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Kyrylo KRYVOSHEI

Master of Psychology,

Postgraduate Student at the Department of Educational Sciences,

Digital Learning and Academic Entrepreneurship,

V.N. Karazin Kharkiv National University

kyrylo.kryvoshei@student.karazin.ua

ORCID: 0000-0002-9163-9891

BUILDING STRESS RESISTANCE: INNOVATIVE PEDAGOGICAL INTERVENTIONS FOR HIGHER EDUCATION STUDENTS IN WAR CONTEXTS

Abstract. *The purpose* of this article is to explore pedagogical approaches to enhancing the stress resistance of higher education students in the context of war. It is noted that modern students face significant psychological challenges caused by uncertainty, changes in learning formats, security threats, and forced migration. Therefore, the issue of their stress resistance and adaptation is highly relevant. The research **methodology** is based on the principles of systematization, development, and the psycho-pedagogical approach, as well as the use of methods such as scientific literature analysis, empirical research, and comparative analysis of educational practices. The **scientific novelty** lies in identifying pedagogical conditions that contribute to increasing students' stress resistance, including the creation of a safe and predictable educational environment, optimization of academic workload, implementation of active learning methods, and the introduction of psychoeducational programs. Special attention is given to the role of educators in fostering a supportive learning environment and applying an individualized approach to students, which enhances their adaptation. Additionally, the importance of integrating, emotional self-regulation methods, and psychosocial support into the educational process is emphasized, as these contribute to students' adaptation to crisis conditions. **Conclusions.** Chronic stress caused by war-related factors negatively impacts students' cognitive processes, emotional state, and academic performance. The development of constructive coping skills, critical thinking, and social interaction strengthens stress resistance. It has been determined that a systematic approach to developing stress resistance in the educational environment is an urgent necessity. The implementation of innovative teaching methods, psychosocial support programs, and the promotion of a culture of mutual assistance will enable students to maintain emotional stability and study effectively, even in challenging conditions.

Key words: stress resistance, resilience, higher education students, psychoeducation, pedagogical conditions, coping strategies, emotional self-regulation, psychosocial support, active learning methods, war.

Кирило КРИВОШЕЙ

магістр психології,

аспірант кафедри освітніх наук, цифрового навчання та академічного підприємництва,

Харківський національний університет імені В.Н. Каразіна

kyrylo.kryvoshei@student.karazin.ua

ORCID: 0000-0002-9163-9891

ФОРМУВАННЯ СТРЕСОСТІЙКОСТІ: ІННОВАЦІЙНІ ПЕДАГОГІЧНІ ПІДХОДИ ДО ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ В УМОВАХ ВІЙНИ

Анотація. *Мета статті* полягає в дослідженні педагогічних підходів до підвищення стресостійкості здобувачів вищої освіти в умовах війни. Зазначається, що сучасні студенти стикаються зі значними психологічними викликами, зумовленими невизначеністю, змінами у форматах навчання, загрозами безпеці й вимушеною міграцією. Тож нині надзвичайно актуальним є питання стресостійкості та адаптації здобувачів вищої освіти. **Методологія** дослідження ґрунтується на принципах системності, розвитку, психолого-педагогічного підходу, а також на використанні методів аналізу наукової літератури, емпіричних досліджень та порівняльного аналізу освітніх практик. **Наукова новизна** полягає у визначенні педагогічних умов, що сприяють підвищенню стресостійкості здобувачів вищої освіти, зокрема: формування безпечного й передбачуваного освітнього середовища, оптимізація навчального навантаження, застосування активних методів навчання та впровадження психоосвітніх програм. Особливу увагу приділено ролі викладачів у створенні підтримувального освітнього середовища та використанні індивідуального підходу до студентів, що дозволяє ефективніше впливати на їх адаптацію. Також акцентовано увагу на важливості інтеграції в освітній процес методів емоційної саморегуляції та психосоціальної підтримки, що сприяє адаптації здобувачів до кризових умов. **Висновки.** Хронічний стрес, спричинений факторами війни,

негативно впливає на когнітивні процеси, емоційний стан і рівень академічної успішності здобувачів вищої освіти. Розвиток навичок конструктивного копіngu, критичного мислення та соціальної взаємодії сприяє зміцненню психологічної стійкості. Визначено, що системний підхід до розвитку стресостійкості в освітньому середовищі є нагальною потребою сучасності. Впровадження інноваційних методів навчання, програм психосоціальної підтримки та розвитку культури взаємодопомоги дозволить здобувачам вищої освіти зберігати емоційну рівновагу та ефективно навчатися навіть у складних умовах.

Ключові слова: стресостійкість, резильєнтність, здобувачі вищої освіти, психоедукація, педагогічні умови, копінг-стратегії, емоційна саморегуляція, психосоціальна підтримка, активні методи навчання, війна.

Problem Statement. Modern higher education students are forced to experience constant psychological pressure and emotional stress. Usually, this tension was relevant due to the high level of environmental demands, a large number of academic tasks, constant deadlines, etc. Unfortunately, today, in addition to these problems, modern higher education students have many additional complications. First, students faced stress factors due to the COVID-19 pandemic. Then came the difficulties of adapting to the conditions of study during the war. In addition to the usual stressors for students, modern students are forced to face new, extremely powerful stressors that are specific to wartime. These stressors include distance learning; lack of economic and political stability; emotional stress due to constant air raids, forced relocation, material and economic losses; threats to the lives and health of loved ones; and danger to their own lives due to missile attacks and terrorist attacks by the russian government. The destructive factors of war have a negative impact not only on the emotional state, cognitive abilities, psychological well-being and personal development of the student. The war also has a negative impact on the academic success and professional development of students. First of all, the emergence of these factors is associated with complex emotional turmoil caused by the threat to the lives and health of students.

Analysis of sources and recent research. The problem of developing the stress resistance of higher education students is the subject of active scientific discussion in both the world and Ukrainian pedagogical and psychological literature. Korolchuk V.M. (2009), Moroz L.I. and Safin O.D. (2022) emphasize that stress resistance is a key factor in the effective adaptation of students to the educational environment and life challenges. In the context of the current crisis conditions caused by the war in Ukraine, the issue of stress resistance development is of particular relevance. Ryan R.M. & Deci E.L. (2000) and Hobfoll S.E. (2007) emphasize the importance

of integrating active learning methods, psychoeducation and social support as effective means of increasing students' adaptability. In particular, the concept of socio-emotional learning Durlak J. A. (2011) confirms that the development of emotional self-regulation and critical thinking skills helps to reduce stress and increase academic motivation. Ukrainian scholars Yarosh N.S. (2015) and Cherpita M.M. (2013) emphasize the need to create a favorable educational environment that ensures a balance of workload, availability of support from teachers, and development of constructive coping skills. Particular attention is paid to psychoeducational programs that teach students stress management methods, including mindfulness approaches, cognitive behavioral therapy, and reflection techniques. Despite the existing developments, research on the mechanisms of stress resistance development in students during wartime remains limited. Further research should focus on the impact of educational strategies on students' stress resistance, the development of support programs, and the analysis of the long-term effects of psychosocial interventions.

The aim of this article is to analyze pedagogical approaches aimed at enhancing the stress resistance of higher education students in wartime conditions. In today's reality, students are forced to adapt to complex psychological circumstances arising from prolonged uncertainty, changes in learning formats (including remote or hybrid education), security threats, forced displacement, and social isolation. These factors can negatively impact their emotional state, cognitive abilities, and overall motivation to learn. Given this, the issue of stress resistance, adaptation, and effective support for students within the educational environment is of utmost importance for ensuring their personal and professional development.

Presentation of the main material. In the current socio-economic conditions of Ukrainian education, the problem of developing stress resistance skills of higher education students is of paramount

importance and relevance. This is due to the fact that the phenomenon of stress resistance plays a significant role in ensuring a positive psychological state, and its function is to ensure effective adaptation of students to the requirements of a difficult situation and mitigate the psychological impact of stress on the body. This, in turn, has a positive impact on the academic performance of students [39].

The current educational environment is characterized by constant terrorist threats, shelling of civilian and infrastructure facilities and educational institutions. This leads to a deterioration in the technical support of higher education institutions, interruptions in electricity and heat supply, and poses a constant threat to educators, which significantly complicates the educational process. This not only creates additional psychological and emotional stress, but also causes technical difficulties for students and teachers. Therefore, specific practical mechanisms for developing stress resistance in higher education students are of particular relevance today. It is stress resistance that is an important factor in human adaptation to the impact of extreme environmental factors and negative social conditions. Developed stress resistance provides many advantages to a modern higher education student, namely: the ability to effectively counteract stressors; contributes to the achievement of goals and solving life difficulties; has a positive impact on psychological well-being and mental health; contributes to improving academic achievement, self-actualization, personal and professional development, etc.

Stress resistance is the individual ability of the human organism to maintain performance under the direct influence of a stressor at a normal level [36]. Stress resistance is not an innate characteristic of a personality and directly depends on the degree of development of emotional self-regulation skills [37, p. 50]. Individual characteristics of stress resistance change over time and are formed in the process of life and professional development of the individual [36]. Stress resistance depends on a number of external and internal factors and is determined by the level of development of individual functions of the integral system, which consists of four structural components: personal, social, typological and behavioral components [36]. Personality stress resistance has a multilevel determination and is conditioned by both environmental

features and individual characteristics of a person [38, p. 205].

This means that the development of students' stress resistance is possible under certain conditions. That is why today, more than ever, it is important that pedagogical staff of higher education institutions consciously and purposefully influence the development of student stress resistance. The development of students' stress resistance should be planned, systematic and purposeful, reflected in the content of teaching activities and have a comprehensive impact. Today, teaching staff of higher education institutions can contribute to the development of stress resistance through the use of many ways and pedagogical tools. The following steps can have a positive impact on students' stress resistance under martial law: teachers setting clear expectations of students; balanced academic workload; use of active learning tools; dividing complex and massive tasks and projects into smaller ones; encouraging students to take care of themselves; creating a favorable atmosphere; normalizing and legitimizing student failures and mistakes; accessibility and proximity of the teacher to the student; promoting the development of support networks among higher education students; etc.

Let's look at these steps in more detail. It is important to set clear expectations for students, model comfortable deadlines, and create flexible assignments. It is necessary to communicate clear and realistic expectations for assignments and their evaluation to students. The goals, assessment criteria, and deadlines for each assignment should be clearly outlined to help reduce student uncertainty and anxiety. Today, it is more important than ever for higher education teachers to remember to create curricula and courses with a balanced workload. Curricula should be adapted to the social, economic, and technical challenges of our time. This will help prevent students from being intellectually and emotionally overwhelmed by excessive academic pressure. This step is important because, in addition to factors related to the war, overloading can also cause stress in higher education students. This step can be implemented through a rational and even distribution of tasks throughout the semester. In addition, it will be useful to divide complex and massive tasks and projects into smaller manageable tasks with clear instructions and checkpoints along the way.

Equally important is the use of active learning tools. Active learning reduces monotony, increases interest and increases learning motivation [8]. Students' involvement in lectures and assignments through group discussions, collaborative projects, and interactive activities will contribute to a deeper understanding of the subjects. Scientists who have studied active learning and its impact on cognitive activity, pointing to a reduction in cognitive load and an increase in learning efficiency [14].

Of course, in times of war, it is more essential than ever for students to take care of their mental and physical condition. Therefore, encouraging students to take care of themselves is an important step in stress prevention and an element of learning to cope with their stress. World Health Organization emphasizes the importance of mental health in crisis conditions, in particular during war, emphasizing the need to take care of oneself and seek professional help [34]. Developing skills to take care of mental health can include recognizing students' own emotional state, analyzing sources of stress, and a balanced lifestyle (good sleep, physical activity, information hygiene, social support) [28]. Researchers of stress resistance in times of crisis emphasize that maintaining mental and physical health is an important factor in adapting to stressful situations [7]. Hobfoll S.E. et al. emphasize the importance of supporting personal resources, including mental and physical health, in their five principles of psychosocial support in crises [22]. The American Psychological Association (APA) draws attention to the fact that educational institutions play a key role in supporting students' mental health and informing them about available resources for help [2]. Therefore, teachers should emphasize the importance of taking care of themselves and their well-being, encouraging students to put their physical and mental health first. This can also include informing students about the importance of seeking mental health specialists.

The environment in which higher education students live has a strong influence on their ability to cope with stress. Bronfenbrenner U., in his ecological theory of personality development, emphasizes the influence of the environment (including educational) on personality development and stress resistance [10]. In its theory of academic integration, Tinto emphasizes the importance of the social environment in educational institutions for the successful adaptation of students [32]. Baumeister R.F.

and Leary M.R. prove in their study that a sense of belonging and support in a group is critical for psychological well-being and stress reduction [4]. In addition, there is evidence of the effectiveness of socio-emotional learning in creating a supportive environment [18]. Therefore, it is important that lecturers purposefully create a favorable atmosphere. In such a learning environment, students feel comfortable (both physically and emotionally). Thanks to a favorable atmosphere, higher education students will understand that they are valued, respected and supported. Open communication, active participation and constructive dialogue among students should be encouraged, and an open and welcoming atmosphere should be fostered in which everyone has the opportunity to express their thoughts, concerns and problems and to seek help when needed. While encouraging students to report problems they face, it is important to remember to respond to their questions and feedback.

Another step in promoting students' stress resistance is to normalize and legitimize academic failure and mistakes. The environment should promote the idea that failures and mistakes are seen as opportunities for growth and learning, not as a source of shame or anxiety. Carol Dweck, in her own theory of growth mindset, explains that perceiving mistakes as part of the learning process helps to increase students' motivation and stress resistance [17]. Bandura A. developed the concept of self-efficacy, according to which a person's ability to overcome failures and use them as a source of learning has a positive effect on stress resistance and academic motivation [3]. A supportive educational environment that does not stigmatize mistakes promotes student engagement in the learning process and increases their level of adaptation [34]. Vygotsky L.S., the creator of the theory of the zone of proximal development, emphasized that learning occurs through overcoming difficulties and correcting mistakes in a supportive environment [33]. Duckworth A.L. and Seligman M.E. emphasize the importance of perseverance in the face of adversity and accepting failure as part of the process of achieving success [16]. Often, fear of potential mistakes can reduce the motivation of higher education students and hinder their professional and personal development. Therefore, it is crucial to encourage students to have a growth mindset, to accept mistakes as a normal human experience, and to be resilient to challenges.

Equally important is the accessibility and proximity of pedagogical workers to students. Outlining seven basic principles of effective university education, Chickering A.W. and Gamson Z.F. emphasize the important role of establishing interaction between teachers and students, which contributes to better academic performance and reduced stress levels among students [13]. Positive student-educator relationships increase engagement and promote academic success [32]. Baxter Magolda M.B. emphasizes the importance of partnerships between lecturer and student, which creates conditions for the development of independent thinking and the formation of a comfortable learning environment [5]. Brown P. & Levinson L.S. emphasize the importance of maintaining a balance between accessibility and maintaining one's own psychological boundaries, which is also relevant to the relationship between teachers and students [11]. Exploring the role of trust and mutual understanding in teaching, Brookfield S.D. emphasizes the need to create a psychologically safe educational environment [9]. In addition, there are studies that confirm that the emotional connection between teacher and student affects their academic motivation and well-being [21]. That is why it is important that teachers make themselves available to students by keeping regular office hours, responding to inquiries on time, and being available during class. Establishing a good relationship between the teacher and the student, built on trust and respect, can help students feel more comfortable when they ask for help and advice.

There is a need to emphasize that the lecturer should not forget about their own psychological boundaries. The importance of faculty support for the development of support networks among students cannot be overlooked. The need for belonging is fundamental to a person's psychological well-being and helps reduce stress [4]. Student interaction can provide valuable social support and create a sense of belonging, which is an important factor in overcoming the effects of stress. A positive atmosphere in the student community and social support in general are one of the most important resources in overcoming stress and maintaining the psychological well-being of students [29]. Support can come from friends, family, teachers, mentors, and colleagues, forming a network of mutual assistance that significantly reduces stress and increases the sense of security [14]. There is evidence that

social support mitigates the negative impact of stressful events on a person [15]; social ties are key resources for maintaining psychological balance and overcoming stress [19; 21]; and community cohesion contributes to psychological resistance and well-being [27]. In his theory of psychological resilience, Rutter M. emphasizes the role of social connections and support in the formation of stress resistance [29].

Psychoeducation is an effective tool for increasing the stress resistance of higher education students, as it helps students to understand the nature of stress, its impact on the body and develop adaptive coping skills. The main areas of psychoeducation of higher education students may include the following items: informing students about the phenomenon of stress, informing about the importance of taking care of their own mental health, promoting the formation of students' skills of constructive coping with stress (coping strategies), teaching effective methods of emotional self-regulation, developing reflection and critical thinking of students, informing students about the importance of engaging in psychosocial support, etc. Informing about the phenomenon of stress may include familiarizing higher education students with the main symptoms of stress (which will help students to identify its manifestations in a timely manner and take measures to overcome them). An effective part of psychoeducation is teaching students effective methods of emotional self-regulation. Self-regulation techniques allow students to reduce stress and maintain emotional balance [4]. Breathing practices (e.g., the 4–7–8 method, square breathing) can be useful in reducing the level of stress of students, relaxation techniques (progressive muscle relaxation, yoga), mindfulness (awareness, meditation) [2], cognitive restructuring (analysis of automatic negative thoughts and their replacement with adaptive attitudes) [6] etc.

An important factor in an individual's stress resistance is his or her peculiarities of perception and evaluation of information. This process largely depends on cognitive styles, the level of emotional regulation, and personal attitudes toward difficulties. According to Korolchuk V.M., the perception of a stressful situation is determined by individual characteristics of a person, his or her tendencies to certain ways of coping (coping), as well as internal resources [36]. Coping strategies play a key role in a person's ability to adapt to stressful situations

and maintain psychological well-being. According to the classification of Lazarus R.S. and Folkman S., coping can be divided into problem-oriented, emotion-oriented, and avoidance coping [25]. Problem-oriented coping involves active search for solutions, analysis of the situation, development of alternative strategies and their implementation. Research shows that this type of coping is the most adaptive, as it helps to reduce stress levels by eliminating or minimizing stressors [1]. Emotionally oriented coping, on the contrary, focuses not on solving the problem, but on changing the emotional attitude towards it. It includes strategies for reframing the situation, looking for positive aspects, expressing emotions, and self-soothing. Such coping can be effective in situations that cannot be changed, but its excessive use without attempting to solve the problem can lead to passive perception of stress and reduced motivation to act [12]. Avoidance coping involves refusing to recognize a problem or postponing its resolution. It is often accompanied by strategies such as denial, distraction, or avoidance of situations that cause stress. This type of coping is less adaptive, as it does not contribute to effective problem solving and can lead to the accumulation of stress [19]. Researches confirms that the most effective coping strategies are flexible, combining elements of different approaches depending on the specific situation [35]. Successful adaptation to stress requires the ability to assess the conditions of a stressful situation and choose an appropriate coping strategy that minimizes its negative impact. The development of constructive coping skills not only allows individuals to cope more effectively with stressful situations during study, but also forms important life competencies necessary for professional activity and further personal development.

That is why the psychoeducation of higher education students should contribute to the formation of constructive coping skills, which is the basis for the development of stress resistance. The educational process should include systematic training of students in effective coping strategies, help them to realize their own reactions to stressful situations and develop adaptive behavior skills. Students should be able to analyze difficulties, find optimal solutions, and assess their ability to overcome challenges. The formation of constructive coping involves the development of cognitive flexibility, the ability to reflect, manage emotions, and form

positive thinking. It is important that students are taught to recognize ineffective and destructive coping strategies, such as avoidance, denial, procrastination, or self-blame, and replace them with more adaptive methods. One of the most effective ways to develop students' constructive coping skills is to integrate specialized trainings, workshops and group discussions aimed at learning emotional regulation strategies, managing behavioral reactions and expanding the repertoire of possible ways to respond to stress. Another important component is to provide students with knowledge about the work of cognitive-behavioral mechanisms and ways to change maladaptive beliefs.

In addition, developed skills of reflection and critical thinking are an important element of stress resistance of higher education students. Reflection plays a key role in the development of stress resistance, as it helps students to realize their own emotional reactions, stress triggers and determine the best coping strategies [30]. It contributes to the development of emotional self-regulation and increased psychological flexibility, which are important factors in adaptation to stressful situations [26]. The development of critical thinking helps students analyze their own beliefs and attitudes, identify cognitive distortions such as catastrophizing, dichotomizing, or personalizing, and replace them with productive mental models [17]. This approach allows students to better understand the causes of their own stress and find effective solutions to overcome it. Methods of developing reflection and critical thinking include keeping reflective diaries, discussing one's own experiences in the format of group discussions, and applying cognitive restructuring techniques [6], as well as the integration of elements of mindfulness and conscious analysis of emotions [31]. The use of these methods contributes to the formation of more flexible thinking and increased stress resistance of students in difficult conditions.

Conclusions and Prospects for Further Research. Modern higher education students face significant stress due to both academic challenges and existential threats posed by war. The transformation of the educational process has intensified psychological burdens, leading to anxiety, emotional exhaustion, reduced concentration, and diminished academic motivation. Prolonged distress affects cognitive, emotional, behavioral, and well-being, necessitating the development of stress

resistance as a critical pedagogical and psychological priority.

Stress resistance in students is defined by their ability to overcome challenges and adapt to new conditions. A high level of stress resistance not only supports mental health but also fosters adaptive skills essential for academic success and professional development. Key pedagogical strategies to enhance stress resistance in wartime include: setting clear academic expectations; balancing workload; using active learning tools; breaking down complex tasks; encouraging self-care; fostering a supportive environment; normalizing mistakes; ensuring teacher accessibility; and promoting peer support networks. Establishing clear expectations reduces uncertainty and stress related to academic demands. A balanced workload prevents exhaustion and maintains productivity. Active learning techniques, such as problem-based learning and case studies, enhance engagement and reduce stress linked to academic monotony. Dividing large projects into smaller stages helps students manage time and anxiety effectively. Encouraging self-care emphasizes mental and physical well-being, while a supportive learning environment fosters emotional safety, open communication, and mutual respect.

Recognizing mistakes as learning opportunities rather than failures promotes a growth mindset. Teacher accessibility and peer support networks further alleviate stress by providing guidance, mentorship, and community resilience. Integrating psychoeducation into curricula can enhance coping skills, emotional self-regulation, and long-term stress resistance.

Despite advances in understanding stress resistance, further research is needed in several areas: developing and implementing innovative stress resistance building programs; evaluating the effectiveness of diverse teaching methods; analyzing the impact of the educational environment on student stress resistance, particularly the role of supportive teacher-student relationships; and refining the characteristics and assessment of stress resistance. The development of student stress resistance remains a key issue in modern pedagogical and psychological science. An integrated approach that leverages educational, psychosocial, and personal resources is essential. Future research will contribute to new strategies for stress management, ultimately enhancing educational quality, student adaptation, and long-term personal and professional growth.

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