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IN PEDAGOGY AND PSYCHOLOGY
AND PROSPECTS FOR UKRAINE**

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RESOURCES OF STRESS RESISTANCE OF HIGHER EDUCATION STUDENTS IN WAR CONDITIONS

РЕСУРСИ СТРЕСОСТІЙКОСТІ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ В УМОВАХ ВІЙНИ

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The demands of higher education in a time of war, combined with the pressures of everyday life, often lead to the development of distress in students. Traditionally, studying at a higher education institution is accompanied by constant exposure to various factors that cause stress in students. In addition to the usual stressors for students, modern higher education students are forced to face wartime-specific stressors. Such stressors include distance learning, emotional stress due to constant air alarms, forced displacement, threats to life and health due to rocket attacks, etc. Long-term and intense distress has a negative impact on mental health, which negatively affects the learning and professional and development of higher education students. In addition, long-term distress also affects the psychological well-being, emotional and cognitive processes of higher education students. Today, it is more important than ever for pedagogical staff to focus on the formation and development of an active, well-adjusted personality that can successfully withstand external challenges. This task can be solved through specially organized activities that stimulate the development of stress resistance of higher education students. Therefore, understanding the resources of students' stress resilience is important today. This can greatly help students to effectively overcome various stress factors.

Stress resistance is a necessary component of mental health, which can affect academic performance and the general standard of living of students [1, p. 843]. Stress resistance is the ability of an individual to withstand and resist stress. Stress tolerance is a certain function of the body that allows you to successfully adapt to environmental conditions, to counteract the negative impact of external and internal stressors [2, p. 200]. Stress resistance is the

ability to withstand heavy loads and successfully solve problems in extreme situations [3, p. 494]. Stress resistance is not an innate property of a personality, but directly depends on the level of development of emotional self-regulation skills [4, p. 50]. This indicates that the level of stress resistance can be consciously influenced. Stress resistance of higher education students is associated with the ability to effectively cope with stressful situations that may arise both during their studies at a higher education institution and in everyday life. Developed stress tolerance implies the ability to deal with stressful situations without causing harm to health. In addition, a high level of stress resistance allows higher education students to be better prepared to overcome academic challenges, maintain emotional balance, and ultimately reach their full potential.

It is important to note that stress resistance is closely linked to resources that help a person overcome the negative effects of stressful situations. The concept of “resources” reveals internal and external variables that contribute to psychological resilience in stressful situations [5]. Physical resources of stress resistance include the state of health, as well as the attitude of a person to his/her own health as a value [6]. The authors refer to personal resources of stress resistance as active motivation to overcome; attitude of growth; self-concept, self-esteem, self-efficacy, self-esteem, “self-sufficiency”; active life attitude; positive and rational thinking; developed emotional and volitional qualities [7, p. 109]. The presence of certain individual psychological characteristics is important for the development of stress resistance. Such features include: tolerance; assertiveness (the ability of a person to defend his/her point of view without violating the boundaries of another person); initiative; desire for self-development, self-realization, self-knowledge; sociability; ability to achieve goals; unappreciative attitude towards people; flexibility (the ability to change one's strategy and tactics in accordance with changing circumstances); own ways of solving problems arising in the course of life [8, p. 32]. The information and instrumental resources of stress resistance are the ability of a person to control the situation; to use methods and ways of realizing their own goals; adaptability; information and activity to transform the situation; the ability to cognitively structure and comprehend the situation. Some researchers note that the development of stress resistance is facilitated by such resources as: genetic factor (innate dispositions), morphological integrity of the psyche; erudition and learning ability, constructive beliefs, time management skills; self-confidence, self-control, adequate self-esteem; social support; material well-being [9]. The internal determinants of stress resistance include: the level of personality intelligence (awareness, intellectual flexibility, practical thinking, etc.); personal stability (reliability, ability to resist stress factors, self-confidence, responsibility, social skills); absence of tension,

anxiety and psychopathological symptoms; psychodynamic properties (neuroticism, extraversion-introversion, etc.) [10, p. 16]. Particularly relevant resources today are psychological competence (including a positive attitude to one's own mental health, emotional self-regulation skills, etc.), personal qualities (ability to self-analyze, self-confidence, volitional qualities, mental flexibility, self-respect, openness to new experiences, general erudition, rationality, internal locus of control, etc.) and available social resources (student team and immediate environment) and the student's "soft" skills (e.g., assertiveness, developed emotional intelligence, sociability). It is the psychological competence of the individual, together with the social experience of the person, that determines the specific forms of adaptive processes in stressful situations [6].

It is undeniable that material resources (income, material conditions, life safety, stability of wages, "hygienic" components of education and life) play a significant role in the development of a person's stress resistance. Another important factor in the formation of stress resistance is the experience that a person gains in overcoming stress. It is this experience that is a manifestation of the body's adaptability to stress, which allows to maintain stability in the implementation of various forms of activity and adequately regulate behavior in situations of stress [6]. An important resource for students' stress resistance is specially designed curricula. Such programs should include psychoeducation sessions and lectures, seminars, group discussions, role-playing games, and training programs on stress prevention and stress resilience development. Not the least important resource is students' hobbies, sports, extracurricular activities, etc. The value of this resource is that these activities allow students to switch from their academic work. This gives students a psychological break, an opportunity to enjoy life, to distract themselves from the worries associated with everyday difficulties and academic stress.

Thus, today, the demands of the environment often cause students to develop stress. Therefore, it is more important than ever to understand students' resources, as this can significantly help students successfully cope with various stressors. Among the resources of students' stress resistance are psychological competence, self-regulation skills, time management, physical health, social support, curricula, material possessions, extracurricular activities, hobbies, etc. A balanced combination of these resources will contribute to effective stress management and successful adaptation to stressful situations of students during their studies in the languages of war and terrorist attacks.

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