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OVERCOMING STRESS BY UKRAINIAN STUDENTS IN THE CONDITIONS OF WAR THROUGH VOLUNTEERING

ORCID ID: 0000-0002-9240-279X

Kikinezhdhi Oksana Mykhailivna
Doctor of Sciences in Psychology, Professor,
Professor at the Department of Psychology
*Ternopil Volodymyr Hnatiuk National
Pedagogical University (TNPU)*

ORCID ID: 0000-0001-5246-9677

Savelyuk Nataliya Mykhailivna
Doctor of Sciences in Psychology, Professor,
Professor at the Department of Psychology
*Ternopil Volodymyr Hnatiuk National
Pedagogical University (TNPU)*

ORCID ID: 0000-0003-1198-0860

Levchyk Nataliia Stephanivna,
Candidate of Pedagogical Sciences, Associate Professor,
Associate Professor at the Department of English Philology and
English Language Teaching Methods
*Ternopil Volodymyr Hnatiuk National
Pedagogical University (TNPU)*

UKRAINE

Publicized scientific studies on the peculiarities of stress in Ukrainian students in the conditions of a full-scale war between Russia and Ukraine are still few in number. In particular, according to N. Danylenko and V. Sulim, modern students of higher education have an average level of stress resistance [1]. Longitudinal study by I. Danyliuk and O. Bohucharova of the acculturation stress of students, internally displaced young people from the East of Ukraine, proved significant connections between the experience of stress and a number of external and internal factors (choice of acculturation strategy, type of psychological adaptation to the changed socio-cultural environment, indicators of psychological well-being and etc.). Scientists state the need for additional psychological ("accompanying") support for students as a vulnerable socio-demographic community [2].

The aim of our empirical study was to identify the experience of stress in the conditions of war by students of higher education of Ternopil Volodymyr Hnatiuk National Pedagogical University. The sample was made at the first stage (March 2022) - 65 students, including 56 women (86.15%) and 9 men (13.85%); the average age of respondents is 19.4 years. At the second stage (March 2023) – 87 students, including 75 female (86.21%) and 12 male (13.79%) students; the average age of the respondents is 20.1 years. As the main psychodiagnostic tool, the "Test for determining the level of stress" (adapted by O. Kharko) was used, consisting of four subtests (conditionally divided into intellectual, behavioral, emotional, physiological) [4].

The study showed that during the first year of the war, in the context of intellectual manifestations of stress, procrastination increased significantly (+30.57%), erroneous execution of actions increased (+17.59%), compulsiveness of thoughts (+17.01%) and impulsiveness in decisions (+15.28 %), and memory worsened (+15.17 %). In terms of behavioral manifestations of stress, students' communication with close people decreased significantly (+30.08%), and their addictive behavior increased (+12.64%). In terms of emotional manifestations of stress, feelings of guilt (+25.98%), emotional insensitivity (+25.22%) and self-doubt (+23.29%) increased most significantly. In the context of physiological symptoms, among students, immunity decreased to the greatest extent (+19.87%) and allergic manifestations increased (+12.97%) [4].

The summarized results of the study are presented in Table 1.

Table 1

General dynamics of stress symptoms

№ 3/n	A group of stress signs	Stress indicators The first stage		Stress indicators The second stage	
		Number of people (%)	The rank of significance	Number of people (%)	The rank of significance
1.	Intellectual signs	38,72	1	48,28	1
2.	Behavioral signs	33,85	3	34,39	3
3.	Emotional signs	34,15	2	40,90	2
4.	Physiological signs	32,44	4	29,79	4
	Average indicators	34,79		38,34	

We state the increase in the indicators of experiencing stress during the first year of the war among students, along with an unchanged hierarchy of the main groups of symptoms. This mostly concerns intellectual manifestations, which correlates with learning as the leading activity of the respondents. Therefore, students in conditions of chronic stress need to intensify professional support aimed at stabilizing and optimizing cognitive, emotional, conative indicators of their life activities. We mean the targeted psychological support in overcoming the phenomena of procrastination, communicative distancing from significant others, feelings of guilt, etc., which can be provided both through the content and forms of conducting basic training classes, and through strengthening motivation for volunteering and overcoming motivational barriers.

In particular, in the process of implementing the joint Polish-Ukrainian project of A. Hudzitska-Chupala and N. Hapon "Strengthening people's commitment to volunteering for refugees from Ukraine. Motivation of volunteers and intentions to volunteer: the role of psychological and social factors", seminars, trainings, workshops were held for psychologists and volunteers followed by active discussions of the implemented charity and plans for the future, exchange of experiences of helping others and psychological self-help, empathic discussions and team insights. The project was initiated and organized with the support of the Polish Science Foundation and within the framework of the "For Ukraine" program by Institute of Psychology of the University of Social and Human Sciences (SWPS), the Faculty of Psychology in the city of Katowice (Poland), Ivan Franko National University of Lviv (Ukraine) [3; 5]. The thematic meetings were so resonant that after the events relevant discussions continued on social networks, in the specially created viber chat "Psychological assistance to volunteers". Our experience of conducting peer-to-peer

communication trainings has proven the development of empathic communication skills with people who have suffered in the war, the formation of tools for personal effectiveness in volunteer activities: the development of soft-skills for the development of professional self-efficacy and managing one's own life in workshop participants [3].

We see prospects for further research in the comparative aspects of studying individual features of stress response: age, gender, professional, cross-cultural, etc.

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