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## FEATURES OF THE FORMATION OF PSYCHOLOGICAL WELLBEING OF STUDENTS DURING THE WAR

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February 24, 2022 influenced not only on the history of Ukraine and its territory. This date has changed the whole world. It has changed dramatically and will change in the future. We've all changed ourselves as well. Ukrainian children have also changed themselves. We all have different facial expressions and inner state, because every day we go through destruction, darkness, cold, death, loss. We cannot live as before. We can't smile like we used to. We cannot be the same people as it was before, because this war plays with our destinies. Now we and our children are getting a difficult experience of war, which brings another worldview and values.

According to the UN, more than 18.5 million Ukrainians have suffered from the war. Tens of thousands of Ukrainians died from Russian aggression; the number of victims is growing daily. About 8.5 million Ukrainians have gone abroad. About 13 million are forced to move from the combat zone to other territories of Ukraine.

The group of risks that with the complex mental states and feelings which Ukrainian students experience during the war. These are the risks: 1) destruction of previous ideas about the world and the system of moral values; 2) fear of dangers and severe trials; 3) gradual emotional exhaustion such as mental instability, emotional reduction, etc; 4) unpreparedness for perception of prolonged stressful situations during the war time; 5) painful experience of being separated from family, relatives, friends; 6) being out of the safety and comfort zone.

Hence the question arises – is it possible to enhance the psychological well-being during the war? Can psychotrauma be treated if the war has not yet ended and student's experience more and more trauma every day? Maybe we should wait for the end of the war, and then begin to work on enhancing student's psychological well-being?

We must use effective technologies and methods to enhance the psychological well-being of students in conditions of prolonged instability of society. Art therapy is one of the ways to enhance the psychological well-being of Ukrainian students during the war, and then after the war – as a means of combating post-traumatic phenomena.

In order to resist war, it is necessary to find appropriate resources. Of course, the important resource is energy (electricity, heat, water), military (weapons), but no less important is the resource of emotional value, which can give Ukrainian students art. Therefore, art therapy contains a great potential for enhancing the psychological well-being of students.

In January-February 2023, a year after the war began, we conducted a survey among students from different regions of Ukraine, which allows us to trace certain trends and problems in the process of enhancing the psychological well-being of children affected by the war. The survey involved 3547 students from 8 regions of Ukraine: Kherson, Dnipropetrovs'k, Luhansk, Kyiv, Poltava, Zakarpattia, Khmelnytsky and Lviv regions. Based on B. Bloom's taxonomy, we developed a questionnaire for Ukrainian students. There were 18 questions in total.

The main goals of the questionnaire are:

1) to determine how the war in Ukraine (a factor of destabilization in global and local aspects, a cause of physical and psychological trauma) has affected the worldview and internal state of Ukrainian students;

2) to identify the emotional and value-based needs of Ukrainian students during the war;

3) to determine the potential and main directions of art therapy for enhancing the psychological well-being of students affected by the war.

The survey was anonymous, with students providing only their first name and the first letter of their surname, age, place of residence before the war, and place of residence now. The survey was written, self-administered, and voluntary. Students filled out the questionnaires themselves on a computer, any gadget, or by hand on a sheet of paper.

Let's review some results of the survey. The majority of Ukrainian students said that their lives had changed dramatically. All students recognize the significant changes that have occurred to them as a result of the aggression and can roughly estimate the extent of these changes with regard to their personal well-being (73%). The vast majority of students believe that the war is caused by Russia's attempts to destroy Ukraine's independence (98%). Most of the students' answers were about helping others in difficult circumstances, as well as the ability to survive in dangerous conditions (26%). According to the survey, the biggest problem for most students is their own fear (68%), and they consider overcoming fear to be their biggest challenge. Other difficulties, according to the students, are losing their home and/or school and studying in unfavorable conditions (14%). Adapting to another territory is also difficult for many students (3%).

Despite the difficult conditions and the ongoing war, Ukrainian students recognize the importance of art for them. They are drawn to art, love art, and seek moral support from it (16%). According to most students, art primarily helps to overcome fear (78%).

Based on a survey, we found that even in war the students appeal to art, they are interested in books, films and they give them strength to life. In addition, students themselves tend to be engaged in art, create art products (draw, sing, etc.). During the war, students expect from works of art not so much entertainment and escape to another fictional world as value orientations, spiritual support, positive examples of overcoming trials, confidence in moral norms as opposed to an abnormal world.

Art therapy as a method of enhancing the psychological well-being of students during the war has the following tasks: 1) reduce the level of anxiety and fear of danger in students; 2) support emotional

well-being, give students an energy (spiritual) charge, increase their stress resistance in conditions of instability; 3) demonstrate to students and record positive examples/opportunities (in works of art) to overcome difficult trials; 4) emphasize the priority of humanity, moral values as opposed to death, chaos, absurdity; 5) comprehend the modern world within the scope of historical and spiritual experience taken from different countries and peoples; 6) promote students' search for answers to complex ideological and moral questions; 7) give students in wartime confidence and faith in the future.

When working with students during the war, it is necessary to adhere to the principles of non-violent communication: 1) not retraumatizing students who have suffered psychological trauma during the war; 2) not isolating them from real life and society; 3) not asking (intrusively, deliberately) students about the war and at the same time listen carefully and discuss issues important to students if they want to share their own feelings or experiences of war; 4) not evaluating critically, categorically and unequivocally (from the point of view of «right» or «wrong») the statements and actions of children during the war, recognizing their right to their own opinion and position; 5) not evoking aggressive emotions in students, not causing affective states in them; 6) not humiliating or degrading the child's personality, treating students as equal partners in the process of communication; 7) create a zone of maximum psychological comfort, shelter, trust and interaction.

In times of horrific war events, it is very important to teach students to look for a positive trajectory. Book therapy is very useful during the war. When there is not enough electricity in Ukraine, when the Internet is often down, books have returned to the range of Ukrainian students' interests. Reading aloud and to oneself, alone and together, reading, thinking and discussing is very important. S. Zhadan wrote, «Of course, books are not able to end the war. But books can help us stay ourselves during the war. And it is books that will prevent us from losing ourselves and disappearing».

The following types of books are especially relevant for children who have suffered during the war: 1) works about the Second World War, which provide examples of physical and spiritual survival, as well as resistance to violence; 2) contemporary works about the war in Ukraine; 3) works about heroes and heroines who save others; 4) works about overcoming difficulties and obstacles, etc.

Our partner, the rector of the University of Heidelberg, Hans Werner Huneke, gave a lecture to Ukrainian teachers and children

about M. Ende's book, where he told them about the good country Lummerland and the bad country Kummerland. The latter resembles modern countries that threaten the whole world with weapons.

Ukrainian students found positive examples of people who are not afraid of anyone or anything in the characters of Jim Button and Luke the engine driver. Today, Ukrainian children play with them to overcome challenges.

Ukrainian youth read and sing the works of S. Zhadan. He created the rock band «Zhadan and the Dogs». Zhadan's poem «Metro» about people hiding from missile attacks became a popular song.

Continue to investigate the Ukrainian students' perception of the war, as well as their emotional needs during and after the war; to conduct surveys according to B. Bloom's taxonomy in different regions of Ukraine at least once every six months.

Thus, the use of art therapy during war is a powerful way to promote and restore the psychological well-being of students. We plan to further introduce art therapeutic technologies to ensure the well-being of Ukrainian students, invite art therapy specialists for online meetings, and organize a space to ensure well-being during the war.

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## POSTTRAUMATIC GROWTH AS THE BASIS OF PERSONAL WELL-BEING IN A STRESSFUL SITUATION

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Considering the conditions of modern life, it can be noted that today a person constantly falls into stressful situations and remains influenced by various stressogenic factors, and traumatic events occur not only with individual individuals, but also with entire groups and