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ЕФЕКТЪТ НА ПРИСТРАСТЯВАНЕ КЪМ КАНАБИС
ВЪРХУ ЕКЗЕКУТИВНИТЕ ФУНКЦИИ: ИНХИБИРАНЕ,
ПРЕВКЛЮЧВАНЕ И АКТУАЛИЗИРАНЕ

ПСИХОЛИНГВИСТИЧНИ ХАРАКТЕРИСТИКИ
НА РАЗКАЗА ЗА СЕБЕ СИ ПРИ ИДЕНТИТЕТНАТА
КРИЗА В ЮНОШЕСТВОТО

СЛЕДОПЕРАТИВЕН ДЕЛИР ПРИ НЕВРОХИРУРГИЧНИ
ПАЦИЕНТИ

ПСИХИЧНИ РАЗСТРОЙСТВА И КОМОРБИДНОСТ
ПРИ РОДЕНИ ПРЕДИ 28-А ГЕСТАЦИОННА СЕДМИЦА –
КЛИНИЧНИ СЛУЧАИ

КОНСУЛТАТИВНО ЛИЕЗОН ПСИХИАТРИЧНО
ОБСЛУЖВАНЕ ЗА ПОДОБРЯВАНЕ НА ПРИДЪРЖАНЕТО
КЪМ ЛЕЧЕНИЕТО ПРИ ПАЦИЕНТ С МУЛТИРЕЗИСТЕНТНА
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КЛИНИЧЕН СЛУЧАЙ

ПРОФЕСИОНАЛНАТА РОЛЯ НА ЕКСПЕРТА
НА ПСИХИЧНОТО СЪСТОЯНИЕ

ПСИХИЧНИ РАЗСТРОЙСТВА ПРИ ПАЦИЕНТИ
С КОЛОРЕКТАЛЕН КАРЦИНОМ СЛЕД ОПЕРАТИВНИ
УСЛОЖНЕНИЯ: РЕЗУЛТАТИ ОТ ЕДИН
СПЕЦИАЛИЗИРАН ЦЕНТЪР

ОТКЪС ОТ „ВНУШЕНИЕТО И НЕГОВАТА РОЛЯ
В ОБЩЕСТВЕНИЯ ЖИВОТ“ НА В. М. БЕХТЕРЕВ (1908)

На корицата:

Част от азбуката на Белия Лъв (1896-1982), емблематичен български пациент, с вероятно най-богато документираното фантастично парафрено творчество в историята на психиатрията (Uzunoff G, Zaimov K. Les écrits d'un paraphrene. Annales médico-psychologique 1972; 130, 3: 327-356)

On the cover:

Excerpts from the alphabet of the notorious Bulgarian patient known as The White Lion (1896-1982), with probably the most vastly documented fantastic paraphrenic creative works in the history of psychiatry (Uzunoff G, Zaimov K. Les écrits d'un paraphrene. Annales médico-psychologique 1972; 130, 3: 327-356)

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PSYCHOLINGUISTIC FEATURES OF SELF-NARRATIVE EXPERIENCE OF IDENTITY CRISIS IN ADOLESCENTS

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Abstract. Background. The research examines how adolescent self-narratives’ psycholinguistic features influence identity crises amid social changes from the COVID-19 pandemic. **Objective.** The aim of the study was achieved through empirical determination of psycholinguistic features of individual adolescent self-narrative and identification of its possible impact on the development of identity crisis in the context of statistically significant links between self-narrative and identity indicators. **Materials and methods.** Content analysis of self-narrative, Osgood’s semantic differential, applied psychodiagnostics techniques with the allocation of identity indicators, and relevant statistical analysis, are used. **Results.** It is found that most subjects use psycholinguistic characteristics of individual self-narrative by emphasizing positive modalities in their self-descriptions. One third of the respondents operates mainly with negative psycholinguistic characteristics of self-narrative, which may indicate a preliminary or pre-actual stage of the identity crisis. It is determined that the status of the achieved positive identity (high consistency of identity) corresponds to the positive characteristics of self-description in the time continuum, adequate self-esteem, balanced personality type, and positive valence of identity. Diffuse identity (low identity coherence) indicates a state of identity crisis in adolescents and is closely associated with very low and unstable self-esteem, emotionally polar and unstable personality type, and neutral or negative valence of identity. **Conclusion.** The influence of psycholinguistic features of self-narrative on the development of the process of the crisis of adolescent identity was demonstrated. It is noted that the harmonization of psycholinguistic characteristics of individual self-narrative can play a significant role in the formation of a holistic identity at the stage of the identity crisis.

Key words: *identity valence, pseudo-identity, psycholinguistic characteristics, self-esteem, personality type, holistic identity*

ПСИХОЛИНГВИСТИЧНИ ХАРАКТЕРИСТИКИ НА РАЗКАЗА ЗА СЕБЕ СИ ПРИ ИДЕНТИТЕТНАТА КРИЗА В ЮНОШЕСТВОТО

Оксана Крайева, Наталия Старинска, Ина Михайлюк, Наталия Хоха, Тетяна Клибаис

Резюме. Въведение. Проучването изследва как психолингвистичните характеристики на юношеския разказ за себе си влияят на идентитетната криза по време на пандемията от COVID-19. **Цел.** Целта на проучването бе постигната чрез емпирично определяне на психолингвистичните особености на индивидуалния юношески разказ за себе си и установяване на неговото възможно влияние върху развитието на идентитетната криза в контекста на статистически значими връзки между разказа за себе си и идентитетни индикатори. **Материал и методи.** Използвани са съдържателен анализ на разказа за себе си, семантичния диференциал на Osgood, приложни психолингвистични техники, локализиращи идентитетни индикатори, и подходящ статистически анализ. **Резултати.** Установи се, че повечето от участниците използват такива психолингвистични характеристики в разказа за себе си, които подчертават положителните модалности на самоописанието. Една трета от участниците оперират предимно с негативни психолингвистични характеристики на разказа за себе си, което може да е знак за предварителен или преактуален етап на идентитетната

криза. Състоянието на постигнат позитивен идентитет (висока консистентност на идентичността) се свързва с положителни характеристики на самоописанието във времевия континуум, адекватна самооценка, балансиран личностов тип и положителна валентност на идентитета. Дифузият идентитет (ниска идентитетна кохерентност) показва състояние на идентитетна юношеска криза и е тясно свързан с много ниска или нестабилна самооценка, емоционално полярен или нестабилен личностов тип и неутрална или нестабилна валентност на идентитета. **Заключение.** Показано е влиянието на психолингвистичните особености на разказа за себе си върху процеса на криза в юношеската идентичност. Заслужава да се изтъкне, че хармонизирането на психолингвистичните характеристики на индивидуалния разказ за себе си може да има важна роля във формирането на холистичен идентитет в етапа на идентитетната криза.

Ключови думи: *идентитетна валентност, псевдоидентитет, психолингвистични характеристики, самооценка, личностов тип, холистичен идентитет*

INTRODUCTION

In modern psychology, the research of studying the phenomenon of identity crisis in adolescents is significantly relevant. The crisis may hypothetically exacerbate in a COVID-19 pandemic, which leads to changes in self-narrative and significant disruption of personality adaptation mechanisms. The psychological features of identity crisis in adolescence are described by Arslanbek (2021), Kraieva (2018), and Denov and Piolanti (2021). Social and philosophical aspects of this phenomenon were also covered in the works of Nikishina and Petrash (2014), Rumjanceva (2006), and Leuenberger (2021). At a specified age, individuals face the need to intensify awareness of aspects of the real world, trying to find their place in it and assert themselves through a self-created individual narrative (self-narrative) embodied in the narrative identity's matrix. At the same time, personal narrative is understood as a specific discourse, a text which is successively developed in time and space reflecting history of one's life. This study's emphasis on the psycholinguistic aspects of self-narrative offers perspectives on the language strategies adolescents employ to deal with identity crises – a topic that is frequently ignored in previous studies. Semantic and emotional subtleties that influence teenagers' self-perception and crisis adaptability are the focus of this study, in contrast to earlier research that mostly addressed the structural features of narrative identity.

The first researchers of this phenomenon, McAdams et al. (2006), proposed a theoretical model of narrative identity and actively studied the features of identity through an autobiographical narration. In particular, significant links between identity and narration (self-narrative) have been set that outline current trends in the study of narrative identity (2013). The research perspective is to

deepen the psychological understanding of psycholinguistic features of individual self-narrative and its impact on the adolescent identity's crisis, which can naturally help expand the base of effective methods and forms of psychological assistance in coping with crisis exacerbation.

The aim of our study is to assess the psycholinguistic features of individual self-narrative and its impact on the development of the process of identity crisis in adolescents in the context of statistically significant relationships between self-narrative and identity indicators (valence of identity, status of identity, its coherence, level of the general attitude to self-image, self-esteem). The hypothesis was that the psycholinguistic features of self-narrative have a certain influence on the course of identity crisis in adolescence in terms of deepening respondents' attitudes to their self in the time continuum (past self, present self, and future self).

LITERATURE REVIEW

In addition to these research works, such scientists as Marshall (2024), Mosafer et al. (2024), van Doeselaar et al. (2020), Aponte and Merino (2022) identified the peculiarities of the formation and development of identity through the narrative (self-narrative). Scientific works of a narrower field of study, such as the study of the narrative identity of LGBT (lesbian, gay, bisexual, and transgender) youth by Bates et al. (2020), descriptions of children's and adult respondents' own emotions through narrative [14], and self-narrative research represent the importance of narrative in shaping personality identity. However, these studies do not consider the psycholinguistic features of adolescent self-narrative in the context of the process of unfolding the identity crisis. It should be noted that delving into the indicators of adolescent iden-

tity crisis involves an intensive effort to find new ways and master acceptable social roles that hypothetically allow one to know oneself and to find out the features of identity through self-created narrative context.

Thus, according to Wagner and Heberle (2024), a teenager, experiencing an identity crisis, determines for himself the “optimal way to live”. It is at this time that he forms a system of internally consistent ideas about himself, images of “self”, and self-narratives [1, 7]. In addition, identity, viewed through the lens of self-narrative, can be understood as the dynamic narrative individuals develop about themselves, weaving together their past experiences, current self-concepts, and future goals to form a cohesive sense of self within their socio-cultural environment [16].

McAdams and McLean (2020) initiated the opinion that narrative identity, as a formed phenomenon, occurs closer to the end of adolescence – early adulthood, due to social expectations about the identity of the individual and the final consolidation of operational thinking. It is with this age period that the sphere of our research interest is connected, and the attention is focused on the period of adolescent experience of an identity crisis, although the phenomenon of implementation of the studied concept in the structure of narrative identity, in general, is of undeniable interest. In the context of studying the narrative identity of the individual, McAdams and McLean also noted three levels of identity development: the acquisition of certain traits, characteristic adaptations, and the story of one’s own life. It is the latter position that is of considerable interest because it is considered more flexible to change. At the same time, all levels gradually interact throughout the life of the individual, embodying the integrity of a separate identity.

The psycholinguistic aspects of self-narrative and identity development are frequently shaped by stigma and discrimination, which have a significant impact on identity formation, especially for marginalized groups like LGBTQ+ youth. According to Gooding et al. (2020), people who are stigmatized must constantly control how they communicate their identities through language, modifying their self-narratives to fit various social contexts with differing degrees of acceptance. As people employ particular linguistic techniques to match their self-presentation with the expectations of either hostile or supportive contexts, this process emphasizes the importance that language plays in identity negotiation. In a similar vein, McLean et al.

(2025) emphasized the importance of good narratives in building resilience and identity coherence, especially when they are passed down through generations. LGBTQ+ elders’ use of emotionally charged and affirming language in letters to young people supports positive self-concepts, illustrating how linguistic framing can mitigate the detrimental impacts of stigma. These results demonstrate how psycholinguistic components – like the structural coherence and semantic tone of self-narratives – are essential for reducing the negative effects of discrimination and promoting the growth of strong and coherent identity.

Based on the views of Kostruba (2021), Chepelova, and Rudnytska (2019), the authors note that it can be valuable not only to study the psycholinguistic features of self-narrative but also the hidden psychological meanings of self-description of the individual’s identity, which may reflect their awareness of qualitative changes in the structure of their identity. Self-narrative in stating one’s self-images of identity structure makes it easier to recognize the diversity of roles, eliminates some uncertainty, and stimulates the unification of different aspects of self into a single composition of one’s value and unique identity during its crisis.

A significant place in the composition of self-narrative belongs to semantics (tokens and their modalities), through which adolescents try to define themselves, their roles, and various aspects of their own identity. Mostly negative psycholinguistic characteristics of self-narrative can hypothetically indicate a low level of self-acceptance, inadequate self-esteem, and certain difficulties in the course of an identity crisis [21]. The positive characteristics of self-narrative are able to create an optimistic basis for the adaptive transformation of identity during the crisis. Accordingly, the creation of an individual self-narrative (a descriptive story about oneself) can be an effective means of promoting the optimal course of adolescent’s identity crisis and its perception. In the process of analysis and description of various aspects of their own identity, the adolescent can hypothetically better understand their own value and uniqueness to rebuild new semantic aspects of a new form of holistic identity.

MATERIALS AND METHODS

To determine the features of the psycholinguistic characteristics of adolescent self-narrative and indicate aspects of its impact on the identity crisis, we used the following tools [4, 22, 23]:

— composing self-narrative (awareness of the past, present, and future self) using the method of content analysis [24]

- Osgood's method of semantic differential [25]
- test "Who am I?" [5]
- methods of research of personal identity [4]
- Pearson's correlation coefficient.

Applying composing self-narrative, adolescents were asked to create a narrative about their past, present, and future. A content analysis method was then used to systematically examine and interpret these narratives. The method of semantic differential is most frequently used to measure the subjective meanings that adolescents attribute to concepts related to their identity. Through the use of a rating scale, this method assesses the semantic space associated with different aspects of identity. The "Who am I?" test consisted of a set of questions that were used to assess what self-perception is like among adolescents. The responses are then analysed to gain insight into how adolescents define and understand their own identity. Methods of researching personal identity include a fairly broad set of tools and approaches for investigating different aspects of personal identity.

The sample of the study included 40 adolescents (15 boys and 25 girls aged 14-15 years) from secondary school I-III degrees "Secondary School No. 242," Podolsk district of Kyiv. The survey was conducted individually with each of the students with previous explanation of the importance of the test results, its research, and scientific significance. The respondents gave verbal consent to participate voluntarily in an empirical study. In addition, a comparative method was used to evaluate the results obtained between different adolescents, their groups, and the tests. The depiction of the test results was carried out using the tabular method in the Microsoft Excel program. The literature analysis method was also used to compare the results obtained with other studies on similar topics.

In summary, the study uses an integrated approach combining qualitative and quantitative methods to delve into the psycholinguistic characteristics of adolescents' stories and their impact on identity development. By employing such a range of methods, a more refined understanding of the psychosomatic features of adolescents' psychosomatic state and identity is possible.

RESULTS

For the convenience of presenting the empirical part of the article, we offer a step-by-step presentation of the results within the stated topic, that is:

1. Description of the psycholinguistic characteristics of the self-narrative of the study group.

2. Representation of the existing correlations between personal characteristics of identity (attitude to the image of self, self-assessment, self-esteem of identity, personality type, valence of identity) and manifestations of its coherence.

3. Presentation of correlations between the level of the general attitude to the self-concept (by the method of content analysis) and the characteristics of self-narrative, self-esteem, and identity status.

Empirical results of the study of psycholinguistic characteristics of adolescent self-narrative (Table 1) represent individual composing of stories, which were processed by content analysis with emphasis on the acceptance of respondents' attitudes to their self in the time continuum (past self, present self, future self). Thus, according to the attitude to the past self, 50% of the respondents showed positive psycholinguistic characteristics of past experience including acceptance of themselves, their identity, what they were in the past, and gratitude to themselves for previous successes and achievements. The self-narrative of this group was dominated by

Table 1. General psycholinguistic characteristics of adolescents' self-narrative in the time continuum (past self, present self, future self)

Characteristics of the attitude to the image of the self in the time continuum (past self, present self, future self)	Adolescents	
	n (40 people)	%
Attitude to the past self		
Positive	20	50
Neutral	12	30
Negative	8	20
Attitude to the present self		
Positive	24	60
Neutral	10	25
Negative	6	15
Attitude to the future self		
Positive	24	60
Neutral	12	30
Negative	4	10
General attitude to the self-image and the identity's integrity		
Positive	24	60
Neutral	10	25
Negative	6	15

nouns and verbs ("excellent", "obedient son", "studied well", "achieved a lot"). 20% of the respondents showed negative attitude towards both their past self and their image of the self as a whole. This small group used negative psycholinguistic characteristics ("lazy", "ugly", "fat", "incompetent", "stupid"). In 30% of respondents, neutral signs of identity in the past were identified through individual self-descriptions (self-narrative), which could be associated with the experience of identity inconsistency and accelerated search for new indicators.

In terms of attitude to the current self in self-narrative 60% of adolescents were dominated by optimal-positive assessments, indicating an adequate assessment of themselves ("I have good traits, but there are also negative ones", "I'm good but lazy", "Shy, I can't defend myself, but I can be friends, I help others"). 25% of the teenagers from this group of respondents showed a neutral attitude towards themselves in self-motivation, and 15% broadcast negative manifestations of self-attitude in the current moment: "I recently behaved badly, and therefore I feel like a bad, evil person", "Here I am stupid, why did I disobey my parents", "Some kind of incompetent, incapable of anything".

Regarding attitude to the future image of self, most adolescents (60%) had positive attitude towards themselves, hoped for great success in the future, and expected significant educational, sports, professional and career achievements ("I will definitely succeed in science, I will make a discovery that I do not know yet, but I will definitely be famous", "I will play sports, take part in the Olympic Games"). 10% of the adolescents showed a negative attitude toward their future, and the self-narratives of these respondents were dominated by definitions of self-doubt, certain conditional incompetence, and low abilities ("I do not know what the future will be, but nothing good awaits me there", "I am lazy, so I will not be able to achieve great success", "I want everyone to detach from me, I do not have and will not have the talents required by parents and teachers").

The obtained results turned out to be relevant in relation to the general attitude toward the self-image and the manifestation of the integrity of identity. Thus, 60% of positive psycholinguistic characteristics were recorded, which may indicate a pre-formed identity and the ability to rationally combine the experience of the past Self, the possibilities of the present self, and expectations of the future self. Instead, 25% of respondents broadcast neutral characteristics of attitudes towards their self-image

in the past, present, and future, which may indicate a stage of being on the verge of experiencing and unfolding an identity crisis. The remaining 15% of respondents in the sample had negative attitudes toward their self-image and were characterized by instability of identity. Apparently, 15% of adolescents were in a state of identity crisis and needed systematic psychological assistance and support for the acquisition and formation of a new holistic form of identity [20, 26].

Thus, we found that most of the subjects broadcast adequacy of self-esteem, have optimal ideas about themselves, understand themselves, and are able to describe properties, using positive psycholinguistic characteristics. Almost half of the respondents use in their own self-descriptions the positive psycholinguistic characteristics of individual self-narrative. However, about a third of respondents show inadequate self-esteem, emotionally polar or unstable definitions of their own identity, abilities, and capabilities; they are characterized by a low level of reflexivity (self-narrative is dominated by negative or neutral assessments of self, behaviour, own images in the time continuum). Their self-narrative reveal negative psycholinguistic characteristics, which may indicate being at the initial or initial-actual stage of experiencing an identity crisis.

The next step is to describe the correlations between selected personal characteristics of identity (attitude to self-image, self-attitude, self-esteem of identity, personality type, and valence of identity) and manifestations of its coherence. The characteristics of the attitude to the self-image were calculated by content analysis of adolescents' self-narrative (Table 2).

High status of identity coherence, i. e. identity's integrity, is found associated with understanding one's own preferences, adequate attitude to oneself in adolescents who not only have positive psycholinguistic characteristics of self-narration (correlation $r=0.912^{**}$), but also in those with a general positive attitude towards themselves (correlation coefficient $r=0.954^{**}$). Adolescents with adequate self-esteem have a higher status of identity coherence ($r=0.862^{**}$), which indicates ability to distinguish between own positive and negative characteristics of identity, be aware of them, and to consider the advantages and disadvantages of daily activities and future initiatives. The individuals perceive themselves holistically, have a stable idea of their personalities, and are optimistic about their future as compared to the adolescents with low and unstable self-esteem, and low levels of identi-

Table 2. Correlation between isolated personal characteristics of identity and manifestations of its coherence

Characteristics of self-attitude, self-esteem, identity formation	Correlation coefficient for the manifestation of identity coherence
Characteristics of the attitude to the image of self, by the method of content analysis of adolescents' self-narrative (according to self-narrative)	0.912**
The general indicator of the attitude to itself (according to Osgood's semantic differential)	0.954**
Self-esteem of identity (according to the method "Who am I?")	
Adequate	0.862**
Inadequately low	-0.585**
Unstable	-0.492**
Personality type (according to the "Who am I?" Method)	
"Emotionally polar" type	-0.621**
"Balanced" type	0.853**
"Unstable" type	-0.492**
Valence of identity (according to the method "Who am I?")	
Positive (adequate)	0.739**
Neutral	-0.426**
Negative	-0.492**

Note: ** – correlation coefficient has a reliability level of 99%.

ty coherence ($r=-0.585^{**}$ and $r=-0.492^{**}$, respectively). The adolescents with such self-esteem are characterized by inconsistency of identity with inadequate self-evaluation, impaired perceptions of own abilities, and insecurity about their strengths. Adolescents with emotionally polar and unstable personality types mostly have low identity consistency ($r=-0.621^{**}$ and $r=-0.492^{**}$), while adolescents with a balanced personality type are characterized by high consistency ($r=0.853^{**}$). The results show that with a holistic and positive self-attitude, optimal presentation of one's own self-narrative in time equivalent (past self, present self, future self), understanding of the structure of one's life and acquired experience, the identity of adolescents acquires a high level of coherence along with the acquisition of signs of a balanced personality type, emotional stability, the ability to self-regulate behaviour, clear planning, success in the present and in the future. Adolescents with neutral and negative valence of identity (understood as the emotional and evaluative tone of characteristics in self-description) are mostly characterized by low indicators of identity consistency ($r=-0.426^{**}$ and $r=-0.492^{**}$, respectively). Adolescents with positive (adequate) valence of identity are characterized by high indicators of its consistency ($r=0.739^{**}$).

Thus, the positive emotional and evaluative tone of characteristics in self-narratives (positive valence) is closely related to the formed identity of adolescents. Inconsistent identity is associated with doubt about oneself, negative semantics in self-de-

scriptions, criticism towards own actions, and regret about low abilities and opportunities. Or, the status of the achieved positive identity (and its coherence) corresponds to positive characteristics of self-description in the context of attitudes towards the self-image:

- in the time continuum (past self, present self, future self),
- adequate self-esteem,
- balanced personality type,
- positive (adequate) identity valence.

The status "diffuse (indeterminate) identity" (low indicators of its coherence) indicates experience of identity crisis in adolescents closely associated with low and unstable self-esteem, emotionally polar and unstable personality types, and neutral and negative valence of identity.

The next stage of the study presents the results of the following significant direct and inverse correlations between the level of the general attitude to the self-image and the characteristics of self-narrative, self-esteem, and identity status. In particular, the level of the general attitude towards the self-image is closely related to adequate self-esteem ($r=0.749^{**}$), i.e., the more positive the adolescent is towards his own self-image in the past, present, and future, the more adequate his self-esteem. It is also found that the level of the general attitude to the self-image is inversely related to the indicator of inadequately underestimated and unstable self-esteem (correlation coefficient $r=-0.555^{**}$ and $r=-0.526^{**}$), which indicates that adolescents with

positive attitude to their own self-image in three states (past, present, future) are less likely to have inadequately underestimated and unstable self-esteem. And, the level of the general attitude to the self-image of the adolescent is closely related to the type of his personality, which was also confirmed by the method of Osgood's semantic differential [27, 25]. In a balanced personality type a high value of self-image ($r=0.756^{**}$) associates with a more positive attitude toward one's self-image, and in the self-narrative of this group descriptions with positive psycholinguistic characteristics dominate.

Emotionally polar and unstable types are characterized by a low value of the general relation to the self-image (inverse correlation, $r=-0.625^{**}$ and $r=-0.348^{*}$ respectively). Negative attitudes toward their self-image in the three temporal dimensions are inherent in adolescents with emotionally polar or unstable personality types, resulting in frequent self-doubt and disbelief in their own capabilities. The self-narrative of this group has negative psycholinguistic assessments of their identity. In addition, it was found that the level of the general attitude to the self-image is closely related to the valence of identity (the predominant emotional and evaluative tone of the characteristics in self-description). Thus, adolescents with a positive-adequate valence of identity are characterized by high value of the attitude to the self-image ($r=0.722^{**}$). Instead, adolescents with a negative identity valence are characterized by low value of the self-image ratio ($r=-0.526^{**}$). In the presence of the specified negative valence, the teenager does not see prospects in the future, does not expect anything good from his own self-realization, and in self-narrative uses exclusively negative psycholinguistic characteristics.

The results of the research provide useful tactics that educators and counsellors can use to help teenagers who are struggling with ambiguous identities or poor self-esteem. Schools might encourage teenagers to participate in guided self-narrative exercises as part of focused interventions that aim to improve self-awareness and foster positive identity construction. Students can develop a stronger and more unified sense of identity by using these activities to express their past, present, and future selves. Teenagers' narratives may contain negative or contradictory self-perceptions, which counsellors can address through tailored feedback and counselling sessions utilising psycholinguistic approaches like semantic analysis. Furthermore, establishing secure and encouraging environments for storytelling workshops and peer conversations

in schools can give teenagers the chance to express their experiences, get validation, and develop emotional resilience. Schools and counsellors can better assist adolescents in resolving identity crises and cultivating a stable and positive self-concept by incorporating these findings into psychological and educational strategies.

The results demonstrate that adolescent identity formation and coherence are highly correlated with psycholinguistic aspects of self-narrative. Positive narratives are associated with balanced personality types, increased self-esteem, and a cohesive identity structure. About 60% of the study participants had positive self-narratives, which are marked by hopefulness and a steady sense of who they are in the past, present, and future. Conversely, negative psycholinguistic traits, which are suggestive of dispersed identity and low self-esteem, were present in one third of the respondents. Negative identity valence was linked to inconsistent identity and emotional instability ($r=-0.492$, $p<0.01$), while positive identity valence was strongly correlated with identity coherence ($r=0.739$, $p<0.01$). These results offer perspectives on the function of language in identity development by highlighting the significance of encouraging positive psycholinguistic traits in self-narratives to assist teenagers during identity crises.

DISCUSSION

The study demonstrated that almost half of the study sample effectively uses positive psycholinguistic elements in self-descriptions, and only one-third have negative traits. This indicates a generally healthy state for the majority of adolescents. Nevertheless, there are a certain number of them who are dissatisfied with themselves or with the current state of affairs in their lives. Each such case is different and should be dealt with accordingly, paying sufficient attention to the adolescent's problems. However, some common characteristics can also be identified for all interviewees, namely negative experiences related to war and isolation (due to the effects of the COVID-19 crisis). This suggests that schools and other educational institutions should pay more attention to processing these problems with adolescents.

Intergenerational narrative identity development was studied by Ergün (2020). The scholar emphasised the importance of identity development in adolescence and its relationship to sociocultural factors, as well as self-expression and narrative in identity development, focusing on

how events are narrated to shape perception and identity. The use of narrative identity assessment methods is also noted to be worth utilising more in future research than other methods since it allows for multiple factors and variables to be considered in terms of subject's self-identification. This approach is crucial for mental health professionals, providing new perspectives and approaches to therapy in the context of diverse cultures and identities. Narrative research methods were also used in the assessment of psychosomatic conditions of Ukrainian adolescents. It should be noted, however, that other psychosomatic assessment methodologies may show different results. Therefore, a subsequent replication of this study using a different methodology remains relevant.

Personality development and behaviour in adolescence were studied also by Milenkova and Nakova (2023). The scholars investigated various aspects of school-age children's self-concept and examined the role of parents in the formation of social habits and values. They confirmed theoretical ideas about the influence of the family on cooperation and empathy, highlighting the family as a space for the formation of behaviours and values. Communication and joint family activities, including holidays, are highlighted as elements contributing to an active family environment and positive parental influence. Researchers have also noted the role of success and increased quality of life for these adolescents, as well as the development of self-knowledge, confidence, and stability. The results show that families positively influence their children through watching TV programs together, having discussions, and participating in household chores. Family bonding during holidays is also important [30]. The study on the state of adolescents in Ukraine does not devote much time to issues related to the family and its influence on child development. Nevertheless, this component can also influence the child's self-determination and self-esteem processes, so it may be relevant to investigate this component in the development of adolescents in Ukraine.

Results from other sociocultural contexts can be meaningfully contrasted to the findings on the self-narratives and identity formation of Ukrainian teenagers, underscoring the significance of systemic and sociocultural elements. Even in the midst of socio-political difficulties and instability, teenagers in Ukraine who had positive self-narratives demonstrated great identity coherence and resilience. This is in contrast to research from South Korea, where young men's self-narratives frequently re-

veal a conflicted discourse surrounding meritocracy and a struggle with perceived structural injustice [31]. In contrast to the more collective and resilience-focused narratives seen in Ukrainian adolescents, South Korean teenagers often construct their identities within the social norms of meritocracy and justice, battling the forces of competition and structural inequity. In a similar vein, British research on juvenile criminals shows how structured social interventions, including job training programs, can change the way people build their identities. Oswald (2022) discovered that by lowering social exclusion and promoting self-worth, these programs aid in the transition of self-narratives from disjointed or stigmatised identities towards cohesive prosocial ones. Adolescents from Ukraine, on the other hand, seem to rely more on internal psycholinguistic processes, including positive valence in self-narratives, to create identity coherence. The significance of adapting interventions to particular cultural and socioeconomic circumstances is shown by these comparisons, which show how sociocultural and systemic environments influence the resources and routes adolescents take to create resilient identities.

The linguistic features of adolescents' communication in social networks were investigated by Hilte et al. (2020). Researchers observed that adolescents adapt their writing styles in online conversations, especially if the conversation is with the opposite sex. Notably, the focus is on expressive markers such as emoticons rather than prototypically "masculine" verbal markers. Gender dynamics appear asymmetrical, with boys showing a stronger tendency towards a "feminine" writing style than vice versa when communicating one-to-one. This challenges traditional notions of gender accommodation observed in oral communication. Significant linguistic accommodation is observed in expressive markers of colloquial speech, often associated with flirtation. The study makes a distinction between linguistic gender accommodation and flirtation, suggesting that romantic markers are intrinsic to the online writing of adolescent girls. Further nuances arise in quantitative and qualitative accommodation. While men show quantitative accommodation on overall trait frequency, they show less qualitative accommodation on female-specific traits unless flirting is used. In contrast, women, although showing less quantitative adaptive behaviour, consider male aversion to particular traits in conversations with the opposite sex. The research on adolescents' attitudes towards their past, present, and future selves

did not consider aspects such as the characteristics of their interpersonal communication. Nevertheless, both studies offer a comprehensive understanding of adolescent communication and identity formation. Overall, it may be useful in the future to assess whether adolescents' social networking patterns somehow influence the way they relate to their self.

Tsai et al. (2023) provided valuable insights into personality development in Taiwanese adolescents using the HEXACO personality model, which can offer a comparative perspective on the psycholinguistic features of self-narratives in Ukrainian adolescents. Both studies emphasize the importance of structural continuity and the dynamic changes in personality traits during adolescence. The authors identified key patterns in personality development, such as the decline in honesty-humility and variability in openness. Significant individual-level changes were observed in conscientiousness, while other dimensions, such as emotionality and agreeableness, showed smaller variations. Notably, ipsative continuity was higher in post-adolescence than in pre-adolescence indicating greater stability in personality profiles as adolescents mature. These findings align with broader patterns of developmental shifts, reflecting the impact of sociocultural and developmental factors on personality traits. Both contexts reveal that external sociocultural pressures, whether related to academic competition in Taiwan or the socio-political challenges in Ukraine, significantly shape adolescents' self-perception and identity development.

CONCLUSIONS

With the help of content analysis of the characteristics of self-narrative, it was found that almost half of the studied sample operates with its positive psycholinguistic modalities, effectively using them in their self-descriptions. One third of the respondents operates mainly with negative psycholinguistic characteristics of self-narrative, which indicates that they are at the initial or initial-actual stage of the development of the identity crisis with all the consequences of experiencing this process.

The status of the achieved positive identity (high identity consistency) of the studied sample corresponds to the positive psycholinguistic characteristics of self-description of the attitude to the image of self ($t=8.12$, $p<0.001$) in the time continuum (past, present, future), adequate self-esteem ($r=0.685$, $p<0.01$), balanced personality type ($r=0.632$, $p<0.01$), and positive (adequate) valence

of identity ($r=0.739$, $p<0.01$). The status of low levels of identity coherence, which unequivocally indicates an experience of an identity crisis and is characterized by a low value of the attitude to the self-image ($t=-7.54$, $p<0.001$), is closely linked to low and unstable self-esteem ($r=-0.528$, $p<0.01$), emotionally polar and unstable personality types ($r=-0.492$, $p<0.01$, and neutral or negative valence of identity. The level of general attitude to the self-image is closely related to the indicator of adequate self-esteem ($r=0.712$, $p<0.01$).

In this study we found connection between the psycholinguistic features of self-narrative and the development of the process of the crisis of adolescent identity. Harmonization of the psycholinguistic characteristics of individual self-narrative can play a significant role in the formation of a holistic identity, as high-quality self-narrative contributes to the structuring of identity indicators into a single whole at the stage of an identity crisis. A promising area of research is to further explore the possibilities of providing psychological assistance to adolescents in the context of effective support in overcoming the identity crisis through the optimization or correction of psycholinguistic characteristics of individual self-narrative.

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