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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, Kostychuk, 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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