

FUNDAMENTALS OF PSYCHOSOCIAL DEPRIVATION

Yuliana M. TERLETSKA¹

¹Department of Pedagogy and Innovative Education, Lviv Polytechnic National University, Lviv, Ukraine

Abstract: *A person of modern society needs to satisfy many needs in communication, social interaction, socialisation, work, social security, social trust, social justice, belonging to a reference group (“WE”), self-affirmation, self-fulfilment, self-actualisation, self-improvement, a certain social status, search and realisation of the meaning of life, success, recognition, respect, etc. However, for various reasons, many people are unable to meet a significant number of these social needs, resulting in psychosocial deprivation, which negatively affects their well-being, mental states, self-esteem, development, actions, behaviour, and activities. However, in psychological science, in fact, there are no developments on the nature and content of psychosocial deprivation of human and its impact on the human psyche, development, behaviour, and activities. The purpose of the study is to identify the essence and main aspects of psychosocial deprivation. Psychoenergetic and energy-psychofunctional approaches are used, as well as methods of analysis, synthesis, abstraction, concretisation, comparison, generalisation, and grouping. Psychosocial deprivation of a person is a course of more or less powerful destructive processes in the functioning of their psyche, caused by underdevelopment or immaturity, deformation, destruction, or negative change of the relevant mental parameters due to dissatisfaction with the subject of certain social needs necessary for the person's normal life and development. It arises from the fact that a person fails to meet certain social needs for a long time, which, objectifying in the psyche, change, i.e., inhibit development, do not develop, deform, destroy or change the parameters of its cognitive, value-motivational, emotional, volitional, and activity-executive spheres, based on which destructive processes in the functioning of these spheres and the psyche in general are generated. Knowledge of the essence and main aspects of psychosocial deprivation will allow: at the theoretical level – to continue research on its impact on the psyche of people of all ages, as well as their development, well-being, mental states, behaviour and activities; in practice – to develop psychotherapeutic psychological measures for human adaptation to new social conditions, prevention, and elimination of negative consequences of its influence.*

Keywords: internal mental, external mental, social environment, objectification, mental parameters, destructive processes.

The relevance of the study is conditioned by the fact the social environment hosts the vast majority of needs, without which it is not possible to lead a full life of a person-individual, and therefore to get satisfaction from it. A person of modern society needs to meet a large number of needs in communication, social interaction, socialisation, work, social security, social trust, social justice, belonging to a reference group (“WE”), self-affirmation, self-fulfilment, self-actualisation, self-improvement, a certain social status, search and realisation of the meaning of life, success, recognition, respect, etc.¹ Therefore, everyone tries to meet these needs. However, not everyone is capable of doing this, primarily for objective reasons. Firstly, there are periodic economic crises and cataclysms in the world, for example, those associated

¹ O. Romaniuk, “Expression and interpretation of attraction and interpersonal intimacy: a comparative study of female nonverbal behaviour”, in *Analele Universitatii din Craiova - Seria Stiinte Filologice, Lingvistice*, 2021, vol. 43, no. 1-2, p. 220-237.

with the COVID-19 virus²; secondly, incredible competition for a place "in the sun" has flared up both between states and between people, whose number will soon reach 8 billion; thirdly, the acceleration of the pace of social life requires a person to make daily constant physical, intellectual, moral and mental efforts not only not to be on the side-lines of life, but also simply to survive³; fourthly, there is a social gap between the small number of the very rich and the vast majority of the poor and the very poor⁴.

Therewith, with the constant socio-economic changes, active migration of the population taking place in the world in the course of globalisation, people constantly face the need to adapt to the new social reality⁵. Admittedly, based on this, they undergo changes in psychology, psychosocial deprivation occurs, which negatively affects the well-being, mental states, self-esteem, development, actions, behaviour, and activities of people⁶. But the problem is that in psychological science, in fact, there are no developments on the nature and content of psychosocial deprivation and its impact on the psyche, development, behaviour, and human activities. An analysis of works on the problems of the influence of the social environment on a person indicates that this study raises the direct question of psychosocial deprivation as a phenomenon of the human psyche for the first time. However, attempts to explain these issues at the scientific level have taken place before.

As early as 1924, the problem of the dependence of a child's development on the influence of the social environment was outlined by the researcher M. Pfaundler⁷, who, based on research, concluded that children who are held in institutions (shelters, homes, hospitals, and other children's institutions) and do not have full-fledged social contacts with the real social

² T. Shcherban, V. Hoblyk, I. Bretsko, T. Yamchuk, O. Voronova, "Psychological features of aggression of service sector workers in the conditions of a pandemic", in *Health Education and Health Promotion*, 2021, vol. 9, no. 4, p. 325-333.

³ Z. Kokbas, Z. Aimukhambet, K. Kurmambayeva, N. Smagulova, M. Yesmatova, "Mythical cognition and artistic method", in *International Journal of Criminology and Sociology*, 2020, vol. 9, p. 3198-3202.

⁴ Z.A. Khamzina, Y.A. Buribayev, Z.K. Oryntayev, A. Kuttygalieva, "Problems of overcoming poverty in the Republic of Kazakhstan", in *Mediterranean Journal of Social Sciences*, 2015, vol. 6, no. 3, p. 169-176.

⁵ R.U. Rakhmetova, K.A. Abenova, "The main demographic trends of rural and urban population of Kazakhstan", in *World Applied Sciences Journal*, 2013, vol. 27, no. 13 A, p. 273-277; P. Mykhailo, H. Volodymyr, S. Tetyana, T. Ganna, K. Tetiana, S.K. Gupta, "A sociological monitoring of youth migration movement", in *Journal of Critical Reviews*, 2020, vol. 7, no. 11, p. 700-704.

⁶ E.S. de Brito, A. Gallagher, R. Jago, J.P. Victorino, C.A.A. Ventura, "Mental health and involuntary admission as a means of restricting rights", in *Medicine and Law*, 2019, vol. 38, no. 2, p. 193-210; K.R. Nurgali, S.B. Suleimenova, Y.V. Bogdanova, "Conflict and ways of individualising mass images in early Kazakh prose", in *Journal of Language and Linguistic Studies*, 2021, vol. 17, no. 3, p. 1277-1289.

⁷ M. Pfaundler, "Über Anstaltsschäden an Kindern", in *Mscr Kinderheilk*, 1924, no. 29, p. 661.

environment, bear the “stigma of inferiority” throughout their lives or at least for many years. Later, W. Goldfarb⁸ and S. Goldberg⁹ also argued that the early placement of children in institutions continued to influence the development of their intelligence and character in the following years.

To explain the negative impact of closed institutions, the conditions of which make full social contacts and social interaction impossible, the concept of “hospitalism” was introduced in the works of S. Freud¹⁰, R. Spitz¹¹, J. Robertson¹², D. Winnicott¹³ and others; the concept of “psychological hospitalism” – in the works of L.L. Oates and N. Firth¹⁴; the concept of “separation”, which means the termination of the previously established connection between the child and its social environment – in the works of Machlin et al.¹⁵, De Assis et al.¹⁶, and others; the concept of “isolation”, which means keeping the child out of the influence of the social environment necessary for its development – in the works of Kopetz et al.¹⁷, Carden et al.¹⁸, and others; the concept of “deprivation” – in the works of G.V. Pepper and D. Nettle¹⁹, Sheridan et al.²⁰, which highlight the results of the study of deprivation

⁸ W. Goldfarb, “Psychological privation in infancy and subsequent adjustment”, in *American Journal of Orthopsychiatry*, 1945, vol. 15, no. 2, p. 247-255.

⁹ S. Goldberg, “Infant care and growth in urban Zambia”, in *Human Development*, 1972, no. 15, p. 77-89.

¹⁰ S. Freud, *Das Ich und das Es*, Internationaler Psychoanalytischer, Verlag, Leipzig, 1923.

¹¹ R. Spitz, “Hospitalism. An inquiry into the genesis of psychiatric conditions in early childhood”, in *Psychoanalytic Study of the Child*, 1945, no. 1, p. 53-74.

¹² J. Robertson, *Young children in hospital*, Tavistock Publ, London, 1958.

¹³ D.W. Winnicott, “The theory of the parent-infant relationship”, in *International Journal of Psychoanalysis*, 1960, no. 41, p. 585-595.

¹⁴ L.L. Oates, N. Firth, “Deprivation, access and outcomes in health psychology treatment”, in *Mental Health Review Journal*, 2020, vol. 25, no. 2, p. 139-151. <https://doi.org/10.1108/MHRJ-02-2020-0010>

¹⁵ L. Machlin, A.B. Miller, J. Snyder, K.A. McLaughlin, M.A. Sheridan, “Differential associations of deprivation and threat with cognitive control and fear conditioning in early childhood”, in *Frontiers in Behavioral Neuroscience*, 2019, no. 13, p. 1-14. <https://doi.org/10.3389/fnbeh.2019.00080>.

¹⁶ M.M. de Assis, M.A. Leite, A.J. Côrtes, A.S. Do Carmo, F.P. Matozinhos, A.P.C. Cândido, L.L. Mendes, “Overweight, perceived environment, and social deprivation: A study on the perception of parents or guardians”, in *Revista Paulista De Pediatria*, 2018, vol. 36, no. 4, p. 466-473. <https://doi.org/10.1590/1984-0462/2018;36;4;00011>.

¹⁷ C. Kopetz, J.I. Woerner, L. MacPherson, C.W. Lejuez, C.A. Nelson, C.H. Zeanah, N.A. Fox, “Early psychosocial deprivation and adolescent risk-taking: The role of motivation and executive control”, in *Journal of Experimental Psychology: General*, 2019, vol. 148, no. 2, p. 388-399. <https://doi.org/10.1037/xge0000486>.

¹⁸ L.J. Carden, P. Saini, C. Seddon, E. Evans, P.J. Taylor, “Shame, social deprivation, and the quality of the voice-hearing relationship”, in *Psychology and Psychotherapy: Theory, Research and Practice*, 2020, vol. 93, no. 2, p. 292-308. <https://doi.org/10.1111/papt.12216>.

¹⁹ G.V. Pepper, D. Nettle, “The behavioural constellation of deprivation: Causes and consequences”, in *Behavioral and Brain Sciences*, 2017, vol. 40, no. E314. <https://doi.org/10.1017/S0140525X1600234X>.

in different social situations, especially in the family; the concept of “mental deprivation”, which is understood as a mental state and which identifies the deprivation of identity (social), which indicates a limited opportunity for the child to learn an autonomous social role²¹.

In fact, after the publication of the monograph by J. Langmeier and Z. Matejček²², the concept of “social deprivation” begins to be used most often in the study of the interaction between human and the social environment. Since then and to this day, the problems of social deprivation have been studied by many researchers, including Yu et al.²³, Miller et al.²⁴, Carroll et al.²⁵, O. Alekseenkova²⁶, I. Bretsko²⁷ and others.

However, the results of the analysis of the above works indicate that no researcher has proved that both mental deprivation and social deprivation are a mental state of a person. In reality, the researchers studied the conditions (deprivation conditions) in which children and adults were kept, and the consequences of such a situation. Meanwhile, the psyche of a child and an adult, its operational and functional activities, which, admittedly, constitute the main links in the emergence and course of mental deprivation, as a phenomenon of the psyche, have escaped the attention of researchers.

The authors of this study use the concept of “psychosocial deprivation” instead of the concept of “social deprivation”, which is consistent with the functional-procedural concept of mental deprivation, because it is a phenomenon of the psyche. Therefore, the question arises: what is a psychosocial deprivation as a phenomenon of the human psyche and a kind of mental deprivation? How unsatisfied social needs are transformed into the human psyche, interact with other phenomena? How is psychosocial

²⁰ M.A. Sheridan, K.A. McLaughlin, W. Winter, N. Fox, C. Zeanah, C.A. Nelson, “Early deprivation disruption of associative learning is a developmental pathway to depression and social problems”, in *Nature Communications*, 2018, vol. 9, no. 1, p. 2216. <https://doi.org/10.1038/s41467-018-04381-8>.

²¹ I. Langmeier, Z. Matejcek, *Mental deprivation in childhood*. Avicenum, Medical publishing house, Prague, 1984.

²² *Ibidem*.

²³ G. Yu, F. Zhao, H. Wang, S. Li, “Subjective social class and distrust among chinese college students: The mediating roles of relative deprivation and belief in a just world”, in *Current Psychology*, 2020, vol. 39, no. 6, p. 2221-2230. <https://doi.org/10.1007/s12144-018-9908-5>.

²⁴ A.B. Miller, M.A. Sheridan, J.L. Hanson, K.A. McLaughlin, J.E. Bates, J.E. Lansford, G.S. Pettit, K.A. Dodge, “Dimensions of deprivation and threat, psychopathology, and potential mediators: A multi-year longitudinal analysis”, in *Journal of Abnormal Psychology*, 2018, vol. 127, no. 2, p. 160-170. <https://doi.org/10.1037/abn0000331>.

²⁵ R. Carroll, D. Knipe, P. Moran, D. Gunnell, “Socioeconomic deprivation and the clinical management of self-harm: A small area analysis”, in *Social Psychiatry and Psychiatric Epidemiology*, 2017, vol. 52, no. 12, p. 1475-1481. <https://doi.org/10.1007/s00127-017-1438-1>.

²⁶ E.G. Alekseenkova, *Personality in conditions of mental deprivation*, Peter, St. Petersburg, 2009.

²⁷ I.I. Bretsko, *Psycho-emotional burnout of adolescents in conditions of family deprivation*, Moscow State University, Moscow, 2015.

deprivation represented in the human psyche; how and by what means does it affect its operational and functional activities? How does it affect development, well-being, mental states, actions, behaviour, and human activities, etc.? As a result, the study of psychosocial deprivation of human is relevant both from theoretical and practical standpoints.

Materials and methods

To cover the essence and main aspects of psychosocial deprivation of human as a phenomenon of human psyche, psychoenergetic and energy-psychofunctional approaches developed by M. Varii²⁸ we used. These approaches significantly differ from those that make the human psyche dependent on its material substrate – the brain.

Thus, in the context of the psycho-energetic approach, the psyche and any of its phenomena (the internal mental), as well as external factors (the external mental) exist in the form of psi-energy (psi-energy field akin to an electromagnetic field), which encodes relevant information about the essence and objective/subjective significance of the said phenomena and factors. In general, the mental, according to M. Varii²⁹, contains psychoenergy of any polarity and can interact with the human psyche and other mental. Thus, the human psyche functions at the energy level, i.e. in the form of psi-energy, which contains information of different content and its objective/subjective significance for the subject of the psyche³⁰.

As an independent mental (psi-energy field), the human psyche is both inside and outside the person. In fact, the human psyche and the mental (both internal and external) constitute information-psycho-energetic formations that have the properties of disobedience (radiation of psy-waves that carry information) and objectification (the ability to penetrate into another mental, to interact with it). In reality, the internal mental exists in the psyche separately as a mobile layer of relatively independent psychoenergy, which contains two components: information component, which contains data about phenomena, processes, events, intentions, attitudes, etc., and energy, which reflects the magnitude (degree of significance of information), i.e. the energy power of the

²⁸ M. Varii, “Human psyche: Psychic and energetic approach”, in: *Development trends in pedagogical and psychological sciences: The experience of countries of Eastern Europe and prospects of Ukraine*, Baltija Publishing, Riga, 2018.

²⁹ M. Varii, “Human psyche in modern psycho-energetic conception”, in *ASTRA Salvensis*, 2020, no. 1, p. 291-305.

³⁰ O.O. Andrusik, “Emotional resilience as a major factor in the mental health of prospective university students”, in *Scientific Bulletin of Mukachevo State University. Series “Pedagogy and Psychology”*, 2021, vol. 7, no. 2, p. 118-124; K.R. Nurgali, “Representation of ancient times in Kazakh historical novel”, in *Life Science Journal*, 2013, vol. 10, no. SPL.ISSUE11, p. 298-301.

mental³¹. Each such internal mental has a certain amount of energy potential, which depends on the degree of its influence on another mental in the process of functioning of the human psyche. The greater the magnitude of the mental energy power (positive or negative), the greater the force with which it affects the other mental human psyche.

The external mental, which contains the corresponding psycho-energy (information and its objective significance), exists outside the individual and affects their psyche. At the same time, through psychoenergy, the individual, upon reproducing and transforming the external mental, transforms it into the internal mental – norms of behaviour, principles, emotions, feelings, customs, values, socio-psychological attitudes, relationships, activities, creativity, etc., i.e. the external mental can become the internal mental³².

Energy-psychofunctional approach in general defines the principles and reveals the features of operational and functional activities of the human psyche, which is carried out through psi-programmes by means of the interaction of various internal and external or the internal-internal mental (psi-energy), resulting in information decoding and its objective/subjective significance, their processing and development of a new mental, or a change in the magnitude of psychoenergy (information and its subjective significance) of any internal mental. Thus, as a result of such interaction there is a development of a new mental (new thoughts, ideas, motives, knowledge, emotions, feelings, etc.), which, in turn, is included in psi-programmes that direct their potential (resource) to the realisation of information underlying a fixed affirmation. In addition, the potential (resource) of a psi programme depends on the degree of subjective significance (energy power) for a person of the information embedded in the mental. This approach also indicates that, firstly, the energy potential of the mental can be positive or negative; secondly, its value can change – increase or decrease³³.

In the process of implementing these approaches, methods of analysis, synthesis, abstraction, concretisation, comparison, generalisation and grouping of knowledge about the human psyche are also used.

³¹ Z. Kovalchuk, “Personal reflection in constant conditions social change”, in *Social and Legal Studies*, 2021, no. 4, p. 177-183; Z.A. Aimukhambet, A. Zhumagazina, A. Dalelbekkyzy, S.Sh. Aituganova, A.K. Seiputanova, “Mythical symbolism in structure of meta-text”, in *Astra Salvensis*, 2021, vol. 2021, p. 199–210.

³² *Ibidem*, Y.S. Tokatligil, A.Z. Saliyeva, F.N. Zhumabekova, “Psychological aspect of the training process of preschool education students”, in *Quality and Quantity*, 2021, vol. 1, no. 1, p. 1-12.

³³ *Ibidem*.

Results and discussion

Psychosocial deprivation of human as a phenomenon of human psyche

The development of psychosocial deprivation occurs according to the following scheme. In a situation of long-term dissatisfaction with any social needs, it (dissatisfaction) is transformed into the human psyche and converts into the internal mental (which contains information about the content of the unsatisfied need and its objective/subjective significance for the person). The greater the subjective significance of a person's unsatisfied need, the higher the level of its negative psychoenergetic potential, which has a stronger destructive effect on the mental parameters (the mental) of different areas, resulting in changes in person's operational and functional capacity. Thus, in the cognitive sphere of a person, the parameters of sensation, perception, imagination, thinking, general and social intelligence, knowledge, skills, etc. become underdeveloped, not formed, deformed, destroyed or negatively changed. Based on the distortion of these parameters, a person develops an inaccurate perception and understanding of social reality. The results of such perception and understanding are further included in thinking, during which, in turn, inaccurate judgments, reasoning, inferences, and concepts are also developed. As a result, a person develops inaccurate behaviour patterns and strategies for action in a social environment. In the emotional sphere, the parameters of emotional intelligence become underdeveloped, not formed, deformed, destroyed or negatively changed. Negative emotions and feelings arise and accumulate, which causes emotional discomfort and emotional stress. This tension manifests itself in the form of excessive disorganising emotionality, which affects the living processes of communication and interaction with other people at the household, personal, social, and professional levels³⁴. In the value-motivational sphere, values become destroyed and altered, new motives and motivational systems of various contents are developed, which push a person to corresponding actions, behaviour, activities in order to eliminate emotional excitement, mental stress, as well as obstacles to the satisfaction of social needs. In the volitional sphere, volitional qualities become deformed, destroyed or negatively changed. As a result, a person is unable to resist not only the will of other people, but also to improve one's life, starting with a critical rethinking of life and developing a realistic plan for a certain period. A person also becomes unable to sufficiently demonstrate volitional efforts during the struggle of "old" and "new" motives in order to regulate, streamline one's thoughts and intentions and direct one's activity in the social

³⁴ N. Bekeyeva, D. Kucherbayeva, F. Orazbayeva, Z. Suleimenova, "Sequence of telephone openings in the workplaces in a kazakh community [Secuencia de aperturas telefónicas en los lugares de trabajo en una comunidad kazaja]", in *Opcion*, 2019, vol. 35, no. Special Issue 19, p. 332–361.

environment in a way beneficial for such person, to overcome negative emotions, not to give up even in the presence of obstacles that seem insurmountable, etc. In the active-executive sphere, schemes, models, and programmes of behaviour in everyday life, in a group, family, at work, in society, etc. become not formed, destroyed or deformed³⁵.

Depending on the type of unsatisfied social needs, psychosocial deprivation is divided into the following subtypes:

1) psychosocial spatial deprivation on the basis that a person fails to meet the needs of social security, healthy social living space, justice, legality, work, morality, life satisfaction, etc.;

2) psychosocial age deprivation, when a person fails to meet certain social needs because of one's age;

3) psychosocial deprivation of prestige, when a person experiences dissatisfaction with social needs that reflect public opinion of the social importance of a person, their authority, exclusivity, influence on other people, etc.;

4) psychosocial deprivation of self-affirmation, when a person fails to satisfy the need for self-fulfilment, self-affirmation;

5) psychosocial deprivation of loss of meaning, when a person is not satisfied with one's functioning, the meaning of life and becomes indifferent to it, when it has no meaning in life, when it seems empty and insignificant;

6) psychosocial deprivation of freedom of choice, when for certain reasons a person fails to satisfy the need for freedom of action, freedom of choice of life, profession, etc.;

7) psychosocial socio-stratum deprivation, when a person fails to meet the need to belong to the desired social strata (middle class, rich, millionaires, oligarchs, etc.) or a certain social group (deputies, judges, lawyers, artists, government officials at various levels, etc.), for whom such social rewards as prestige, power, high social status are more accessible;

8) psychosocial gender deprivation, when a person fails to meet social needs due to the fact that they belong to a particular gender;

9) psychosocial deprivation of hopelessness, which develops in a person based on unrealised social needs in achieving the goal, or the mismatch between expectations and actual results;

10) psychosocial status-role deprivation, when a person fails to satisfy the need to increase social status and social role, or experiences their loss, feels dissatisfied with the current status, or had maintained a higher status for a long time before gaining the current status;

³⁵ S. Mnaidarova, A. Shuzhebayeva, K. Nagymzhanova, "Features of family-teacher interaction in the formations of students' socio-economic value orientations", in *Espacios*, 2017, vol. 38, no. 35, p. 1-10.

11) psychosocial deprivation of non-recognition, when a person fails to satisfy the need for recognition, fame, etc.;

12) psychosocial deprivation of communication and interaction, when a person fails to meet the needs of communication, positive relationships, mutual understanding, etc.

Baseline provisions for adequate justification of psychosocial deprivation

In the period of the 1960s and 1980s, which differs from the previous ones by a deeper study of the interaction between a person and the social environment, researchers J. Langmeier³⁶, J. Langmeier and Z. Matejček³⁷, based on the analysis of previous works on this subject, marked the entire range of negative effects of conditions on the child, where it cannot meet the needs necessary for its development, as the concept of “mental deprivation”. According to these researchers, “mental deprivation constitutes a mental state that has occurred as a result of such life situations where the subject is not given the opportunity to meet some of one’s basic (vital) mental needs to a sufficient extent and for a long time”. J. Langmeier and Z. Matejček³⁸ singled out the types of mental deprivation as follows: stimulus (sensory) deprivation, deprivation of values (cognitive), deprivation of emotional attitude (emotional) and deprivation of identity (social), which indicates a limited opportunity for social learning.

However, the researchers did not elaborate on the process and means of transforming unsatisfied social needs into the human psyche. In fact, they did not prove that social deprivation is a mental state, did not cover its impact on other mental phenomena, etc., and actually described the deprivation conditions and consequences that these conditions entail. But since then (since the publication of the monograph “Mental deprivation in childhood” by J. Langmeier and Z. Matejček³⁹ the term “social deprivation” is most often used by researchers to explain the negative impact on human lack of opportunities for meeting various social needs.

Subsequent researchers, for example, Carroll et al.⁴⁰, N. Anufrieva, T. Zelinska and N. Yermakov⁴¹, G. Yu, F. Zhao, H. Wang and S. Li⁴²,

³⁶ J. Langmeier, “Psychická deprivace i dětí”, in: *Pokroky v pediatrii*, SZdN, Praha, 1968.

³⁷ J. Langmeier, Z. Matejček, *Mental deprivation in childhood*, Avicenum. Medical publishing house, Prague, 1984.

³⁸ *Ibidem*.

³⁹ *Ibidem*.

⁴⁰ R. Carroll, D. Knipe, P. Moran, D. Gunnell, “Socioeconomic deprivation and the clinical management of self-harm: A small area analysis”, in *Social Psychiatry and Psychiatric Epidemiology*, 2017, vol. 52, no. 12, p. 1475-1481. <https://doi.org/10.1007/s00127-017-1438-1>.

⁴¹ N.M. Anufrieva, T.M. Zelinska, N.O. Yermakov, *Social psychology*, Caravel, Kyiv, 2009.

L. Varava⁴³, etc., while agreeing that social deprivation constitutes a mental state of a person, revealed it not through the manifestations of a mental state, features of the psyche, interaction with other mental phenomena and change of the latter under its influence, but through conditions (deprivation conditions) where social deprivation arises and the consequences to which the social situation of long stay in them leads. According to the criterion of interpretation of social deprivation due to the reasons for its occurrence, all researchers can be divided into two approaches – socio-isolation and socio-deviant.

Representatives of the social isolation approach understand social deprivation as a complete or partial absence of social contacts. From such positions it is studied by Yu et al.⁴⁴, O. Alekseenkova⁴⁵, Carroll et al.⁴⁶ and others. For example, according to O. Alekseenkova⁴⁷, social deprivation constitutes “the complete absence of contact of a person (or any group) with society”. In fact, the researcher divides social deprivation into such types as forced, compulsory, voluntary and voluntary-forced. Considering the consequences of early social deprivation, including in the conditions of closed educational institutions and in adults, Alekseenkova⁴⁸ almost for the first time points to the dependence of the level (strength) of its manifestation on the age of a person in isolation. Another representative of this approach, R. Corsini⁴⁹, also believes that the social isolation of children from “positive interpersonal contact” can deprive them of their own components of the socialising experience. Prolonged isolation can cause or increase inconsistencies in social adaptation, thereby leading to a deterioration in social adjustment in the coming years”.

Ukrainian researchers N. Anufrieva, T. Zelinska and N. Yermakov⁵⁰ define social deprivation as a psychological state of a person caused by a limited ability to learn an independent social role. In this case, the researchers,

⁴² G. Yu, F. Zhao, H. Wang, S. Li, “Subjective social class and distrust among Chinese college students: The mediating roles of relative deprivation and belief in a just world”, in *Current Psychology*, 2020, vol. 39, no. 6, p. 2221-2230. <https://doi.org/10.1007/s12144-018-9908-5>.

⁴³ L.A. Varava, *Features of a person's experience of feeling lonely in a state of social deprivation*, G.S. Kostyuk Institute of Psychology, Kyiv, 2010.

⁴⁴ G. Yu, F. Zhao, H. Wang, S. Li, “Subjective social class and distrust among Chinese college students: The mediating roles of relative deprivation and belief in a just world”, in *Current Psychology*, 2020, vol. 39, no. 6, p. 2221-2230. <https://doi.org/10.1007/s12144-018-9908-5>.

⁴⁵ E.G. Alekseenkova, *Personality in conditions of mental deprivation*, Peter, St. Petersburg, 2009.

⁴⁶ R. Carroll, D. Knipe, P. Moran, D. Gunnell, “Socioeconomic deprivation and the clinical management of self-harm: A small area analysis”, in *Social Psychiatry and Psychiatric Epidemiology*, 2017, vol. 52, no. 12, p. 1475-1481. <https://doi.org/10.1007/s00127-017-1438-1>.

⁴⁷ E.G. Alekseenkova, *Personality in conditions of mental deprivation*, Peter, St. Petersburg, 2009.

⁴⁸ *Ibidem*.

⁴⁹ R. Corsini, A. Auerbach, *Psychological encyclopedia*, Piter, St. Petersburg, 2006.

⁵⁰ N.M. Anufrieva, T.M. Zelinska, N.O. Yermakov, *Social psychology*, Caravel, Kyiv, 2009.

firstly, contemplate the “psychological state” and not the mental state, without explaining the difference. Secondly, they do not elaborate on the mental essence of this “psychological state” or social deprivation, but indicate the reasons for their occurrence. Therewith, they do not explain how the limited possibility of mastering an independent social role is transformed into the psyche, as well as through which it generates social deprivation in it. What represents social deprivation in the human psyche?

In general, the representatives of the social isolation approach do not disclose the process of origin, development and course of psychosocial deprivation in the human psyche. Representatives of the socio-deviant approach E. Bern⁵¹, E. Sergienko⁵², Adler et al.⁵³, Fox et al.⁵⁴ and others interpret social deprivation as specific deviations from real social norms of behaviour and communication, which were developed in the absence of certain conditions of socialisation and opportunities to fully assimilate socio-cultural social values.

According to E. Sergienko⁵⁵: “Deprivation constitutes a deviation from the environmental continuum, which is evolutionarily expected, inherent in this species”. It allows for the presence of external and internal deprivation, interpreting them as appropriate conditions. According to L. Jadwirshis, human social deprivation should be interpreted as a deviation from social norms, which limits its ability to learn an autonomous social role due to lack of contact with the environment, micro- and macro-environment. But the representatives of the sociodeviant approach again do not cover the actual psychological essence of psychosocial deprivation, its course in the context of operational and functional activities of the human psyche.

Thus, the psychosocial deprivation of a person, as a phenomenon of human psyche, remains unexpanded. Also, according to the previous research

⁵¹ E. Bern, *Games People Play. Psychology of Human Relations; People who play games. The psychology of human destiny*, Publishing company “PRAMEB”, Moscow, 1992.

⁵² E.A. Sergienko, “The problem of mental development: some pressing issues and ways to solve them”, in *Journal of Psychology*, 1990, vol. II, no. 5, p. 150-160.

⁵³ N.E. Adler, E.S. Epel, G. Castellazzo, J.R. Ickovics, “Relationship of subjective and objective social status with psychological and physiological functioning: Preliminary data in healthy white women”, in *Health Psychology*, 2000, vol. 19, no. 6, p. 586-592. <https://doi.org/10.1037/0278-6133.19.6.586>.

⁵⁴ N.A. Fox, C.A. Nelson, C.H. Zeanah, “The effects of psychosocial deprivation on attachment: Lessons from the Bucharest early intervention project”, in *Psychodynamic Psychiatry*, 2017, vol. 45, no. 4, p. 441-450. <https://doi.org/10.1521/pdps.2017.45.4.441>.

⁵⁵ E.A. Sergienko, “The problem of mental development: Some pressing issues and ways to solve them”, in *Journal of Psychology*, 1990, vol. II, no. 5, p. 150-160.

of the author of this study⁵⁶, mental deprivation of a person, and hence one's psychosocial deprivation, does not constitute one's mental state.

The essence and main aspects of psychosocial deprivation

The author of this study has already addressed the fact that the social environment hosts most of the needs (social needs) which the social being – human – aspires to satisfy. According to the psychoenergetic and energy-psychofunctional approaches⁵⁷ used in this study, the social environment is the external mental, which is constantly objectified into the internal mental, i.e. affects the human psyche, ensuring its mental development, formation of certain mental parameters of different spheres of the psyche, which ultimately constitutes the basis for the development of personality, its socialisation, adaptation, behaviour and activity, i.e. active and directed functioning in social space and time.

Mental parameters (parameters of mentality) are interpreted as qualitative and quantitative development of signs and indicators of components of various spheres of psyche, according to age psychosocial norms and requirements to vital activity in the social environment, namely: cognitive sphere – sensory-perceptual, thinking, memory, imagination, knowledge, skills, abilities, general and social intelligence, comprehension, speech, etc.); emotional sphere – emotional intelligence, various emotions and feelings; value-motivational sphere – a set of values and motives, i.e. everything that encourages activity in social space and time; volitional sphere – volitional qualities, acts, processes; activity-executive sphere – psychomotor skills, abilities, consciousness, self-consciousness, self-regulation, psi-programmes, etc.⁵⁸

Psi-energy of external mental (information of different content and its objective significance for the subject of the psyche) – social environment – constantly affects the internal mental different areas of the human psyche, changing its psychoenergetic potential (information and its subjective

⁵⁶ Yu. Terletska, “Psychic deprivation in scientific terms”, in: *Development trends in pedagogical and psychological sciences: The experience of countries of Eastern Europe and prospects of Ukraine*, Baltija Publishing, Riga, 2018.

⁵⁷ M. Varii, “Human psyche: Psychic and energetic approach”, in: *Development trends in pedagogical and psychological sciences: The experience of countries of Eastern Europe and prospects of Ukraine*, Baltija Publishing, Riga, 2018; M. Varii, “Human psyche in modern psycho-energetic conception”, in *ASTRA Salvensis*, 2020, no. 1, p. 291-305.

⁵⁸ A. Dalelbekkyzy, Z.-G. Bisengali, A. Toleubayeva, A. Zhanat, K.M. Baitanasova, “National code: Metaphysics and unity of historical consciousness”, in *Analele Universitatii din Craiova - Seria Istorie*, 2019, vol. 35, no. 1, p. 105-118; A.E. Akbembetova, G.H. Bekkozhanova, N.R. Shengelbayeva, N. Bekeyeva, S.A. Askarova, “Speech interference generated by proverbs and phraseological units of the Russian and Chinese languages”, in *International Journal of Society, Culture and Language*, 2021, vol. 9, no. 2, p. 1-9.

significance)⁵⁹. As a result, a person develops, and, upon mastering the social experience of previous generations and gaining experience of social interaction in a particular society, grows up and becomes mature.

However, in case of long-term dissatisfaction with individual, several or a large number of social needs there is a delay in development, deformation, destruction or negative change of the corresponding parameters in the cognitive, emotional, value-motivational, volitional, and performance-executive spheres of one's psyche. Based on these parameters, there are relevant processes that are destructive, which is manifested in a minor or significant violation of not only these spheres, but also the operational and functional capacity of the entire psyche, and in the deviation of its functioning from age psychosocial norms and/or requirements imposed by social life.

For example, failure to satisfy the needs in communication, sufficient social contacts, social interaction, etc. leads to the fact that children fail to develop, and adults destroy the patterns of social action necessary for the appropriate age, as well as patterns of behaviour and social roles, the ability to communicate, negotiate, seek compromise in the decision-making process, etc. In addition, the emotional sphere is not replenished with those positive emotions that occur only in the process of live contact exchange of information, experiences, emotions, feelings, desires, intentions, etc. between real people⁶⁰. Over time, this provokes emotional discomfort, creates emotional coldness or emotional tension – from the weakest to the strongest. To eliminate them in the value-motivational sphere, appropriate motives occur, which can push not only to normative actions and deeds, but also to antisocial ones based on the corresponding psi-programmes that are developed in the activity-executive sphere of the psyche.

Forms of psychosocial deprivation are self-isolation, situational isolation, special isolation or intro-isolation, imaginary or real lack. Thus, self-isolation is manifested in voluntary separation from the social environment, people, active social contacts (hermitage, monasticism, sectarianism, etc.); situational isolation – in the failure to satisfy social needs due to separation from the social environment caused by the performance of a specific activity or disease

⁵⁹ M. Varii, "Human psyche: Psychic and energetic approach", in: *Development trends in pedagogical and psychological sciences: The experience of countries of Eastern Europe and prospects of Ukraine*, Baltija Publishing, Riga, 2018; M. Varii, "Human psyche in modern psycho-energetic conception", in *ASTRA Salvensis*, 2020, no. 1, p. 291-305; K. Nagymzhanova, "Formation of creative thinking of teachers in educational environment of higher education institute", in *Life Science Journal*, 2013, vol. 10, no. Spl. Issue 12, p. 439-443.

⁶⁰ K.M. Abisheva, K.M. Nagimzhanova, R.A. Aykenova, A.K. Kapanova, Z.S. Koldasbayeve, A.D. Kanapyanova, "Cross-cultural competence of communicators as a way to create a positive eco-informational environment", in *Space and Culture, India*, 2019, vol. 7, no. 2, p. 76-88; V. Shynkaruk, S. Kharchenko, "Communicative-functional potential of incentive modality in psycholinguistic dimension", in *Psycholinguistics*, 2020, vol. 28, no. 2, p. 183-203.

(astronauts, polar explorers, geologists, sailors, soldiers, the sick, etc.); special isolation – in purposeful isolation of people from the social environment (convicts with detention in penitentiaries, the infected, etc.); intro-isolation – in internal (mental) separation from the problems of the social world; imaginary lack – in the absence of the ability to satisfy very desirable human needs, which emerged on the basis of dreams or one's comparison of self with other people, who are usually more satisfied with social life and happier; the real lack – in the lack of what is necessary for development and normal life. By manifestation, these forms can be both overt and covert.

Subtypes of psychosocial deprivation of human

Depending on the type of unsatisfied social needs, psychosocial deprivation is divided into different subtypes: psychosocial spatial deprivation, psychosocial age deprivation, psychosocial deprivation of prestige, psychosocial deprivation of self-affirmation, psychosocial deprivation of loss of meaning, psychosocial deprivation of freedom of choice, psychosocial socio-stratum deprivation, psychosocial gender deprivation, psychosocial deprivation of hopelessness, psychosocial status-role deprivation, psychosocial deprivation of non-recognition, and psychosocial deprivation of communication and interaction.

Psychosocial spatial deprivation occurs when a person fails to satisfy the needs of social security, healthy social living space, justice, work, morality, satisfaction with the lives of others. In other words, when a person fails to come to terms with the existing social reality, which “pushes down”, oppresses the person, creates fear, irritation, narrows one's living space, etc.

Psychosocial age deprivation occurs when a person fails to satisfy the needs due to one's age. For example, in modern society, young people are generally valued higher than older people⁶¹. Often employment is limited by age, etc. Psychosocial age deprivation occurs in all age periods of mental development. It can be divided according to the psychological age of the person. On the other hand, psychosocial age deprivation occurs when at a certain age there is no or partial absence of a certain social environment as the external mental.

Psychosocial deprivation of prestige is experienced when a person fails to satisfy the social needs that reflect public opinion of one's social importance, authority, exclusivity, the influence on other people, etc. Thus, a person fails to satisfy the needs for fashionable clothing, which is considered prestigious, own a solid house in the country, with a garden and garage, a prestigious car, living

⁶¹ G.N. Mukhamadiyeva, A.K. Kussainova, G.T. Baisalova, N. Apakhayev, Z.A. Khamzina, & Y.A. Buribayev, “Labour law of the modern Kazakhstan”, in *Journal of Legal, Ethical and Regulatory Issues*, 2017, vol. 20, no. 1, p. 1-7.

in a prestigious area, a prestigious apartment, furniture, visiting prestigious restaurants, a prestigious profession, etc.⁶²

Psychosocial deprivation of self-affirmation is manifested in the fact that a person fails to satisfy the needs of self-fulfilment, self-affirmation. In this context, V. Moskalets⁶³ contemplates as follows: “Evidently, self-actualising individuals love their work, because they really enjoy their ability, mastery, skill in the process of its implementation, and therefore the results, which in such conditions are usually good, significant”. When social needs are not satisfied, in particular in self-actualisation and self-affirmation, it often affects one’s honor and dignity⁶⁴. Thus, the unrealised need for self-affirmation eventually leads to frustration, personality crisis, deviant manifestations, etc.

Psychosocial deprivation of the loss of meaning constitutes the failure to satisfy the needs of one's functioning, meaning and purpose of life, which are manifested as the experience of boredom, frustration in everything, disinterest in life. E. Bern⁶⁵ wrote that along with sensory hunger and the need for recognition, a person has a need for structuring time. Having lost their meaning, people cannot find a purpose in life, organise their activities, find a sphere to invest their energy in, which causes subconscious frustration and results in internal and external conflicts. The crisis of 30 years (also called the crisis of the meaning of life) and the crisis of 40 years (or the mid-life crisis) are connected with the psychosocial deprivation of the loss of meaning.

Psychosocial deprivation of freedom of choice arises when a person fails to satisfy the needs for freedom of action, freedom of choice of life, profession, etc. It is manifested in the fact that often socio-economic conditions force a person to make a choice against one's wishes, dreams, etc.

Psychosocial socio-layered deprivation occurs when a person fails to satisfy the need to join political, economic, intellectual, cultural, and other elite groups, rich people, etc. Thus, members of some social groups are initially less likely to fulfil themselves than other groups. Such social achievements as power, prestige, high social status, etc. are more accessible to some sections of the population and less accessible to others.

Psychosocial gender deprivation is experienced when a person fails to satisfy the needs due to belonging to a particular gender. This is predominantly caused by the fact that many societies have a real inequality between men and

⁶² Z. Kasil, R. Kasil, “Psycho-emotional tension as a determinant of professional deformation”, in *Social and Legal Studies*, 2021, no. 3, p. 177-188.

⁶³ V.P. Moskalets, *Personality psychology*, Center for Educational Literature, Kyiv, 2013.

⁶⁴ O. Romaniuk, “Effective self-disclosure within the masculine romantic discourse: variable communicative moves”, in *Analele Universitatii din Craiova - Seria Stiinte Filologice, Lingvistice*, 2019, vol. 41, no. 1-2, p. 139-156.

⁶⁵ E. Bern, *Games People Play. Psychology of Human Relations; People who play games. The psychology of human destiny*, Publishing company “PRAMEB”, Moscow, 1992.

women⁶⁶. A woman's work is often less paid. Men are preferred in appointments, etc.

Psychosocial deprivation of hopelessness arises based on the failure to satisfy the needs to achieve the goal, the mismatch between expectations and actual results. Modern society is such that does not allow people to satisfy many important needs, therefore they remain unsatisfied.

Psychosocial status-role deprivation is conditioned by a person's failure to satisfy the needs of improving social status and social role, or experiencing their loss. A person feels dissatisfied with one's current status or role, dreams of a higher status, a new social role, or due to being at a higher level for a long time prior to gaining one's current status (for example, a person's demotion from the position of vice-rector, director or deputy director of an educational institution, head of a department, etc.)⁶⁷.

Psychosocial deprivation of non-recognition occurs when a person fails to satisfy the need for recognition, respect, fame. It is the result of conscious or unconscious ignorance or omission of human merit and achievement in any field. The need for emotional acceptance manifests itself as a need for recognition. Thus, the artist needs constant admiration and praise from admirers, a scientist – recognition of one's merits, a woman – a compliment, a military officer – victory, etc. However, psychosocial deprivation of non-recognition occurs when a person does not really deserve praise, recognition, but considers oneself talented, such that has done something valuable, useful, significant to deserve awards, higher salaries, higher positions, etc.

Psychosocial deprivation of communication and interaction arises when a person fails to satisfy the needs of communication, positive relationships. A person has no or limited direct contact with living people, as a result of which there is no exchange of information, emotions, feelings, etc. Under such conditions, a person often retreats into the virtual world or withdraws into oneself. As a solution to this contradiction, people sometimes find a way out – “create” the interlocutor, personifying living or non-living objects. In adults, the consequences of psychosocial deprivation of communication and interaction can manifest as depression, apathy, various phobias, etc., while the true cause of such disorders may remain hidden.

⁶⁶ Y.A. Buribayev, Z.A. Khamzina, “Gender equality in employment: The experience of Kazakhstan”, in *International Journal of Discrimination and the Law*, 2019, vol. 19, no. 2, p. 110-124.

⁶⁷ K. Nagymzhanova, M.K. Bapaeva, Z.T. Koksheeva, Z. Kystaubayeva, D.S. Shakhmetova, “Psychological peculiarities of occupational choice by high school students”, in *Education in the Knowledge Society*, 2019, vol. 20, p. 1-10.

Conclusions

Psychosocial deprivation of a person constitutes the flow of more or less powerful destructive processes in the functioning of one's psyche. The reason for such destructive processes is underdevelopment or lack of formation, deformation, destruction or negative change of the corresponding mental parameters due to the subject's failure to satisfy certain social needs necessary for one's normal life and development. It is a relatively independent internal mental with a certain amount of negative psycho-energetic potential (information about the dissatisfaction of social needs and their subjective significance), which determines the level of its development in humans and the strength of the impact on the course of destructive processes. According to these criteria, a person's psychosocial deprivation can have a low, below average, medium, above average or high level of development.

Forms of psychosocial deprivation include: self-isolation, which manifests itself in voluntary separation from the social environment, people, active social contacts; situational isolation, which is manifested in the dissatisfaction of social needs due to separation from the social environment through the performance of a specific activity or disease; special isolation, which is manifested in the purposeful isolation of people from the social environment; intro-isolation, which is manifested in the internal (mental) separation from the problems of the social world; imaginary lack – in the absence of the ability to meet very desirable human needs, which emerged based on dreams or comparison of oneself with other people, who are usually more satisfied with social life and feel happier; real lack – in the absence of what is necessary for the development and normal social life.