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COMPONENTS OF THE DEVELOPMENT OF RESILIENCE OF TEACHERS IN THE CONDITIONS OF WAR IN UKRAINE

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Abstract. The authors, relying on the practical work of domestic and foreign researchers, offer advanced training courses «Technologies of effective pedagogical communication and provision of psychosocial support to participants in the educational process» to develop the resilience of teachers in the conditions of war in Ukraine, the experience of V. G. Korolenko Poltava National Pedagogical University and M. V. Ostrohradskyi Poltava Academy of Continuous Education on the fulfillment of the requirement of the Ministry of Education and Culture of Ukraine regarding the completion of professional development courses by teaching staff to improve knowledge, skills and practical skills in terms of providing psychosocial support to participants in the educational process in the conditions of war in Ukraine.

The essence of the term «resilience» is outlined (as a dynamic, complex, multidimensional complex of individual characteristics, its ability to resist and adapt to adverse and traumatic events); «resilience» (as a person's ability to withstand life's difficulties, quickly recover and successfully adapt in adverse circumstances; a dynamic personality property that, although it is innate, can and should be developed).

Resilience is considered in three meanings: 1) personality quality – the ability to overcome stress; 2) coping process; 3) adaptive protective mechanism of the

personality, which allows to adapt after mental trauma or resist stress, and also as: a) concept; b) process; c) result. The components of teachers' resilience are determined – adaptability, stability, hope, optimism. The expediency of following the rules and performing special exercises for the development of teacher resilience, which were used in advanced training courses «Technologies of effective pedagogical communication and provision of psychosocial support to participants in the educational process», were considered and substantiated.

The methodological principles of conducting professional development courses for the development of teachers' resilience in the conditions of the war in Ukraine are highlighted: consequences; awareness; science; visibility; objectivity; developmental training; democratization; self-development of personality; psychosocial support.

Key words: *teacher, resiliency, resilience, professional development courses, continuous education, institution of continuous education.*

Introduction. The current educational situation in Ukraine, associated with the military aggression of the northern neighbor and the radical restructuring of the education system, requires the solution of urgent tasks of qualitative improvement of the qualifications of pedagogical workers, the development of a new methodology of continuous education, which would contribute to the development of the teacher's resilience in the conditions of war in Ukraine. Employees of V. G. Korolenko Poltava National Pedagogical University and M. V. Ostrohradskyi Poltava Academy of Continuous Education, a systematic activity is carried out to develop effective technologies for managing the processes of professional training of educators in the conditions of the war in Ukraine. In the article, we will consider the methodological and practical foundations of such a system of improving the qualifications of pedagogical workers, which would stimulate the development of their resilience, because it is important for teachers in the conditions of martial law to develop resilience, which allows them to have psychological stability in the face of difficult life situations.

Taking into account the above, it was important to develop a program of advanced training courses «Technologies of effective pedagogical communication and provision of psychosocial support to participants in the educational process» for the development of teachers' resilience in war conditions, which would integrate both the personal and creative and social goals of improving the qualifications of each teacher.

The fundamentals of the study. The concept of developing the resilience of teachers in the conditions of war in Ukraine includes methodological, theoretical and technological concepts, which are described in our previous publications (L. Lebedyk, 2022, pp. 241–272; L. Lebedyk, V. Strelnikov, 2023, pp. 128–157;

N. Losyeva, V. Strelnikov, 2020, pp. 49–53; V. Riznyk, V. Kulko, L. Lebedyk, S. Dudko, V. Strelnikov, 2024, pp. 332–338; P. Rybalko, L. Lebedyk, S. Dudko, V. Strelnikov, L. Khomenko, 2024, pp. 830–838; V. Solodovnyk, V. Strelnikov, 2023, pp. 56–59; V. Strelnikov, 2022, pp. 64–81; V. Strelnikov, 2023, pp. 230–248; V. Strelnikov, O. Rati, T. Mulesa, 2023, pp. 60–68; V. Strelnikov, I. Smetana, V. Solodovnyk, 2023, pp. 37–47, 2022, pp. 74–78, etc.).

The methodological concept presents the mutual influence of different approaches (systemic, synergistic, activity, acmeological, andragogic, technological, environmental, personal, cultural, competence, axiological, deontological) in studying the problem of developing the resilience of teachers in the conditions of war in Ukraine.

The theoretical concept defines a system of philosophical, professional-pedagogical, psychological-pedagogical, general cultural ideas, concepts, basic categories, concepts, definitions, evaluations, without which it is impossible to understand the essence of the problem of developing the resilience of teachers in the conditions of the war in Ukraine, namely: philosophical positions of the theory of systems (L. Bertalanfi, I. Blauberger, P. Stefanenko, M. Fitsula, etc.); theories of scientific knowledge (V. Bibler, H. Hegel, I. Kant, H. Skovoroda, etc.); philosophy of education (V. Andrushchenko, O. Bezpalko, N. Bryukhanova, V. Dokuchayeva, V. Kraevskiy, O. Kobernyk, V. Kremen, A. Ligotskiy, V. Lutai, L. Sokhan, S. Kharchenko, A. Tsimbalaru, O. Yaroshynska, I. Zyazyun, etc.); theories of activity and development of the individual as a subject of activity (I. Bech, L. Vygotskiy, G. Kostiuk, L. Rubinstein, etc.); theories of pedagogical mastery and pedagogical creativity (S. Arkhipova, A. Kuzminskiy, L. Lukyanova, M. Leshchenko, V. Molyako, O. Otych, N. Tarasevich, I. Zyazyun, etc.), features of subject relationships pedagogical process (I. Beh, O. Koval, A. Mudryk, S. Sysoeva, etc.).

The technological concept envisages the design and implementation of a theoretically grounded scientific and methodical system for the development of teachers' resilience in the conditions of war in Ukraine.

Relevance of the topic. The urgency of developing the resilience of teachers in the conditions of war in Ukraine is determined by the need to update the educational environment in order to bring it into line with the modern level of technological development of human society. We see the urgency of the problem in the importance of developing the methodological and practical foundations of continuous education, which would ensure the fulfillment of the requirements of the Ministry of Education and Culture of Ukraine regarding the completion of advanced training courses by teaching staff to improve knowledge, skills and practical skills in terms of providing psychosocial support to participants in the educational process, combining individual

professional self-realization and assimilation by teachers of the tasks of reforming Ukrainian education in the conditions of war.

Statement of the problem. The existence of an objective need for an effective program for the development of teachers' resilience shows that professional development courses at an institution of continuing education have a special role in this development in wartime conditions. The proposed courses «Technologies of effective pedagogical communication and provision of psychosocial support to participants in the educational process» aim to lay the foundations for scientifically based development of the resilience of pedagogical workers. The main factors of such a successful development of resilience in the conditions of war are the availability of modern methodologically and methodically justified and individually oriented programs, proper special training of teaching staff to develop their own resilience, which help teaching staff in its design and implementation in practical activities.

Analysis of recent studies and publications. Analysis of previous studies and publications indicates the importance of the problem of developing teachers' resilience, which is confirmed by research in the field of philosophical, psychosocial, and pedagogical sciences. Domestic researchers offer certain «universal» means of diagnosing the development of the teacher's personality qualities, practical methods of managing the teacher's development, ways to overcome the difficulties that arise in real professional life. In the national philosophy of education, pedagogy, and psychology, there are a number of studies on the problems of the development of the teacher's personality in the system of higher, professional pre-higher and continuous education (K. Balakhtar, 2022, pp. 55–62; N. Bilyk, 2018, pp. 3–8; L. Lebedyk, 2022, pp. 241–272; L. Lebedyk, V. Strelnikov, 2023, pp. 128–157; L. Lebedyk, V. Strelnikov, M. Strelnikov, 2020; N. Losyeva, V. Strelnikov, 2020, pp. 49–53; V. Morhun, 1992, pp. 27–40; I. Kalinichenko, N. Bilyk, 2021; Z. Kisarchuk, Y. Omelchenko, H. Lazos, 2020; V. Radul, 2011, pp. 15–20; V. Riznyk, V. Kulko, L. Lebedyk, S. Dudko, V. Strelnikov, 2024, pp. 332–338; P. Rybalko, L. Lebedyk, S. Dudko, V. Strelnikov, L. Khomenko, 2024, pp. 830–838; L. Sihayeva, 2010, pp. 165–176; V. Solodovnyk, V. Strelnikov, 2023, pp. 56–59; V. Strelnikov, 2022, pp. 64–81; V. Strelnikov, 2023, pp. 230–248; V. Strelnikov, O. Rati, T. Mulesa, 2023, pp. 60–68; V. Strelnikov, I. Smetana, V. Solodovnyk, 2023, pp. 37–47, 2022, pp. 74–78; V. Strelnikov, V. Solodovnyk, 2023, pp. 19–25; V. Strelnikov, L. Lebedyk, T. Hura, S. Sysoieva, S. Stankevych, E. Shapovalova, O. Avilova, 2021, pp. 349–351; V. Strelnikov, N. Losyeva, 2020, pp. 211–231; V. Strelnikov, 2020, pp. 35–43; S. Shara, L. Vorona, I. Kalinichenko, L. Lebedyk, L. Olifira, 2020, pp. 472–484; I. Zyazyun, 2000, pp. 11–57etc.). At the same time, the development of a teacher's resilience is not an independent subject of scientific research, there are no theoretical generalizations of

the formation of the resilience of an education seeker, although researchers emphasize that «personality is an active subject of the process of personal (including professional) development» (V. Morhun, 1992, pp. 27–40).

Therefore, the problem of developing the resilience of a pedagogical worker remains one of the constantly relevant and complex in philosophical and psychological-pedagogical research. However, in these studies, due attention is not paid to the substantiation of the principles of the development of the resilience of the pedagogical worker in the conditions of war, the generalized experience of the purposeful development of the teacher's resilience.

Purpose of the article. The purpose of the article is the theoretical and practical substantiation of the possibilities of professional development courses for the development of teachers' resilience in war conditions.

The task of the research consists, first, in delineating the essence of the terms «resiliency», «resilience», «educational seeker», which are used in the research problem; secondly, in substantiating the expediency of following the rules and performing special exercises to develop the components of teachers' resilience during advanced training courses «Technologies of effective pedagogical communication and provision of psychosocial support to participants in the educational process»; thirdly, in determining the methodological principles of conducting the specified courses for the development of teachers' resilience in the conditions of war.

Methodology and the research methods. To solve the specified tasks and achieve the goal, a set of complementary theoretical research methods was used, in particular: a systematic analysis of philosophical, psychological, sociological and pedagogical scientific literature devoted to the study of the components of the development of the resilience of teachers in the conditions of war in Ukraine, and educational and methodological and instructional and methodological documentation to determine the conceptual and categorical apparatus; methods of system analysis used to consider the genesis of the organization of the educational space of continuous education of pedagogical workers; methods of causal and historical analysis, applied at the stage of determining the characteristics of continuous education of pedagogical workers, the adequate state of modern society; methods of comparative analysis – to determine the essence of the scientific and methodological system of the organization of the educational space of continuous education of pedagogical workers for the development of the resilience of teachers in the conditions of the war in Ukraine and its differences from the existing education system; methods of direct structural analysis – for consideration of the structure and features of the organization of the educational space of continuous education of pedagogical workers for the development of the

resilience of teachers in the conditions of war in Ukraine as a system; methods of reverse or elementary theoretical analysis – to determine the connections between the principles of organizing the educational space of continuous education of pedagogical workers for the development of the resilience of teachers in the conditions of the war in Ukraine and general didactic principles; theoretical modeling and generalization of research results in order to reveal the scientific aspects of the problem.

Presentation of the main research material. We will begin the presentation of the main material of the research with its first task – the analysis of the main concepts used to solve the specified problem. Thus, the essence of the terms «resiliency» and «resilience» will be clarified on the basis of the works of foreign authors (D. E. Alexander, J. Barudy, M. Dantagnan, C. B. Bogar, D. Hulse Killacky, S. Fergus, M. A. Zimmerman, B. J. Friesen, N. Garmezy, M. Rutter, E. E. Werner, R. S. Smith, A. P. Grace, S. T. Hauser, N. M. Haynes, N. Henderson, M. M. Milstein, Henderson Grotberg, E. La Resiliencia en el Mundo de Hoy, Z. Karatas, M. A. Ersoy, F. S. Cakar, H. B. Kaplan, N. Khanlou, R. Wray, S. S. Luthar, D. Cicchetti, B. Becker, K. B. Magnus, E. L. Cowen, P. A. Wyman, D. B. Fagen, W. C. Work, A. S. Masten, K. M. Best, N. Garmezy, C. A. Olsson, L. Bond, J. M. Burns, D. A. Vella-Brodrick, S. M. Sawyer, J. S. Rolland, F. Walsh, M. Rutter, A. Saleem, A. S. Mevawala, E. P. M. Seligman, M. Csikszentmihalyi, Ş. Terzi, M. Ungar, M. Brown, L. Liebenberg, R. Othman, W. M. Kwong, M. Armstrong, J. Gilgun, S. Vanistendael, J. Lecomte, M. Windle, etc.), carried out in the works of domestic researchers (K. Balakhtar, 2022, pp. 55–62; Z. Kisarchuk, Y. Omelchenko, H. Lazos, 2020 Z. Kisarchuk, Y. Omelchenko, H. Lazos, 2020 etc.). «Resiliency» in English-language sources is considered mainly as the ability of an individual who has been affected by some potentially destructive events (threatening his or her life or loved ones, which is military aggression in Ukraine) to maintain relatively stable, healthy psychosocial and physical functioning, and at the same time, the ability to experience positive emotions and learn from this own experience. And «resilience» (lat. «resilient» – the ability to resist damage and/or quickly recover) foreign authors consider: a) a complex, multidimensional and dynamic complex of the characteristics of each individual; b) the individual's ability to resist and adapt to threatening and traumatic events; c) a personal characteristic of a person that moderates or mitigates the negative effects of stress, promotes adaptation; d) a pattern of positive adaptation in the context of past and present adversities, which applies to all spheres of life; e) the recovery process as an individual's ability to successfully adapt after adverse circumstances; f) Strength-based quality builds on youth's strengths rather than emphasizing weaknesses; g) an interactive process that strengthens the individual and his family over time; h) a dynamic process, an interaction that involves positive personal and social adaptation

of a person, despite the propensity to risk; i) dynamic mental process, use of coping strategies and/or personal factors; j) personal factors as potential determinants; k) styles and strategies for coping with stress (K. Balakhtar, 2022, pp. 55–62).

As we can see, there is no single interpretation of the essence of the concept of «resilience», its definition is considered by scientists as: a) a concept; b) process; c) result (K. Balakhtar, 2022, pp. 55–62).

Resilience as a concept is associated with: a) capacity consisting of a set of personal characteristics, contexts of human development, a set of internal and external mechanisms that appear when facing difficulties; b) a person's ability to respond positively, despite difficult or threatening life circumstances; c) the ability to react better than expected in a situation of risk, traumatic events, troubles that affect the psychosocial integrity of the individual; d) a sign that changes, increases or decreases over time; e) the emergence of resilience as a result of the interaction between risk and protective factors, which changes the impact of negative events on life – protective factors mitigate, reduce or eliminate risk, develop healthy adaptation and personal competencies (K. Balakhtar, 2022, pp. 55–62).

Resilience, as a process, is considered as: a) a dynamic process of positive adaptation under the influence of a significant threat or serious adversity, which is manifested in the continuous interaction of a person with the environment in which he develops and socializes; b) a process that has protection and risk mechanisms that make a person more resilient; c) a process that involves the presence of stimulating internal factors in a person (skills to overcome difficulties, competence, self-efficacy) and external resources (parental support, mentoring and community support) (K. Balakhtar, 2022, pp. 55–62).

Resilience, as a result, consists of features, characteristics and personality traits that ensure the achievement of goals: a) optimism; b) social sufficiency; c) social skills; d) problem solving skills; e) assertiveness; f) mental health; g) empathy; h) internal control; i) feeling of self-sufficiency; j) ability to develop friendly relations; k) the ability to establish positive relationships with people; l) possession of effective communication skills; m) feeling of own efficiency; n) self-confidence; o) high self-esteem and self-acceptance; p) control of emotions and the skill of awareness; n) quick ability to adapt to new situations; r) the ability to resist anxiety and obstacles; q) high achievement motivation; r) the ability to consider and plan the future; s) the ability to rationally deal with stressful and traumatic events; t) the ability to create more internal attributes than external ones (happiness, abilities, etc.); u) formation and activation of a person's environment again for the benefit of this environment (K. Balakhtar, 2022, pp. 55–62).

Pedagogical workers are learners of education, because they are constantly studying in formal, informal or informal education. This is evidenced by modern educational legislation: «Article 21. Adult education seekers. 1. Adult education students are adults who are studying any component of adult education. 2. Applicants for adult education have the right to: free choice of programs, activities and service providers in the field of adult education, except for cases provided for by legislation or an employment contract; quality educational services in the field of adult education; territorial accessibility of adult education; safety of adult education; access to information about services in the field of adult education; recognition of learning results obtained in non-formal and informal education, non-formal professional training; individual educational trajectory and taking into account the individual learning pace during adult education» (Proekt Zakonu Ukrayiny vid 10.02.2022 No. 7039 «Pro osvitudoroslykh»). Therefore, we will operate with the concept of «adult education acquirer», which is defined as «an adult who acquires the necessary competencies through formal, informal and informal education in the cases specified by this Law» (ProektZakonuUkrayiny vid 10.02.2022 № 7039 «Pro osvitudoroslykh»).

Regarding the second task of the research on substantiating the expediency of following the rules and performing special exercises to develop the components of teachers' resilience during advanced training courses «Technologies of effective pedagogical communication and providing psychosocial support to participants in the educational process», we note that the courses offered by us contribute to solving the problem at a practical level – to help teachers to work in war conditions, developing their resilience, in which we will distinguish the main four elements: 1) hope, which is connected with confidence in our victory, that Ukrainians will be able to go through the difficulties of the war; 2) optimism, which in the context of war also means belief in our victory; 3) adaptability, which is the ability to adapt to changes, and in wartime it must happen very quickly; 4) resilience, which is the ability not to give up even in the face of tragic circumstances (K. Balakhtar, 2022, pp. 55–62).

Therefore, thanks to resilience, the teacher will be able to overcome stress and difficult periods of life. Resilience can and should be developed by applying the five rules of teacher resilience: 1) we take care of our own safety and security of students and those around us; 2) we respond to our feelings and help students live their negative feelings; 3) we take into account the capabilities of the brain, which works under stress; 4) we create an environment of shared values with students; 5) we cultivate the skill of caring about ourselves, students and other people.

During the training courses «Technologies of effective pedagogical communication and provision of psychosocial support to participants in the educational process», psychosocial first aid techniques are practiced, which are important to perform while in relative safety, where a person cannot be afraid, for example, close

his eyes, distract himself from everything, what is happening around, to be convinced that there is a person nearby whom you can trust:

a) the «earthing, grounding» technique (or the 5–4–3–2–1 technique is based on switching attention from one's own experiences to external factors thanks to the five senses; a person who is given psychological first aid is suggested to find around: five things that can be seen, for example, a computer, a telephone, a table, a book, four things that can be touched, for example, a face, a pen, a cup, a coat; three things that can be heard, for example, a roar car, music, conversation; two things that can be smelled, for example, perfume or wood; one thing that can be tasted, for example, coffee);

b) the «safe place» technique (a person receiving psychological first aid should close his eyes and imagine in detail a place where he is comfortable and cozy, where he will hear sounds coming from there, smell smells, etc.);

c) the «body scan» technique (a person receiving psychological first aid should focus on his body and the sensations in it from top to bottom; after closing his eyes, he should feel the forehead, nose, lips, neck, shoulders, hands – and so on further down);

d) the «progressive muscle relaxation» technique (a person receiving psychological first aid should take a breath and, holding his breath, tense all the muscles and keep them in this state; on exhalation, the whole body should be sharply relaxed; when an emission occurs stress hormones, the autonomic nervous system is activated to regulate them, muscles are also involved in this process, so the back may hurt, the neck may tighten, muscle discomfort may appear; it is better to perform this exercise alone in a quiet place or before going to bed).

e) the technique of «breathing according to the square» (a person receiving psychological first aid should take a comfortable position while standing or sitting; take a breath and simultaneously count to yourself: one, two, three, four; hold your breath and simultaneously count: one, two, three, four; exhale slowly, counting: one, two, three, four; hold your breath again and count to four);

f) exercises from the «Laughter Therapy» technology, when a person receiving psychological first aid is given instructions: 1) «stand up, take a breath and laugh, changing to laughter; if it didn't work out, then you are too serious, that's why it's so difficult to laugh sincerely; if, after hearing a funny joke, you just smile, know that it is a full-fledged laugh, and not another smile, that gives the maximum benefit; practice – and you will learn to laugh at any moment»; 2) «smile and keep smiling; the flow of thoughts and even the mood will begin to improve – and now your smile will not be fake, but real»; 3) “stand in front of the mirror and start twisting your cheeks and showing your tongue to your reflection – laughter will not make itself wait long; if this method does not suit you, know that each of us has something that causes sincere laughter – such «laughter walks»; it can be a favorite comedy, collections of jokes,

funny photos or videos that depict, for example, family holidays»; 4) «perform some simple exercises that your imagination gives you, and at this time chant «ho, ho, ha, ha», at the same time perform those sharp movements, keep eye contact with the participants of this exercise»; 5) «also in the group conduct the exercise «laughing on the phone», when each of the participants pretends to be talking on a mobile phone, and then, making eye contact with each other, chants «ho, ho, ha, ha»; 6) «also in the group, conduct the exercise «vindictive laughter», when all participants threaten each other with their index fingers, exclaiming «ha»; 7) «again in the group conduct the exercise «why me»: participants put their hands on their sides, look at others and ask: «Why me? Ha, ha, ha» (note: it is important that each chanting exercise, i.e. exercises 4-7, is performed for at least 1-2 minutes).

The following three simple exercises that are used in training develop the resilience of teachers: 1) the first exercise is to remember your victories from your past life, for example, good grades on exams, victories in competitions, because if a person is confident in himself, if he had many victories, she has a strong resource, she believes in her ability; and if a person carries an unsolved problem with him every day, it raises the level of stress hormones – cortisol and adrenaline; 2) the second exercise is to recall those people from the past to whom the teacher is grateful; and also make a list of those people who, according to the teacher, are grateful to him; the world becomes warmer and more pleasant; 3) the third exercise – a view from the future (John Grindler) – the participant of the training is asked to create an image of himself from a happy future, which can advise him something today: live the way he would like to live (be able to, have...); see yourself today, stimulate yourself with dreams; it is important that the proposed life goal is not imposed by someone, but belongs to the training participant, which strengthens his immunity and helps with talents, attention, memory, and all resources; the participant of the training must make sure that his subconscious does not understand the word «I need», but only «I want!», the subconscious resists what is not his own desire, so a person often forgets, is inattentive, some negative and unlikely events happen to him; if a person continues to do something other than his own (without his own will), the subconscious brings the last argument – a mental «failure», psychosomatic diseases due to weakened immunity.

Among the self-help tips that are used in training with teachers, the following are relevant:

a) turn to the dichotomy of control – this is the division of things into those that are under our control and those that we cannot influence; you should think over several algorithms of actions for different options for the development of the situation – this will help to get rid of panic behavior and give confidence;

b) don't deprive yourself of things that give you pleasure, even small things that calm you down (it can be the right food, reading books, etc.);

c) do physical education – physical activity allows you to produce more serotonin and promotes better sleep; the more a person is afraid, the more resources he spends on overcoming the anxiety threshold; good sleep, adequate nutrition and physical activity are the keys to resilience;

d) dose the received information – choose several official sources and mass media that you trust, evaluate the received information soberly and take breaks in the process of reading the news – for physical activity, food, hobbies, etc.;

e) do not remain alone with your own experiences – if there is such an opportunity, communicate with family and relatives, share your feelings and jointly implement all previous advice;

f) use the «5 S» method to relieve adrenaline stress and increase immunity: (Sleep, Sun, Sport, Smile, Sex):

1) sleep should be full, you should give your brain a task before going to sleep – renew your aura, your health; the bedroom has only one meaning – here the subconscious mind should completely relax, because this is the territory of rest, there is no place in the bedroom for conversations about war, work, family problems; it is better to turn off the phone at night and not use it after 9 p.m., when melatonin is actively produced in a person – a hormone that has a good effect on the work of the whole body; this hormone not only affects sleep, but also regulates the work of the gastrointestinal tract, nervous system and brain;

2) the sun: it is desirable to wake up with the sun, at about 6.00-6.30, because at this time cortisol is produced, which gives us energy of cheerfulness and a slight elation; you should start the morning by looking at the bright sunlight; if it is not yet available in the winter, install, for example, a special bright lamp in the bathroom where you spend your mornings; the sun gives us vitamin D, which is involved in all processes in the body;

3) sports: physical exercises should firmly enter the daily life of everyone who wants to maintain working capacity, health, and a full life (Hippocrates); if it is difficult for a person to cope with stress, we recommend physical training; if the amount of muscle decreases compared to fat, this is a sign of aging of the body; regular exercise is a sign of correct thinking in general, not only in sports;

4) good-natured laughter and the ability to self-irony are allies of immunity and excellent helpers in relieving emotional stress; due to contractions of the respiratory muscles, a peculiar pace of breathing, reframing (reshaping) of the meaning or context, social reinforcement and empathy, an incredible psych energetic stress of norepinephrine hormonal nature occurs, which significantly strengthens immunity; the known benefits of laughter for:

- physical health (thanks to laughter therapy, breathing, blood circulation of internal organs and tissues improves, blood pressure quickly stabilizes, cholesterol levels decrease, headaches go away, immunity and resistance to colds increases);
- fighting stress and fear (laughter without antidepressants and tranquilizers improves sleep, a person responds adequately to stressful situations, gets rid of obsessive fears – phobias);
- appearance (a smiling person looks younger and attracts positive people; a minute of laughter is equivalent to half an hour of aerobics, because almost 80 muscle groups are activated in the process);
- relaxation (laughter for 5 minutes gives strength, like 40 minutes of full rest);
- pleasure (the emotion of laughter produces the hormone of joy endorphin, a natural «drug» that causes a feeling of pleasure);

5) sex, as a physical strain of intimacy, increases blood pressure, heartbeat and breathing with emotional positive upheaval; involves dopamine processes (dopamine is a neurotransmitter, a biologically active chemical substance that transmits an emotional reaction in the human brain and allows you to feel pleasure and not feel pain, it is also a neurotransmitter responsible for movement, therefore it is produced in certain brain cells that control muscle activity) – foreboding, achievement and satisfaction with complete emotional and physical release, is a wonderful «gift» of immunity and subsequent, as a rule, deep and happy sleep; nature does not extend the life of a person who does not show readiness to reproduce, because such a person is not needed by nature; people who understand their attractiveness, want to look better in order to have the attention of the opposite sex, live longer and better.

So, as the experience of conducting advanced training courses «Technology of effective pedagogical communication and providing psychosocial support to participants in the educational process» shows, compliance with the specified rules and performing special exercises for the development of the components of teachers' resilience is timely and appropriate.

The third task of the study is to determine the methodological principles of conducting the specified advanced training courses for the development of teachers' resilience in war conditions.

System courses «Technologies of effective pedagogical communication and provision of psychosocial support to participants in the educational process» were conducted by the M. V. Ostrohradskyi Poltava Academy of Continuous Education on the basis of the Separate structural unit «Uzhgorod Trade and Economic College of the State Trade and Economics University» (in January 2024), Poltava College of Entrepreneurship and Restaurant Business (in January-February 2024) and Uzhgorod Trade and Economics Institute of the State University of Trade and Economics (in April-May 2024).

The course program takes into account the orders of consumers of educational services regarding the form, content and duration of courses: either weekly courses of 30 hours (1 ECTS credit), or two-week courses of 60 hours (2 ECTS credits); in these educational institutions, at the same time, technologies for the development of teachers' resilience were introduced, pedagogical workers immediately felt changes in the results of their work and their own pedagogical worldview.

The course content «Technologies of effective pedagogical communication and provision of psychosocial support to participants in the educational process» consists of three mini-modules: «1. Technologies of effective pedagogical communication», «2. Pedagogical observation in the service of a teacher» and «3. Providing psychosocial support to participants in the educational process».

The first mini-module «Technologies of effective pedagogical communication» examines the following questions: Pedagogical communication based on neurolinguistics programming: how to communicate effectively? Basic communication skills. Influence using A-resources. Influence in A–B communication. Use of B-resources. Rules of pedagogical support. Technique of B-influences. B-interactions in difficult situations.

Facilitation. Skills of the teacher-facilitator for the formation of social, reflective and communicative competences of the student.

Development of student leadership skills. The culture of self-expression and leadership in education: life-creating perspectives of the teacher's personality and his innovative competence.

Design and development of effective communication technologies. Simulation learning technologies. Game learning technologies. Socio-psychological training as a learning technology. Discussion learning technologies. Technologies of learning in cooperation. Cooperative learning.

Health-preserving learning technologies: How to get pleasure while teaching and preserve your own health?

Civic and social competence: formation of a culture of democracy and reflexive competence.

The second mini-module «Pedagogical observation at the service of a teacher» is dedicated to clarifying the following questions: How to diagnose a student's personal and professional development? Peculiarities of the development of cognitive mental processes (attention, thinking, imagination, memory, intelligence and creativity), the emotional and volitional sphere of the student's personality, his individual psychosocial characteristics (temperament, character, abilities). Components of a student's personal and professional development.

The third mini-module «Providing psychosocial support to participants in the educational process» considers: Ways of providing psychosocial support to students

during military conflicts. The impact of military stress and traumatic situations on the mental health of students, teachers and parents. The influence of effective psychosocial support on the development of students. Methods and techniques that can be used by teachers to provide psychosocial support to students during the war period. Creating a supportive and supportive learning environment for students, staff and parents experiencing traumatic stress. The importance of college, family, and psychosocial services interactions in successfully supporting students during martial law. Practical advice for college teachers on the signs of psychological trauma and stress of students and providing appropriate help. Theoretical and practical aspects of psychosocial rehabilitation of students after the war.

Among the forms of education, practicums and psychological-pedagogical trainings prevail. Yes, during the psychological and pedagogical training «Pedagogical communication based on neurolinguistics programming: How to communicate effectively? » teachers master the methods of: pedagogical communication using NLP technology; development of the student's leadership skills; design and application of effective communication technologies, etc.

At the training «Health-preserving learning technologies: How to get pleasure while teaching and preserve your own health? » the following are being developed: health-saving learning technologies; ways of developing emotional intelligence; training of one's well-being; methods of psychological relief, mastering mental states; technologies of suggestopedic, etc.

At the trainings «Pedagogical observation in the service of a pedagogical worker: How to diagnose a student's personal and professional development?», «Providing psychosocial support to participants in the educational process in educational institutions», teachers acquire the ability to diagnose: peculiarities of the development of cognitive mental processes (attention, thinking, imagination, memory, intelligence and creativity), the emotional and volitional sphere of the student's personality, his individual psychological features (temperament, character, abilities); components of his personal and professional development; methods of providing psychosocial support to the participants of the educational process in educational institutions.

The development of the teacher's resilience in war conditions is facilitated by the observance of the traditional principles of didactics: 1) continuity (presupposes that the purpose, content and technologies of professional development maintain a connection with the type of professional knowledge that the teacher received earlier; for example, professional development courses for pedagogical workers of Uzhhorodsky trade – economic professional college of the State University of Trade and Economics were held this year for the sixth time: on May 21-27, 2007, courses were held for teachers of the Uzhgorod Commercial Technical School; also from January 8 to 20, 2013, from June 22 to July 12, 2015, from 1 to February 21, 2018, from January 16 to 27, 2023,

and from January 15 to 26, 2024; the analysis of these courses showed that the logical connection and continuity in their conduct was preserved, although they differed both in terms of information and technologies of its presentation to teachers); 2) scientificity (the principle of scientificity is often only declared and understood in a narrowly empirical, rather than dialectical, sense; the principle of scientificity requires that the teacher be deeply aware of the tasks and components of the development of resilience); 3) visibility; 4) objectivity; 5) developmental training (provides the possibility of managing the time, pace, content, and structure of the project with the help of purposeful organization of educational influences).

The stated principles form the methodological basis of advanced training courses «Technologies of effective pedagogical communication and provision of psychosocial support to participants in the educational process», because they are in line with the modern paradigm of person-centered education. In addition to the traditional principles of didactics, its modern principles are highlighted, which develop the teacher's resilience in war conditions; 6) democratization of advanced training courses (related to the creation of favorable democratic conditions for teachers in the conditions of war; equality, mutual interest are important); 7) self-development of the teacher's personality (the system-creating personal quality that ensures the development of the teacher's resilience in war conditions is reflection, thanks to which he cultivates his own individuality and creative pedagogical potential); 8) psychosocial support for the development of the teacher's personality.

The implementation of the specified didactic principles makes it possible to determine the psychological and pedagogical conditions under which the teacher's resilience is successfully developed, to which the entire system of continuous education is subject, which is not a spontaneous process and does not contradict the attitudes of the traditional system of continuous education.

Conclusion

The theoretical analysis of the essence of the terms «resilience» and «resilience» showed that «resilience» in psychology is understood in three meanings: a) as an individual's ability to overcome stress; b) as a coping process; c) as an adaptive protective mechanism of the individual, which allows you to resist stress. The development of a teacher's resilience in war conditions, because the advantages of developed resilience are high adaptability, psychosocial well-being and the success of a teacher's professional activity. Psychological factors in the development of teachers' resilience can be compliance with the rules and the performance of special exercises during advanced training courses «Technologies of effective pedagogical communication and provision of psychosocial support to participants in the educational process», as well as purposefulness in professional life, motivation for success, good

relationships in the team, the presence of reliable partners, friends, the ability to plan, a sense of harmony between life and professional activity, self-control, self-regulation of emotions, the preference for positive emotions, resilience, high self-esteem, self-efficacy, optimism, active coping, the presence of social support, the ability to turn to others for support, cognitive flexibility, high spirituality. The defined methodological principles of conducting advanced training courses for the development of teachers' resilience will also help adapt to changes, even though they are drastic and painful in the conditions of war. However, purposeful development of resilience will help them educate young people and contribute to the victory of Ukraine.

Prospects for further research are in the study of the possibilities of the continuing education system for the development of the teacher's resilience in the conditions of war and the creation of conditions for its successful implementation. Pedagogical workers should, developing their own resilience, actively construct their professional future.

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