

Личность в психолого-педагогическом измерении/ Personality in Psycho-Pedagogical Dimension

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Features of the behavioral component of the self-concept of a bilingual personality

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Abstract

Background. Bilingualism is a widespread phenomenon in the modern globalized world, yet its impact on personality structure and interpersonal behavior remains insufficiently studied. While extensive research has examined cognitive consequences of bilingualism, the behavioral component of self-concept of bilingual individuals, particularly across different levels of language proficiency, requires further investigation.

The **purpose** of this study is to investigate the behavioral component of the self-concept of a bilingual personality with different levels of proficiency in the second language.

Materials and methods. The study involved 390 participants divided into three equal groups: monolinguals, receptive bilinguals (passive understanding of the second language), and productive bilinguals (active fluent command of two languages). The Leary Interpersonal Diagnostic System was used across eight behavioral octants. To identify significant differences between bilingual and monolingual groups the Mann-Whitney U-test was used.

Results. Both bilingual groups demonstrated significantly higher levels of prosocial behavior, particularly in the areas of friendliness and altruism, compared to monolinguals. Productive bilinguals showed lower scores on dominance-related measures. Receptive bilinguals exhibited higher rates of defensive interpersonal behavior patterns, such as authoritarianism, selfishness, aggressiveness, and suspiciousness, compared to productive bilinguals. The discrepancies between real self and ideal self revealed qualitatively different aspirational patterns across groups: monolinguals desired greater personal power and reduced altruistic concern; receptive bilinguals simultaneously aspired toward increased personal agency and deeper social connection; productive bilinguals aspired toward balanced interpersonal relationships characterized by reduced tendencies toward both dominance and submission alongside enhanced friendliness.

Keywords: bilingualism; self-concept; behavioral component; interpersonal behavior; receptive bilinguals; productive bilinguals; real self; ideal self

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Особенности поведенческого компонента Я-концепции билингвальной личности

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Аннотация

Обоснование. Билингвизм является широко распространенным феноменом в современном глобализованном мире, однако его влияние на структуру личности и межличностное поведение остается недостаточно изученным. Если влияние билингвизма на когнитивные процессы уже получило развёрнутое освещение в научной литературе, то поведенческий компонент Я-концепции билингвальной личности, особенно в зависимости от уровня владения вторым языком, требует дальнейшего исследования.

Цель – изучение поведенческого компонента Я-концепции билингвальной личности с разным уровнем владения вторым языком.

Материалы и методы. В исследовании приняли участие 390 человек, разделенных на три равные группы: монолингвы, рецептивные билингвы (пассивное понимание второго языка) и продуктивные билингвы (активное свободное владение двумя языками). Методика диагностики межличностных отношений Т. Лири применялась для оценки Я-реального и Я-идеального по восьми октантам. Для выявления значимых различий между группами билингвов и монолингвов использовался U-тест Манна-Уитни.

Результаты. Обе билингвальные группы продемонстрировали значимо более высокий уровень просоциального поведения, особенно по параметрам дружелюбия и альтруизма, по сравнению с монолингвами. Продуктивные билингвы показали более низкие показатели по параметрам, связанным с доминированием. Рецептивные билингвы проявляют повышенные показатели защитных паттернов межличностного поведения, таких как авторитарность, эгоистичность, агрессивность и подозрительность по сравнению с продуктивными билингвами. Анализ расхождений между Я-реальным и Я-идеальным выявил качественно различные векторы развития в группах: монолингвы стремятся к усилению личной власти и снижению альтруизма; рецептивные билингвы одновременно стремятся к повышению личной активности и углублению социальных связей; продуктивные билингвы стремятся к сбалансированным отношениям, характеризующимся снижением тенденций как к доминированию, так и к подчинению при усилении дружелюбия.

Ключевые слова: билингвизм; Я-концепция; поведенческий компонент; межличностное поведение; рецептивные билингвы; продуктивные билингвы; Я-реальное; Я-идеальное

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Introduction

In today's world, where population mobility is widespread and intercultural connections are well-developed, bilingualism is becoming more and more popular. Recent data indicate that more than half of the world's population speaks two or more languages. Despite the significant body of research on the impact of bilingualism on personality, it is clear that these studies primarily focus on cognitive aspects, while the impact of bilingualism on behavioral manifestations remains understudied. Furthermore, the impact of bilingualism on personality focusing on the linguistic competence is even less frequently considered. That is why this work is so relevant nowadays. Our study addresses the current shortage of similar studies by revealing the behavioral characteristics of bilingual individuals depending on their level of second language proficiency. Understanding these peculiarities is important for educators, psychologists, and specialists working with bilinguals in various fields.

The purpose of the present study is to investigate the behavioral component of the self-concept of a bilingual individual with different levels of proficiency in the second language.

To achieve the purpose the following tasks were set:

1. To compare the interpersonal behavior among productive and receptive bilinguals and monolinguals with the help of Leary's questionnaire.
2. To examine the patterns of discrepancy between the perception of the Real and Ideal Self within each group of respondents, identifying the specific behavioral aspects bilinguals want to change.
3. To determine the differences in the manifestation of the behavioral component of the structure of the self-concept of productive and receptive bilinguals among themselves and in comparison with the personality of monolinguals.

The following hypotheses were formulated: 1) Bilinguals (both receptive and productive) will demonstrate a higher level of socially oriented behavior compared to monolinguals; 2) Productive bilinguals will demonstrate a lower level of dominance-oriented behavior compared to monolinguals; 3) Receptive bilinguals will demonstrate a higher level of authoritarianism, egoism, aggressiveness, and suspiciousness compared to productive bilinguals; 4) Discrepancies between the real and ideal self will reflect qualitatively different vectors of aspirations: monolinguals strive for greater personal power, receptive bilinguals are more interested in greater independence and establishing connections, and for productive bilinguals balanced, mutually beneficial relationships are more desired.

The fundamental theory in the field of self-concept is the phenomenological approach of humanistic psychology. C. Rogers viewed the self-concept as a dynamic entity that, despite changes, maintains its structural integrity. This indicates that an individual's self is not static but can change in response to life experiences and internal changes. He interprets the self-concept as a gestalt, encompassing not only the perception of oneself as subject and object, but also the understanding of these concepts in the context of interactions with others and the surrounding world [13].

R. Burns identifies three main components in the structure of the self-concept: the cognitive component, the affective component, and the behavioral component. At the behavioral level we can observe the combined manifestation of the cognitive and affective components. This component includes potential and actual behavioral reactions, decisions, and interpersonal strategies used by the individual [2]. The behavioral component is the central focus of this study, as it shows the mutual influence of the inner self and the society.

As C. Rogers noted, the degree of congruence or discrepancy between the real and ideal self plays a significant role in self-actualization and psychological health of a person. Thus, a small degree of difference between them can have a positive effect and contribute to the growth of the individual's motivation for further self-improvement. However, if the discrepancy between the real and ideal self is significant, it can lead to anxiety, the manifestation of defensive behavior patterns, and stress [13]. The idea was developed by E. Tory Higgins in his Self-Discrepancy Theory. The theory

shows that the difference between the actual, ideal and ought self can lead to different kind of emotions [8]. For our study the existence of the difference between the real self and the ideal self is of particular interest, as it will help determine the motivational bases of the behavior of the bilingual individual in the conditions of intercultural interaction.

For the empirical study of the behavioral component of the self-concept the T. Leary's questionnaire was chosen, since with its help it is possible to assess the real and ideal self in conditions of interpersonal interaction [11]. According to F. Grosjean a bilingual is defined as a unique individual, not two monolinguals in one person. Thanks to this approach bilingualism began to be viewed not simply as a language skill, but as an important psychological component [5].

The concept of bilingualism is closely linked to the concept of biculturalism. It is believed that when a person acquires a second language, he or she also absorbs the cultural norms and values of the target language. This results in the formation of a so-called "third culture" or "third space". A bilingual person constantly navigates between two or more cultures. This process profoundly shapes them, significantly influencing the development of their self-concept [12]. This point of view has been supported by many modern studies. For example, studies by Chen and Bond demonstrate that the higher the level of bicultural identity integration, the better a bilingual will adapt to the society and experience fewer internal conflicts [3]. This finding suggests that productive bilinguals who have successfully integrated both cultures should exhibit fewer defensive reactions, such as aggression or authoritarianism, and more socially oriented behavior. Scholars such as Zhang, Noels, and Lalonde have demonstrated that bilinguals perceive themselves differently depending on the language they speak [16]. Thanks to this, we can say that the bilingual self-concept is also dynamic and context-dependent, which should contribute to the development of behavioral flexibility. A meta-analysis conducted by Grundy confirms that bilinguals have advantages in cognitive control, which allows them to exhibit more flexible social behavior and thinking. For example, they may choose more deliberate, context-appropriate behavior [6]. Tadmor and Tetlock's work shows that bicultural bilinguals are able to recognize and integrate multi-

ple perspectives on an issue because they are familiar with different world-views from different cultures [14]. These data give us reason to assume that productive bilinguals in our study are more likely to be oriented towards cooperative behavior strategies.

In the study by Keysar, Hayakawa, and An, which examined the impact of foreign language proficiency on personality, it was shown that regular use of a foreign language significantly impacts decision-making and moral judgment [10]. Hayakawa and Marian demonstrated that thinking in a second language reduces emotional reactivity and automatic biases. As a result, people are able to make less intuitive and utilitarian decisions [7]. Geipel, Hadjichristidis, and Keysar concluded that using a foreign language helps reduce the influence of cultural stereotypes. Consequently, bilinguals may be less prone to prejudice and more open to friendly, equal interactions with members of another group [4]. Also, the study by Ivaz, Costa, and Duñabeitia showed that second language proficiency significantly impacts the emotional regulation of bilingual individuals [9]. In the works of Van der Zee and van Oudenhoven such bilingual traits as cultural empathy, openness, and emotional stability are identified and generalized. They claim that these traits are essential for successful intercultural adaptation [15].

This theoretical basis justifies our empirical study of the behavioral characteristics of the self-concept of a bilingual personality.

Materials and methods

The study involved a total of 390 participants, divided into three equal groups ($n = 130$ per group) based on their linguistic profile: monolinguals, receptive bilinguals, and productive bilinguals. Monolinguals were defined as individuals who spoke only their native language and had no significant exposure to or formal education in a second language. Receptive bilinguals were individuals with passive knowledge of a second language, characterized by the ability to understand but not actively speak or fluently communicate in that language, typically representing an initial stage of language acquisition. Productive bilinguals were defined as individuals with active, fluent command of two languages, capable of speaking, thinking, and functioning professionally or socially in both linguistic systems. All participants

were matched for age (ranging from 18 to 26 years), gender distribution, and socioeconomic background to control for potential confounding variables.

To assess the behavioral component of the self-concept the Interpersonal Diagnosis of Personality questionnaire developed by Timothy Leary, commonly referred to as the Leary Interpersonal Diagnostic System or the Interpersonal Checklist, was used. This instrument is designed to measure an individual's characteristic modes of interpersonal behavior across eight octants derived from the circumplex model of personality. The eight octants are: Authoritarian (dominant, controlling), Egoistic (self-centered, competitive), Aggressive (hostile, critical), Suspicious (distrustful, resentful), Submissive (obedient, conforming), Dependent (seeking help, trusting), Friendly (cooperative, warm), and Altruistic (self-sacrificing, nurturing). Participants rated themselves on a series of statements describing interpersonal behaviors, indicating the degree to which each statement applied to them. A crucial feature of this methodology is that participants completed the questionnaire twice: first to describe their Real Self, or how they perceive themselves to be in their current interpersonal interactions, and second to describe their Ideal Self, or how they would ideally like to be in their interactions with others. This dual administration allows for the calculation of discrepancy scores between real and ideal self perceptions across all eight behavioral dimensions. Statistical analysis was conducted using SPSS software. The Mann-Whitney U-test was used to compare mean ranks between independent groups: monolinguals versus receptive bilinguals, monolinguals versus productive bilinguals, and receptive bilinguals versus productive bilinguals.

Research results and discussion

The mean scores for each of the eight Leary octants for the Real Self across the three groups, along with the results of the Mann-Whitney U tests comparing the groups, are presented in Table 1.

As shown in Table 1, significant differences emerged between the groups across multiple behavioral dimensions. The comparison between monolinguals and productive bilinguals revealed the most extensive pattern of differences. Productive bilinguals scored significantly lower than monolinguals on the Authoritarian octant, the Egoistic octant and the Aggressive octant.

Conversely, productive bilinguals scored significantly higher than monolinguals on the Friendly octant and the Altruistic octant.

Table 1.

Mean Scores on Leary Interpersonal Octants for Monolinguals,
Receptive and Productive Bilinguals

Octant	Mean Scores			Mann-Whitney U-Test Results		
	Monolinguals	Receptive Bilinguals	Productive Bilinguals	Monolinguals and RB	RB and PB	Monolinguals and PB
Authoritarian	5.0	4.8	4.4	0.137	0.009**	0.002**
Egoistic	4.2	4.0	3.6	0.113	0.000**	0.000**
Aggressive	3.1	2.8	2.4	0.100	0.001**	0.000**
Suspicious	2.0	2.1	1.9	0.294	0.02*	0.184
Submissive	3.7	3.8	4.0	0.303	0.735	0.183
Dependent	3.3	3.1	3.0	0.393	0.408	0.123
Friendly	5.4	6.1	6.3	0.03*	0.485	0.006**
Altruistic	5.0	6.0	6.2	0.001**	0.329	0.000**

*Note: Statistical significance: * $p \leq 0.05$; ** $p \leq 0.01$
RB = Receptive Bilinguals, PB = Productive Bilinguals

Monolinguals exhibit a tendency to dominate, control, and subordinate others, and tend to put their own needs above those of others. Monolinguals, in our view, may be more prone to this behavior due to insufficient experience interacting with other cultures and viewpoints. Productive bilinguals exhibit warmth, sociability, and are more inclined to selflessness, caring, and helping others. These differences may be due to the fact that bilinguals frequently interact with people from different cultural groups, which can promote empathy, tolerance, and understanding. Experience with social interactions with people from different cultures can contribute to the development of more friendly and altruistic behavior.

The comparison between monolinguals and receptive bilinguals showed a more limited pattern of differences. Receptive bilinguals scored significantly higher than monolinguals on the Friendly octant and the Altruistic octant. So, even at the beginning level of foreign language proficiency, bilinguals demonstrate higher scores on friendliness and altruism than monolinguals. This may be due to the fact that learning a foreign language requires openness to new experiences, tolerance, and understanding of other cultures.

Learning a foreign language can also promote empathy and compassion, as learners begin to understand the different perspectives and experiences of others. These results suggest that learning a foreign language can promote the development of social and emotional skills, which are essential for interpersonal relationships.

Receptive bilinguals demonstrate higher levels of authoritarianism, egoism, aggressiveness, and suspiciousness compared to productive bilinguals. This may be due to the fact that, at the initial stage of language acquisition, learners may experience some uncertainty and anxiety when communicating in a second language, which may manifest itself in more defensive behavior.

The analysis of discrepancies between Real Self and Ideal Self perceptions within each group revealed distinct patterns of self-concept differentiation. The results are presented in Fig. 1 for monolinguals, in Fig. 2 for receptive bilinguals and in Fig. 3 for productive bilinguals.

From Fig. 1, it can be seen that in the monolingual group significant discrepancies were observed on four octants. Monolinguals desired to be significantly more Authoritarian in their ideal self than they perceived themselves to be in their real self. They also desired to be significantly less Aggressive, less Dependent and less Altruistic than their current self-perception. No significant discrepancies were found for the Egoistic, Suspicious, Submissive, or Friendly octants.

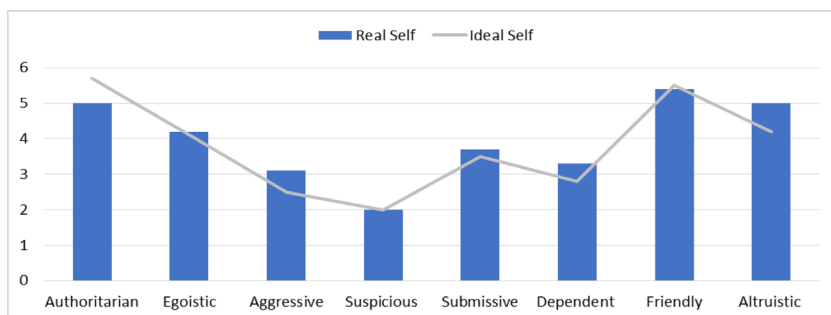


Fig. 1. Real Self and Ideal Self Profiles for Monolinguals

Fig. 2 shows that in the receptive bilingual group, significant discrepancies were found on four octants as well, but with a different pattern. Re-

ceptive bilinguals desired to be significantly more Authoritarian in their ideal self and significantly less Submissive. They also desired to be significantly more Friendly and significantly more Altruistic than their current self-perception. Receptive bilinguals may experience greater social pressure to conform to norms and expectations, as their language proficiency may be perceived as insufficient. In their real self, they may feel compelled to obey, while in their ideal self, they may desire greater independence and self-assertion. Conversely, receptive bilinguals may feel less authoritarian in their real self, while in their ideal self, they may desire greater confidence and leadership qualities. Furthermore, in their real self, they may feel less friendly and altruistic, but in their ideal self, they want to be more sociable, accepting, and willing to help others.

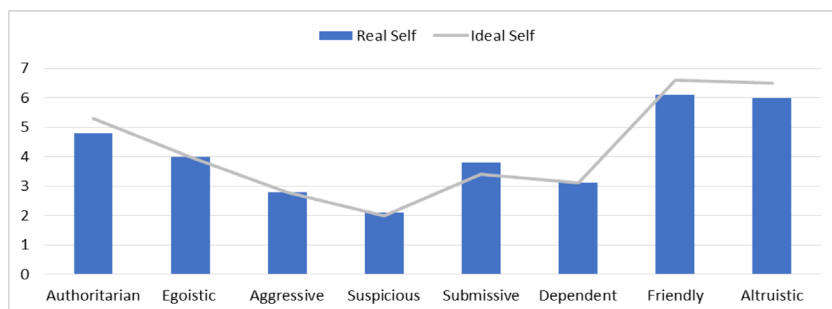


Fig. 2. Real Self and Ideal Self Profiles for Receptive Bilinguals

As seen from Fig. 3, significant differences were found between the real and ideal self scores in the productive bilingual sample across the Authoritarian and Submissive octants. It was discovered that productive bilinguals have lower scores for the ideal self on these octants, while the ideal self-scores for friendliness were higher than their real self scores. Productive bilinguals may experience pressure from society, which expects them to conform to authoritarian norms. In their real self, they may feel compelled to follow these norms, while in their ideal self, they may desire greater autonomy and independence. They may feel the need to conform to rules and expectations to be accepted in both language communities. In their real self, they may behave more submissively, while in their ideal self, they may de-

sire greater confidence and self-assertion. In their real self, they may feel less friendly and open, while in their ideal self, they may wish to be even more sociable and accepting.

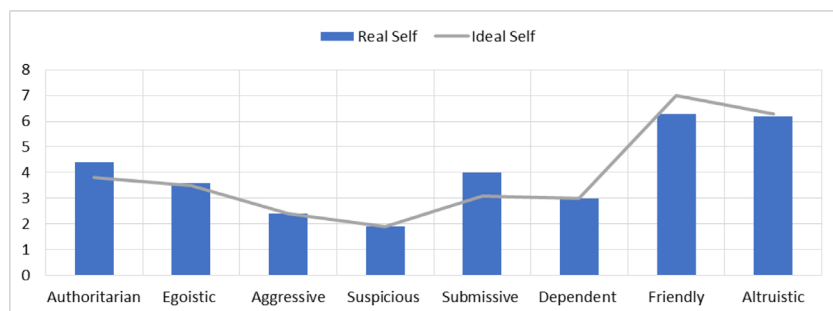


Fig. 3. Real Self and Ideal Self Profiles for Productive Bilinguals

Having studied the behavioral component of the self-concept of a bilingual personality, important differences in the groups of bilinguals were revealed. These findings confirm the theoretical concept that bilingualism and the level of proficiency in a second language have a significant impact on the behavior of an individual. One of the most important findings of the study is the persistent social orientation in bilinguals' behavior observed with increasing linguistic competence. Thus, mastering a second language and its culture promotes the development of a friendly and caring attitude towards others, which is consistent with contemporary research on the social-cognitive consequences of bilingualism [4; 7]. Moreover, the more altruistic behavior of bilinguals compared to monolinguals can be explained according to the theory of bicultural identity, which is manifested in a better ability to accept someone else's point of view [3; 6].

An interesting pattern was revealed when comparing receptive and productive bilinguals. The higher levels of authoritarianism, egoism, aggressiveness, and suspiciousness in the receptive bilingual group compared to productive bilinguals may be related to insufficient proficiency in the second language, which can ultimately lead to anxiety and uncertainty in intercultural interactions. As a result, receptive bilinguals may activate defense mechanisms, manifested by increased anxiety, vigilance, and self-focus. Sci-

entific literature also attributes this behavior to difficulties in intercultural adaptation due to the insufficient cultural competence and emotional stability [15]. In the works by Ivaz, Costa, and Duñabeitia [9] it was shown that second language acquisition at a later age is subject to less emotional resonance. For receptive bilinguals, this may be the result of a decrease in the emotional regulation, which leads to the activation of defense mechanisms. On the other hand, despite this, receptive bilinguals demonstrated higher levels of friendliness and altruism than monolinguals. This may indicate that even at this stage of second language acquisition, they are characterized by more socially oriented behavior. It can be concluded that the manifestation of defense mechanisms is most likely to be a temporary phenomenon, which receptive bilinguals need to overcome difficulties that diminish with the growth of linguistic competence and the development of bicultural integration. This assumption is supported by the significantly lower scores on these same parameters among productive bilinguals.

Productive bilinguals emerged as the most distinctive group in terms of interpersonal behavior. They showed the lowest scores on dominance-related octants and the highest scores on affiliation-related octants. We can say that bilinguals with a high level of proficiency in a second language are characterized by displays of cooperation, warmth and care, rather than dominance, selfishness and hostility. This behavior pattern is consistent with the concept of integrative complexity advanced by Tadmor and Tetlock [14]. Productive bilinguals, having mastered a second language, also assimilate the norms and values of the second culture, and thanks to this, they are more open to communication and less conflictual, trying to find cooperative solutions. Grundy's work specifically notes that bilinguals with high levels of language proficiency have improved executive functions, particularly inhibitory control [6]. This is the key element that allows productive bilinguals to suppress automatic, dominance-oriented responses and instead choose more context-appropriate, friendly behavior. As highlighted in Hayakawa and Marian's review [7], the emotional distancing that occurs when encoding information in a second language significantly influences this behavior in productive bilinguals. It is likely that reducing the immediate emotional coloring of utterances in the second language reduces the manifestations of affective-aggressive tendencies

and facilitates the implementation of more rational and adaptive strategies of interpersonal behavior. The absence of significant differences in the «Suspiciousness» octant between productive and receptive bilinguals may indicate that a high level of linguistic competence reduces the uncertainty and wariness that are prominent in the early stages of language acquisition. Thus, we can observe a decrease in the manifestation of defense mechanisms during intercultural communication as linguistic proficiency increases.

The analysis of discrepancies between Real Self and Ideal Self in the group of monolinguals showed that they wanted to be more authoritarian, less aggressive, dependent, and less altruistic. Particularly interesting here is their tendency to prioritize personal interests over caring for others. This may be due to the fact that monolinguals have values that prioritize individual achievement and self-sufficiency over social interdependence. We can also conclude that for monolinguals, interpersonal warmth is not the central component of their ideal self.

The analysis of discrepancies between the Real Self and Ideal Self in the group of receptive bilinguals is quite contradictory. On the one hand, they want to see themselves as more authoritarian and less submissive, which indicates their desire for greater personal autonomy. On the other hand, they also want to be more friendly and empathetic towards others, which may indicate their willingness to strengthen social connections. This behavior of receptive bilinguals may be driven by the desire to be more independent and confident due to their insufficient proficiency in their second language. At the same time, when they begin to experience another culture, it becomes important for them to establish deep connections with others.

Having compared the Real Self and Ideal Self in the group of productive bilinguals, we can conclude that their Ideal Self can be characterized by the desire to have balanced and equal relationships, rather than to be dominant or submissive. Productive bilinguals perceive themselves as even more friendly and cooperative than they are in their Real Self. Therefore, it can be said that interpersonal harmony plays the most important role in their Ideal Self. This profile aligns with the integrative complexity documented by Tadmor and Tetlock and the bicultural identity integration described by Chen and Bond [3; 14].

Limitations and Future Directions

This study has a number of limitations. First, one important issue that remains outside our scope concerns long-term changes in the behavioral component of the self-concept of bilinguals across different life stages. Studying this aspect could provide valuable insight into the dynamics of bilinguals' behavior. Different age groups were not taken into consideration, limiting the understanding of the possible influence of age factors on bilinguals' behavioral component. Furthermore, our study did not thoroughly examine how the characteristics of bilinguals' behavior depend on their specific second language. Future research should examine whether the patterns identified here vary depending on the linguistic and cultural similarity between the bilingual's two languages.

Conclusion

1. The study confirms that bilingualism significantly influences the behavioral component of the self-concept of a bilingual personality. Both groups of bilinguals exhibit a tendency toward active social interaction, suggesting that bilingualism fosters friendliness and altruism, even at an early stage of second-language acquisition.

2. Second-language proficiency influences bilinguals' behavior differently. Receptive bilinguals exhibit defensive behavior patterns such as authoritarianism, egoism, aggression, and suspiciousness, likely reflecting the uncertainty and acculturative stress associated with incomplete linguistic and cultural competence. Productive bilinguals are characterized by displays of cooperation, warmth, and care, as well as more rational and adaptive strategies of interpersonal behavior, rather than dominance, selfishness, and hostility. This suggests that high second-language proficiency and deeper cultural integration enable them to overcome these defensive behavior patterns exhibited by receptive bilinguals.

3. The analysis of the discrepancies between the real self and the ideal self revealed qualitatively different aspirations depending on the respondents' linguistic experience. Monolinguals are characterized by a shift in their ideal self toward greater personal power and a decreased focus on caring for others. Receptive bilinguals demonstrate a dual orientation: their ideal self simultaneously

gravitates toward autonomy and toward deepening interpersonal connections, reflecting the tension of their transitional linguistic and cultural position. Productive bilinguals are oriented toward balanced, mutually beneficial relationships. The findings suggest that a full-fledged bicultural and bilingual experience fosters the integrative complexity of the ideal self, based on a rejection of traditional models of dominance in favor of equal interpersonal interaction.

4. The presented results contribute to the developing field of bilingualism and personality psychology research by demonstrating that bilingual behavior is consistently linked to the individual's linguistic profile. The findings expand on the theoretical constructs of C. Rogers, R. Burns, and T. Leary by demonstrating how self-concept is refracted in the context of bilingual experience. The observed patterns are consistent with contemporary works on bicultural identity integration, cognitive benefits of bilingualism, and the foreign language effect, supporting the idea that second language proficiency affects the underlying structures of self-concept and interpersonal perception. The results obtained have practical implications for education, intercultural training, and psychological support for bilinguals. Developing second-language skills, as our data demonstrates, can serve not only as a tool for cognitive and communicative development but also as a factor in fostering a more flexible, empathetic, and interpersonally oriented self-concept.

Description of the application of the generative model. While preparing this article, we used DeepSeek. This tool was used to conduct a preliminary search for and synthesize current scientific sources on the research topic. All selected material was subsequently independently verified, analyzed, and interpreted by the author. The author assumes full responsibility for the content of the published article.

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