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Синтез професійних компетентностей у педагогічній освіті

Synthesis of Professional Competencies in Teacher Education

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ТОЧКА ЗОРУ

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  Саєнко Ольга, Володавчик Вікторія, Васиньова Надія 5

ОРІЄНТИРИ СОЦІАЛЬНОЇ ПЕДАГОГІКИ

- Формування професійних компетентностей майбутніх соціальних працівників в умовах сучасних суспільних викликів
  Бацман Ольга, Каркач Андрій, Черняк Ніна 11
- Interdisciplinary interaction as a factor in the integration of the external and internal dimensions of socio-psychological support for an individual in higher education
  Yuliia Demidova, Nataliia Movtyga, Olena Polezhaieva 22

НЕПЕРЕРВНА ОСВІТА

- Розвиток лідерської діяльності педагогів для формування ключових компетентностей школярів при вивченні предмета «Захист України»
  Костевський Олександр 33
- Стратегії набуття інфомедійної грамотності сучасного вчителя з предмета «Захист України»
  Бородай Едуард 38

ВИЩА ШКОЛА

- Педагогічні умови формування професійного потенціалу майбутніх офіцерів-розвідників
  Георгієв Василь, Повар Олександр 43
- Критерії якості цілісного STEM-орієнтованого навчального рішення у методичній підготовці майбутніх учителів фізики
  Кузьменко Григорій 49
- Дослідження використання цифрових технологій у процесі фізичної підготовки курсантів: діагностика та практичні шляхи розвитку
  Штельмах Антон, Костюшко Ігор 58
- Вища освіта як суспільне благо: фінансування, якість і доступність у філософії європейської інтеграції
  Коваль Тамара 65

ДОСВІД ЗАРУБІЖНИХ КРАЇН

- Розвиток дослідницької компетентності майбутніх викладачів закладів вищої освіти у Німеччині: інституційний досвід і перспективи його адаптації в Україні
  Грицан Олександр 71
- Кваліметричні дослідження професійної підготовки майбутніх учителів історії як предмет вивчення українських і польських педагогів
  Черевичний Геннадій 78
- Рефлексивна модель практичних занять на прикладі типології міжнародних відносин Нового часу
  Год Наталія, Басенко Руслан, Лобода Дмитро 85
- The "empty online classroom" phenomenon in teaching Ukrainian as a foreign language: adapting international experience
  Maryna Shlenova, Inna Vialykh 94
- Лінгвокультурологічні курси української мови для викладачів Університету Лестера: зміст, методика та освітній потенціал
  Перевознюк Вікторія, Сізова Ксенія 104

КАЛЕЙДОСКОП МОВ

- Синтез мовно-комунікативної та інформаційно-цифрової компетентностей педагогів базової та профільної шкіл: практичний аспект
  Логвиненко Юлія, Ситник Лариса 110
- Українознавчий компонент у системі загальної середньої освіти: виклики, змістові трансформації та дидактичні моделі
  Ворон Ольга 115
- Специфіка застосування AI-інструментів у викладанні іноземної мови для гуманітарних спеціальностей вищої школи
  Слухенська Руслана, Мурадханян Ірина, Черська Жанна 120

ПЕДАГОГІЧНИЙ МЕНЕДЖМЕНТ

- Формування правової культури працівників як складника кадрового менеджменту
  Лебедик Леся, Стрельніков Віктор, Телеп Василь 124

НАВЧАЮЧИ – ВЧИМОСЯ

- Нормативно-правове забезпечення діяльності відомчих середніх навчальних закладів в Україні (1920–1930-ті рр.)
  Зеленська Людмила 134

ПОРАДИ СПЕЦІАЛІСТА

- Міждисциплінарний підхід до організації підготовчого етапу корекції звуковимови у дітей дошкільного віку
  Кучерак Ірина, Корешкова Анна 140

РЕЖИСУРА УРОКУ

- Культура академічної доброчесності молодших школярів як інтегрований конструкт сучасної початкової освіти
  Починок Євгенія, Гібалова Наталія 147
- Stem-освіта дошкільної й початкової ланок: зміст, напрями, інструменти професійної взаємодії педагогів
  Карапузова Ірина, Карапузова Наталія 154
- Педагогічні умови формування в учнів початкових класів понять «частини» та «дробу» у процесі навчання математики
  Руденко Ніна, Порадна Вікторія 163

ШКІЛЬНА РОДИНА

- Виховання патріотизму шляхом організації дослідницької роботи у гуртках географічного та екологічного краєзнавства на засадах ціннісного підходу
  Копилець Євгеній 172
- Партнерство закладу дошкільної освіти і сім'ї у формуванні здоров'язбережувальної компетентності дітей дошкільного віку
  Волинець Юлія, Стаднік Надія, Фастовець Ірина 179

ВІНОК МИТЦІВ І МИСТКИНЬ

- Педагогічна спадщина Станіслава Павлюченка в контексті сучасної професійної підготовки фахівців народнопісенного виконавства
  Дріневська Ванда 185

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INTERDISCIPLINARY INTERACTION AS A FACTOR IN THE INTEGRATION OF THE EXTERNAL AND INTERNAL DIMENSIONS OF SOCIO-PSYCHOLOGICAL SUPPORT FOR AN INDIVIDUAL IN HIGHER EDUCATION

The relevance of this study stems from the destructive impact of martial law on the mental health and cognitive functioning of higher education students in Ukraine. The full-scale war and the forced relocation of many universities have created an unprecedented set of exogenous threats, requiring the development of integrative models of socio-psychological support in the academic environment. The article provides a theoretical justification for interdisciplinary collaboration among psychological service specialists, academic educators, and social support specialists as a key factor in integrating the external institutional and internal personal dimensions of student support. Based on a systems analysis, the article differentiates between exogenous safety factors (the organization of a safe environment at higher education institutions, group dynamics, and institutional protection) and endogenous factors of individual resilience (individual psychological resources, proactive coping strategies, emotional self-regulation, and personal resilience). Particular attention is paid to the conceptualization of a culture of personal safety, purposefully fostered in higher education institutions, as a complex intrapsychic structure in which the value of mental and psychophysical well-being occupies a dominant position. The functional areas of responsibility for each support provider have been identified: social support specialists mitigate environmental stressors affecting vulnerable groups (internally displaced persons, combatants, and veterans); educators shape the emotional atmosphere of the classroom; and psychological service specialists conduct in-depth psychocorrectional work. The diagnostic tools for identifying destructive intrapsychic changes and assessing students' adaptive potential are described. It has been demonstrated that interprofessional collaboration among these specialists serves as a catalyst for transforming external security conditions into internal resources for students' self-protection and proactive adaptation. Prospects for further research lie in developing applied methodological recommendations for the practical implementation of this interprofessional model in modern universities.

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Keywords: *interdisciplinary interaction; socio-psychological support; higher education; students; martial law; exogenous factors; endogenous factors; security space; resilience;individual security culture*

МІЖДИСЦИПЛІНАРНА ВЗАЄМОДІЯ ЯК ЧИННИК ІНТЕГРАЦІЇ ЗОВНІШНІХ І ВНУТРІШНІХ ВИМІРІВ СОЦІАЛЬНО-ПСИХОЛОГІЧНОЇ ПІДПРИМКИ ОСОБИСТОСТІ У ВИЩІЙ ШКОЛІ

Теоретично обґрунтовано міждисциплінарну взаємодію фахівців психологічної служби, академічних педагогів і фахівців із соціальної підтримки як провідний чинник інтеграції зовнішніх (інституційних) і внутрішніх (особистісних) вимірів соціально-психологічної підтримки здобувачів вищої освіти в умовах воєнного стану. Систематизовано екзогенні (безпековий простір, групова динаміка) та ендогенні (копінг-стратегії, резилієнтність) чинники життєстійкості студентів. Розкрито сутність культури безпеки особистості, що формується в ЗВО. Визначено функціональні зони відповідальності кожного суб'єкта супроводу та доведено, що їхня міжпрофесійна синергія трансформує зовнішні безпекові умови у внутрішні психологічні ресурси саморегуляції та проактивної адаптації молоді.

Ключові слова: *міждисциплінарна взаємодія; соціально-психологічний супровід; вища школа; студенти; воєнний стан; екзогенні чинники; ендогенні чинники; безпековий простір; резильєнтність; культура безпеки особистості*

The relevance of the problem in general terms and its connection to important practical tasks. In the context of the modernization of higher education in Ukraine and the need to address today's challenges, it is critically important to establish a unified system of social and psychological support. This system is designed to provide comprehensive, specialized assistance to today's students and to create conditions for the adaptation and resilience of all participants in the educational process by harmonizing an individual's internal resources with external safety factors.

Today, Ukrainian higher education operates under extreme and challenging circumstances. Global social changes, martial law, and European integration processes require a rapid transformation of educational content and the establishment of new value systems. In these crisis conditions, the practical implementation of interdisciplinary collaboration is particularly relevant, as the combined efforts of psychologists, educators, and social support specialists enable the development of comprehensive support mechanisms that help students proactively adapt to new sociocultural conditions. Such integrated psychosocial support serves as a powerful exogenous factor that stabilizes students' emotional well-being, enhances their personal resilience, mitigates the risk of psychological maladjustment, and maintains their cognitive motivation to learn.

An integral part of this process is fostering a culture of personal safety in the academic environment. It serves as a powerful external factor encompassing not only the creation of a physically safe space (shelter setup, emergency preparedness) but also the establishment of a psychologically safe atmosphere. A culture of personal safety involves developing students' and faculty members' skills in civil defense, information hygiene, and mutual aid, as well as their ability to identify risks and minimize their destructive impact on the educational process.

At the same time, ensuring students' right to safe, fulfilling, and free development requires strengthening such internal factors as mental health, psychological well-being, self-actualization, and mutual respect. Society's current understanding of educational quality is directly linked to these categories. Current trends in the transformation of higher education underscore the urgent need for an interdisciplinary approach to expanding and strengthening the psychosocial support system across all stages of learning.

The creation of an effective system of social and psychological support for students in Ukrainian higher education institutions is a direct response to society's current needs, integrating external (institutional, security-related) and internal (personal) dimensions of safety and development. It is implemented through modern social and psychological practices, the optimization of interpersonal interactions, and the integration of psychological knowledge into the university's educational environment. Proactive support, social reintegration, and psychological facilitation for veterans and internally displaced persons among the student body occupy a special place in this system, serving as a fundamental prerequisite for shaping a sustainable professional worldview among the country's future elite.

Within the scope of the study, interdisciplinary collaboration and the consolidation of efforts by key support providers serve as the tools for the practical implementation of such a system. Drawing on leading European and American practices, higher education institutions are shifting from the isolated provision of psychological assistance to an integrative approach that brings together the professional resources of practicing psychologists, academic educators, and social support specialists. The combination of these three components enables the creation of a holistic, safe, and therapeutic environment at higher education institutions, where the processes of teaching, psychocorrection, and social protection function in a coordinated manner, ensuring the comprehensive mitigation of macrosocial stressors.

It is precisely this combination of psychologists` expertise (responsible for intrapsychic stability and mental health), educators (who adapt communication and create a supportive emotional environment during classes), and social support specialists (who provide institutional support, protect the rights of, and facilitate the integration of vulnerable student groups, including internally displaced persons, combatants, and veterans) ensures the implementation of a comprehensive approach to the individual. As a result, future professionals gain not only professional knowledge but also high levels of psychological resilience, self-regulation skills, cognitive adaptability, and social resilience, which are fundamental to an individual's ability to cope with life in today's world.

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Analysis of Previous Studies and Publications. A solid theoretical and methodological foundation for addressing the outlined tasks has been laid by contemporary Ukrainian scholars who study various aspects of mental health stabilization and the socio-psychological adaptation of the individual under martial law. Several key areas of interdisciplinary analysis of this issue can be identified:

The conceptual foundations for protecting mental health and providing emergency care to the population are substantiated in the works of V. Pank, S. Maksymenko, M. Slyusarevsky, L. Prokhorenko, T. Kulish, S. Chunikhina, I. Gubeladze, I. Tkachuk, N. Yarmola, L. Karamushka, O. Kokun, and L. Sokhan.

The diagnostic and prognostic aspects-in particular, the specifics of identifying adjustment disorders, assessing adaptive potential, and examining the psychological mechanisms of stress resilience in individuals within the educational environment during wartime and in the postwar recovery period-are discussed in detail in the works of L. Blyzniuk, O. Hnatiuk, K. Kim, N. Prokhor, O. Kharlamova, I. Koval, N. Ilenko, O. Boichenko, N. Ilenko-Lobach, S. Grabovska, and M. Yesyp.

The role of an individual's internal resources-in particular, life competence as a fundamental factor in self-regulation and the maintenance of mental health-has been explored in studies by E. Balashov, O. Demchuk, K. Sakharova, O. Soloshenko, O. Oliinyk, N. Chepelyeva, T. Kyrychenko, O. Chykhantsova, T. Titarenko, L. Karamushka, M. Tichenko, V. Kazmirenko, M. Kushneryk, T. Perepelyuk, Y. Hrach, S. Kozachenko, T. Komar, and others.

The research on the intrapsychic orientation of the personality toward ensuring safe living, which focuses on the subject's desire to reduce psychosocial risks, overcome crisis factors in unstable social conditions, and develop internal safety systems in various types of environments, is presented in the works of Yu. Skaletsky, L. Durnev, T. Tairova, V. Gnatovsky, Y. Vorobyov, O. Zaporozhets, V. Mikhailiuk, N. Kulalaeva, M. Zorina, and others.

Proactive modeling of psychological support systems, which entails the imperative need to shift the focus from situational counseling to ongoing psychosocial support for higher education students, to develop their adaptive potential, and to create a safe emotional environment, is reflected in the works of S. Garmash, V. Gerasymenko, S. Kalishchuk, N. Pavlik, O. Smyrnova, O. Antoniuk, V. Gorikhovsky, S. Goncharuk, S. Pryimak, T. Sobchenko, O. Kin, V. Vorozhbit-Gorbatyuk, A. Furman, T. Nadvynichna, O. Kravchenko, M. Lysenko, Ya. Yurkiv, D. Tokareva, H. Tsapro, V. Yakuba, L. Sazhko.

Psychosocial support and resocialization of military personnel and veterans in Ukraine's educational sector have become critically important for the country's higher education system since the full-scale war. The research by I. Datsyuk, N. Romanova, G. Sen, I. Yashchyshchak, V. Stasyuk, V. Dykun, A. Kyrychenko, and E. Kovalenko focuses on the principles of adapting to civilian life, overcoming the effects of combat stress, restoring cognitive and motivational functions, and ensuring a safe therapeutic environment in higher education institutions during the educational process to facilitate the country's future reconstruction.

Justification of mechanisms for implementing social responsibility in higher education institutions through the lens of institutional psychological mutual aid. This area of research, brought to the forefront by the full-scale war, focuses on the transformation of universities' roles during the crisis and in the country's postwar recovery. The research aims to examine the psychological foundations for expanding the safety space at higher education institutions, promoting the mental health of staff and students, and developing models of inter-institutional solidarity and providing long-term psychosocial support to colleagues and students from relocated universities [20].

Identifying previously unresolved aspects of the overall problem.

At the same time, despite the high scientific value of these authors' work, the field of psychological analysis still lacks a comprehensive understanding of the architecture of psychosocial support as a two-level system. In particular, the mechanism by which external exogenous factors (the organization of a safe environment at higher education institutions, group dynamics, and institutional support) interact with internal endogenous factors (individual psychological resources, self-regulation mechanisms, and the student's personal resilience) warrants further study. Developing such an integrative support model at the intersection of various fields of psychological knowledge will ensure a systematic and proactive impact on students' mental health. Consequently, there is an urgent scientific and practical need to develop and implement a proactive psychosocial support system in higher education institutions that can mitigate the effects of traumatic experiences, preserve students' mental health, and facilitate their adaptation to new sociocultural conditions. Carrying out such a comprehensive task requires moving away from traditional, linear methods of counseling or psychological work and transitioning to the interdisciplinary integration of safety, educational, and psychological support factors directly into the educational environment.

The purpose of the article is to provide a theoretical and methodological foundation for the architecture of socio-psychological support for higher education students and to define the role of interdisciplinary collaboration among practicing psychologists, academic educators, and social support specialists as a key factor in integrating the external (institutional, security-related) and internal (personal, adaptive) dimensions of students' resilience under martial law.

Presentation of the Main Content. An analysis of the current realities of higher education in Ukraine shows that martial law has become a dominant, destructive external factor that has radically transformed the daily activities of all participants in the educational process. As O. Antoniuk notes [2], the large-scale forced displacement of students and academic staff, the disruption of the usual rhythm of life, and the persistent lack of security have created an unprecedented set of psychosocial challenges.

In the context of our study, these exogenous (external) threats directly drive negative endogenous (internal) changes in the student's personality structure. Psycho-emotional stress, cognitive overload, and states of anxiety and depression-triggered by experiences of loss and deliberation–act as powerful barriers to the successful cognitive activity and

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professional socialization of future specialists.

This issue is particularly acute in the context of displaced higher education institutions, where integrating psychosocial support into the educational process is a fundamental prerequisite not only for retaining faculty and student talent but also for students' successful adaptation to radically changed conditions. As V. Gorikhovsky emphasizes [5]. The systematic promotion of psychological well-being within the educational framework is a key factor in sustaining cognitive motivation and fostering a resilient generation of professionals capable of acting effectively during sociocultural crises.

Such researchers as M. Blyzniuk, K.V. Kim, and O.M. Kharlamova, in their work "Psychological and Pedagogical Support for the Adaptation and Stress Resilience of Higher Education Students Amid the War in Ukraine [2] note that large-scale military operations in Ukraine have caused a radical transformation of conditions in the academic environment and daily life, leading to a sharp increase in psychological and emotional stress among students. Constant exposure to existential uncertainty, forced migration, disruption of familiar social structures, and loss of interpersonal connections significantly deplete an individual's internal resources, reducing their adaptive capacity.

A systematic study of the architectonics of sociopsychological support requires differentiating and in-depth analysis of exogenous (external) and endogenous (internal) factors in the context of higher education, whose interactions determine the ultimate resilience and adaptability of the student as an individual.

Analyzing L. Vygotsky's theoretical propositions on socio-psychological adaptation as the result of the interaction between external (social) and internal (personal) factors, as well as S. Rubinstein's idea regarding the active role of the individual in this process, V. Kazmirenko concluded that students' successful adaptation to the conditions of higher education is determined by the integration of their professional training and interpersonal understanding. Drawing on these classical concepts, the researcher argues that a sociopsychological analysis of student adaptation should focus on holistic mechanisms of individual adjustment to changed life conditions that integrate the cognitive, emotional, and behavioral dimensions of intrapsychic activity [9].

L. Sokhan emphasizes that an individual's adaptation to social change is multifaceted, encompassing cognitive, emotional, behavioral, and social aspects. For young people, it is important to develop cognitive flexibility, which involves the ability to quickly process new information and make effective decisions. During education and professional development, this component takes on particular significance, as it facilitates successful integration into the social and professional environment [21].

Exogenous (external) factors of sociopsychological support consist of a variety of external conditions, stimuli, and institutional influences that act as a protective barrier for students' mental well-being in the educational environment. In our study, these factors are divided into three key categories: creating a safe environment at higher education institutions, group dynamics, and institutional protection.

Creating a safe academic environment encompasses not only physical security but also psychological safety among members of the academic community. This includes creating a stable information environment at the university, reducing organizational chaos during changes in teaching formats (such as transitions to online learning or lockdowns), and ensuring an accessible support infrastructure. From a safety psychology perspective, a stable university environment helps reduce anxiety and prevent student burnout.

S. Goncharuk and S. Pryimak emphasize that reforming higher education under martial law requires a comprehensive approach in the following key areas: safety (establishing safe locations and training staff on emergency response procedures); accessibility: developing distance and mobile learning formats for internally displaced persons, people with disabilities, and residents of frontline areas); psychological support (introducing counseling and support programs to help participants in the educational process cope with stress); program adaptation (optimizing curriculum content to meet the current requirements and challenges of wartime); critical thinking (strengthening students' analytical skills to enable objective evaluation of information); international cooperation (mobilizing resources and support from foreign organizations and humanitarian agencies) [4].

In addition, the authors note that wartime education requires coordinated efforts and cooperation among government agencies, international communities, local organizations, social workers, and independent experts. This is necessary to ensure the highest possible level of education and to protect students while they are studying. To guarantee access to education, the system must be adequately funded, equipped with infrastructure, and provided with the necessary equipment [right there].

T. Sobchenko, O. Kin, and V. Vorozhbit-Gorbatyuk identify three key components of a safe educational environment under martial law: physical (the arrangement of shelters and spaces), psychological (support for those involved in the process), and informational (State Emergency Service protocols and mine safety). An important prerequisite is the institution's ability to assess the security situation and adapt the form of instruction [19]. According to the analysis, this approach ensures comprehensive protection for all participants in the educational process.

Group dynamics and the microclimate within an academic group, as well as the student community as a whole, are important resources for socialization and interpersonal support. Positive group dynamics-manifested in high levels of empathy, trust, and solidarity-serve as a buffer against microsocial stress.

In times of war, academic groups and the student community at higher education institutions become vital spaces for psychological resilience, where positive group dynamics manifest as high levels of empathy, mutual trust, solidarity, and mutual support. This fosters an atmosphere of psychological safety that encourages open expression of opinions, motivates students to gain a deeper understanding of one another's emotional states, and enables them to provide mutual support during times of stress. Shared challenges bring the group closer together and encourage the sharing of educational resources, while teamwork and flexible task distribution help maintain the educational

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rhythm effectively, even during air raid alerts or power outages.

In this regard, I. Koval emphasizes in his research that young people in a society in crisis face the threat of psychological exhaustion, apathy, and social isolation. Therefore, it is extremely important to strengthen their adaptive potential by fostering social support and self-awareness. Effective socialization of young people involves integrating individual and collective resources, such as support from family, educational institutions, and communities of like-minded people [13].

In addition to the social support provided through group interaction, another important factor is the extent to which basic psychological needs are met within the group. This should serve as a reliable indicator of how new participants cope with and adapt to entering a new social environment [16].

In the context of our study, the effectiveness of group learning under martial law is also of paramount importance; it is directly determined by the degree to which the organization of interaction is well thought out and by the presence of mechanisms for regulating joint activities. As noted by researchers [28], for students, such learning becomes a specially designed educational environment where interaction is aimed not only at completing academic tasks but also at maintaining educationally meaningful communication. It is precisely this approach that enables the fostering of positive group dynamics, the creation of a space for psychological resilience, and the successful socio-psychological adaptation of students to crisis challenges.

Furthermore, the socialization of students in the modern higher education system is influenced by numerous economic, political, social, and personal factors. Social institutions, as well as students' various connections and interactions, play an important role in this process, helping them to develop an awareness of their social identity. During the socialization process, students develop social skills and abilities that contribute to their becoming successful, socially active professionals in their chosen field [23].

Strong social ties within the university protect students from feelings of isolation and alienation, which can be particularly acute for students with special status.

At the same time, the current stage of societal development indicates that today's Ukrainian youth are facing a challenging period of social uncertainty stemming from war, migration, and changes in the education and employment systems. These factors not only add to the burden but also create opportunities for civic engagement, solidarity, and patriotism. Through participation in social initiatives and volunteer work, young people gain experience in responding constructively to challenges, thereby strengthening their socio-psychological adaptive potential [right there].

Institutional support for higher education institutions includes targeted efforts by specialists to provide legal, organizational, and social protection to vulnerable groups of students, such as combatants, veterans, and internally displaced persons. The prompt resolution of daily and administrative issues (assistance with housing, flexible class schedules, legal support) helps normalize students' external living conditions, freeing up their mental resources for successful academic performance [3].

Within the scope of this study, integrating such institutional support into the university's overall development strategy and programs for collaboration among interprofessional support entities directly enhances organizational accountability for preserving the human and personal potential of higher education institutions. The systematic implementation of these measures significantly reduces maladjustment, strengthens the academic community's cohesion around shared values, and creates a stable, safe environment at the university that focuses on overall psychosocial well-being.

Another important outcome in this context is a dramatic increase in the higher education institution's adaptability to prolonged existential uncertainty and the crisis-related challenges posed by martial law. The structural model of institutional interaction developed and proposed by researchers makes it possible to proactively respond to the growing psychological and emotional strain among faculty and students, minimize the destructive consequences of forced relocation, and ensure the psychological stability and resilience of the entire academic community of the relocated university [25].

Endogenous factors of personal resilience, which are inherent in a student's internal characteristics, play a significant role in their ability to process external traumatic events and maintain mental balance. These factors encompass individual psychological resources that shape the basic personality traits that determine a person's ability to adapt.

One of the key resources is the student's motivational focus on the value of professional development and a desire for future self-actualization, which helps them find meaning even in the difficult context of war.

In this context, N. Ilenko, O. Boychenko, and N. Ilenko-Lobach note that under martial law, education is often pushed to the background. Many students who find themselves in difficult life circumstances lose their motivation to study, as their priorities shift significantly. Issues of safety and adapting to new living conditions become the top priority. To boost student motivation under such conditions, it is advisable to hold motivational discussions and emphasize the importance of acquiring professional skills. Motivation for learning can also be increased by optimizing the educational process through the use of various information and communication technologies and the implementation of an effective assessment system, taking into account the specific characteristics of students at institutions of higher education [8].

The authors also emphasize that socio-psychological adaptation to the conditions of armed conflict occurs within a constantly changing, socially tense environment. Therefore, it is important to shift the focus from the state of adaptation to the characteristics of individual and community adaptability, which are linked to concepts such as resilience, psychological flexibility, and group effectiveness.

Self-regulation mechanisms and coping strategies that promote conscious management of emotions, thoughts, and behavior in stressful situations.

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T. Kirichenko interprets behavioral self-regulation as a holistic structural formation of the personality that unites external and internal manifestations of self-awareness and integrates the psychological mechanisms of behavior. It manifests itself in the unity of purposeful actions: determining one's stance on events, self-analysis of actions, making voluntary decisions, evaluating the means of achieving one's goals, and one's value-based attitude toward oneself. The researcher emphasizes that self-regulation is a manifestation of the personality's internal activity aimed at satisfying current needs (achieving success, gaining approval, self-affirmation, and establishing one's place in society). Within the structure of self-regulation, the researcher identifies the following components linked to the deep structures of the personality: the cognitive component (reflection on one's own behavior and awareness of oneself as its agent), the motivational-emotional component (experiences and motives that coordinate actions, communication, and relationships), the volitional (value-based impulses and moral motivation for behavioral reactions and achievements), as well as the behavioral component, which encompasses meaningful acts, actions, and life stances in general [11].

Y. Kovalenko explores the concept of self-regulation, focusing on emotional regulation, self-restraint, and behavioral control. He notes that these aspects may be compromised by excessive impulsivity and insufficiently developed behavioral patterns. This, in turn, may increase the risk of developing addictive behavior [12].

Psychological resilience is closely linked to the prevalence of proactive coping strategies (seeking solutions, planning, seeking help) over passive or destructive approaches (avoidance, repression, emotional outbursts).

V. Stasyuk, V. Dykun, A. Kirichenko view coping behavior as a dynamic process based on the theory of R. Lazarus and S. Folkman and determined by a person's subjective perception of a situation, the stage of the conflict, and the individual's interaction with the surrounding world. They interpret psychological coping as a set of cognitive and behavioral efforts by an individual aimed at minimizing the impact of stress. In this process, the individual assesses the scale of the potential threat and compares the demands of the environment with their own resources to effectively overcome difficulties. Coping mechanisms directly determine a person's level of adaptation, with the specific form of behavior depending on both individual qualities and the specifics of the situation itself, which is decisive in this approach. The authors distinguish between active coping, which involves the purposeful elimination or reduction of the source of stress, and passive coping behavior, which involves the activation of psychological defenses to reduce emotional tension without actually changing the stressful circumstances [22].

S. Grabowska shares a similar view, defining coping as a dynamic set of cognitive and behavioral efforts to manage specific external or internal demands that a person perceives as overwhelming or beyond their adaptive capacity. In this context, the specific form of coping depends on both individual characteristics and the specifics of the situation itself; the authors distinguish between active coping (the purposeful elimination of the source of stress) and passive coping (the activation of psychological defenses to reduce emotional tension without changing the circumstances) [6].

Well-developed mental health skills help students reduce their anxiety levels and prevent adjustment disorders.

Researchers have determined that armed conflict is a powerful factor that disrupts the normal mental processes that support effective behavior in a peaceful environment. This triggers new psychological reactions that catalyze the activation of internal regulatory and compensatory systems. As a result, a new level of psychological organization of the individual emerges, corresponding to the changed conditions of activity [2].

Resilience, as an integrative psychological phenomenon, reflects a person's ability to withstand stress while maintaining inner balance and effective action. It comprises three key components: engagement (participation in events), control (confidence in one's ability to influence the outcome), and risk-taking (perceiving a crisis as an experience and a challenge). A high level of resilience allows a person not only to adapt to extreme conditions but also to grow personally by overcoming difficulties.

Ukrainian studies on resilience reveal various approaches to understanding this phenomenon. O. Kokun views resilience as an important resource for personal development, full-fledged functioning, stress resistance, and professional effectiveness [14].

O. Chikantsova offers a more detailed understanding of this concept, viewing resilience as a multilevel construct that is not limited to control, engagement, and risk-taking. It also includes goals, values, meanings, self-attitude, autonomy, self-determination, and psychological well-being [27].

There are approaches that highlight the connection between resilience and the processes of self-preservation and psychological recovery. For example, T. Titarenko focuses on practices of self-recovery, self-organization, support, and meaning-making in conditions of war and social instability, which allows for a better understanding of resilience from the perspective of behavioral, socio-psychological, and existential aspects [24].

In the context of professional activity, L. Karamushka links resilience to an individual's psychological readiness, specifically to creativity, professional resilience, and the ability to engage in self-analysis [10].

Implementing the diagnostic and prognostic aspects of sociopsychological support within higher education institutions requires the use of a comprehensive, validated set of tools capable of promptly identifying destructive intrapsychic changes and assessing students' adaptive potential.

Specialists at the Research Center for Moral and Psychological Support of the Armed Forces of Ukraine have developed and adapted a number of psychodiagnostic methods. These methods can be effectively applied not only in a military setting but also in educational institutions, particularly for students experiencing stress or psychological exhaustion [2].

This set of tools makes it possible to assess the nature of the interaction between exogenous (war-related) stress and

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the endogenous (personal) resources of students (in particular, internally displaced persons, combatants, and veterans):

The modified OPANASS questionnaire is designed for the initial screening of prospective students' overall level of psychological adjustment to the conditions of higher education; it measures levels of anxiety, self-esteem, and the modality of intrinsic motivation for learning.

The Methodology for Assessing Moral and Psychological State (MPS) is a universal tool for the rapid assessment of the emotional state and stress resilience of student groups; it enables the early identification of individuals who require immediate psychosocial assistance.

The "I Am in a State of War" semantic differential test examines deep-seated transformations in self-identity, the dynamics of anxiety, and the characteristics of how test-takers perceive their own "self"-particularly those who have experienced traumatic events or have loved ones on the front lines.

The Scale of Socio-Psychological Adaptability (SSPA) assesses a student's level of communicative flexibility, openness to sociogenic changes, and overall readiness for proactive interpersonal interaction in an academic environment.

An adapted version of the PCL-5 scale (based on the DSM-5) – a clinical-psychological questionnaire for the early detection of markers of trauma and PTSD symptoms in students who have experienced occupation, forced evacuation, or the loss of loved ones.

The Stress Level Questionnaire (Holmes-Rahe Scale) provides a quantitative assessment of the cumulative impact of macrosocial life stressors to predict their destructive effects on students' mental health and cognitive performance.

Methods adapted to Ukrainian realities-taking into account linguistic, cultural, and contextual aspects-make it possible to quickly identify risks of maladjustment or emotional exhaustion. They can be used by school or university psychologists for group screening.

Scientific and theoretical analyses show that well-organized psychosocial support is a fundamental factor in maintaining an individual's intrapsychic stability and in ensuring their adaptive potential under destructive macrosocial conditions. In today's reality, as substantiated by the scientific literature, institutional challenges in higher education unfold in parallel with profound psycho-emotional destabilization among students.

In exploring this aspect, O. Kravchenko [15] emphasizes the imperative to preserve and restore the mental health of all participants in the educational environment as a prerequisite for their daily functioning. At the same time, within the framework of academic autonomy, each institution of higher education develops a specific, internally differentiated approach and a set of psychological support measures to create a safe psychosocial environment, stabilize individuals' internal resources, and mitigate exogenous stressors.

In the context of the issues outlined above, the scholarly findings of M. Lysenko and Y. Yurkiv are also of significant importance [17]. The researchers argue that the institutionalization of psychosocial support within the structure of higher education (especially in relocated institutions) serves as a critical exogenous (external) factor in mitigating destructive wartime stress and preserving the mental health of the student body.

In this regard, fostering a culture of personal safety in the academic environment has become particularly important; in the context of safety psychology, this is interpreted not only as protection from external threats but also as a subjective sense of psychological well-being, trust, and emotional comfort. Fostering such a culture involves transforming the internal environment of higher education institutions into a platform where cognitive stability, resilience, self-regulation skills, and stress tolerance become fundamental personality traits.

Psychosocial support for students serves not only to stabilize their emotional state but also as a fundamental foundation for building a culture of personal safety within higher education institutions.

In analyzing the essence of this phenomenon, as the authors note [7], this culture represents a complex, multifaceted intrapsychic structure based on the principles of individual protection and proactive self-development of the personality. The studies emphasize that, under conditions of intense exposure to destructive external factors, there is a growing need to foster in future professionals a conscious and responsible attitude toward their own mental and psychophysical health. The tool for such a transformation in the educational sphere is targeted training in preserving internal resources, which fosters the development of reflective abilities, promotes the internalization of safety as a fundamental personal value, and significantly improves the quality of students' professional development.

Personal culture, as a complex intrapsychic and socially determined phenomenon, is integrated into all dimensions of an individual's life, serving as a fundamental mediator in the assimilation of sociocultural experience and the determination of strategic vectors of individual development [29].

In this regard, a culture of personal safety in the academic environment emerges as an intrinsic component of a person's overall culture, reflecting not only the cognitive level of their psychological readiness to act in crisis situations, but also a deeply internalized, deeply felt need to adhere to patterns of safe behavior.

In the sphere of socio-psychological analysis, an individual's safety culture in an academic environment is interpreted as a specific level of a student's psychological, value-based, and meaningful development, in which the imperative of ensuring mental and psychophysical well-being occupies a dominant place in the structure of their personal values. This phenomenon is explained by the prevalence of entrenched stereotypes regarding safe interpersonal interaction, the development of proactive coping strategies, and a subjective sense of protection from exogenous threats and destructive macrosocial influences within the educational space of higher education institutions.

The empirical and theoretical differentiation of the identified factors highlights the need to describe specific interprofessional mechanisms for their implementation within the educational environment of higher education institutions. Since exogenous and endogenous factors are in constant dynamic interaction,

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their successful integration cannot occur spontaneously. It requires purposeful, synergistic action by three key actors in socio-psychological support, each of whom directly facilitates the corresponding aspect of a student's well-being and personal development.

Let's take a closer look at the specific characteristics, functional scope, and areas of interprofessional collaboration among these specialists:

Social support specialists at higher education institutions serve as the fundamental institutional foundation, and their activities are directly aimed at optimizing institutional exogenous factors. By promptly resolving legal, material, and administrative issues faced by combatants, veterans, internally displaced persons (IDPs), and the student body as a whole, they mitigate basic environmental stressors, thereby laying the groundwork for further psychological support. The focus of social support specialists' work ensures that the scope of assistance expands from the purely intrapersonal to the microsocial level. The social and psychological support jointly provided by these specialists serves as a fundamental tool for optimizing the student's interaction with their new sociocultural environment and accelerating their adaptation to the conditions of the changed environment.

Academic instructors directly coordinate and shape the exogenous factors of group dynamics and the classroom environment. Since classes are the primary setting for student-university interaction, it is the instructor who-through flexible communication, emotional sensitivity, and the creation of an atmosphere of academic trust-transforms the routine learning environment into a safe psychosocial space.

Within the framework of socio-psychological support, the instructor's role involves proactively mitigating conflicts in small groups, facilitating the integrative potential of student groups, and supporting students' cognitive and motivational well-being. By applying the principles of safety psychology, the academic instructor uses tools such as empathetic listening, reflective feedback, and sensitive responses to signs of psychological and emotional exhaustion or distress among students. Of particular importance is the instructor's ability to flexibly adapt class structures during times of extreme stress (air raid alerts, blackouts, etc.), minimizing cognitive overload and fostering social cohesion. Although not a psychotherapist, the educator serves as the primary mediator of safety at the level of everyday interaction: they help students (particularly internally displaced persons, combatants, and veterans) feel a sense of belonging to the academic community, which significantly strengthens their personal resilience and lays the emotional groundwork for the targeted work of other specialists.

An analysis of the institutional framework for student support indicates that the psychological services of a higher education institution serve as a fundamental platform for the formation and development of students' personalities. In accordance with regulatory and theoretical principles, its strategic goal is to purposefully promote the professional and personal growth of higher education students, to support and strengthen their mental health, as well as in creating conditions of intrapsychic security in which the individual is able to develop effectively in professional and sociocultural dimensions [18].

In the higher education system, the psychological service ensures a sustained and systematic study of the characteristics of students' psychophysical development, the dynamics of the motives behind their behavior and primary activities, taking into account the cognitive, age-related, gender, and other individual psychological characteristics of students, which serves as the foundation for the successful fulfillment of the university's general educational objectives [26].

At the same time, the service's institutional framework incorporates not only purely psychological tools but also a system of sociopsychological support that ensures effective interaction between the educational institution and the microsocial environment, with the aim of accelerating the adaptation and readaptation of students (in particular, combatants, veterans, and internally displaced persons) to the conditions of life in a crisis situation.

Thus, the overarching goal of the psychological services at higher education institutions is to synergistically create conditions for the harmonious social and intellectual development of students, to safeguard their mental health, and to provide comprehensive, interprofessional social and psychological support to all participants in the educational process in accordance with the strategic goals and challenges of the modern education system.

Specialists from the higher education institution's psychological services provide comprehensive support by working directly with the individual's intrinsic resilience factors. Building on the secure external environment established by their colleagues, psychologists conduct long-term corrective and developmental work to foster proactive coping strategies and develop students' skills in intrapsychic self-defense, emotional self-regulation, and personal resilience.

Specialists in the psychological services of higher education institutions play an important role in the interprofessional environment, directly influencing the internal, deep-seated psychological structures of students' personalities. Unlike external factors, which are managed by other support staff, psychologists focus on processing crisis experiences and transforming destructive states into resilience-building resources. The activities of the psychological services are organized into three interconnected areas:

1. The psychoprophylactic and psychoeducational component is focused on preventing adjustment disorders. Specialists implement programs and modules that familiarize students with mental hygiene and the nature of various stressors, helping them manage their emotional responses and understand self-defense mechanisms.

2. The counseling and diagnostic unit involves targeted screening of emotional well-being using validated scales to identify markers of trauma, symptoms of PTSD, and cognitive strain. Individual counseling helps students-especially those who have participated in combat, are veterans, or are internally displaced persons-to activate their adaptive potential, overcome moments of crisis, and find new meaning amid uncertainty.

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3. The corrective and rehabilitative component includes training and therapeutic work using stabilization techniques, such as art therapy or mindfulness. The goal is to transform passive coping strategies into proactive behavioral models, thereby fostering personal resilience.

In general, long-term psychological counseling facilitates the transition from crisis survival to post-traumatic growth. However, maximum effectiveness is achieved when the changes made during sessions are supported by a safe learning environment and stable social conditions.

Research findings. In undertaking a detailed analysis of the structure of sociopsychological support, our study carefully examined and systematized the groups of factors that interact to determine a student's resilience and adaptability. A detailed psychological analysis of exogenous (external) and endogenous (internal) factors in the context of higher education has shown that this process becomes systematic through the implementation of specialized psychoeducational and developmental programs, whose effectiveness is directly determined by the coordinated interaction of actors involved in socio-psychological support. The implementation of such integrative approaches makes it possible to transform the institution's external safety measures into internal (endogenous) ones within the student's personality.

At the core of this institutional system are the specialists of the higher education institution's psychological service (staff members of psychological support centers), who directly carry out in-depth psychocorrectional, counseling, and psychoprophylactic work. They focus their efforts on stabilizing students' psychological and emotional well-being, helping them process traumatic experiences, developing their personal resources, and equipping students with effective tools for self-regulation.

However, their work is closely intertwined with other aspects of academic support. For example, academic instructors serve as conduits for these safety initiatives in day-to-day educational interactions, fostering a positive emotional atmosphere within the group by adapting their communication style and building trust in the classroom. At the same time, this process is coordinated with the work of social support specialists, who provide institutional, legal, and organizational protection for students (particularly combatants, veterans, and internally displaced persons), thereby mitigating external daily and material stressors.

Conclusions. The systematic analysis of exogenous (external) and endogenous (internal) factors conducted in this study has convincingly demonstrated the objective necessity of implementing a comprehensive system of social and psychological support within the academic environment of higher education institutions. It has been established that, under conditions of martial law, the destructive impact of macrosocial stressors cannot be mitigated by isolated measures alone. Effective protection of the mental health of higher education students (in particular, internally displaced persons, combatants, and veterans) requires comprehensive interdisciplinary collaboration. It is precisely the synergy among psychological service specialists, academic educators, and social support specialists that serves as the integrative factor enabling the transformation of external security conditions at higher education institutions into internal personal resources, proactive coping strategies, and resilience among students.

A culture of personal safety in the academic environment is an integral component of a person's overall culture. This phenomenon integrates a student's cognitive level of psychological readiness to act in crisis situations with their deeply ingrained need to adhere to safe behavioral patterns. The study confirms that the development of this construct serves as an internal resource for stabilizing mental health and facilitating the successful adaptation of higher education students under conditions of prolonged macrosocial stress.

Thus, the overarching goal of interprofessional collaboration among these support entities is to create conditions for the stable emotional and intellectual development of higher education students, safeguard their mental health, and provide comprehensive social and psychological support to all participants in the academic process in response to current crisis challenges. It has been established that this interprofessional collaboration creates a holistic safety ecosystem that operates on the principle of distributed and complementary responsibility. Thanks to this three-component synergy among support providers, a comprehensive impact on the individual is ensured, through which students not only enhance the productivity of their cognitive activities but also successfully develop sustainable coping strategies, psychological self-defense skills, emotional resilience, and a high adaptive potential necessary for full-fledged functioning in crisis-ridden sociocultural realities.

Prospects for Further Research. Future research will focus on the practical development and implementation of integrative psychoeducational programs in higher education institutions. Particular attention will be given to optimizing collaboration among psychologists, faculty members, and social support specialists in supporting students.

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