, etc.); ideological orientations; interests and hobbies; self-esteem.

Psychological analyzes of the answers that fall into the category of the teenager’s self-esteem: the self-attitude index is calculated – the number of positive self-esteem judgments is compared with negative ones (thus, the general characteristic of the self-concept is assessed: positive, negative, uncertain). All data is entered into a table, the form of which can be made according to the following model and is given below (Table 2).

Table 2

Psychological analysis of the answers of respondents with use of the Methodology “The Twenty Statements Test”

Self-concept (self-attitude)			
Total number of statements said by adolescents			
Relevant statements (corresponding to the content of the question)		Differentiated statements	
NUMBER AND CONTENT OF STATEMENTS BY CATEGORIES			
Social microgroups	Ideological orientations	Interests and hobbies	Self-esteem
General characteristics of the self-concept, its Index			

The Table may have a slightly different appearance, a way of recording empirical results.

Results and their discussion.

The declarative study was conducted by us during September-October 2024. All empirical results obtained by us at this stage of the experiment, namely using psychodiagnostic Methodology: The Methodology “Analysis of Three-phase Induction Motor Performance under Different Voltage Unbalance Conditions Using Simulation and Experimental Results”; The

Methodology “The Twenty Statements Test”; “Orientation questionnaire for determining the orientation of the personality” by B. Bass; Approval Motivation Rating Scale by D. Crown and D. Marlow were processed using the factor analysis procedure, the procedure of oblique interpretation of empirical data. We presented the empirical results of adolescents of group E1 (adolescents who were resettled as a result of military operations from the eastern Ukraine, from the city of Luhansk to the city of Rivne, Rivne region and Khmelnytskyi region in February 2022). These results are shown in Table 3.

Table 3

Empirical results of adolescents of group E1 (adolescents who were resettled as a result of military operations from eastern Ukraine, from the city of Luhansk to the city of Rivne, Rivne region and Khmelnytskyi region in February 2022) in a ascertainment study (using psychodiagnostic methods: The Methodology “Analysis of Three-phase Induction Motor Performance under Different Voltage Unbalance Conditions Using Simulation and Experimental Results”; The Methodology “The Twenty Statements Test”; “Orientation questionnaire for determining the orientation of the personality” by B. Bass; Approval Motivation Rating Scale by D. Crown and D. Marlow (in points, based on the results of factor analysis, using the oblique data of factorization procedure)

Indicator	Factor 1	Factor 2	Factor 3
National rejection	0.7321	0.0004	0.0004
Unformed ethnic identity	0.7008	-0.0034	-0.0013
Unformed national and ethnic identity	0.6831	0.0001	0.0075
Ethnic rejection	0.6657	-0.0005	0.0004
Social disapproval	0.6419	0.0045	-0.0001
Unformed Self-conception	0.6328	-0.0006	0.0034
Monoethnic identity	0.6210	-0.0004	0.0006
Ethnic awareness	0.5981	0.0001	-0.0015
Unawareness of one’s own nationality	0.5677	-0.0023	0.0006
Unawareness of one’s own ethnicity	0.5503	0.0001	-0.0007
Unformed ability to identify oneself with a significant ethnic group	0.5248	-0.0009	0.0006
Biethnic identity	0.5216	0.0061	0.0008

Marginal ethnic identity	0.5209	-0.0004	0.0005
Unformed ability to identify oneself with a significant national and cultural group	0.4901	0.0001	-0.0006
Fears during the war	-0.0021	0.6543	0.0007
Traumatic experiences during the war	0.0013	0.6401	-0.0019
Neuroses as a result of military actions	0.0005	0.6238	-0.0004
Psychotrauma of adolescents	0.0008	0.6008	-0.0001
Military rejection	0.0056	0.5871	0.0048
Non-acceptance of the environment	0.0005	0.5803	-0.0001
Disagreement with a significant social microgroup	-0.0005	0.5643	-0.0007
Non-acceptance of the entire life process	0.0011	0.5544	-0.0008
Unwillingness to learn	0.0004	0.5325	-0.0006
Uninitiated	0.0007	0.5213	-0.0003
Non-acceptance of others	0.0089	0.5124	0.0004
Negative Self-conception	-0.0002	0.4877	-0.0010
Negative motivational domains	-0.0005	0.4672	0.0013
Low level of ideological orientation	0.0006	0.0001	0.5129
Low Self-esteem	-0.0004	0.0003	0.4987
Not Self-centered	-0.0006	0.0004	0.4762
Tendency to compete	0.0025	0.0007	0.4671
Irritability	0.0008	-0.0009	0.4561
Anxiety	0.0017	0.0002	0.4458
Introversion	-0.0032	0.0054	0.4320
Aggressiveness	0.0001	-0.0013	0.4287
Accepting emotional interactions with people	0.0046	0.0009	0.3971
Specific gravity	8.2	6.2	4.3

As a result of the ascertaining study conducted with adolescents of the

experimental group E1 (adolescents who were resettled as a result of military actions from the eastern Ukraine, from the city of Luhansk to the city of Rivne, Rivne region and Khmelnytskyi region in February, 2022), taking into account the data presented in Table 3, based on the results of factor analysis using oblique factorization of data, we obtained three least significant factors. The most significant it is Factor 1, the specific weight of which is 8.2 points. We called it “*Ethnic and national-cultural imperfection*”, because it included indicators with the greatest factor weight that indicated the rejection by adolescents of the national-cultural and ethnic values of people from other social groups.

Thus, this factor includes such indicators, as: National rejection (0.7321), Unformed ethnic identity (0.7008), Unformed national and ethnic identity (0.6831), Ethnic rejection (0.6657), Social disapproval (0.6419), Unformed Self-conception (0.6328), Monoethnic identity (0.6210), Ethnic awareness (0.5981), Unawareness of one’s own national affiliation (0.5677), Unawareness of one’s own ethnic affiliation (0.5503), Unformed opportunity to identify oneself with a significant ethnic group (0.5248), Biethnic identity (0.5216), Marginal ethnic identity (0.5209), Unformed opportunity to identify with a significant national and cultural group (0.4901).

That is, the first factor records those indicators that indicate the rejection of their ethnic and national-cultural identity by adolescents who were resettled as a result of military operations from eastern Ukraine, from the city of Luhansk to the city of Rivne, Rivne region and Khmelnytskyi region in February, 2022. As a result, adolescents developed psycho-traumatic experiences in war conditions. Therefore, the program of the formative experiment was modeled by us in such a way as to correct the ethnic and national-cultural identity of adolescents who were resettled as a result of military operations from eastern Ukraine, from the city of Luhansk to the city of Rivne, Rivne region and Khmelnytskyi region in February, 2022.

The second factor of adolescents in the experimental group, whose specific weight is also quite large, 6.2 points, we called the “*Factor of stressful experiences as a result of the war in Ukraine*”. This factor also included the following indicators with significant factor weight: Fears during the war (0.6543), Traumatic experiences during the war (0.6401), Neuroses as a result of military actions (0.6238), Trauma of adolescents (0.6008), Military rejection (0.5871), Rejection of the environment

(0.5803), Disagreement with a significant social microgroup (0.5643), Rejection of the entire life process (0.5544), Unwillingness to learn (0.5325), Lack of initiative (0.5213), Rejection of others (0.5124), Negative self-concept (0.4877), Negative motivational domains (0.4672). That is, the indicators of ethnic and national-cultural identity, namely their lack of formation, are even more significant for teenagers than the terrible situation of the war in Ukraine. That is, teenagers who are in the conditions of military operations, on the line of military operations, or fairly close to the line of military operations, the experience is less from missile attacks, drones, and destruction of housing than from the fact that they have an unformed ethnic and national-cultural identity.

The next, *the third factor* we called *the “Irritability and Anxiety Factor”*. The specific weight of this factor is not large enough, only 4.3 points. This factor with the highest factor weight includes such indicators, as: Low level of ideological orientations (0.5129), Low self-esteem (0.4987), Not being focused on oneself (0.4762), Tendency to rivalry (0.4671), Irritability (0.4561), Anxiety (0.4458), Introversion (0.4320), Aggressiveness (0.4287), Acceptance of emotional relationships with people (0.3971). These indicators also indicate the traumatic experiences of adolescents as a result of the war.

Conclusions.

Psychotraumatic experiences of adolescents or post-traumatic stress disorder occur in individuals who have experienced war events that traumatize the personality, most often in the conditions of combat operations or in situations close to combat operations (for example, in a case of people, children who are in the conditions of combat operations, on the line of combat operations, or quite close to the line of combat operations).

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