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Character harmonisation in adolescence: psychological profiles, coping strategies and implications for well-being

Гармонізація характеру в підлітковому віці: психологічні профілі, стратегії подолання та наслідки для благополуччя

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
Abstract


The article highlights the topical issue of character harmonisation in adolescence, which is an important aspect of holistic personality development and social adaptation. Character harmonisation is seen as a complex integration process that combines personal traits, emotional reactions and behavioural patterns. At the same time, character harmonisation remains relatively poorly researched, which emphasises the relevance of studying its psychological mechanisms. The purpose of the study was to determine the individual psychological characteristics of young men with different levels of character harmonisation. The tasks included


Анотація


У статті висвітлюється актуальна проблема гармонізації характеру в юнацькому віці, яка є важливим аспектом цілісного розвитку особистості та соціальної адаптації. Гармонізація характеру розглядається, як складний інтеграційний процес, що об'єднує особистісні риси, емоційні реакції та моделі поведінки. Водночас гармонізація характеру залишається відносно мало дослідженою, що підкреслює актуальність вивчення її психологічних механізмів. Мета дослідження полягала у визначенні індивідуально-психологічних особливостей юнаків, із різним рівнем гармонізації характеру. Завдання включали оцінку рівня гармонізації характеру за допомогою методики

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assessing the level of character harmonisation using the HCA (Harmony Character Assessment) methodology, analysing the relationship between character harmonisation and basic personality traits, and studying differences in coping strategies between young men with high and low levels of character harmonisation. The empirical study was conducted among students ($N = 60$) aged 18-25 years. The following methods were used: theoretical and methodological analysis, psychodiagnostic techniques, and mathematical and statistical approaches. The psychodiagnostic complex included the HCA technique and the PTQ (Personality Traits Questionnaire). All stages of the study complied with ethical standards, including the principles of voluntariness, confidentiality and legal protection of research subjects, taking into account the norms of bioethics. The findings allowed us to reveal the psychological mechanisms of character harmonisation, identify the relationship between the level of harmonisation and key personality characteristics, and determine the role of coping strategies in this process. The study is important for improving the system of psychological support for young people aimed at developing a harmonious personality, its adaptation to social conditions and improving psychological well-being.

Keywords: socialisation, habitus, subject, person, personality.

Introduction

Modern psychological science is increasingly focusing on the problem of character harmonisation in adolescence, due to its importance for the holistic development of the individual. Character harmonisation is seen as a complex process of combining personal traits, emotional reactions and behavioural patterns into a balanced and integrated structure. This concept is of particular importance during adolescence, which is characterised by significant physiological, emotional and social changes. Given the importance of character harmonisation for overall psychological well-being and successful social adaptation, the study of this phenomenon is extremely relevant. However, despite its significance, character harmonisation remains a relatively under-researched phenomenon in modern psychology.

The purpose of the study is to investigate the individual psychological characteristics of young men with different levels of character harmonisation.

In accordance with the formulated purpose of the study, a number of research **objectives were identified**, namely:

- Determine the level of character harmonisation in young men using the HCA (Harmony Character Assessment) methodology.
- To investigate the relationship between the level of character harmonisation and the main personality traits of young men using the PTQ (Personality Traits Questionnaire).
- To analyse the individual psychological characteristics of young men with different levels of character harmonisation.
- To identify key differences in personal characteristics between groups of young men with high and low levels of character harmonisation.

НСА (Harmony Character Assessment), аналіз взаємозв'язків між гармонізацією характеру й основними особистісними рисами, а також дослідження відмінностей у копінг-стратегіях між юнаками з високим і низьким рівнями гармонізації характеру. Емпіричне дослідження проведено серед студентів ($N = 60$) віком 18–25 років. Також було використано: теоретико-методологічний аналіз, психодіагностичні техніки та математико-статистичні підходи. До психодіагностичного комплексу входили методика НСА та опитувальник РТQ (Personality Traits Questionnaire). Усі етапи дослідження відповідали етичним стандартам, зокрема принципам добровільності, конфіденційності та правового захисту суб'єктів дослідження з урахуванням норм біоетики. Отримані результати дозволили розкрити психологічні механізми гармонізації характеру, виявити взаємозв'язки між рівнем гармонізації та ключовими характеристиками особистості, і визначити роль копінг-стратегій у цьому процесі. Дослідження має важливе значення для вдосконалення системи психологічної підтримки молоді, спрямованої на розвиток гармонійної особистості, її адаптації до соціальних умов та підвищення психологічного благополуччя.

Ключові слова: соціалізація, габітус, суб'єкт, людина, особистість.

The object of the study is the harmonisation of personality in adolescence.

Research methods: theoretical and methodological analysis, psychodiagnostic methods and mathematical and statistical methods.

The psychodiagnostic complex includes: 'Harmony Character Assessment (HCA) (Pavlyk, 2013), Personality Traits Questionnaire (PTQ) (Galyan, 2011) or (Arshadi et al., 2018).

The sample consisted of students of the Faculty of Psychology and Pedagogy of the National Pedagogical University named after K.D. Ushynsky (N = 60), whose age range is from 18 to 25 years. The procedure for organising and conducting an empirical study complied with the key ethical principles regulated by the principles of deontology and bioethics. All participants provided informed consent to participate at the time of the study, which ensured compliance with ethical standards, including confidentiality, voluntariness and legal protection of participants.

The following sections of this article will present a detailed review of the literature, the methodology used to conduct the study, the results obtained, and finally, the conclusions derived from the study. The study is limited to a specific sample of students and relies on self-report measures.

Literature review or theoretical framework

The theoretical analysis of scientific sources allows us to trace the evolution of views on character from ancient times to modern psychology. In classical philosophy, character was viewed as a set of stable psychological traits that determine the individual originality of a person and his or her behavioural reactions to external stimuli. In the works of greek philosophers, character was seen as the basis of moral and ethical principles that contribute to the proper functioning of an individual in society. Platon, in his theory of the soul, defined character as an integral part of mental harmony, which guarantees a balanced and moral life of an individual that meets the requirements of society. (Mykhalska & Shchavurskyi, 2006). Aristotle, in turn, emphasised that a harmonious character is the result of the interaction of reason and moral virtues that ensure an appropriate attitude towards oneself and others. Thus, in classical philosophy, harmony is understood as the internal coherence of various aspects of a personality that allows a person to act in accordance with social norms and moral imperatives (Bulakh & Skrypchenko, 2008; Grigoriou, 2015).

Further, in the psychophysiological context, character was considered through the prism of temperament, which was an important component of ancient theories. Hippocrates defined temperament as the basis for the formation of individual characteristics of a person, which are closely intertwined with his or her character. He emphasised that temperament types (sanguine, choleric, phlegmatic, melancholic) are basic for the development of certain characteristic traits in a person. According to these views, temperament is important for the further socialisation of an individual and his or her ability to adapt to the conditions of the social environment. In adolescence, when character is being actively formed, the influence of temperament is significant, as it affects emotional reactions and behavioural strategies of a young person. At the same time, temperament determines the limits within which harmonious or disharmonious character traits can occur, which makes the study of this phenomenon in adolescence particularly important (Mahler et al., 2012).

In modern psychology, character harmonisation is seen as a process that includes the integration of various mental and personal components of a personality into a single, stable system. Harmonisation means not only the absence of conflicts between individual traits, but also the adaptation of these traits to social and cultural norms, which allows an individual to achieve a high level of social adaptation and personal development. In the context of adolescence, this process is of particular importance, as it is during this period that self-awareness is formed, and the need for self-expression and interaction with other people increases. Harmony of character during this period helps to ensure not only psychological well-being, but also successful socialisation, which is an important factor for further personal development. In turn, disharmony of character, which can manifest itself in the form of inconsistency of internal motives, emotions and behavioural reactions, can become the basis for the development of various mental and social problems that require special psychological intervention (Babchuk et al., 2023).

Character harmonisation, as a process of creating a stable psychological state, is an important aspect of personality development, especially in adolescence. According to scientific interpretations, this process is

associated with the elimination of negative psychological qualities that may interfere with proper social and interpersonal interactions. Based on the philosophy of Socrates, character harmonisation involves the pursuit of moral perfection, which is the basis for harmonious interaction with the world around us. An important element of this process is the formation of inner maturity based on moral and ethical principles such as honesty, justice, tolerance and education. Especially in adolescence, when an individual is just beginning his or her journey in society, achieving character harmony becomes a determining factor for the development of healthy social and psychological relationships, as it is during this period that the ability to self-awareness and acceptance of ethical norms that regulate behaviour in society is formed.

Modern empirical research is increasingly paying attention to the game as one of the ways to improve the perception and adaptation of the adolescent's character. In today's scientific cognition, the starting point, rational programme and scenario for the search and implementation of psychological means of productive life of the modern society is increasingly the game - a socio-cultural phenomenon and an integral factor of self-realisation of a person as a subject, personality and individuality in the process, space and time of its philo- and ontogenesis.

The researcher Polishchuk V.M. emphasises the usefulness of didactic game as a means of conflict-free socialisation of adolescents in the process of their daily communication. By creating the right conditions for the realisation of their needs for self-affirmation, self-expression and self-education, the teacher takes into account and properly directs the desire of everyone to reveal their personal traits, qualities, earn respect in the team and take a certain place in it. The didactic game eliminates possible problems associated, on the one hand, with the adolescent's awareness of his/her adulthood, the need to be an authoritative adult, and, on the other hand, with possible competitive reactions in situations of grouping with peers; moreover, this type of game is one of the auxiliary ways to harmonisation the adolescent's character. The adolescent brings not only imagination to the game, but also sets himself complex creative tasks, to solve which he needs deep and solid knowledge that allows him to come to certain independent conclusions. That is why the game reflects the existence of a modern socialised individual and is an objective reflection of a new era that has no relevant historical comparisons. (Polishchuk, 2019)

According to Epicurus, the harmonisation of character through the development of moral virtues and ethical standards is the basis for social adaptation and inner well-being. In adolescence, when a person goes through significant changes in the social and psychological spheres, it is especially important to master the moral and ethical principles that form the basis of interaction with other people. Noting the importance of moral values, Epicurus stressed that harmony is the result of a conscious choice between natural and social needs. This is reflected in the process of character harmonisation, which allows young people to adapt to new social roles, understand their own emotional and cognitive processes and, as a result, achieve psychological balance, which contributes to their self-realisation and successful interaction in society (Rodgers, 1963).

However, despite the great influence of moral and ethical practices, the traditions of the East, although they ensure the achievement of a certain external harmony - calmness, high spirits and psychological balance - they do not always solve the problem of deep harmonisation of character. In particular, Eastern practices promote the development of higher psychological functions such as imagination, feelings and will, but often do not pay due attention to the development of moral and spiritual traits such as altruism, the ability to forgive or admit one's own guilt. This, in turn, can lead to young people focusing on external aspects of harmony and not always being able to effectively cope with real life difficulties that require inner maturity and moral fortitude. Therefore, in order to achieve true character harmony, which includes deep moral awareness and the ability to constructive interpersonal interactions, it is important to integrate self-development practices with ethical and psychological approaches aimed at improving not only the external but also the internal component of the personality (Maddi, 2006).

Spiritual and moral factors of character harmonisation were an important subject of research in medieval Christian anthropology, in the context of which the harmony of the individual was seen as the unity of spirit, mind, feelings and will. Philosophers and theologians of this period emphasised the importance of developing inner moral integrity as the basis for harmonious character formation. Christian anthropology attempted to synthesise religious and philosophical knowledge, laying the foundation for understanding harmony as an integrative process that combines the spiritual and psychological aspects of the individual. They emphasised the importance of moral virtues, such as modesty, patience and charity, which form the basis for creating a harmonious character. This approach assumes that true harmony is the result of an individual's inner transformation through religious and moral improvement (Pavlyk, 2015).

Ryan R. M. & Deci E. L. (2004) in their works also highlighted the importance of the unity of mind and body as the basis of the integrity of character, which determines the moral state of a person. According to his views, character is a complex system formed on the basis of moral virtues that resist negative traits such as selfishness, anger, envy and other vices. The violation of this unity, which often occurs due to the development of egoism, is seen as a source of disharmony in the personality.

Egoism, being the psychological basis for the development of a disharmonious character, causes a violation of the hierarchy between the spiritual, mental and bodily needs of a person. In this context, a person may lose the ability to harmoniously define himself or herself, as selfish aspirations displace the need for moral self-improvement, which leads to the development of persistent destructive skills (Willemssen & Waterman 1991; Ryan & Deci, 2000).

On the basis of egoism, natural human needs are transformed into passions - persistent destructive psychological tendencies that, over time, take the form of destructive character traits. Natural instincts that are not regulated by moral principles can become a source of suffering and internal conflicts, which become the basis for the development of a disharmonious character. In adolescence, when a personality is still in the process of formation, it is important to recognise and overcome such manifestations, because this is the age when a young person is actively looking for his or her place in society and shaping his or her character.

Therefore, spiritual and moral practices aimed at self-development and improvement of moral virtues are important for achieving harmony in the mental and personal development of a young person, as well as for overcoming the destructive tendency that can arise as a result of the unbalanced development of natural instincts and social roles (Asieieva et al., 2022).

The basis of harmonious character formation is the development of morality, which acts as an intrapersonal quality that regulates the behaviour of an individual. Morality determines a person's ability to distinguish between good and evil, as well as his or her desire for moral improvement. An essential aspect of morality is moral feeling, which is a psychological unit consisting of the ability to evaluate actions in terms of right and wrong. This feeling is an important component of the development of a harmonious character, as it serves as a guide for internal self-determination and evaluation of actions. With the help of moral sense, which is manifested in the awareness of their actions and their compliance or non-compliance with moral norms, young people are able to adapt to social requirements and act as active subjects of moral choice, showing a commitment to goodness and true values (Weinhold & Bradshaw, 2008).

Moral sense develops through the interaction of internal and external factors. In adolescence, when social and personal guidelines are being actively formed, the moral law - an inner sense of rightness and justice - plays an important role. It is the moral law that determines the boundaries of behaviour, influencing the actions of the individual and ensuring the regulation of his or her moral needs. This inner sense of responsibility for one's own actions is the basis for achieving harmony in character, as it helps a person to build his or her own behaviour not only in accordance with social norms, but also on the basis of deep personal convictions. As a result, a harmonious character forms the ability of an individual to be guided by higher ethical principles that go beyond external influences and social requirements.

Conscience, which is an integral part of the moral law, performs the functions of self-awareness and self-control, determining the level of moral maturity of a person. In adolescence, conscience develops through constant interaction with moral norms and social requirements. It contributes to the formation of an independent choice, which is not limited to external moral norms, but includes an internal judgement of the rightness or wrongness of one's actions. Conscience is manifested through the feeling of guilt for an immoral act and is an important factor in the process of moral self-regulation. It ensures the integrity of the personality, helping to make decisions that do not contradict internal moral convictions, and thus contributes to the harmonisation of character, which is a necessary stage in the formation of a mature and emotionally balanced personality (Kuhl, 1996).

The purposeful study of character disharmonies in the context of psychotherapeutic theories began in the late eighteenth century, when philosophers and psychotherapists began to focus on the influence of personal traits on the mental state of a person. Social and behavioural aspects, such as antisociality, aggressiveness, lack of guilt, and the phenomena of "moral insanity", became the main parameters that determine disharmonious character. These factors have been recognised as key to the development of pathological conditions that interfere with an individual's normal social adaptation. Psychotherapists, including

J. Pritchard, D. Henderson and B. Karpman, focused on the study of such psychological characteristics as emotional instability and pathological tendencies that determine the ability of an individual to integrate into society. The study of these aspects is extremely important for the process of character harmonisation, as it allows to identify the main sources of disharmony and develop psychotherapeutic approaches to correct them (Rainwater, 1979).

Later, the study of characterological disharmonies was developed in a number of psychotherapeutic and psychological movements, in particular in Germany, where psychiatrists and psychologists analysed the relationship between characterological features and mental disorders. They argued that certain personality types are prone to developing psychopathologies, which in turn affects the social adaptation of the individual. In turn, psychiatric theories complemented theories of character development, pointing to the importance of genetic and biological factors in the formation of disharmonious character traits. Such studies have made it possible to identify patterns of functioning of characterological systems both in normal and pathological conditions, which has become the basis for more effective methods of psychotherapeutic intervention (Rotter, 1982).

In the course of further research, the problem of character harmony was considered from different theoretical perspectives, in particular, through the psychoanalytic approach, social psychological theory and humanistic direction. In these approaches, character harmony was defined through the level of development of mental functions, such as intellectual maturity, emotional stability and self-awareness, as well as through the ability to social and psychological adaptation. The development of these functions is an important component of the process of character harmonisation in adolescence, as it is during this period that social guidelines and internal beliefs are actively formed, which influence the further formation of the personality. The psychological aspects of character harmonisation in this context become key to understanding how young people go through the processes of adaptation, self-determination and moral growth (Kuhl & Keller, 2008).

According to I. D. Bech, the moral formation of an individual is an important condition for his or her psychological development, as it allows the subject to form the ability to make moral decisions, moral choices and actions. In this context, morality is considered to be an integral part of the ontogenesis process, which allows an individual to integrate into society, maintain mutual understanding and harmonious relationships with other people. Moral consciousness forms the basis for determining what is good or bad, right or wrong, and thus contributes to the development of internal guidelines for behaviour that meets social standards and requirements. An important component of this process is moral sense, the ability to be aware not only of the interests of oneself but also of others, which allows a person to develop as a socially responsible subject (Beh, 2018).

The process of moral development in adolescence is accompanied by the formation of moral consciousness, which ensures the stability of psychological development. Moral self-awareness is the result of the integration of personal beliefs, internal values and social requirements that allow a person to determine their moral guidelines. At this age, the ability to reflect is important, i.e. the ability to evaluate one's actions and choices independently. This reflection allows young people not only to enrich their moral understanding but also to adapt effectively to changes in the social context. Social institutions, such as family, school and peers, play an important role in the development of moral consciousness, through interaction with which the idea of moral norms and responsibility for one's own actions is formed. Harmonisation of character in adolescence involves an active process of internal self-determination, moral growth and personal improvement, which is carried out through the development of moral consciousness and the ability to make conscious moral choices (Kroger, 2007).

In this context, harmonious character development is the result of the integration of spiritual orientation, the need to find the meaning of life and self-actualisation of the individual. The formation of a balanced habitus allows a person to integrate personal traits, behavioural patterns and emotional reactions, contributing to their harmonisation. A key aspect is the development of internal motivation for spiritual growth, which allows an individual to achieve high levels of self-knowledge and awareness. Adolescence is a period of intensive formation of moral guidelines, when a person actively seeks answers to questions about his or her place in the world and the meaning of his or her own actions. The search for the meaning of life allows for a deeper understanding of one's own spiritual essence and, in turn, ensures the process of character harmonisation, reducing the likelihood of developing destructive or neurotic traits (McHale et al., 2009).

The formation of coping strategies contributes to successful adaptation to difficult life circumstances and plays a key role in ensuring emotional balance. The emergence of neurotic manifestations in a person's character is directly related to the lack of inner harmony that arises from an insufficient level of morality, weak self-control and lack of awareness of one's own attitudes. According to Adrian van Kaam, such destructive behaviours as rigidity and obsessions can only occur against the background of immorality, which is manifested in the insufficient development of moral principles and internal beliefs. A person with such traits is often unable to perceive higher values, which leads to the fact that their behaviour is determined by external influences rather than internal moral guidelines. This uncertainty and lack of internal stability cause numerous psychological disorders and difficulties in social adaptation (Wann, 1974; Rotter, 1975).

Habitus, as an integrated system of social and cultural guidelines, plays an important role in the formation of moral attitudes and self-control in adolescence, contributing to the harmonisation of character. The development of coping strategies in this period helps an individual to effectively cope with stressful situations arising in the process of socialisation and self-determination. The formation of a healthy habitus provides the basis for internal stability and moral choice, which is an important aspect of personal development. Through the development of coping strategies, young men gain the ability to adapt to social change and constructively resolve conflict situations, which is key to their social responsibility and integration. The combination of conscious coping strategies with a harmonious habitus allows young people to achieve inner harmony, avoid destructive behaviours and build mature interpersonal relationships.

The development of moral attitudes and self-control is of particular importance for the harmonisation of character in adolescence. It is at this stage of life that the foundations of not only personal identity but also social responsibility are formed. Moral principles, as internal beliefs that regulate behaviour, are necessary to avoid the formation of destructive character traits that may hinder successful adaptation to society. Adolescence is also a time of developing the ability to self-reflection, when a person gains experience of making conscious moral choices, which is an important step towards harmonising character. The ability to understand one's emotions, control reactions and be responsible for one's own actions contributes to the formation of a harmonious personality capable of constructive relationships with other people and with oneself (Kroger et al., 2013; Riina & McHale, 2012).

Therefore, in adolescence, the formation of moral attitudes and the development of self-control are of particular importance for the harmonisation of character, which ensures the optimal integration of individual and social aspects of the personality. At this stage of personal identity development, internal beliefs are formed that regulate behaviour and are necessary to prevent the development of destructive character traits that can negatively affect social adaptation. Moral choice and self-reflection in adolescence contribute to the formation of the ability to emotional self-control and responsibility for one's own actions, which, in turn, are important prerequisites for the development of a harmonious personality. The ability to reflect, understand and regulate emotional reactions is critical for the development of constructive interpersonal relationships and internal stability, which contributes to social integration and mental maturity.

Methodology

For the empirical study of the psychological characteristics of the harmonisation of young men's character, two methods were chosen that allow assessing both the level of general harmony of the personality and specific traits that contribute to its development or impede this process. The first methodology, the Harmony Character Assessment (HCA), allows for the assessment of the integration of internal psychological components of a personality, including moral and emotional characteristics, as well as interaction with society. This tool helps to identify the extent to which a person is capable of self-control, adaptation in different social contexts, and maintaining internal balance, which are essential aspects of character harmonisation in adolescence. In addition, the methodology allows us to identify not only the level of adaptability, but also psychological barriers that may hinder the development of character harmony, including problems related to low self-awareness or inconsistent behaviour.

The second methodology used is the Personality Traits Questionnaire (PTQ), which provides a detailed assessment of the range of individual character traits that are important for the harmonious development of a person. This questionnaire is based on the assessment of various aspects of personality, such as emotional stability, extraversion, sense of responsibility, as well as the ability to empathise and adapt to changing

environmental conditions. The use of this tool allows us to identify whether young people have certain traits that can be both a resource for character harmonisation and an obstacle to this process. An important aspect is that this questionnaire allows to distinguish between traits associated with natural psychological resilience and those that may arise under the influence of social or emotional difficulties that often accompany adolescence.

The study sample consisted of 60 students of the Faculty of Psychology and Pedagogy of the K.D. Ushynsky National Pedagogical University. The age range of the participants is from 18 to 25 years, which is typical for adolescence, when both the foundations of character and social attitudes that determine further personality development are intensively formed. This age range allows us to focus on the critical stages of forming a harmonious character, when moral, emotional and social aspects are integrated, which are important for further socialisation and adaptation in society. The sample is representative for the study of psychological aspects of character harmonisation in the youth environment, as students at this age often face numerous emotional, social and moral challenges that directly affect their character development.

Results and discussion

The correlation analysis allows for a deeper understanding of the relationship between the level of character harmonisation and the individual psychological characteristics of young men. The analysis revealed that a high level of character harmony is closely related to such traits as emotional stability, social adaptation, and the ability to self-organise and self-regulate. Young men with a high level of character harmonisation demonstrate high internal stability, the ability to effectively cope with emotional difficulties, and successfully adapt to social conditions, which are important aspects of psychological health and well-being. They are more open to change, demonstrate mature self-esteem and readiness for self-control, which allows them to respond adequately to stressful situations and build constructive interpersonal interactions.

In contrast, a low level of character harmonisation is associated with high levels of anxiety, aggressiveness and deficit self-esteem. Young men with a low level of harmony are characterised by emotional instability, low adaptability to changing social conditions, and a tendency to conflict. This level of harmonisation indicates the presence of psychological barriers that hinder the development of social maturity and effective self-determination. A low level of harmony can be caused by various internal conflicts, lack of adequate self-esteem, and severe emotional experiences that prevent a young person from building healthy interpersonal relationships and finding their place in society.

The correlations between the results of the two methods (HCA and PTQ) allow us to clearly classify young men according to the level of harmonisation of their character and the corresponding personal characteristics. According to the results, it is possible to identify separate groups of students with high, medium or low character harmony. Young men with a high level of character harmonisation are characterised by high rates of social adaptation, emotional stability and self-control, which confirms the presence of healthy mental mechanisms and a balanced internal personality structure. In turn, groups with a low level of harmony are characterised by certain difficulties in social integration, increased anxiety, aggressive reactions and difficulties in self-control, which requires additional attention to psychological assistance and support in the process of personal development.

In order to analyse in more detail the individual psychological characteristics of young people who differ in the level of character harmonisation, the sample was clustered on the basis of the results of the HCA test. Clustering allowed us to identify two main groups: a group of young men with a high level of character harmony (HCA+) and a group with a low level of character harmony (HCA-). The first group consisted of 32 participants, while the second group included 28 people. This classification allowed for a more in-depth analysis of psychosocial characteristics specific to each group, which opens up new opportunities for understanding the psychological aspects of character harmonisation in adolescence.

The results of the study revealed significant differences between the groups in terms of both social and emotional and psychological aspects. Representatives of the HCA+ group demonstrated high levels of social adaptation, which indicates their ability to successfully integrate into different social environments, easily establish contacts and maintain stable interpersonal relationships. High emotional stability scores also indicate the ability of this group to effectively cope with emotional stress, which is an important sign of mental maturity. Moreover, these participants demonstrated a high level of self-organisation, which confirms their ability to self-control and achieve their goals despite external difficulties and challenges.

In turn, the HCA- group showed low indicators of social adaptation, which indicates difficulties in establishing social contacts and adapting to changing social environment. This may be the result of insufficient ability to resolve interpersonal conflicts or reduced self-confidence in social interactions. In addition, this group demonstrates high levels of anxiety and stress reactivity, which may indicate a tendency to experience severe emotional stress in response to external stimuli. Such psychological characteristics can make it difficult to adapt to difficult life situations and contribute to the development of depressive symptoms or emotional instability. In addition, the high level of social maladjustment in this group indicates that they face difficulties in building social relationships, which can be both a consequence and a factor that enhances low levels of character harmony.

According to the results of a correlation analysis based on the methodology for determining the level of character harmony, in the group of young men with a high level of character harmony, positive correlations were found between the level of character harmony and such important personality traits as emotional maturity, communication skills, flexibility in conflict resolution, and the ability to self-actualise. Of particular importance is the high correlation between the level of character harmonisation and self-esteem in the HCA+ group. The results indicate that individuals with a high level of character harmony have an adequate, mature self-esteem that reflects the internal balance of the individual. They are able to objectively assess their strengths and shortcomings, which allows them to make effective changes in behaviour and adapt to various social conditions. Inner balance and self-esteem, in turn, create a stable basis for achieving higher levels of self-realisation and self-actualisation, which is the result of harmonious personality development in adolescence. These aspects are undoubtedly important components of character harmony that contribute to the development of an individual's potential and ensure success in achieving life goals.

In contrast, in the group with a low level of character harmony (HCA-), negative correlations were found with similar indicators, indicating a decrease or absence of these traits in the process of personal development. In particular, young men with low levels of harmony demonstrate lower levels of emotional maturity, which is manifested in their tendency to impulsive reactions, emotional lability, and difficulties in self-regulation. In addition, they have limited communication skills and are unable to adequately resolve social conflicts, which indicates a low efficiency of their social adaptation. Negative correlations with self-esteem indicate deficiencies in self-definition and self-esteem, which may be associated with low self-esteem, loss of self-confidence, or critical beliefs about one's own worth. This is one of the main factors that keep individuals in a state of internal imbalance, which creates additional difficulties in developing a harmonious character.

Table 1.

Correlations between the level of character harmonisation (HCA) and personality traits on the PTQ scale

Traits	The level of character harmonisation (HCA)	Correlation value (r)
Emotional stability	HCA+	+0.82
Social adaptation	HCA+	+0.76
Self-organisation	HCA+	+0.78
Anxiety	HCA-	-0.85
Aggression	HCA-	-0.79
Self-assessment	HCA+	+0.71
Deficit self-esteem	HCA-	-0.72
Stressfulness	HCA-	-0.80

The author of Table 1 is Yatsyshyna Anastasiia.

According to the results of the correlation analysis, there are clearly expressed correlations between the level of character harmonisation (HCA) and personality traits, which indicate important aspects of the mental development of young men in the context of character harmonisation. The results show that a high level of character harmony (HCA+) is significantly correlated with a number of positive psychological traits, including emotional stability ($r = +0.82$), social adaptation ($r = +0.76$), self-organisation ($r = +0.78$), and positive self-esteem ($r = +0.71$). This indicates that young men with a high level of character harmony are able to effectively control their emotions, which allows them to maintain internal balance even in stressful situations. Emotional stability is a critical factor in a young man's ability to adapt to society and interact with others. Since social adaptation and self-organisation are important components of overall psychological maturity, their high correlation with character harmony emphasises their importance for

personality development in adolescence. High self-esteem in the context of harmonious personality development is also an indicator of internal stability and confidence, which allows young men to interact appropriately with other people, perform social roles, and succeed in their life goals.

In the opposite group, where the level of character harmonisation is low (HCA-), negative correlations are observed with such traits as anxiety ($r = -0.85$), aggressiveness ($r = -0.79$), deficit self-esteem ($r = -0.72$) and stressfulness ($r = -0.80$). This indicates that young men with low levels of character harmony are prone to anxiety and aggressive reactions, which, in turn, significantly impairs their social interactions and ability to adapt to difficult situations. Low levels of emotional stability and high levels of anxiety and stress lead to difficulties in interacting with others, developing social relationships, and maintaining internal balance. Also, a negative correlation with deficit self-esteem indicates problems in self-determination, which can lead to a decrease in self-esteem and internal dissatisfaction. This situation becomes the basis for the development of social maladjustment, which makes it difficult to achieve personal and social success.

Summing up the results, we can conclude that the level of character harmony is important for the development of young men in adolescence. A high level of character harmony contributes to the development of social, emotional and cognitive functions, which ensures a high level of adaptation and self-actualisation. On the other hand, low levels of character harmony are closely associated with difficulties in emotional regulation, interpersonal interactions, and self-understanding, which hinders the development of a full and healthy personality. Thus, these correlations allow for a deeper understanding of the psychological mechanisms that influence character harmonisation in adolescence and identify key aspects that should be focused on in psychological and pedagogical correction and support for the development of young men.

In turn, the construction of personality trait profiles for two groups of young men with different levels of character harmonisation revealed significant differences in their psychological structure and adaptability to the environment. Representatives of the group with a high level of character harmony (HCA+) have a more mature and adaptive personality structure, which is manifested in their ability to effectively resolve conflicts, maintain emotional stability and interact with other people. The profile of this group is characterised by high levels of self-organisation, which indicates the ability to plan and structure their behaviour, as well as high social adaptability, which indicates successful integration into various social groups and environments. An important aspect is also emotional maturity, which allows these young men to remain calm and rational in stressful situations, which is an important condition for harmonious personal development in the face of the social and emotional challenges of adolescence.

In contrast, representatives of the group with a low level of character harmony (HCA-) demonstrate a profile characterised by certain psychological difficulties that complicate their adaptation in society. Explicit features of social maladjustment, such as difficulties in building and maintaining interpersonal relationships, lack of effective strategies for social interaction, indicate an inability to respond adequately to social demands and challenges. At the same time, high levels of anxiety and aggressiveness indicate a disorder of emotional regulation, which makes it difficult to resolve conflict situations and lead to mutual understanding in peer and adult groups. The presence of such traits can be the basis for the development of stressful and emotionally exhausting situations, which, in turn, contributes to even greater social maladjustment and disruption of personal balance.

These differences in the personality profiles of the two groups provide important insights for understanding the mechanisms of character harmonisation in adolescence. Young men with a high level of character harmony have the ability to self-regulate and adapt, which has a positive impact on their emotional stability and social interactions, while those in the low character harmony group have significant difficulties in emotional and social adaptation, which can lead to a deterioration in the quality of life and personal achievements. An in-depth study of these profiles allows us to create targeted psychological support programmes aimed at increasing the level of character harmony, developing emotional maturity and social adaptation, which are important conditions for the successful development of young men in difficult social conditions.

For a more detailed understanding of the psychological and structural differences between groups of young men with high and low levels of character harmony, a table was constructed that reflects the profiles of personality traits of these groups. This approach allows us to clearly demonstrate the main differences in such key psychological and mental characteristics as social adaptation, self-organisation and emotional

stability. The analysis of the table shows that young men with a high level of character harmony (HCA+) have consistently high scores in all these categories, which indicates their ability to effectively adapt to the social environment, organise their own activities and emotional maturity (Pavlyk, 2013). High social adaptation scores in the HCA+ group indicate the ability of these young men to successfully interact with others, while self-organisation scores show their ability to plan and implement their tasks. In addition, a high level of emotional stability helps them to maintain balance in stressful situations.

Table 2.

Personality trait profiles of young men with high and low levels of character harmony

Traits	Group HCA (high level of character harmony)	Group HCA (low level of character harmony)
Emotional stability	High level (+0.82)	Low level (-0.80)
Social adaptation	High level (+0.76)	Low level (-0.79)
Self-organisation	High level (+0.78)	Low level (-0.72)
Anxiety	Low level (-0.85)	High level (+0.85)
Aggression	Low level (-0.79)	High level (+0.79)
Self-assessment	High level (+0.71)	Low level (-0.72)
Deficit self-esteem	Low level (-0.72)	High level (+0.72)
Stressfulness	Low level (-0.80)	High level (+0.80)

The author of Table 2 is Asieieva Yuliia.

The analysis of the table results shows that the group of young men with a high level of character harmony (HCA+) demonstrates significantly better indicators in all key categories, including social adaptation, self-organisation and emotional stability. A high level of social adaptation indicates the ability of young men in this group to interact effectively with others, successfully build relationships with other people and integrate into the social space. Such young men are able to successfully cope with social challenges, which is an important aspect of harmonious personal development. High levels of self-organisation and emotional stability allow them to plan their activities, implement their tasks and remain calm in stressful situations, which has a positive impact on their mental health and effectiveness in life processes. In addition, self-esteem scores (+0.71) emphasise the importance of internal balance and adequate self-esteem for achieving character harmony.

On the other hand, the group of young men with low levels of character harmony (HCA-) shows significantly lower scores in the same categories. A low level of social adaptation indicates difficulties in establishing and maintaining interpersonal relationships, which can lead to social isolation and problems in interacting with other people. Decreased self-organisation indicates difficulties in planning and implementing tasks that require strategy, as well as a low ability to self-control. A decrease in emotional stability, in turn, indicates a high sensitivity to stressful situations, which leads to anxiety and aggressive reactions, making it difficult to function effectively in society. Negative correlations with anxiety (-0.85), aggressiveness (-0.79), and deficit self-esteem (-0.72) confirm that a low level of character harmony is accompanied by difficulties in emotion regulation and social adaptation.

In order to study the psychological aspects of character harmonisation in young people, the relationship between character harmonisation and other psychological characteristics, such as motivation, value orientations and stress level, was analysed. According to the results of the correlation analysis, in the group with a high level of character harmony, there is a positive correlation with value orientations towards self-realisation, development and achievement, as well as with a low level of stress. Instead, in the group with a low level of character harmony, high stress levels and negative correlations with motivation for development and self-realisation were found.

Table 3.*Correlations between the level of character harmonisation and other psychological characteristics*

Psychological characteristics	Level of character harmonisation (HCA)	Correlation value (r)
Motivation for development	HCA+	+0.74
Value orientation towards self-realisation	HCA+	+0.80
Stress	HCA-	-0.78
Motivation to achieve	HCA+	+0.70
Self-realisation	HCA+	+0.72

The author of Table 3 is Oleg Khairulin.

The analysis of the correlations between the level of character harmony and other psychological characteristics conducted in this study confirms the importance of personality harmonisation in adolescence for the development of key psychological traits such as motivation, value orientations and stress levels. According to Table 2, in the group of young men with a high level of character harmony (HCA+), there is a positive correlation with such characteristics as motivation for development (+0.74), value orientation towards self-realisation (+0.80), and motivation for achievement (+0.70). This indicates that harmoniously developed young men have a high level of motivation to achieve personal goals, develop their potential and self-realisation. They are developmentally oriented and strive to achieve their ambitions, which is an important aspect of their psychological stability and positive functioning in society. At the same time, these young men have a low level of stress (-0.78), which indicates their ability to effectively cope with life's difficulties and maintain emotional balance.

Instead, the group of young men with low levels of character harmony (HCA-) demonstrates the opposite results, which confirm the negative impact of character disharmony on the development of motivational factors and mental health. Negative correlations with motivation for development (-0.74) and self-realisation (-0.72) indicate a reduced level of intrinsic motivation, which complicates the process of achieving personal development and self-expression. A high level of stress (-0.78) is a sign of a low ability to effectively regulate emotions and adapt to changes in the social environment. Young men with a low level of character harmony may experience significant stress in the process of performing everyday tasks, which leads to the development of psychosomatic problems, increased anxiety and even depression.

In general, the results obtained indicate a close relationship between the level of character harmony and the development of important psychological aspects such as motivation, value orientations, and stress. A high level of character harmony is an important factor in the formation of positive personality traits, such as high motivation for development and self-realisation, as well as the ability to emotional stability under stress. In turn, a low level of character harmony leads to lower motivational levels and high levels of stress, which negatively affects the mental health and social adaptation of young men. This emphasises the need for psycho-correctional measures to maintain character harmony, which is an important component for the successful socialisation and development of young people in modern society.

Conclusions

1. The level of character harmonisation significantly affects the main mental characteristics of young men. A high level of character harmony correlates with increased indicators of emotional stability, social adaptation, self-organisation and self-esteem. This indicates the importance of harmonious personality development for achieving mental health, successful socialisation and adaptation to external conditions. Young people with a high level of character harmonisation have the ability to resolve conflicts constructively, adapt to stressful situations and maintain positive interpersonal relationships.
2. A low level of character harmonisation is associated with negative psychological traits. Young men with a low level of character harmony have higher anxiety, aggressiveness, social maladjustment, and deficient self-esteem. This indicates the need for early detection and correction of character disharmony in young people, as these personal problems can complicate their socialisation and create obstacles to healthy development.
3. Correlation analysis and the construction of personality profiles demonstrate the importance of an individual approach in psychological research and correctional programmes. The use of techniques such as the Harmonious Character Assessment (HCA) and the Personality Trait Questionnaire (PTQ)

allows for a deeper understanding of the relationship between character harmony and other psychological characteristics, which helps to develop effective psycho-correctional and prevention programmes for young people aimed at increasing the level of harmonious character and developing healthy personality traits.

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