

PEDAGOGICAL METHODS OF SUPPORTING PSYCHOLOGICAL STABILITY OF STUDENTS DURING THE WAR

**Natalia Zhihaylo¹, Oleksii Sheviakov², Iryna Burlakova³, Nazar Lozynskyy⁴,
Roksolana Karpinska⁵, Yanina Slavska⁶, Igor Ostapenko⁷,
Oleksandr Gerasimchuk⁸**

¹Doctor of Sciences (Psychology), Professor, Franko National University of Lviv, Professor of the Department of Management, Lviv, Ukraine, e-mail: natalia.zhyhaylo@lnu.edu.ua, ORCID: <https://orcid.org/0000-0001-5686-2652>

²Doctor of Sciences (Psychology), Professor, Dnipropetrovsk State University of Internal Affairs, Professor of the Department of Psychology and Pedagogy, Dnipro, Ukraine, e-mail: shevyakovy0@gmail.com, ORCID: <https://orcid.org/0000-0001-8348-1935>

³Doctor of Sciences (Psychology), Professor, Dnipropetrovsk State University of Internal Affairs, professor of the Department of Psychology and Pedagogy, Dnipro, Ukraine, e-mail: burlakova22irina@gmail.com, ORCID: <https://orcid.org/0000-0002-6043-4359>

⁴PhD (Theology), Associate Professor, Dean of theological faculty of Lviv Orthodox Theological Academy, Lviv, Ukraine, e-mail: lozynskyy1982@gmail.com, ORCID: <https://orcid.org/0000-0002-9001-4830>

⁵PhD (Psychology), Associate Professor of the Department of Psychiatry, Psychology and Sexology, Danylo Halytsky Lviv National Medical University, Lviv, Ukraine, e-mail: k_roksa@ukr.net, ORCID: <https://orcid.org/0000-0003-3539-3533>

⁶PhD (Pedagogy), Associate Professor, Dnipropetrovsk State University of Internal Affairs, Associate Professor of the Department of Psychology and Pedagogy, Dnipro, Ukraine, e-mail: yanina19771@gmail.com, ORCID: <https://orcid.org/0000-0003-2498-3323>

⁷PhD (Technical), Associate Professor, Ukrainian State University of Science and Technology, Dean of the Department of Military Training of Specialists of the State Special Transport Service, Dnipro, Ukraine, e-mail: kvpdit@gmail.com, ORCID: <https://orcid.org/0000-0003-2232-7138>

⁸PhD (Technical), Associate Professor, Ukrainian State University of Science and Technology, Associate Professor of the Department of Military Training of Specialists of the State Special Transport Service, Dnipro, Ukraine, e-mail: kvpdit@gmail.com, ORCID: <https://orcid.org/0000-0003-1412-5288>

Abstract. The article examines the problem of ensuring the psychological stability of students during the war. The level of psychological stability of the student in connection with his visit was analyzed. A study was conducted using a survey of students of several universities in Ukraine. The developed questionnaire made it possible to outline that most students feel anxiety and fear. The influence of the psycho-emotional state during the war on the educational performance of students was determined. There are ways to reduce the feeling of anxiety, tension, fear and directions of adjustment of the psychological climate in the context of resistance to stressful situations. The object of this study is the psychological stability of students during university studies and studies under martial law. The subject of the study is the peculiarities of the formation of psychological stability in students and the means of its formation. The purpose of the study is to determine the psychological conditions for the formation of students' psychological stability. Factors of stressogenicity and psychological stability of students in war conditions were studied.

The research revealed the psychological essence of stress resistance and psychological resilience. On the basis of the survey, the mental state of students of higher education institutions during the war was analyzed. The methods of increasing the level of psychological stability of students while studying during the war are considered. Practical recommendations on the formation of stress resistance and psychological stability of students of higher education institutions during the war are presented.

Keywords: stress, stress resistance, psychological stability, student youth, war, distance learning, psychological training student.

JEL Classification: H10, IO, Y8

Formulas: 0; **fig.** 11; **tabl.** 1; **bibl.** 11

Introduction. Since the full-scale invasion of Russia on the territory of Ukraine, every citizen feels fear and is under stress. Youth and young people are one of the most vulnerable population groups to stress.

In today's world, young people have many fears and stressors, but in the last six months war has been the main one of them. A large number of people simply have nowhere to leave, so they are forced to stay close to the demarcation line and constantly risk their lives. It is impossible to predict the frequency, time of shelling, and the places where they will be hit. People are in a constant tense state of waiting.

Currently, psychological resilience is a common problem, because this personality trait helps to maintain physical and mental health. A student's psychological stability is success in studies, his key to success in modern society, the opportunity to realize himself in any sphere of human life.

The purpose of our work is to study the formation of psychological resilience of students and to determine methods of improving the mental health of students during the war. To achieve the goal, in our research we considered the following questions:

1. Revealing the psychological essence of the concept of psychological stability even in youth.
2. Psychological factors of stressogenic factors of student youth;
3. Content-organizational aspects of the formation of psychological stability of students in the conditions of martial law.
4. Empirical study of factors of stressogenicity and psychological stability of students in wartime conditions. Comparison of the level of psychological stability of Ukrainian students in connection with their place of stay
5. The program for the formation of psychological stability of students in the conditions of war.
6. Practical recommendations for observing the psychological conditions for the formation of psychological stability of students of higher education institutions in the educational process.

Literature review. Throughout our lives, we repeatedly experience certain stressful situations that leave an imprint on our physical and psychological health. (Korolchuk, 2009).

The term "stress", which is found in modern literature, denotes the following concepts: a very unfavorable influence that negatively affects the body; a strong physiological or psychological reaction to the effect of a stressor that is unfavorable for the body; strong reactions of various kinds, both unfavorable and favorable for the body; non-specific features (elements) of the body's physiological and psychological reactions under strong, extreme influences for it cause intense manifestations of adaptive activity; non-specific features (elements) of the body's physiological and psychological reactions that occur during any body reactions. (Savchyn, 2020).

In psychology, stress is understood as a state of mental tension that occurs in a person under the influence of complex, difficult, unfavorable circumstances of his activity and everyday life or in special, extreme situations. Adverse physical effects of the external environment, extreme situations, physical and mental injuries, etc., can act as stressors (factors that lead both to the emergence of short-term stressful

conditions in a person and to the development of severe, long-lasting experiences). (Korolchuk, 2009).

Scientists who study the problem of stress believe that stress resistance, or as it is also called "emotional resistance", allows you to reduce the negative impact of stressful situations on the body. Stress resistance is an integrative property of the individual, characterized by such an interaction of emotional, volitional, intellectual and motivational components of the individual's mental activity, which ensures the optimal successful achievement of the goal in a difficult emotional environment. Currently, society puts too many demands on the individual and puts pressure on it. Ambitions, aspirations, disappointments, competition, certain goals, an endless series of irritants on the psychological stability of an individual. Internal crises are exacerbated by external ones: war, the economic situation in the world and in the country in general, the threat of nuclear war and many other irritants. Adolescence is a period of radical changes in a person's life, when he begins to reach for youth and maturity. New living conditions, a new position in the team, the student begins to fulfill new roles for himself as an organizer, manager, or even an educator. In modern realities, war is one of the main causes of stress (Shmargun, 2018).

War, something that causes concern only when mentioning the word in conversation, when depicting terrible events in the imagination, what we do not want to see in a terrible dream. Today, unfortunately, war is our reality, which came to our land, destroyed lives, homes, plans for the future. At this time, every Ukrainian experiences emotions of uncertainty, fear for loved ones and the country, which leads to extreme stress. In general, from a psychological point of view, the stress reaction to crisis conditions, in some cases, has a saving function for the body, however, it is important to take timely measures to get out of stress and prevent the occurrence of complex consequences (Tverdokhlebova, 2021).

One of the central problems of personality research in extreme conditions is the problem of formation and development of psychological stability. Psychological resistance (to the uncertainty of stress, risk, conflict) determines the mental and somatic health of a person, protects him from disintegration and personal disorders, and creates the basis of internal harmony (Yevdokymova, 2019).

Psychological resilience is a socio-psychological characteristic of an individual, which consists in the ability to endure the extraordinary and critical nature of the situation, without any harm to oneself, to overcome its consequences with the help of certain methods, improving the personality, increasing the level of its adaptation and social maturity. In fact, this characteristic means the presence of an individual's adaptive potential, determining his ability to overcome difficult situations (Zhyhaylo, 2008, 2021).

Critical situations are impossible situations. That is, it is a situation in which the subject is faced with the inability to satisfy the internal needs (motivations, desires, values, etc.) of his life. A critical life situation is an emotionally experienced life situation, which in its perception is a complex psychological problem that requires its own solution or overcoming. Speaking about critical situations, it should be remembered that we are not talking about usual and cyclic life situations, to

overcome which we use usual methods. We are talking about situations that, in order to overcome them, require a person to find a new way of coping, to use unusual psychological resources to solve the situation (Burlakova, 2021; Shevialov, 2022).

The primary ability to sustain difficulties depends on many factors - genes, upbringing, social opportunities, etc. Natural data vary widely: some are biologically more fortunate with self-regulation, and others have this weakness. But this does not mean that resilience cannot be developed (Maximenko, 2006, 2007).

Stability can be defined as the ability of a system to return to its initial state. For example, let the system deviate from its state for any reason. If after some time she returned to him, then this condition is considered stable. If the system is in a new state, then the state is considered unstable. Stress can manifest itself in various forms, in students it is mainly: reduced mental activity and work capacity, constant fatigue, apathy, poor concentration of attention. Young people are very prone to stressful situations: they often feel anxious, they do not always find a way out of difficult situations. In order to maintain your psychological health, you need to increase the level of psychological stability.

Aim. Our study revealed the psychological essence of stress resistance and psychological resilience. Based on the survey, we learned about the psychological state of students during the war. The methods of increasing the level of psychological stability of students while studying during the war are considered. Practical recommendations for observing the psychological conditions for the formation of stress resistance of higher education students in the educational process are also provided.

Methods. Theoretical analysis and synthesis of literary sources.

Results. The educational activity of students has always been associated with a high level of stress, and nowadays the influence of stressogenic factors is only increasing. In modern students, the emotional, cognitive, behavioral and motivational component of activity is quite often disturbed, which is associated with an increased level of stress and a decrease in psychological stability.

Therefore, in order to understand more precisely what affects the decrease of the last indicator and to draw correct conclusions, it is important to consider the psychological stress factors of youth studying at universities.

Conventionally, stressors of student youth can be divided into academic and personal. Educational stressors are those related to educational activities or directly related to them. And personal - related to the student's private life.

Educational stressors include: choosing a specialty that is not interesting to the student; misunderstandings with classmates; conflicts with teachers; low academic performance during the semester; lack of understanding or insufficient knowledge of the subject; overload or underload; the need to process huge amounts of educational information; unbalanced learning disorder and changes in it; a large number of omissions from any subject; many unpassed or unsecured engineering, laboratory works or other tasks; high pace and speed of passing individual exams and tests; lack of time; experiences due to the uncertainty of work results (examination evaluation);

conflict of roles; fear of the possibility of being expelled from a university because of low scores.

Personal stressors include: unsatisfactory and uncomfortable living or working conditions (room temperature, low lighting, noise); insufficient amount of sleep; cold/seasonal illness; responsibility to parents; undesirable to lose prestige in groups; inability to correctly allocate time; quarrels or misunderstandings with parents, relatives or other close people; psychological atmosphere at the workplace; low motivation; unstable or low self-esteem; and other private factors.

The factors listed above cause irritation, fatigue, anxiety, guilt and a number of other unpleasant feelings. We live in difficult times, so we need to realize that now there are additional negative factors in our lives that affect us and it is difficult to cope with them on our own.

Stressogenic factors, the appearance of which was caused by the war, include: increased anxiety; sleep disturbance; fear or panic during an air raid and being in a bomb shelter; fear for one's own safety; mood swings; deterioration of memory; decrease in attention and concentration levels; learning disability; decrease in the desire to communicate with people.

Also, we conducted an empirical study with the participation of 199 people studying at various universities, in various specialties. We bring to your attention the results of the survey:

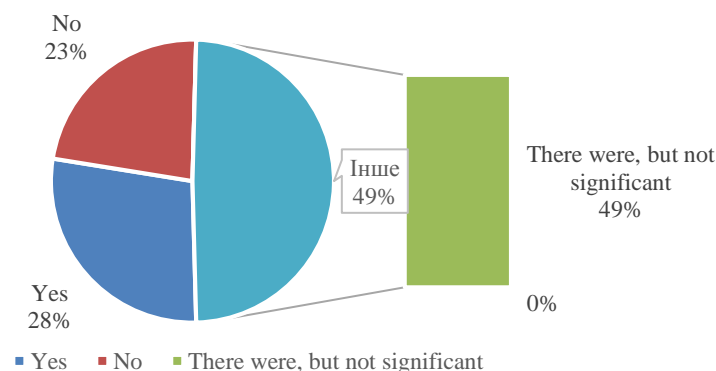


Figure 1. Did you have problems with stress resistance before the war?

Source: developed by the authors based on the results of a survey

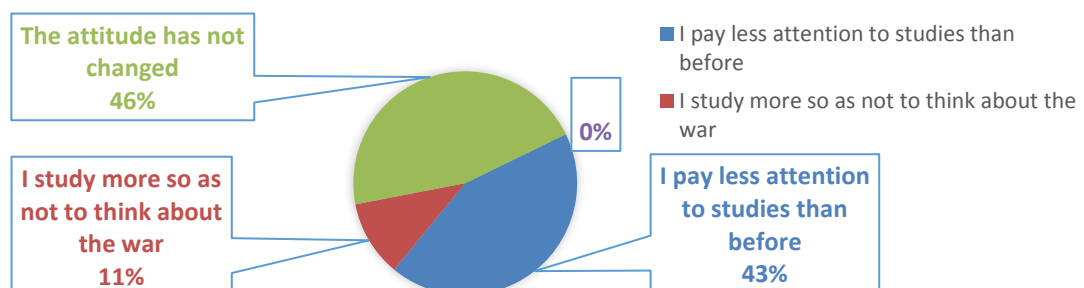


Figure 2. How did the beginning of the war change your attitude to education?

Source: developed by the authors based on the results of a survey

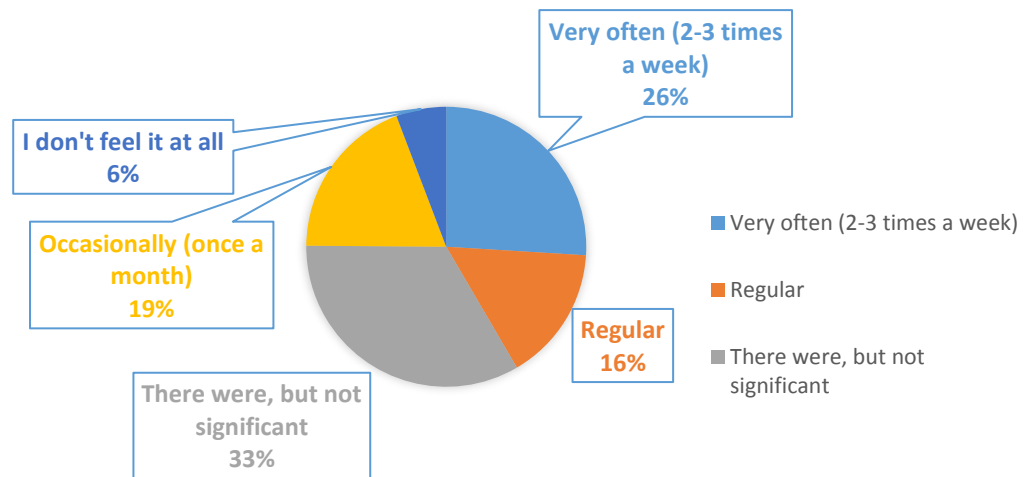


Figure 3. How often do you experience problems with memory, a decrease in the level of attention, a decrease in the speed of mental processes?

Source: developed by the authors based on the results of a survey

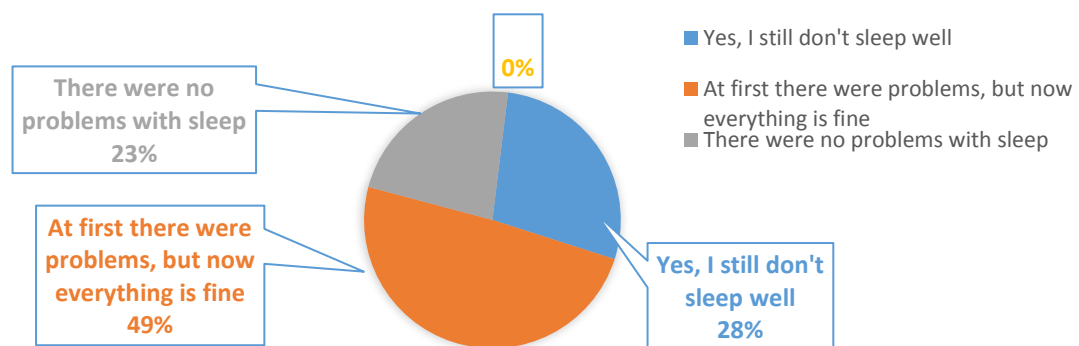


Figure 4. Have you had trouble sleeping since the start of a full-scale war?

Source: developed by the authors based on the results of a survey

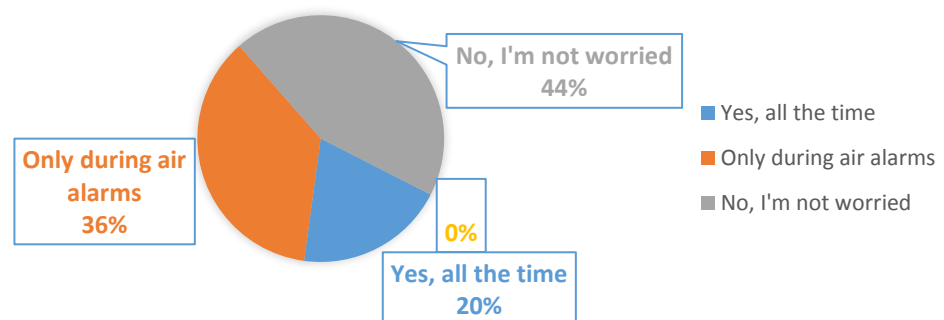


Figure 5. Are you worried about your own safety?

Source: developed by the authors based on the results of a survey

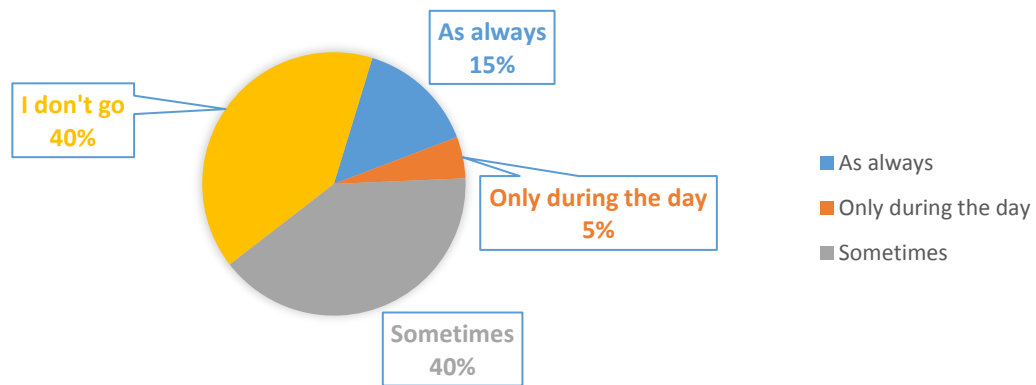


Figure 6. Are you going to the bomb shelter?

Source: developed by the authors based on the results of a survey

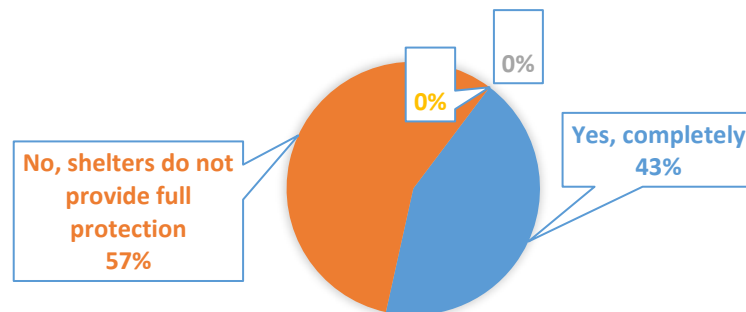


Figure 7. Do you feel safe at university?

Source: developed by the authors based on the results of a survey

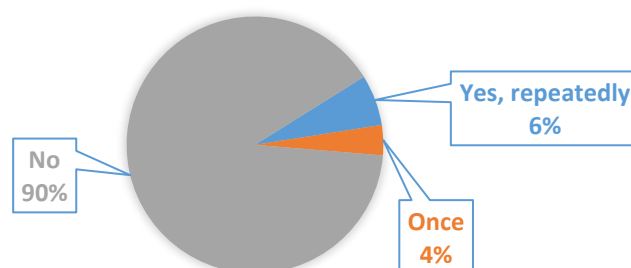


Figure 8. Did you consult a psychologist during a full-scale invasion?

Source: developed by the authors based on the results of a survey

Discussion. Many stressogenic factors affect the psychological stability of student youth, as proven by an empirical study. But it is also important to remember that the psychological stability of an individual is formed on the basis of multiple repetitions of the individual's encounter with stressful factors. This clash manifests

itself in a complex process that includes: assessment of a stressful situation, regulation of activity in stressful conditions, coping with stress, impact of traumatic events on the personality, and processing of traumatic experiences.

According to I. Burlakova, student life is full of extraordinary and stressful situations, so students often experience stress and nervous and mental strain. The intensity and tension of modern life act as stress factors at the psychological level of the occurrence of negative emotional experiences and stress reactions, which can lead to the formation of pronounced and long-lasting stress states.

Having studied the theoretical aspects of the formation of psychological resilience of students of higher educational institutions to the negative factors of the environment in which they are, we conclude that the main aspects of the formation of psychological resilience of students are: Social support; Psychological competence of the individual; Resources (personal, instrumental, informational, physical, material); Methods of psychological training; Simulation modeling methods.

On February 24, 2022, when active hostilities began, every Ukrainian felt that he could not be safe anywhere on the territory of Ukraine. Anxiety, uncertainty about the future, worries about relatives and friends keep people in a state of constant stress during the entire period of hostilities on the territory of our country. And not everyone can cope with this stress. According to the Ministry of Health, the psychological consequences of the war, including post-traumatic stress disorder, will affect our mental state for at least 7-10 years after the end of the war.

In times of war, motivation and effective methods of dealing with stress play very important roles. The educational policy of higher education institutions should be focused on creating a psychologically comfortable educational environment by increasing the competence of all subjects of the educational process, minimizing the stressful effects of the educational space by studying stress factors, creating conditions for conflict-free interpersonal interaction, developing subjective mechanisms of psychological stability of students in the process study of academic disciplines by arming them with basic stress management strategies.

That is, stress in the educational process should be regulated. Both students and teachers, psychologists, and social pedagogues should be engaged in this. However, as we know from practice, not everything happens as it should. In order to increase or maintain psychological stability, we need to find certain resources that will help us cope in various difficult situations. By resources, we mean internal and external variables that contribute to psychological stability in stressful situations. Since a person is a social being, one of the most important resources for preserving the psychological stability of an individual in stressful situations is social support. Undoubtedly, a good social environment helps a person better tolerate certain difficult situations. And this helps to increase psychological stability also during martial law. The next resource of psychological stability is the psychological competence of the individual. This includes the level of psychological awareness and culture. Another important resources are physical. They include the state of health and the attitude towards it as a value.

Material resources also have a strong influence on the development of psychological stability. For example, a person with a high level of material income and material conditions will feel better because he will be sure that he can provide for himself at the moment. The last type of resources is informational. They include the ability to use various methods in order to achieve the set goals.

Therefore, the formation of psychological stability is actually an important factor in the life of students today. That is why we look at aspects of building psychological resilience, as well as the resources that may be needed for this. The main aspects of the formation of students' psychological resistance to the negative factors of the external environment in the conditions of martial law are: all types of resources (personal, physical, informational and other), psychological competence of the individual, social support, as well as methods of mental training and methods of simulation modeling. So, based on the survey, we learned about the psychological state of students who are temporarily abroad for various reasons, but continue their studies in Ukrainian higher education institutions. We found out in more detail whether they manage to adapt in a new environment, what obstacles they face on a daily basis, and whether the university promotes learning. Also described are some tips that can improve the condition of individuals

We also decided that the fact that we are continuing our studies at the university that we chose earlier only confirms our desire to return to Ukraine, to obtain higher education in our country and to rebuild it after our victory together with citizens working in various fields and with colleagues-economists. The future of the country is in our hands. Let the process of recovery and reconstruction definitely be difficult, but I believe that we will achieve prosperity.

Emotional stability is one of the dynamic properties of emotionality. This is one of the temperamental personality traits that characterizes the speed of transition from one emotional state to another. The problem of studying individual, typological, group differences in the emotional response of an individual to various life events remains important and relevant.

The tragic events that took place after February 24 greatly affected the mental state of every Ukrainian. Those eight years of living in a military conflict for a separate part of people turned into everyday life in an emergency situation of millions of ordinary citizens. Each of us is trying to get used to the pain that we experience every day, but this is impossible. People have been under stress for a long time, which manifests itself through fear, anxiety, depression or apathy (in someone to a greater extent, and someone in a smaller one). Stress is a protective reaction of the body to external stimuli. Of course, it affects not only the psychological, but also the physical condition of a person: as a result of exposure to extreme environmental conditions, it can cause various kinds of diseases. Unfortunately, it is not in our power to get rid of negative emotions, but it is quite possible to change the attitude towards them. Everyone has their own ways of responding and the ability to withstand tension. It is only important to understand, control and try to recover them.

So, we offer a list of the most effective exercises that can help relieve nervous tension: Breathing squared; Exercise "Rhythmic breathing"; I'm safe; Grounding; Stress relief through movement; Smells; Mutual support.

To find out how effective the above exercises are, we invited students of the specialty Management of the Faculty of Economics of Ivan Franko National University of Lviv to take part in the study. Respondents had to choose one or more of the exercises they liked the most and perform them regularly for two weeks. To conduct this study, we conducted a survey in Google forms with an emphasis on the emotions/symptoms that students most often noticed in themselves during the period of full-scale invasion. They took the same test twice: the first time – in order to record the current state of the respondents; the second time – in order to track the changes that occur with them after the constant use of the proposed stress reduction exercises. As we noted earlier, each organism reacts differently to external stimuli, but still we can see some kind of trend. The diagram shows that most often students experience increased levels of anxiety (18%), sleep disturbances (63%) and mood swings (63%).

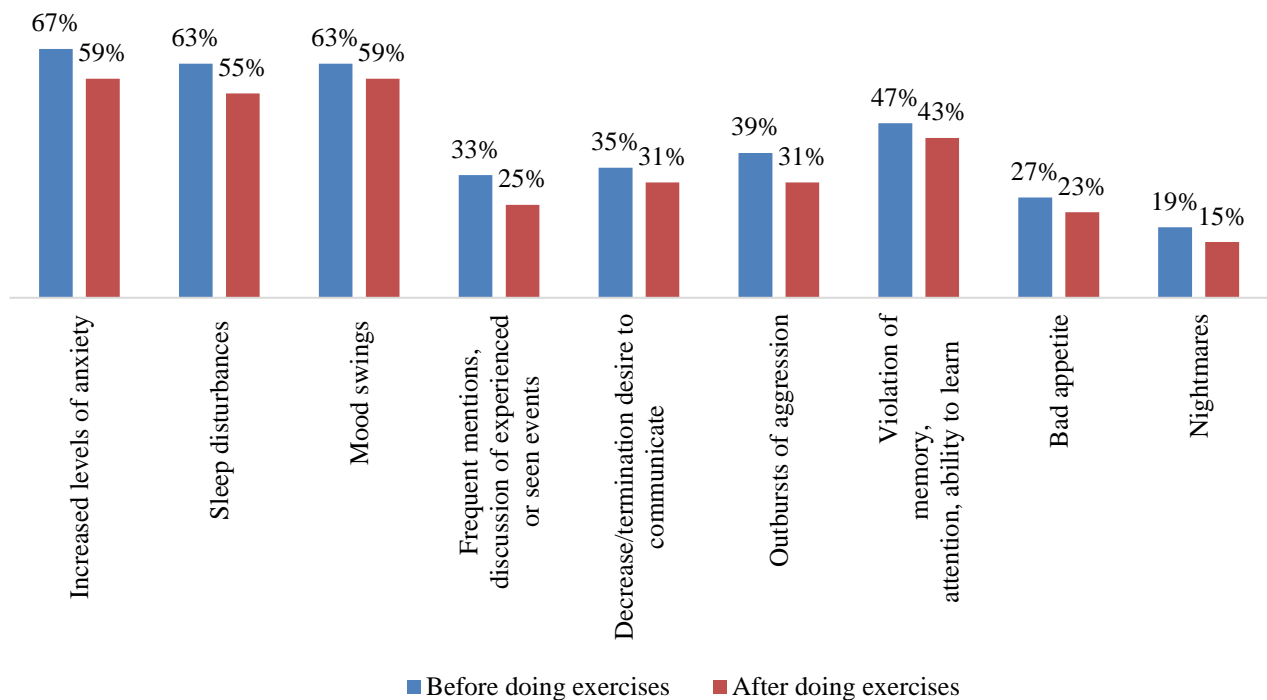


Figure 9. Symptoms that respondents most often noticed in themselves over the past 6 months

Source: developed by the authors based on the results of a survey

After two weeks of performing the recommended exercises, we see that the indicators decreased by 4-8%, that is, 1-2 people after regular use of exercise became more resilient to stress. So, stress reduction recommendations show positive results.

In the conditions of war, it is very important to take care of your psychological health, and therefore it is important to devote time to the formation of psychological

stability. First of all, you need to realize that any reactions to modern realities are completely normal and natural. But in order to become more resistant to change, you need to choose an effective method of forming psychological stability that suits you personally and work it out, because without regular repetitions there will be no result.

General methods of formation of psychological stability: (Fig. 10)

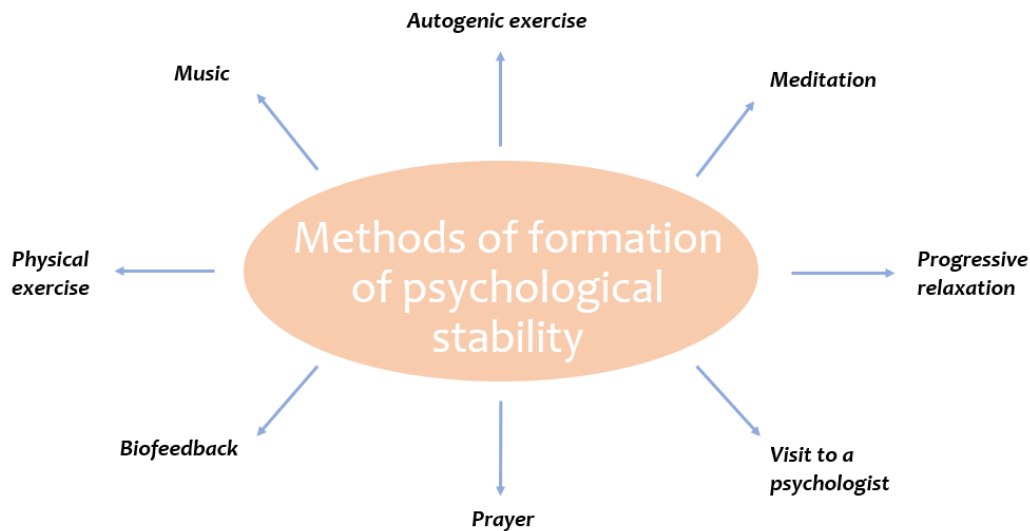


Figure 10. Methods of formation of psychological stability

Autogenic exercise; Meditation; Progressive relaxation; Biofeedback; Music; Physical exercise; Prayer; Visit to a psychologist.

In modern times, we have faced great challenges for ourselves. Due to the war and the pandemic, a simple life and study turned into a complete emotional challenge. During pandemics, we were at home all the time and we missed live communication. It is because of this that many people had signs of depression, apathy, etc. Conflicts with relatives have become commonplace, because it is difficult to be in the same room with people for a long time. The Ministry of Health gave many recommendations, not only how to protect yourself from the disease, but also how not to succumb to emotional stress.

Certain streaming services for watching movies and series have made free access, in order to distract from the fear and stress that is happening outside the window of the house.

Learning has become remote. We could communicate and see our peers, if only through the monitor screen. It helped quite a lot to relax and forget about limitations. There were fitness programs on television: the same exercise. All these factors helped us maintain emotional balance in a difficult period. But soon the war broke out. At such a time as now, it is very difficult to keep oneself in one's hands. Every day is an incredibly big emotional swing. It's hard to realize that none of us are safe at the moment. And in such a time, students of higher educational institutions and institutions of school education have to live and study. It is necessary to follow certain recommendations in formation stress resistance, for normal learning and understanding of scientific material, which in turn will be useful to students and

pupils, to create a stable state in our country and its economy, after the end of the war.

In the conditions of a pandemic, war and distance education, schoolchildren, students, and teachers may have mental health problems: increased anxiety, depression, stress, fear. In order to cope with stressful situations during the period of quarantine and war, you need to adapt to the new academic reality, observe the psychological conditions for the formation of stress resistance: Emotional intelligence; Prosperity here and now; Mutual support; Information purity; Keeping a diary; Reading; Faith; Communication; Sleep; Vacation.

Emotional intelligence. You need to learn to control your emotions and feelings, openly express them. Prosperity here and now. You need to pay attention to your safety, but not isolate yourself from the environment: communicate on the Internet with friends, in student chats, join online and offline events, various activities. Mutual support. Help each other: Solve some personal and family problems while studying. Pay more attention to those whose behavior or emotional state causes concern. Teacher support. After all, they feel the same, they are forced to adapt to distance education, learn new skills and experiment with the latest technologies. Discuss issues related to learning, assessment, giving recommendations, expressing understanding, not forgetting expressions, opinions and comments. All of this will motivate teachers, encourage improvement, and get them out of isolation with quiet monitors.

The first of the recommendations is compliance with information purity. We are constantly surrounded by both good and bad news. It is necessary to be able to isolate oneself from negative news that falsely affects the emotional state of the student. Every person has a smartphone and is most likely subscribed to many news resources and channels, in order not to touch the phone for at least an hour and dedicate yourself to learning, clear your information space. Reduce the amount of news coming to you to a minimum and devote yourself to science.

You also need to qualitatively filter the information you receive, because now there are quite a lot of people who spread false news, and this, in turn, can become a great burden for an emotional person.

The next recommendation is keeping a diary, where a person can record his thoughts and experiences. It is not always possible to communicate with a person to whom you can open up and trust, but the notebook will always be with you. In modern conditions, the most important thing can be a conversation, which will not be enough due to certain problems or busyness, and being alone with one's experiences alone has bad consequences, such as (bad health, depression, apathy). Therefore, it is worth opening up to at least someone, even if it is a piece of paper. This helps to get rid of all destructiveness and leave only your structural thoughts, which will certainly come in handy during the educational process.

Another recommendation is to increase the time allocated for reading. We have an incredibly large library, precisely because of access to the Internet, which contains a wide variety of literature, dedicated not only to the student's specialization, but also to everything that is happening and has happened in the world. In addition to mental

stimulation, stress reduction, and development of critical thinking, reading also promotes concentration. While writing a term paper, or simply studying a certain material, our brain constantly wants to be distracted from the task at hand. And it is the skills developed during reading that can be useful to everyone, regardless of age. Even our soldiers are advised to read, because it helps them to distract themselves from the front and military operations and plunge into some other reality.

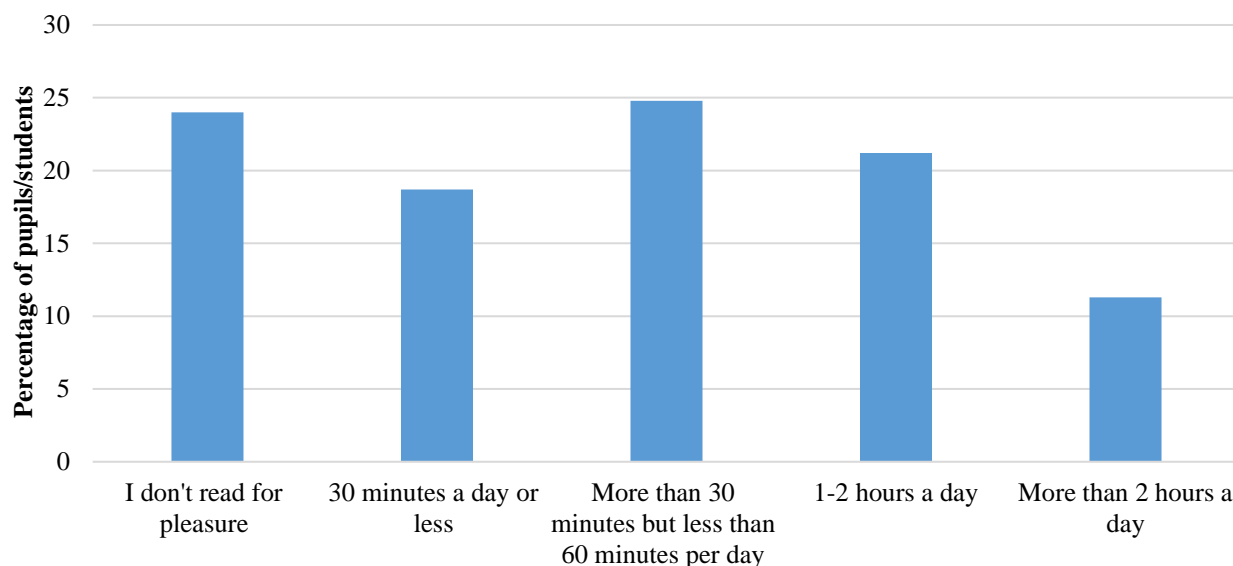


Figure 11. What time pupils/students allocate for reading in Ukraine

Source: developed by the authors based on the results of a survey

The best form of stress resistance is faith. Faith not only helps to heal certain emotional wounds, but it can also help in learning. When a person has someone to turn to and believes that they are protected, it will be easier for them to go through even such a difficult period as now. Therefore, faith can also be attributed to the recommendations in the formation of stress resistance of students of higher education institutions.

It is also necessary not to forget the main privilege of students - they are currently studying and have access to new information every day. And by giving yourself 100% to your studies, you can stop noticing the negativity around you, which will in turn have less impact on the student's emotional consciousness.

One of the most important recommendations is communication. Man is a social being and needs to be in society all the time. It is through communication that we learn new information, or try to look into the mind of a person. Everyone knows that an insufficient amount of communication has a bad effect not only on the emotional state of a person, but also on moral health. A dialogue with another person at the expense of troubling problems accelerates their resolution.

Everyone experiences sleep, but not everyone knows how to use it correctly. Sleep is needed as a rest for the body, and with a small amount of sleep, unwanted mental stress appears. When a person sleeps, he rests not only from physical exertion, he rests with his thoughts, what you thought was impossible on one day, finds its

solution on another day. And with fewer problems, stress decreases, which in turn has a good effect on the student's academic life. If a person has a broken sleep schedule, he also has problems. You need to solve your affairs 2 hours before bedtime, after which you can take time for yourself and go to bed. A good and healthy sleep brings with it productivity, calmness and correctly made decisions, which makes life much easier.

Table 1. How many hours of sleep do people of different ages need?

Newborns	0-3 months	14-17 hours
Babies	4-12 months	12-16 hours
Children of preschool age	3-5 years	11-14 hours
Children of school age	6-12 years old	10-13 hours
Teenagers	13-18 years old	9-12 hours
Adults	18-60 years old	8-10 hours
	61-64 years old	7 or more hours
	65+ years old	7-8 hours

Source: developed by the authors

Rest is an essential recommendation. Everyone should rest and everyone has the right to it, because work and study are impossible without rest. Everyone spends their free time as they want. A good and restful rest leads to many positive consequences, which are known to everyone.

Conclusions. The research revealed the psychological essence of stress resistance and psychological resilience. On the basis of the survey, the mental state of students of higher education institutions during the war was analyzed. The methods of increasing the level of psychological stability of students while studying during the war are considered. Practical recommendations on the formation of stress resistance and psychological stability of students of higher education institutions during the war are presented.

Author contributions. The authors contributed equally.

Disclosure statement. The authors declare no conflict of interest.

References:

1. Korolchuk V. M.(2009). Psychology of personality stress resistance. pp. 500-511.
2. Maksymenko S.D.(2006). Genesis of personality realization: scientific monograph. pp. 250-255.
3. Maximenko S.D.(2007). Psychology of personality: Textbook. pp. 290-296.
4. Shmargun V.(2018). Psychology of stress resistance of student youth: Publishing Center of NUBiP of Ukraine, pp.190-198.
5. Savchyn M.V. (2020). Human spiritual potential: monograph . pp 500-508.
6. Tverdokhlebova N.E. (2021) Topical issues in modern science. Issue 1. pp. 421-427. <http://perspectives.pp.ua/index.php/sn/article/download/2147/2148>
7. Yevdokymova, N., Sheviakov, O., Koval, I., Lunov, V., Kocharian, A., Barinova, N., & Onufrieva, L. (2019). Psychological Provision of Processes Modernization of Metallurgical Production Management. International Journal of Recent Technology and Engineering (IJRTE), 8(4S), pp. 115-121. Doi : 10.35940/ijrte.D1004.1184S19.
8. Zhyhaylo N. I.(2008). Psychology of spiritual formation of the personality of the future specialist: Monograph. Lviv: Publishing Center of Ivan Franko National University of Lviv, pp 330-336.
9. Zhyhaylo N., Harko N. (2021). Online education: forced self-isolation or system of knowledge acquisition by students of higher education institutions. *Bulletin of Lviv University. Series of psychological sciences*. 2021. Issue 8. pp. 36-49.

10. Burlakova, I, Sheviakov, O. (2021). Psychological predictors of the formation of health-preserving competences of future specialists. *Public administration and Law Review*. 4(8), pp. 74-79.

11. Sheviakov, O. Burlakova, I, Kornienko V., Vakulik V., Slavska Y. (2022). The history of medicine as an element of the psychoprophylaxis of the crisis of professional training among veterinary medical specialists. *Public administration and Law Review*. 3(11), pp. 77-85.

Received: November 25, 2022

Approved: December 29, 2022