

УДК 37.013:342.78(477)(045)

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## ORGANIZATION OF THE EDUCATIONAL PROCESS IN THE CONDITIONS OF RUSSIAN MILITARY AGGRESSION

*It is noted that russia's large-scale invasion of Ukraine caused a complex of serious problems in the Ukrainian education: the forced relocation of a significant number of participants in the educational process outside the country, their experiencing the consequences of traumatic stress, transformation of the educational process itself (development of digital and distance education, in particular on-line one), destruction and damage of educational institutions as a result of military actions, etc.*

*The main features of the organization of the educational process in the conditions of military aggression on the part of russia are considered: formation of applicants' understanding of the importance of valuing one's own life, safety and psychological health; focusing not so much transfer of academic knowledge and formation of practical skills, but on organization of high-quality communication and psychological support of students of higher educational establishments; in the process of developing educational tasks and the tasks for independent work and evaluation criteria for them, the psycho-emotional state of those who study must be taken into account; to overcome the feeling of helplessness (as one of the manifestations of distress), it is necessary to involve students of higher education in various extracurricular activities, and above all, activities aimed at helping other people (or animals) who found themselves in difficult life circumstances;*

*A certain algorithm for provision of psychological first aid to students of higher educational establishments has been defined. This algorithm provides assistance step by step and taking into account certain aspects. The first step is to be close to. The second is manifestation of initiative, support for effective actions. The third step is thought-provoking questions. The fourth step is situational awareness. It is important to tell the victim what happened before and after the situation. The direct connection between the provision of psychological support to students of educational establishments and emotional burnout of teachers is outlined, as well as ways to prevent emotional burnout among participants of the educational process.*

**Keywords:** *educational process; psychological first aid; stress; emotional burnout.*

**Formulation of the problem.** The large-scale invasion of russia into Ukraine caused a complex of serious problems in Ukrainian education: the forced relocation of a significant number of participants of the educational process outside the country, their experiencing the consequences of traumatic stress, the transformation of the educational

process itself (development of digital and distance education, in particular online), destruction and damage of educational institutions as a result of military actions, etc.

**Goal and task setting.** The purpose of the work is to analyse the features of the educational process in the conditions of war, to outline certain conditions for creating a comfortable educational environment and organizing the educational process, especially for those participants of the educational environment who received psychological trauma. Both during the war and after its end, the main task of the educational sector is and will be to ensure the quality of education at all levels. Therefore, it is quite natural to conduct scientific research in education and implement their results in practice, to introduce innovative technologies, to provide educational institutions with new teaching aids, scientific methodical and educational literature [7, p. 8].

**Presentation of the main material.** As a result of russian military aggression, there is currently a certain threat to the mental health of all participants in the educational process. It is commonly known that mental health is the basis of quality of life. The World Health Organization notes "there is no health without mental health" and defines it as "a state of well-being when a person is able to realize his/her potential, overcome daily stresses, work effectively and fruitfully, and contribute to the life of community" [3, p.5]. We agree with the point of view of B. Petrakov and A. Petrakova, who define mental health as a dynamic process of mental activity, which is characterized by the determinism of mental phenomena, the harmonious relationship between the reflection of the circumstances of reality and the individual's attitude towards it, the adequacy of reactions to the surrounding social, biological, mental and physical conditions.

In our opinion, in the conditions of russian military aggression, the main principles of the organization of the educational process in higher educational institutions require a significant revision. Therefore, when organizing the educational process, first of all, it is necessary to form an understanding of the importance of a valuable attitude to one's life, safety and psychological health among the applicants. *Secondly*, it is necessary to focus not so much on the transfer of academic knowledge and the formation of practical skills, but on the organization of high-quality communication and psychological support for students of higher education.

*Thirdly*, taking into account that daily stress already exhausts the body too much, therefore, when developing educational tasks and tasks for independent work and evaluation criteria for them, the psycho-emotional state of those who study must be taken into account. *Fourthly*, in order to overcome the feeling of helplessness (as one of the manifestations of distress), it is necessary to involve students of higher education in various extracurricular activities, and above all, activities aimed at helping other people (or animals) who are in difficult life circumstances. *Fifthly*, to create conditions for ensuring timely and systematic provision of psychological and socio-pedagogical support and formation of psychological first aid skills (hereinafter referred to as the first aid) and self-help for all participants in the educational process.

It is a well-known fact that the responsible provision of psychological first aid is based on four principles, namely: protect safety, dignity and human rights; adapt their actions to the cultural traditions of people; be aware of other emergency response measures and protect yourself.

Therefore, under such conditions, in our opinion, the role of a teacher of a higher educational institution, who has the opportunity to provide (if necessary) psychological first aid to students of higher education, within the limits of his/her competence,

increases significantly. We consider first psychological assistance as a set of general human support measures and practical psychological assistance to students of higher education who have been affected by significant stressors. Its provision does not require significant professional training; sufficient pedagogical knowledge obtained within the framework of general educational psychological information, and a natural ability to show compassion and humanity [3, p.5]. According to scientists, first aid involves the following aspects: formation of a sense of security, connection with other people, peace and hope; providing access to social, physical and emotional support;

For high-quality psychological assistance to students of higher education, teachers need to update their psychological knowledge regarding the recognition of certain signs of stress in various spheres of personality, namely: cognitive, behavioural and psychophysiological spheres.

Violations of cognitive function are manifested in the inability of the individual to focus attention on important objects, to divert attention from stressors; absent-mindedness, short-term memory disorders; inability to analyse, synthesize, generalize; violations of perception of reality, ability to make decisions, etc.

Changes in the behavioural sphere of the personality can be manifested in a violation of emotional response, mood swings, irritability, "explosive" response to remarks, petty attachments to everything; depression, lack of interest in the surrounding world; inadequate perception of oneself, one's capabilities; demoralization, lowering the moral criteria for evaluating one's own behaviour and actions, etc.

In the conditions of distress, certain changes in the psychophysiological sphere are revealed, namely: acceleration/deceleration of the pulse, breathing, shallow frequent breathing, breath holding, tremor, tic, excessive/weak muscle tone, change in the colour of skin (significant redness, pallor), significant expansion/narrowing of pupils [8].

Summing up, it is necessary to emphasize the importance of providing first psychological aid to students of higher education in order to avoid the traumatic effects of stress on the human body. In our opinion, first aid can best be organized according to the algorithm of Moshe Farhi, an Israeli specialist, doctor of philosophy, expert in the field of acute injuries and emergency intervention in the field of psychological health. Its algorithm provides step-by-step assistance and taking into account certain aspects of the provision of PPD.

*First step (P)*- together, must be near. During a traumatic situation, a person feels alone and helpless. It is important to return him/her to the feeling that "we are together, you are not alone."

*Second (I)*- initiative, support for effective actions. Our first desire is to calm the person suffering from anxiety. This should not be done. It should be encouraged to take active independent actions in order to restore a person's sense of control.

*Next step (C)*- thought-provoking questions. The channel of communication with the victims of anxiety at the time of the incident should be mental, rational, in no case emotional. You need questions that require activating thoughts, not emotions.

*The last step (U)* there is awareness of the situation. It is important to tell the person who suffered what happened before the experienced situation and what happened after [4].

In our opinion, the issue of psychological support of teachers for students of higher education in conditions of military aggression closely overlaps with the problem of "emotional burnout syndrome" (hereinafter - EBS) among teachers. In modern scientific studies, it is still not known exactly what, basically, is the main cause of emotional

burnout. Scientists emphasize that the reasons for this phenomenon can be both personal and organizational characteristics of a person. Investigating the outlined problem, V. Boyko emphasizes that EBS should be considered from the standpoint of stress and the general adaptation syndrome. According to his concept, emotional burnout is a dynamic process that occurs in stages in full accordance with the mechanism of stress development and has the same phases [5, p.138].

Within the framework of the study, we consider it necessary to emphasize the main symptoms of emotional burnout, which are described by the World Health Organization: WHO describes three main symptoms of emotional burnout: feeling exhausted, which leads to sleep disturbances, reduced immunity and problems with concentration; intellectual and emotional distance from work, accompanied by feelings of negativity and cynicism regarding work situations, distancing from the team, lack of motivation and negative perception of reality; with decrease in professional efficiency, which is manifested in the inability to cope with work duties, resulting in doubts appearing in one's own abilities and competence [6].

There are three phases of the formation of emotional burnout. *The first phase is the phase of tension.* The cause of tension is professional activity in an atmosphere of unstable stressful circumstances, physical and mental overload, increased responsibility. Tension manifests itself in: experiencing psycho-traumatic circumstances; dissatisfaction with oneself, there is a feeling of guilt for gaps in activity, blaming oneself for not being able to properly perform tasks; there may be a feeling of incompetence, loss of the ability to see the positive consequences of one's work; feelings of being "caged" (there is a feeling of the hopelessness of the situation, the desire to escape); anxiety and depression (development of anxiety in relation to activity, accompanied by increased nervousness, depressed mood is observed).

*The second phase is the phase of resistance.* A person tries to isolate him/herself from unpleasant impressions and external influences. Resistance to stress begins with the appearance of anxiety. The specialist, consciously or unconsciously, tries to reduce the pressure of external circumstances by means of strategies at his/her disposal: inadequate selective emotional response (uncontrolled emotional reactions); emotional and moral disorientation of the expansion of the sphere of economy of emotions; reduction of responsibilities (curtailment of activities, striving to spend as little time as possible on performing duties related to professional obligations, being late for work; feeling that work is becoming more and more difficult, and performing it is more and more difficult; there are thoughts that you should quit your job).

*The third phase is the phase of exhaustion.* There is a loss of available mental resources, decrease in emotional tone, weakening of the nervous system, which is manifested due to: emotional deficit; emotional alienation; depersonalization (disruption of relationships, development of a cynical attitude towards those with whom you need to communicate while performing professional duties); psychosomatic and psychovegetative disorders. Even thoughts about work cause a bad mood, negative associations, insomnia, feelings of fear, unpleasant sensations in the heart, vascular reactions, etc.) [6, p.371].

Investigating the outlined problem, M. Burysh believes that emotional burnout goes through six phases in its development: a preventive phase, a phase of reducing the level of one's own participation, a phase of emotional reactions, a phase of destructive behaviour, a phase of psychosomatic reactions and a phase of disappointment. The main driving factor of burnout is related to contradictions between the degree of involvement

in work and the return received from it [2, p. 22–23]. D. Miller, M. Meloch, analysing emotional burnout, conclude that emotional burnout goes through four stages: enthusiasm, stagnation, frustration, and apathy. And enthusiasm is the emotional state of a teacher when he/she wants to be always useful and is characterized by excessive sensitivity to the needs of students and has unrealistic expectations regarding the work and psychological support of other subjects of the educational process.

V. Shevchuk emphasizes that from the standpoint of the procedural approach, burnout is a process that begins with tension, is the result of a contradiction between expectations, ideals, individual desires and the demands of strict everyday life [10].

We consider it expedient for the organization of preventive work to overcome the manifestations of EBS to emphasize the obligation to observe the main principles, namely:

- the principle of complexity, which consists in the fact that in every rather complex process of professional activity, it is necessary to take into account all its aspects: psychological, social, ideological, economic, organizational;
- the principle of systematicity, which is revealed through the knowledge of complex objects that ensure the formation and functioning of the system of professional activity;
- the principle of development of the psyche is revealed and implemented in the determination of behaviour, the connection of the psyche with activity, the integrability of the biological, psychological, social and spiritual components of the personality
- the principle of orientation to personal resources [6].

As for the principle of focusing on one's own resources, we believe that during the organization of preventive work with teachers to overcome EBS, it is necessary to focus on a multimodal approach, which involves the search and resistance of leading (resource) modalities, allows to individually find the most suitable means of overcoming the consequences of stress and expand the behavioural repertoire, the so-called BASIC Ph resource modalities [9].

BASIC Ph is a model based on recognition of an individual's ability to withstand disasters, to maintain mental health in any extreme situations, resources characterize an individual, unique for each person resistance strategy in extreme conditions [1].

In the specified model, the combination of elements, namely: B (belief) – belief and conviction; A (affect) – emotions; S (social)–sociality; I (imagination) – imagination; C (cognition) – cognitive strategies; Ph (physiology) – physiology, physical activity. These resources characterize the individual, resistance strategy unique for each teacher under extreme conditions.

In conclusion, we note that in the conditions of military aggression of Russia, it is important for teachers to understand that in order to overcome the consequences of traumatic stress, it is necessary to create a friendly learning environment for students of higher education and, at the same time, to apply such teaching methods that are gender-sensitive, favourable, free from humiliation and abuse and such that ensure the active participation of every participant in the educational process.

As a conclusion, we note that emotional burnout is the basic core structure of professional burnout of a teacher. Therefore, creating an atmosphere of support is one of the vital factors that can reduce the effect of emotional burnout. Prevention of emotional burnout begins with the ability to recognize and understand the essence of the problem, to protect one's nervous system by means of psychological self-regulation. To prevent

emotional burnout, training sessions should be organized that will help teachers develop the necessary personal qualities, outline existing and new resources, which will prevent professional deformation and professional burnout among teachers in the conditions of Russia's military aggression. New knowledge and skills will allow teachers to increase general awareness, timely identify their own reactions and use self-help techniques and support of other participants in the educational process.

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