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SOCIO-PSYCHOLOGICAL ADAPTATION OF THE INDIVIDUAL IN CONDITIONS OF CAPTIVITY: THEORETICAL APPROACHES AND RESOURCES OF PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT

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Modern social realities lead to a growing number of cases involving prolonged isolation of the individual due to war, quarantine restrictions, incarceration, and other forms of social separation. These factors significantly impact an individual's psychological state, value system, and mechanisms of social interaction. The article is devoted to the theoretical substantiation of psychological and pedagogical support for individuals in conditions of prolonged isolation through a socio-psychological approach. It explores the features of adaptive processes in a specific socio-psychological context, where communication is limited, social roles are disrupted, and psychological tension increases. Emphasis is placed on an interdisciplinary approach that integrates legal psychology, social psychology, and pedagogy, allowing psychological and pedagogical support to be viewed as a systemic resource for preserving subjectivity, psychological resilience, and social functionality.

Prolonged isolation creates a specific socio-psychological context in which conventional mechanisms of social adaptation are disrupted, opportunities for free communication and role realization are restricted, and psychological tension and uncertainty increase. Under such conditions, the adaptation process becomes complex and multidimensional, requiring not only individual psychological resources but also targeted support from the social and pedagogical environment. The article analyzes current scientific approaches to the concept of adaptation and its socio-psychological dimension, particularly under extreme conditions such as captivity. It is established that social support, resilience, tolerance of uncertainty, and the quality of interpersonal interaction are key factors for effective adaptation. Psychological and pedagogical support is considered a necessary tool for overcoming maladaptive manifestations and restoring the individual's ability for constructive interaction after isolation.

Key words: *personal adaptation, prolonged isolation, psychological and pedagogical support, socio-psychological barriers, resilience, social identity, subjectivity, social interaction, uncertainty.*

СОЦІАЛЬНО-ПСИХОЛОГІЧНА АДАПТАЦІЯ ОСОБИСТОСТІ В УМОВАХ ПОЛОНУ: ТЕОРЕТИЧНІ ПІДХОДИ ТА РЕСУРСИ ПСИХОЛОГО-ПЕДАГОГІЧНОЇ ПІДТРИМКИ

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Сучасні соціальні реалії зумовлюють зростання випадків тривалої ізоляції особистості, викликані війною, карантинними обмеженнями, перебуванням у місцях несвободи та іншими формами соціального відокремлення. Це суто соціально-психологічний підхід. Розглянуто особливості адаптаційних процесів у специфічному соціально-психологічному контексті, де обмежена комунікація, порушена система соціальних ролей і зростає рівень психологічної напруги.

Наголошується на міждисциплінарному підході, який поєднує юридичну психологію, соціальну психологію та педагогіку, що дозволяє визначити психолого-педагогічну підтримку як системний ресурс збереження суб'єктності, психологічної стійкості та соціальної функціональності.

Тривала ізоляція створює специфічний соціально-психологічний контекст, у якому порушуються звичні механізми соціальної адаптації, обмежується можливість вільної комунікації та реалізації соціальних ролей, зростає рівень психологічної напруги й невизначеності. За таких умов процес адаптації набуває складного, багатовимірного характеру та потребує не лише індивідуальних психологічних ресурсів, а й цілеспрямованої підтримки з боку соціального та педагогічного середовища. Проаналізовано сучасні наукові підходи до поняття адаптації та її соціально-психологічного виміру, зокрема в екстремальних умовах, таких як полон. Встановлено, що соціальна підтримка, резильєнтність, толерантність до невизначеності та якість міжособистісної взаємодії є ключовими чинниками ефективної адаптації. Психолого-педагогічна підтримка розглядається як необхідний інструмент подолання дезадаптаційних проявів та відновлення здатності особистості до конструктивної взаємодії після ізоляції.

Ключові слова: адаптація особистості, тривала ізоляція, психолого-педагогічна підтримка, соціально-психологічні бар'єри, резильєнтність, соціальна ідентичність, суб'єктність, соціальна взаємодія, невизначеність.

Problem statement. In today's context of global transformations — triggered by wars, pandemics, migration crises, and the growing number of individuals facing prolonged isolation for various reasons — the issue of psychological stability and social functionality of the individual is becoming increasingly relevant. Isolation significantly alters a person's social status, limits communicative opportunities, and disrupts familiar mechanisms of adaptation and identity formation. Meanwhile, the majority of existing research focuses on clinical or strictly psychological aspects of maladaptation, while the potential of pedagogical influence, humanistically oriented environments, and targeted support within the adaptation process remains underexplored. This problem becomes particularly acute in cases of captivity, imprisonment, or reintegration following release, when the individual requires not only psychological assistance but also educational, social, and value-based reinterpretation of the experience. Therefore, an interdisciplinary analysis of adaptation under conditions of prolonged isolation — accounting for both socio-psychological and pedagogical mechanisms of individual support — is of particular importance.

Review of recent studies and publications. The problem of individual adaptation under conditions of prolonged isolation is addressed in the works of both domestic and foreign scholars. In the research of M. I. Blazhivskyi, adaptation is conceptualized as a dynamic, multi-level process encompassing both psychological and socio-psychological aspects, with an emphasis on its active nature. A. Datskov analyzes adaptation as a multidimensional phenomenon that becomes especially relevant in extreme environments, such as isolation, and highlights the role of goals and meanings in regulating adaptive behavior. O. Yeryomenko emphasizes the interdisciplinary nature of approaches to understanding adaptation, distinguishes between active and passive forms, introduces the concept of mutual adaptation, and stresses the importance of the socio-

psychological dimension. International studies by A. Badawy, A. Masten, T. Oral, C. Ryff, B. Singer among others, underscore the critical roles of social support, resilience, social identity, and interpersonal interaction in overcoming the consequences of social isolation. Particular attention is given to the study by N. Yavorska, who examines the psychological effects of captivity as an extreme form of social isolation, highlighting its destructive impact on social roles, self-esteem, and the ability for social interaction.

Formulation of the article's objectives (research tasks).

The purpose of this article is to theoretically substantiate the psychological and pedagogical support of the individual under conditions of prolonged isolation through the lens of a socio-psychological approach.

To achieve this goal, the following tasks are set:

1. To analyze scientific approaches to understanding psychological adaptation of the individual in conditions of prolonged isolation.

2. To reveal the socio-psychological characteristics of adaptation processes in contexts of limited social contact.

3. To identify psychological and pedagogical factors supporting individual adaptation in isolation environments.

4. To substantiate the significance of psychological and pedagogical support in maintaining psychological resilience and social functionality of the individual.

Presentation of the main material. Contemporary social realities are increasingly marked by situations involving prolonged personal isolation, caused by various social, legal, and security-related factors. Military conflicts, forced isolation, imprisonment, extended quarantine restrictions, and other forms of social separation significantly impact an individual's psychological state, transforming social connections, value systems, and modes of interaction with the environment. Under such circumstances, the issue of psychological and pedagogical

support becomes especially relevant as a vital resource for maintaining mental balance and social functionality.

In academic research, the issue of individual adaptation is traditionally explored within the framework of psychology. However, in conditions of prolonged isolation, the socio-psychological dimension of this process is gaining growing significance. This includes the nuances of interpersonal interaction, the preservation of social identity, the acceptance of new social roles and norms, as well as the influence of the social environment on an individual's psychological well-being. In this context, adaptation is viewed not as a passive adjustment to external conditions, but as an active process of reflection, re-evaluation, and transformation of personal experience.

At the same time, the analysis of current scientific literature shows that issues of psychological and pedagogical support for individuals in prolonged isolation remain insufficiently systematized. A significant portion of existing research primarily focuses on the clinical aspects of psychological disorders or on descriptive analyses of adaptive responses, whereas the potential of pedagogical interaction, social learning, and humanistically oriented environments as factors supporting adaptation is only partially addressed.

An interdisciplinary approach, combining the principles of legal psychology, social psychology, and pedagogy, is acquiring particular scientific and practical significance. This perspective enables psychological and pedagogical support to be viewed not merely as an auxiliary component, but as a systemic resource for preserving the individual's subjectivity, psychological resilience, and ability to achieve future social reintegration following a period of isolation.

In contemporary psychological and psycho-pedagogical science, the concept of adaptation is regarded as one of the key categories reflecting a person's capacity to function within a changing social environment. The relevance of adaptation research is driven by the growing number of social situations in

which individuals are forced to restructure their interaction with the world — especially in conditions of prolonged isolation, restricted social contact, and disruption of their habitual way of life.

As M. I. Blazhivskyi notes, adaptation is a complex and multidimensional phenomenon lacking a single universal definition in the scientific literature, which complicates both its theoretical understanding and practical application. Broadly defined, adaptation is seen as the process by which a person adjusts their individual and personal characteristics to changing life conditions, as well as an active interaction with the environment during which not only accommodation occurs but also a transformation of the social space in accordance with the subject's needs and values.

Summarizing contemporary approaches, Blazhivskyi emphasizes that adaptation cannot be reduced to passive responses to external stimuli. On the contrary, it involves an active position of the individual — capable of self-regulation, reevaluating their own experiences, and forming new behavioral patterns under changing conditions. This approach is especially important when analyzing adaptation in situations of prolonged isolation, where external conditions significantly limit opportunities for direct social interaction [1, p. 235].

The social-psychological level of adaptation holds particular significance for the study of psychological and pedagogical support. Within this dimension, adaptation is associated with challenges in establishing and maintaining social status, restructuring interpersonal relationships, and reconciling personal needs and capacities with the demands of the social environment. As the author emphasizes, social-psychological adaptation involves a shift from initial adjustment to the development of productive interaction between the individual and society.

An important aspect also lies in distinguishing the concepts of "adaptation" and "socialization." According to the synthesis

by M. I. Blazhivskyi, adaptation can be viewed as a component or initial stage of socialization, involving an individual's entry into specific social conditions. In contrast, socialization is a broader and more enduring process of acquiring social experience and cultural norms. In the context of prolonged isolation, adaptation gains particular relevance as it pertains to maintaining the individual's social functionality under conditions of limited social interaction [1, p. 240].

A significant contribution to the study of personality adaptation has been made by A. Datskov, who conceptualizes adaptation as a multidimensional psychological phenomenon that becomes especially salient under extreme and post-extreme environmental conditions. The author emphasizes that adaptation is not merely a matter of passive adjustment but rather a dynamic process of active interaction between the individual and both the physical and social environment. Within this process, new strategies of self-regulation and behavior are formed.

Analyzing various scientific approaches, A. Datskov emphasizes the absence of a single universal definition of adaptation, which is due to the complexity of the phenomenon itself and its interdisciplinary nature. In this context, adaptation appears both as a process and a result encompassing mental states, mechanisms of internal resilience, and the individual's ability to maintain social functionality under difficult life conditions [2, p. 80].

The author pays particular attention to the active nature of adaptation, highlighting the role of goals, meanings, and motivation in regulating adaptive processes. From the standpoint of the subject-oriented approach, adaptation is viewed as a form of life activity aimed not only at achieving equilibrium with the environment but also at preserving internal integrity and potential for further development. This perspective is methodologically significant for analyzing adaptation under

conditions of prolonged isolation, where limitations on external activity bring internal psychological resources to the forefront.

Synthesizing the views proposed by A. Datskov allows us to conceptualize personal adaptation as a complex socio-psychological process determined by the nature of environmental interaction, meaning systems, and subjective experiences of the situation. This provides a theoretical foundation for further analysis of psychological and pedagogical support as a resource for optimizing adaptation processes under conditions of extended isolation [2, p. 83].

The study by O. Yeriomenko holds significant theoretical value for researching personality adaptation, in which the concept of adaptation is examined within an interdisciplinary scientific context. The author emphasizes that the lack of a single definition of adaptation is due to the complexity of the phenomenon itself and the diversity of its manifestations across various scientific fields. This approach enables viewing adaptation not as a static condition but as a dynamic process of active interaction between the individual and the environment.

Yeriomenko O. pays particular attention to the socio-psychological level of adaptation, which is associated with an individual's entry into a new social environment, the acceptance of social norms and roles, and the restructuring of interpersonal relationships. In this context, adaptation is seen as a process of reconciling the individual's internal needs and capabilities with the demands of the social environment, which is especially relevant under conditions of prolonged isolation, where opportunities for social interaction are severely limited.

A key distinction is also made between active and passive forms of adaptation. According to the author, active adaptation involves the individual's conscious engagement in overcoming difficult conditions, independently seeking adaptive strategies, and maintaining a subject-oriented position. Conversely, passive adaptation is associated with disadaptation, confusion, and a reliance on external support. This understanding of adaptation is

methodologically important for substantiating the need for psychological and pedagogical support for individuals in prolonged isolation.

The concept of mutual adaptation proposed by O. Yeriomenko broadens the traditional view of adaptation as a one-sided process. The author stresses that individuals are not only capable of being shaped by their environment but can also actively influence it by adjusting their relationships, behavioral strategies, and social connections. This perspective forms the theoretical foundation for viewing psychological and pedagogical support as a systemic factor in optimizing adaptation processes under challenging social conditions [3, p. 212].

Contemporary empirical studies confirm that social support is a key resource for adaptation in conditions of forced isolation and traumatic experiences. For instance, Badawy and co-authors, while studying the psychological adaptation of individuals experiencing social isolation, found that the presence of supportive social networks, as well as subjective resources such as faith and meaning-making, significantly enhance an individual's psychological resilience and adaptability [7]. The authors emphasize that adaptation under prolonged isolation exhibits a distinct socio-psychological character and largely depends on the quality of interpersonal interaction.

A prominent place in international discourse is held by studies on resilience as a systemic mechanism of adaptation. In the works of A. Masten, resilience is described as "ordinary magic" — the ability of individuals to restore psychological balance provided there is a supportive social environment, meaningful relationships, and opportunities for learning and development [8, p. 158]. In the context of prolonged isolation, these findings allow for the consideration of psychological and pedagogical support as a factor that activates adaptive resources.

Another direction of international research focuses on the analysis of negative psychological factors mediating adaptation in isolation. Oral and colleagues demonstrated that levels of stress, anxiety, and depression act as mediators between social isolation and resilience, significantly affecting an individual's ability to adapt to limited social conditions [9, p. 3582]. This reinforces the need for systematic psychological and pedagogical support as a preventive measure against disadaptation.

Within the framework of positive psychology, C. Ryff and B. Singer view adaptation as an integral component of psychological well-being. It includes the ability to maintain positive social relationships, autonomy, and a sense of purposeful life, even under conditions of external limitations [10, p. 1160]. This perspective allows adaptation under prolonged isolation to be interpreted not merely as survival, but as a process of preserving personal integrity.

The socio-psychological adaptation of an individual under conditions of prolonged isolation is marked by increased complexity, as it combines features of a crisis state and long-term restriction of social interaction. Such conditions significantly alter familiar social roles, disrupt established interpersonal ties, and necessitate the search for new adaptive strategies. As noted by O. R. Tkachyshyna, socio-psychological adaptation in crisis situations is a multifaceted process of the psyche and behavior adjusting to altered social environments. This process is mediated by an individual's leading activity and the level of development of their adaptive resources. In the context of prolonged isolation, this implies that adaptation depends not only on external constraints but also on the individual's capacity to reinterpret the situation, maintain inner coherence, and regulate emotional states.

The author emphasizes that crisis conditions are accompanied by high levels of neuropsychological tension, emotional exhaustion, increased anxiety, depressive symptoms,

and a sense of helplessness. Such psychological states are also typical in situations of prolonged isolation, where limitations on freedom of action and social contact lead to a disruption in the sense of control over one's life and future.

According to O. R. Tkachyshyna, an important aspect of socio-psychological adaptation is the activation of an individual's adaptive resources, which include psychological traits, life experience, knowledge systems, value orientations, and developed coping strategies. These resources determine a person's ability to respond constructively to crisis conditions, reduce psychological tension, and prevent disadaptation.

The author pays particular attention to the role of social interaction in the adaptation process. Even in restricted social environments, interpersonal contacts, supportive relationships, and opportunities for joint activity play a regulatory function, contributing to emotional stability and the preservation of personal social identity. The lack or deficit of such interaction, on the contrary, increases the risk of developing maladaptive responses [5, p. 95].

In modern psychological research, socio-psychological barriers to adaptation are viewed as internal psychological constructs that emerge in the process of an individual's interaction with the social environment and complicate effective adjustment to changed life circumstances. These barriers become especially prominent under conditions of prolonged isolation, where the space for social interaction narrows sharply, established social roles are disrupted, and the level of social support diminishes.

In this context, the study by I. Pospelova, O. Kosianova, and H. Kloss is of particular importance. It analyzes socio-psychological adaptation barriers through the lens of an individual's attitude toward uncertainty. The authors emphasize that uncertainty in life situations functions as a powerful stress-inducing factor, triggering internal psychological defense mechanisms and potentially leading to persistent adaptive

difficulties. They note that low tolerance for uncertainty is associated with increased anxiety, emotional tension, a tendency to avoid social contacts, and a diminished subjective sense of control over the situation. Under such conditions, socio-psychological barriers take on the character of entrenched psychological obstacles that hinder the acceptance of new living conditions and constructive interaction with the social environment [4, p. 113].

At the same time, the authors highlight that tolerance for uncertainty is an essential adaptive resource of the individual. People with a higher level of tolerance are more capable of flexibly interpreting new or restrictive circumstances, actively engaging both internal and external resources, and maintaining social activity even when interpersonal interactions are limited. This perspective allows us to consider one's attitude toward uncertainty as one of the key socio-psychological factors that mediates the effectiveness of adaptation under conditions of prolonged isolation.

In this context, captivity represents an extreme form of prolonged isolation, encompassing all key factors of psychological maladjustment. Therefore, it is appropriate to further focus the analysis on the specific nature of psychological and pedagogical support for individuals in captivity and after release, taking into account the socio-psychological consequences of such an experience.

Captivity is one of the most extreme forms of prolonged isolation, combining physical restriction of freedom with total socio-psychological deprivation. Unlike other forms of isolation, captivity is characterized by a constant threat to life, coercive control, unpredictability, and deliberate erosion of the individual's subjectivity. Under these conditions, adaptive mechanisms are profoundly distorted, leading to persistent socio-psychological dysfunctions.

As modern researchers note, captivity should not be viewed merely as a traumatic event but as an extended psychological

process, within which emotional stability, cognitive integrity, and social identity are systematically disrupted [6, p. 94]. Captivity creates a unique isolating environment where social contacts are either severely limited or distorted, resulting in the development of distrust, emotional detachment, and a reduced capacity for constructive interaction.

The socio-psychological dimension of captivity manifests particularly in the breakdown of familiar social roles and statuses. The individual loses the ability to fulfill socially meaningful functions, which leads to decreased self-esteem, a loss of life meaning, and diminished self-worth. Consequently, a state of internal disintegration arises, where previous patterns of social functioning no longer serve as effective strategies under the new circumstances.

In scholarly sources, it is also emphasized that prolonged isolation in captivity leads to the transformation of value systems and behavioral norms. In the process of survival, individuals develop specific psychological defense strategies that are adaptive within the context of captivity but hinder reintegration into normal social life. This highlights the need for specialized psychological and pedagogical support aimed at restoring social interaction skills, trust, and personal responsibility [6, p. 99].

Conclusions. Socio-psychological adaptation of an individual under conditions of prolonged isolation is a complex, multi-level process that involves both the individual's internal resources and the influence of the social environment. Under circumstances of limited social contact, role transformation, and chronic uncertainty, psychological and pedagogical support becomes particularly significant. It serves to maintain subjectivity, internal stability, and social functionality. The analysis of scientific sources indicates a lack of systematic approaches to providing support for individuals in isolation — whether in captivity, quarantine, or incarceration. It is determined that effective adaptation requires not only psychological

assistance but also the creation of a humanistically oriented educational environment that activates personal resources through trust, interaction, and meaningful interpretation of experience.

Prospects for further research include the development of psychological and pedagogical support models for specific categories of individuals who have undergone prolonged isolation; empirical studies on the dynamics of adaptation in resocialization contexts; and the examination of the role of the social environment, education, and supportive communities as factors in actively restoring the individual's subjectivity after isolation.

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