

COLLECTIVE, HISTORIC AND INDIVIDUAL TRAUMATIC MEMORY: NEUROPSYCHOLOGICAL, COGNITIVE AND PSYCHOLINGUISTIC APPROACHES



Leader of the Research Group – Larysa Zasiiekina, Ph.D., Cognitive and Clinical Psychology, Professor, Vice Rector for Research and International Affairs, Lesya Ukrainka Eastern European National University, Lutsk, Ukraine.

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Areas of research: The research areas are individual and collective mental trauma; transgenerational transmission of mental trauma aligned with a genocide, notably Holodomor and Holocaust; psycholinguistic assessment and reconstruction of traumatic memory; communicative styles and patterns of individuals in the traumatic situations; moral injury and continuous traumatic stress; psycholinguistic markers of emotional distress; carers Expressed Emotion towards individuals with a traumatic experience.

Larysa Zasiiekina is the Founder and Director of the Ukrainian Psychotrauma Center (UPC) which attracts international leaders in mental trauma and resilience treatment and research. The mission of UPC is to provide clinical and other interventions that heal and empower those exposed to traumatic life experiences and to increase the recognition and the treatment implications of psychological trauma.

Research outcomes. Larysa Zasiiekina is the author of more than 50 books, 200 articles, is Associate Editor and member of editorial board of peer-reviewed journals in Psychology and Psycholinguistics. Larysa Zasiiekina was invited as Visiting Professor for lecturing at George Washington University, USA, Texas Tech University, Lubbock, Texas, USA, University of Texas in Austin, Texas, USA, Bethel College, North Newton, Kansas, USA, Oklahoma State University, USA, WSEI, Poland.

Larysa Zasiiekina received Fulbright (2010-2011; 2015-2016) and Chevening (2018-2019) awards and had several appointments as a leading researcher in UK. At Anglia Ruskin University, Larysa Zasiiekina was a researcher (2019) on the Office of Students Catalyst project “*Scaling Up Active Collaborative Learning for student success*” which involved three UK universities (Anglia Ruskin University, University of Bradford, and Nottingham Trent University).

Grants

2019 (Office of Students, UK) Catalyst project *Scaling Up Active Collaborative Learning for student success.*

2015-2017 (Ministry of Science and Education of Ukraine) *Cognitive-Behavioral and Psycholinguistic Techniques for Traumatic Memory Reorganization.*

2012-2015 (European Association of Universities, Brussels, Geneva) *Fostering Sustainable and Autonomous Higher Education Systems in the Eastern Neighbouring Area (ATHENA).* 530465-2012-BE-SMGR.

Research Supervision of Scholars Obtaining Degrees of Doctor of Science and Doctor of Philosophy (Ph.D.). Larysa Zasiakina has successfully supervised more than 25 scholars obtaining degree of Doctor of Science and Doctor of Philosophy. Amongst others:

Supervision of scholars obtaining degree of Doctor of Science

1. *Maryna Orap.* Psychological Foundations of Individual Verbal Experience (2014).
2. *Olena Savchenko.* Psychology of Individual Reflective Competence (2017).
3. *Nataliia Savelyuk.* Psychology of Religious Discourse Comprehension (2018).

Supervision of scholars obtaining degree of Doctor of Philosophy

1. *Tetyana Pastryk.* Developing the Productive Bilingualism in Future Interpreters (2007).
2. *Tetyana Shiryayeva.* Psycholinguistic Strategies of Developing Cognitive Processes in Students (2009).
3. *Oksana Kychyuk.* Developing the Ethnic Tolerance in Students (2010).
4. *Oksana Solovey.* Language use and speech patterns in children with ADHD (2010).
5. *Olexandr Lavrynenko.* Psychological Foundations of Language-Oriented Personality (2011).
6. *Olexii Kostychenko.* Social Perception of Future Specialists in Mass Communication (2012).
7. *Galyna Trygub.* Foreign Language Acquisition by Left-Handed Children at Primary School (2012).
8. *Volodymyr Milinchuk.* Individual Speech of Post-Stroke Individuals (2013).
9. *Tetyana Bilyk.* Psychological Peculiarities of Individual Speech Image (2013).
10. *Tetyana Kulyk.* Developing Ecological Consciousness in Students (2013).
11. *Inna Tarasyuk.* Speech Adaptation in Immigrants' Children to Foreign Language Environment (2014).
12. *Ivanyuk Nataliia.* Social Categorization as a Factor of Efficient Students' Interaction (2014).
13. *Dyachuk Nataliia.* Creativity Expression in Interpreters of Fiction (2014).

14. *Anastasia Odintsova.* Mental Representation of Life Roles in the Personality's Consciousness (2014).

15. *Lyudmyla Magdysyuk.* Psychological Readiness of Personality for Retirement (2015).

16. *Olha Vasylyuk.* Psycholinguistic Means of Traumatic Memory Reorganization (2015).

17. *Lyudmyla Kalmykova.* Speech Production of Children in Different Emotional States (2017).

18. *Yuliia Tsyos.* Individual Speech and Communicative Styles in Students' Social Interaction (2018).

19. *Oksana Petryk.* Trust in the Structure of Social Intelligence in Journalists (2018).

20. *Vitoria Mystruk.* Self-Acceptance as a Factor of Women's Psychological Well-Being (2018).

21. *Evgeniia Kots.* Cognitive and behavioral strategies if individuals with social anxiety (2018).

Members of Research Group

Maryna Orap, Ph.D.,

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Areas of research. *Involuntary Narratives in Traumatic Memory Reorganization with in Healthcare Framework.* The main conceptual idea of our research is that the human cognition is represented by fundamental narrative structure. Voluntary narratives are widely used to reduce emotional stress and reorganize traumatic memory in health care framework. Instead, involuntary narratives are still very little studied. The main aim of the current research is to examine how the traumatic situation at cancer diagnosis is reflected in voluntary and involuntary narratives, and, therefore, in traumatic memory.

Nataliia Savelyuk, Ph.D., Professor, Taras Shevchenko Kremenets Regional Humanitarian and Pedagogical Academy, Department of Pedagogy and Psychology

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Areas of research. *Religious Discourse and Recollecting Negative Emotional Events in Individual Memory.* From the perspective of psycholinguistics, religious discourse is an individual verbal approaching God with certain requests, wishes, gratitude, and glories, in which mental processes, states, and qualities are expressed. The intimacy of a religious appeal provides a high degree of authentic personal expression taken together with a certain expectation for response. We consider praying both as spiritual and religious phenomenon and as a significant psycholinguistic tool for individual assessment and development.

Non-canonical religious discourse is the praying of the individuals “in their own words”, which might include both elements of the canonical religious discourse and a relatively free verbal form.

Olena Savchenko, Ph.D., Professor, Vadym Hetman

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Areas of research. *Psycholinguistic approach to individual information retrieval from autobiographical memory.* The objective of the current research is to examine individual information retrieval from autobiographical memory, applying psycholinguistic methods. The study applies the narrative analysis of 91 individual protocols to identify the main psycholinguistic indices of the autobiographical narrative with description of individual behavioral strategies in a problem-conflict situation. The study also introduces the marker of activated autobiographical memory (developed individual mnemonic activity), which at the same time captures the peculiarities of information retrieval. The results of current research indicate that the level of autobiographical memory activation is associated with the structure of autobiographical narrative, notably the degree of narrative completeness and cohesion. Moreover evidence consistently suggests that students use more complicated linguistic forms to describe and interpret the situation aligned with conflict or traumatic experience.

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Areas of research. *Acculturating Stress, Language Anxiety and Procrastination of International Students in Academic Settings.* The aim of the research is to examine the procrastination among international students in academic settings in Ukraine. The participants were recruited from two national universities in Volyn oblast who came from African countries to obtain higher education in Ukraine. Evidence consistently suggests that there are no gender differences in procrastination, acculturating stress, and language anxiety. However, a weak negative correlation between procrastination and age of the participants was found. It is possible to hypothesise that academic procrastination is less likely to occur in mature age, being replaced by the procrastination in other life domains. The findings of multiple regression suggest that acculturative stress and language anxiety taken together predict procrastination of the international students. However, amongst other predictors only fear of negative evaluation as a separate subscale of language anxiety is an independent robust predictor of procrastination. One unanticipated finding was that acculturation is not a significant moderator of the interaction between fear of negative evaluation and procrastination. Therefore, international students' procrastination is predicted by rather social anxiety of being evaluated than cultural settings and language anxiety per se. This inference is in line with the evidence that test anxiety and communication apprehension are not independent significant predictors of procrastination.