

працівників у закладах освіти. Це у нас найбільш поширені фахові осередки психологів і соціальних педагогів. Є такі громади, де інших психологічних ресурсів немає, тому маємо відпрацювати механізми, коли за підтримки, в тому числі і фінансової, психологи, соціальні педагоги візьмуть на себе не лише функцію психологічного супроводу учасників освітнього процесу, а й тих громадян, які його потребують, особливо, це учасники війни, люди з інвалідністю, родичі загиблих, та інші категорії громадян.

Тож, у зв'язку з умовами, які склалися в нашій державі, психологія та соціальна робота потребують особливої підтримки та розвитку.

Щиро бажаю плідної роботи, вітаю вітчизняних та зарубіжних учасників форуму. Радію з того, що такий потужний науково-практичний захід проходить у славному Полтавському національному педагогічному університеті імені В.Г. Короленка, який відомий значними досягненнями як у минулому так і на сьогодні. Переконаний, що цей заклад буде мати гарні перспективи для свого розвитку у майбутньому. Успіхів вам! Слава Університету! Слава Україні! Дякуємо Збройним силам України і всім охоронцям нашої держави!

RESILIENCE AS A METACOMPETENCE OF PRACTICING AND FUTURE EDUCATORS

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The theme of resilience among future professionals can be considered one of the most relevant interdisciplinary paradigms of contemporary research. Increasingly, scholars and psychologists (K. Baling, O. Bratkova, V. Eshbi, D. Zubrovsky, S. Kuzikova, G. Lazos, S. Lyutar, S. Maksymenko, T. Titarenko, K. Chater, T. Fedotova, O. Shevchenko, and others) emphasize the search for and understanding of individuals' internal reserves that would help minimize the destructive impact of stressors and, conversely, facilitate the achievement of positive adaptive changes in various life domains. Furthermore, adaptation to changing conditions and environmental factors becomes a mechanism for self-discovery of personality [2; 3].

Recently, the issue of developing resilience has become a focus for researchers concerning professionals in the field of education, as their professional activities are inherently one of the most demanding

and energy-consuming in both intellectual and emotional senses. Society places numerous demands on educators and has a set of expectations significantly higher than those for representatives of other socially important professions, without providing the necessary conditions for effective work and adequate financial compensation.

As a result of these factors, the prestige of the profession, the quality of life for educators, and, consequently, professional motivation decline. In such conditions, it is extremely challenging to maintain resilience at a sufficient level [3]. Resilience and stress resistance are competencies that help educators environmentally overcome the negative consequences of stress factors arising in their professional activities.

It is argued that in the case of an insufficiently developed level of resilience, educational professionals are potentially prone to psychosomatic disorders and the development of emotional and professional burnout (S. Aizen, H. Ito, T. Pavlyuk, L. Sederer, L. Suprun, etc.), emphasizing the need for the development of this quality in them even during the stage of professional training.

The purpose of the article is a theoretical exploration of the psychological characteristics of resilience in practicing and future educators.

In psychology, the concept of «resilience» was introduced by B. Ananiev; currently, this term is often equated with the concepts of stress resistance, psychological reliability, emotional stability. However, in most cases, it is considered in the contexts of adaptation and self-regulation of personality in adverse situations and changes, viewed as a dynamic formation susceptible to modification and improvement [3; 7].

Ukrainian researcher H. Lazos characterizes resilience as a bio-psycho-social phenomenon that encompasses personal, interpersonal, and societal experiences. It is a natural outcome of various developmental processes over time and is generally associated with the psyche's ability to recover after adverse conditions [4].

Resilience is inherent in individuals who leverage their own psychological capacities, allowing them to maintain stability in the face of traumatic events and counteract negative influences on their mental and somatic health [3].

Resilience includes social-psychological skills and abilities such as communicativeness, friendliness, openness, reflective capacity, effective and ecological interaction with others, emotional

intelligence, the ability to organize one's activities, and a desire for constant development [6].

Considering resilience as a metacompetence of professional development became possible thanks to the existence of one of the theoretical approaches – the metatheory of resilience, developed by G. Richardson [9]. Within this paradigm, resilience is defined as «the energy or force that impels a person toward survival, toward self-actualization» [9, p. 315]. Conceptualizing resilience as inherent energy or life force helps understand the internal resource of an individual that motivates, encourages, and impels them to engage in struggle, growth, development, learning, and overcoming stress and adverse experiences in life and work (positive reintegration). It is precisely this metacompetence that enables professionals to better adapt to social changes, enhance the effectiveness of their professional activities through abilities for interpersonal constructive interaction, teamwork, and making unconventional decisions in specific situations, considering the human factor [1].

Scientists have determined that resilience in the professional activities of an educator ensures the activation of positive psychological qualities and is a key factor in fostering a sense of self-satisfaction, satisfaction with one's work, and interactions with other subjects (M. Kabanov, D. Lyubimova, and others).

We have identified that factors contributing to the enhancement of professionals' resilience, including educators, can include:

- Personal factors (positive and realistic thinking, optimism, spirituality, ethical and moral values, faith in others, having a stable role model, acceptance of circumstances, self-respect, emotional intelligence, creativity, emotion management, autonomy, self-evaluation, balance between personal and professional life, pursuit of innovation and goal achievement, etc.);

- Family factors (positive family relationships, understanding and support from relatives);

- Professional factors (competence, balance in professional life, self-effectiveness, self-control, internal locus of control, cognitive flexibility, professional identity, job satisfaction level, positive attitude towards work, knowledge, skills, and experience exchange, ability to identify stress factors and implement appropriate problem-solving strategies, intentional and constructive approach to self-development and self-realization in challenging circumstances) [7, p. 60];

– Social factors (positive social relationships, social resources, building friendly relationships with colleagues, celebrating colleagues' successes, and evaluating them, collaboration, and trusting relationships with leadership).

Factors negatively impacting the resilience of educators include:

– Performing duties in overly stressful, even extreme conditions;
– Uncertainty associated with the constant implementation of new technologies, teaching methods, and changes in the education system, requiring the development of plans and programs for disciplines that have not been used before, adjusting the content and teaching technologies, and compacting curricula to update the educational process on key issues, the mastery of which ensures the achievement of learning outcomes [5];

– Teachers taking on not only direct duties but also a series of additional assignments (for example, in the conditions of distance learning, some functions related to managing the educational process and monitoring its results have been transferred from educational institutions to teachers) [8];

– Insufficient professional skills and knowledge, inability to manage stress and emotions;

– Lack of positive expectations about the future. Demands on educators are increasing, and there is usually not enough time to meet them. In such situations, there may be accusations of unsatisfactory results and low-quality work, which often do not fall within the competence of the educator [3].

As a result, there may be disruptions in the physical and psychosomatic well-being of educational professionals, the emergence of nervous exhaustion, a decrease in productivity, and indicators of mental processes (memory, thinking, attention), as well as a negative attitude towards life and the profession (Atkinson P. A., Martin C. R., Rankin J., Editorial G.) [6; 7, p. 61].

The mechanism of resilience is capable of helping educators restore their internal resources after stressful situations, thereby maintaining professional effectiveness.

According to recent research, resilience as a metacompetence of future professionals involves the ability to «bounce back» from negative factors, distinguish oneself from them, understand one's strengths and weaknesses, creativity, emotional self-control, a sense of agency, the presence of self-reflection and reflection, reliance on emotional engagement, problem-solving skills, and the ability to interact with others [6, p. 161].

Taking into account various scientific achievements, we can summarize that the main characteristics of resilience in educational professionals include individual expression level, functionality, and connection to effectiveness. An educational professional with a sufficient level of resilience can objectively approach the assessment of any complex situation, reveal their internal potential, even in emotionally challenging conditions, adapt to environmental changes without losing professional effectiveness and persistence. It is these qualities that should be developed during the learning stage in higher education institutions.

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