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Psychological support for higher education students during the war: innovative online camp

NADIA KOT, DARYNA LYTVYCHENKO. **Psychological support for higher education students during the war: innovative online camp.** *The Russian-Ukrainian war actualized the problem of the spread of destructive psycho-emotional conditions among people who found themselves in difficult life situations. This especially affected the most vulnerable categories of the population, including young people who are getting education in higher education institutions. Students from Zaporizhzhia, Donetsk, Kherson and Dnipropetrovsk regions are now studying at Berdiansk State Pedagogical University. Three of them have been at its epicenter from the first days of the war. Even when the students reached their parents, they still remained in the occupied territory, and some in the war zone, which led to different reactions to stressful situations. Experiencing these traumatic events depends on*

the individual development of psychological self-defense mechanisms, the insufficient formation of which affects the state of resilience as a personal resource.

The article presents an overview of theoretical approaches accumulated in domestic and foreign scientific sources devoted to solving the problem of resilience.

In particular, it is indicated that the war is a long-lasting and powerful factor of psychotrauma, which generally affects the psychophysical state of an individual; the importance of both the internal potential of an individual and external resources for the development of his/her resilience is emphasized; the characteristics of the structural components of resilience are presented.

Based on a survey of higher education students, the psycho-emotional states of those ones who are in different life situations are characterized: in the temporarily occupied territories, in the territories controlled by Ukraine in the status of an internally displaced person and abroad and in the status of a refugee. Furthermore, the impact of their problems on their resilience has been established.

The article emphasizes the importance of psychological support for students of higher education institutions as a social environment where it is possible to prevent the formation of negative patterns of behavior, help to survive, learn to perceive the surrounding reality and communicate with it.

The article also reveals the role of a non-traditional form of psychological support for applicants – an online camp in the Telegram channel – in the formation of resilience. The approximate content of the work is given, which is aimed at developing its structural components: involvement, control, and risk acceptance. The practice of holding two camps confirms the thesis about the possibility of transforming stressful life events into new opportunities for young people, regardless of the state of war in the country.

Keywords: *psychological trauma, psycho-emotional state, stressful situation, resilience, structure of resilience, psychological support, online camp in the Telegram channel.*

Introduction. The Russian invasion of Ukraine has affected all spheres of the country's life. The war also affected education institutions of various levels. A particularly difficult situation was experienced by teams of higher education institutions that found themselves in the occupied territory.

On February 27, 2022, Russian troops entered Berdiansk, a small resort town on the shores of the Sea of Azov, where a state pedagogical university had been operating for 90 years.

From the first days of the war, the teaching team tried to secure the applicants: they contacted their parents, organized their departure, resettled the residents of the dormitory, which was captured by the Russian military, to safe places.

Nevertheless, 39.8% of students of the Faculty of preschool, special and social education found themselves with their parents in the occupied territory of Donetsk, Kherson and Zaporizhzhia regions. As for the other contingent, 19.9% left for the territory controlled by Ukraine, acquiring the status of an internally displaced person, and 10.5% emigrated abroad. Therefore, there was a task to establish contact with the students (especially from Mariupol, Volnovakha, where fierce battles began), to organize the educational process and to support them comprehensively.

The university administration used various forms of search, in which the dean's office, curators, student council, and ordinary students were involved: through direct contact in messengers, through groups in social networks that posted lists of the dead and missing. All data received by anyone was reported to the dean's office, whose representatives established communication with everyone, provided the necessary assistance: from solving the evacuation problem (finding a suitable transport), providing temporary shelter to those who escaped (even on foot from the Mariupol direction) to the usual calming conversations and messages about where their fellow students were and whether they were alive.

During the first month of the war, contact was established with all full-time students, which helped us understand that some of them showed characteristic symptoms of psychotrauma: inner devastation, depression, confusion, fear, hopelessness, inability to distance themselves from the traumatic event ("For what...?") etc. Such a psycho-emotional state required immediate psychological support.

This prompted us to search for various forms of psychological work with the students, because we understood that the vitally difficult situation in which they were, the individual level of resilience could cause different reactions: from temporary and moderate stress to depression. But over time, it became clear that although the forms of work that we used (individual conversations, counseling of teachers of the Department of applied psychology, distribution of anti-stress tips, return to usual educational activities and identification of motivation for learn-

ing, online practices to strengthen mental health and resilience “Find the strength to stay firm!” etc.) gave a certain effect, the students lacked collective communication, common activities, faculty events, which they were so used to during their studies. And then the idea of creating an online camp in the Telegram channel arose. The authors of this article became moderators of the camp.

The aim of the article is to summarize the experience of the two online camps “SUMMER CAMP FDSO” and “WINTER CAMP FDSO” regarding the psychological support of higher education students, to characterize their impact on the formation of resilience as a resource for overcoming destructive stressful situations in war conditions.

Analysis of recent researches and publications. The problem of psycho-emotional states of an individual during the war, as well as the problem of psychological assistance to victims of war, began to be developed in Ukraine in 2014 in connection with hostilities in the east of the country (N. Bastun, N. Bochkor, L. Grebin, E. Dubrovskaya, O. Zaleska, V. Zlyvko, A. Kabantseva, V. Klimchuk, Z. Kisarchuk, M. Markova, O. Panchenko, O. Romanchuk, Yu. Semenova, L. Stepanenko, T. Tytarenko, Yu. Udovenko, and others.). In their scientific works, the scientists relied on the experience of researches who studied the consequences of psychological trauma caused by war and the resources of resilience in different segments of the population, in particular, in children and youth in those countries where military conflicts took place (J. Cohen, M. Eeuwema, C. C. Henrich, B. Kalksma-Van, D. Karadzhov, G. Shahar, M. Wessels). According to their definitions, psychological trauma is a result, a consequence of affective experiences that are caused by a threat to life, the destruction of the usual way of existence, which negatively affects the functioning of a person and his/her further development.

After the Second World War, some scientists (J. Appel, J. Bibb, A. Kardiner, G. Spiegel) stated that 200-250 days of stay in the territories where hostilities were taking place caused significant mental stress, which became a trigger for psychological changes. Strong feelings of fear and anger, since neither resistance nor escape were possible, disorganized a person. And a prolonged reaction to a threatening situation could cause distress, the destructive nature of which completely exhausted adaptive mechanisms and destroyed the self-defense system [10].

A similar connection between powerful military-civil conflicts and psycho-emotional shocks was established by N. Bastun, who studied the manifestations of psychotrauma in the population of the former USSR in

terms of its historical existence. The author notes that war, as the cause of psychotrauma, is mostly the experience of young people, since the period of greatest psychological vulnerability is also the period of greatest traumatization [1].

Modern studies of Ukrainian scientists (O. Blynova, N. Yermakova, M. Kuznetsov, O. Timchenko, V. Shapovalova, etc.) indicate that the maladaptive reaction of children and young people can be strengthened due to the reaction of close people (parents, friends) to a stressful situation. The lack of resistance, especially on the part of the parents, leads to a loss of the feeling of security, deterioration of the psychological state, because in a certain number of people (especially girls), emotional contact, primarily with the mother, is maintained for a very long time. In addition, a lot of young people do not have sufficiently formed adaptive strategies to overcome stressful situations, they are especially sensitive to the influence of negative socio-psychological factors, which are perceived as the destruction of a future dream life. And this affects the state of resilience of this population category [6; 7].

It is resilience that is considered by many researchers as a resource that helps overcome any difficulties during war being a repeated trauma. Thus, foreign and domestic scientists during investigation of peculiarities concerning manifestation of resilience of young people who survived a military conflict came to the conclusion that it allowed to resist the negative effects of a stressful situation, prevented the development of post-traumatic stress disorder, contributed to the preservation of psychophysical health, provided confidence and determination in actions, formed motives for social recognition and acceptance and maintained activity at an optimal level. Young people with a high level of resilience were characterized as those who had a sense of self-importance, social intelligence, empathy, emotional regulation, sharing of experiences, caring, faith in the future, a sense of hope, activity [5; 8; 9; 11; 15].

The importance of activity as a manifestation of self-realization of youth in a crisis situation is also emphasized in the scientific works by T. Bereziuk, O. Tkachyshina, O. Chykhantsova, and A. Shapran, who note that it is activity that contributes to the development of personal qualities necessary for the productive solution of critical problems: self-awareness; sense of responsibility; leadership; faith and confidence in oneself, one's abilities; the ability to independently determine goals for the future, draw a line of behavior and further active actions in the future [7; 9; 11]. This enables the individual to adapt and overcome the

risk situation without negative consequences for mental and somatic health, for personal development, for formed interpersonal relations. It is these qualities that researchers define as the individual's resources, which form a real potential for overcoming adverse life events [5; 8; 9].

Therefore, resilience characterizes the degree of formation of an individual's ability to withstand situations of acute or chronic stress, to maintain internal balance and personal integrity without reducing activity [5; 6; 7; 8; 9; 10; 11; 14].

However, the majority of modern scientists note that young people still lack social and psychological maturity and life experience, which are a necessary condition for understanding stressful events and mastering them. In this regard, socio-psychological support and a favorable social context being the most important factors in the successful development of individual resilience and psychological recovery after experienced stress and psychological trauma are of great importance.

According to the approach of U. Bronfennbrenner, the development of personality and the formation of resilience take place in the interaction of the mutual influences of different levels: from the microsystem (internal resources and individual characteristics, social roles, interpersonal relationships in the family, etc.) to the mesosystem (relationships at the family level, schools, peers) and exosystems (extended family, community, public institutions, mass media). And the influence of the macrosystem (social norms, traditions, support systems and socio-cultural environment) is the highest one [13].

Based on this position, following O. Chykhantsova [11], we consider the educational environment of a higher education institution to be not only a center of communication of professional knowledge [4], but also an environment where it is possible to prevent the formation of unfavorable patterns of behavior, help to survive, learn perceive the surrounding reality and communicate with it. The staff of the institution of higher education is able to play a decisive role in restoring the state of psychological well-being and developing resilience. Educational influences from teachers and classmates can become a favorable social environment that will not only affect the entire process of development and personality development of a future specialist in the educational and social spheres, but also help to cope with external pressure, teach how to overcome difficulties, form social skills and connect ties, positive psychological attitudes towards active life-sustaining behavior.

The importance of such an external factor as a real and imaginary

reference groups, which influence the formation of attitudes of value-normative regulation of each individual, should be especially emphasized for the development of resilience and general social and psychological development of higher education students. This influence is confirmed by the data of a large-scale study of the psychosocial adaptability of adolescents and young people in the conflict zone in Donetsk and Luhansk regions, conducted by a number of international organizations under the auspices of UNICEF in 2018. International experts point out that the feeling of solidarity and support from peers are an undeniable factor of resistance to the influence of the military conflict in which they were [2].

Similar data are given by Yu. Zhdanovych, who studied the process of adaptation of teenagers – forced migrants from the zone of armed conflict in the East of Ukraine. The scientist points out that the gradual involvement of children in leisure groups, public, cultural, sports events, and psychological training formed new interests, and the “emergence” of a new reference group contributed to adaptation to the new social environment [3].

Thus, a favorable social context is one of the most important factors in the successful formation of resilience in the conditions of a military conflict and should be the basis of appropriate psychological support programs.

The main material. The renewal of the educational process (the university was temporarily moved to the territory controlled by Ukraine, to the city of Zaporizhzhia) also required the renewal of educational work with students of the faculty in the online mode, the search for effective forms of psychological support to increase their vitality. This is how the idea of an online camp in Telegram was born as a form of extracurricular work in a war situation.

The results of interviewing students, which was conducted as part of the international project Documenting Ukraine (grantor – The Institute for Human Sciences. Vienna, Austria) gave the impetus for the emergence of the idea. The purpose of this project was to record the oral testimonies of students and teachers of Berdiansk State Pedagogical University who ended up in the temporarily occupied territories or became internally displaced.

Summarizing the data obtained as a result both of a survey within the framework of the project and of individual conversations and correspondence with students, regarding the clarification of their condition and problems (a total of 234 people), showed that they experienced the following traumatic situations: being in the zone of military operations

(long-term hiding in warehouses) – 55.1%; participation of a close person in military operations – 23.1%; loss of a loved one as a result of the war – 2.6%; arrest and detention of relatives by the occupation authorities – 10.3%; forced resettlement from the place of residence – 83.3%; housing destruction – 15.4%; loss of contact with loved ones – 47.4%; family separation, when different family members were forced to live separately (parents remained in the occupation, and children left) – 14.1%; fear – 73.1%.

In addition, we found some difference in psycho-emotional states depending on the location of the interviewees. Students from uncontrolled territories noted that they felt fear for their own lives and the lives of their loved ones, that they were frightened by the situation of uncertainty (especially this feeling intensified when the occupiers began to deprive residents of Ukrainian mobile communications, block the Internet). Some of them lost interest in studying, did not see any meaning in it (“I feel like I’m in prison”, “I feel terrible hatred for the occupiers and at the same time helplessness: my hands go down...”, “I hardly leave the house, I live as if under a hood”, “When tanks are going down our street, it seems to me that they will now aim at our house. It’s scary”).

Students who became forced migrants had new problems – they were sad because of the loss of contacts with their parents who remained in the occupied territory, with friends who had moved to different parts of the country, with their lovers who had gone to the front (“I’m in Sumy, and my parents and my sick grandmother are in Mariupol... I live from connection to connection”, “I don’t want to apply for the status of a migrant, it seems to me that this way I will return home faster”, “We registered our marriage with my boyfriend when he came home from the front for three days. Now I’m a volunteer, helping the Armed Forces, it’s easier not to think about how he is there, because that’s how I just lose my mind...”).

Some of the respondents found it difficult to enter the socio-cultural environment of the European Union countries (language barrier, limited funds, household problems, inability to find a part-time job), in which they found themselves in the status of refugees (“I’m like mute: I communicate with gestures”, “English doesn’t help – most ordinary Germans don’t understand it, so there are still problems with part-time work”, “Sometimes I wake up with the feeling that I am at home, and then such a bitter disappointment...”, “I’m like a flower uprooted... So I want to go to Ukraine, home!..”). These data coincide with the results of the study

by L. Stepanenko, devoted to the research of the psycho-emotional state of displaced students who left the eastern regions due to the 2014 military conflict. The researcher points out that some of them “experience a feeling of alienation, a feeling of being “outside” of life” [13].

When planning the work of the online camp, we started from the point that is common in the psychology of traumatic situations: if the action of protective factors reduces or mitigates the negative effect of risk factors in a stressful situation, then a person shows a sufficient level of resilience even under extraordinary conditions [3; 5; 8; 11]. We hoped that the participants of the camp would become a new reference group of presence for many applicants, and open communication within the framework of camp projects and activities would help everyone pattern their own behavior, attitude towards other people, and evaluation of events taking place in Ukraine and the world, would contribute to their personal growth, and would also help overcome negative emotional states associated with war and occupation, would increase resilience.

The camp started its work under the slogan: “Together we are strong! Together we are the FDSSO of the BSPU!”. It was a rallying cry. In Telegram, the channel “Summer camp FDSSO” was created, where tasks were set daily, posts were written, meetings were announced, and a chat of the same name was opened for communication, where participants wrote comments, posted photos and videos with reports on completed tasks, which they evaluated, shared their own problems, talked about their achievements, and asked questions. Similarly, the work of the winter camp, which took place on January 11-19, 2023, was planned, but its theme was connected with the winter holidays and those events in the country and the world that were happening at the time. Tasks were posted in the Telegram channel in the morning, posts were written throughout the day, and events took place mainly in the evening. All events were recorded, which made it possible for participants, who could not participate in them for various reasons, to review them at any time. The summer camp gathered 147 participants, and the winter camp – 220.

We selected the content of the activities of both camps, focusing on the structural components of a person’s resilience identified by the American psychologist S. Muddy: involvement, control and risk acceptance.

Involvement being the first component of resilience is an important characteristic of a person’s attitude to himself/herself, the surrounding world and the nature of interaction with it, which gives strength and motivates him/her to self-actualization, leadership, adequate thoughts

and behavior. It gives a person the opportunity to feel significant and sufficiently valuable, to remain actively involved in various activities, without paying attention to existing stressors.

Psychological attitudes of control being the second component of resilience testify to the belief in the own ability to influence existing stressogenic factors; do not let fall into a state of helplessness and passivity; form an understanding that the degree of drama of any situation depends only on the reaction to it.

The third component of resilience, namely risk taking, helps a person to be open to the world around him/her, other people, society. Its essence consists in perceiving life events and problems as a challenge; in the understanding that stress is a normal part of life, which provides an opportunity to learn, develop and grow [14].

The following tasks were aimed at forming an attitude of involvement (since the work plan of the online summer camp is included in the article, the examples of tasks are given according to the content of the winter camp): create a Balance Wheel and compare it with the summer one; buy a notebook and plan the most important things for the vacation period; tell about your hobby, your dream; time to update the bookshelf, make a playlist of your favorite songs by Ukrainian artists, etc.

To form control attitudes, we conducted self-confidence trainings, posted psychologists' recommendations, used metaphorical associative cards by K. Kruger "I and everyone, everyone, everyone" and V. Nazarevich "Pots", and encouraged participants to describe those associations that were evoked while working with them, because talking about your emotions meant realizing them, which was the first step to overcoming negative states. And the main thing was that the participants did not remain alone with their problems, they gave advice to each other and supported each other.

The following activities helped to accept risks and understand the positive nature of stress: online meetings with public figures, teachers, master's students and graduates of the faculty of previous years, who shared their life experience, talked about their hobbies, which later became their second profession, taught to participate in social projects of various levels, conducted trainings on personal growth, various master classes (on modern dance, on making manuals for individual classes with children, on cooking), introduced folk traditions of celebrating the cycle of winter holidays, taught how to prepare a holiday dinner, etc. It should be noted that they communicated from different parts of Ukraine:

Kyiv and Lviv, Zaporizhzhia and Dnipro, from Hanover (Germany) and even from occupied Berdiansk. The participants of the camp were fascinated by their activity, creativity, and optimism, which became for them a great example of resilience.

Here is the work plan of the online summer camp: “Summer camp” – *spend this summer together with FDSSO!*

Date	The content of the work		Posts and announcements in Telegram-channel “Summer camp FDSSO”
	Tasks	Events	
18.07.22	1. Dating in chat 2. Task: <i>Create a balance wheel.</i> <i>Working with MAK cards “Anima” – describe your emotional state.</i>	Online disco with hits Just Dance	– Rules of conduct in the chat, communication, encouragement for activity, – Greetings from the faculty dean
19.07.22	1. Time to learn something new – <i>Make a list of the skills you want to develop in yourself.</i> <i>Keep a gratitude journal</i> 2. We are preparing lemonade <i>– a way to cool down in the summer heat. Drop recipes and photos with lemonade into the chat</i>	Art therapy training – <i>“From anxious to calm” by psychologist Tetyana Sushchynska</i>	– We practice the habit of thanking ourselves. Positive technique for better well-being. – Lemonade: benefit or harm? The history of lemonade
20.07.22	1. Celebrating International Cake Day - <i>treat yourself to something sweet. We are waiting for photos and recipes of your favorite cakes,</i> 2. Prepare useful plants and fruits for the winter	Cake-making master class <i>by chef and blogger Olena Tokman, a graduate of the faculty</i>	– Recipes for delicious teas and fruit ice creams from the moderators
21.07.22	1. Make a list of books and read. <i>Provide an annotation on your favorite book</i> 2. Day of mutual assistance <i>“From student to student” – share the learning experience of online learning with junior year students</i>	ZOOM meeting of students <i>of different courses “Share your experience”</i>	– What is the use of reading during war? Selections of the best books for difficult times. – Checklist “The teacher advises to read”

22.07.22	Day of sports and health! <i>– Form the habit of active motions, send photos of your sports activities,</i> <i>– Arrange a home spa center, we are waiting for mask recipes,</i> <i>– Find your resource using the MAC “Resources” deck</i>	Classes at the ZOOM fitness center with master's student in Choreography Lyudmila Oliynyk. Guide “Creating beauty with the help of shadows, lipstick and highlighter” from the graduate of the faculty Anastasia Syrota	<i>– Recipes for natural masks from leading cosmetologists of Ukraine</i>
23.07.22	1. We meet the sunrise. <i>We are waiting for a photo of the meeting with the sun – we are working on the online album “Picturesque Ukraine”</i> 2. Start listening to podcasts. <i>Share your listening experience</i>	Online yoga from Yulia Balaban, organizer of “Yoga fest” in Berdiansk	<i>– Meditation secrets from the experts</i> <i>– Discover the world of tackles.</i> <i>We present author's stickers for “Summer camp FDSSO”</i>
24.07.22	1. Day of bright clothes <i>- Throw your coolest photo into the chat “Why not a model?!”</i> 2. An evening of movies and board games <i>– Make a list of your favorite movies,</i> <i>– What games can the whole family play? (share your experience)</i>	<i>– Online tips</i> “How to take a good selfie” from Gayana Vardikyan, director of the modeling school “Sea models” (Berdyansk) <i>– ZOOM-evening cinema hall</i>	<i>– Checklist “Movies that can change your life”</i> <i>– Questions for discussion of the film “The Secret Club of Book Lovers and Potato Peel Pies”</i>
25.07.22	1. Day of volunteering <i>– Do a good deed for a stranger;</i> <i>– Tell us about your own volunteer work;</i> <i>– They will be sent to the Armed Forces</i> 2. Become a volunteer of your faculty – <i>place your own specialty advertisement on social networks</i>	ZOOM-meeting with volunteers-graduates of the faculty and the report of the faculty student council on volunteering	<i>– Volunteering is a calling of the soul</i>
26.07.22	1. Become a tourist! <i>You can walk around your hometown (village), go to the side where you have never been. Send a photo “Picturesque corners of my city, villages” to the chat</i>	<i>“Unfamiliar Familiar Berdiansk” ZOOM-excursion</i> from the teacher of the Department of History of Ukraine Dmytro Kiosov	<i>Top popular travel shows about Ukraine that are worth watching</i>

27.07.22	Childhood Day – Fly a kite or blow bubbles, – Ride a bike or rollerblades – Watch a cartoon or a children’s movie – Become a magician for someone – Post your children’s photos in the chat – Guess the teacher from the children’s photo	ZOOM master class on non-traditional drawing “My dream” by the teacher of the method of pictorial activity Tetiana Yeskova for you and your younger brothers, sisters and children you just know	– We come from childhood. – A selection of works of modern literature for children from the teacher of the children’s literature course Maryna Bohdanova
28.07.22	1. We celebrate the Statehood Day of Ukraine – Check yourself: do you know the full text of the anthem of our country. If you are a patriot – study! – Take a photo in state colors or Vyshyvanka – demonstrate in the chat that you are Ukrainian, – If you are abroad, post a photo on social networks on the topic “The whole of Europe celebrates the Statehood Day of Ukraine” 2. We work in the “urban and garden troops” of Ukraine. Throw a photo in the chat: “In the field, in the garden: we work, can vegetables”	ZOOM-lecture “From the people to the nation” by the history teacher of the “Teach for Ukraine” program, master’s student of GEF Mykola Overchenko	– “Strengthening ourselves, we strengthen the country!” – advice on survival during the war from psychologist Olena Starynska – Address of the President of Ukraine regarding the possible food crisis
29.07.22	1. Day of making wishes – Create a wish map – Gift the fulfillment of wishes to loved ones, write in a gratitude diary and share the emotions from the fulfilled wish 2. Love will conquer all – Post a photo with your second halves in our chat.		– How to create a wish map and how it works
30.07.22	1. We celebrate the International Day of Friends. Tell us about your friend, girlfriend: what do you value them for? 2. Chill and picnic day Throw a photo of you “hanging out” with your friends in the chat	ZOOM presentation of the online album “Picturesque Ukraine”	– How to organize a fun picnic

31.07.22	1. Capture this summer! <i>Make a summer photo shoot, make a collage "My summer"</i> 2. Summarizing <i>the results of "Summer camp", awarding the most active participants</i>	ZOOM-closing of the first shift of "Summer camp"	– Sending certificates to participant and gifts to the most active participants
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After the closing of the camp shift, the participants left their thoughts in the chat about their own emotional state (I became more confident; I felt even more Ukrainian), noted that they began to work on themselves (I plan my day; I began to read a lot more), started to build relationships with loved ones in a different way (I played with my little sister all day, she was so happy! I did a general cleaning – I impressed my mother), reviewed their life (I saw that people have more complex problems and they hold on), and most importantly – they thanked for their support, for the opportunity "to break out of the circle of everyday problems" (I expected it from the morning, but what will happen today?).

So, taking into account the activity of students during the summer and winter camp shifts and their statements, we can draw a conclusion: the online camp as a form of psychological support for higher education students prevented the spread of destructive psycho-emotional states and became an external resource for increasing their resilience.

Conclusions. Resilience is a personal resource that helps to adapt to the stressful situations of war. The constituent components of this phenomenon (involvement, control, risk acceptance) are related to those personal values that characterize a person's attitude to himself/herself and the surrounding world and are a guarantee of social activity, despite crisis situations. And this, in turn, affects psychological well-being.

During the war in Ukraine, the psychological condition of students worsened, as they experienced the destruction of not only their usual life, but also their plans for the future. Institutions of higher education in wartime are designed to become the social environment that will help students cope with external pressure, teach them to overcome difficulties, form social skills and connections, and positive psychological attitudes for active life-sustaining behavior.

The experience of the online camp, organized at the Faculty of pre-school, special and social education of Berdiansk State Pedagogical University, shows that it can become one of the effective forms of psychological support for higher education students and the formation of their resilience.

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Abstracts

НАДІЯ КОТ, ДАРИНА ЛИТВИЧЕНКО. **Психологічна підтримка здобувачів вищої освіти під час війни: інноваційний онлайн-табір.** Російсько-українська війна актуалізувала проблему поширення руйнівних психоемоційних станів серед людей, які опинилися у складних життєвих ситуаціях. Особливо це торкнулося найвразливіших категорій населення, до яких відноситься й молодь, що здобуває освіту у вищих навчальних закладах. У Бердянському державному педагогічному університеті навчаються студенти переважно з Запорізької, Донецької, Херсонської та Дніпропетровської областей. Три з них з перших днів війни знаходяться в її епіцентрі. Навіть коли студенти дісталися батьків, вони все одно залишалися на окупованій території, а де хто – безпосередньо в зоні бойових дій, що призвело до різних реакцій на стресогенні ситуації.

Переживання цих травматичних подій залежить від індивідуального розвитку механізмів психологічного самозахисту, недостатня сформованість яких позначається на стані життєстійкості як особистісного ресурсу.

У статті представлено огляд теоретичних підходів, накопичених у вітчизняних та зарубіжних наукових джерелах, присвячених розв'язанню проблеми життєстійкості. Зокрема вказується, що війна є тривалим і сильнодіючим чинником психотравми, яка позначається в цілому на психофізичному стані особистості; підкреслюється важливість як внутрішнього потенціалу особистості так і зовнішніх ресурсів для розвитку її життєстійкості; подається характеристика структурних компонентів життєстійкості.

На основі опитування здобувачів вищої освіти схарактеризовано психоемоційні стани здобувачів вищої освіти, що знаходяться в різних життєвих ситуаціях: на тимчасово окупованих територіях, на підконтрольних Україні території у статусі внутрішньо переміщеної особи та за кордоном і статусі біженця, встановлено вплив проблем, з якими вони стикаються, на їх життєстійкість.

Наголошується на важливості психологічної підтримки студентів з боку вищого навчального закладу, як соціального середовища, де можна упередити формування несприятливих патернів поведінки, допомогти вижити, навчитися сприймати оточуючу дійсність та комунікувати з нею.

Розкривається роль нетрадиційної форми психологічної підтримки здобувачів – онлайн-табору в Telegram-каналі – у формуванні життєстійкості, наведено орієнтовний зміст роботи, який спрямований на розвиток її структурних компонентів: залученості, контролю та прийняття ризику. Практика проведення двох таборів підтверджує тезу про можливість перетворення стресових життєвих подій у нові можливості молоді не зважаючи на воєнний стан в країні.

Ключові слова: психологічна травма, психоемоційний стан, стресова ситуація, життєстійкість, структура життєстійкості, психологічна підтримка, онлайн-табір в Telegram-каналі.

NADIA KOT, DARYNA ŁYTWYCZENKO. **Wsparcie psychologiczne dla studentów szkół wyższych w czasie wojny: innowacyjny obóz online.** Wojna rosyjsko-ukraińska uwydatniła problem narastania negatywnych reakcji wśród osób, które znalazły się w trudnej sytuacji życiowej. Występują najczęściej u osób należących do szczególnie wrażliwej części ludności, m.in. wśród studentów. Na Berdiańskim Państwowym Uniwersytecie Pedagogicznym studiują głównie studenci pochodzący z obwodów Zaporoskiego, Donieckiego, Chersońskiego i Dniepropietrowskiego. Trzy pierwsze obwody od początku wojny znajdują się w samym centrum działań bojowych. Nawet po tym, jak studentom udało się połączyć z bliskimi, nadal pozostawali na terytoriach okupowanych przez wojska rosyjskie, niektórzy z nich – na obszarach objętych działaniami bojowymi, co przyczyniło się do wystąpienia różnych reakcji na sytuacje stresowe.

Reakcje na dramatyczne wydarzenia zależą od indywidualnej dojrzałości\rozwoju psychologicznych mechanizmów obronnych, których niedojrzałość wpływa na stan odporności psychicznej\rezyliencji jako zasobów osobistych.

W artykule przedstawiono przegląd podejść teoretycznych zgromadzonych w krajowych i zagranicznych źródłach naukowych poświęconych rozwiązywaniu problemów związanych z odpornością psychiczną. Autor wskazuje, że wojna jest długotrwałym i potężnym stresorem wywołującym traumę psychiczną, który wpływa na ogólny stan psychiczny i fizyczny osobowości; podkreśla istotny wpływ zarówno wewnętrznego potencjału osobowości, jak i zasobów zewnętrznych na rozwój odporności psychicznej; przedstawia charakterystykę elementów struktury systemu odporności psychicznej.

Na podstawie badań ankietowych przeprowadzonych wśród studentów dokonano charakterystyki stanów emocjonalnych studentów,

którzy znajdują się w różnych sytuacjach życiowych; na czasowo okupowanych terytoriach, na terytoriach kontrolowanych przez Ukrainę mający status uchodźców wewnętrznych i uchodźców za granicą, określono wpływ problemów, z którymi się mierzą, na ich odporność psychiczną.

W artykule autor podkreśla, jak ważne jest wsparcie psychologiczne studentów realizowane przez uczelnię jako środowisko społeczne, w którym można zapobiec kształtowaniu negatywnych\niepożądanych wzorców zachowań, pomóc w przetrwaniu, nauczyć się zaakceptować otaczającą rzeczywistość i nawiązać z nią kontakt.

Autor podkreśla rolę nietradycyjnej formy psychologicznego wsparcia studentów - obozu online w kanale Telegram – w kształtowaniu \budowaniu odporności psychicznej, przytacza przybliżony kierunek działań skierowanych na rozwijanie elementów struktury systemu odporności psychicznej: zaangażowanie, kontrola i akceptacja ryzyka. Ewaluacja dwóch obozów potwierdza tezę o możliwości przekształcenia stresujących wydarzeń\sytuacji życiowych w nowe możliwości dla młodzieży, nie zważając na stan wojenny w kraju.

Słowa kluczowe: *uraz psychiczny, stan psycho-emocjonalny, sytuacja stresowa, odporność, struktura odporności, wsparcie psychologiczne, obóz online w kanale Telegram.*