

THE IMPORTANCE OF DEVELOPING RESILIENCE IN STUDENTS OF HIGHER EDUCATION INSTITUTIONS IN THE CONTEXT OF WAR

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In the context of war, there are more and more factors that can affect the psychological integrity of a person, in particular, emotional stability and resilience, such as: deterioration of environmental conditions, martial law in the country, changes in the way and pace of people's lives in the context of resettlement and immigration, development of new and exacerbation of chronic diseases, natural disasters due to active hostilities, a significant increase in brain activity due to the process of constant decision-making, physical inactivity, etc.

For a stable psychological state of a person, it is necessary to develop emotional stability and resilience at the very beginning of a specialist's formation as a professional, especially during the war. It is in higher education institutions (HEIs) that attention should be paid to the formation of the emotional sphere of a person for effective further professional activity, successful demonstration of skills and abilities in the professional field, and, most importantly, maintaining a healthy psycho-emotional state during the war.

Many scholars characterize emotional resilience as an individual's ability to respond adequately and flexibly to significant changes in internal (motivational, emotional, volitional, cognitive, perceptual) and external (social environment factors) factors, characterized by the formation of psychoregulation skills, stability, resilience and resistance of an individual to the effects of stressors in practical activities.

The formation of emotional resilience in university students involves many aspects that are interrelated. Methods of teaching, teacher's attitude to the student, general position of the individual in the group of classmates are important in relation to the student's emotional stability. Among the most effective pedagogical conditions for the formation of emotional stability are: 1) development of an active life position in students (optimism, activity, self-confidence and stability); 2) development of a high level of students' creative potential (personality creativity, creativity of approaches to solving tasks); 3) development of students' thoughts and behavior to overcome stressful situations (coping, humor, self-respect).

Also, emotional resilience should be combined with flexible management of the emotional state - the ability of a person to create a sufficiently appropriate mood by changing the level of emotional arousal. As a result, this will allow the individual to adjust his or her own emotions, to make them adequate (in terms of type and strength) to a particular situation.

Therefore, to summarize, it is worth noting that the stability of emotional resilience for each person is the key to a successful emotionally balanced life. In the process of educational activities, it remains important to promote the emotional self-development of students, since an emotionally mature personality is a system that self-generates a positive image of itself and the environment and is able to project an adequate professional and personal future.