

*Professional identity is defined by scientists as the specialist's awareness of identity with the professional community, its assessment, the psychological significance of membership in it, a peculiar mentality, a sense of professional competence, independence and self-efficiency. At the stage of studying at a higher education institution, identity is defined as a person's understanding of the profession, self-perception in the profession, the ability to perform one's professional functions well and at the same time to be beneficial for other people, to take a responsible approach to studying in the college.*

*In the process of conducting reflective seminars, students of the pedagogical college analyze conflicting pedagogical situations that could be caused by a child's bad behavior that has four main reasons (according to Rudolf Dreikurs's approach). The future teacher's task is to track his/her own emotional state during the immediate reaction to the situation, to name the leading emotion, to determine the cause of the child's inappropriate behavior and then to specify which emotion was the first one. Such reflective seminars are organized immediately after the active pedagogical practice and allow future teachers not only to monitor their emotional reactions, understanding the strategies of their own behavior in difficult pedagogical situations, but also to deepen awareness of their own professional responsibility, to promote the assimilation of professional values and to develop professional identity, that is considered to be a conscious and positively emotionally colored sense of belonging to the professional educational community. Professional identification is an important component of a person's professional self-awareness; it involves the acceptance of the leading professional roles, values and norms, the presence of the motivational structures that motivate the students of the pedagogical college to effective professional activity. Achieving the professional identity reduces anxiety, insecurity, authoritarianism and at the same time increases personal potential.*

**Key words:** professional identification, values, pedagogical ethics, professional responsibility, reflection, emotional state of the teacher, reflective seminar.

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**Nataliia Kovalenko**

Sumy State Pedagogical University named after A. S. Makarenko

ORCID ID 0000-0003-2854-2461

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## **THE TRAINING PROGRAM FOR PREPARING THE FUTURE TEACHER TO WORK WITH CHILDREN WHO FACED THE WAR**

*This article presents a rationale for the development process and content of a training program designed to prepare future teachers for organizing the educational process and effectively interacting with students who have experienced war. Drawing upon the theoretical basis of the problem and empirical study results of teachers' requests, statistical data on the psychological and physical damage of war, the article provides recommendations for the practical implementation of general and specific principles. The tasks, structure, and content of the training program are disclosed, along with methods for stabilizing the psychological state of both groups of students and individual students, which can be utilized by future teachers in their interaction with students who have faced war.*

**Key words:** training of the future teacher, training program, children of war, crisis psychology, crisis pedagogy, traumatic stress, students' ability to learn in war conditions, sense of stability and security, ability to self-regulate.

**Introduction.** The significance of research lies in the urgent need to develop a specialized program aimed at training future teachers to effectively work with children who have been exposed to war, particularly in the context of the ongoing conflict in Ukraine, including the Sumy region. Over the course of nearly a year, children and youth have been experiencing the harsh consequences of war, manifesting in various degrees of severity.

UNICEF and the Dzherelo Centre have screened 5,870 children (project results June-October 2022) and found out that 42% of children need developmental support (80% of them don't have a disability status), children should receive developmental support and all the necessary services to preserve their health and prevent disability; 54% of children have mental health disorders, Most of them are children without disabilities, 21% have communication problems. These are mainly caused by the stress of war and displacement. Children and parents need mental health support.

Furthermore, the General Assembly of the United Nations (UN) report from October 2022 has confirmed distressing evidence of child rape, sexual enslavement, and torture, indicating that the war in Ukraine disproportionately affects women and girls (Ukraine war-induced crisis affecting women and girls disproportionately, 2022). These data, combined with reports from the Ministry of Health indicating that over 60% of residents in Ukraine require psychological assistance due to the war, highlight the critical need for a comprehensive system of psychological support for children through specialized institutions and as part of the educational process, including opportunities for interaction with peers.

The risks to children's safety associated with war can have enduring effects on their physical and mental health and overall well-being, with long-term consequences for their development. The experience of war contradicts the healthy development and formation of a child's personality, hindering their ability to meet basic needs in a predictable, physically and emotionally safe environment. Thus, multi-level and well-organized support efforts should prioritize providing essential physical and emotional resources to children, with the aim of restoring both external and internal security.

Institutions of general secondary education and informal education play a crucial role in providing children with education and creating a sense of structure and security within their communities. However, the current educational system has had to adapt to special conditions, such as distance learning with limited synchronous mode due to energy constraints, and the psychological state of participants in the educational process, among others.

In order to ensure effective psychological support and accompaniment for students, it is essential for teaching staff to be aware of possible psychological states and technologies for normalizing them.

However, an analysis of the educational programs for the specialty 014 Secondary Education reveals inadequacy and lack of consideration for issues related to crisis pedagogy, crisis psychology, special training for future teachers to work in crisis conditions, and organization of the educational process in the presence of stress reactions in participants, stressful conditions, and providing help in coping with psychotrauma. Based on research conducted at the beginning of the war in Ukraine (May 2022) on the professional identity of future teachers, it was found that a significant percentage of them identified psychological support for children as an important professional task during the pandemic and the ongoing hostilities in Ukraine. However, a majority of these future teachers (86%) reported a lack of relevant psychological knowledge and readiness to organize the educational process in special conditions, including psychological self-regulation.

Considering that the educational process in Ukraine covers a large number of children, but teachers and future teachers lack appropriate training in dealing with crisis situations, the purpose of this study was to develop a training program that focuses on the formation of psychological competence among future teachers in the context of a risk society, particularly in times of war and post-war recovery. European pedagogical and psychological theory and practice offer valuable insights and experiences that can be studied, adapted, and integrated into the educational programs for training future teachers, with a focus on working with children who have experienced traumatic events and adapting to the educational system in Ukraine.

**Analysis of current research.** Theoretical and empirical studies of the consequences of war on the psychological state of children are presented in the works: psychotraumatic situations and ways to overcome them (Herman D., Kyrilenko T., Dubrovynskyi G.), informational stress in children as a cause of psychological consequences of the military (Y. Godlevska); peculiarities of the state of health and principles of prevention of psychosomatic and psychological disorders in school-age children from the zone of military conflict (Lebets I., Nikonova V., Tolmachova S., Matkovska T., Kukuruza G., Tsyryulik S., Kostenko T., Dynnik V., Kashkalda D., Mayorov O); socio-pedagogical activity to correct the aggressive behavior of children of

internally displaced persons who suffered as a result of the military conflict in the east of Ukraine (N. Krasnova); the effectiveness of trauma-focused cognitive-behavioral therapy for PTSD with symptoms of depression in children and adolescents affected by the hybrid war in the east of Ukraine (Martsenkovskiy D.); foreign models of psychosocial rehabilitation of children traumatized by war (Chuiko V.), and others.

Foreign researchers note that war and conflicts have a serious negative impact on the lives of children and youth and have significant consequences for mental health (Charlson et al., 2019). Traumatic and cumulative stress negatively affects the ability of young people to learn (Bücker et al., 2012; Lupien et al., 2018; Stene et al., 2018; Strøm et al., 2016). It has been established that the impact of psychological trauma and stressful situations in childhood and adolescence affects the neurodevelopment of the prefrontal cortex, hippocampus, and amygdala (Pechtel & Pizzagalli, 2011). These structures influence cognitive and emotional processes, as well as executive functions that underlie academic functioning and achievement, such as concentration, attention, memory, cognitive flexibility, and persistence (June T. Forsberg & Jon-Håkon Schultz, 2022).

The regulatory and legal framework for the organization of the educational process in Ukrainian institutions of general secondary education is outlined in regulatory and legal documents, for example: Resolution of the KМУ No. 711 (24.06.2022) "On the beginning of the academic year during the legal regime of martial law in Ukraine", recommendations of the Ministry of Education and Culture of Ukraine "Features of the organization of the 2022/23 academic year" etc. Practical recommendations for teachers are provided on a significant number of platforms, for example, the NUS educational platform offers advice on stabilizing one's own emotional state and exercises for working with students in the "teacher's resource" section. The Institute for the Modernization of the Content of Education (imzo.gov.ua) contains a wide range of materials for use in work during military operations and many others.

The organization of education in war conditions based on the recommendations of international organizations is considered by Lokshina O., Glushko O., Zhurylo, A., Kravchenko, S., Maksimenko, O., Nikolska, N., Shparik, O. and other researchers (Lokshina and others, 2022).

**The study aims** to develop a training program for future teachers to provide psychological support to children who have experienced the effects of war based on national and transcultural solutions in order to

address the psychological consequences of war in children and youth. Despite the wealth of domestic and foreign research on the psychological and pedagogical issues faced by children in war-affected areas and the recommendations for recovery, there is a need for a specialized study that focuses on the unique features and practical recommendations for training future teachers to work with students who have experienced the various manifestations of war.

**The research methods** employed in this study involved the use of theoretical approaches, including categorical and terminological analysis to identify key categories, as well as systemic, structural, and logical analysis to summarize the stressful factors of war and their impacts on children. A selective literature review was conducted using PubMed and Google Scholar databases with specific keywords such as "children", "war", "trauma", "child mental health", "positive psychotherapy", and "MGS methodology" from March 1, 2022.

**The main findings** of the study highlight the importance of routine in the lives of children, especially those living in war zones, as the loss of routine can impede their recovery from crisis. Former NORCAP emergency education expert, Ollies, emphasizes that war creates chaos and disrupts the daily lives of children.

Furthermore, the study emphasizes the need for a differentiated approach in providing psychological assistance to forced migrants. O. Tymchenko suggests that criteria for dividing assistance can include the nature of losses experienced by the victims and the level of mental traumatization, leading to the identification of various groups. Based on these categories, Chuyko O. predicts that persons falling into categories 1-3 may have a higher likelihood of successful psychological adaptation in the future, and may only require social and psychological stimulation activities. However, those falling into categories 4-7 may require special attention in the form of enhanced psychological, pedagogical, and social support from the host community, and their adaptation to new conditions of life should be approached with caution.

Additionally, migrant children may face specific mental and psychological problems, as noted by N. Bochkor, including impaired cognitive processes, neurotic reactions, functional disorders, emotional and behavioral disorders, and problems related to communication and family relationships. These issues may arise due to the impact of war and

forced migration on their overall well-being, and may require targeted interventions to address their unique needs (Bochkor, 2014).

The psychosocial support provided by the Better Learning Program (BLP) is a well-established intervention developed and tested since 2007 by the NRC in collaboration with the Institute of Education at the University of Tromsø and the Norwegian Center for Violence and Traumatic Stress (NKVTS). The program aims to achieve several outcomes, including creating a sense of stability and security, promoting calmness and self-regulation, increasing community and self-efficacy, and promoting mastery and hope.

A general term - psychosocial support, for any non-therapeutic intervention that helps a person cope with stress by improving social (friends, support at home, well-being at school) and psychological factors (stress reactions, concentration, learning). Psychosocial support can be included in daily teaching in order to support recovery and improve students' school functioning (Norwegian Refugee Council, 2019).

The program is designed in two modules, one for teachers and one for crisis psychology specialists (Norwegian Refugee Council, 2019). BLP 1 serves as a general prevention tool, administered by teachers in the classroom, and is based on education, crisis psychology, and traumatic stress research. BLP 2, on the other hand, specifically targets students who report nightmares and sleep disturbances related to conflict-related trauma. It utilizes structured group and individual sessions to provide students with strategies for calming and improving self-regulation. Trained counselors, including teaching staff, are involved in delivering BLP 2, which follows a clinical approach with a clear sequence of actions and approaches to be followed during classes. Both modules aim to enhance students' ability to learn by empowering the school community, integrating coping techniques into daily teaching and learning, and encouraging students' natural recovery.

BLP 1 based on five conditions or principles necessary for recovery (Norwegian Refugee Council, 2019): the first two principles for dealing with a terrifying experience are to re-establish and build a sense of safety and be able to calm down; the third principle is to feel that you have power to change your situation, and to know that you can get help if you ask for it; the fourth principle involves connecting with others and receiving social support; the last principle is re-establishing hope for the future. The content of four classroom sessions should help students to

understand that: stress reactions are normal in a dangerous situation; body and mind are connected: a relaxed body cannot be attached to a frightened brain. this means that if you can get your body to relax, your mind will automatically become more relaxed as well. you can control your reactions by using various ways of “talking” to your brain; to experience positive effects, you need to practice the relaxation exercises regularly, for some time; stress reactions become less scary when you know how to deal with them, and you can talk about them with someone you trust; it is important to continue discussing progress with your teacher, classmates and family members.

Findings from our research conducted in a focus group revealed that teachers' requests for support can be grouped into three main areas: 1) creating a conducive learning environment, such as strategies for stabilizing students' emotional state during the learning process, discussing sensitive topics like conflicts and air raids with children, and addressing issues related to loss and change in lifestyle; 2) effectively responding to sudden manifestations of trauma in children, including reactivation of previous traumas, particularly those related to military conflicts; and 3) helping teachers cope with their own emotions and teaching children healthy emotional expression, such as managing long-term emotional tension, fear, anxiety, anger, aggression, sadness, and other related issues that may affect concentration, social interaction, and dependence on news and media.

Based on an analysis of existing research and practices from both domestic and foreign sources, a training program has been developed to prepare future teachers for providing psychological support to children affected by war. The program includes topics such as understanding possible psychological problems in children resulting from war and their impact on students' educational success, organizing the educational process in war-affected conditions, and integrating methods for creating a safe and supportive environment for students' emotional well-being into the educational process.

The "Educational Prospects for Peace" program, which has been developed, consists of two sections. The first section provides recommendations to future teachers on how to address psychotraumatic situations that can lead to psychological complications for children. This includes an overview of six serious violations against children during armed conflicts, as well as an explanation of traumatic and cumulative

stress and the psycho-physiological mechanisms through which psychological trauma and stressful situations in childhood and youth can impact neurodevelopment, cognitive and emotional processes, attention, memory, and other factors that affect students' success in education. The section also analyzes the age-specific impacts of trauma on preschoolers, elementary school students, and high school students. Additionally, it addresses the normative and legal framework for organizing the educational process in Ukrainian schools and the peculiarities of organizing education in wartime conditions.

The second section of the program provides tools for teachers to help students understand normal reactions to crises and teaches methods to improve common recovery resources for the entire student body. These resources include grounding exercises, creating a safe space, letting go of negative thoughts, expressing gratitude, and rescripting traumatic events. The program also provides recommendations for teachers on how to respond to specific student requests related to feelings of anxiety, anger, shame, guilt, sadness/grief/loss, and exposure to traumatic memories through imagination, drawing/writing, and sharing.

**Conclusions** drawn from the program align with the stated objectives and provide prospects for further research in this area. The development of a training program for future teachers to provide psychological support to children who have experienced war involves the formulation of general recommendations that can be adapted to specific circumstances and contexts. The purpose of the program is to integrate these recommendations into the educational process to promote the psychosocial well-being of all students.

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## АНОТАЦІЯ

**Коваленко Наталія.** Тренінгова програма підготовки майбутніх вчителів до роботи з дітьми, які зштовхнулись з війною.

*Дане дослідження спрямоване на дослідження передових практик роботи з дітьми, які пережили травматичні події і адаптацію в освітню систему України. Метою дослідження було* визначено розробка тренінгової програми підготовки майбутніх вчителів до психологічного супроводу дітей, що зіткнулися з війною на основі вітчизняного досвіду та транскультуральних рішень з метою подолання психологічних наслідків війни у дітей та молоді. Змістом тренінгової програми підготовки майбутніх вчителів до психологічного супроводу дітей, що зіткнулися з війною передбачено вивчення майбутніми вчителями: можливих психологічних проблем дітей спричинених війною і їх вплив на успішність учнів в освітньому процесі; особливості організації навчального процесу в умовах війни; особливості інтеграції методик створення безпечного місця, стабілізації емоційного стану учнів в освітній процес. Розроблена програма «Освітні перспективи миру» складається з двох розділів. Перший розділ надає рекомендації майбутнім вчителям щодо психотравмуючих ситуацій, що визначають психологічні ускладнення дітей (шість серйозних порушень щодо дітей під час збройного конфлікту); розкриває сутність травматичного і кумулятивного стресу та психо-фізіологічні механізми впливу психологічної травми та стресових ситуацій у дитинстві та юності (вплив на нейророзвиток префронтальної кори, гіпокампу та мигдалини, які впливають на когнітивні та емоційні процеси, концентрацію уваги, пам'ять, когнітивну гнучкість і наполегливість тощо та визначають успішність у навчанні учнів); аналіз травматичного впливу для різних вікових періодів (дошкільники, початкова школа, основа та старша школи); нормативно-правові рамки організації освітнього процесу у українських школах та особливості організації освітнього процесу в умовах війни. Другий розділ надає інструменти вчителю для пояснення учням особливості протікання нормальних реакцій після переживання кризи та зосереджується на навчанні їх методам покращення звичайних ресурсів для відновлення, спрямованих на весь колектив учнів: вправи на заземлення, створення безпечного простору, позбавлення негативних думок, вдячність, рескрипція травматичних подій. Окремо в програмі подано рекомендації щодо реагування вчителя на запити учнів, такі як: бути на сторожі, щоб захистити себе; відчуття, що ось-ось станеться щось погане, відчуття гніву, почуття сорому, почуття провини, відчуття смутку / горя / втрати; вплив на пам'ять про травму через уяву, малювання / письмо та обмін тощо.

**Ключові слова:** підготовка майбутнього вчителя, тренінгова програма, діти війни, кризова психологія, кризова педагогіка, травматичний стрес, здатності учнів до навчання в умовах війни, відчуття стабільності та безпеки, здатність до саморегуляції.