

Розділ XI
ТЕОРЕТИЧНІ ТА ПРИКЛАДНІ АСПЕКТИ ФОРМУВАННЯ
ПСИХОЛОГІЧНОЇ СТІЙКОСТІ СТУДЕНТІВ ВНЗ У ПЕРІОД
ПРАВОВОГО РЕЖИМУ ВОЄННОГО СТАНУ

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THEORETICAL AND APPLIED ASPECTS OF THE FORMATION
OF PSYCHOLOGICAL RESISTANCE OF HIGHER EDUCATION
STUDENTS UNDER MARTIAL LAW

Throughout his life, a young person repeatedly experiences stressful situations that leave an impression on his physical and mental health. In psychology, stress is understood as a state of mental tension that occurs in a person under the influence of complex, difficult, unfavorable circumstances of his activity and everyday life or in special, extreme situations. Adverse physical effects of the external environment, extreme situations, physical and mental injuries, etc. can act as stressors (factors that lead both to the emergence of short-term stressful conditions in a person and to the development of ruinful, long-lasting experiences) [1].

Adolescence is a period of drastic changes in a person's life. New living conditions, a new position in the team, the student begins to fulfill new roles for himself as an organizer, manager, or even an educator. In modern realities, war is one of the main causes of stress [4]. Today, unfortunately, war is our reality, which has come to our land, destroyed lives, homes, plans for the future. At this time, every Ukrainian experiences emotions of uncertainty, fear for loved ones and the country, which leads to extreme stress. In general, from a psychological point of view, the stress reaction to crisis conditions, in some cases, has a saving function for the body, however, it is important to take timely measures to get out of stress and prevent the occurrence of complex consequences.

One of the central problems of personality research in extreme conditions is the problem of formation and development of psychological stability. Psychological stability determines a person's mental and somatic health, protects him from disintegration and personal disorders, and creates a basis for internal harmony. Psychological resilience is a socio-psychological characteristic of an individual, which consists in the ability to endure the extraordinary and critical situation, without any harm to oneself, to overcome its consequences with the help of certain methods, improving the personality, increasing the level of its adaptation and social maturity. In fact, this characteristic means the presence of an individual's adaptive potential, determining his ability to overcome difficult situations. Critical situations are impossible situations. That is, it is a situation in which the subject is faced with the inability to satisfy the internal needs (motivations, desires, values, etc.) of his life. A critical life situation is an emotionally experienced life situation, which in its perception is a complex psychological problem that requires its own solution or overcoming.

Speaking about critical situations, it should be remembered that we are not talking about usual and cyclic life situations, to overcome which we use usual methods. We are talking about situations that, in order to overcome them, require a person to find a new way of coping, to use unusual psychological resources to solve the situation [2]. The primary ability to sustain difficulties depends on many factors – genes, upbringing, social opportunities, etc. Natural data vary widely: some are biologically more fortunate with self-regulation, and some have this weak spot. But this does not mean that sustainability cannot be developed [3]. Stability can be defined as the ability of a system to return to its initial state. For example, let the system deviate from its state due to any reasons. If after some time she returned to him, then this condition is considered stable. If the system is in a new state, then the state is considered unstable. The educational activity of students has always been associated with a high level of stress, and nowadays the influence of stressogenic factors is only increasing.

In modern students, the emotional, cognitive, behavioral and motivational component of activity is quite often disturbed, which is associated with an increased level of stress and a decrease in psychological stability. Therefore, in order to understand more precisely what affects the decrease of the last indicator and to draw correct conclusions, it is important to consider the psychological factors of stress of youth studying in institutions of higher education.

Conventionally, stressors of student youth can be divided into academic and personal. Educational stressogenic factors are those related to educational

activities or directly related to them. And personal – related to the student's private life [4]. Academic stressors include: choosing a major that is not interesting to the student; misunderstandings with classmates; conflicts with teachers; low academic performance during the semester; lack of understanding or insufficient knowledge of the subject; overload or underload; the need to process huge volumes of educational information; unbalanced learning disorder and changes in it; a large number of passes in any subject; many unpassed or unsecured engineering, laboratory works or other tasks; high pace and speed of passing individual exams and assessments; lack of time; experiences due to the uncertainty of work results (examination evaluation); conflict of roles; fear of the possibility of being expelled from a higher educational institution due to low scores. Personal stressogenic factors include: unsatisfactory and uncomfortable living or working conditions (room temperature, low lighting, noise, etc.); insufficient amount of sleep; cold/seasonal disease; responsibility to parents; undesirable to lose prestige in groups; inability to correctly allocate time; quarrels or misunderstandings with parents, relatives or other close people; psychological atmosphere at the workplace; low motivation; unstable or low self-esteem; and other private factors. The factors listed above cause irritation, fatigue, anxiety, guilt and a number of other unpleasant sensations. Stressogenic factors, the appearance of which was caused by the war, also include increased anxiety; sleep disturbance; fear or panic during an air raid and being in a bomb shelter; fear for one's own safety; mood swings; deterioration of memory; decreased levels of attention and concentration; impairment of learning ability; decrease in the desire to communicate with people.

Practical recommendations on the formation of psychological stability of students of higher education institutions during martial law can be summarized and presented in this form. In the conditions of war and distance learning, students have mental health problems: increased anxiety, depression, stress, fear. In order to cope with stressful situations during the war, it is necessary to adapt to the new reality, to adhere to the psychological conditions for the formation of psychological stability. Among them, we can mention several, namely: emotional intelligence; well-being here and now; mutual support; information purity; keeping a diary; reading; faith; communication; sleep; vacation.

Regarding emotional intelligence: you need to learn to control your emotions and feelings, openly express them. Well-being here and now: you need to pay attention to your safety, but not isolate yourself from the environment, communicate on the Internet with friends, in student chats, join

online and offline events, various activities. Regarding mutual support: we need to help each other, pay more attention to those whose behavior or emotional state causes concern. Do not leave without the support of teachers. After all, they feel the same, they are forced to adapt to distance education, learn new skills and experiment with the latest technologies. Matters related to learning, assessment, giving recommendations, expressing understanding should be discussed, not forgetting expressions, opinions and comments. All of this will motivate teachers, encourage improvement, and get them out of isolation with quiet monitors. Regarding information purity: the first of the recommendations is its unquestionable observance. We are constantly surrounded by both good and bad news. You need to be able to isolate yourself from negative news that negatively affects the student's emotional state. Every person has a smartphone and is subscribed to many news resources and channels. In order not to touch the phone for at least an hour and devote yourself to learning, clear your information space. Reduce the number of incoming news to a minimum and devote yourself to science. You also need to qualitatively filter the information you perceive, etc. Now as for keeping a diary: it is desirable to keep a diary where you can write down your thoughts and experiences. It is not always possible to communicate with a person to whom you can open up and trust, and the notebook will always be with you. In modern conditions, the most important thing can be a conversation, which will not be enough due to certain problems or busyness, and being alone with one's experiences alone has bad consequences, such as bad health, depression, apathy. Therefore, it is worth opening up to at least someone, even if it is a piece of paper. This helps to get rid of the destructive and leave only constructive thoughts, which will certainly contribute during the educational process. Reading. Another recommendation is to increase the time allocated for reading. We have an incredibly large library, precisely because of access to the Internet, which contains a wide variety of literature, dedicated not only to the student's specialization, but also to everything that is happening and has happened in the world. In addition to mental stimulation, stress reduction, and development of critical thinking, reading also promotes concentration. While writing a term paper, or simply studying a certain material, our brain constantly wants to distract from the task at hand. And it is the skills developed during reading that can be useful to everyone, regardless of age. Even the military advises them to read a lot, because it helps them to distract themselves from the front and military operations, and plunge into another reality.

The best form of psychological stability is faith. Faith not only helps to heal emotional wounds, but it can also help in learning. When a person has

someone to turn to and he believes that he is protected, it will be easier for him to go through even such a difficult period as now. Therefore, faith can also be attributed to recommendations in the formation of psychological stability of students of higher education institutions. Communication. One of the most important recommendations is communication. Man is a social being and needs to be in society all the time. It is through communication that we learn new information, or try to look into a person's mind. It is obvious that not enough communication has a bad effect not only on a person's emotional state, but also on mental health. Dialogue with another person about troubling problems speeds up their resolution. Sleep. Sleep is important for the rest of the body, and with a small amount of sleep, unwanted mental stress appears. When a person sleeps, he rests not only from physical exertion, he rests with his thoughts, what you thought was impossible on one day, finds its solution on another day. And with fewer problems, stress decreases, which in turn has a good effect on the student's academic life. You need to solve your affairs 2 hours before bedtime, after which you can take time for yourself. A good and healthy sleep brings with it productivity, calmness and correctly made decisions, which simplifies life and contributes to success.

Thus, the research revealed the psychological essence of stress resistance and psychological resilience. On the basis of the survey, the mental state of students of higher education institutions during the war was analyzed. The methods of increasing the level of psychological stability of students while studying during the war are considered. Practical recommendations on the formation of stress resistance and psychological stability of students of higher education institutions during the war are presented. The perspective of further research is the formation of stress resistance and psychological stability of other age categories, in particular teachers of higher education institutions, in the conditions of war. After all, the problem of resistance to stress is of great importance. It is resistance to stress that protects a person from disorientation and various disorders, lays the foundation for internal harmony, full-fledged mental health and high work capacity. Knowing the methods and ways to deal with stress is extremely important for both students and teachers.

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