

DOI: <https://doi.org/10.46502/issn.1856-7576/2023.17.02.13>

Cómo citar:

Bolotnikova, I., Kucherhan, Y., Vyshnyk, O., Shyrobokov, Y., & Dzykovych, O. (2023). Psychological well-being of a pedagogue in the conditions of war. *Revista Eduweb*, 17(2), 149-160. <https://doi.org/10.46502/issn.1856-7576/2023.17.02.13>

# Psychological well-being of a pedagogue in the conditions of war

## Bienestar psicológico de un pedagogo en condiciones de guerra

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Recibido: 12/02/23

Aceptado: 01/04/23

## Abstract

The research is aimed at analyzing the process of forming an educator's psychological well-being in wartime, its consequences, and the peculiarities of interaction. During the study, scientific methods were utilized to examine psychological well-being and its role as a crucial component in creating a positive psychological atmosphere within educational teams. The article highlights the significance of scientific approaches towards shaping the concept of psychological well-being. It explores the use of a pedagogue's personal psychological well-being in wartime as a means of stabilizing the social sphere

and disseminating the quality of such a policy to achieve a strategic victory while countering the information and psychological attacks of the aggressor country. The study's outcomes have the potential to enhance the ability to respond to external stimuli, leveraging emotional resources to mitigate stress and enhance the quality of the educational process.

**Keywords:** psychological well-being, stress, psychological support, pedagogical activity, social protection, social institution.

## Resumen

La investigación tiene como objetivo analizar el proceso de formación del bienestar psicológico de un educador en tiempos de guerra, sus consecuencias y las peculiaridades de la interacción. Durante el estudio, se utilizaron métodos científicos para examinar el bienestar psicológico y su papel como componente crucial en la creación de una atmósfera psicológica positiva dentro de los equipos educativos. El artículo destaca la importancia de los enfoques científicos para dar forma al concepto de bienestar psicológico. Explora el uso del bienestar psicológico personal de un pedagogo en tiempo de guerra como un medio para estabilizar la esfera social y difundir la calidad de tal política para lograr una victoria estratégica mientras se contrarresta la información y los ataques psicológicos del país agresor. Los resultados del estudio tienen el potencial de mejorar la capacidad de responder a estímulos externos, aprovechando los recursos emocionales para mitigar el estrés y mejorar la calidad del proceso educativo.

**Palabras clave:** bienestar psicológico, estrés, apoyo psicológico, actividad pedagógica, protección social, institución social.

## 1. Introduction

Current geopolitical conditions are unfavorable for Ukraine, as they have many negative socio-economic and psychological consequences for the population. Therefore, ensuring the psychological well-being of the teacher as one of the key elements of the social institution is becoming increasingly important. It has a direct impact on the quality of social and political opinion formation, as well as the psychological state of society. Due to the reduction of expenditures on the social sphere and other sectors, there is a need to effectively perform the functions of stabilizing the social environment through teachers. However, to ensure such an effective activity, it is necessary to form one's psychological state, which is based on a combination of several interdependent elements.

The formation of the psychological well-being of a teacher in war is a complex process that requires the involvement of emotional intelligence, and the ability to operate with strong-willed internal qualities, and can also serve as a factor in the transformation of the individual. The issue of psychological well-being has been studied by domestic and foreign scholars, but its development in wartime has not been sufficiently investigated, given that the war in Ukraine is the largest in the 21st century. Therefore, the modern approach to psychological well-being requires additional attention among scholars. High-quality provision of psychological well-being will serve as a factor in the successful stabilization of social protection and psychological support for children and adolescents, the population group most vulnerable to war. The problem of the psychological state of adolescents in war is the most acute due to the scale of negative events and the aggravation of the crisis. In such conditions, the teacher must carry out teaching activities

and direct efforts to form cultural and personal values in the social educational institution. The issue of the individual psychological well-being of each pedagogue is a catalyst for effective communication activity. The personal psychological climate can ensure the correct use of emotional resources because they influence the formation of worldview and cultural aspects of the moral category. Therefore, the issue of the psychological well-being of an educator in times of war and changes in the format of the educational process plays an important role both in the social space, the individual activity of the teacher, and the strategic goals of the state.

The research is aimed at analyzing the process of forming an educator's psychological well-being in wartime, its consequences, and the peculiarities of interaction. The topic is highly relevant due to the circumstances in Ukraine. It raises a socially important issue and makes it possible to use the experience of psychological well-being to minimize the negative effects of stress and war. The key task of the study is to analyze the current features and methods of forming the personal well-being of a pedagogue who performs many socially useful functions in his or her social segment and requires increased attention from the point of view of the state policy strategy. The peculiarities of the formation of psychological well-being are reflected through the use of tools for analytical assessments of modern measures in pedagogical activities and the ability to rationally use personal emotional state along with verbal and non-verbal intelligence. The study pays due attention to approaches to the concept of psychological well-being and the possibility of ensuring it in conditions of socio-economic instability. The use of psychological well-being as a tool for developing individual professional activity and the possibility of improving the state of the surrounding social environment is a priority in the study.

## 2. Literature Review

The issue of psychological well-being and the key components of its formation is studied in the scientific literature from the standpoint of creating a psychological climate and human activity (Ilgan et al., 2014; Simpson & Rholes, 2019). The ability to achieve psychological comfort and respond to stress, according to Agu and Nwankwo (2019), are the key foundations of a rational and healthy human psyche. However, in the context of war, according to Blozva (2017), any psychological state of a person is severely damaged. This negatively affects a person's activity both in society and in the inner world (Forsberg et al., 2022; Panc et al., 2012). According to Boulzaboul et al., (2020), a factor in ensuring psychological well-being is the use of internal volitional tools and emotional resources to recover and be able to lead an active life. According to Diab & Schultz, (2021), a teacher is a key element in a social educational institution that directly affects his or her psychological state and needs to be improved. Moreover, the use of tools of psychological influence on the team can form positive personal well-being. Gray & Stevenson, (2019) defines psychological well-being as a factor of autonomy, emotional rationality, critical analysis, and physical sense. The interaction of these four elements will have the most significant impact on a person's activities, the ability to interact in the social environment and to be active (Kashliuk, 2016). To improve the quality of pedagogical well-being, according to Forsberg et al., (2022), it is necessary to use qualitative mechanisms. It will stimulate the development of personal emotional resources and the formation of a quality psychological climate in the team. Kovalenko & Vyshnyahova, (2017) believes that a pedagogue performs professional activities from the standpoint of his or her values or goals, and plays a crucial role in the formation of state social capital. Using this approach will stimulate the educational community to provide high-

quality means of educational development and qualification education, and to fulfill the tasks of personal development of the student. In the context of war, according to Lukomska & Melnyk (2018), psychological well-being is the most vulnerable concept. The war changes the psychological state of the individual and exacerbates negative emotional feelings that require a comprehensive examination for their successful resolution. Moreover, the possibility of using tools that directly affect a person's ability to act effectively under stress, according to Maymon et al., (2019), is one of the key components of the formation of a teacher's psychological well-being (Stene et al., 2018). Modern scientific views on the quality of development and formation of psychological well-being are quite controversial, as some analyze the degree of quality by the consequences (Kawada et al., 2011; Stranislowski, 2019). According to this approach, perception is formed according to the actions and current activities of a person, which is a direct consequence of the psychological state. According to Ponomarenko et al., (2019), the psychological state of a person is a consequence of his or her actions. However, in wartime, predicting human activity becomes more difficult, as the emotional component is suppressed much more often than in normal conditions of peace. According to Ozersky (2019), this causes inactivity, so a predictive assessment of a person's further actions is a difficult task. Moreover, in the context of the war in Ukraine, the issue of using psychological well-being as a category aimed at improving the quality of teachers will be a priority for public policy, as it protects the information space and, according to Tytarenko (2018), performs several social functions.

Thus, the issue of psychological well-being is quite clearly outlined in the literature. However, given the Ukrainian realities, the research topic remains important and appropriate due to the lack of information about psychological problems in the conditions of war.

### **3. Methodology**

In the course of the study scientific methods were employed. These methods helped to characterize the features of psychological well-being and characterize it as a key component for ensuring a favorable psychological climate in the educational team. The search method was applied to evaluate modern scientific approaches to psychological well-being, as well as its definition in the context of war and the quality of transformation following key issues. The problem of war, which is a key catalyst for stress and the development of psychological trauma and illness, is a major issue of our time. Based on the analytical method, it has been determined that the educator is a key element of social influence, which performs the functions of stabilizing the general social space and can become a means of counteracting information and psychological attacks in a country at war. Moreover, the method of statistical analysis has served to outline the current situation in the socio-economic sphere based on World Bank data. In addition, the research methods helped to determine that the modern approach to teaching has been significantly transformed. The use of the method of deduction and induction served to define the priority principles of public policy in times of war, characterized by strengthening the defense function and the formation of a socially favorable climate.

A study was conducted on changing the format of the educational process, as well as the possibility of ensuring its implementation in conditions of instability. Based on the method of abstraction, the key priority goals for the country in the conditions of war were identified. The results of the study suggest that the modern principles of psychological well-being in the

educational environment are the teacher's state. This has a direct impact on their ability to perform professional activities and their interaction with the team. Methods have been used to outline the key elements of the formation of a teacher's psychological well-being, and their description is provided with a possible social effect.

#### 4. Results

The issue of psychological well-being remains relevant not only during the war, where it is particularly acute but also in general. The formation of a teacher's psychological well-being is a key factor in the development of students' learning abilities and the provision of specialized psychological assistance to children. The war in Ukraine has caused many transformational processes in the world, and the education sector is no exception. Teachers must demonstrate their best ethical and cultural traits and the ability to grow personally. The role of an educator is similar to that of a caregiver, which is not only to teach but also to provide quality support and significant psychological assistance. A pedagogue can act as a teacher, but his or her main role is to ensure the development of students both academically and personally. Thus, the formation of psychological well-being is a prerequisite for the quality development of students, as it is the primary source of psychological stability and a stable team.

The war in Ukraine caused destructive consequences in the socio-economic sphere both in the domestic space and throughout the world. The main expenditures of the state budget of Ukraine fall on the army, which makes the social sphere more vulnerable, since in fact more than 90% of funds are directed to defense. Social protection of the population, as well as the protection of persons affected by the war in Ukraine, is a key segment for the work of the state. Therefore, teachers need to use their own high-quality resources to improve their work with students and improve their interaction with them. Professional contact with students can contribute to the elimination of psychological instability, moral injuries, as well as the provision of first psychological support. According to statistics, the majority of children in Ukraine have been affected by the war or have someone in their family who has suffered negative consequences from the war. In addition, unemployment remains a serious problem. According to World Bank forecasts, by the end of 2023, the GDP of Ukraine may decline by 45% with the unemployment rate reaching 40%. This has a negative impact on the psychological state of families. In the face of such challenges, educators have a priority task to ensure quality work with children to maintain their morale.

The psychological well-being of educators is a top priority, as they perform socially useful functions that reduce the burden on the state in times of war and can partially stabilize the psychological state of students. Moreover, a large-scale information campaign has been launched against Ukraine to discredit the army, intimidate the population and cause stress. To minimize the consequences of such activities, a teacher should take steps that not only level this campaign but also ensure the psychological stability of students, thereby performing an important function of psychological support.

The essence of the concept of psychological well-being lies in the combination of the psychological and emotional state of a person, which ensures his or her vital activity and minimizes the effects of stress. A key factor in the manifestation of psychological well-being is the ability to respond to stress and perceive it adequately, evaluate it and act following cultural and ethical norms. The

war has caused large-scale psychological problems among the population due to the threat to life, unfavorable socio-economic conditions, and many conflicts. This issue can be resolved only with the intervention of specialists who can provide comprehensive psychological assistance and take an active part in restoring the psychological stability of the individual. This requires some measures aimed at stabilizing the emotional state. Psychological well-being, as a scientific concept, consists primarily of many components that are interdependent and cannot be mutually exclusive. They are described in more detail in Table 1.

**Table 1.**

*Components of a pedagogue's psychological well-being in war conditions*

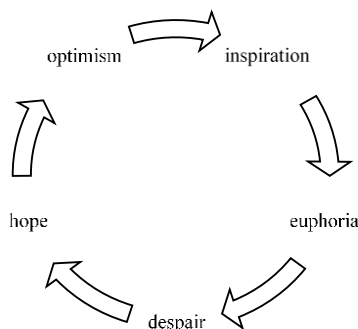
<b>Component</b>	<b>Content</b>	<b>Effect</b>
Autonomy	The ability to conduct personal activities regardless of circumstances, performing socially useful functions	Personal independence, rationality
Control of the social environment	Ability to form personal social environment and provide emotional support	Creating a positive social environment
Positive relationships in society	Formation of a positive impression, favorable relations in society	Encouraging an optimistic attitude to life
Having a purpose in life	Fulfillment of socially useful or individual goals, presence of meaning in actions	Minimizing despair and loss of hope
Personal growth	Transformation of the worldview, growth of ego, lack of conformity	Psychological stability and resilience
Critical assessment	Ability to analyze information and draw appropriate conclusions	Creating a realistic picture of life
Emotional rationality	Ability to distribute personal emotions: compassion, concern, anxiety, joy	Building emotional stability

Source: compiled by the author

Based on Table 1, it can be concluded that modern teachers need to pay attention to these components, as their development can help to achieve the most effective professional activity and stabilize the moral and psychological state of others. It is important to form and monitor the social environment and psychological climate inside, as it directly affects the well-being of the teacher and others. Critical evaluation and the ability to distribute their own emotions to appropriate things will encourage teachers to conduct effective activities and use the most successful tools to stimulate the psychological well-being of students, as they are the main team in which the teacher functions. A teacher should have a goal in life both at the individual and socially useful, global level. The realization of the importance of fulfilling the mission of ensuring the psychological well-being and support of the affected population, which in this case is the segment of students, is another front.

The information and psychological attacks of the aggressor country are aimed at destabilizing the internal political stability of the country. These attacks create many problems within households, considering the cases of war-affected children or students. Understanding psychological well-being and its ability to be cyclical is one of the factors in resisting such campaigns. For example, any emotional state is changeable and needs to be clarified according to the circumstances in which it occurs. Moreover, in today's developmental environment, teachers need to use their emotional state as a means of advantage and an opportunity to interact with the environment.

In general, there are five main stages of the psychological well-being cycle. This cycle should change periodically as a result of stimuli, stress, and destructive emotional fluctuations. The cyclical nature of psychological well-being is shown in Figure 1.



**Figure 1.** The cycle of psychological well-being

*Source: compiled by the author*

Given the peculiarities of the cycle of psychological well-being, the most important thing for a teacher is the need for effective actions at each stage, as this shapes his or her internal state and, as a result, affects the environment. Optimism is characterized as a positive outlook on the development of events, their perception, and the ability to conduct one's activities per the conditions. As a rule, optimism makes it possible to achieve certain goals that cause a short-term period of euphoria. Human physiology is designed to use positive emotions as a means of coping with stress, but the psychological exhaustion caused by a surge of dopamine and, usually, high adrenaline can lead to instability of one's well-being, which causes despair and an unstable emotional state. The stage of transition to the next cycle is the most problematic, since the correct transition should be based on the fulfillment of personal values and goals, and should be aimed at ensuring the moral upliftment of the person. The fulfillment of these aspects stimulates the transition to the stage of hope when a person finds new goals, objectives, and needs, which causes the need for active work and the possibility of using their own psychological and emotional resources to achieve it. The final stage of psychological well-being is optimism, which, just like the initial stage, involves active life and the performance of certain actions following the goal.

Considering the peculiarities of the cycle of psychological well-being, it is necessary to use correct and rational measures at each of its stages to stimulate the qualitative psychological well-being of a person. A pedagogue should be aware of the social environment and the internal state of a person and be able to analyze the primary sources, course, and development of events. Moreover, he or she should have skills in rational thinking and logical reasoning. In a martial environment, this will stimulate the formation of a positive psychological climate both in the team and at the individual level. This, in turn, will help to find effective solutions and provide students with a positive psychological state.

In the context of the war, the educational process has been significantly transformed, as most schools and universities have been damaged by shelling and hostilities, which has stimulated an active transition of the educational process to a distance format. The problem of distance

education is not only a threat to the control of the current educational process and the possibility of its development but also a decrease in the quality of communication activity, which can negatively affect the state of the team. Therefore, in such conditions, it is essential to employ all available tools aimed at ensuring the quality of psychological well-being of a pedagogue during wartime. Moreover, the development of the psychological well-being of the educator, the formation of a positive climate, and support for students can become a factor in his moral uplift and the development of the ego through socially useful activities. In the context of war, despite the formation of distance education, a teacher performs many socially useful functions that will contribute to quality development and encourage students to stay comfortably in a country with hostilities, and reduce the potential consequences of information and psychological attacks. The key principles of forming the interaction of students and teachers for psychological well-being in war are shown in Table 2.

Based on the data in Table 2, most modern teachers use digital communication tools that improve the ability not only to conduct a special educational process with the help of available technologies, but also to track and monitor the psychological state of the team. The use of information technologies will contribute to the formation of a positive mood. In addition, a teacher in war conditions should not only ensure his own psychological well-being according to the available components, which were provided in Table 1, but also pay attention to patriotic education among students, since a country in war conditions should be able to use all the necessary human resources to overcome negative consequences of information war. Educators, as members of a social institute and actually in this institute at the highest level of the hierarchy, should use communication skills to ensure psychological stability in the team.

**Table 2.**

*Forms of interaction between students and pedagogues for psychological well-being in war conditions*

<b>Indicator</b>	<b>Frequency of use, %</b>
Channels of communication between educators and students during the organization of distance learning	
Communication via messengers (Viber, WhatsApp, etc.)	95,5
Communication via phone calls	84,7
Communication via e-mail (educator sends assignments and students send completed work)	63,6
Communication via Zoom, Skype, or similar video communication tools	64,3
Use of special training programs (Google Class, Learningapps, etc.)	63,4
Daily remote viewing by students of presentation materials on subjects prepared by educators on topics for each lesson	56,8
Forms for assessing the learning achievements of students of general secondary education in online learning	
Completing independent written work (dictations, essays, presentations, etc.) and sending them to the teacher	92,7
Subject testing on online platforms	75,4
Recording students' video and/or audio responses and sending them to the teacher	64,5
Oral surveys on subjects by phone	62,3
Performing written works (independent works, dictations, creative works) online	57,8
Oral surveys in online mode	51,9

Source: compiled based on MES of Ukraine



The use of modern information technologies stimulates not only positive forms of interaction between students and teachers, but can also stimulate the development of a positive social climate. Moreover, in order to improve the quality of the educational process, it is necessary to ensure the right psychological attitude, as well as the need to acquire knowledge. The most important factor of the modern educational process should be the provision of moral support to teachers and the carrying out of educational activities regarding their performance of socially useful functions and activities, which they are involved in according to their professional criteria. To conduct such activities, teachers need to use the tools of psychological influence on the social environment and use the existing methods of supporting the student body. The formation of one's own psychological well-being should become a key and priority direction in the educational process, because human losses due to moral harm and disasters can be much more negatively affected. That is why the use of the functions of moral support will be much more important than the performance of the functions of the educational process. Undoubtedly, both are important, but the formation of one's own psychological well-being as a comfortable communication and personal climate in the team is a higher priority.

Thus, it can be concluded that the modern concept of psychological well-being consists of a number of components aimed at improving one's own moral state and the ability to perceive, analyze and take actions in accordance with stress or negative environmental stimuli. The importance of using the cycle of psychological well-being as a tool of analysis enables teachers to improve their individual psychological state and, as a result, create a positive climate in the team. The war in Ukraine had a negative impact on most socio-economic processes in the country, which requires modernization and development in accordance with the created activity. Moreover, the use of the psychological well-being of the teacher in the conditions of war will stimulate the search for optimal and rational solutions that will affect the activity of the teacher as a professional teacher and a person performing a number of socially important functions.

## 5. Discussion

The results of the study indicate that the current need for the formation of high-quality psychological well-being for both teachers and the entire population in Ukraine is the highest priority goal of the state. Moreover, we can say that the psychological state is also a certain front. To ensure effective social interaction between a teacher and his or her social institution, he or she must first develop his or her psychological well-being. It, in turn, will directly affect communication processes and the formation of opinions in the team. The pedagogue performs the functions of not only a teacher but also an individual mentor, which affects the development of the student's personality. The study of the spheres of influence of the teacher and his or her role in the formation of the future student is one of the important issues for analytical research based on statistical data on the teaching methods, pedagogical activities, and tools used.

A modern feature of pedagogical activity in Ukraine is the performance of socially useful functions, as well as the reassessment of their values, cultural upliftment, and the need for social protection to overcome the negative consequences of the war, both domestically and globally. Conducting further analytical assessments of the quality of the use and development of psychological support methods in the teacher's team will be a priority, as it will improve not only the quality of psychological stability among students but also ensure the fulfillment of the teacher's socially

useful purpose. Moreover, the introduction of such tools will stimulate the search for a rational and effective methodology aimed at forming both their psychological well-being and reflecting it on the team.

Studies in the field of the psychological context of the war-affected population, the number of officially registered cases, and the consideration of adolescent moral trauma and harm are not excluded. Conducting such analytical assessments can be a factor in developing a mechanism for eliminating negative consequences and building a high-quality system for the development of psychological well-being, both for the teacher and his or her social environment. The priority task is to ensure psychological comfort in Ukraine during the war. Countering information and psychological attacks is an urgent task, as the source of development and formation of such campaigns is the use of special media resources and social institutions. The use of modern means of communication will stimulate teachers to carry out professional activities in conditions of instability of the educational process and will serve as the best means to ensure practical activities.

Prospects for further research may be aimed at analyzing the quality of the components of psychological well-being, as well as analyzing their transformations by the development of the war. In such circumstances, the formation of psychological well-being will be a key factor in ensuring the moral and emotional favorable state of the teacher and will become one of the priority tasks in modern education. Improving the cycle of psychological well-being and the ability to act rationally following its stages will be a key advantage in teaching and pedagogical activities, as they affect both the teacher and the team around him or her. Psychological well-being as a scientific category is constantly improving. This is due to the development of digital technologies, and the availability of special infrastructure for conducting analytical research and providing statistical estimates of certain information. The problem of war in Ukraine remains the highest priority for research, taking into account all areas of its manifestation in the social environment of the population.

## 6. Conclusions

Thus, based on the study, it can be concluded that the psychological well-being of a teacher in wartime plays a key role. The teacher is a source of the formation of the emotional and moral state in the educational society. Therefore, they need to be able to shape their psychological state, as well as to take rational actions and measures to prevent stress. This is a priority task for all modern teachers in Ukraine who perform socially important functions. Therefore, to ensure such factors, it is necessary to use effective support programs for teachers, as well as to stimulate the development of tasks that will meet the modern features of pedagogical activity.

The main components of a teacher's psychological well-being are interconnected elements responsible for the ability to make the right decisions. It is about having one's personal goal, the ability to analyze the environment, and contributing to the formation of one's positive moral state. The key structural elements are autonomy, goal setting, critical assessment, control of communication in society, and emotional rationality. To ensure your psychological well-being, you need to pay attention to emotional rationality. This involves minimizing stress to the level of conducting effective daily activities without being exposed to excessive stress. Due to the war in Ukraine, the level of emotional stress in the population is very high. This contributes to the

suppression of positive emotions and provokes an excess of stress, anxiety, and empathy, which will negatively affect the educator's further activities. Therefore, the correct use of personal emotional resources will be a priority task for a pedagogue in modern conditions.

An important factor is a change in the principles of organizing the educational process, which has been transformed into a distance mode. This mode negatively affects the quality of psychological well-being of the student body. In such conditions, teachers need to create high-quality pedagogical activity and promote the development of their own and the social and psychological well-being of the team. Solving these negative problems is important from the point of view of strategic policy. Ukraine can be the best example for ensuring the psychological well-being of teachers, as the individual plays an important role, performing some socially important functions and stimulating the need for social protection. The personal psychological well-being of a teacher is one of the priority principles in the policy of the defense sector, as they directly affect social institutions, being the mechanisms for implementing state policy. Therefore, in such conditions, teachers, in addition to forming their comfortable psychological state, need to pay attention to patriotic education among students. This can be achieved through educational activities, specialized conferences, specialized discussions, etc. The psychological well-being of a teacher in wartime remains an acute issue in the context of his or her role and influence on the social space in Ukraine and any country where hostilities are taking place. The results of the study show that modern teachers need to be able to make rational decisions, manage their emotions and follow a socially useful goal that will bring the country closer to victory.

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