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Theoretical and methodological framework for resiliency of participants in educational interaction amidst existential challenges of prolonged armed conflict

OLEKSANDRA SYDORENKO. Theoretical and methodological framework for resiliency of participants in educational interaction amidst existential challenges of prolonged armed conflict. *The article substantiates a theoretical and methodological framework of resiliency of participants in educational interaction amidst the conditions of prolonged armed conflict. The phenomenon of resiliency is analyzed not as a static feature, but as a dynamic process ("weaving") of an individual's adaptation to existential challenges. The author identifies three key components of the model: cognitive-reflective, emotional-regulatory and existential-value. Particular attention is paid to the transformation of the "will to meaning" into a development strategy despite destructive circumstances. Practical prospects for the implementation of the integrative model in the system of psychological support of higher education and modern educational management are determined. The use of the proposed framework is proven to contribute to the preservation of mental health and professional longevity*

of research and teaching staff, as well as to the successful socialization of education seekers in crisis conditions.

Keywords: *resiliency, educational interaction, existential challenges, armed conflict, theoretical and methodological framework, psychological support, educational management, will to meaning.*

1. Problem statement

The modern socio-cultural space of Ukraine is in a state of permanent transformation under the influence of extreme factors of wartime, which determines the need to rethink the fundamental principles of the higher education system functioning. A prolonged armed conflict is not just an external crisis event, but becomes a total existential challenge that changes the ontological status of educational interaction subjects. In this context, traditional adaptation strategies are insufficient, which actualizes the scientific search for individual's internal resources, capable of ensuring not only the preservation of mental homeostasis, but also professional and personal development in a situation of extreme uncertainty.

Resiliency within the educational discourse appears as an integrative ability of participants in the educational process to dynamically restore and constructively develop life strategies despite traumatic circumstances. The problem lies in the lack of a holistic theoretical and methodological framework that would combine cognitive, emotional-volitional and value-semantic components of resiliency into a single model of psychological support for education.

The connection of this problem with practical tasks is due to the urgent need to develop innovative models of education quality management in the context of migration processes and distance learning; to create effective tools to overcome the "existential vacuum" and symptoms of professional burnout among higher education teachers; to introduce European standards of psychological safety into the educational environment, which is a strategic task in the context of Ukraine's integration into the global educational space.

Thus, the substantiation of the theoretical and methodological resiliency framework is critically important for ensuring the continuity of the educational process and strengthening the mental health of the nation, which directly correlates with the priority areas of the modern pedagogical and psychological science development.

2. Analysis of recent research and publications

The problem of psychological resiliency and personality restoration in extreme conditions occupies a central place in modern world and domestic scientific thought. The fundamental basis for understanding the nature of human spirit in situations of extreme pressure is contained in the works by Viktor Frankl, who substantiated the concept of “man in search of true meaning” [14; 15; 16; 17; 18]. His theoretical propositions about the ability of an individual to resist circumstances through finding the meaning of life become the basic source for describing modern existential challenges faced by Ukrainian educators and students.

The concept of resiliency, which is developed in detail by the European theorist Boris Tsyriulnyk, gains a particular importance for our research. In his work “To talk about life against all odds. Resiliency as a mastery of survival”, he considers this phenomenon not as a static feature, but as a dynamic process of “weaving” security and meaning after a trauma [13]. This approach allows us to interpret resiliency in the educational space as a complex interaction between the individual resources of the subject and supporting environmental factors.

The genesis of the concept and classic reviews of resiliency trajectories are presented in the works by Amy Werner [20], who first introduced the term into scientific circulation, and George Bonanno [11; 12], whose research on adaptation after traumatic events is key to understanding the mechanisms of overcoming the post-traumatic stress disorder.

Domestic scientific discourse enriches the theoretical model through the analysis of an individual's adaptive capabilities in wartime. The latest conceptual provisions by S. D. Maksymenko (2025), which substantiate the resource potential of psychological support for education in conditions of existential pressure of wartime, are of particular importance for the development of the theoretical and methodological resiliency framework. The author emphasizes that overcoming the destructive impact of stress and fear is possible only through the synergy of innovative technologies and deep psychological methods, which allows subjects of educational interaction to maintain psycho-emotional stability in real time. In the context of our study the fundamental importance is lying in the scientist's analysis concerning the adaptation of the educational process to unpredictable situations, where resiliency is considered through the prism of maintaining mental homeostasis and taking into account cognitive transformations (in particular, clip thinking) as an adaptive response to a prolonged armed conflict. This approach allows us to integrate the technological component

into the structure of our methodological framework, strengthening its ability to respond to the acute present time existential challenges [7].

The work by the author's team under the leadership of V. G. Pank (2023) makes a significant contribution to the development of the applied tools of our theoretical and methodological framework. As part of the study of strategies for psychological support in wartime, scientists (V. V. Rybalka, S. K. Shandruk, D. D. Romanovskaya, etc.) systematized technologies for providing socio-pedagogical and psychological assistance to subjects of educational interaction who were directly affected by hostilities [8]. For our concept, their approach to generalizing the practical experience of psychological service workers is fundamental, which allows integrating effective methods of overcoming the consequences of war trauma into a holistic model of resiliency, adapted to the specifics of higher education institutions during periods of prolonged social cataclysms.

The conceptual basis of our theoretical and methodological framework is significantly supplemented in the work by N. I. Poviakel, who considered self-regulation of professional thinking as an integral mechanism for maintaining professional competence in the conditions of the strict requirements of modern life. In the context of the existential challenges of a prolonged armed conflict, the ability of subjects to arbitrary purposeful self-regulation, identified by the researcher, becomes particularly relevant, which acts not only as a means of preserving the psychological stability of higher education teachers, but also as a tool for activating their creative and intellectual potential in situations of extreme uncertainty [9].

For the development of our model, the author's position that self-regulation is a system of actions based on self-esteem and serves as the foundation for self-actualization of an individual in a destructive environment is fundamental. This allows integrating the regulatory component into the structure of resiliency of participants in educational interaction, ensuring the sustainability of the educational process and the professional longevity of teachers in conditions of prolonged social tension.

But despite the significant number of developments, there remains a need to integrate these approaches into a single theoretical and methodological framework adapted to the realities of a prolonged armed conflict.

3. Highlighting previously unresolved parts of the general problem and formulating the goals of the article

Despite thorough work of domestic and foreign scientists in the field of studying psychological resiliency, the issue of building resiliency

within the educational space in a situation of prolonged armed conflict remains insufficiently resolved in several fundamental aspects.

Firstly, most existing models (in particular, the concepts of E. Werner or J. Bonanno) are focused on restoring the individual after the end of a traumatic event, while modern Ukrainian realities require the development of mechanisms to maintain viability in conditions of permanent existential pressure, where the crisis does not have clear time limits.

Secondly, there is a certain fragmentation in scientific research: the resource capabilities of psychological support for the organization of educational processes (S. D. Maksymenko) and the mechanisms of self-regulation of teachers (N. I. Poviakel) are often considered autonomously. Instead, there is a lack of a holistic theoretical and methodological framework that would integrate the cognitive, emotional, and meaningful life resources of all participants in educational interaction – both students and scientific and pedagogical workers – into a single adaptive system.

In addition, the specifics of the “existential immunity” of the individual, which allows not only to survive, but also to find new professional and personal meanings in conditions of complete uncertainty, require additional study. The lack of a clearly structured methodological toolkit that would combine psychological safety with the effectiveness of educational management determines the relevance and vector of our research.

It was the need to overcome this methodological discontinuity and develop a multi-level resiliency framework adapted to the conditions of a protracted war that determined the choice of the topic and direction of the aforementioned article.

Given the critical need to develop effective strategies for preserving the mental health of participants in the educational process in crisis conditions, the main goal of the article is to theoretically substantiate and develop the author’s theoretical and methodological resiliency framework. This model is designed to ensure the adaptability and viability of entities of educational interaction who are under the constant determining influence of the existential challenges of a prolonged armed conflict.

To achieve the specified goal, the following scientific tasks are planned to be solved:

1. To carry out a conceptual analysis of the terminological field of the phenomenon of “resiliency” in the context of modern pedagogical psychology, highlighting its specifics in the conditions of the educational space.

2. To identify and classify key existential challenges (fear, ontological uncertainty, loss of meaningful life orientations) that arise before students and scientific and pedagogical workers in conditions of war.
3. To formulate the structural components of the methodological framework, in particular: cognitive (intellectual reflection), emotional-volitional (mechanisms of self-regulation) and existential-value (search for new meanings of activity).
4. To outline the practical prospects for implementing the proposed integrative model into the system of psychological support of higher education and modern educational management.

It is expected that the development of such a framework will not only minimize the destructive consequences of trauma, but will also contribute to the professional and personal development of participants in educational interaction despite the current limiting circumstances.

4. Main results

Conceptualization of the theoretical and methodological framework requires, first of all, a thorough definitive analysis of the terminological field of resiliency. The etymological roots of the concept of “resiliency” (stability, elasticity) have a long history of use in the natural sciences, but its active implementation in psychological discourse began only in the 70s of the XX century [5, p. 5].

To build a holistic model of stability, it is essential to refer to the definition of the American Psychological Association (APA, 2023), according to which resiliency is interpreted as an iterative process and the result of the successful adaptation of the subject to destructive circumstances. This is achieved through the integration of cognitive, emotional and behavioral flexibility, which allows the individual to adequately respond to external and internal challenges [10].

It is worth noting that in the Ukrainian-speaking scientific segment, there is a certain polysemy and terminological diffusion, since the category of “resilience” is often interpreted as “viability”, “psychological elasticity”, “stress resistance” or “durability”. Such variability of interpretations necessitates a clear methodological distinction. Following such researchers as D. Assonov and O. Khaustova (2019), we differentiate between the concepts of “resilience”, viewed as a dynamic, time-extended process of adaptation, and “resiliency”, defined as an integrative property (or capacity) of the individual to respond constructively to destructive environmental influences [1].

Therefore, within our methodological framework, resilience appears as a multi-vector phenomenon, which, according to the approaches of Assonov and Khaustova, is characterized by three modalities [1]: maintaining the stability of mental homeostasis directly during stress exposure; prompt restoration of functional norm after leveling the action of traumatic factors; the effect of post-traumatic growth – the acquisition of qualitatively new personal constructs and reaching a higher level of life activity as a result of overcoming the crisis.

In the context of modern pedagogical psychology and the educational space, which is under the influence of a long-term armed conflict, the resiliency of interaction participants acquires specific features. It appears not simply as a mechanism for returning to the pre-crisis state, but as an active strategy for transforming traumatic experience into a resource for further learning and professional growth. Based on the ideas of V. Frankl as regards the “will to meaning” and B. Tsyriulnyk’s concept of the “art of survival”, we consider resiliency as the foundation of our framework, which combines individual psychological resilience with the supporting resources of the academic community.

Thus, the distinction between resiliency as an ability and resilience as a process allows us to build a flexible model of psychological support, where the development of personal qualities of a teacher and a student (resiliency) ensures the success of the overall process of restoring the educational system (resilience) in the face of existential challenges.

The implementation of the tasks of our research requires a thorough classification and analysis of existential challenges that determine the transformation of psychological state of educational interaction subjects. In conditions of a prolonged war, the educational space ceases to be only an environment for the transmission of knowledge, turning into a zone of constant overcoming of extreme situations.

The foundation for understanding the depth of these transformations is the analysis of the results of the All-Ukrainian survey “Your resiliency in war conditions” (O. Kokun, 2022) [4], as well as monitoring the dominant emotional reactions of Ukrainians during the period of full-scale invasion. Data from the twelfth wave of the study by the Gradus Research analytical center (2025) indicate that dynamic changes in the existential orientations of the population are accompanied by a consistently high level of stress [19, p. 3].

Synthesizing the findings of representatives of domestic science (U. Kohut, O. Sikora, T. Vdovychyn, 2022 [3]; O. Kuklin, N. Azmuk, I.

Dernova, 2023 [6]; A. Veliksar, 2025 [2]), we have classified the key destructive factors according to three vectors:

1. Vector of ontological danger and fear. The constant threat to life (air raids, shelling) and the need for teachers to be responsible for the safety of students create a state of permanent “emotional tone”, which leads to deep psychophysical exhaustion. This actualizes Viktor Frankl’s concept of “existential anxiety”, where the fear of death comes into conflict with the need to continue professional activity.
2. Vector of ontological uncertainty. The instability of learning conditions, interruptions in communication, forced migration of participants in the educational process, and double burden on applicants destroy the usual “picture of the world”. In this context, resiliency, according to Borys Tsyrulnyk, appears as the ability to “weave” new connections and structure chaos, adapting educational strategies to conditions of complete unpredictability.
3. The vector of loss of meaningful life orientations. Decreased motivation to study, devaluation of long-term planning, and symptoms of professional burnout in educators become a direct consequence of a prolonged stay in crisis. As modern researchers (in particular, V. G. Panok and N. I. Povyakel) emphasize, preserving the quality of education in such conditions is possible only through rethinking traditional approaches and intensive psychological support.

Of particular importance is the fact that today the teacher not only broadcasts content, but also becomes a “bearer of resiliency”, which requires a high level of self-regulation of professional thinking. Thus, the identified challenges are not just external obstacles; they are structural elements of our theoretical and methodological framework, where each challenge requires a corresponding resource component of resiliency to level it.

The development of a theoretical and methodological framework of resiliency in conditions of a prolonged armed conflict requires, first of all, the determination of the terminological field of research. The phenomenon of resiliency in modern psychological science is gradually transforming from a description of a static personality trait into an understanding of the dynamic process of adaptation and post-traumatic growth. As Borys Tsyrulnyk noted, resiliency is not just the ability to endure, but a complex “weaving” of security and meanings that allows an individual

to integrate traumatic experience into a new life strategy [13, p. 33]. For educational interaction, this means a transition from a “survival” strategy to a “development despite circumstances” strategy.

Based on the ideas of Viktor Frankl, we consider resiliency as a manifestation of “noodynamics” – a spiritual effort aimed at finding meaning even in situations of extreme existential pressure [14, pp. 103-105]. In the context of military challenges, the will to meaning becomes the core around which our methodological framework is built.

Given the research objectives, we propose a three-level structure of the resiliency framework:

1. Cognitive-reflective component. It is based on the ability to intellectually process stressful information. In this aspect, the provisions of S. D. Maksymenko (2025) regarding the consideration of “clip thinking” and modern technologies as resources for maintaining mental homeostasis in conditions of unpredictability are extremely relevant [7]. Resiliency here is manifested through the flexibility of cognitive schemes and the ability to quickly reflect on changing environmental conditions.
2. Emotional-regulatory component. This component focuses on mastering anxiety and managing internal resources. Based on the work by N. I. Pov'yakel [9], we define self-regulation as a system of actions based on self-assessment and purposeful subordination of mental functions to the current tasks of professional and educational activities. It is the ability to arbitrary self-regulation that allows participants in educational interaction to maintain professional stability and quality of education during periods of social cataclysms.
3. Existential-value component. It is integrative and is responsible for finding new goals. Here we integrate the applied experience described in the manual edited by V. G. Pank (2023), which emphasizes the importance of psychological support for overcoming the consequences of armed actions through socio-pedagogical support [8].

Therefore, the proposed resiliency framework appears to be a holistic multi-level system, where cognitive reflection, volitional self-regulation, and existential search for meaning form a reliable protective barrier against the destructive impact of war.

The final stage of substantiation of our theoretical and methodological framework is the determination of specific trajectories of its implementation

in the architecture of modern educational management and the system of psychological support of higher education. In the conditions of existential challenges of a long war, the proposed model ceases to be a purely theoretical construct, turning into an applied toolkit for stabilizing educational interaction.

A promising direction in the field of educational management is the revision of human resource management strategies (HR management at the university) with an emphasis on “resilient leadership”. This involves:

1. Implementation of flexible schedules and modular training systems that take into account psychophysical exhaustion and safety risks of participants in the process.
2. Creation of “psychological unloading zones” and digital platforms for asynchronous interaction, which minimizes the impact of technical failures on the cognitive component of resiliency.
3. Formation of a culture of academic support, where administrative resources are directed not only to control, but also to prevent professional burnout of scientific and pedagogical workers.

In the system of psychological support, the practical implementation of the model should take place through a multi-level program of trainings and seminars. Based on the work by V. G. Pank and N. I. Pov'yakel, we identify the following priorities:

- 1) at the level of the cognitive component – training in information hygiene techniques and critical analysis in conditions of media pressure, which allows maintaining intellectual stability;
- 2) at the level of the emotional-volitional component – implementation of self-regulation methods (mindfulness, breathing exercises, grounding techniques), adapted for use directly during training sessions;
- 3) at the level of the existential-value component – conducting facilitation sessions aimed at reflecting on professional meanings, which helps teachers and students integrate the experience of war into their own identity as a resource for further development.

An important perspective is also the integration of the proposed framework into the content of the disciplines of the psychological and pedagogical cycle. This will allow future specialists not only to possess knowledge, but also to possess “existential immunity”, which is critically important for the restoration of the country’s human resources potential.

Thus, the integrative model of resiliency appears as a viable mechanism for the modernization of higher education, capable of transforming educational institutions into centers of psychological safety and post-traumatic growth despite the destructive circumstances of today.

5. Conclusions

Within the conducted research, a holistic theoretical and methodological substantiation of the resiliency framework concerning participants in educational interaction was carried out, which is critically important for maintaining the functionality of higher education in conditions of a prolonged armed conflict.

The obtained scientific results allow us to formulate the following conclusions:

1. It has been established that in conditions of existential pressure, resiliency is not a static property, but a dynamic process (“weaving”) of adaptation that integrates individual resources of the personality with supporting factors of the academic environment.
2. The key vectors of existential threats have been identified: ontological danger, situational uncertainty and erosion of meaningful life guidelines. It is proven that these factors determine the transformation of the psychological state of subjects, requiring the implementation of new resource mechanisms.
3. A three-level model of resiliency has been substantiated, which includes cognitive-reflexive (intellectual stress processing), emotional-regulatory (self-regulation system of professional thinking) and existential-value (search for new meanings) components.
4. The prospects for implementing the model in educational management through the development of “resilient leadership” and the creation of multi-level psychological support programs have been determined. This allows higher education institutions to transform into centers of psychological safety and post-traumatic growth.

Prospects for further exploration are seen in the empirical verification of the developed framework and the study of the features of the formation of “existential immunity” in teachers and students of various specialties, in particular in the conditions of digitalization and migration processes.

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Abstracts

ОЛЕКСАНДРА СИДОРЕНКО. Теоретико-методологічний конструктор резильєнтності учасників освітньої взаємодії в умовах екзистенційних викликів тривалого воєнного конфлікту. У статті обґрунтовано теоретико-методологічний конструктор резильєнтності учасників освітньої взаємодії в умовах тривалого воєнного конфлікту. Феномен резильєнтності проаналізовано не як статичну рису, а як динамічний процес («плетіння») адаптації особистості до екзистенційних викликів. Автором виокремлено три ключові компоненти моделі: когнітивно-рефлексивний, емоційно-регулятивний та екзистенційно-ціннісний. Особливу увагу приділено трансформації «волі до сенсу» у стратегію розвитку всупереч деструктивним обставинам. Визначено практичні перспективи впровадження інтегративної моделі в систему психологічного супроводу вищої школи та сучасний освітній менеджмент. Доведено, що застосування запропонованого конструктора сприяє збереженню ментального здоров'я та професійному довголіттю науково-педагогічних працівників, а також успішній соціалізації здобувачів освіти в кризових умовах.

Ключові слова: резильєнтність, освітня взаємодія, екзистенційні виклики, воєнний конфлікт, теоретико-методологічний конструктор, психологічний супровід, освітній менеджмент, воля до сенсу.

OLEKSAANDRA SYDORENKO. Teoretyczno-metodologiczny konstruktor rezyliencji uczestników interakcji edukacyjnej w warunkach egzystencjalnych wyzwań długotrwałego konfliktu zbrojnego. W artykule uzasadniono teoretyczno-metodologiczny konstruktor rezyliencji uczestników interakcji edukacyjnej w warunkach długotrwałego konfliktu zbrojnego. Zjawisko rezyliencji przeanalizowano nie jako cechę statyczną, lecz jako dynamiczny proces („konstruowanie”) adaptacji jednostki do wyzwań egzystencjalnych. Autor wyróżnia trzy kluczowe komponenty modelu: poznawczo-refleksyjny, emocjonalno-regulacyjny oraz egzystencjalno-wartościowy. Szczególną uwagę poświęcono transformacji „woli sensu” w strategię rozwoju pomimo destrukcyjnych warunków. Określono praktyczne perspektywy wdrożenia modelu integracyjnego do systemu wsparcia psychologicznego szkolnictwa

wyższego oraz współczesnego zarządzania edukacją. Wykazano, że zastosowanie zaproponowanego konstruktora sprzyja zachowaniu zdrowia psychicznego oraz zawodowej długowieczności pracowników naukowo-dydaktycznych, a także wspiera skuteczną socjalizację studentów w warunkach kryzysowych.

Słowa kluczowe: rezyliencja, interakcja edukacyjna, wyzwania egzystencjalne, konflikt zbrojny, konstruktor teoretyczno-metodologiczny, wsparcie psychologiczne, zarządzanie edukacją, wola sensu.