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«RESILIENCE APPROACH IN CROSS-CULTURAL TRAINING
OF FUTURE TEACHERS IN UKRAINE AND V4 COUNTRIES»
(PROJECT ID: 22220170)**

**TRAINING OF SPECIALISTS IN THE FIELD
OF PSYCHOLOGICAL AND PEDAGOGICAL
EDUCATION OF CHILDREN THROUGH THE
PRISM OF ADAPTATION TO EMERGENCIES:
RESILIENCE APPROACH**

*THE MATERIALS OF THE INTERNATIONAL ROUND TABLE
February 15-17, 2024*

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The collection presents the materials of the presentations of the participants of the international round table on topic «Training of Specialists in the Field of Psychological and Pedagogical Education of Children through the Prism of Adaptation to Emergencies: Resilience Approach», which took place at the National University of Ostroh Academy within the framework of the International Visegrad Fund Project «Resilience Approach in Cross-Cultural Training of Future Teachers in Ukraine and V4 Countries» (Project ID: 22220170).

As part of the round table graduate students, scientists, teachers, educators, and psychologists made presentations on various aspects and problems of innovative approaches in the training of specialists who work with children and youth. Holding a round table made it possible to create a unique platform for engaging in insightful discussions and exchanging valuable insights.

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NEW CHALLENGES OF WAR: PSYCHOLOGICAL ADAPTATION OF PRIMARY SCHOOL CHILDREN AND TEENAGERS

War in Ukraine will have long lasting consequences for the psychological health for children and teenagers. According to WHO (World Health Organization) every fifth person that resides on the territories suffered from military conflicts has mental disorders ranging from mild to severe degree (Charlson et al., 2019).

Children's reaction to traumatic events depends on various factors in particular resilience, family and social support, previous mental state and current access to support. The article will use reports from the psychological services of Europe, observations of specialists working with Ukrainians. But the main one will be the research of HIAS (international European humanitarian organization) and PO "Divchata" (public organization providing humanitarian and psychological relief to children, teenagers and women). The research was conducted from June to August 2023. Goal was to investigate the impact of war on mental health of children and teenagers. According to the results of a quantitative study, it was found that the level of psychological well-being in adolescents is as follows: low 20%, below average 33%, average 34%, high 13%. The main stress factor identified by 70% of the study respondents is uncertainty about the future and the difficulty of planning something. The second factor is concern for the safety of family and friends, acknowledged by 39%. Loss of connection with family (including pets) and separation from them (18 months later. A representative sociological research., 2023).

As of today, we can identify key challenges in the adaptation of children and adolescents who have returned to or remained in Ukraine, as well as those who are abroad in the status of refugees.

Definitive loss of friends. Being related to the change of place of residence, and hardships of keeping long-distance friendship, and after 2 years being almost impossible. In Ukraine, the transition of schools to online format and the relocation of friends abroad contribute to a lack of communication.

Inability to create new friendships, especially with foreigners. Children try to communicate online. Hoping to keep friendships with old friends, spending their time and mental strength, blocking the appearances of new friendships in new environment. Due to this, isolation and oppressive feeling of loneliness occurs. Communication skills are being lost, especially in young teenagers. Insufficient socialization in children leads to distorted notions of justice, friendship, and mutual assistance. This can result in the formation of an antisocial value scale and complicate the process of internal self-realization of an individual through negative reactions that do not conform to social norms. Insufficient socialization also increases the likelihood of unacceptable behavioral reactions, such as aggression, which hinders the development and self-realization of an individual. Moreover, the lack of interaction with other children inhibits the development of self-control skills and creates obstacles for adequate self-assessment and understanding of one's own capabilities (Hnatiuk et al., 2023).

Bullying in the schools of Europe and Ukraine. Local population exhausted from helping Ukrainians, irritation and feeling of disrespect and neglect of local rules of countries or regions where relocated people or refugees reside. Children who have experienced displacement due to conflicts or crisis situations often struggle with understanding the new education system and establishing friendly relationships with peers and teachers. The language barrier can contribute to a sense of alienation from local students towards refugees. Kvascha A. identifies four problematic vectors: psychological, linguistic, academic, and social (Kvascha; Troian, 2023).

We also observe reluctance to spend mental resource on surroundings, due to the uncertainty of the family status. In many European countries there is threat of relocation of Ukrainians and

stop of help. Also, parents are waiting for war to be over and return to Ukraine, due to such uncertainty children usually concentrate on family rather than integrating into society. According to the report of psychologists from the Centre pour le développement et la thérapie de l'enfant et de l'adolescent (CDTEA, 2023) families hoping to return to Ukraine adapt slowly or may not adapt at all to the country of residence. Children find it challenging to integrate into school life, and adults face difficulties in finding employment and learning the language.

Signs of vicarious trauma TRAUMA SURVIVOS are observed in all people who care about what is happening to Ukrainians. Bystander trauma. Children who personally do not experience the consequences of hostilities are witnesses. They watch the news, read about the horrors of war. More sensitive children begin to live through it, traumatizing themselves in the process. There is also a phenomenon observed – a decrease in the level of empathy. In research, this is described as compassion fatigue, where children become less emotional and sometimes even more cruel than they were before the war. This has resulted from emotional exhaustion and constant tension that children have experienced over the past 2 years. Currently, there are extensive studies on this topic involving adults: by volunteers – G. Lazos, wives of war veterans – N. Zhuravleva, psychologists – Halina BEWZ, Julia STREL CZUK. Compassion fatigue of children has not been studied much today, therefore it is in the field of our professional interest.

Long-term tension and exposure to anxiety, fear, aggression, and despair can induce psychosomatic disorders as the body's response to traumatic experiences. Within the research conducted by PO "Girls" and HIAS, the following findings were identified: sleep problems in 33% of children and 46% of adolescents, eating disorders in 13% of children, and physical pain and headaches in 21% of adolescents (18 months later. A representative sociological research., 2023).

Collapse of trust to the world. Break in the hierarchy of family system, sometimes the phenomena of parentification is observed.

Responsibility and fear for parents is causing immense stress and anxiety. Inability to feel protected and loss of trust to adults. The safety of family members (civilians) is a concern for 34%; the reduction or loss of parental income was described by 25% of adolescents as reasons for anxiety and stress. (18 months later. A representative sociological research., 2023) And this leads to the inability to feel secure and a loss of trust in adults.

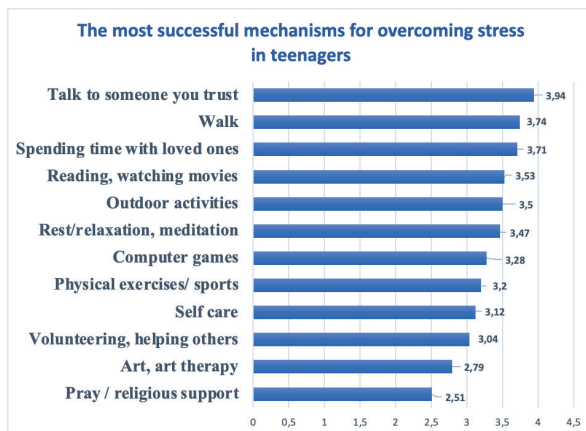
Or vice versa, regressive behavior and inability to respond for own action according to age. Fears connected to the future.

Uncertainty begins with short-term unpredictability, for example, when an air raid siren disrupts plans for the day. The instability of living in unsafe areas always carries the threat of relocation. It is also unclear how to shape an educational trajectory, especially for vulnerable adolescents aged 13-17. Uncertainty in the future 68%. Thoughts about exams and enrolment 44%. Planning hardships 70%. In Ukraine changed conditions of enrolment to higher education establishments, abroad it is hard for children to understand the way to get education. But it is important for us to focus on strategies for overcoming the consequences of stress. To help families learn to support themselves and practice self-care. According to the research results (18 months later. A representative sociological research., 2023), we see the most effective stress coping strategies for children and adolescents.

Strategies: Talk with someone you trust, a walk and Spending time with loved ones, were chosen as most used ones (look pic. 1).

But each of these methods also may hold a negative aspect if child only use 1 or 2 of them. Let's analyze the risk of relying solely on one strategy to cope with stress.

Strategy – Talk with someone you trust. Children risk forming attachments with destructive peers or adults who may impose any information and enforce their desires. In adolescents, this could manifest as involvement in various socially destructive and death groups, such as the “Blue Whale”.



Pic.1 The most successful mechanisms for overcoming stress in teenagers

Strategy – Spending time with loved ones. The risk of using this method as the sole approach is the formation of a strong, intrusive attachment to one family member, which can lead to codependency and a loss of confidence in one’s psychological strength and resilience. Fears may arise, and younger schoolchildren may start sleeping with one of the parents or be afraid to be alone.

Strategy – Computer games, reading, watching movies. These strategies can evolve into gaming addiction or dissociation from the social environment. Children with vivid imaginations may construct entire worlds in their minds, escaping into them from the anxiety-inducing reality.

Strategy – walk, physical exercises, sport. The risk of relying solely on this method can lead to physical exhaustion.

According to the research by Kharchenko N. and Malets S., children who exhibited greater social activity showed less shyness and emotional anxiety, even during wartime, and were happier. Active children also proved to be happier. The study found that emotional instability had a negative impact on the level of happiness, while sociability positively correlated with life satisfaction (Kharchenko, Malets, 2023).

Our goal is to diagnose adaptation difficulties and help the child or adolescent find support, expand the options for coping strategies with the consequences of stress. It is essential to work with parents on psychoeducation regarding the diversity of stress coping strategies and the types of support for the child during periods of intense stress.

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**THE EDUCATIONAL POTENTIAL OF THE OPTIONAL COURSE
“FUNDAMENTALS OF CHRISTIAN ETHICS”
FOR THE DEVELOPMENT OF RESILIENCE
OF THE FIFTH GRADE STUDENTS IN EMERGENCY SITUATIONS**

The importance of the resilience of children

The insidious Russian aggression against the independent state of Ukraine hurt the entire Ukrainian society. At the same time, it was the Russian-Ukrainian war that revealed and demonstrated to the world the main core of the Ukrainian national idea – Christian spirituality. Loyalty to this idea has been preserved by the Ukrainian people throughout the ages. The war demonstrated to the world the special mission of Ukrainians in the new century – to oppose world evil, to be steadfast in the fight against it, to become a talisman of modern civilization. Despite the enormous difficulties, the Ukrainian nation is experiencing its new birth, discovering all the important constituent elements of the national idea.

In the conditions of the Russian-Ukrainian war, children who have a sensitive psyche and do not have experience of behavior in stressful situations especially suffer. For the preservation of the young generation, it is extremely important to develop resilience in children, which involves preparing them to endure stressful situations, proper behavior in them, and recovery after being in a stressful situation.

By the term “resilience”, we understand spiritual, psychological and physical vitality, stress resistance and the ability to recover after being under stress. Vitality means the spiritual, psychological

and physical potential of a person. Stress resistance involves the ability to tolerate stressful situations and act adequately in them. Resilience means the ability to quickly rehabilitate a person's spiritual and physical forces after experiencing a stressful situation.

An important problem of resilience is the search for mechanisms of acquiring the potential of vitality and the ability to transfer stress and recovery after a strong emotional stress. Personal resilience is related to a person's spiritual and social potential. It also depends on national resilience, related to the ability to resist internal and external threats. The development of resilience is a complex and multifaceted personal process that involves a combination of internal and external resources.

Ukrainian and foreign scientists (Bozhok E.V., Fedorchuk V. M., Gaponenko L.O., Hellerstein, D., Khamitov N.V., Komarnitska L. M., Pirozhkov S.I., Savchyn M.V., Stefurak Ivan, Storozhuk N. R., Zimyanskyi A.R etc.) (Fedorchuk et al., 2024; Hellerstein, 2024; Pirozhkov et al., 2021, Savchyn et al, 2023; Stefurak, 2023) emphasize the importance of the spiritual and value factor in the process of developing human resilience.

The experience of spiritual and moral education in Ukraine

The experience of spiritual and moral education based on Christian values for 32 years in Ukraine vividly testifies its high effectiveness in forming the resilience of students of general secondary education institutions. After two years of full-scale war, the subjects of spiritual and moral content help children find the meaning of life, because its loss leads to a major national problem – an increase in the number of suicides among teenagers and young people.

In this article we present some examples how the optional course “Fundamentals of Christian Ethics”, which is taught in public schools helps develop resilience. This course appeared in the state schools of Ukraine in 1992, initially in three Western regions, and after a few years it covered the entire country. The course is taught based on specially prepared curricula and manuals approved by the Ministry of Education and Science of Ukraine and with the written

permission of parents. This course is taught by teachers who have a pedagogical education and have undergone special training at relevant courses at regional Institutes of Postgraduate Pedagogical Education. There are more than 10,000 such teachers in Ukraine. Spiritual and moral courses are taught in 27% of Ukrainian state schools for about 500,000 students, which covers about 13% of all students in Ukraine. The course “Fundamentals of Christian Ethics” is interdenominational and it is based on spiritual and moral values common to all Christian denominations.

The development of the resilience of the fifth-grade students

Let’s consider how the course “Fundamentals of Christian Ethics in the fifth grade” serves to develop students’ resilience. Creating a new manual “Fundamentals of Christian ethics. 5th grade” for the New Ukrainian School in 2022-2023, the authors chose for each of the 17 topics materials related to the formation of a personality of national stability. This textbook includes materials on history, culture, traditions, folklore, language, Ukrainian ideals, worldview, etc. (Basics of Christian ethics, 2023).

The manual is conceptually modern, as each of its blocks combines theological, philosophical, psychological, pedagogical, national and cultural, semiotic, media aspects in a balanced way for the formation of a mentally healthy and stable personality. In the fifth grade, students study 17 topics in 17 lessons. In every lesson, biblical stories aimed at the formation of optimism, lust for life, resilience, and faith in one’s own strength are necessarily studied. Bible stories reveal the laws of the spiritual world in which we live.

In the first lesson “The Bible is a source of wisdom and morality” informative texts are presented, from which students learn that the Bible is a unique Book that contains the message of God for man. Based on short written stories about the life of the Swedish writer, Nobel laureate in the field of literature, Selma Lagerlef and the brilliant Ukrainian poet and artist Taras Shevchenko, students learn how the Bible helped these famous people in solving their private difficult life problems. In the first lesson, students get acquainted with the biblical story of David and Goliath. On its basis,

children learn about the law of asymmetric actions, when the key to victory is not only a physical strength (because it is small), but a person's spiritual potential that is connected with the faith in God. Such a person receives enormous opportunities and indomitable strength of spirit.

In topic 2 "Man is a spiritual and physical person", children get acquainted with the biblical view of the origin of the world and man in it. Students learn about the uniqueness of a person, about their structure that consists of the triad of body, soul, and spirit. The educational text "The Dignity of the Ukrainian People" reveals the multifaceted nature of the concept of "dignity". One of its components is the ability to stand up for oneself and the ability to come to the aid of others.

Topic 3 "Good and Evil" offers for in-depth analysis the modern fairy tale "Bird of Steel" about the 21-year-old defender of Mariupol, "Azov Steel" Kateryna Polishchuk. The children learn about how this young girl, in an atmosphere of great psychological and physical stress, not only found the strength to treat wounded and sick soldiers, but also encouraged them with a song to fight with the Rashists. Kateryna Polishchuk called "Bird of Steel" has become a living and real example of the incredible resilience of Ukrainian youth.

Topic 8 "Jesus Christ – Physician of the human soul and body" reveals to students the Person of Jesus Christ, Who is ready to come to our aid in difficult times for humans. The understanding that a person is not alone during difficult trials, but has help in the Person of Jesus Christ, encourages a person and makes them more stress-resistant. The text of the manual for the 5th grade includes a real-life story about the defender of Mariupol, Oleg Tyslyuk, who found the Gospel in one of the apartments of a high-rise building and read it together with his comrades in arms between battles. Despite massive shelling and constant fierce fighting, all Ukrainian fighters remained alive.

Topic 10 "The Commandments of Love" offers Bruno Ferrero's parable "The River and the Desert" as a reminder that many people have forgotten that there is a spiritual life. This is where

all the problems come from. The material “Volunteer children” is dedicated to a special category of young citizens who voluntarily give their time, energy and effort to help others. This desire has great social significance and encourages peers.

Topics 11, 12 are dedicated to the Commandments of Bliss, and explain the basics of happiness of a spiritual person, answer the question whether it is possible to be happy in the times of trials?”.

Topic 13 “Jesus and children” offers the material “Children-heroes” for study, which introduces children – integral individuals who can be positive examples of resilience and heroism during severe military trials. In the first days of the war, when the Russian column of tanks and armored vehicles was moving towards Kyiv, a teenager Andriy used his drone to transmit the coordinates of the column to our soldiers, and they destroyed the Rashists with well-aimed shots and stopped their way to our capital. For his courageous act, the teenager received an award from the President of Ukraine.

Lesson 14 “Let’s hear and understand Jesus Christ” contains a story about the youngest and most successful Paralympic champion of Ukraine. When asked by a journalist how he got such brilliant results, the Christian boy replied that he thanks God for all his victories.

Conclusions

Numerous observations, sociological and psychological studies indicate that the course “Fundamentals of Christian Ethics” has a great psychological potential. Children, the atmosphere in classes and schools are changing for the better. Children become friendlier, calmer, more tolerant, more resistant to stress, less aggressive.

Therefore, resilience should be formed from childhood, including at state school, preparing children for stressful situations. Subjects of spiritual and moral direction, including the course “Fundamentals of Christian Ethics”, are quite effective means for developing resilience. From them, students learn to rely on God, draw strength from Him, receive wisdom and support in critical stressful situations.

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**ENHANCING RESILIENCE
IN PROSPECTIVE PRIMARY SCHOOL
TEACHERS THROUGH MUSIC
AND MOVEMENT INTERVENTIONS**

Resilience of Prospective Teachers

The concept of resilience, seen as the capacity of prospective teachers to adapt effectively, warrants additional focus on its cultivation in contemporary settings, particularly within the context of wartime conditions. Beyond the importance of identifying effective tools for nurturing resilience, it is crucial to precisely define and tailor this term to the specific needs of distinct target groups. This becomes even more pertinent in light of the ongoing Russian invasion of Ukraine, which underscores the necessity of developing professional competencies amidst heightened stress and danger.

Traditionally, scientific literature characterises resilience as an inherent, dynamic trait within an individual that serves as a foundation for constructive stress management. Notably, while resilience is considered innate, O. Rudenko highlights its potential for development. Scholarly sources commonly describe resilience as the *capability to maintain a stable level of psychological and physical well-being in adverse circumstances, successfully adapting to challenging conditions, and effectively navigating stressful situations without enduring lasting disturbances*. Hence, research portrays resilience as a multifaceted concept, representing an adaptive, dynamic process of returning to initial social functioning following periods of maladjustment caused by psychotraumatic factors (Rudenko, 2022).

The cultivation of adaptive resilience mechanisms can also be approached through the holistic enhancement of emotional intelligence among prospective primary school teachers. In particular, contemporary research on this subject is gaining prominence, with contributions from domestic scholars such as N. Kovryha, M. Shpak, T. Chernous, V. Kalamash, Derevyanko, H. Handzilevska, V. Kondratiuk, O. Ratinska, and others.

This issue is multifaceted, with different perspectives being explored. For instance, the research delves into aspects like the information and psychological security of primary school teachers, as addressed by H. Handzilevska and V. Kondratiuk (Handzilevska, Kondratiuk, 2021). It also investigates the interplay between emotional intelligence, self-regulation, and emotional stability, which was a focus of M. Shpak's work (Shevchenko, 2014). Furthermore, researchers like T. Chernous and V. Kalamazh (Chernous, Kalamazh, 2022) are examining the impact of music and movement on adaptation and stress management in wartime conditions. O. Ratinska's work deals with cybersecurity of parents, children and teachers online, while Derevyanko's research (Derevyanko, 2022). explores the restoration of emotional well-being in young people during times of war, among other related studies. These studies collectively emphasize the psychological well-being of individuals as a state of security and wholeness. They underscore the necessity of nurturing innovative competencies, which, in turn, influence the expansion of behavioural patterns, diversify decision-making strategies, and enhance the pursuit of professional success. These advancements, as highlighted by H. Handzilevska, ultimately enrich the motivational sphere and help combat motivational deficits leading to procrastination among future educators (Rudenko, 2022).

The current relevance of this topic necessitates the search for effective methods to shape the resilience of prospective teachers. The application of music and movement practices is based on contemporary neuroscientific research, as well as practical and theoretical developments within educational psychology, corrective pedagogy, and geriatrics, particularly concerning

inclusion and the enhancement and preservation of quality of life. Moreover, the creative component inherent in music and movement activities strengthens their effectiveness in developing emotional competencies related to resilience. This creative element not only forms an integral part of these activities but also serves as a potent resource for the processes of recovery and adaptation.

Following a theoretical examination, it becomes evident that artistic expressions like music, dance, and movement can be recognised as potent tools for impacting specific facets of emotional intelligence among prospective educators. The influence of art, music, and dance holds distinct significance in the formation of such personality traits as sensuality, sensitivity, tolerance, ability to establish close emotional connections, empathy, introspection, emotional comprehension, and emotional regulation. These arts have been substantiated as catalysts for self-awareness, introspection, and heightened motivation, rendering them particularly valuable in fostering resilience and adaptability.

The value of artistic mediums, particularly music and movement, stems from their ability to exert influence on both conscious and subconscious levels, a phenomenon substantiated by extensive neuroscience research. The works of scholars like R. Zatorre, P. Janata, A. Damasio, and others provide evidence of the active impact of music and movement on brain activity, subsequently affecting emotional states, sensuality, and activity levels. Consequently, these interventions permeate all aspects of life, affirming their substantial influence on personal and interpersonal spheres. Investigating the effectiveness of music and movement interventions as non-verbal modes of influence holds particular significance in the context of cognitive decline, a manifestation often linked to the consequences of prolonged stress experienced by students pursuing their profession. Hence, the elements of music and movement's impact that primarily contribute to stabilising psychoemotional states frequently encompass sensory stimulation, heightened bodily awareness, regulation of physical engagement, and the activation of communicative functions, all of which are intricately tied to social and psychological adaptation.

Music and Movement Intervention

When considering music and movement intervention as a psycho-emotional element contributing to resilience, we are primarily addressing the stimulation of specific conscious or unconscious activities through the influence of musical and movement elements. These elements encompass aspects like rhythm, intonation, melody, timbre, phrasing, speed, shape, dynamics, and more. Through empirical research conducted with primary education students at Ostroh Academy, certain music and movement interventions were identified and investigated within the context of promoting effective stress management strategies (Chernous, Kalamazh, 2022). According to a survey among students, their choices of these interventions were determined by their individual strategies, which aligned with their resilience development goals and objectives.

The list of music and movement interventions is categorised according to personal strategies: employment of imagery techniques with music: aimed at reducing psycho-emotional stress and enhancing self-awareness; song writing: utilised to bolster psycho-emotional and cognitive engagement; collaborative music-making and improvisation: serving as an implementation strategy that fosters close relationships and augments communication skills; listening to music: to modulate activity levels; integration techniques, which involve the application of the orff-approach, intended to elevate social engagement and enhance students' perceptual and interactive skills during stressful situations.

The research confirmed the effectiveness of these interventions in selecting suitable coping strategies amidst heightened stress linked to military operations. Additionally, another study demonstrated the impact of music and movement interventions, especially when employing the orff-approach, on self-awareness and creative engagement (Chernous, Kalamazh, 2022). This, in turn, positively contributes to the development of resilience and psychological flexibility. However, despite the conducted research, several aspects remain to be further elucidated, necessitating additional scientific exploration.

In light of the aforementioned findings, the question arises regarding the deliberate integration of music and movement interventions into the training of prospective primary school teachers. This issue revolves around the objectives of implementing such interventions, which must align with professional responsibilities and, consequently, harmonise with the cultivation of professional emotional competencies. In order to address this concern, we can propose an emotionally centred approach to instructing future primary school teachers in music and movement disciplines. The core of this approach lies in merging theoretical knowledge with practical expertise in utilising music and movement interventions for the cultivation of emotional competencies among prospective educators. This process actively engages students in their learning experiences, enabling them to personally develop the emotionally essential competencies required for their profession through immersion in practical activities. Specifically, these practices can be incorporated into such subjects as «Methods for Teaching Artistic, Aesthetic and Technological Cycles in Primary School» and «Orff-Pedagogy.» Moreover, they can be effectively integrated into the practice of morning circles, which are highly valuable within the student community. The psychological and pedagogical facilitation of these disciplines can serve as a means of implementing an emotionally oriented approach to instructing music and movement disciplines for future primary school teachers.

Psychological and Pedagogical Facilitation of Music and Movement Disciplines and Development of Resilience

Re-evaluating the role and responsibilities of educators stands as a pivotal concern in contemporary educational reform. The principles of humanising the pedagogical process emphasize building relationships rooted in democratic and tolerant attitudes towards children. These principles also stress the development of children's capabilities by catering to their individual needs and desires. Consequently, the incorporation of the conceptual foundations of partnership pedagogy into school education increasingly centres on redefining the teacher's role and functions.

It underscores the development of competencies that underpin quality learning experiences, built upon effective principles of interpersonal interaction between students and teachers. Within this context, psychological and pedagogical facilitation gains prominence as an approach that supports the implementation of partnership pedagogy. This approach is geared towards personalising the learning and assessment process and introducing tailored educational methods.

The robust theoretical underpinnings of psychological and pedagogical facilitation, as advocated by the American psychologist K. Rogers, delineate several principles upon which an efficacious student-teacher interaction process should be founded. These principles shed light on the following key areas: the congruence of interpersonal relationships, which signifies an individual's capacity to manage and comprehend their own emotions and the ability to authentically express them; the realisation of unconditional acceptance as the embodiment of a teacher's genuine belief in the potential and capabilities of each student; the cultivation of empathy, denoting the skill to perceive the inner world and behaviours of each student from his/her inner perspective (Shevchenko, 2014).

Hence, as we expand upon the concept of implementing psychological and pedagogical facilitation within music and movement disciplines as a guiding principle to effectively implement partnership pedagogy grounded in humanistic values, it becomes evident that there is a growing necessity to shift perspectives concerning the development of emotional and communicative competencies through the integration of music and movement interventions into the training of future educators.

Conclusions

The demands of contemporary education extend beyond the cultivation of emotional and communicative skills; they also encompass the development of various emotional competencies, particularly those serving stress-resilient, adaptive, and regulatory functions. These competencies are directly intertwined with the enhancement of resilience among future educators.

Currently, several pertinent issues emerge in the ongoing implementation of music and movement interventions as tools for fostering resilience, namely they include:

- the adoption of pertinent approaches to the study of music and movement disciplines, with an emphasis on the nurturing of psycho-emotional competencies (this includes approaches such as the orff-approach and improvisational music and movement techniques);

- research and implementation of music and movement interventions that take into account the developmental, psycho-emotional, social, and communicative aspects of psychological and pedagogical interactions;

- the identification and acquisition of effective music and movement techniques and approaches by prospective primary school teachers, enabling them to develop various facets of the personal and interpersonal domains among younger students.

An assessment of the current scenario, regarding the relevance of integrating music and movement into the curriculum for future teachers, underscores the imperative to heighten awareness about the potential of music and movement in nurturing personal and interpersonal growth. This involves the emphasis in music and movement disciplines on raising awareness among future primary school educators, specifically by studying the goals, objectives, and opportunities for introducing music and movement activities in primary education, drawing from contemporary scientific research.

Psychological and pedagogical facilitation, coupled with the application of modern approaches to the study of artistic disciplines grounded in improvisation and practical musicianship, will contribute to the development of students' proficiency in utilising musical and movement tools, irrespective of their varying levels of expertise. Incorporating psychological and pedagogical facilitation into music and movement disciplines enables individuals to gain essential professional skills through their personal engagement with music and movement interventions for self-improvement. This, in turn, yields a dual benefit: firstly, an enhancement in the quality of their future professional endeavours, and secondly,

a positive impact on the development of critical emotional competencies among educators. These competencies encompass adaptability, resilience to stress, self-reflection, motivation, the capacity to creatively navigate information saturated with stress-inducing factors, and the effectiveness of decision-making in contexts characterised by uncertainty and heightened stress levels.

The theoretical analysis of the literature and empirical research on the use of music and movement interventions substantiate their efficacy in fostering the capacity for recovery, nurturing emotional stability, and enhancing psychological flexibility. This topic remains relatively underdeveloped, residing at the intersection of pedagogy, psychology, and psychotherapy, thereby encouraging further research encompassing a multidisciplinary team of experts.

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THE INFLUENCE OF PARENTAL ATTITUDES ON BUILDING RESILIENCE IN CHILDREN

The process of human formation, first of all, takes place in the family environment. The family performs many functions (which affect the the educational process), including the function of satisfying the needs of all its members. The family can be perceived as a system – a set of interconnected elements. This complex is something more than a simple sum of parts and is characterized by the fact that there is interaction between the elements of the system. In practice, this means that each family member reacts to the behavior of other members (De Barbaro, 1996).

The term **parental attitudes** in psychology refers to a system of of beliefs, values, rules and norms that parents pass on to their children. It is a complex of mental formations that arise in the process of upbringing and socialization of the child. Parenting attitude serves as an umbrella term encompassing both parenting style and parenting practices. While parenting style primarily describes a parent’s overall approach and behavior patterns, parenting attitude conveys the expectations and beliefs that parents hold regarding their children (Çakmak Tolan, & Bolluk Uğur, 2002).

The structure of parental attitudes includes three components: cognitive (ideas about the distribution of parental roles and the ideal image of a child), emotional (emotional background in the implementation of attitudes), and behavioral (actual reproductive behavior and relationships). In addition, parents’ values, perception of the child, and parents’ perception of themselves are taken into account.

The concept of parenting styles originated from Baumrind’s (1971) categorizations into three groups: authoritative, permissive,

and authoritarian parenting. These definitions encompass communication skills, compassion, warmth, and interventionism in varying proportions.

Later, it was add neglectful parenting. The child receives minimal nurturance or guidance and experiences a sense of neglect, characterized by a lack of attention. Neglectful parenting may not always be deliberate but can stem from the parent's personal challenges. The key characteristic is a lack of parental interest in their children's affairs, leading to reduced responsiveness to the child's needs and low demands due to limited involvement. Children exposed to neglectful parenting often encounter difficulties in various aspects of life.

The authoritarian parenting style is characterized by strict rules and high demandingness. It involves making tough decisions and employing one-way communication with low responsiveness. The child's decisions and choices are not regarded as significant and are unreasonably disregarded.

Authoritative Parenting were parents actively engage in their child's decisions and behaviors. They establish clear rules and expectations while adopting a supportive and problem-solving approach. There is frequent communication where in the child's perspectives are not only understood but also taken into consideration. The expectation is for children to lead self-disciplined lives and make mature decisions. The democratic parental attitude is similar to the authoritative parental attitude in terms of setting clear rules and directing the child. However, it differs from authoritative parenting in avarious aspects, parents carry out this discipline in a warm manner, explaining the reasons to the child/adolescent and providing flexibility when necessary (Darling & Steinberg,1993). Both parenting styles are effective in fostering psychological resilience, with more supportive and responsive parenting styles contributing to increased psychological resilience. Democratic parents enable their children to make their own decisions, set reasonable expectations, and offer emotional support (Easterbrooks et al., 2019).

Parenting styles are typically assessed through two fundamental dimensions: demandingness and responsiveness.

A notable positive correlation was identified between a democratic parental attitude and the psychological resilience of adolescents. Embracing positive and beneficial upbringing attitudes and behaviors while steering clear of toxic behaviors has been observed to exert a positive influence on the psychological resilience and mental well-being of adolescents. Additionally, there exists a positive correlation between authoritative parenting and mental health (Çakmak Tolan, & Bolluk Uğur, 2002).

Currently, the literature frequently discusses democratic, overprotective, permissive, and authoritarian parenting styles. However, parental attitudes extend beyond these categorizations. Parents can be involved in various areas, including permissiveness, intervention, compassion, communication, discipline, closeness, boundaries, and parental monitoring (Kosterelioglu, 2018).

This situation is particularly crucial in adolescents. Psychological resilience can be defined as the presence of protective factors that mitigate or eliminate the impact of adverse life conditions, also known as risk factors (Benard, 2004). There is increasing data showing that overprotective parenting is associated with weaker self-efficacy, less problemsolving capacities, and lower interpersonal sensitivity (Schiffirin et al. 2014; Reed et al. 2016; Scharf et al. 2017). These characteristics tend to increase the risk factors of psychological resilience.

Children with helicopter parenting mothers and fathers have higher levels of depression, neurotic tendencies, higher anxiety and risky behaviors, dependency on others, ineffective coping skills, emotional disorganization, lower autonomy, less competence, and decreased satisfaction with life, resulting in lower academic and social life satisfaction; hence, some studies reveal that it is related to compliance levels (Odenweller, Booth-Butterfield, & Weber, (2014); Darlow, Norvilitis, & Schuetze, 2017; Kwon et al. 2017; Schiffirin et al. 2019; Cui et al. 2019) as well.

In definitions of the concept of **psychological resilience**, there are three main points: a) risk and/or difficulty, b) positive

adaptation, coping, competence, and c) protective factors. Need to adds, it also includes the ability to use several protective factors, such as personal and social resources and perceived level of family harmony, to maintain mental well-being in the face of stress and adversity (Luthar, Cicchetti, & Becker, 2000). Individuals with high psychological resilience have the ability to transform the stress they encounter into a circumstance that will work to their advantage.

In line with the understanding concept of resilience proposed by Ogińska-Bulik and Juczyński (Ogińska-Bulik, & Juczyński, 2008), they treat resilience as a personality characteristic important in the process of coping with difficulties. It is the ability to break away from unpleasant life events and to deal more effectively with stress and negative emotions (Ogińska-Bulik, 2013). In their empirical analyses, Ogińska-Bulik and Juczyński (2008) distinguished five aspects (factors) of resiliency, namely: (1) persistence and determination in action; (2) openness to new experiences and a sense of humor; (3) personal coping skills and tolerance of negative emotions; (4) tolerance of failure and view of life as a challenge; (5) optimistic attitude towards life and the ability to mobilize in difficult situations. Assuming that resiliency is a personality characteristic important in the process of coping with difficult events, such as life in time of war and the experience of war in one's own country, we posed the following question in the present study: How do the parental attitudes influence on building resilience in children? Family upbringing has a major impact on building resilience. By teaching children to make their own decisions, not to be afraid of mistakes, but to be afraid of inaction, parents build resilience in their children. By their own example, parents show that resilient people in stressful situations seek support and help from their loved ones, and are ready to reciprocate, believe that it is more effective to stay involved in the situation and in contact with and know when they can influence the outcome of events and do so, believe that changes and stresses are natural and that they are rather an opportunity for growth, development, and a deeper understanding of life, rather than a risk or threat to well-being. The development of resilience is negatively affected by a lack of support, encouragement from parents and a

non-constructive model of coping with stress that children receive “inherited” from their parents.

Research on risk factors and factors that protect children from risky behaviors (aggression, premature sexual initiation, substance use, etc.) clearly indicate a strong emotional connection with parents as a basic protective factor (Arendarska, Wojciszek, 1995). Protective factors according to J. D. Hawkins: 1. Strong emotional connection with parents. 2. Interest in schooling. 3. Regular religious practices. 4. Internal respect for norms, values, and authorities (Arendarska, Wojciszek, 1995).

At the same time, disruption of emotional ties in the family or mistakes in the process of upbringing and socialization, if not directly, then indirectly cause, support or reinforce deviant behavior – as all researchers of the causes of such behavior unanimously state (Bradshaw, 1994).

A child is an integral part of the family. If a child is «on the wrong track,» it means that the entire family system is not functioning well. A child’s problems are often a manifestation of inept parenting. This is not about making parents feel guilty. This is not a consequence of their evil will or conscious actions, but rather a lack of skill (Bradshaw, 1994).

Explorations into psychological resilience play a crucial role in mitigating occurrences such as violence, aggression, and bullying, presenting significant challenges for both adolescents and society. Beyond crisis intervention or one-on-one psychological counseling, there is a belief in the necessity of proactive investigations, particularly focusing on the adaptation, academic achievement, and social success of adolescents. It is recommended that organized sessions involving group psychological counseling and psychoeducational approaches be instituted for a more comprehensive approach to addressing these issues. For example, since 2015 in Ukraine realized psychoeducation prevention program “School for Parents and Educators” (author Joanna Sakovska). The goals of the trainings stem from the needs of the participants – parents and caregivers. What the participants want to learn in the future through participation in the School

for Parents and Educators is most often caused by the desire to improve as parents or caregivers or the need to solve some problems that arise in the process of raising children. The main goal is what the participants will learn, understand, and apply to their lives and work with children as a result of participating in the training. Detailed objectives are the specific knowledge, skills and attitudes that participants will acquire during each module (1-10) that will directly contribute to the main objective and indirectly to the outcome. „The School for Parents and Educators” involves forty hours of training. This is a cycle of ten weekly meetings that last four hours each. Initiatives such as educational activities and psychoeducational programs can be orchestrated to address challenges faced during adolescence, considering the psychological resilience, risk factors, and protective factors across various age levels of childhood and adolescents.

It will be planning a longitudinal and experimental research framework, employ probability sampling techniques, and integrate interview and survey methodologies concurrently. Furthermore, for prospective investigations, it would be more impactful regarding result causality to develop and implement parental programs aimed at enhancing psychological resilience in adolescents and to execute experimental studies utilizing pre-test and post-test evaluations.

In summary, to enhance adolescents’ psychological resilience, there are several factors that families and professionals should pay attention to: unconditional love, having a trusted friend, helping others, engaging in regular physical activity, pursuing hobbies, having a reliable adult figure, living in a clean and safe home, attending a school that meets their learning needs, and the fair and consistent implementation of clear rules (Morris et al., 2021). Based on all of these factors, it is important to educate families and teachers and provide adolescents with appropriate opportunities and the program „The School for Parents and Educators” can help with this.

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PRINCIPLES OF ORGANIZATION OF SANOGENIC EDUCATIONAL SPACE THROUGH THE PRISM OF RESILIENCE APPROACH: UKRAINIAN-SLOVAK EXPERIENCE

The problem of preserving and maintaining mental health in the educational space is quite actively studied in connection with the concept of sanogenesis, in particular, in the measurement of the sanogenic potential of an individual. Translated from Greek, «sanogenic» (sanos – healing; genos – carrier) means «carrier of health». The doctrine of Sanogenesis (Latin Sanus – healthy, Greek Genesis – origin, development) is the basis of preventive medicine and correlates with the tasks of the concept of a school sensitive to mental health (Horbunova, Paliy, Rozyayev, Klymchuk, 2022). This phenomenon is designed to offer Ukrainian schools a possibility of a school space favorable both for the mental health of students and staff, as well as to provide a road map for the implementation of a holistic system of measures to support mental health in schools (Horbunova, Paliy, Rozyayev, Klimchuk, 2022, p.16). In this regard, an open question remains in the search for the principles of organizing the process of teacher training in the direction of developing their own resilience, which plays a significant role in maintaining mental health, and the formation of competencies in implementing the tasks of the concept of a school sensitive to mental health.

Due to this, in our research we focus on the needs of (future) teachers in terms of mental health prevention of participants in the educational space. In previous studies, a two-way correlation between mental health indicators and resilience was found using

Pearson's coefficient ($r=0.653$, $p\leq 0.01$), which confirmed our assumption of the constructive role of resilience in preservation and development of mental health of future teachers. (Plyska, Błaszczak, Handzilevska, Melnychuk-Mohammad, 2023). Hence, the first stage of the research, we studied the barriers to resilience (psychological stability) of future teachers, in particular procrastination, as well as its resources, in particular educational bilingualism.

Thus, on a sample of the Ukrainian and Slovak students, we found an inverse correlation between the indicators of resilience and procrastination in the respondents of the general sample ($r= -0.259$, $p=0.033$) and separately in each group: in the group of the Ukrainian ($r= -0,370$, $p=0.024$) and Slovak students ($r=-0.406$, $p=0.06$). This confirms the destructive role of procrastination for resilience (Handzilevska, Tkachuk, Hundarenko, Lelakova, 2023).

In addition, we found a direct correlation between indicators of resilience and bilingualism in future teachers ($r= 0.242$, $p=0.030$), which confirms the importance of developing bilingualism in order to increase the level of resilience. A correlation was also found between the indicators of the procrastination scale "Anxiety" and the resilience scale "Tolerance to failure and attitude to life as a challenge" (-0.334 , $p=0.05$) in Ukrainians studying abroad (Slovakia, Poland) or those forced to leave the territory of Ukraine due to Russian aggression and start learning a foreign language (Slovak and Polish), which in turn testifies to the importance of reducing the level of anxiety among the respondents of this group in order to develop their resilience (Handzilevska, Kostiuhyk, Hundarenko, Lelakova, 2022). Also, we found an inverse correlation between the procrastination indicator "Motivational deficiency" ($r=-0.377$, $p=0.05$) and the general level of resilience, as well as the scales of resilience "Openness to new experiences" ($r=-0.413$, $p=0.01$) and "Tolerance to failure and attitude to life as a challenge" ($r= -0.325$, $p=0.05$) in Ukrainian students learning English in Ukraine. All this testifies to the importance of prevention of their motivational deficiency to develop resilience.

At the second stage of the research, we studied didactic tools that a teacher can use to organize a sanogenic educational

process, in particular, the collection of Ukrainian folk tales «*The Wise Nightingale*», which has a Slovak translation (Heveši, 2022). We conducted three in-depth interviews with child practicing psychologists (i.e., S. Pliushchova, O. Ratinska) affiliated with the Ukrainian National Psychological Association. We also analysed insights provided by a cognitive-behavioural therapist from Slovakia (E. Shkorvagova). With the help of expert assessment of practicing psychologists it was found that the fairy tales of this collection develop in children critical thinking, reflection, the ability to independently make a choice regarding the acceptance or rejection of information content, to interact constructively, restore their psychological resources and make a choice, which is important in sanogenic educational space. It was found that according to the opinion of the vast majority of both Ukrainian and Slovak expert students (in particular, future teachers), who took part in the survey, fairy tales demonstrate the presence of an adverse event, and at the same time the main character's positive adaptation to it, which implies resilience.

It was learnt that for the organization of positive (sanogenic) discipline, it is important for future teachers to know the rights of the child. It was observed that in all the fairy tales of the collection, the questions are raised regarding the child's inalienable right to life, as well as the child's right to preserve personal boundaries.

According to the results of an expert survey of both groups of the students (Ukrainian and Slovak), those heroes of the fairy tales were singled out, which possess a high level of all characteristics of the psychological profile of sanogenic thinking and features that demonstrate the resilience. At the same time, it was noted that both positive and negative heroes fully possess resilience as well as sanogenicity, and therefore fairy tales in this dimension require a psychological and pedagogical interpretation through the prism of the culture of interaction in the society, a balanced view of the adequate acceptance of both positive and negative traits, emotional states, legalization of one's needs for positive adaptation to changing social circumstances.

The outcome of the research provides the background for singling out the following **principles of organizing a sanogenic educational space in the preparation of future teachers:**

– Organic connection of psychology, pedagogy and medicine – foresees prevention of mental health of participants in the educational space;

Balanced sanogenic development – foresees prevention of disadaptation to changing social circumstances;

– Sensitivity of the educational process to the mental health of its participants –foresees prevention of mental disorders;

– The sanogenic nature of education is the prevention of the pathogenic nature of the interaction;

– Bilingual education in the preparation of future teachers foresees the prevention of unpreparedness for life's challenges;

– Continuity of resilience of a teacher– foresees the prevention of the syndrome of personal burnout, procrastination.

In addition, the results of the psychological analysis of the fairy tales demonstrate the relevance of their use in the development of future teachers' competencies, in particular those aimed at preventing violence (the principle of «The priority of life values and respect for personal boundaries»).

Thus, we have outlined the relevance of organizing a sanogenic educational space through the prism of the resilience approach. The first results of pilot studies confirm the importance of further research in this area. Our research is a certain response to the project «National program of mental health and psychosocial support» initiated by the first lady of Ukraine, Olena Zelenska. It aims to help Ukrainian citizens to prevent the development of mental disorders, restore and optimize their mental health.

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STRESS-FREE WAY TO THE NECESSARY SUPPORT, RESILIENCE, FLEXIBILITY, STRENGTH, AND UNDERSTANDING

Professional role

There are three functions of a professional role: supportive, competent, and controlling one.

Draw yourself at school – in your professional role.

First step: Independent work:

A. Supportive function

People (things, animals) who support me. How do they do it?
How do I search for them?

B. Competent function

People/activities that help me become a more competent teacher. How do you proceed when a) you are acquiring, b) you are overwhelmed?

C. Controlling function

People who supervise the quality of your work – check, inspire. How do they do it?

Second step: Sharing in threes and complementary work in threes:

A. Supportive function

What do you experience in it? What do you feel in that relationship? What benefits and pitfalls do you see in it?

B. Competent function

What are the benefits and pitfalls?

C. Controlling function

What are the benefits and pitfalls? Which of these relationships is the most challenging for me to provide?

A strengthening technique focused on the role of the teacher – a balance wheel

Think about how satisfied you are with the life situations in the last month. Give values from 1 to 10: 1 – my satisfaction in this area is low; 10 – I live to my complete satisfaction.

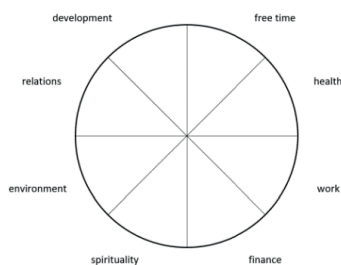


Figure 1. A balance wheel (own source)

What could be modified in your wheel to make it smoother? Which of the areas could you strengthen or suppress? How to achieve balance? Which areas influence each other and can complement each other? Which area, if you supported it, would positively affect other areas at the same time?

Activity: Work in threes (30 minutes)

1. What do you feel when you see the change in the colour of the surface of the area on your wheel?
2. Imagine that you have already managed to live your area more fully. What was the first step that supported its growth? How much time did you need for the first step?
3. What other steps could support your life satisfaction?

When we do not receive enough support, we can experience overload in a relationship, at school or at work, which is reflected

as a stressor in the interaction with our personality and with the stressors that occur in our lives at that moment. Fineman [1985] offers a supportive and simple model illustrating the interrelationship between stress and support. The scheme (Figure 2) visualizes the importance of not only paying attention to one's own support system and taking responsibility for it, but also actively reacting to stressors in one's own life, at school, at work and at home.

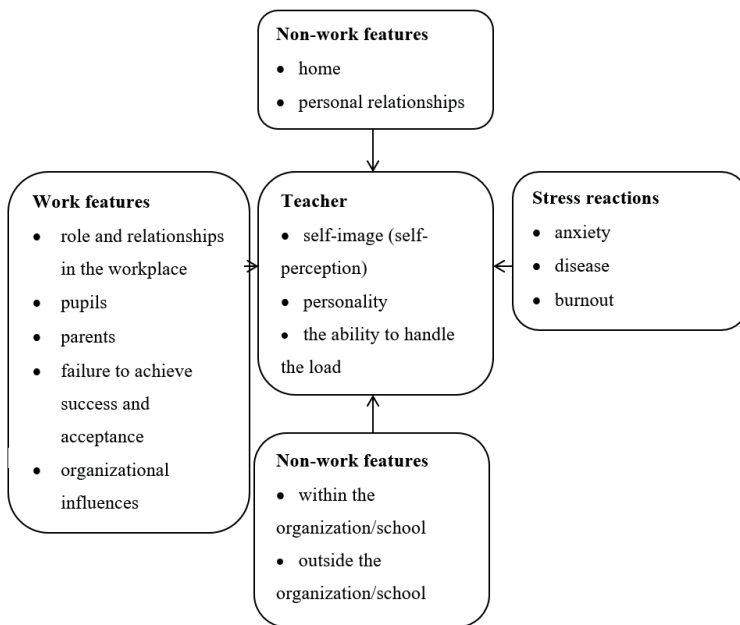


Figure 2. Forms of teachers' stress (Fineman, 1985)

Some types of stress are necessary and can be positive and can activate a student or teacher to act and deal with a certain threat or crisis. However, in the profession of a teacher, the stressors that arise at work too often force his/her mental health and physical symptoms to action without the possibility of releasing this energy in some action. Symptoms of stress can thus lead to consequences

in the form of physical, psychological, emotional, and behavioral symptoms, to burnout and resignation.

Different signs of stress

Physical signs: headache, insomnia, changes in the regulation of food and fluid intake, excessive fatigue.

Mental signs: reduced concentration of attention, intrusive thoughts, worries.

Emotional signs: moodiness, anger, fear, sadness.

Behavioural signs: overt or covert avoidance, unregulated drinking, eating, smoking.

It is very important that people in the helping professions take responsibility not to overlook these symptoms but build a system of support and resilience to vulnerability. The questions from the student or teacher should be about the difficult situation in the past that they had managed, self-experience that can support their belief in their own resources and resilience, and about overcoming crises. All these questions, answers, thoughts can increase resilience. We support the student teacher in adding new meanings to challenging situations, in the context of learning and growth, as awareness of one's own competence in the past experience strengthens awareness of self-efficacy [Anyalaiová, 2011]. To support the resilience of students and teachers, we also offer the following activity, which allows us to answer the question of how to support the resilience of those who are alive in the education system and resistant to resignation.

Support System Mapping (modified from Hawkins, Shohet, 2004)

Activity: Take a large sheet of paper (A3 or larger) and draw on it a map of the support system you have in your profession. Draw a symbol or a picture of your character in the middle of the paper. Then around this picture or symbol draw pictures, symbols, diagrams, or words representing all the things and people supporting you in learning and creativity in your work. It can be walking to work/

school, books you read, colleagues, meetings, friends, etc. Try to capture the nature of your relationship with these types of support. Are they still around? (You can also give different colour, thickness, shape to these lines). Is the connection strong and regular, or is it weak or distant? Do they support you from below like foundations or are they balconies that lift you up? We only present topics. Try to find your own way of mapping your support system.

To sum our journey to the necessary support, resilience, tenacity and understanding – let us experience the world and ourselves with interest and determination to act in the present moment in accordance with our own values in a way that we perceive with distance and openness, notice and accept ourselves and the world with compassion and appreciation, consciously accepting and acknowledging conflicting thoughts without having to declare that we are the winners. Let us experience the world and ourselves knowing that we can identify and support our resources, and uncover more connections, find understanding, knowing that we have choices, yet our minds are constantly trying to turn those choices into logical conclusions.

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**CHESS GRANDMASTER VERSUS HUMILITY
AND RECOGNITION OF OWN LIMITATIONS
IN THE SENSE OF SUPERVISION AND RESILIENCE**

Supervision is an interaction between two or more individuals for the purpose of sharing knowledge, evaluating professional competencies, and providing feedback with the ultimate goal of developing new competencies that facilitate the provision of effective psychological services and develop professional competencies (McIntosh, Phelps, 2000). It focuses on achieving greater satisfaction and well-being in the connection between private and professional life (Kopányiová, Matula, Smiková et al., 2004). Supervision gives us the opportunity to safely uncover and discuss with full acceptance the mistakes we have made. We can ask for help, accept, and reflect on our own fallibility without experiencing a dysfunctional fear of being hurt, abandoned, or rejected, feeling sad, anxious, and unable to receive protection, support, help and resilience. We get permission to appreciate ourselves, strengthen ourselves, expand our knowledge, space is created for us to be able to take care of our needs, to perceive our own emotions and needs, as well as the emotions and needs of the supervised and the student. In supervision, we can achieve the development of the internalization of the mode of a tolerant parent who takes care of his/her own fashions in a loving way, appropriately fulfills the inner needs, is aware of patterns, fashions and automatic reactions and can respond in a healthy and appropriate way.

Supervisor supports the ability to cooperate, manage conflict situations, the ability to self-reflect and self-evaluate, the ability to proceed systematically, structure and classify new information, put things into context, critically monitor and assess phenomena, look for new solutions, consider chances and risks (Belz, Siegrist, 2011). In the process of supervision, we learn to support ourselves, accept responsibility and solve obligations, realistically assess situations, ourselves and others, perceive our emotions and the emotions of others, and find a balance between our needs and the needs of others (Jacob, Genderen, Seebauer, 2015). We get the opportunity to go through the same cognitive interventions with ourselves that we would use with a student. We recognize a strong supervisory relationship filled with sensitivity, care, optimism, and patience – this is how the foundation of our independent professional or pedagogical activity is built, which leads to personal growth. On the way to a new professional or pedagogical competence, we do not need to be a perfect expert, a teacher with an inclination to professional and pedagogical performance (Jennings, Sovereign, Bottorff et al., 2005), but we need to invest time, practice, and dedication in its development.

Technically, supervision most often takes place as:

- case supervision,
- written supervision of the described case,
- role play supervision,
- audio recording supervision,
- supervision of the video recording of the session,
- Bálint group.

Strengthening techniques focused on the role of a teacher

1. Assignment

When were you the most satisfied in your study/work life? What life or study/work success did you achieve? Choose a specific situation in which you felt and felt your success the most. Remind to yourself: When it was? Where and how did you feel? Who was there with you? How did you behave on the outside? What did you like most about the whole thing? How did you contribute

to this success? What did you use...? Features; Abilities; Skills; Competences.

Share in pairs how you managed to resolve the conflict with your inner critic in the comics. What worked for him/her? Who/what helps you? What feelings and emotions come to you when you see the result, when the conflict with the inner critic is resolved? How could you translate the outcome of your comics book story into real life when the inner critic comes calling? What is the smallest step you would take?

2. Imagination

Safe place – Balloon of qualities

Work in a group of three (20 minutes). Talk about your success, what was it? What skills, abilities, qualities did you use? Imagine any safe place for you. Notice what makes you feel good. What do you like? Remind yourself of the qualities you have and which come to your mind. Imagine that balloons are flying around you. Your qualities are written in them. You can inhale them. They get into you. You can fill yourself with them. You can strengthen yourself this way. Perceive them for a while. Now you can decide that your qualities stay with you and are fully utilized. Whenever you need it, you can always decide that your qualities stay with you and are fully utilized. Whenever you need it, you can always return to this place and remind yourself of your qualities.

Very crucial in this process is:

- awareness of our own existence and the existence of the students, who allow us to approach them with humility and respect, quietly and on tiptoe, and be able to focus on the subtle components of their needs, emotions, concerns, and behavior.
- the pillar that can be stimulating for our future supervision activity is the range of helping relationships that are part of our life history.

We believe that in a supervisory relationship we will answer questions with self-confidence and optimism, that we can be able to act actively for ourselves and our resilience, we can be ourselves and know how to explore our emotions, we can be aware of our

limits, we believe in our abilities, we believe, that the way we work is correct and that we can trust the other.

A supervisory relationship is an equal relationship, not a review relationship. It is also the relationship of a critical friend who provides support, but at the same time expresses doubts, when necessary, a relationship that is filled with security, acceptance and appreciation, a relationship that is free and that, in an atmosphere of support for uniqueness, gives the opportunity to discover, to know.

Experience method – method of supervision

In *a wish letter* the supervisors express their wishes here and now, for the future. These are wishes they would like to see fulfilled in relation to themselves and the client. What would they like to say to themselves? What would they like to say to the client? What was the client successful with when they imagined that they have reached a common goal? The supervised write a letter to themselves (current self), student, client here and now: What could I be appreciated for (in relation to the client)? What could I appreciate the client for? What could I encourage myself in? What could I encourage the client to do? What would I need (e.g., forgive myself)? What would the client need? What else would I recommend myself to learn? What could I wish for in the next years? What could I wish the client for the next years?

Letter from the future

The supervisees have the opportunity to:

- write a letter from their future self (experience) to their current self (experience) (any period that is relevant to the supervisees),
- describe what they feel, experience, go through,
- communicate the most important things they realized or did to get there (with the client),
- give their present self (experience) and their client some wise and compassionate advice from the future.

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RELAXATION AS A SOURCE OF SUPPORT FOR PSYCHOLOGICAL RESISTANCE

The issue of relaxation is of key importance in today's academic environment with all the mental and physical load both teachers and students have to cope with daily. Hence, this notion cannot be underevaluated today. One could deduce that this notion is not quite new. Based on the definition of the etymological dictionary, this notion is registered in the late 14c., *relaxacioun*, "a rupture, a hernia" (a sense now obsolete); mid-15c., "remission of a burden or penalty," from Old French *relaxacion* (14c.) and directly from Latin *relaxationem* (nominative *relaxatio*) "an easing, mitigation, *relaxation*," with the primary meaning "relief from hard work or ordinary cares; a state or occupation intended to give mental or bodily relief after effort or ordinary occupations and cares" is from 1540s. Sense of "remission or abatement of rigor or intensity" is from 1690s (Online Etymology Dictionary, 2024).

Relaxation is a state of mental and physical releasing. A certain, "optimal" level of tension is necessary for normal activity and work. In subjective experience, relaxation is a state of the body and mind releasing with the experience of peace, balance, and inner silence (Škorvagová, Müller de Morais, 2022).

A person can be helped by regular exercises in relaxation techniques, which are described in detail by Možný, Praško (1999), Ďurný, Šlepecký, Praško (2001), Wright, Basco, Thase (2008).

A person needs relaxation to accumulate energy. He/she needs to gain enough energy not only to be efficient, but also to be able to

concentrate sufficiently on learning and on new experiences. There is the rule: *The deeper we can relax, the clearer we can focus.*

PROS OF REGULAR RELAXATION

1. Physical relaxation: relieves muscle tension, lowers blood pressure and enables more efficient functioning of internal organs and glands with internal secretion.

2. Mental relaxation: improved brain oxygenation and clearer thinking and better learning. Relaxation activates the right cerebral hemisphere, stimulates creativity, intuition and the ability to solve problems.

3. Emotional relaxation: a person becomes calmer, more relaxed, more balanced, his/her self-confidence and self-control increases (Praško, Prašková, 2001).

There are certain routines which can be followed to keep both “body and mind” relaxed. Praško in his research highlighted **fundamentals** for relaxation, which include (Praško, 2005):

- regular exercise,
- exclusion of sensory stimuli (quiet room, semi-darkness, no noise),
- suitable time (when no one and nothing disturbs),
- loose comfortable clothing (not to be tight),
- putting away the mobile phone, watch and glasses,
- comfortable position and slow breathing,
- concentration of attention (I will put aside all worries, I will be calm and relaxed).

What else can help us relax in our busy life today? Music can have significant relaxing effects on a person. An optimal state of relaxation can be induced by slow (largo) phrases from classical pieces of Baroque music, which affect brain waves and cause our heart activity, pulse, and breath to adapt to the given rhythm of the music. Slow compositions by Bach, Correlli, Handel, Telemann, Vivaldi and others are suitable (Henning, Keller, 1996).

Among other techniques, which can make a person relaxed, Harris (2021), as a medical practitioner, psychotherapist and psychologist, and he bestselling author of *The Happiness Trap*,

which has now been translated into 22 languages, outlines the following:

Relaxation exercise: Leaves in the stream (Harris, 2021).

- Find a comfortable position and either close your eyes or focus on a point in front of you.

- Imagine that leaves are slowly flowing on the surface around you.

- For the next few minutes, pay attention to each of your positive and negative thoughts, place them on the sheet and allow them to float away at their own pace... They can float away fast or slowly or they can swing around... just watch what happens without trying to influence something. If your mind is saying “this is stupid” or “I can’t do this”, put that thought on the paper too.

- If any unpleasant feeling like boredom or impatience arises, just accept it. And then place it on the sheet as well.

Reflection

- What thoughts came to your mind?

- Was it difficult to free yourself from certain specific thoughts?

Have you ever tried to speed up the flow and wash your thoughts away?

- Can you understand that this is the opposite of projecting worries, worrying, and how it can help you break these habits?

Relaxation exercise: Imagination: magic bubble

- Put yourself in a comfortable position. Slowly let the air flow in and out again. Exhale all your worries, tension, fatigue and all your preoccupying thoughts.

- Imagine that around you there is a magic bubble of the colour you like – completely transparent and light, but at the same time durable and strong. You can enter and exit it destroying it.

- In the bubble you can take objects, animals and people with whom you feel good and who create security and well-being in you. Your favourite music, food... Is allowed.

- The bubble can start to move. You leave the building and fly towards the place you like or the place you want to visit. Once you get there, you can get out and enjoy the place, or you can stay in the bubble. Absorb the energy that this place offers. Allow yourself a few minutes to experience. Remember the sensations you felt in your body during your journey. When you are ready, slowly return to the room and open your eyes [Farrell, Reiss, Shaw, 2021].

To conclude, **relaxation** is a condition of low tension in both the mind and body. People frequently use specific procedures, called relaxation techniques, to become more relaxed. Interestingly, repeating positive affirmations, such as, “It is natural to make mistakes. They are a part of our life, a daily thing. Everyone makes them” or “If we can’t change something, let’s change the way we think about it”, and “Resilience is a muscle. The more we use it, the stronger it is” (Anyalaiová, 2011). As Henck (in: Anyalaiová, 2011) wisely noted, “Let’s not close the mind to the unknown, let’s not close the door to the unusual in this music and without hesitation participate in its transformation and accept it as time, as part of life, and accept the truth of this moment, the truth of the presence, the truth that no one can teach us better than it”.

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BUILDING COMMUNITY RESILIENCE FOR THE TIMES OF CRISIS- INSIGHTS FROM SOCIAL NETWORK ANALYSIS

The aim of this presentation is to shed more light on the Social Network theory and its application to community resilience, as well as to provide a deeper insight on how implementation of social networks analysis can contribute towards strengthening community resilience against adversities.

The term resilience comes from the Latin word *resilio*, which means ‘to jump back’ (Klein, Nicholls and Thomalla, 2003). In behavioral and social sciences resilience is defined as “the ability to adapt successfully in the face of stress and adversity.” (Wu et al, 2013, p.1). In other words, resilience in psychology is the ability to successfully adjust in the face of difficult or dangerous situations. The brain’s structure and function can be significantly impacted by traumatic experiences, stressful life events, and chronic adversity. This can lead to the development of mental health problems such as depression and posttraumatic stress disorder (PTSD). Resilience is one of several potential stress reactions to a calamity, along with persistent dysfunction, resistance, and recovery (Grotberg, 2003).

Resilience can be discussed not only on an individual, but also on the community level, where it is related to social networking. Community resilience has been defined as its ability to endure external adversities. In other words, the capacity of a community to adjust to stress and resume normal functioning is the foundation of its resilience (Israel, 1985). Since resilience is a process that emphasises flexibility over stability (Schoon, 2006), community resilience depends on how quickly the community can mobilise and utilise resources both during and after a crisis. Community’s social

networks are an important factor that has a significant impact on its resilience (Norris et al, 2008).

Social networking, that is the contacts and relations can be traced between individuals and organisations, and the information such as: who they know, collaborate with, or communicate with, how the interactions evolve and how they are maintained can be analysed with the instruments such as: social networks analysis. Social network analysis (SNA) provides detailed characteristics of networks, such as the density of their interconnections. One outcome of SNA may be a graphical depiction of a social network that displays individual network members (referred to as nodes) and their connections (referred to as ties) (Marin, & Wellman, 2011). The ability of SNA to provide insight into the properties and organisation of networks both in the present and over the course of time makes it a possibly valuable instrument for comprehending how various facets of a community function in order to prepare for devastating future events (Freeman, 2004). SNA has been used to guide policy in areas like enhancing public health and may help in decision-making for enhancing community resilience to crises (Carrington, Scott, & Wasserman, 2005).

Applying SNA for building community disaster resilience can be achieved through many ways. First, to ascertain whether a community is resilient to adversities, network information is required. It is challenging to assess how social network structure has changed over time and how these changes relate to resilience levels without this foundational knowledge. Second, it's crucial to comprehend how strained networks behave and how to encourage adjustments that keep the networks operational in an emergency. During a crisis, social networks may undergo rapid changes due to resource availability shifts or human relocation. It is necessary to comprehend how social networks change under stress and in regular circumstances in order to build resilience into them (Norris et al, 2008).

To conclude, applying SNA to building the community resilience entails assessing how people interact and form social bonds in learning environments in order to pinpoint opportunities, assets,

and strengths for building resilience. Educational communities can discover possibilities and strengths for increasing resilience, collaborate and build support networks, and create a more inclusive and encouraging learning environment for all members by utilising Social Network Analysis tools.

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AN OVERVIEW OF THEORETICAL APPROACHES TO DEVELOP AND SUSTAIN RESILIENCE

The aim of this presentation is to provide an overview of selected theoretical approaches which have been used as a framework to develop and sustain resilience, such as: resilience as a psychological construct, the ecological systems theory, the strengths-based perspective, trauma-informed care, cognitive-behavioral techniques, mindfulness and acceptance-based approaches, social support and connectedness, cultural and contextual considerations, as well as community-based approaches.

First, when exploring resilience as a psychological construct it is necessary to examine personal traits that assist adaptability and overcoming adversity, such as optimism, cognitive flexibility, and social support. Other personal traits that are thought to support resilience are emotional regulation and problem-solving abilities. In this way, resilience can help reduce the effects of adverse childhood experiences (ACEs) (Connor & Davidson, 2003).

The ecological systems theory, on the other hand, places a strong emphasis on the relations that exist between people and their surroundings and proposes that personal characteristics, family dynamics, community resources, and larger social influences all dynamically interact to foster resilience. It also explores the reciprocal relationship between environmental elements and resilience as well as the impact of cultural and societal influences on resilience (Bronfenbrenner, 1979).

Furthermore, the strengths-based perspective, which places more emphasis on an individual's strengths than their weaknesses, entails locating and utilising innate talents and resources to foster resilience. It also means acknowledging resilience as a dynamic

process that changes over time and promoting self-efficacy and empowerment through strengths identification (Saleebey, 2006).

Next approach to develop resilience is trauma-informed care. Trauma-informed techniques emphasise safety, trustworthiness, empowerment, and partnership in order to help trauma survivors become more resilient. This approach acknowledges the widespread effects of trauma on people's lives. It also means treating secondary trauma among carers and service providers and incorporating trauma-sensitive practices into a variety of contexts, such as education and healthcare (Harris & Fallot, 2001).

Cognitive-behavioral techniques constitute another approach to develop and sustain resilience. By addressing maladaptive thought patterns, developing coping mechanisms, and encouraging adaptive behaviours in response to stresses, interventions based on cognitive-behavioral principles seek to improve resilience. They involve teaching practices for relaxation and cognitive restructuring, which are abilities that increase resilience, as well as using exposure-based therapies to increase resistance to stress in the future (2004, Bonanno).

Mindfulness and acceptance-based approaches involve practices such as mindfulness meditation and acceptance and commitment therapy (ACT) all emphasize present-moment awareness, emotional regulation, and psychological flexibility, which in turn are all central to the concept of resilience. As a result, applying mindfulness techniques to enhance emotional resilience and distress tolerance and utilizing values clarification exercises help promote resilience in the face of adversity (Kabat-Zinn, 1990; Hayes et al., 1999).

Social support and connectedness Robust social networks and solid and nurturing relationships act as barriers against unfortunate events, fostering adaptability through the provision of psychological, practical, and knowledge-based assistance. Various authors have investigated how various forms of social support—such as emotional, material, and informational—affect resilience results and how social networks help marginalised groups become more resilient. (Umberson & Montez, 2010).

The role of cultural and contextual considerations have also been recognized. These involve exploring the influence of cultural values, norms, and contextual factors on resilience, and analysing culturally sensitive interventions tailor strategies to individuals' cultural backgrounds and contextual realities that promote resilience. They also focus on how systemic inequalities and discrimination can pose barriers to resilience (Kirmayer et al., 2011).

Finally, community-based approaches put an emphasis on fostering collaboration, cohesion, and collective efficacy among community members, while also addressing systemic barriers to resilience. These approaches aim at creating community resilience-building programs that involve residents in decision-making processes, as well as establishing partnerships between community organizations, government agencies, and academia to promote resilience (Norris et al., 2008).

To conclude, the most appropriate theoretical strategy for fostering and maintaining resilience in a classroom will depend on a number of variables, such as the unique requirements of each student, the resources at hand, and the general climate and culture of the school. Every theoretical framework provides insightful information and practical tactics that can help foster resilience in school students. However, some strategies might be especially well-suited for use in the classroom given the developmental stage and setting of students from a given school.

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USING POSITIVE PSYCHOLOGY TO DEVELOP STRATEGIES OF UPLIFTING STUDENTS' WELL - BEING

The aim of this presentation is to provide a theoretical overview of using positive psychology to develop strategies for uplifting students' well-being and to outline various strategies grounded in positive psychology that can be employed to enhance students' well-being within educational settings.

Positive psychology emphasizes the study of strengths, virtues, and factors that contribute to a fulfilling life. It focuses on fostering positive emotions, engagement, relationships, meaning, and accomplishment (Seligman & Csikszentmihalyi, 2000). In the school context, it can, for example, entail giving growth mindset lessons that highlight the significance of effort and patience, as well as the power of «yet».

Strengths-based approach recognises and builds on students' assets to support resilience and overall wellbeing. Through interventions like character strengths assessments and strengths-based therapies, it also promotes the development of virtues and character strengths (Seligman, Steen, Park, & Peterson, 2005). Some strategies that can be employed using this approach in the school context can involve assigning group projects that allow students an opportunity to utilise their unique skills, for example, creativity or leadership.

Gratitude practices can be used to motivate young people to develop an attitude of thankfulness by having them write letters of gratitude, keep gratitude diaries, or do acts of kindness. Secondly, they can improve wellbeing by encouraging good feelings and changing the focus from shortcomings to blessings (Emmons & McCullough, 2003). Including a gratitude journal activity into daily

school routines where students are given time to write down a given number of things they are grateful for each day.

Mindfulness and positive affect mean introducing mindfulness practices to increase awareness of present-moment experiences and reduce stress and to cultivate positive affect and emotional resilience among students (Keng, Smoski, & Robins, 2011). An example of strategy related to this approach can be teaching some deep breathing techniques to the students to help them manage stress or anxiety during challenging tasks or situations.

Promotion of positive relationships is also important, as it places a high value on fostering enduring bonds between students, instructors, and peers. promotes a sense of general well-being, social connectedness, and belonging (Layous, Nelson, Oberle, Schonert-Reichl, & Lyubomirsky, 2012). One way of fostering such positive relationships is through implementing collaborative learning activities that require students to work together with their peers and learn to build rapport with them.

Strengths-based feedback and recognition involve highlighting students' accomplishments and strengths in comments and praise, as well as encouraging self-efficacy, a growth mentality, and a feeling of competence (Dweck, 2006). A strategy that is simple to implement in the classroom is giving students detailed feedback on their assignments or projects that highlights their areas of strength.

Goal setting and achievement fosters a sense of purpose, autonomy, and accomplishment in students by encouraging them to choose meaningful objectives that are in line with their values and interests (Sheldon & Elliot, 1999). Using visual charts or graphs to measure goal progress could be a strategy that helps students see their accomplishments over time.

Positive education curriculum integration incorporates positive psychology concepts into academic programmes. covers subjects including character development, emotional intelligence, resilience, and well-being enhancement to support the students' holistic development (Seligman, Ernst, Gillham, Reivich, & Linkins, 2009). Introducing classes on empathy and emotions and teaching

young people how to identify and control their emotions could be a helpful strategy linked with this approach.

Strengths-based classroom practices emphasise collaborative learning, creativity, and utilising individual strengths within the learning environment. They integrate strengths-based approaches into teaching methods and classroom activities (Rusk & Waters, 2013). One useful strategy is to provide students an opportunity to demonstrate their interests and talents in class or through talent shows.

Finally, teacher well-being and role modelling encourages teachers to place a high priority on self-care, developing resilience, and cultivating strong interpersonal interactions since it acknowledges the significance of teacher well-being as a factor of student well-being (Renshaw, Long, & Cook, 2015). Developing positive relationships with students through active listening, showing empathy, and genuine interest in their well-being can be an example of a helpful strategy.

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TOWARDS LEARNERS' WELL-BEING IN THE CLASSROOM

Introduction

“I could be bounded in a nutshell, and count myself a king of infinite space” claims Hamlet at one point in the famous William Shakespeare’s drama. Contemplating the meaning of this quote, it is possible to come to the idea of a small place, a safe haven that, if present, can help individuals feel safe, comfortable, confident, fearless and powerful, just like kings and czars of old might have felt.

This paper aims at recognising the benefits of learners’ well-being in the classroom, its connection to learners’ resilience and describing the steps teachers can take in classrooms to ensure learners’ well-being.

Well-being in schools and resilience

The European Education Area treats well-being at schools at some length. As children and teenagers spend a lot of time at schools, these should be places where learners feel “safe, valued and respected” as well as “happy and satisfied with their lives.” Learners should be “actively and meaningfully engaged” and everything possible should be done to help them reach “positive self-esteem”. Schools should help learners establish and maintain “positive and supportive relationships” together with “feeling a sense of belonging to their classroom and school.” (European Commission, 2024)

All the above is relatively consistent with the advice given by the American Psychological Association (2011) that defines ten basic

steps to enhancing an individual's resilience. Among other things, resilience can be strengthened by "good relationships", "optimistic outlook" and with engaging in enjoyable and meaningful activities (APA, 2011). In short, positive emotions contribute significantly to building individuals' inner strength, their "ego resilience, that help[s] them tackle a wide variety of challenges" (Moore, 2019).

The conceptual model of well-being in schools suggested by Anne Konu and Matti Rimpelä (2002) talks about four areas without which well-being cannot be reached. The aspect or sense of "having", "loving", "being", and "health" both complement and support one another (Konu, Rimpelä, 2002) and are briefly explained below.

Without a doubt, the school conditions play an important part in learners' school experience. Having positive classroom environment and atmosphere can make a lot of difference. As for the environment, the classroom furniture, equipment and even decorations need to be well thought through so that they create stimulating and safe surroundings for learning. Teachers need to support relaxed, stress-free and working atmosphere as much as possible.

The sense of loving is about social relationships in the classrooms, about healthy human interaction. It is important that learners feel positive emotion towards and from their teachers. Between teachers and learners, there should be mutual respect and sense of fairness. Positive classroom language, frequent praise and the sense of togetherness can help bring about the sense of loving and being loved in every single class member. Friendship among peers can be supported by good use of pair and group work. Additionally, positively focused formative assessment and, consequently, peer assessment are tools that can be used to help learners build their self-esteem.

The learners' experience of being in the classroom should be associated with the sense of privilege, rather than punishment. Learners need to feel welcome and nurtured in the classroom. Teachers are responsible for enhancing learners' motivation, which can be done, e.g. by starting lessons with engaging and

curiosity-raising activities or by ending lessons in a calming and reassuring manner. It is advisable to promote reflective teaching and learning and, where possible, to bring the real world and real life into the classroom. This can be easily done with the help of authentic materials and the usage of modern, everyday technology that learners come to daily contact with nowadays.

The environment, as mentioned above, should not only be safe and stimulating, but also healthy. This requires such aspects as fresh air, good light, access to drinks and food, and finally yet importantly, the ability to keep fit. That is, the possibility of free movement in the classroom and enough space for the use of total physical response or running dictation activities, etc.

What teachers can do

To help learners reach well-being in the classroom, according to Yannis Hadzigeorgiou (2020), teachers are bound to approach learning in a proactive way. They should use anticipation in the teaching process, open a space for reflection, nurture the learners' creative thinking, and reclaim the value of questions and questioning in the classroom. The focus should no longer be on result (i.e. *teaching – learning* relationship), but it needs to be shifted to strategies (i.e. *teaching – possibilities of learning* relationship). (Hadzigeorgiou, 2020)

Another important factor is developing learners' ability to manage noises as "noise not only deafens, but also silences questions that arise out of a wonder that comes from observing reality." (Catherine L'Ecuyer, 2019, p. 72).

Jim Scrivener (2011) adds that teachers should (a) be themselves and not play roles or "hid[e] behind job titles", (b) take "the risk of being vulnerable and human and honest." (Scrivener, 2011, p. 17)

In summary, teachers can help by seeking a balance between the stimulating learning environment (the sense of having), the learners' emotional comfort (the senses of loving and being), and physical comfort (the sense of health).

What learners should be encouraged to do

With the help of teachers, the school environment and their peers, learners are stimulated (a) to notice and care about their surroundings (i.e. to seek stimulating learning environment), (b) to take care of their mind and spirit (i.e. to see to their emotional comfort), and (c) to be active and seek healthy relationships (i.e. to see to their physical comfort).

With patience and effort, teachers can help learners reach the state of well-being “in which pupils are able to develop their potential, learn and play creatively” (European Commission, 2024).

Conclusion

In conclusion, it is obvious that resilience and well-being go hand in hand. Resilience can help individuals reach the state of well-being and vice versa, through reaching the state of well-being an individual is also building and strengthening their resilience.

Coming back to the quote used in the introduction of this paper, regardless of the situation in the world outside of school, classrooms have the potential to become the nutshells where learners can count themselves kings and queens of infinite space. In other words, learners who feel safe and comfortable in their classroom with their peers and teachers can feel great and powerful there, just like rulers of the whole universe. We believe it is within the teachers' power to make it so.

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SELF- AND PEER ASSESSMENT AS A WAY TO ENHANCE LEARNERS' RESILIENCE

Introduction

This paper aims to discuss the relationship between developing learners' self- and peer assessment skills and their resilience. It introduces the basic concepts of self-regulated and active learning and suggests the technique of “medals and missions” as a suitable form of self- and peer assessment to enhance learners' resilience.

American Psychological Association (APA, 2024) defines *resilience* as “the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands”. American Psychological Association (APA, 2024) further lists ten ways to build resilience, which include various aspects, from making connections and accepting change to taking care of yourself. From the point of view of the classroom setting, four of the ways are particularly important for successful formative assessment (discussed below): moving towards goals, being decisive in your actions, keeping things in perspective and having a hopeful view of things. In general, it can be stated that being able to adapt and adjust to the situation and environment are skills essential to learning.

Assessment, active and self-regulated learning

Assessment can be seen as “collecting information about a learner's progress and achievement” and *feedback* is the information that learners receive on their performance (Thornbury,

2017). Learners obtain this information most commonly from their teacher, but they can also be effectively assessed by themselves or their peers. *Formative assessment* (also called *assessment for learning* or *continuous assessment*, Oxford University Press, 2024) is used to collect evidence that will help teachers and learners to make informed decisions on the learning process. Turned into feedback, learners can reflect on their performance and improve it accordingly. Petty (2001) distinguishes between *informative* and *judgmental feedback*. *Informative feedback* tells learners what their strengths and aims are and how to improve while *judgmental feedback* simply states what a learner's result is (Petty, 2001).

The value of formative assessment and feedback is also supported by neuroscientific research. Classroom strategies focused on positivity tend to increase a person's dopamine levels. These include e.g. experiencing satisfaction from gradual progress, using humour, supporting positive peer interaction and collaborative group work (Willis, 2010). For the learning process to be successful, it is equally important to reduce learners' fear of mistakes, which will lead to learners taking risks more frequently. After receiving corrective feedback, a learner's brain tries to avoid the incorrect predictions, the correct ones are reinforced and dopamine levels increase. Frequent formative assessment also promotes long-term memory and functions of reasoning and analysis (Willis, 2010).

Taking the above into consideration, educators should aim to support learners to become *active learners*. *Active learners* realize that learning and its success or failure depends largely on themselves. Their mindset can be described as "empowered" since they focus on the process, improvement (not perfection) and positivity (Petty, 2014). For learners to become active, teachers need to create opportunities for high-quality learning in the classroom. Petty (2018) suggests "the quality learning cycle" with a challenging task that learners work on. Learners' work indicates their understanding and possible misconceptions. These are checked and corrected via self-reflection, teacher and peer feedback and consequently lead to learners' improvement (Petty, 2018).

Research consistently indicates that study strategies such as metacognitive strategies, self-reflection and self-directed learning, peer help and peer assessment have a potential to positively affect learners' results (Corwin Visible Learning Plus, 2023). Ideal knowledge and behaviours consistent with well-developed metacognitive skills and self-regulated learning can be characterized as follows (Metacognition and Self-regulated Learning – School audit tool, 2021):

Learner knowledge

- Learners are aware of their strengths and weaknesses and encourage themselves to improve their own learning
- Learners understand how to learn and use a range of learning strategies
- Learners understand how to plan, monitor and evaluate their learning

Learner behaviours

- Learners plan tasks independently and reflect on their success
- Learners can talk about metacognitive strategies with their peers rather independently

Petty's (2018) suggestion of a "staircase to self-improvement" can be implemented as a way to develop effective self- and peer assessment. First, the teacher explains examples, then marks anonymous work. After that, learners mark anonymous work. In the following step learners do peer-assessment with model answers and finally, learners do self-assessment. Self-assessment can be done alone or in pairs or groups. By cooperating in pairs or groups learners can check and correct their self-assessment (Petty, 2018). Peer assessment offers many benefits, for example, learners know that somebody will see their work so they pay closer attention to it. By checking the assessment criteria and their peers' products, learners can learn from other ways to deal with the task. In addition, as learners may not trust their peers' assessment, they may study the examples, criteria and their peers' comments carefully and understand their achievements and goals better as a result (Petty, 2018).

One technique of formative assessment is “medals and missions” (Petty, 2014). *Medals* are received for what learners have done well and *missions* show learners how to improve. For “medals and missions” to be effective, learners need to receive and understand clear goals and assessment criteria for the task. *Medals* should serve as positive reinforcement and encourage learners’ effort to continue learning (Petty, 2014). To make *medals*, a form of praise and reward, as effective as possible, teachers should bear in mind the following principles (Petty, 2014):

- Learners should receive medals *frequently*, ideally every lesson.
- Medals should be *task-centred*, not ego-centred, focusing on the work, not the learner.
- Medals should be *student-referenced*, i.e. learners should compare their current achievements with their own previous ones, not with somebody else’s.
- Medals should be *specific*, it has to be clear what the praise is for.
- Medals should be *sincere* and sound unprompted.

Medals and missions can be used as a form of teacher assessment, peer assessment, as well as self-assessment. The fact that this assessment technique focuses on achievements, clear targets and positivity is in accordance with ways to support learners’ resilience.

Conclusion

To conclude, formative assessment supports active learning, which, in effect should lead to enhancing learners’ resilience. As discussed above, active learners tend to focus on success and clear goals and can employ independent thinking and effective planning to improve their learning process. These are core characteristics of a resilient person and as such, the connection between active learning involving self- and peer assessment and learners’ resilience can be considered reciprocal. Active learners are likely to be resilient learners and vice versa. The teacher’s role is to provide conditions and opportunities for effective self- and peer assessment in the classroom, for example in the form of medals and missions.

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PROMOTING RESILIENCE, SELF-COMPASSION AND KINDNESS IN CHILDREN THROUGH THE TEACHINGS OF MINDFULNESS MEDITATION

Introduction

This paper aims to discuss the value of mindfulness meditation teachings and development of self-compassion, compassion, and kindness in children to promote resilience in the face of life adversities. *Resilience* is considered to be a psychological construct defined by the following three main characteristics: the ability of a person to handle stress and stressful situations; the ability of a person to face life's adversities; and the ability to adapt to new life circumstances with flexibility (Thorová, 2015). The level of resilience is not definitive and can evolve and change throughout life span, under ever changing life circumstances. Psychologists have spent decades researching resilience in human beings with intention to identify major factors that help promote resilience (Thorová, 2015). For the purposes of our work on resilience, we solely focused on the list of personal factors that greatly contribute to resilience. The list of personal factors is as following:

- a) A deep understanding of oneself
- b) Active approach to life
- c) Perception of self-efficacy
- d) Positive self-concept
- e) Communication skills
- f) Ability to make realistic plans
- g) Openness to new experiences
- h) Gaining new experiences (Thorová, 2015)

Introducing the teachings of *mindfulness meditation* to promote resilience, self-compassion and kindness in children and adults alike requires focusing on certain personal factors that will help with building the skills to be able to raise awareness about one's own present moment experience. During the mindfulness meditation training, we focus on deepening the understanding of oneself, we help develop a positive self-concept by adopting kind and self-compassionate attitude towards ourselves while being open to new experiences as they naturally unfold when we allow ourselves to pause, breathe and relax for a while (Jon Kabat- Zinn, 2013).

The benefits of mindfulness meditation practice have been reported and replicated in numerous studies focusing on meditators and their experience in relation to their psychological well-being. Mindfulness meditation helps to reduce perceived levels of stress, inner tension and anxiety. A systematic review by Janssen et al. (2017) on the effects of Mindfulness-based stress reduction programs to improve mental health of employees found significant improvements leading to reduced levels of emotional exhaustion, psychological stress, depression and anxiety (Janssen et al., 2017). Some of these factors contribute greatly to development of burnout syndrome in workers. Therefore, mindfulness meditation, alongside other traditional therapeutic treatments can act help with burnout prevention (Kabat-Zinn, 2013; Janssen et al, 2017). Regular practice of mindfulness meditation techniques improve concentration in children and students (Morrison et al, 2014); mindfulness meditation can improve better emotion regulation by adopting a healthier attitude towards one's negative or ruminative thoughts and self-sabotaging inner narrative (Williams and Penman, 2011; Segal et al, 2013). When we are better able to relate to our present moment experience, we create a space between stimulus and response, between the experience and ourselves. In that space lies the potential for us to respond wisely and adequately to whatever is happening. The opposite would be to act in reactivity and habitual patterns of thinking and behaving (Kabat-Zinn, 2013). Along with developing mindful awareness, we

also engage in practices of loving kindness and self-compassion and compassion of others to develop healthier relationships with ourselves and others, respectively (Kabat-Zinn, 2013; Treleaven, 2018). The practices of compassion and self-compassion represent fundamental practices to establish mindfulness and heartfulness (Brach, 2019).

When defining *compassion*, we speak of general desire to respond to distress of others with empathy, care and kindness. *Self-compassion* means treating oneself with patience, kindness, and understanding; the same way we care for others, our loved ones in times of need (Brach, 2021). When we practice self-compassion, challenging emotions or mistakes can become opportunities to soften and be vulnerable. Instead of beating ourselves up, we can respond to negative thought patterns with self-kindness and care (mindfulschools.org, 2024). We humans, that is, have this natural tendency toward internal shaming and judgment, both products of so-called *negativity bias* that has been built into our biology and psychology throughout the evolution of human species. Anything negative, potentially threatening, needs to be evaluated and assessed and remembered as experience for future times. The practice of self-compassion, tenderness, and kindness towards oneself is very often scarce. And yet, it is the practice of self-compassion that can bring about peace of mind, tenderness and loving presence so much needed in times of crises (Treleaven, 2018).

Self-compassion as defined by Kristin Neff, a renowned researcher and psychologist in the field of self-compassion and its effects on psychological well-being, consists of three main components: first of all, mindfulness, or the ability to pay attention in a particular way, to the present experience as it unfolds moment by moment, with kindness and non-judgmentally (Kabat-Zinn, 2013); second is the aspect of common humanity. In other words, suffering and difficult times are common to all of us, human beings. The third component of self-compassion brings us to acts of self-kindness. "Self-kindness refers to the tendency to be supportive and sympathetic toward ourselves when noticing personal

shortcomings as opposed to harshly judging ourselves” (Neff, 2017). We offer ourselves wishes or phrase to wish all the good in life, regardless of circumstances (Neff, 2024). The phrases may be as following: *“May I be safe, may I be calm, may I be peaceful.”*

Self-compassion practices can bring, over time, a sense of peace, belonging and a sense of open heart, tender and kind, especially in moments of need, sadness, fear, or isolation. It helps individuals see themselves as deserving of help and support the same way as others do. One particularly useful practice of self-compassion practice, called *Just like me* can be introduced to children or teens in their classroom. It invites children to relate to one human being, one classmate of theirs, to one another with silently whispering the following phrases, keeping their focus on that person:

“This person has body and mind, just like me.”

“This person has feelings, thoughts, and emotions, just like me.”

“This person has, at some point, been sad, just like me.”

“This person has been disappointed, just like me.”

“This person has been angry, just like me.”

“This person has been hurt, just like me.”

“This person worries, just like me.”

“This person has longed for connection, just like me.”

“This person is learning, just like me.”

“This person wishes to be happy, just like me.”

“This person wishes to be loved, just like me.”

And then we ask children, students to send these wished to that person:

” May you be peaceful and happy.”

“May you be free from pain and suffering.”

“May you have strength, resources, and social support to navigate difficulties in your life with ease.”

“May you be loved, because you are a fellow human being, just like me.”

We then invite students to take a moment and notice the sensations in their body. We invite students to feel the sensations of being connected to those that are “just like me” (mindfulschools.org, 2024). As students continue this journey of compassion and

self-compassion practices, we invite them to be gentle and kind to themselves by sending and receiving the following message: “You all deserve love and kindness, as any human being on this Earth, just like me” (mindfulschools.org, 2024).

Conclusion

Mindfulness, kindness, compassion, and self-compassion all represent powerful aspects of resilience as we are working with young children, and adolescents. These teachings bring on the hope for better, more tolerant, and loving world in which all human beings feel united (Brach, 2021; Kabat-Zinn, 2013). Self-compassion helps us to feel more connected to others as it promotes a sense of belonging. When we feel there is a strong social support system; a group of significant others with whom we practice mutual compassion, kindness, care and understanding, we foster a strong sense of power and resilience, the ability to take on whatever challenges life can bring (Thorová, 2015). The high-quality interpersonal relationships are being cultivated and resilience strengthened (Thorová, 2015; Brach, 2019).

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