

- [3] Kovtoniuk M. M. The impact of integration processes on the modeling of mathematical training for future mathematics teachers. Issues and Prospects of Professional Training for Mathematics Teachers: Materials of the international scientific and practical conference, Vinnytsia, May 30 - June 1, 2018. Vinnytsia: LLC "Nilan-LTD", 2018. P. 28-32. (in Ukrainian)
- [4] Kovtoniuk M. M. Formation of mathematical culture of bachelors of mathematics in conditions of blended learning. Materials of scientific and pedagogical advanced training "Innovative pedagogy of the XXI century: new competencies of a teacher of a higher education institution": Collection of abstracts (Recommended for publication by the Academic Council of the Mykhailo Kotsiubynskyi Vinnytsia State Pedagogical University, protocol No. 14 of 06/19/2024). Vinnytsia: VDPU, 2024. P. 52-56. <https://doi.org/10.31652/3041-1211-2024-52-56>
- [5] Kovtoniuk M. M., Bak S. M. Organization of independent learning activities of students in the context of the European Credit Transfer System. Scientific notes of Vinnytsia State Pedagogical University. Series "Pedagogy and psychology": collection of scientific works. Issue 24. Vinnytsia: LLC "Planer," 2008. P. 54-60. (in Ukrainian)
- [6] Kovtoniuk M. M., Bak S. M., Kovtoniuk H. M. Educational and professional program "Computer mathematics" (bachelor's degree, specialty 111 Mathematics). Vinnytsia: VSPU, 2022. 20 p. (in Ukrainian)
- [7] Kovtoniuk M. M., Soia O. M. Peculiarities of the formation of the professional culture of a mathematics teacher. Mathematics, Informatics, Physics: Science and Education. 2024. Vol. 1, № 2. P. 183-199. <https://doi.org/10.31652/3041-1955/2024-01-02-09>
- [8] Ruchynska N. S. The activity-based approach to preparing bachelor's degree students in mathematics in the context of combining in-person and distance learning formats. Professional development of specialists in the adult education system: history, theory, technologies: collection of materials from the II all-Ukrainian Internet conference, Kyiv, April 28, 2017. Kyiv: CIPPO, 2017. pp. 141-143. (in Ukrainian)
- [9] Samoylenko O. M. Features of using mobile learning in the training of bachelor's degree students in mathematics. Bulletin of Zhytomyr State University named after Ivan Franko. Pedagogical sciences. 2015. Issue 3 (81). P. 19-23. (in Ukrainian)
- [10] Samoylenko O. M. Paths of renewing computational practice in the process of preparing mathematics bachelor's degree students. Pedagogy of higher and secondary school. 2015. Issue 45. P. 86-91. (in Ukrainian)
- [11] Higher education standard of Ukraine: first (bachelor's) level, field of knowledge 11 – Mathematics and statistics, specialty 111 – Mathematics. [Effective from 2020-04-30]. Official publication. Kyiv: Ministry of Education and Science of Ukraine, 2020. 14 p. (in Ukrainian)
- [12] Trius Yu. V., Baklanova M. L. Problems and prospects of higher mathematical education. Didactics of mathematics: issues and research. 2005. Vol. 23. P. 16-26. (in Ukrainian)

УДК 364.628:37.011.3

DOI: 10.31652/2412-1142-2025-75-43-51

Bykova Mariia Mykolaivna

candidate of Pedagogical Sciences, Associate Professor,
Associate Professor of the Department of Pedagogy Sumy State
Pedagogical Makarenko University, Sumy, Ukraine
ORCID ID: 0000-0002-0386-1856
m.bykoffa@gmail.com

Protsenko Iryna Ivanivna

candidate of Pedagogical Sciences, Associate Professor,
Associate Professor of the Department of Pedagogy Sumy State
Pedagogical Makarenko University, Sumy, Ukraine
ORCID ID: 0000-0003-1792-7200
procenkoira83@ukr.net

THEORETICAL FOUNDATIONS OF THE PROBLEM OF PRESERVING THE MENTAL HEALTH OF A TEACHER IN MODERN CONDITIONS

Abstract. The article presents a theoretical analysis of the problem of preserving the mental health of a teacher during martial law. The author analyses such phenomena as mental health, mental health and their components. Mental health is an integral part of a full life. This concept is very broad and combines various aspects of theoretical and practical research in the field of psychological, mental, social and personal health.

In studying the problems and identifying ways to prevent mental health of teachers, the importance of studying and improving the adaptive potential and resources of the individual, taking into account the peculiarities of his/her professional pedagogical activity and the specifics of life conditions, is emphasised. Such forms of resilience as resilience, resilience, and coping are identified and characterised. Since the purpose of the article is to determine the theoretical and practical aspects of the problem of preserving the mental health of teachers in wartime, an empirical study of the level of positive mental health was conducted with the participation of 54 second-year students of Sumy State Pedagogical University, Faculty of Natural Sciences and Geography. The methodology makes it possible to determine the positive orientation of mental health, which is very important because it positively 'colours' a person's life activity, which, unlike the so-called 'negative mental health', allows to maintain stress resistance and establish social contacts with people. There are 3 levels of mental health: low, medium and high. The obtained results provide grounds to assert that the problem of mental health is very relevant among future teachers. We proceed from the position that at the present stage it is necessary to: expand the knowledge of teachers (and future teachers) about the problem of mental health; promote awareness of the need to take care of their mental health among modern teachers; offer a methodological set of practical advice, exercises and techniques to improve the mental health of the teacher.

Key words: mentality, mental health, mental health, adaptive potential, stress, resilience, resilience, coping, personal mental health resources, psychological stress resistance.

1. Introduction

Statement of the problem. The current challenges faced by the vast majority of teachers in Ukraine, namely the consequences of the COVID-19 pandemic, the horrors of a full-scale invasion, and the forced relocation of communities and regions, are the basis for the growth and spread of problems of stress resistance, adaptation disorders, and weakening mental health. When studying the problems and identifying ways to preserve and improve the mental health of teachers, it is necessary to draw attention to the adaptive potential of the teacher's personality, taking into account the specific features of professional activity and real life conditions. Today, the problem of preserving and improving the mental health of teachers, who overwhelmingly live and work in situations of constant, chronic stress, is becoming more and more urgent. In view of this, specialists involved in this issue are looking for psychological and pedagogical conditions for preserving and improving the mental health of teachers.

The martial law associated with the Russian-Ukrainian war has heartbreaking negative consequences for every citizen and for society as a whole. In addition, society has not yet recovered from the terrible consequences of the covid-19 pandemic. This requires the state to pay close attention and make significant efforts to preserve, improve, and restore the mental health of citizens in general, and teachers in particular [5].

Unfortunately, stress and nervousness have become commonplace for almost 80% of Ukrainians, which requires the creation of programs aimed at preserving mental health. An example is the All-Ukrainian Mental Health Program "Are You Okay?", created at the initiative of First Lady Olena Zelenska. The program aims to build a quality system of psychosocial support services and develop a culture of caring for mental health. The main objective of the program is to build individual and collective resilience, which is essentially a major social transformation [1].

With regard to the professional mental health of educators, it can be noted that every teacher is forced to acquire a new life experience "after the disaster". And this necessarily requires new approaches to finding ways to preserve, improve and restore the mental health of teachers, as well as to create new and improve, update existing methods of educational and educational activities.

Analysis of recent research and publications. The purpose of the article is to determine the theoretical and practical aspects of the problem of preserving, improving and restoring the mental health of teachers in wartime. The essence of the concepts is analyzed: "mental health", 'mentality', 'mental health', and the components of mental health of future teachers are characterized.

To achieve the purpose of the study, the methods of complex analysis were used; the empirical part of the study was conducted using the psychological methodology «Positive Mental Health Scale (PMH-scale)» (J. Lukat, J. Margraf, R. Lutz, W. M. van der Veld, & E. S. Becker) (adaptation by L. M. Karamushka, O. V. Kredentser, K. V. Tereshchenko) [4; p.19-20].

2. Research results

Presentation of the main research materials. We proceed from the position that at the present stage it is necessary to: disseminate knowledge among teachers (also among future teachers) about various aspects of the problem of mental health; influence a more thorough awareness of the need for constant care for their own mental health among modern teachers; offer a methodological complex consisting of practical advice, exercises and techniques aimed at improving the mental health of teachers. To achieve this goal, first of all, we need to analyze the concepts of «health», «mental health». Characteristics and varieties of the term «health» can be combined into certain models-concepts, namely: medical (health as the absence of disease), social (active life position, social adaptability, social values and human attitude to the world, etc.

In our study, we focus on the definition of “mental health”.

Mentality is an individual and subjective image of the world that is formed in the process of growing up and gaining life experience in a socio-cultural community, including in relation to health. Mentality is a concept that means a stable and characteristic way of thinking, emotional response, and perception of the environment. It is a set of psychological characteristics that determine how a person perceives the world around them, how they interact with others, how they deal with challenges and problems, and how they respond to stressful situations [6].

Mental health is seen as an integral part of a modern educator's full life. This concept is quite comprehensive and combines various aspects.

According to the WHO, mental health is a state of happiness and well-being in which a person realizes his or her creative abilities, can withstand life stresses, work productively, and contribute to social life. [3].

According to the definition, we have to realize that mental health of a person combines the following components: a healthy psyche and a healthy spirit of a person and a social component. Mental health is important for the professional life self-realization of an individual. Also, the mental health of every citizen is important for Ukrainian society.

According to the All-Ukrainian Mental Health Program «Are you OK?»), mental health is a basic human right and an integral part of one's general physical condition, and every citizen of Ukraine should have access to the necessary psychological assistance in difficult situations related to military conflicts, disasters, or other emergencies. The importance of this aspect is indicated by the fact that issues related to the mental health of individuals will eventually be implemented in general emergency response systems [1].

The state of mental health depends on many factors: social, environmental and even economic, and is manifested in the level of development of mental functions, how instantly or not a person reacts to certain changes (thoughts, emotions, actions), what psychological characteristics he or she has in the psyche and how he or she builds relationships with others from different social communities.

The field of mental health study includes a fairly wide range of theoretical and practical research in the field of psychological, mental, social and personal health.

The idea of professional health in the context of mental concepts, theories and practices, taking into account the personal constructs of the social life of subjects, is described by D. Kelly [8]. The author provides the following characteristics: the mental and professional health of personal constructs is understood by the subject in terms of professionalism; mentally healthy people distinguish between constructs related to professional and life experience; mentally healthy people always develop professionally; mentally healthy people always effectively perform their professional duties; mentally healthy people always have a high level of communication and interaction.

It should be noted that in the study of mental health issues, the definition and development of the adaptive potential of the individual becomes important. Among the main personality traits that reveal the essence of the adaptive potential of a personality, we consider the concepts of resilience, resilience and coping [7; p.222].

The first innate personality trait that characterizes adaptive potential and can be developed is resilience. In foreign literature, the following definition of the term «resilience» is usually used: the ability of a person to overcome adverse life circumstances with the ability to recover and use all possible internal and external resources for this purpose, the ability to live in all its manifestations, the ability to exist and develop. The following characteristics of the phenomenon of «resilience» are distinguished: from a theoretical point of view, it is positive personal qualities, positive sustainable motivation and successful adaptation in difficult life conditions; from a practical point of view, it is resistance to destruction, i.e. effective protection of one's own personality under strong environmental pressure; building a full-fledged, socially adapted life in difficult conditions [2].

Summarizing the available data, G. Lazos identifies the following important characteristics of resilience [5]:

- 1) resilience is a bio-psycho-social phenomenon that encompasses personal, interpersonal and social experiences and is a natural result of various developmental processes over time;
- 2) resilience is generally related to the ability of the psyche to recover from adverse conditions;
- 3) Depending on the focus and subject of the study, resilience can be viewed as a certain personality characteristic inherent in a particular person, as well as a dynamic process;
- 4) resilience depends on many internal and external factors, the most well-studied of which are the following: emotional intelligence, positive relationships with others, adequate self-esteem, confidence in one's effectiveness; the nature of early childhood parental relationships and the type of attachment;
- 5) resilience plays an important role in the ability and formation of post-traumatic personality growth.

The next concept is resilience, which plays a key role in a person's successful confrontation with stressful situations. Resilience characterizes the degree of formation of a person's ability to withstand a situation of acute or chronic stress, to maintain internal balance without reducing the success of activities. The term was first introduced by the American psychologist S. Muddy [9]. Resilience is viewed as a person's personal potential, as a link between stressful life situations and illness, and adaptation to conditions. According to this approach, resilience is a psychological analog of a person's life core, which reflects the degree to which a person overcomes and adapts to given circumstances, to himself or herself, and the degree of effort made to work on oneself and on the circumstances of one's own life.

Of course, all these human adaptation systems that ensure a satisfactory level of physical and psychological health are components of resilience. However, the main function of resilience is the ability to build effective social interaction and find optimal ways of self-development in difficult life circumstances.

The third personality trait that characterizes the person's adaptive potential is coping, which comes from the English word «to cope». In the broad sense of the word, coping covers all types of interaction of the subject with external or internal tasks - attempts to master or mitigate, get used to or evade the requirements of a problem situation. Additional conditions - both external, characterizing the task itself, and internal, representing the psychological characteristics of the subject. - sharpen the meaning of coping, distinguishing it from mere adaptation. Therefore, the main task of coping is to ensure and maintain human well-being, physical and mental health, and satisfaction with social relationships [10].

Thus, stress is an everyday reality for modern people. However, according to G. Selye, it is not only impossible to avoid stressful situations, but also unnecessary, since “stress is life, and its absence means death” [9]. According to current scientific views, it is stress mechanisms that underlie the emergence of most diseases, and the time of the disease is not evenly distributed, but accumulates around certain events when they are perceived as threatening, excessively stressful, overwhelming, unbearable or causing conflicts, hence the level of psychological health of a person decreases, chronic diseases exacerbate, working capacity decreases, etc. To maintain mental health,

it is important to find out what resources a person has that allow him or her to maintain the body's adaptive capabilities. Resources are everything a person uses to meet the demands of the environment (physical, psychological, social resources, etc.). The success of overcoming difficult life situations directly depends on the understanding of one's own resources, the ability to identify them, and the diversity, nature, and extent of the use of available and accessible resources. The model of stress management developed by Professor Mooli Lahad (Director of the Israeli Center for Stress Prevention) and his colleagues, BASIC Ph, can help us to see, develop and learn how to use our own resources effectively.

From the point of view of the authors of this model, each of us has the potential to overcome the crisis, and they suggest opening up the entire spectrum of personal capabilities. This model is valuable to us because it is based on deep theoretical and empirical research, and is widely adapted in psychological practice, covering the entire range of styles and ways in which a person can cope with stress and/or crisis.

In the 90s of the 20th century, while working with people living in a situation of constant threat to their lives, M. Lahad and his colleagues found that 20% of the subjects had PTSD (Post-Traumatic Stress Disorder), while the other 80% of adults and children who had been living in a war reality for years, under fire and terrorist attacks, although they had signs of trauma, lived a normal life to some extent. M. Lahad proposed his own multidimensional model of “meeting the world” - a model of overcoming stress and finding inner stability for a person [10].

BASIC Ph is a model that focuses on natural coping mechanisms. It consists of six elements of resilience, the combination of which forms a unique style of coping for each person. The more of these elements we are able to utilize, the more resilience we can develop.

B - Beliefs & values. Beliefs and values that we rely on in times of stress or crisis. These are not only religious beliefs, but also political beliefs or a sense of mission and meaning in life. This way of overcoming a crisis is based on the ability to believe: it can be faith in God, in people, or in oneself. The existence of meaningfulness in our lives, a system of life values, mission, and faith is a source from which a person can draw strength in difficult situations.

A - Affect. The expression of feelings and emotions through tears, laughter, and honest conversations about one's emotional experience. Or through non-verbal methods of expressing feelings, such as drawing, reading, or writing. This way of coping with stress requires us, first of all, to learn to understand our own feelings, to call them by their own names. After that, there is an opportunity to express the recognized feelings in the most appropriate way for each person: verbally - in a personal conversation, in writing - in a letter, without words - in dance, drawing, music or drama. It is about direct or indirect expression of feelings: for example, writing down your feelings in a diary, expressing them in any artistic way (drawing, singing, instrumental music), etc.

S - Social. Social connections - seeking support through belonging to a group (friends, family, team) and fulfilling one's role in a community or organization. This way of coping with stress is characterized by the desire to communicate, to seek support from family, close friends, or qualified professionals. In addition, we can help other people in need ourselves, immerse ourselves in social work, etc. The essence of the method is social inclusion, the opportunity to be among people, to be useful, to feel part of a system, organization, etc.

C - Cognitive. Logical and critical thinking to solve complex situations; the ability to collect truthful information, assess the situation, analyze, plan, make lists, reflect. It is a way to overcome a crisis by appealing to our mental capacities, to our ability to think logically and critically, to assess a situation, to learn and comprehend new ideas, to plan, to learn, to gather reliable information, to analyze problems and solve them. It also includes prioritization, alternatives, delegation, and self-reflection (talking to yourself).

I - Imagination. Imagination and creativity as a way to escape from the harsh facts of reality, the ability to dream about the future or return to happy moments in the past. This also includes a sense of humor, improvisation, and art. This way of coping with stress appeals to our creative abilities, the creative side of our personality. Through imagination, we can dream, develop intuition and plasticity, search for and find solutions in the world of play and fantasy, imagine a changed

future and past, even memories of happy moments can reduce the intensity of experiences in difficult situations in the here and now. This also includes a sense of humor, improvisation, art and various crafts.

Ph - Physical. Physical activity and bodily sensations to overcome stress can be manifested through physical activity and bodily practices: any sport, walks, meditation. And also through saturation of the sensory system, for example, through the use of food and medicine. This method is connected with the capabilities of our physical body, such as the ability to feel ourselves through hearing, sight, smell, touch, taste, heat and cold, pain and pleasure, orientation, internal tension or relaxation. It also includes various kinds of physical activity (exercising or doing physical training, walking, hiking, etc.) and bodily practices (relaxation techniques, breathing exercises, etc.).

Based on the theoretical analysis of the problem, we propose practical ways to improve the mental health of university teachers.

1. Psychological support and self-help:

- consultations with a psychologist (individual or group therapy will help to cope with professional burnout);
- development of emotional intelligence (learning to manage emotions and resolve conflicts constructively);
- keeping an emotional diary - writing down thoughts and feelings helps to realize your own psychological state;

2. Rational planning and time management:

- limiting the workload (it is important to avoid overload by planning work according to priorities);
- setting clear boundaries (work-life balance is key to preventing emotional burnout);
- taking breaks during work (short breaks during the day improve concentration and reduce stress).

3. Physical activity and healthy lifestyle:

- regular exercise (yoga, walking, running or even stretching can significantly reduce stress);
- a balanced diet (foods rich in vitamins and minerals support the nervous system)
- sufficient sleep (getting at least 7-8 hours of rest per day contributes to emotional stability).

4. Practices of relaxation and self-knowledge:

- meditation and breathing practices (help to reduce stress and improve overall well-being);
- art therapy (drawing, modeling or music helps to relieve emotional stress)
- reading and creative hobbies (doing what you love can help you get away from your routine).

5. Team support and socialization:

- discussing problems with colleagues (teamwork and mutual support help reduce tension);
- team building and corporate events (improve the atmosphere in the team and help reduce stress)
- participation in professional communities (an opportunity to share experiences and receive support from colleagues).

6. Improving professional competence:

- training in stress resistance skills (trainings, seminars on stress and emotion management);
- courses on personal development (building self-confidence and positive thinking);
- mastering innovative teaching technologies (allows you to make your work more interesting and less routine).

Implementing at least a few of these ways will help teachers maintain mental health, increase energy levels, and find more satisfaction in their professional work.

Results

In order to determine the level of mental health of future teachers, an empirical study was organized and conducted with the participation of 54 second-year students of Sumy state pedagogical university, faculty of natural sciences and geography. The study consists of using the

positive mental health scale methodology. A 4-point rating scale is used to determine the result. The methodology makes it possible to determine the positive orientation of mental health, which is very important because it positively «colors» a person's life activity, which allows, unlike the so-called «negative mental health», to maintain stress resistance and establish social contacts with people. There are 3 levels of mental health: low, medium and high.

According to the results of the Positive Mental Health Scale survey, 52% of respondents showed a low level of positive mental health; 31% - an average level; 17% - a high level.

The findings suggest that the problem of mental health is very relevant among future teachers. And these are young people who have not yet experienced the enormous responsibility for the lives of children during air raids and have not experienced professional burnout. According to the All-Ukrainian Mental Health Program, stress and nervousness have become commonplace for almost 80% of Ukrainians [2]. This raises the question of whether a person will overcome the problems on their own or whether they will need additional professional help. Therefore, it is necessary to inform both citizens in general and educators in particular about the availability of specialized assistance centers. For example, as part of the implementation of the All-Ukrainian Mental Health Program, Resilience Centers are being set up in each community, which are positioned as spaces of interaction, dialogue, and recovery.

Conclusions

Having carried out a theoretical analysis of this problem, we have concluded that mental health is an integral part of a person's full life in the present. This concept is too broad and combines various factors, combining the following components: a healthy psyche and healthy spirit of the individual and a social component. Mental health is an important factor for a person's full professional and life self-realization. Also, the mental health of every citizen is an important component of the balance of Ukrainian society as a whole. The mental health of a teacher affects the effectiveness of professional activity, the level of mutual understanding with students, as well as the level of comfort and safety of the educational environment, etc. Hence, the teacher's responsibility extends not only to himself or herself but also to other participants in the educational process.

According to the results of an empirical study conducted with 54 second-year students of Sumy State Pedagogical University, Faculty of Natural Sciences and Geography, 52% of respondents showed a low level of positive mental health; 31% - an average level; 17% - a high level.

Thus, the results allow us to conclude that the level of mental health of the vast majority of future teachers needs to be both improved and restored. In order to ensure the preservation of mental health, special efforts should be made, among which we consider the following important: informing about the signs of impaired mental health; teaching teachers self-regulation skills; developing and implementing health programs, various educational and health services for teachers.

References (TRANSLATED AND TRANSLITERATED)

- [1] Vseukrainska prohrama mentalnoho zdorovia «Ty yak?» [All-Ukrainian mental health program "How are you?"]. [in Ukraine]. <https://howareu.com/pro-prohramu#:~:text>
- [2] Kireieva Z.O. (2022). Predyktory rezylientnosti ta optymizmu u osib riznoho viku pid chas prozhyvannia pandemii SARS-SOV-2. [Predictors of resilience and optimism in people of different ages during the SARS-COV-2 pandemic]. *Naukovyi visnyk KhDU. Seriiia Psykholohichni nauky*, 1, 5-10. [in Ukraine].
- [3] Mentalne zdorovia: yak podbaty pro sebe? [Mental health: how to take care of yourself?]. [in Ukraine]. <https://prozdorovia.in.ua/statti/mentalne-zdorov-ia/>
- [4] L. M. Karamushka, et al. (2023). Metodyky doslidzhennia psykhychnoho zdorovia ta blahopoluchchia personalu orhanizatsii : psykholohichniy praktykum. [Research methods of mental health and well-being of the personnel of organizations: psychological workshop]. Kyiv : Instytut psykholohii imeni H.S. Kostiuka NAPN Ukrainy. [in Ukraine].
- [5] Panok V.H. (2023). Aktualni problemy okhorony psykhychnoho zdorovia ukrainskoho narodu v chasy viiny: pytannia teorii i metodolohii. [Actual problems of protecting the mental health of the Ukrainian people during the war: issues of theory and methodology]. *Visnyk NAPN Ukrainy*, 5(2), 1-9. [in Ukraine]. <https://doi.org/10.37472/v.naes.2023.5218>

- [6] Ukrainskyi psykhologichnyi khab. [Ukrainian Psychological Hub]. [in Ukraine]. <https://www.psykholoh.com/post/>
- [7] Chekster O. (2023). Zhyttiistykist, rezilientnist i kopinh stratehii yak psykhologichni fenomeni, shcho spriyaiu adaptyvnosti osobystosti. [Vitality, resilience and coping strategies as psychological phenomena contributing to the adaptability of the individual]. Scientific method: reality and future trends of researching: collection of scientific papers «SCIENTIA» with Proceedings of the I International Scientific and Theoretical Conference, March 24. Zagreb, Republic of Croatia: European Scientific Platform, 222-227. [in Croatia].
- [8] Kelly, G. A. (1955a). The psychology of personal constructs (Vol. 1: A theory of personality). New York: W.W. Norton & Co. [in New York].
- [9] Maddi, S. R. (2006). Hardiness: The courage to grow from stresses. The Journal of Positive Psychology. Vol. 1, 160-168. doi: 10.1080/17439760600619609.
- [10] Weber. H. (1992). Belastungsverarbeitung. Z. fur Klinische Psychologic. Bd. 21. H. 1.P. 17-27. [in Germany].

ТЕОРЕТИКО-МЕТОДИЧНІ АСПЕКТИ ПРОБЛЕМИ ЗБЕРЕЖЕННЯ МЕНТАЛЬНОГО ЗДОРОВ'Я ВИКЛАДАЧА ЗВО

Бикова Марія Миколаївна

кандидат педагогічних наук, доцент, доцент кафедри педагогіки
Сумський державний педагогічний університет імені А.С.Макаренка
м. Суми, Україна
ORCID ID: 0000-0002-0386-1856
m.bykoffa@gmail.com

Проценко Ірина Іванівна

кандидат педагогічних наук, доцент, доцент кафедри педагогіки
Сумський державний педагогічний університет імені А.С.Макаренка
м. Суми, Україна
ORCID ID 0000-0003-1792-7200
procenkoira83@ukr.net

Анотація. У статті за допомогою комплексного методу здійснено теоретичний аналіз проблеми збереження ментального здоров'я педагога у період військового стану. Представлено аналіз таких понять, як: ментальне здоров'я, психічне здоров'я та їх складові. Ментальне здоров'я розглядається як невід'ємний компонент повноцінного життя сучасного педагога. Це поняття за сутністю досить об'ємне і поєднує у своїй структурі різноманітні аспекти теоретико-практичних досліджень у царині психологічного, психічного, соціально-особистісного здоров'я людини.

Під час дослідження проблем та визначення шляхів збереження та підвищення ментального здоров'я педагогів, підкреслено актуальність визначення рівня сформованості та шляхи підвищення адаптаційного потенціалу і ресурсів особистості педагога з урахуванням специфіки професійної педагогічної діяльності та реальних життєвих умов. Виокремлено та схарактеризовано наступні форми адаптаційного потенціалу особистості педагога, які є актуальними у сьогоденні: життєстійкість, резильєнтність, копінг. Виходячи з зазначеної мети статті, що полягає у визначенні теоретичних та практичних аспектів проблеми збереження ментального здоров'я педагогів в умовах військового часу, було проведено емпіричне дослідження рівня позитивного ментального здоров'я за участі 54 студентів II курсу Сумського державного педагогічного університету природничо-географічного факультету. Застосована методика надає можливість виміряти рівень позитивної спрямованості ментального здоров'я майбутнього педагога, що є дуже актуальним у ситуації військового стану, оскільки позитивно насичує життєву та професійну активність особистості. Це надає можливість, на відміну від так званого «негативного психічного здоров'я», не втрачати стресостійкість та реалізовувати соціальні взаємозв'язки з оточуючими. Виокремлено 3 рівні ментального здоров'я: низький, середній та високий. Отримані результати надають підстави стверджувати, що проблема збереження та підвищення ментального здоров'я є надто важливою та гострою серед майбутніх педагогів. Виходячи з результатів проведеного теоретичного аналізу та емпіричного дослідження, ми вбачаємо за доцільне на сучасному етапі військового стану здійснювати наступні напрями роботи: поширювати знання серед педагогів (також серед майбутніх педагогів) щодо різноманітних аспектів проблеми збереження ментального здоров'я; впливати на більш ґрунтовне усвідомлення необхідності постійної турботи щодо власного ментального здоров'я у сучасних педагогів; запропонувати методичний комплекс, що складається з практичних порад, вправ та технік, які спрямовані на підвищення ментального здоров'я педагога.

Ключові слова: ментальність, ментальне здоров'я, психічне здоров'я, адаптаційний потенціал, стрес, резильєнтність, життєстійкість, копінг, персональні ресурси ментального здоров'я, психологічна стресостійкість.

СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

- [1] Всеукраїнська програма ментального здоров'я «Ти як?» <https://howareu.com/pro-prohramu#:~:text>
- [2] Кіреєва З.О. (2022) Предиктори резильєнтності та оптимізму у осіб різного віку під час проживання пандемії SARS-COV-2. Науковий вісник ХДУ. Серія Психологічні науки, № 1, с.5-10 DOI: <https://doi.org/10.32999/ksu2312-3206/2022-1-1>
- [3] Ментальне здоров'я: як подбати про себе? <https://prozdorovia.in.ua/statti/mentalne-zdorov-ia/>
- [4] Методики дослідження психічного здоров'я та благополуччя персоналу організацій : психологічний практикум. / Л. М. Карамушка, та ін. Київ : Інститут психології імені Г.С. Костюка НАПН України, 2023. 76 с.
- [5] Панок В.Г. (2023) Актуальні проблеми охорони психічного здоров'я українського народу в часи війни: питання теорії і методології. Вісник НАПН України, 5(2) с. 1-9. <https://doi.org/10.37472/v.naes.2023.5218>
- [6] Український психологічний хаб. <https://www.psykholoh.com/post/>
- [7] Чекстере О.Ю. (2023) Життєстійкість, резильєнтність і копінг стратегії як психологічні феномени, що сприяють адаптивності особистості // Scientific method: reality and future trends of researching: collection of scientific papers «SCIENTIA» with Proceedings of the I International Scientific and Theoretical Conference, March 24, 2023. Zagreb, Republic of Croatia: European Scientific Platform. C.222-227.
- [8] Kelly, G. A. (1955). The psychology of personal constructs (Vol. 1: A theory of personality). New York: W.W. Norton & Co.
- [9] Maddi, S. R. Hardiness: The courage to grow from stresses // The Journal of Positive Psychology. 2006. Vol. 1. P. 160-168. doi: 10.1080/17439760600619609
- [10] Weber. H. Belastungsverarbeitung. Z. fur Klinische Psychologic. 1992. Bd. 21. H. 1.P. 17-27.

УДК 53:378.147

DOI: 10.31652/2412-1142-2025-75-51-59

Герасимова Катерина Варфоломіївна

кандидат технічних наук, доцент,
доцент кафедри вищої математики та фізики,
Криворізький національний університет,
м. Кривий Ріг, Україна
ORCID ID: 0000-0001-8714-1006
gerasimovaekaterina1961@gmail.com

ОСОБЛИВОСТІ ВИКЛАДАННЯ ФІЗИКИ В УМОВАХ ДУАЛЬНОГО НАВЧАННЯ

Анотація. У статті розглядаються особливості викладання фізики у закладах вищої освіти в умовах дуального навчання. За дуальною формою здобуття освіти теоретичний матеріал вивчається у закладі з викладачем, а практичне навчання відбувається на виробництві. Цим самим забезпечується інтеграція теоретичних знань і практичних навичок здобувачів. Дуальна форма здобуття освіти особливо затребувана у технічних дисциплінах, до яких можна віднести і фізику. Одне із завдань викладача в умовах дуального навчання полягає у максимальному наближенні своєї дисципліни до майбутньої професії здобувача. У статті наведено приклад лекції з фізики для здобувачів дуальної форми навчання, на якій теоретичні питання розглядалися у контексті їх зв'язку з будовою і принципом дії реальної техніки. Проведено аналіз лекції, відзначено підвищену зацікавленість слухачів у тій її частині, де йшлося про застосування теорії на практиці. Наведено варіант індивідуального завдання із задачами професійного спрямування. Визначено, що професійна значущість таких задач полягає у можливості здобувача поєднувати фізичні знання з практичними вимогами виробництва. Визначено переваги дуальної форми здобуття вищої освіти: порівняно зі здобувачами традиційної форми навчання, здобувачі дуальної форми більше мотивовані і адаптовані до умов праці, мають якісніші фундаментальні знання з фізики і уміють краще їх застосовувати при подальшому вивченні дисциплін професійного циклу. Виявлено також