

TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS IN DISTANCE LEARNING CONDITIONS: PSYCHOLOGICAL STABILITY AND COMMUNICATION

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Introduction.

Today's students, like other citizens of Ukrainian society, are compelled to live and study amidst the significant external pressures of the Russian invasion, marked by cruel and tragic events and resulting in detrimental consequences that cause substantial psychological trauma to individuals. Socio-political instability has led to a notable increase in the prevalence of various symptoms of psychological trauma among the population, including post-traumatic stress disorder, depression, and a sense of loss of purpose. The compounded effects of the pandemic, subsequent quarantine measures, economic uncertainty, a shift towards virtualization in various sectors, rapid technological advancements, and, most notably, war exacerbate stress levels...There are enough reasons for high levels of stress.

Today, war is a harsh reality that evokes emotions of uncertainty and fear for loved ones and the country, leading to widespread stress. Despite being traumatic and destructive for individuals, such events, under certain conditions, including those proactively established, can foster the mobilization of personal resources. This mobilization can facilitate effective and successful overcoming of the consequences of traumatic situations.

In general, from a psychological standpoint of view, the stress response to crisis conditions, in some cases, has a life-saving function for the body, however, it is important to take timely measures to alleviate stress and prevent the onset of complex consequences. One significant aspect in studying personality under extremely

challenging conditions is the cultivation and nurturing of psychological stability. This stability is pivotal for both mental and somatic health, preventing disintegration and personality disorders, and fostering internal harmony. It's a socio-psychological characteristic denoting an individual's capacity to endure extraordinary and critical situations without negative impacts on moral and physical well-being. Overcoming such situations leads to personal growth, increased adaptation levels, and the development of social maturity. In fact, this characteristic reflects the presence of an individual's adaptive potential, crucial for navigating difficult circumstances. Implementation of educational programs under martial law involves a constant and purposeful search for different approaches to organizing the educational process. It also necessitates the mandatory use of effective innovative pedagogical and information technologies.

Supporting the active implementation of innovations in the educational process has become a primary focus for the Ministry of Education and Science of Ukraine, as well as educators themselves. Many institutions have opened platforms with educational materials available in the public domain. For example, pupils and students of pedagogical universities throughout Ukraine, especially future primary school teachers, have access to a wide range of educational resources. These include materials from the "Optima" school, the online educational platform of the Scientific Lyceum International Green School named after Klyma Churyumov, the Grand-Expo online school (which opened during the period of martial law in Ukraine and provided access to 532 case lessons), the "Listener" program package from the "Atmospherny School", ZOOM classes from the Distance Education Center A+, and many others. Undoubtedly, in times of war, the organization of the educational process and the creation of a comfortable learning environment are crucial, especially for pupils who have experienced psychological trauma. Numerous studies underscore the importance of training teachers and educational staff to provide psycho-emotional support to students during times of war, which is not a classic source of stress usual for analysis, but its stressful potential is

extremely high. Some scholars consider war as a "source of extreme stress – unexpected and extremely intense" with great psychotraumatic potential.

Numerous previous studies indicate that people respond differently to external negative influences: some individuals mobilize during times of stress, tapping into internal reserves to overcome challenges and achieve success, while others may experience apathy or indifference, fear new opportunities, retreat into their own comfort zones, and struggle to initiate change.

The modern lives of adult students in higher education, especially those residing in territories designated by the Ministry for Reintegration of the Temporarily Occupied Territories of Ukraine where hostilities are ongoing or possible, are marked by the lasting effects of numerous stressful psychotraumatic factors. The daily exposure to real danger, the demanding schedule of the educational process, and the conditions for its implementation, including the stability and availability of the Internet and necessary gadgets (along with potential material constraints affecting online communication and essential household needs), provide grounds for comparing the current state of higher education applicants to the difficulty and intensity of professional activity akin to medium and severe working conditions, as defined in the approved list of heavy and hazardous work where the use of juvenile labor is prohibited (Order of the Ministry of Health of Ukraine No. 46 dated March 31, 1994). The occurrence of stressful conditions among higher education applicants can lead to non-fulfillment of individual curricula, failure to comply with the schedule of the educational process, decreased productivity, loss of motivation for learning and future professional fulfillment, interpersonal conflicts, and other negative phenomena.

Stress resistance is a specific trait that characterizes an individual's ability to withstand stressful situations, maintain internal balance, and sustain productivity and success in educational or professional activities. The study of personality behavior in crisis situations is a significant aspect of modern psychological research. It should be noted that psychologists have explored various ways individuals respond to traumatic

situations (J. Brennan), critical events (S. Folkman, 2008; R. Lazarus), complex and crisis situations (L. Burlachuk, S. Nartova-Bochaver, I. Nikolska, V. Nurkova, O. Korzhova), etc.

The analysis of crisis situations experienced by individuals has been explored by researchers such as R. Turevska, L. Abolin, and modern scientists including V. Polishchuk (Polishchuk, 2022), N. Ilyina, O. Nezhynska, S. Mysnyk, and Y. Ryabko (Riabko, 2023), as well as practicing psychologists and volunteers such as A. Starovoitov, V. Samusenko, A. Prokopenko, T. Orobets, among others. Many scholars, including S. Lysyuk, N. Zhyhailo, Y. Teptyuk, V. Krainyuk, V. Bodrov, I. Nagirner, A. Vdovychenko, and Z. Syvograkova, have also contributed to the study and analysis of students' psychological stability. Despite the significance of issues related to psychological support for students and the development of stress resistance, current research remains primarily focused on surveys, observations, and providing assistance, indicating a need for further comprehensive research.

During the period from 2022 to 2024, a study on the stress resistance of university students was conducted, with particular emphasis on those enrolled in the "Primary Education" specialization, notably at Oleksandr Dovzhenko Hlukhiv National Pedagogical University. This focus was prompted by the geographical location of the institution and the heightened perilous circumstances experienced by both students and primary school pupils, for whom future teachers were being trained.

At various stages of the study, an analysis of the source base was conducted to discern the behavior characteristics of university students in stressful situations and to characterize the specifics of the concepts of "stress" and "stress resistance" in the context of university students. Methodological principles and diagnostic methods for assessing the features of stress resistance among university students were described. The empirical study results and the formation characteristics of stress resistance among future primary school teachers were analyzed.

During the research, a combination of general scientific methods at the theoretical level (analysis, synthesis, comparison, systematization, generalization of scientific-theoretical and empirical data) and methods of empirical research (questionnaires, surveys, observations), methods of mathematical statistics (randomized selection of subjects from the general population, statistical tables, graphical representation of psychological data, use of the arithmetic mean, etc.) were used. The empirical basis of the study consisted of a sample of 70 students of Oleksandr Dovzhenko Hlukhiv National Pedagogical University and Ivan Franko National University of Lviv.

The sudden onset of the COVID-19 pandemic compelled universities to swiftly transition to online teaching and learning environments, which they immediately began to apply, and as a result, they established a new quality of learning, which led to the application of a wide range of synchronous and asynchronous online teaching and learning settings. While some higher education institutions have adopted a blend of both approaches, others predominantly utilize either synchronous or asynchronous teaching and learning methodologies. Digital technologies have emerged as a crucial component of the educational strategies across numerous European nations. Their integration into the teaching and learning processes holds considerable potential to instigate transformative changes in the realm of education. Notably, there has been a discernible shift in educational policies towards departing from conventional pedagogical approaches and prioritizing the development of competency-based education, which encompasses essential skills and competencies.

Studies conducted by foreign scholars (Etchells, Lee & Winandy) delve into the physical and psychological ramifications of university students' engagement and interaction within virtual environments. Additionally, these studies explore the correlation between fluctuations in psychological stress levels and vocal symptoms observed among instructors in Israeli academic colleges.

The closure of educational activities in the Kingdom of Saudi Arabia amid the ongoing COVID-19 pandemic has resulted in an unexpected transition from traditional

teaching methods to a system that exclusively facilitates digital teaching and learning, as evidenced by research conducted by Khalilet.

Blended synchronous teaching and learning is gaining popularity in higher education institutions, yet its impact on students' and faculty's experiences remains largely unstudied. Several studies have been conducted to contextualize the effects of teaching and learning within this model (Szeto & Attamimi). It has been observed that there are significant challenges in determining the comparative effectiveness of synchronous and asynchronous methods (Schiff) (Lytvyn et al., 2021). An important area for further scientific research is the harmonization of synchronous and asynchronous mechanisms of interaction among participants in educational activities on an international scale (Lachman M. E. et al.), Bandura M. (Bandura, 1991).

The modern life of an adult, particularly adult students in higher education, is marked by the enduring influence of numerous stressful psychotraumatic factors, especially for those residing in territories identified by the Ministry for Reintegration of the Temporarily Occupied Territories of Ukraine as regions affected by or susceptible to hostilities. The daily presence of real danger, coupled with the demanding schedule of the educational process, its dependence on stable internet connectivity, and the availability of necessary devices, including potential material challenges in accessing online communication and meeting household needs, provide justification for likening the current circumstances of higher education students to the challenging and intense working conditions classified under the Ministry of Health of Ukraine's Order No. 46 dated March 31, 1994, which outlines heavy and hazardous working conditions where juvenile labor is prohibited. The emergence of specific stressful conditions among higher education applicants can lead to several consequences, including the failure to fulfill individual curricula, non-compliance with the educational process schedule, decreased productivity, diminished motivation for learning and future professional development, interpersonal conflicts, and various other negative phenomena.

Indeed, the modernization of the educational system offers new opportunities for updating educational content, but it also imposes increased demands on the professional competence of teachers. Modern information technologies enable the seamless placement, storage, processing, and delivery of information across vast distances and diverse content. In the context of distance learning, the pedagogical challenges of organizing the educational process become paramount (Lytvynov, 2017). The responsibilities of teachers include instructing students who possess professional knowledge in their field and can actively engage in the modern information society (Kuznetsova et al., 2023). These teachers must not only be proficient in a blend of teaching methods –synchronous and asynchronous pedagogical technologies – but also be willing to drive change and modernization in educational systems worldwide (Naida et al., 2022). By leveraging technology, educators can provide students with enhanced opportunities and perspectives for successful learning (Lytvynov et al., 2022).

In 1982, researchers F. Rodewalt, A. Saltzman, and J. Whitmer attempted to construct a high/low achievement index. They used scores from higher education students (SAT) as a measure of academic ability and average grades (GPA) as a measure of current performance. To place these indicators on an interval scale, they used the formula: $1 + \log(\text{GPA}/\text{SAT} \cdot 1000)$ and the resulting index was then compared with respondents' scores on the self-disability scale (Peterson, 2008). The term "self-handicapping" was only officially introduced into scientific discourse in 2013. The translation and adaptation of a psychodiagnostic method for assessing an individual's tendency toward self-disability in Ukrainian culture occurred in 2015, carried out by scientists D. Nosenko and I. Arshava (Arshava, 2014).

The analysis mechanism proceeded as follows: "Three students received the same score on the SAT Academic Aptitude Scale, which is equal to 1200, but had different average grades of current performance – 3.0, 2.0, and 1.0, respectively (with the maximum value of this indicator in American universities being 4.0). The high-low achievement index, calculated using the above formula, is 1.40 for the first student, 1.22

for the second, and 0.92 for the third" (Peterson, 2008). The researchers noted that high scores on the self-disability scale were compared with the low achievement index, but the level of correlation was not critical (statically significant value $r = -0.25$).

The obtained studies revealed that the level of correlation was influenced by insufficient quantitative indicators of the sample (27 subjects) and a limited range of average scores of academic abilities (SAT) and grades of academic achievement (GPA). By increasing the sample size to 90 individuals, replacing SAT scores with ACT scores (another system for assessing student readiness for university studies). As a result, the researchers observed that "high scores on the self-disability scale correlated with low academic performance at a statistically significant level ($r(90) = -0.43, p \leq 0.01$)" (Nosenko, 2023).

It should be noted that in research related to the definition of personal factors, two main theoretical interpretations have recently emerged. One interpretation characterizes the tendency to employ self-handicapping as a self-protective strategy to avoid situations that may damage one's perception of themselves as competent individuals. Notably, within this framework, a significant diagnostic toolkit has been developed and tested by D. Nosenko and I. Arshava on a sample of Ukrainian students. Their results were compared with those presented in the seminal monograph by R. Higgins et al. (Nosenko, 2023). The factor analysis of the questionnaire, conducted on a sample of American students, was replicated with Ukrainian participants, yielding symmetrical factor loadings. This consistency led researchers to affirm the reliability of the developed tools and recommend their use in Ukrainian higher education.

Another research direction focused on identifying individual differences in the motivational sphere of personality, aiming to predict and characterize the tendency to respond to challenging situations that demand situational action as a threat.

Such a response to the current situation in the field of higher education is associated with elevated stress levels and an inadequate level of confidence among some higher education students regarding their own effectiveness. These students consciously

avoid demonstrating their abilities to preserve their self-concept and the significance of their self-image, particularly as portrayed on social networks.

In modern Ukraine, traditionally peaceful and balanced in mentality, but currently in a state of war with a powerful aggressor, the use of synchronous and asynchronous teaching methods has a significant and direct impact on the content and forms of education. However, beyond the methods of instruction, there is a pressing need for pedagogical and psychological support for higher education students – adults who are conscious but, at this stage of their lives, may require support and assistance from teachers. This support extends beyond merely providing information or methodologies. The psychological state of higher education applicants directly affects their ability to study, the speed and depth of mastering educational material, as well as the formation of key and subject competencies.

According to information published by the HappyMind team with the support of SATELIT.ua and BESTTEST.com.ua, even before the start of the Russian-Ukrainian war, 80% of the world's population experienced depression and stress. The provision of assistance, even in developed countries like the United States and Great Britain, is problematic, as only 30% of those in need of psychological support receive it. In developing countries, this figure is critically low – no more than 3% (Online Cognitive Psychology Simulator, 2023).

According to the World Health Organization researchers, "mental health is the foundation of human life quality", emphasizing that "there is no health without mental health" (WHO, 1954). They further define it as "a state of well-being in which an individual can realize their potential, cope with daily stressors, work effectively and productively, and contribute to the community" (WHO, 2004; Nosenko, 2023).

An analysis of previous studies conducted in other countries (utilizing the generalizations made by scientist E. Vinogradova) (Vynogradova, 2023), indicates that one in five victims of armed conflicts suffers negative consequences for their mental health, with one in ten experiencing these consequences in the form of moderate or

severe illness. Students have a decrease in their ability to work and motivation to study. Difficult living conditions, forced displacement, a pervasive sense of danger, losses, fear, anxiety, constant nervous tension, exhaustion, etc.

According to numerous studies by psychologists, students are defined as "a social group of young people who consciously acquire professional knowledge, skills, and abilities while studying in higher education institutions, with the aim of assimilating educational, professional, social, and personal functions" (Polishchuk, 2022).

The age boundaries of the student period are rather blurred, often identified with the age range of 17-23 years, which, according to V. Polishchuk's age periodization, concludes with the "crisis of 23 years" ("quarterlife crisis"). Alongside this age crisis, other crises are observed during this period, including the crisis of dependence on the parental family, the crisis of intimate-sexual relationships, crises in educational and professional activities, and identity crisis. At the same time, modern higher education students, due to factors such as distance learning, reduced funding, and limited social and scholarship payments, are compelled to seek employment at the bachelor's level, thus entering professional life and adult responsibilities earlier than expected... and war...

These crises are further complicated by a multitude of external and internal factors. Students who have experienced traumatic events may encounter additional intrapersonal conflicts and communication issues, etc. Traumatic experience (or maybe the fear of experiencing such events) profoundly impact the psycho-emotional state, leading to feelings of instability, uncertainty, and a loss of control over one's life. This loss of control manifests as a diminished sense of autonomy ("I do not manage the process, let it be as it will be") and a sense of diminished subjectivity ("I do not make decisions in my life; nothing depends on me").

1. Psychological Characteristics of Stress: Modern Scientific Concepts

Today, we analyze scientific studies on the psychological characteristics of stress in two waves: those conducted during the pre-war period and those conducted during

wartime. These studies reflect radically different social situations, offering different perspectives, addressing different problems, and showcasing dynamic characteristics. Consequently, they lead to varying visions, questions, and answers, as well as different understandings and results. As noted by psychologist V. Polishchuk, "conventional appeals such as "the need to protect students from overload", "special attention to first-year students, since they are still children" and "preservation of the student contingent", etc., accentuated through authoritarian management, though still relevant, should become secondary parameters of psychological adaptation (Polishchuk, 2022).

In foreign psychology, the examination of behavior directed towards overcoming challenging life circumstances, including stress, was conducted within the framework of research on coping behavior. Coping behavior refers to "an individual's way of interacting with a situation based on their own logic, significance in their life, and psychological capabilities (Nosenko, 2015).

The definition of the concept of "stress" as a biological term was formulated by the Canadian physiologist G. Selye: "Stress is the aggregate of all non-specific changes that occur under the influence of any strong stimuli and the body's protective systems" (Ovcharenko, 2023).

Therefore, stress can be seen as a conditioned response of the body to environmental influences, comprising a complex of adaptive and protective reactions aimed at restoring the dynamic balance of bodily processes. It is important to note that G. Selye's response syndrome presents a universal model of protective reactions, aimed at safeguarding individuals and maintaining bodily integrity. Thus, regardless of the source of stress, the nonspecific defensive response remains essentially the same.

Furthermore, according to G. Selye, the protective response undergoes distinct stages when subjected to prolonged or repeated exposure to a stressor, collectively termed the "general adaptation syndrome" or "generalized adaptation syndrome" (Ovcharenko, 2023).

Stage 1 – anxiety reactions characterized by the initial effects of the stressor on the body, accompanied by a decrease in the body's resistance.

Stage 2 – resistance stage marks the period during which the body adapts to the prolonged presence of the stressor.

Stage 3 – exhaustion stage – the body's ability to resist (its resistance) is once again critically diminished. According to G. Selye, "A protective reaction, if sustained and intense, can transition into a maladaptive condition known as the disease of adaptation" (Ovcharenko, 2023), wherein a prolonged defensive reaction may deplete the body's physiological resources, or if the reaction is excessively strong, it may lead to adverse consequences.

Scientists Levy and Kagan, concurring with G. Selye's perspectives on stress, expanded upon them by formulating "a theoretical model delineating psychological factors as mediators in the onset of physical illness" (Lazarus, 1991). They propose that usually, alterations in external environmental conditions prompt a physiological response, often of a stressful nature, within an individual's consciousness, thereby motivating the individual to actively engage in physical measures to counteract the stressor (Lazarus, 1991).

The combination of psychosocial stimuli and the psychobiological program shapes an individual's response to stress, which, in turn, can precipitate a bodily state preceding psychosomatic illness, and subsequently dictate the course of the illness. This progression may be either facilitated or hindered by the presence of various factors – internal, external, mental, or physical. Scientists observe that the influence of these causal factors can be modified at any stage of the process. It is worth noting that the distinctiveness of this model lies in its coherence, reflecting a consistent relationship among all components. Stress, within this framework, is depicted as a direct reaction to a stressful situation.

In the context of the transactional approach proposed by R. Lazarus in the 1970s, the understanding of the nature of stress underwent transformation: the focus shifted

towards analyzing individual psychological factors contributing to the onset of stress. Attention was directed towards the subjectivity of the situation in which an individual operates, its significance, and the actions or strategies employed to overcome difficulties (Lazarus, 1991). The scientist emphasized that the stress response to psychological trauma should be viewed as the outcome of a specific choice made by the individual in each situation, wherein they assess their ability to "effectively cope with a subjectively perceived threat, if indeed the situation appears threatening to them" (Lazarus, 1991).

Let's delve deeper into the analysis: if the demands set by a person pose a difficult test for them and exceed their ability to adapt to the situation, stress develops. R. Lazarus emphasizes a person's assessment of the situation in which they find themselves, as well as their ability to resolve it, and the factors that form the basis of stress – "disappointment, conflict or threat":

- disappointment entails the kind of danger that a person has already experienced, making it familiar and potentially hindering the achievement of a goal;

- conflict arises from several incompatible tendencies in goals or actions. For instance, pursuing one goal may obstruct the achievement of another, leading to a breakdown. Attempting to achieve two incompatible goals simultaneously results in conflict without resolution;

- and the threat, akin to conflict, can be anticipated with imagined damage (physical, social, moral). The intensity of the threat correlates directly with one's perceived ability to cope with the problem. If a person believes they can manage the danger or prevent harm, the threat is minimal. Conversely, if they feel incapable of handling the situation, the threat becomes significant" (Connor-Smith, 2007).

T. Cox and C. McKay define stress as "the phenomenon that arises when comparing a demand placed on a person with their ability to cope with it" (Nosenko, 2015).

Consequently, when there is an imbalance between the demand placed on a person and their ability to cope with it, stress arises. In response to stress, individuals react by

attempting to cope with the source of stress and overcome it. Coping with stress involves both psychological components (cognitive and behavioral strategies) and physiological responses.

If a person is unable to overcome difficulties and cope with the situation, stress persists. In response to prolonged stress, individuals may experience pathological reactions, which, along with the extended stressful state, can lead to functional and organic damage. According to scientists, the development, duration, and course of stress are influenced by individual and personal characteristics (Nosenko, 2015).

In conclusion, the transactional approach correlates the stages of stress development with psychological operations that involve creating a subjective representation of the evaluative situation, assessing it cognitively based on the individual's motivations and needs, and outlining mechanisms for overcoming the difficult situation (Nosenko, 2015). In addition, the analysis of the situation leads to step-by-step transformations based on a subjective perception of the situation, which manifest in various ways:

- emotional such as attempting to alleviate the situation or situational refusal, etc.);
- cognitive (subjective assessment of the situation);
- activity (purposeful action in an objective situation).

The manifestation of stress is typically characterized by a range of observable behavioral reactions, including facial expressions and gestures, involuntary muscle tension, closed posture, passive or inhibited behavior, or conversely, increased mobility and limb twitching. Other indicators may include unusual eye movements, changes in skin color, alterations in articulation and voice intonation, trembling, difficulty in providing coherent answers to simple questions, impaired thinking and attention, sudden mood swings, and irrational actions, etc.

According to psychotherapist A. Starovoitov, the current situation in Ukraine can be described as a "foreseeable impossibility". Given our inability to tolerate social chaos

and political upheaval, their onset is perceived as a catastrophic event, inducing extreme stress.

A vast number of casualties, injuries, displacement, and loss of homes and possessions have compelled many to seek refuge in safer regions or neighboring countries. Confronting tragedy, death, grief, and the constant specter of danger, coupled with an uncertain future, creates a perfect storm of extreme stress, triggering reactions akin to an avalanche, rapidly intensifying with each passing moment.

In modern times, exacerbated by external pressures and heightened stressors, the demands placed on students necessitate them to embody resilience, fortitude, and the capacity for sound decision-making in challenging circumstances. This entails navigating conflicts and crises of diverse natures, negotiating compromises, and demonstrating empathetic communication skills – being receptive, responsive, and capable of offering pertinent insights.

2. The concept of coping processes as one of the mechanisms psychological and pedagogical support of higher education applicants

The concept of coping processes is regarded as one of the critical components of modern stress theory. Coping, which involves overcoming stress, is considered a stabilizing factor that assists higher education students in maintaining psychosocial adaptation and successfully navigating their educational trajectory during stressful periods. Consequently, the attention of researchers, educators, and educational professionals is increasingly directed towards understanding how students respond to stress, the strategies they employ to overcome it, and the supportive efforts required to facilitate effective coping.

Some scientists believe that the relationship between society and nature is permanently in crisis and remains so by definition” (according to the physiologist G. Selier, "life is an immanent stress, which periodically only increases or decreases"). However, "stable disequilibrium is a state of the system that requires continuous counteraction to the pressure of the environment. Sooner or later, in the existence of an

unstable system, there comes a phase of dangerous decrease in stability, when, in accordance with changes in external or internal conditions, previously developed patterns of life activity can lead to its destruction" (Bilova, 2007).

This issue is also under consideration in Europe, although there are too few studies and publications available. An analysis of scientific literature reveals that coping behavior (a psychological strategy for overcoming stressful situations) is regarded in modern psychology as an "individual's way" of "interacting" with a situation, based on its vital significance, the person's psychological capacity to overcome it, and the logical implementation of this process. These coping behaviors encompass cognitive, emotional, and behavioral attempts to address the specific demands of the situation, which are constantly changing and can be evaluated as tension or as exceeding an individual's available resources for coping (Nosenko, 2015).

"Coping" refers to the cognitive, emotional, and behavioral strategies employed by individuals to manage specific external or internal demands of a situation, which are perceived as stressful and exceeding their adaptive capacities" (Dubchak, 2015). Modern psychologists commonly use the term "coping" to describe the various ways individuals behave in response to crisis situations.

The term "coping" was introduced into psychology by G. Hartmann in the 1930s to describe the constructive or non-protective ways individuals solve problems. Alongside "coping," which has become a stable part of psychological literature, other terms are also used to describe the mechanism of overcoming difficulties, such as "handling," "dealing with," "managing," "resolving," and "problem-solving" (Nosenko, 2015).

In the works of R. Lazarus and S. Folkman, the integration coping model is characterized by the key role of mental factors in regulating behavioral outcomes. It involves transactions between an individual and their environment, with mutual influence. Stress is conceptualized as the interaction between the individual and the environment, with the individual evaluating the environment in terms of the availability or insufficiency of resources. According to this model, the interaction between the

environment and the individual is governed by two key processes: cognitive appraisal and coping. Problems are analyzed, their significance is assessed, and the intensity of emotions changes based on the individual's appraisal of the situation.

The concept of "coping" or "stress management" is defined by R. Lazarus and D. Cone as "the activity of an individual to maintain or restore a balance between the demands of the environment and the resources available to meet those demands" (Folkman, 2008).

Indeed, the paradigm of research on "coping" is extensive and encompasses diverse areas of focus. Numerous studies characterize the mechanisms of coping strategies, coping resources, and their relationship with psychological characteristics, coping behavior styles, well-being, adaptation processes of individuals, and differences in coping behavior (Compas, 2001).

Studies characterizing the role of coping strategies as a factor in the indirect relationship between stressful events and psychological or physical well-being are of interest. According to N.K. Kuper et al., distancing, and self-isolation are dysfunctional coping strategies that contribute to depression (Nosenko, 2015). It has been confirmed that when coping with personal stressful events, vulnerable individuals tend to use inadequate strategies, primarily self-isolation, which poses an additional negative factor for students' lives and the implementation of their individual curriculum, especially in the context of distance learning and the constant danger in border regions.

Relatively stable personal and social characteristics of individuals that provide a psychological foundation for coping with stress are considered by scientists as "coping resources". According to S. Folkman, "the evolution of coping resources and their selection is determined by the secondary assessment of events. She distinguishes the following types of coping resources: physical (health, endurance, etc.), social (individual social network, social support systems, etc.), psychological (beliefs, self-esteem, morality, etc.), and material resources (money, equipment, etc.)" (Folkman, 2008).

Mental tension and experiences represent a special, active endeavor by students to overcome life difficulties. These experiences often entail dynamic changes in self-esteem and motivation, accompanied by a sense of the need for self-correction and external psychological support. This constellation of factors characterizes a crisis.

The analysis of the source base provides grounds to interpret coping behavior as purposeful social behavior that assists students (specifically higher education applicants) in overcoming stress or challenging life situations. This behavior is aligned with their personal characteristics and the specific context. It's important to highlight that coping behavior is a conscious effort by students to actively engage with relevant stakeholders (when the situation is controllable) or adapt (when the situation is not controllable).

Coping behavior encompasses all conscious efforts made by an individual to navigate a stressful situation, which are specific and subjective in nature. These efforts typically align with one of the following objectives:

- solving the actual problem;
- managing emotional reactions;
- adjusting self-esteem (considering the ability to do so effectively);
- regulating interpersonal relationships.

According to R. Lazarus, the primary objective of coping behavior is to promote and sustain human well-being, both physical and mental health, along with fostering satisfaction in social relationships. Consequently, the psychological importance of coping behavior lies in its "ability to facilitate effective adaptation to situational demands. This includes mastering the situation, mitigating or alleviating its demands, evading or becoming accustomed to them, and ultimately attenuating the stressful impact of the situation" (Lazarus, 1991).

However, the understanding of coping behavior is ambiguous, given that it can be both productive and unproductive. Productive coping has a positive effect on the individual, contributing to problem-solving and navigating difficult situations, thereby reducing anxiety and discomfort. Consequently, the individual experiences the

satisfaction of overcoming challenges. On the other hand, unproductive coping is characterized by negative emotional reactions to the situation, such as dwelling on it, immersing oneself in negative experiences, self-blame, aggression, and blaming others. This often signifies an immature and superficial assessment of the event.

The stress experienced by higher education applicants, who are adults with their own professional goals and clearly defined tasks, is an important issue. This stress is influenced by external factors such as distance learning, internet instability, hostilities, and the constant threat to health and life. It impacts performance, the timeliness of individual curricula, and, consequently, mental health. The collective set of what we commonly refer to as "work" stress comprises various components, including uncertainty, time constraints, conflicts, insufficient (or sometimes subjectively excessive) control, and overload. These factors are closely associated with mental stress and can lead to adverse behavioral outcomes.

Representatives of social service professions, who are tasked with providing support to others, often face the highest risk of emotional burnout. Exceeding one's own capabilities and harboring idealistic expectations of outcomes can lead to an exaggerated enthusiasm for one's work and difficulty in "switching off" from it (Nosenko, 2015).

The life of a modern student is complicated not only by informational and socio-economic threats, which undoubtedly disrupt the normal emotional state of the body, but also by difficult or even extreme life situations every day. Despite being adults, students experience a greater number of situations perceived as stressful. Some have adapted and demonstrate stress resistance in most situations.

Thus, stress resistance is "an ambiguous and complex term that characterizes a person's ability to withstand all the complexities of life, as well as successfully withstand life's problems and difficulties" (Nosenko, 2015). The concept of stress resistance (the ability to adapt and cope with difficult life circumstances) was proposed by American psychologists Susan Kobasa, who first used the term "resilience", and

Salvatore Maddi, who, along with his colleagues, conducted fundamental research on resilience.

Scientists have found that life difficulties have different impacts on people's behavior: in stressful situations, while some mobilize and seek additional resources, achieving success, others exhibit apathy, detachment, and indifference, hiding from external influences and the need to act. Therefore, the conducted studies have enabled the definition of "hardiness" (stress resistance) as "a personal construct that characterizes a person's ability to withstand a stressful situation, maintaining internal balance without compromising the success of their activities" (Nosenko, 2015). This phenomenon has the following main components in its structure:

- involvement (or "vitality engagement" is an important characteristic of a person's attitude towards oneself and their coexistence with others. Self-realization in this aspect provides strength and motivation for leadership, healthy thinking, and overall participation in problem-solving. Involvement allows a person to feel competent and valuable enough to fully engage in addressing life's challenges, regardless of the presence of stressors and changes);

- control (managing circumstances facilitates the search for ways to influence the outcomes of stressful changes);

- acceptance of risk (awareness and analysis at this stage) helps a person be open to the outside world, other people, and society).

The projection of a person's response to stress is manifested in the following indicators:

A high level of involvement is characterized by an increased need for contact with others, an attempt to influence events, and the analysis of both positive and negative experiences.

Therefore, we can say that the more stress resistance a person develops, the more likely they are to adequately perceive difficulties. Rather than avoiding challenges, they

actively try to overcome them. Thus, stress resistance is more about realism than optimism (Maddi, 2007).

It should be noted that an individual's coping strategies vary throughout life. The dynamic improvement of constructive behavior models is seen as positive. Therefore, we believe that promoting effective psychological and pedagogical support for students in psychologically tense situations involves encouraging constructive coping behavior among pedagogical and scientific-pedagogical staff.

Surveys confirm a short-term loss of reality perception, sometimes even experiencing physical pain; systematic sleep disturbances (with some students reporting complete loss of sleep, particularly when anxiety for a loved one in danger is present); loss of appetite and muscle tension; exacerbation of chronic conditions and the onset of new somatic diseases; feelings of anxiety and depression; difficulties in thinking and concentration; avoidance of challenges (both real and imagined) – a very common phenomenon; subjective experiences of responsibility, anger, shame, and guilt (Polishchuk, 2022).

The main methodological difficulties in assessing behavior during stress and preparing students to overcome it (coping) lie primarily in understanding that solving a difficult situation is a process. Different stages of this process may require various ways of coping, and there is no one-size-fits-all solution effective for all difficult situations.

Indeed, stress resistance and coping behavior constitute a multidimensional construct, which contributes to the complexity of operationalizing it and necessitates various approaches to diagnosis. Among these approaches, both strictly formalized methods (such as questionnaires) and less formalized methods (such as observation and content analysis) can be utilized (Nosenko, 2015).

A considerable body of research by foreign scientists focuses on analyzing behavior in challenging situations. A significant portion of these studies aligns with one of two approaches to understanding behavior in such situations: interindividual or intraindividual.

The first approach is exemplified by one of the most renowned questionnaires, the Ways of Coping Questionnaire (WCQ) developed by S. Folkman and R. Lazarus. It comprises 50 questions categorized into eight scales:

- 1) confrontational coping;
- 2) seeking social support;
- 3) planning to solve the problem;
- 4) self-control;
- 5) distancing;
- 6) positive reevaluation;
- 7) acceptance of responsibility;
- 8) escape-avoidance.

The scales are categorized into three groups based on the following main criteria: problem-solving, seeking and utilizing social support, and regulating emotions. When administering the questionnaire, it's essential to prompt the respondent to recall a recent stressful event or situation from real life and describe how they coped with it.

The questionnaire assesses two fundamental coping behavior strategies – problematic and emotional – in various stressful situations (such as disappointment, job loss, life failures, etc.).

The second approach to diagnosing coping behavior (intra-individual) involves identifying coping styles based on personality traits, which are relatively stable dispositions. For example, this approach includes the "Sori Scale" questionnaire developed by S. Carrier.

It is also worth mentioning the adapted well-known questionnaire created by N. S. Endler and D. A. Parker in 1990 – the "Coping Inventory for Stressful Situations (CISS)" – which measures three coping styles:

- problem-oriented style (or coping);
- emotionally oriented style;
- avoidance-oriented style.

The methodology consists of 48 statements attributed to three factors. During the comprehension of each statement, the subject should note the frequency of its manifestation in difficult or stressful situations on a five-point scale (from "never" to "very often") (Nosenko, 2015).

The Berne Questionnaire Ways to "Overcome Critical Situations" (SPNS), developed by A. Blaser, E. Heim, H. Ringer, and M. Tommen, consists of 30 statements describing various ways to navigate difficult situations. Participants evaluate these statements on a five-point scale: "does not exist", "little", "medium", "strong" and "very strong". The questionnaire aims to identify coping resources, and the results are analyzed across three scales: behavioral, cognitive, and emotional (Nosenko, 2015).

The utilization of this group of methods in our study is motivated by their potential for validly examining the specifics of stress resistance and coping behavior among higher education applicants, as well as their psychological well-being. Moreover, employing questionnaires is advantageous for diagnosing employees of socioeconomic specialties, especially when it comes to analyzing and establishing a conducive and safe educational environment. This approach not only addresses the physical health of higher education applicants but also their psychological well-being, serving as a resource for their future professional and pedagogical activities. Additionally, questionnaires enable the analysis of a substantial number of respondents within a short timeframe.

R. Lazarus defined "coping" as a continuously evolving behavioral and cognitive effort (Lazarus, 1991), wherein individuals exert behavioral and cognitive efforts to navigate through external and internal challenges (problems), evaluating them either as "excessive" or beyond their resources.

Ukrainian research psychologist N. V. Rodina emphasizes the relevance of considering coping behavior as a constantly changing process, which distinguishes it from adaptive behavior implemented through unconscious mechanisms of psychological defense in situations where resources are assessed as insufficient .

In analyzing the literature on the psychological and pedagogical support of students during challenging periods, as well as various strategies for psychological coping with life problems and stressful situations in pursuit of their life goals, we relied on the available information and findings from contemporary research. Particularly, we drew upon the thematic review titled "Personality and Coping" by foreign researchers Charles Carver and Jennifer Connor-Smith (Carver, 2010). The authors conclude that the study of probable personal components influencing an individual's choice of specific forms of coping behavior highlights the need to deepen our understanding of the significance of global personality factors. These factors are frequently studied in this context, alongside a model of goal-oriented human behavior in challenging situations (Connor-Smith, 2007).

The study of the anti-stress characteristics of higher education applicants (who are adults, and some of whom are financially independent and self-reliant) begins with the recognition that behavioral coping strategies and the capacity for anti-stress activities are contingent upon the level of development of a meaningful life orientation. This entails the capability of higher education students to construct a framework of clear awareness regarding the significance of stressful situations and, based on their perceived importance, employ appropriate coping mechanisms to overcome them.

The developed questionnaire included questions (considering one technical factor: age). Its purpose was to assess the emotional state of students, their readiness, opportunities, and desire to realize themselves in the educational process. When asked about their level of aggression, most respondents (43%) reported feeling aggression, while 31% indicated a strong feeling of aggression.

The assessment of "own capabilities" revealed that most applicants did not believe they were truly exerting their full potential in a given situation (70%). However, when asked in a different context, 58% of respondents reported actively engaging in volunteer activities, 21% participated unsystematically, based on financial constraints and available free time, and 19% expressed intentions to engage in the future.

Approximately 2% of respondents appeared uncertain about their thoughts and capabilities. Such findings reflect a common psychological phenomenon during times of war, where individuals often feel they could contribute even more.

Questions pertaining to the frequency of stressful situations and the overall anxiety level revealed that 70% of respondents experience constant anxiety and worry. This background of anxiety persists throughout the day and typically intensifies in the evenings. Additionally, 25% reported feeling anxiety specifically triggered by air raid alerts in their area of residence, while 3% mentioned experiencing alarm during nationwide alerts, particularly those concerning the threat of ballistic missile strikes and the use of guided aerial bombs. Only 2% of respondents reported maintaining a positive emotional state, attributing this to critical analysis of news received through messaging platforms and adopting a rational approach to understanding the situations.

The high anxiety index did not lead most respondents (75%) to use supportive substances (drugs or alcohol). However, 10% expressed a desire to do so but refrained, while another 10% reported occasional thoughts of using such substances, especially in stressful situations. Additionally, 5% admitted to occasionally acting upon these thoughts but indicated that they consumed only small amounts of alcohol.

The analysis reveals that 95% of respondents sought help from friends, relatives, and colleagues during critical situations. They engaged in discussions about potential risks and criteria for analyzing the situation. Conversely, 3% of respondents stated that they did not seek help from others because they perceived it as unnecessary, while 2% expressed feelings of despair.

Analysis of surveys conducted on interest and motivation in mastering pedagogical specialties over the past six months (based on the June 2023 study) reveals significant shifts. The indicator of loss of motivation to teach has notably increased, rising from 20% to 32% compared to the survey conducted in 2022, and from 18% to 32% compared to 2021. While there has been a slight increase in the understanding of the importance of higher education in employment by 5% compared to 2022 and 10%

compared to 2021, there has been a substantial increase in the recognition of the importance of addressing material problems, rising from 13% in 2022 to 23%. Social needs have also seen a substantial increase (from 31% to 52% in 2022 and from 25% to 52% compared to 2021). Detailed responses further indicate an enhanced understanding of the influence of the social environment and placement on psychological states and the formation of stress resistance.

Therefore, the assessment of the quality of educational activities reveals that 65.3% of respondents are generally satisfied with the teaching disciplines during wartime. Moreover, 90% consider it necessary and appropriate to conduct the educational process remotely amid the war. However, when asked about the need to introduce at least blended learning, 70% express a significant need for:

- live communication between students and teachers;
- opportunities to discuss problems for effective problem-solving;
- access to consultation with someone knowledgeable about educational issues during their studies, etc.

In general, people tend to reassess the importance of their relationships with others during various life stages, particularly during challenging times. We have been observing this phenomenon for nearly two years, not only within the student or professional educational environment (Polishchuk, 2022).

The analysis of the stress resistance indicators among students has revealed correlations among various factors. A higher overall level of stress resistance is observed in higher education applicants who demonstrate enhanced abilities to take responsibility for addressing complex issues, control their emotions to critically analyze and overcome stressful situations, and effectively plan and execute goals by breaking them down into manageable sub-goals. These students are often characterized as strong individuals who prioritize freedom of choice and construct their professional and personal trajectories in alignment with their own aspirations and objectives (Nosenko, 2015).

Furthermore, these indicators suggest a higher degree of independence in thinking and decision-making within one's own life endeavors. This characteristic correlates notably with the expectations outlined in Level 7 Descriptors of the National Qualifications Framework, particularly emphasizing the ability to integrate knowledge and address complex issues within broad or multidisciplinary contexts. Additionally, it underscores the capability to resolve problems in novel or unfamiliar environments with limited information while considering aspects of social and ethical responsibility. Moreover, it reflects the aptitude for ongoing learning with a considerable degree of autonomy (National Qualifications Framework, 2021). They require self-control and self-governance, along with a clear orientation toward autonomy and independence.

The empirical study results suggest that most higher education students exhibit a strong sense of purpose and meaning in life. Their thoughts and actions are guided by overarching values and principles. However, less than half of the subjects demonstrate a low level of meaningfulness in life. They lack clear guiding principles that govern their lives, often engaging in situational behavior that does not align with a coherent life philosophy. These individuals demonstrate an undifferentiated approach to life, with fluctuating social behavior, which correlates with a lower level of stress resistance.

Higher education students perceive life as purposeful, filled with meaning, values, principles, and experiences. However, a significant portion of the subjects tends to prioritize situational factors in decision-making and possesses diffuse (unclear, vague) life goals.

Overcoming difficult and stressful challenges prompts individuals to reassess themselves, their relationships, friendships, and their surroundings. It encourages them to seek social support during challenging periods of life.

Subjects with a low level of meaningfulness of life exhibit low indicators of stress resistance and tend to use maladaptive coping strategies. Students in this group typically react emotionally to most life situations and perceive nearly all events as significant, as they struggle to differentiate between important values and less important matters.

Consequently, they are more prone to experiencing stress due to their lack of a clear understanding of life's meaning and a set of values. Additionally, they often face challenges with emotional self-regulation, engage in conflictual interactions with others, and struggle to prevent conflicts.

Subjects with a high level of meaningfulness of life typically demonstrate high indicators of stress resistance and effectively employ adaptive coping strategies in their behavior. Their clear understanding of personal goals, values, and attitudes helps them navigate and overcome stressful situations by accurately assessing their significance and importance. These individuals primarily exhibit constructive and adaptive behavioral patterns under stress, focusing on problem perception, analysis, and evaluation, and actively seeking rational solutions while maintaining emotional control. Higher education students with a high level of meaningfulness in life tend to be more emotionally stable and open to engaging with the external world.

Recommendations.

On the website of the Education Ombudsman (Online Cognitive Psychology Simulator, 2023), there exists a free online cognitive psychology simulator developed by the HappyMind.Help team (with the support of SATELIT.ua and IPCopt.com.ua), which allows both students and teachers to improve their mental health independently at any time. The simulator contains a "Set of mental, physical, breathing exercises, exercises for healthy sleep, relaxation" that cater to 23 mental states. Users can choose the one they are experiencing at a certain point in life, such as stress, anxiety, initial depression, PTSD, etc.

The proposed exercises will help reduce stress and anxiety, increase emotional stability, contribute to the formation of a positive attitude towards oneself and others, develop communication skills, help restrain negative emotions, understand, resolve, and prevent conflicts, and maintain internal resources and psychological comfort (Online Cognitive Psychology Simulator, 2023).

Therefore, the process of developing stress resistance requires involving higher education students in activities that offer greater freedom of choice, variability in solving complex problems, adjustment of their own actions based on theoretical and practical experience, along with providing communication and social support.

An educational environment created considering these factors can help participants in the educational process develop their potential, maintain a stable mental state, achieve daily emotional balance, form stress resistance, and the ability to constructively apply coping strategies to overcome stressful and problematic situations. Continuous support and development of a favorable educational environment are important tasks for all scientific, pedagogical, and scientific-pedagogical staff in the implementation of professional activities.

Conclusions.

During times of war, it's not only crucial to focus on organizing the educational process, but also to prioritize the establishment of a supportive educational environment, especially for students who have endured psychological trauma. Several studies underscore the necessity of training teachers and employees of educational institutions to offer psycho-emotional support to students during wartime. While war may not be a conventional stressor for analysis, its potential for inducing stress is exceptionally high.

In the modern educational landscape of Ukraine, significant transformational processes occur daily, sometimes presenting diverse challenges. It is imperative to continuously address these changes, supporting both students and those in educational institutions, both during academic activities and beyond. The significance of individual stress resistance resources cannot be overstated, as they enable individuals to develop the necessary skills for psychological recovery and self-rehabilitation, facilitating their return to educational and scientific pursuits.

The recovery and adaptation of individuals in society, as well as their success in professional activities, will significantly depend on the level of stress resistance developed by future primary school teachers. Stress resistance is a specific trait that

reflects an individual's ability, whether innate or acquired, to withstand stressful situations while maintaining internal balance and ensuring productivity and success in their educational or professional endeavors.

In modern Ukraine, traditionally known for its peaceful and balanced mentality, which finds itself in a state of war with a powerful aggressor, the impact of synchronous and asynchronous teaching methods extends far beyond mere adjustments to the content and forms of education. It encompasses the crucial aspect of providing pedagogical and psychological support to higher education students – adults who, despite their maturity, find themselves in need of assistance at this juncture in their lives. This support goes beyond the provision of information or methodology. The psychological well-being of higher education applicants directly influences their learning ability, the pace and depth of their comprehension of educational material, and the development of essential competencies. Therefore, a future primary school teacher should strive to embody the concept of a "safe adult", someone whom children can confide in with matters they cannot handle alone.

The activities of future primary school teachers, after addressing their own emotional fluctuations and establishing specific coping strategies, should encompass the following steps:

- establishing and maintaining clear boundaries, as it is essential for children to perceive the teacher's respect for themselves and feel assured of their ability to safeguard their personal space. This involves demonstrating a duty of care in various circumstances, irrespective of the child's mood;
- cultivating constant communication and nurturing protective relationships, which entails the capacity to listen attentively, show genuine interest in the child's perspective, and demonstrate respect for their values, time, and interests;
- employing systematic and open discussions on "difficult topics" that may concern students;

- regularly monitoring the child's behavioral cues for signs of psychological trauma, which they may struggle to process independently. These cues may manifest in recurrent thoughts, alterations in usual behavior, and reactions to various distressing events such as war, terrorist attacks, natural disasters, accidents, witnessing the death of a loved one, experiencing violence, parental divorce, medical procedures against the child's will, conflicts with peers, perceived injustice, physical, psychological, economic abuse and harsh discipline at home, among others.

It is crucial to recognize that primary school teachers are in a unique position to identify and address markers indicating a child's need for assistance. They should not shy away from addressing unpleasant situations and must strive to prevent such occurrences whenever possible. Additionally, they should facilitate learning from these experiences, allowing others to glean important lessons from them.

First and foremost, it is crucial to remain calm and listen attentively to what the child has to say. Reactive responses such as "How could this happen?" or "Why were you silent?" may only exacerbate the situation and undermine the child's confidence in their own abilities. Instead, it is important to encourage the child to continue speaking, reassure them that they are not at fault, demonstrate belief in their account, and provide support and a sense of security while keeping one's own emotions in check. Communication should be conducted calmly, slowly, and clearly, utilizing language that is easy for children to understand. Non-verbal cues and visual aids can also be helpful, and interruptions should be avoided unless necessary for clarification. If needed, questions can be reformulated to ensure the child's understanding.

Furthermore, it's essential not to invade the child's physical personal space, avoid rushing them, making judgments, or applying pressure to provide a response. Refrain from making unrealistic promises and avoid panicking if the child expresses their negative emotions vehemently. Instead, allow the child the space to express themselves freely.

A future teacher should be prepared to establish a safe environment in the primary classroom where they will work, equipped to manage stress effectively, and employ positive coping strategies in their professional endeavors.

Thus, we understand that among stress factors, significant attention is given to the subjective perception of a difficult (crisis) situation, as well as the ways and strategies individuals employ to cope such stressful situations.

The concept of coping processes is regarded as a crucial component of modern stress theory, with coping – the process of overcoming stress – seen as a stabilizing factor aiding higher education students in maintaining psychosocial adaptation and successfully navigating their educational journey during stressful periods. The emphasis placed by researchers, educators, and academic professionals on understanding how students respond to stress, the methods they employ to cope with it, and the efforts they exert in overcoming it, has become a significant aspect of professional practice.

The analysis of the source base provides a foundation for interpreting coping behavior as deliberate social conduct that assists students (and specifically future primary school teachers) in effectively overcoming stress or challenging life situations. This behavior is tailored to their personal traits and circumstances. It is essential to emphasize that coping behavior represents a conscious effort by students to actively engage with peers, educators, administrators, and psychologists (in controllable situations). Additionally, it involves adapting and seeking professional assistance from external sources when situations are beyond their control.

Coping behavior encompasses all conscious efforts made by an individual to navigate a stressful situation, which are both specific and subjective, typically aligning with one of the following objectives: solving a real problem; managing emotional responses; adjusting self-esteem (while considering the capacity to do so effectively); and regulating interactions with the environment.

Based on the findings of the empirical study, it can be concluded that the examined higher education students, who are aspiring primary school teachers, exhibit maturity.

Most of them approach life consciously and responsibly, perceiving it as meaningful and valuable, with a wealth of life experience. Moreover, they demonstrate a readiness to comprehend various levels of stress in primary school students and possess the ability to tackle such challenges collectively.

Overall, the gathered data from the examined sample suggest that the most of individuals focus on navigating the present moment and managing their own emotions. The stress resilience of higher education applicants appears to stem from the development of their life-meaning orientations, which play a crucial role in determining students' behavioral strategies (coping strategies) in particular stressful situations. Subsequently, this contributes to the cultivation of their capacity to offer support to students and provide effective assistance in navigating crisis situations.

It is important to emphasize that the development of stress resilience necessitates engaging higher education students in activities that offer greater freedom of choice, variability in addressing complex problems, and adjustment of their actions based on theoretical and practical experience. This should be accompanied by providing communication and social support for the student body as a whole and tailored to individual needs.

The educational environment, crafted with these considerations in mind, will offer psychological and pedagogical support to participants in the educational process. It will aid in maintaining a stable mental state, achieving daily emotional balance, fostering stress resilience, and cultivating the ability to apply coping strategies constructively to overcome stressful situations. Providing constant support and creating a conducive educational environment in primary school is a pivotal task for future primary school teachers in their professional endeavors.

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