

The Impact of the War in Ukraine on the Emotional well-being of Students in the Learning Process

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Abstract: *Background:* The research is devoted to the current problem – the emotional well-being of students in learning in the war conditions in Ukraine.

Objective: To study the state of the emotional well-being of students in the process of learning during the war, to identify the factors of emotional well-being in the learning process, and to determine the ways to ensure it in the conditions of war.

Methods: A questionnaire developed by the authors of the article and a method of assessing mental activation, interest, emotional tone, tension, and comfort (L. Kurgansky T. Nemchyn).

The study's results made it possible to find out the impact of the war on the emotional well-being of students and compare the state of the emotional well-being of students during education in peacetime and during the war. Indicators of interest in learning and comfort decreased, and indicators of emotional tension and mental activation increased in students. It is established that the emotional well-being of students in the learning process depends on the nature of the pedagogical interaction, the ability of the teacher to create a situation of success for each student, the level of anxiety of students in the process of including them in educational activities, and the characteristics of the relationship with classmates.

Conclusions: The observed negative trends in the emotional well-being of students during the war became the basis for determining the methods of correctional work in order to help children cope with the experience of war.

Keywords: Emotional well-being, emotional comfort, emotionality of learning, factors of emotional well-being, students, learning process.

1. INTRODUCTION

In today's difficult conditions caused by the war in Ukraine, preserving and strengthening the physical and mental health of students and ensuring their emotional well-being is an extremely urgent social problem. Emotional well-being is one of the basic qualities of a child's life, a necessary condition for its full development, and a prerequisite for preserving its health. In many psychological works, the child's health is correlated with his experiences of psychological comfort and discomfort, which often arises as a result of the frustration of his basic needs [1].

Students' emotional well-being contributes to their learning success, and increasing their educational achievements is an important factor in their academic adaptation [2]. Positive emotions create such a state of mind in the student; when the thought becomes more

expressive, learning is easy and pleasant. Positive emotions are of great importance for a child's health because their predominance gives a feeling of happiness, creates a good feeling of well-being, and energizes the body. Emotional well-being is a prerequisite for maintaining the health of students. Psychologists have established the dependence of students' health on their emotional well-being, in particular emotional maladjustment [1, 3-5].

Today, in martial law conditions, children often have an increased level of anxiety, and many suffer from problems such as restlessness and depression, which cause them mental pain and cause internal discomfort, interfering with learning. Therefore, ensuring the emotional well-being of students in the process of learning in the conditions of war is an extremely important task of a modern school.

It is worth noting that emotions function as a regulator of students' educational activity. The emotional component affects both the results of educational activities, the formation of self-esteem, and

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the level of harassment of students [6]. Emotions determine such dynamic characteristics of cognitive processes as tone, pace, and activity level. Positive emotional coloring is a powerful motivational factor in the educational activity. Insufficient attention to the state of the emotional well-being of students, especially during military operations, is the cause of a decrease in the level of their educational achievements and deterioration of health.

Therefore, it is extremely important to study the state of the emotional well-being of students during the learning process to identify the reasons for its deterioration and, if possible, to eliminate them.

The purpose of the study was to study the state of the emotional well-being of students in the process of learning during the war, to compare it with similar indicators before the war, to identify the factors of emotional well-being in the learning process, and to determine ways to ensure it in the conditions of war.

2. MATERIALS AND METHODS

2.1. Research Design

Emotions affect all areas of a child's life, including learning. In emotions and feelings, satisfaction or dissatisfaction with the child's behavior, actions, and activities are revealed. In the learning process, the student experiences a wide range of emotional experiences [7]. Interest, joy, doubt, and surprise have the greatest didactic value as the basic emotions and feelings [8]. Positive emotions from educational activities are determined by their success. The most significant results of students' educational activities generate satisfaction and joy.

Emotions are the most important factor in the regulation of cognitive processes. The strongest positive emotion is the joy of knowledge. A negative attitude to learning is associated with negative emotions of fear, anxiety, resentment, disappointment, and dissatisfaction with oneself and the teacher. A positive attitude to learning determines positive emotions of surprise, joy, satisfaction, and self-confidence. An emotional and positive attitude to learning stimulates the cognitive activity of students and increases their work capacity.

In the context of our research, it is important to state that emotions that are not related to the learning process distract attention and interfere with understanding and assimilation of educational material.

In scientific literature, the concepts of "emotional well-being" and "emotional comfort" are often used interchangeably.

In some studies, emotional well-being is considered synonymous with the concept of emotional health and is characterized as a component of a person's psychological health [5]. Emotional well-being is integral to a person's psychological well-being [9]. The emotional component of psychological well-being arises as "an experience that combines feelings caused by the success (or failure) of the subject in certain spheres of activity" [10:370].

In the study of O. Shulzhenko [11], emotional well-being is defined as a stable-positive, comfortable-emotional state, which is the basis of a person's attitude to the world and affects the peculiarities of experiences, cognitive emotional-volitional spheres, the style of experiencing stressful situations, relationships with surrounding people. A student's emotional well-being is a stable positive and comfortable emotional state that ensures the effectiveness of his personality in the learning process and other spheres of life and activity. Emotional well-being means a feeling of security, comfort, a child's well-being, satisfaction with life, and an optimistic attitude.

In the scientific literature, several studies are devoted to identifying the determinants of students' social and emotional well-being, particularly during the COVID-19 pandemic [12-14]. Many scientists believe that the main determinants that determine the level of a student's emotional well-being at school and, at the same time, act as its indicators are the cognitive interest and anxiety of students in the process of including them in educational activities. V. Kutishenko believes that the convenience of including students in educational activities is determined by their cognitive interest in the process and content of educational activities. At the same time, anxiety most vividly reflects the child's disadvantage in the educational process [1:159].

Scientists identify factors that interfere with the student's psychological comfort in class: self-doubt, increased fatigue, hyperactivity, difficulty in switching from one type of activity to another, increased need for attention, and indifference [15].

In the context of our research, it is important to reveal the psychological mechanisms of the formation of a student's emotional distress at school, in particular: "the presence of narrow motivations among

schoolchildren, the lack of understanding of the content of learning, the dominance of motives of personal self-assertion, the lack of orientation to the search for new ways of solving tasks and completing academic work, unformed ability to set goals, overcome obstacles, passivity in the face of difficulties, the predominance of anxious emotions, constant dissatisfaction with oneself, as well as contradictions, conflicts, problems of relationships with other people, with oneself" [cited in 1:155]

In the emotional well-being of the student during the learning process, the success of educational activities, as well as satisfaction with interpersonal relationships with teachers and classmates, accumulate in general. Emotional comfort in class is an important factor in the success of learning, the effectiveness of learning, and education. The possibility of increasing the effectiveness of training and educational achievements of students by ensuring their emotional well-being during the learning process has been revealed [6, 16]. A state of emotional comfort is necessary for the successful assimilation of knowledge and the rapid formation of skills. Therefore, it is important to eliminate stressful factors in the lesson to create such conditions under which students will feel comfortable, cozy, and safe, repeatedly experience situations of success, and feel the joy of knowledge. Emotional well-being is ensured by the teacher's concern and demonstration of his positive emotional attitude toward the student.

A certain emotional balance is important in the learning process [17]. The atmosphere of emotional well-being in the learning process includes the following emotions: positive emotions associated with being at school; positive emotions determined by the student's partnership with teachers; emotions associated with the student's understanding of his own abilities to achieve the goals of educational activities; positive emotions associated with learning new educational material; positive emotions caused by students' independent work; positive emotions caused by the student's positive relationships with classmates [16]. It is worth noting that the emotional atmosphere of the lesson always includes a certain amount of emotions with a negative modality.

Therefore, the proposed research methods were aimed at identifying these aspects. Selected provisions about the essence and factors of the emotional well-being of students in the learning process served as a methodological basis for the selection and development of research methods.

2.2. Participants

Two hundred eighty-one participants participated in the study of students of general secondary education institutions (ages 14-17) in Ternopil, Rivne, and Kyiv regions (Ukraine). The study was conducted at the beginning of April 2022, one and a half months after the Russian attack on Ukraine. All respondents were in territories where there were no active hostilities actions.

2.3. Ethical Approval

This research project was reviewed and approved by the Faculty of Pedagogics and Psychology of Ternopil Volodymyr Hnatiuk National Pedagogical University (Ternopil, Ukraine) (dated March 22, 2022). Participants' responses were anonymous and voluntary.

2.4. Material and Instruments

To study the state of the emotional well-being of students in the process of learning during the war, we used a questionnaire developed by us (answers to the proposed questions were provided by 288 respondents) and a methodology for studying the peculiarities of the mental state created by M. Kurganskyi and T. Nemchyn [18]. Excel and IBM SPSS Statistics were used to analyze the answers of respondents.

2.5. Procedure

The questionnaire for the study of students' emotional well-being during the learning process involved students' answers to 10 questions. The questionnaire was aimed at identifying the following aspects: do students feel comfortable during distance learning (answer options – "yes", "no", "sometimes"); does academic success in academic subjects affect the level of students' emotional well-being (questions "Which lessons do you rush to with pleasure? Why? Specify your success (in points) in these subjects" and "Which lessons do you join with reluctance? Why? Specify your success rate (in points) in these subjects"); whether students experience situations of success in lessons (answer options – "yes, often", "sometimes", "no"), what exactly contributes to this; do students have disappointments in lessons, which ones, why; whether the relationship with the teacher affects the well-being of students in class, and how; whether your relationships with classmates affect the well-being of students in class, how exactly; does the war in Ukraine affect the well-being of students in class, how exactly.

To study the level of emotional well-being of students in class, the method of assessing mental activation, interest, emotional tone, tension, and comfort was used [18:190-193]. Respondents quickly assessed their own mental state according to each of the 20 signs specified in the form. They chose the appropriate number (from 0 to 3) for this, depending on the degree of manifestation or expression of the symptom. Points were added and entered into the study protocol for each scale. The numbers marked by the respondents in each line were recorded. Assessment of specific mental states (mental activation, interest, emotional tone, tension, and comfort) was carried out using special “keys”. The degree of expression of each of the specified mental states can be high, medium, or low.

3. RESULTS

The results of the survey show that the vast majority of the interviewed students feel comfortable and at ease in the lessons. Only 2.4% of respondents feel discomfort.

Among the factors that determine the desire to attend classes and work at them with pleasure, the respondents most often mention an interest in studying the subject, its usefulness in the future life, professionalism and/or positive personal qualities of the teacher; absence of difficulties in perceiving and learning the material (“the subject is easily given” or “nothing difficult needs to be done in class”) (Figure 1).

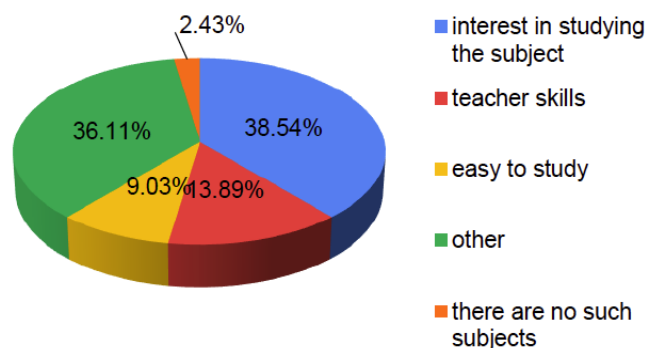


Figure 1: Pupils' answers to questions about the reasons for joining lessons with pleasure.

One hundred four respondents (36.1% of the total respondents) indicated other options or could not clearly name the reason. For example, “I rush to all classes with pleasure”, “there are different reasons”, and “I’m happy to join classes that don’t require turning on the camera”. The vast majority of respondents (75%) have high scores (9-12) in subjects in which they

feel comfortable. Seven respondents (2.4% of the total number of respondents) noted that there are no subjects that they would be happy to join.

The situation of success in the lesson is also experienced by a large part of the interviewed students. In the expanded answers to the questions of the questionnaire, “Have you experienced a situation of success in lessons?” students explained in different ways what contributed to this. Among the named reasons for success in the lesson, the following options scored the greatest values – “own knowledge” (72.2%) and “teacher’s praise” (5.9%). Among the answers, for example, the following was found: “classes with a tutor contributed to the situation of success”, “in every lesson when I am not asked”. 12.9% of the total number of respondents have never experienced a situation of success, and 8.3% of respondents could not answer this question (Figure 2).

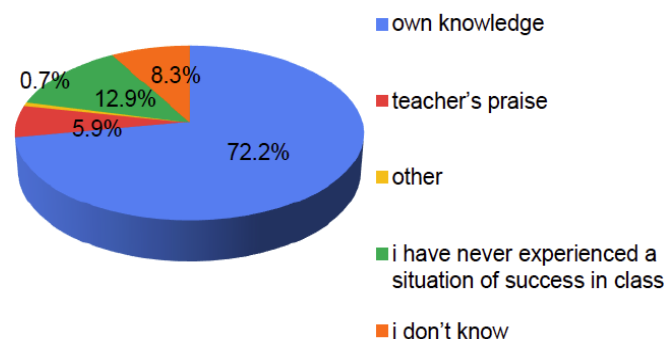


Figure 2: Respondents' answer to the question, “Have you experienced a situation of success in lessons?”

In the process of learning, students experience failures and disappointments (Figure 3). Most often, respondents associate them with the complexity of the educational material and bad grades. 77 respondents (26.7% of respondents) chose this answer. 28 people (9.7%) consider teachers' activities to be the cause of disappointment in lessons.

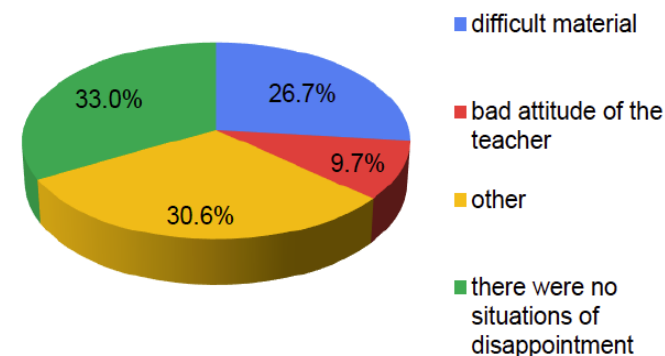


Figure 3: Respondents' answers to questions about the reasons for experiencing disappointment in lessons.

Students name the following causes of emotional discomfort: “unfair assessment”, “underestimation of grades”, “teacher’s misunderstanding of students”, “teacher’s bad attitude”, “teacher’s explanation not understood”, “you try hard, but the score is low”, “when the teacher is not in a good mood, there is tension in the lesson”. 30.6% of respondents named other reasons, among which the most common are “bad Internet”, “airborne alarms”, “classmates interfere with concentration”, and “disappointment due to terrible news about the war”. 95 students (33% of respondents) did not experience situations of disappointment in lessons.

The war in Ukraine greatly affects the emotional well-being of students in class. Emotions associated with the war cause fear, and inner restlessness, distract students’ attention and interfere with the assimilation of educational material. This is evidenced by the students’ answers to the questions of the questionnaire “Does the war in Ukraine affect your well-being in class? How exactly?” (Figure 4). 62.2% of respondents feel the impact of the war in full or in part.

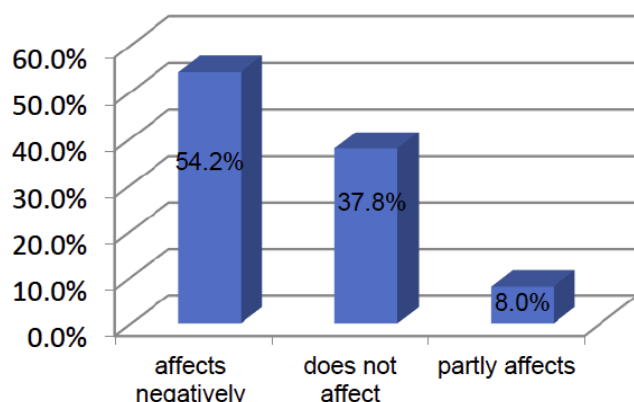


Figure 4: The results of students' answers to the question, “Does the war in the country affect your well-being in class?”.

In detailed answers, the students explained what they felt in connection with military actions: the dominance of a bad, depressed mood; decrease in the level of mental capacity (“sometimes it is difficult to collect thoughts”); increased level of anxiety, irritability (“I feel anxious, can’t concentrate, feel irritated”, “terrible news does not allow me to concentrate on lessons”), inner restlessness, inner desolation; unwillingness to work; fear of the future; fear due to frequent air alarms; internal discomfort; inability to adjust to tasks psychologically; inability to adapt to new living and learning conditions quickly; increased emotionality (“sometimes I cry, but not because of the lessons, but because of the war”), the desire not to

attend the lessons at all (“at the beginning of the war, I didn’t want to join the lessons, I was very afraid”, “I feel very bad about this situation, sometimes it becomes not so important to attend classes”).

Some respondents answered the questions of the questionnaire in great detail: “Yes, it affects. There is a little fear because my father went to fight, but in general, it is scary for Ukraine, and sometimes you don’t want to do anything, and you sit depressed in class”, “Yes, it affects. For example, during the break I can watch the news, and it is bad, and after that, I don’t want to do anything in class, my energy decreases”, “It usually affects, almost every morning the lights are turned off, I have to use the mobile Internet, because of this I can’t hear anything, and I don’t understand a lot in class. It is affected by air raids at night. It is impossible to sleep, always sit in dampness and endure it”, “Yes, constantly depressed, bad mood, reluctance to do anything”, “It affects, I want to kill all the Russians who did this to children in Irpin, Bucha, this is non-human”, “Yes, it affects a lot. I often think about events in the country and on the front lines. This is really confusing to me because there is nothing I can do. When I see some news and hear air raids, it’s as if something cracks inside, and it hurts a lot for the people and for our Ukraine”. “So they have a negative impact, the soul breaks when our soldiers die on the front lines in the 21st century because of one subhuman who gave the order to bomb peaceful cities with innocent people and children”.

The answers of some respondents who are internally displaced persons are impressive: “I feel restless because I worry about my relatives, teachers, classmates”, “My well-being in class is more affected by the fact that I do not see friends and relatives who are far from me, and my city is almost completely destroyed”, “...constantly tired, no stability, the desire to log out of all networks and not turn on the computer for distance learning grows exponentially, there is no peace at all”, “during classes I constantly wonder if I will be able to return home, will there be anywhere to return to at all. Very scary...”. Answers of students who are abroad: “...feeling for loved ones, friends, teachers and other people in Ukraine, when I am safe, abroad, after every siren, I feel uneasy”, “inner desolation – war cannot help to influence, especially those children who were forced to flee from their native homes”. A comparison of the answers of girls and boys (153 girls and 135 boys took part in the survey) to the questionnaire question “Does the war in the country affect your well-being in class?” (Figure 5) shows that

girls are more likely to believe that the war has a negative effect on their well-being in class. The difference with the corresponding indicator for boys is 7.1%. Boys chose “no” answers 12.4% more often.

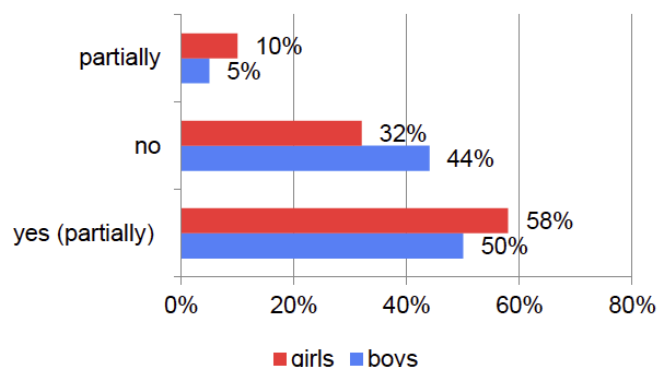


Figure 5: The results of respondents' answers to the question “Does the war in the country affect your well-being in class?” (gender aspect).

The emotional well-being of students in the learning process depends on relationships with teachers. To the questionnaire question, “Does your relationship with the teacher affect your well-being in class?” 137 people (47.6% of respondents) chose the answer “yes” or “sometimes”. It is worth noting that the influence of the relationship with the teacher can be both positive and negative. To the clarifying question “How exactly?” the answers in most cases were as follows: “if the relationship with the teacher is bad, then the subject is not interesting for me”; “there is no desire to teach that subject if there is a bad relationship with the teacher”; “if I don’t like the teacher, I can’t concentrate, it takes a long time in class”, “yes, they have an influence, teachers inspire us and calm us down”.

Relationship with peers leaves an impression on the emotional well-being of schoolchildren. Of the 288 surveyed students, 34.4% answered: “Yes, they influence”, while 22.9% assessed this influence as positive and 11.5% - as negative. 5.6% of respondents chose the answer option “sometimes” or “partially”. It is worth noting that during the war, the percentage of respondents who feel the negative impact of relationships with classmates on their emotional well-being is lower (by 21.8%) compared to the pre-war period. A comparison of the results of the conducted questionnaire with the results of a similar study conducted in peacetime (H. Meshko, O. Meshko, I. Trubavina, 2021) shows that the respondents rate the influence of relationships with teachers and classmates on their emotional well-being in class much lower during the period of martial law (Figure 6).

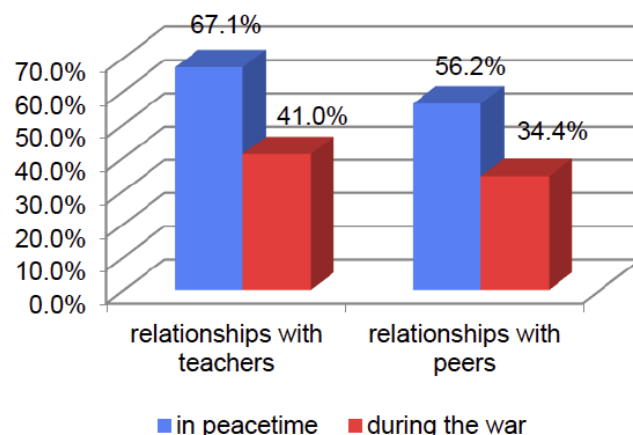


Figure 6: Respondents assessed the impact on emotional well-being during the learning process of relations with teachers and classmates in peacetime and wartime.

This can be explained by the presence of distance learning and less density of interpersonal contacts and direct communication in the classroom during wartime. In addition, the military aggression of the Russian Federation made adjustments to the hierarchy of values and priorities of the personality of students in Ukraine. Fear for life, their own and loved ones' lives, and uncertainty about the future led to the fact that students began to pay less attention to various unpleasant moments and difficulties in interaction with peers and teachers. In particular, compared to the pre-war period, the assessment of the importance of the influence of relationships with teachers on students' well-being in class decreased by 26.1%, and the influence of relationships with classmates by 21.8%.

Respondents note that they “don’t really like distance learning”, “face-to-face learning and live communication are more impressive”, and “fatigue and discomfort due to prolonged sitting at the computer, better to go to school”.

In addition to answers to questionnaire questions, students, based on the proposed list of signs, quickly assessed their mental state according to indicators such as mental activation, interest, emotional tone, tension, and comfort. Respondents could score from 3 to 21 points on each scale. A high degree of expression of the specified indicators, except for tension, is in the range from 3 to 8 points, medium – from 9 to 15 points, and low – from 16 to 21 points. The degree of expression of tension is high when the number of scored points is 16-21, average – 9-15 points, and low – 3-8 points.

The analysis of the research results made it possible to obtain the following data (Figure 7):

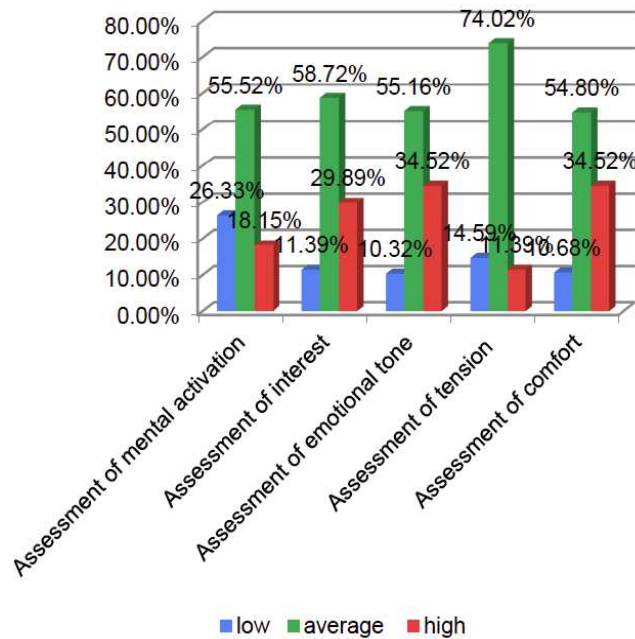


Figure 7: Evaluation of the characteristics of respondents according to the main scales of the methodology for the development of mental characteristics (M. Kurgansky and T. Nemchinin).

Depending on the results, the most important indicators of the emotional well-being of students in the process of learning fell on two main scales – the assessment of comfort and the assessment of emotional tone. The stench was established in 97 participants of the questionnaire for each scale (34.5% of the subjects). The last indicator of high equanimity was recorded on the scale of emotional strain – 11.4%. Therefore, the most important indicator of the average level for this scale was revealed in 208 respondents, which is 74% of the population. The largest number of low indications was revealed on the mental activation scale – 74 individuals (26.3% of the total number of educators).

The survey was conducted anonymously; therefore, after the open opinions on the questionnaire we had

split up, it was established that the war had implicated 10-12% of the respondents—mainly children from the Kyiv region and internal displacement persons from the Kharkiv region. Most importantly, the number of children (88%-90%) is taken from the relatively safe Ternopil and Rivne regions. Such a division is clearly visible from the results of the experiment. Therefore, discomfort and low emotional tone were diagnosed in 10.7% and 10.3% of children, decreased interest before training, and a high level of psycho-emotional tension was diagnosed in 11.4% of schoolchildren. A low level of mental activation, characterized by an increase in sluggishness, is observed in 74 students, accounting for 26.3% of the population. A critically low score (21 points) was recorded on the scale of mental activation in 8 students, on the scale of emotional tone in 1 student, and the scale of comfort in 3 students. High emotional tension was established in 32 respondents (from 16 to 21 points).

Indicators of emotional well-being have decreased even among students who study in a relatively safe area. The research results show that according to all indicators of mental activation, interest, emotional tone, tension, and comfort of students during the war, the average level prevails (Table 1). A comparison of the obtained results with the indicators of the study conducted in the pre-war period [14] revealed that during the war, students' interest in learning and indicators of comfort decreased, and indicators of emotional tension and mental activation increased. Indicators of emotional tone remained at the pre-war level.

In the investigated aspect, the results of a study of children's well-being, its physical, emotional, social, and academic aspects, conducted in Northern Spain [13] during the quarantine caused by the Covid-19 coronavirus infection, are of scientific interest. The results of this study also revealed the average level of the general well-being of children during quarantine.

Table 1: Generalized Results of the Study of Mental Activation, Interest, Emotional Tone, Tension, and Comfort of Students in Peacetime and during War

Mental state	Average score in peacetime	Average score during the war	Difference in indicators
Mental activation	17 (low level)	12 (average level)	+5 scores
Interest	9 (average level)	11 (average level)	-2 scores
Emotional tone	10 (average level)	10 (average level)	0
Tension	9 (average level)	12 (average level)	+3 scores
Comfort	8 (high level)	10 (average level)	-2 scores

4. DISCUSSION

So, in the modern conditions of uncertainty, increased anxiety, and danger caused by the war in Ukraine, the problem of the emotional well-being of students in the learning process has become more acute.

Ensuring the emotional well-being of students as a mental state of maximum emotional comfort makes it possible to increase the effectiveness of learning, improve the educational achievements of students and their state of health, and create prerequisites for their successful learning.

In order to improve the state of the emotional well-being of students in the process of learning during the war, it is necessary to: contribute to reducing the level of their anxiety; learning to survive the experience of war; increase the level of resilience, stress resistance and resilience of students; to contribute to the mastering of methods and techniques of self-regulation of the emotional sphere, the mastery of psycho-techniques of subject self-influence, to form the ability to find one's own resources in difficult situations; form the psychotherapeutic position of the teacher; create a psychologically safe educational environment and ensure the psychotherapeutic orientation of the educational process. It is important to implement valueological technologies of pedagogical interaction in lessons and control students' emotional stress levels. Working with students with post-traumatic stress disorder with the involvement of crisis psychologists requires special attention.

All of the above requires the unity of the efforts of teachers, the administration and the school psychological service, in particular, the following measures: 1) educational and psychocorrective work of a psychologist with students (individual conversations, trainings, psychological games, development of reminders for students on the problems of reducing the level of anxiety, increasing level of stress resistance and resilience, prevention of acquired helplessness); 2) purposeful activities of the class teacher to create a favorable psychological climate in the student body, develop the emotional intelligence of students as a personal resource for ensuring their psychological well-being (role-playing games, hours of communication, use of elements of training, art therapy); 3) activity of subject teachers and administration of the institution of general secondary education regarding the psychological safety of students in the learning

process, prevention of "emotional intoxication" of students.

It is worth noting that children with special educational needs need more care and attention in war conditions. Such children's education and upbringing should be much more sensitive and careful. Interaction with teachers should contribute not only to the cognitive, physical, speech, social and emotional development of children with special educational needs but also reduce their anxiety levels. In an inclusive educational environment, the focus should be on developing students' strengths and abilities, not their physical or mental challenges. Teachers, correctional pedagogues, and psychologists must not only provide psychological-pedagogical, correctional-developmental, and other types of help but also interact with children with special educational needs in war conditions for their successful socialization, development of vitality, stress resistance, and resilience.

Conducted training to reduce the level of anxiety and assertiveness training. These trainings are designed not only as training and development of confident and safe behavior skills but as a system of approaches to understanding one's needs, capabilities, desires, attitude towards oneself, development of skills of adequate interaction with others, reduction of emotional stress. Conducting such training contributes to eliminating neurotic components of the personality, "transferring" the energy of anxiety, fear, insecurity, and aggressiveness in a new direction – assertive behavior, positive thinking, and dominance of positive emotions. Therefore, during volunteer activities in correctional work with children with special educational needs, including internally displaced persons, we used individual and group play therapy and art therapy methods.

Large-scale international projects and programs InnoSchool, TALIS (Teaching and Learning International Survey), and "Child-Friendly Schools" (UNICEF) are dedicated to the search for an optimal educational environment in which a person feels emotional comfort, security, and safety. Such an environment can be created by a teacher who possesses a high level of communicative, social, and psychological competence; high psychological culture; positive, sanogenic thinking; and a psychotherapeutic professional position. In this aspect, the approach of the founder of humanistic psychology, K. Rogers, is important; he compared the activity of a teacher with the work of a psychotherapist who does not shape a

person, trying to mold him into a form that was conceived earlier but helps him find the positive things that are already in him, but distorted, forgotten and hidden [23].

Pedagogical psychotherapy is interpreted in the scientific literature as a set of psychological and pedagogical effects of the teacher on students to optimize their psychophysiological state. It is focused on caring for the mental health of the child, but the emphasis is not on protection from pathogenic influences, but on the correction of the psycho-emotional state, on help in self-correction. The psychotherapeutic position assumes the formation of the teacher's readiness to "heal the soul with the soul" in the conditions of constructive pedagogical interaction and providing pedagogical support to the child.

A teacher with a well-formed psychotherapeutic position is able to assess the student's psycho-emotional state, if necessary correctly, determine an individual corrective development program, including the impact not only on the child's personality but also on his environment, provide assistance in his personal growth and to overcome difficulties in the process of learning and to interact with others, develops students' sense of self-importance and competence, organizes pedagogical interaction based on a pedagogy of the heart, knows how to protect pupils from emotional intoxication. Such a teacher is congruent, sincere in his relations with students, has a positive attitude toward children, accepts the child as he is, empathetic, and understands the student's behavior, emotions, reactions, and actions from the student's position himself, through his eyes.

In order to know whether the student feels comfortable at school, the teacher needs to be able to distinguish between the manifestations of emotional well-being and unwellness to identify the reasons that disturb emotional well-being. It is necessary to pay attention to the behavior and personality traits of the student, which are indicators of his emotional distress: excessive vulnerability, increased tendency to take offense, anxiety, selfishness, fears, manifestations of aggression, isolation, indifference, lack of interest in what is happening in the lesson or in the classroom and others. Emotional well-being is provided by the teacher's concern and by the student's demonstration of a positive emotional attitude toward him. The care and love of adults and the benevolent and empathetic attitude of teachers is a condition for the positive emotional development of schoolchildren, ensuring

their emotional well-being. Increasing the teacher's socio-emotional competence contributes to ensuring students' emotional well-being and improving interpersonal relationships with schoolchildren [19]. For example, the implementation of the innovative preventive program Resilience in Schools and Educators (RISE) in Colorado schools is aimed at this. RISE builds knowledge and skills that promote educator social-emotional competencies, trauma responsiveness, cultural responsiveness, resilience, and well-being. A similar program is offered within the activities of the Center for Pedagogical Consulting [20], which operates at the Ternopil National Pedagogical University named after Volodymyr Hnatyuk (Ukraine), which provides psychological and pedagogical training [21], anti-stress training, a number of measures to increase the level of resilience of teachers, their emotional-ethical competence, webinars on the problems of harmonizing the student's personality, ensuring his emotional well-being in a modern school in the conditions of war. School programs of positive psychology are introduced into the educational process in some countries, which are aimed at improving the subjective well-being of students, satisfaction with learning, and academic success [22]. Currently, there is a need to develop a program to increase the level of stress resistance and resilience of students.

5. CONCLUSION

The emotional well-being of the student in the learning process depends on the nature of pedagogical interaction, the teacher's ability to ensure the joy of learning, create a situation of success for each student, and reduce the level of anxiety of schoolchildren in the process of including them in educational activities. Emotional well-being is influenced by relationships with classmates, the psychological atmosphere in the student body, and the level of psychological safety at school. In the research process, the factors of the emotional well-being of students in the learning process were identified: during martial law.

The state of war and the situation in the country leave an impression on the emotional well-being of students in the learning process. Emotions that are related to the war and do not relate to the learning process distract the attention of students, cause anxiety, fear, and inner restlessness, and interfere with the understanding and assimilation of educational material. During the war, indicators of the emotional well-being of students in the learning process decreased, and their level of anxiety increased.

A comparison of the obtained results with the indicators of the research conducted in the pre-war period revealed that during martial law, the indicators of interest in learning and comfort among students decreased, and the indicators of emotional tension and mental activation increased. Indicators of emotional tone remained unchanged. Indicators of students' assessment of the impact of relationships with teachers and classmates on their emotional well-being in class decreased by about a quarter compared to the pre-war period. This is due to the presence of distance learning, less density of interpersonal contacts and direct communication in the classroom during wartime, the emergence of another life dominant, and changes in the hierarchy of values and priorities of students in wartime conditions.

The identified negative trends in the emotional well-being of students during the learning process served as a basis for determining the directions of activities of the school administration, teachers, and the school psychological service, aimed at reducing the level of anxiety of students; help in surviving the experience of war; preventing the acquired helplessness; increasing the level of stress resistance and resilience; assistance in mastering the methods and techniques of self-regulation of the emotional sphere; ensuring the psychotherapeutic orientation of the educational process. Attention is paid to reducing the level of anxiety and increasing the level of assertiveness of children with special educational needs.

We see the prospects for further scientific research in developing and implementing a comprehensive program of providing psychological assistance to children, including those with special educational needs, with a high level of anxiety and post-traumatic stress disorder. The question of forming the psychotherapeutic position of future teachers at the stage of professional training in a higher education institution as a condition for ensuring the emotional well-being of students is relevant.

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Received on 30-10-2022

Accepted on 31-01-2023

Published on 21-02-2023

<https://doi.org/10.6000/2292-2598.2023.11.01.7>

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