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Identification the key strategies of resilience of Ukrainian teachers in the conditions of war

OLGA BANIT, OLENA MERZLIAKOVA. **Identification the key strategies of resilience of Ukrainian teachers in the conditions of war.** *Background. The problem of individual resilience is becoming especially relevant today, when Ukraine is at war. The issue of preserving physical and mental health of Ukrainians is especially important. No one here was not ready to live and work in war conditions. At the same time, we are able to form an optimal response to these events with the help of resilience. The purpose of the article is to identify the key resilience strategies of Ukrainian teachers in war conditions based on the analysis of the results of the research conducted by the authors. Methods. This research is a part of wider program "Codes of resilience", developed to improve the resilience skills of teachers. The authors use the multidimensional model of overcoming stress and finding internal stability "BasicPh" of Prof. Mooli Lahad to identify the key resilience strategies of Ukrainian teachers in war conditions. This model consists six channels for coping with stress:*

B – belief; A – affect; S – sociability; I – imagination; C – cognition; Ph – physiology. Results. The results of the study showed that the most influential way to overcome stress for teachers is their cognitive settings. Information analysis, critical thinking skills, planning strategies, etc. are the most common ways among teachers to respond to external challenges. The second most influential factor of stress resistance is the worldview of teachers. It turned out that teachers do not actively use their own emotional settings to overcome stress. The same we can say regarding their creative settings. The readiness of teachers to rely on the strength of communities in difficult times (social settings) also needs additional attention and additional research. This factor was the least influential.

Key words: *resilience, teachers, physical and mental health, "BasicPh" model, stress, war, Ukraine.*

1. Introduction

1.1. The urgency of the problem

The problem of individual resilience is becoming especially relevant today, when Ukraine is at war. This applies to all Ukrainians: those who experienced severe psychological trauma, and those who did not directly experience it, and those who evacuated and are in a safe place. The latter are also under stress. Stress is now an integral part of the life of most Ukrainians. When the war started, people felt in danger, did not understand what was happening, there was a feeling of strong anxiety. Instead, a month later it was necessary to continue the interrupted educational process and Ukrainian teachers began work. Training in Ukraine continues according to the schedule despite military actions, shelling, daily alarms, periodic lack of power and mobile and internet communication. Many participants in the educational process (teachers, students, their parents) feel unbalanced this long time of the war.

1.2. Analysis of recent research and publications

Examples of the resilience of people who are able to endure, recover and even grow psychologically, become stronger after difficult life adversities, are a certain challenge for theoreticians and practitioners of various fields (psychologists, psychotherapists, doctors, social workers, etc.). Therefore, resilience attracts the attention of scientists all over the world. Various aspects of the analysis of this concept are highlighted in the works of B. Becker, B. Bernard, K. Bolton, G.A. Bonanno, D. Cicchetti, L.G. Calhoun, D.S. Charney, K.M. Connor, J.R. Davidson, N. Garnezy, E.

Goldstein, D. Hellerstein, S. Jensen, K. Kumpfer, S.J. Lepore, S.S. Luthar, A. Masten, E.D. Miller, B. Neiger, R. Newman, C.J. Osborn, T. Olivier, V. Payne, T.A. Revenson, G.E. Richardson, M. Rutter, A. Smith-Osborne, R. Smith, S. M. Southwick, R.G. Tedeschi, E. Werner, and others.

Scientists have developed a wide empirical evidence base for the study of resilience, found significant correlations between resilience and emotional intelligence, protective mechanisms, self-esteem and confidence in one's own effectiveness, positive relationships with the environment, etc. The generalization of the results of these and other studies made it possible to create theoretical and methodological models with a detailed description of their practical application. Examples of such models are:

- procedural model of resilience G. Richardson (Richardson at al., 1990, Richardson, 2002);
- procedural model of resilience K. Bolton (Bolton, 2013);
- multidimensional model of resilience A. Masten (Masten, 2014);
- model of social resilience E. Miller-Karas (Miller-Karas, 2015).

Among modern studies, the works of two directions are worthy of attention: medical (mainly about resilience in the conditions of COVID-19) and psychological - about resilience in crisis conditions, in particular in war conditions (Brett 2014; Shoshani&Slone 2015; Wessells, 2018; Nyarko&Punamäki, 2020; Skalski at al., 2021; Oviedo at al., 2022; Atkinson at al., 2022). In the context of our research, the book "ISRESILIENCE: What Israelis Can Teach the World Hardcover" (Dickson&Baum, 2020) deserves special attention. The authors describe the lives of Israelis, as famous decision-making leaders, either ordinary person. They continue their daily life, despite all circumstances, conflicts, war, terrible terrorism. Each chapter of this publication tells the story of a diverse, compelling Israeli personality that can teach each of us to be stronger people. Ukrainians show the same inspiring resilience and deserve to have similar books written about them.

When we talk about Ukrainian scientific works, the mentioned concept of resilience began to arouse lively interest of researchers recently only (K. Balakhtar, E. Grishin, G. Lazos, F. Lozel, A. Loktionova, V. Mazilov, A. Makhnach, A. Muravyova, O. Oliinikov, L. Prokofieva, O. Rylska, D. Sabol, etc.). Analysis of the works of these scientists shows that their range of research covers mainly theoretical aspects of this concept. Most domestic psychologists point out that resilience is a complex, multidimensional and inherently dynamic complex of personality traits

that demonstrate the ability of an individual who has been affected by a single potentially devastating event (such as the death of a loved one or a life-threatening situation) to maintain relatively stable, healthy levels of psychological and physical functioning, as well as the ability to feel positive emotions and learn from one's own experience. Most often, this concept is used in the context of the ability of the psyche to recover after adverse conditions as a synonym for vitality, stress resistance. That is, in a wide meaning, resilience is the ability of a person or a social system to build a normal, fulfilling life in difficult conditions. In a narrower sense, it can be interpreted as an individual's ability to resist and adapt to adverse and traumatic events.

The last year, while the war in Ukraine continues, new publications about ways to develop resilience have appeared. In particular, O. Gorbanovska considers four types of resilience to be relevant - mental, emotional, physical and social (Gorbanovska, 2022); A. Klymenko in an interview gives valuable advice on resilience in war conditions - taking care of the body and spirit, maintaining strong relationships, avoiding catastrophic thinking, etc. (Maevska, 2022); N. Baikaloza suggests considering the "stages of grief", not lingering and living through them, using effective techniques of returning to the zone of stability at each stage (Baikalova, 2022); Ju. Pavlova shares her own experience of maintaining resilience in these difficult conditions for everyone (Pavlova, 2022), O. Romanchuk provides a recipe for the "elixir of resilience" during the war, which consists of three "ingredients" (Romanchuk, 2022); I. Bachurin uses figurative comparisons and, among a number of tips, offers to follow the rules of the bicycle (keep walking): in order not to fall off the bicycle, one must constantly turn the pedals (Bachurin, 2022); Ye. Bozhok expands the boundaries of the concept and draws attention to such manifestations as foreign policy resilience, economic resilience, military-political resilience, social-political and legal resilience, humanitarian resilience, demographic resilience, spiritual and cultural resilience, educational and scientific resilience (Bozhok, 2023). This list can be continued, because the topic is not just relevant, it needs to be solved here and now. And every critical-thinking person is currently trying to build at least some stable position.

As the analysis of publications shows, scientists have studied the resilience of different categories of the population in different conditions, but it's not enough studies of the resilience of teachers in war conditions. We are trying to fill this gap.

The goal of the article is to identify the key strategies of resilience of Ukrainian teachers in the conditions of war based on the analysis of the results of our research.

2. Materials and Methods

Our research is a part of wider program "Codes of resilience", developed to improve the resilience skills of teachers. The results of the first stage such a program was covered in a previous publication "Psychological work with teachers during the war". (Merzliakova, Sabol, 2022). At this stage, we use the multidimensional model of stress coping "BasicPh" (Mooli, 2013). This model demonstrates the different ways people use to cope with stress and crisis. The author of BasicPh model, Mooli Lahad, singles out six channels for coping with stress:

B – belief and values. This way of overcoming the crisis is based on the ability to believe: it can be faith in God, in people, in a miracle or in oneself. A system of beliefs, values and meanings, hope, self-esteem, religion, mysticism, or just philosophy of life, moral values, beliefs. Any belief in something that will help is important.

A – affect and emotions. This way of overcoming the crisis through the identification of different feelings, the ability to call them by their names. Recognized feelings can be expressed verbally – orally in a personal conversation, or in writing in a story or letter; without words – in dance, drawing, music, drama. Most often, people use the most direct mediated expression of feelings – writing them in a diary or drawing.

S – sociability, socialization, social activity, belonging, support of family, group, friends. This way of overcoming the crisis is characterized by the desire to communicate. A person can turn for support to family, relatives or psychologists. At the same time, he/she oneself can help other victims, immerse to social work or hold managerial positions. That is, social inclusion is important: the desire to be among people, to feel oneself like a part of a system, organization, group. To find confirmation in other people that you are alive, useful in something, influencing something.

I – imagination and creativity, intuition. This way of overcoming the crisis appeals to the creative abilities of the individual. Due to imagination, a person can dream, develop intuition and plasticity, look for solutions in the world of play and fantasy, imagine a changed future and past. This also includes a sense of humour, improvisation, diversion, use of arts and crafts (needlework, pottery, etc.).

C – cognition, thinking, consciousness, knowledge, logic, reality, thoughts. This way of overcoming the crisis is manifested through the appeal to mental abilities, to the ability to think logically and critically, assess the situation, learn and understand new ideas, plan, study, gather information, analyse problems and solve them. This also includes the order of preferences, priorities, alternatives and self-talk.

Ph – physiological activity, physical body, physical, sensory modality. The way to overcome the crisis by turning to the physical activity of our body is related to the ability to feel ourselves through hearing, sight, smell, touch, taste, sensations of heat and cold, pain and pleasure, orientation to the terrain, internal tension or relaxation. This method includes physical activities of various types: exercising or performing physical training complexes, walking, physical effort or work, walking in nature, hiking in the mountains, etc.

The Mooli Lahad's model opens up opportunities to see a variety of sources where people can draw strength and inspiration to cope with difficulties, and also demonstrates many opportunities to strengthen themselves and loved ones. Recovery resources are sufficient and available. Subconsciously, each person uses these resources, but often limits himself to one or two, not taking into account the others. To develop resilience, it is important to be aware of your strengths and strategies, as well as to develop passive ones. The proposed test will help to find out which resources are leading and which are used less often. The test was placed by us in free access throughout 2022 (Bridge over the chasm, 2022).

Until the end of January 2023, 3,020 people participated in the study. The sample was randomly selected. More often, these were people involved in formal or informal education in stress-resilience skills. Among them are mainly teachers and a small number of representatives of the non-pedagogical profession. Such a sample allows us to carry out a quantitative and qualitative analysis, to interpret the results from the point of view of an eyewitness and a direct participant, since the authors are also teachers and live and work in Ukraine (Kyiv) during the war.

3. Results

3.1 Quantitative analysis of research results

The sample includes participants of our program on the psychology of resilience for teachers (In-service Teacher Training Institute, Kyiv – 10%), participants of similar classes in post-graduate education institutions of different regions of Ukraine (60%), students of pedagogical specialties (10%), a free sample of random respondents who do not have a pedagogical education and work in other fields (20%).

The distribution according to various statistical characteristics within the sample is as follows:

- by gender – the sample is represented mainly by women – 90%, and, accordingly, 10% men (in Ukraine women work in education mostly);
- by age: up to 20 years old – 10%; 21-30 years old – 17%; 31-40 years old – 25%; 41-50 years old – 28%; 51-60 years old – 18% and a small percentage of respondents – about 2% are people over 70 years old; also, when analyzing the dependence of individual indicators of the BasicPh model on age, we will not take into account the age category after 70 years;
- by areas of activity, the sample has the following distribution: teachers of secondary education institutions – 53% (1,600 people); psychologists of educational institutions – 11%; teachers and pedagogues-organizers, coaches of sports sections – 8%; administrative staff of secondary schools – 5%; representatives of other pedagogical specialties – 3% and representatives of non-pedagogical specialties – 20%; analysis of data on existing strategies for overcoming stress is shown for the largest sample of school teachers;
- according to the experience of activity in the specified direction, we have the following distribution: up to 3 years – 20% (this is the category of students and young professionals); from 3 to 10 years – 21%; 11-20 years old – 23%; 21-30 years old – 21%; over 31 years old – 15%; as can be seen, the entire sample has a fairly uniform distribution of seniority;
- by regions of Ukraine, the sample has the following distribution: Kyiv – 12%; center and north of Ukraine – 63%; east and south – 14%; western regions – 10%; teachers abroad – 1%; as can be seen from the distribution, the least represented are Ukrainians from

relatively safe places of Ukraine – the western regions and those who went abroad.

3.2 Qualitative analysis of research results

First, we present the obtained results of the distribution of indicators of the BasicPh model for the entire sample array to demonstrate the average indicators of the component models and the detected deviation. Data processing was carried out using the SPSS-17 program.

Table 1. Average values of the BasicPh model components
The number of respondents is 3020, the minimum score is 0;
the maximum score is 12.

	B Belief	A Affect	S Social	I Imagination	C Cognition	PH Physiology
Average value	8,79	7,06	6,74	7,44	9,66	7,60
Deviation	1,709	1,983	2,266	2,459	2,181	2,153

As can be seen from Table 1, the leader of the rating was C (Cognition) – 9.66 points out of 12 possible. We can connect this with high intellectualization of pedagogical job. Then it seems logical that the most widespread method of overcoming the crisis among teachers is their appeal to mental abilities, the ability to think logically and critically, assess the situation, learn and grasp new ideas, plan, study, collect information, analyse problems and solve them.

The second average indicator for teachers is B (Belief) – an average value of 8.79 out of 12 possible points. This means that the respondents rely on the internal resources of their own system of beliefs, values and meanings, hope, self-esteem, and religious settings. Since the church in Ukraine is separated from the state and its institutions, we tend to associate the indicator of belief more with the value and worldview of an individual than with his religious beliefs. Currently, Ukrainians often talk about faith in the Armed Forces of Ukraine and the indomitable spirit of the Ukrainian people. It is interesting that indicator B (Belief) has the smallest number of deviations from the average value (1.709), which may indicate a certain homogeneity, similarity of the sample according to this setting, regardless of age, activity or region of residence.

To check the possible impact of these statistical differences on the choice of strategies for overcoming stress, we will analyze the results of different groups of teachers in more detail.

Teachers are the largest share of the total sample – 1,600 people (53%). Women make up 1515 people (95%), men – 85 people (5%).

Regarding the average values for each component of the BasicPh model, the distribution is similar to the distribution of values for the entire sample shown in Table 1. Factors C (Cognition) and B (Belief) are also the leaders. The average values of the components of the BasicPh model and the deviations from these values for each indicator for the sample of teachers are shown in Table 2.

Table 2. Average values of the components of the BasicPh model for teachers. The number of respondents is 1600; the minimum score is 0; the maximum score is 12.

	B Belief	A Affect	S Social	I Imagination	C Cognition	PH Physiology
Average value	9,24	7,10	6,91	7,44	9,79	8,02
Deviation	1,418	1,923	2,059	2,438	2,037	1,956

Worthy of attention is the analysis of the influence of age and length of activity on the choice of certain strategies to overcome stress. So, for example, with regard to the indicator of beliefs and worldview settings B (Belief), a directly proportional influence of age and experience on this indicator is monitored. Two-way Pearson correlation showed the degree of interdependence of both indicators at the significance level of 0.01 both for the interaction of the pair "Belief – age" ($r=0.193$) and for the interaction of the indicators "Belief – seniority" ($r=0.228$). The same applies to the above-mentioned leader of the distribution of stress coping strategies – component C (Cognition). For details, we provide the value of the Pearson coefficient only at the level of statistical significance, which was revealed during the correlation analysis of the interaction between the components of the BasicPh model and the age/experience of the teachers. The Pearson coefficient values for all components of the BasicPh model are shown in Table 3.

Correlation analysis confirmed the relationship of the C (Cognition) indicator with age and experience at a significance level of 0.01. The values of the Pearson coefficient are $r=0.193$ for the pair "Cognition–age"

Table 3. The value of the Pearson coefficient for the detected correlations between the components of the BasicPh model and age/ experience of teachers. The number of respondents is 1600; the minimum score is 0; the maximum score is 12.

BasicPh models components	Correlation with age dynamics - level of significance	The value of the Pearson coefficient r	Correlation with length of service - level of significance	The value of the Pearson coefficient r
B (Belief)	0,01**	0,193	0,01**	0,228
A (Affect)	0,05*	-0,051	-	-
S (Social)	0,01**	0,82	0,01**	0,76
I (Imagination)	-	-	-	-
C (Cognition)	0,01**	0,155	0,01**	0,149
PH (Physiology)	0,01**	0,169	0,01**	0,152

and $r=0.193$ for the pair "Cognition–seniority". Other indicators of the model do not have such a clear and convincing relationship with age and experience as cognitive and worldview settings.

For clarity, we offer graphs of the growth of these two indicators depending on the age and seniority of teachers. Note that for the obtained results, the maximum possible score does not exceed 11, and the minimum possible score is not lower than 6, which is plotted on the vertical axis. The sample of respondents is 1,600 secondary school teachers.

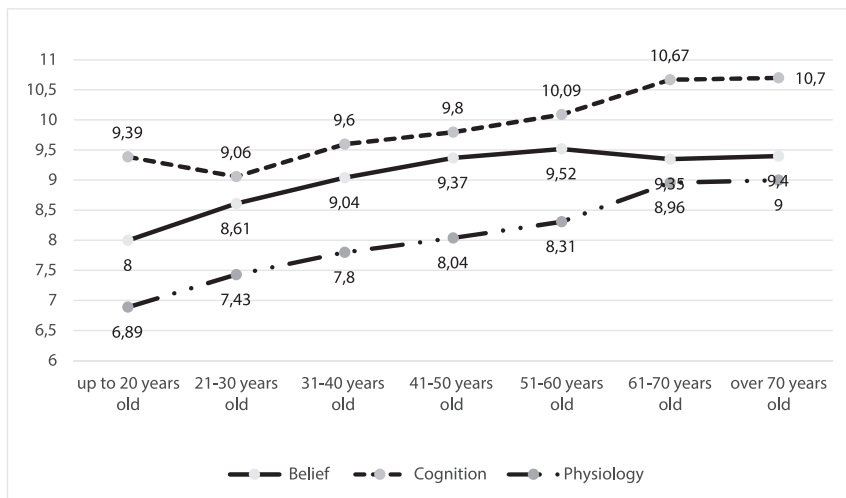


Fig. 1. The dynamics of influence of beliefs, cognitive and physical settings of teachers in overcoming stress depending on their age

According to the graph in Fig. 3, it can be observed that the influence of cognitive settings begins to actively grow after 30 years, and stabilizes after 60 years. The influence of worldview settings grows from the very beginning of the teaching career, that is, from the student age, and stabilizes at the age of 51-60. The impact of bodily adjustments among teachers' stress coping strategies increases with age.

A similar picture is observed during comparing indicators of worldview, cognitive and physical settings of teachers in overcoming stress, depending on the experience of their activity. Therefore, we will not demonstrate this with a separate graph.

Another dynamic of influence of age of teachers for their stress overcoming, have indicators of emotional settings Affect, social settings Social and settings of creativity Imagination. This dynamic is showed on the graph in Fig. 2.

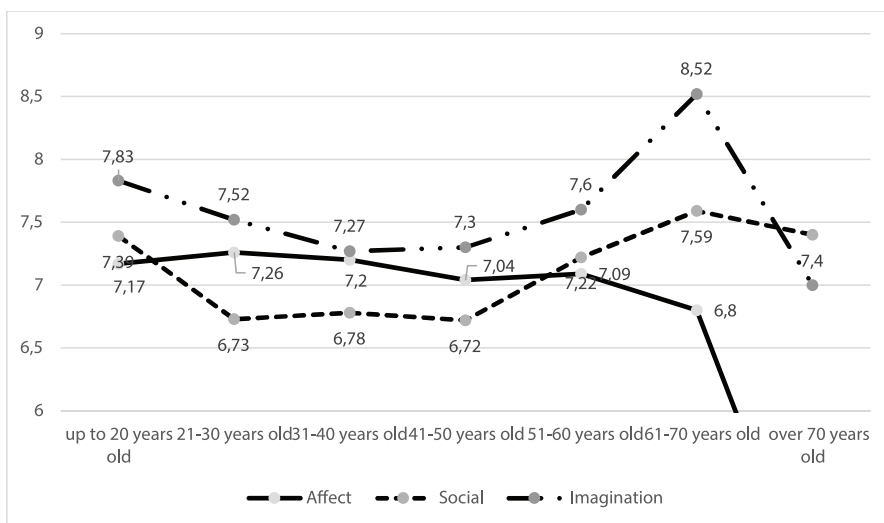


Fig. 2. Dynamics of influence of emotional, social and creative settings of teachers in overcoming stress depending on their age

The graph shows that the use of emotional settings to overcome stress remains stable throughout time and equals approximately 7 points out of 12 possible, and sharply decreases after 70 years. Considering the fact that the number of respondents of this age was quite small (only 10 people), we do not know whether the decrease in the influence of the channel of

emotionality to overcome stress is related to age itself, or to insufficient reliability of the sample. The same applies to the other two indicators – social and creative settings for overcoming stress. We see that after 70 years their influence decreases. So far, let's not try to explain it solely by the influence of age. As for social settings, they are more influential at a young age (up to 30 years old) and at a more respectable age (after 60 years old). That is, in the prime of their career (from 30 to 60 years old), teachers in stressful situations rely less on community support than do young professionals or people of pre-retirement and retirement age. As for engaging creativity and imagination, teachers aged 30-50 use them the least. Younger and older teachers use their own creativity more actively in stressful situations.

4. Discussion and Conclusions

The obtained data are only pre-identified trends regarding the response of teachers to stressful conditions and ways to overcome them. This question needs further research. But already on the basis of the obtained results, the following conclusions can be drawn:

1. Cognitive settings of secondary school teachers were found as the most influential way for (*t*) overcoming stress. Information analysis, critical thinking skills, planning strategies, etc. are the most common ways among teachers to respond to external challenges. Such skills develop in parallel with age and work experience. But this method may not be entirely appropriate in a situation of instability, uncertainty, even a certain chaos, which the educational system experiences in times of war.

2. The second most influential factor of stress resistance is the worldview of teachers. Its influence increases until about age 60, and then stabilizes. But it should be taken into account that in the case of global cataclysms and restructuring of the general social system, such stability of the worldview of the teachers can be an additional stress factor, and not a means of overcoming challenges.

3. Teachers do not actively use their own emotional settings to overcome stress during the entire period of activity. This can become a direction of increasing their stress resistance. The same goes for their creative settings. It is especially important to activate the imagination and creative skills of teachers aged 30-50.

4. The readiness of teachers to rely on the strength of communities in difficult times (social settings) also needs additional attention and

additional research. According to our research, this factor turned out to be the least influential.

Other categories of teachers need a separate study. Without going into details, we will note the most interesting points of the analysis of other categories of educators:

1. Educators, pedagogues-organizers, sport coaches (8% of the total sample), that is, the category of educational workers who are more involved in emotional interaction with pupils, has an inverse correlation between their own emotional settings as a means of overcoming stress and age dynamics ($r=-308^{**}$). Perhaps, with age, the factor of emotional exhaustion increases in this category of educators, which blocks the use of emotions as a channel of stress resistance.

2. Indicators of emotional, social and creative settings of school psychologists (11% of the total sample) remain almost unchanged throughout the entire age period, and are at the level of the average values of the entire sample. Indicators of beliefs, cognitive and physical settings of psychologists are in the same direct correlation with age, as it was demonstrated in the sample of teachers. A cautious assumption can be made that psychological workers are more stable in their emotional-social skills and creativity settings throughout life, and more actively use these settings to navigate difficult life periods.

3. Administrative staff (5% of the total sample) demonstrate a decrease of the influence of emotional settings with increasing age, and at the same time, an increase in the factor of social settings is monitored ($r=0.188^{*}$). Among all other categories of educators, this group uses their own social settings (i.e., community support) as an active factor in overcoming stress more active with age. Although compared to other components of the BasicPh model, the social settings of administrators are their weakest means of overcoming stress.

4. Other specialists in the pedagogical field, including librarians, scientific and pedagogical staff, and university teachers (5% of the sample) demonstrate a pronounced inverse correlation between the influence of emotional settings and age ($r=-293^{**}$). At the same time, the involvement of cognitive potential to overcome stress actively increases in the period of 20-30 years and remains at a high level throughout the subsequent period of life.

The obtained data provide guidelines for choosing directions for increasing the resilience of different categories of educators.

Yes, all categories rely primarily on cognitive skills, personal worldview settings and a careful attitude to the body. Therefore, activities with this content will be appropriate for all educational target groups. These can be trainings of reflection of value orientations and developing mature worldview settings. It can also be practical seminars of critical thinking skills and self-coaching. Lessons with the use of physical and dance-movement practices can be useful too.

For the category of teachers, it is appropriate to emphasize the development of their ability to understand their own emotions and use their resource to find emotional balance in stressful situations. Similarly, the teaching audience can benefit from trainings on the activation of creative potential.

When working with administrative staff of schools, it is worth paying attention to the social settings of representatives of this category. After all, the school is a social institution of society in general, and the ability to track and use such connections will benefit both the educators themselves and other members of society related to education – parents, business representatives, mass media workers, etc.

Thus, we can state that in the conditions of today's complex challenges, it is important for each of us to form those traits that will ensure the proper level of resilience, which is a powerful factor that contributes to the high adaptability of the individual, ensures his psychological well-being and social success. At the same time, the level of development of resilience in each of us is different and depends on a certain set of factors. However, this trait can be formed through training, because, according to experts, each of us is able to learn and develop skills that will help us function more effectively in crisis situations and better overcome difficulties.

Understanding the human capacity for psychological positive adaptation in adverse circumstances helps to develop special psycho technologies for psycho prevention and the development of resilience, as well as the development of the ability to independently overcome stressful situations. Our further research is aimed at developing measures to strengthen the resilience of different categories of teachers. In parallel with the development of educational programs and practical measures for the development of resilience, attention will be paid to tools for tracking the effectiveness of the proposed activities.

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Abstracts

ОЛЬГА БАНІТ, ОЛЕНА МЕРЗЛЯКОВА. **Виявлення стратегій резильєнтності вчителів України в умовах війни.** Проблема резильєнтності особистості стає особливо актуальною нині, коли Україна перебуває у стані війни. Гостро постає питання збереження як фізичного, так і психічного здоров'я українців. Жодна людина не є готовою до життя і діяльності в умовах війни, але кожен здатний сформулювати відносно оптимальну реакцію на ці події за допомогою резильєнтності. Метою статті є виявлення ключових стратегій резильєнтності освітян України в умовах війни на основі аналізу результатів проведеного авторами дослідження. Дослідження здійснюється в рамках розробленої авторами програми «Коди резильєнтності. Психологічна робота з освітянами під час війни». Для виявлення ключових стратегій резильєнтності освітян України в умовах війни автори використовують багатовимірну модель подолання стресу та пошуку внутрішньої стабільності «Basic Ph». Модель складається з шести каналів подолання стресу: B (belief and values) – віра; A (affect and emotions) – почуття, емоції; S (sociability) – соціалізація, суспільна діяльність; I (imagination and creativity) – уява, творчість, інтуїція; C (cognition and thought) – мислення, свідомість; Ph (physiological activity) – фізична активність. Результати дослідження показали, що найбільш впливовим способом подолання стресу учителями виявлено їхні когнітивні налаштування. Аналіз інформації, навички критичного мислення, стратегії планування, тощо – це найпоширеніші серед учителів способи реагування на зовнішні виклики. Другим за впливовістю фактором стресотійкості є світоглядні налаштування учителів. Виявилося, що вчителі недостатньо активно використо-

вують власні емоційні налаштування для подолання стресу. Те ж саме стосується і їхніх креативних налаштувань. Також потребує додаткової уваги і додаткових досліджень готовність учителів спиратися на силу спільнот в складні часи. Цей фактор виявився найменш впливовим.

Ключові слова: резильєнтність, вчителі, фізичне і психічне здоров'я, модель «Basic Ph», стрес, війна, Україна.

OLHA BANIT, OLENA MERZLIAKOVA. **Identyfikacja kluczowych strategii odporności ukraińskich nauczycieli w warunkach wojny.** Problem indywidualnej odporności nabiera szczególnego znaczenia dzisiaj, kiedy Ukraina jest w stanie wojny. Kwestia zachowania zdrowia fizycznego i psychicznego Ukraińców jest ostra. Nikt nie jest gotowy do życia i pracy w warunkach wojennych, ale każdy jest w stanie wypracować w miarę optymalną reakcję na te wydarzenia za pomocą odporności. Celem artykułu jest identyfikacja kluczowych strategii odpornościowych ukraińskich pedagogów w warunkach wojny na podstawie analizy wyników badań przeprowadzonych przez autorów. Badania prowadzone są w ramach opracowanego przez autorów programu „Kody odporności. Praca psychologiczna z pedagogami w czasie wojny”. Autorzy wykorzystują wielowymiarowy model przezwycięzania stresu i odnajdywania wewnętrznej stabilności „Basic Ph” do identyfikacji kluczowych strategii odporności ukraińskich pedagogów w warunkach wojny. Model składa się z sześciu kanałów przezwycięzania stresu: B (belief and values) – wiara; A (affect and emotions) – uczucia, emocje; S (sociability) – socjalizacja, aktywność społeczna; I (imagination and creativity) – twórczość, intuicja; C (cognition and thought) – świadomość; Ph (physiological activity) – aktywność ciała. Wyniki badania pokazały, że najbardziej wpływowym sposobem radzenia sobie ze stresem przez nauczycieli były ich ustawienia poznawcze. Analiza informacji, umiejętności krytycznego myślenia, strategię planowania itp. to najczęstsze sposoby reagowania nauczycieli na wyzwania zewnętrzne. Drugim najbardziej wpływowym czynnikiem odporności na stres jest światopogląd nauczycieli. Okazało się, że nauczyciele nie wykorzystują aktywnie własnych ustawień emocjonalnych do przezwycięzania stresu. To samo dotyczy ich ustawień kreatywnych. Dodatkowej uwagi i badań wymaga również gotowość nauczycieli do polegania w trudnych chwilach na sile wspólnot. Ten czynnik miał najmniejszy wpływ.

Słowa kluczowe: odporność, pedagogi, zdrowie fizyczne i psychiczne, model „Basic Ph”, stres, wojna, Ukraina.