

## PEDAGOGICAL ASPECT OF YOUTH STUDENTS' RESILIENCE FORMATION THROUGH PARTICIPATION IN EU PROJECTS

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*The article outlines the main pedagogical aspects of youth students' resilience involving them in participation in EU projects during martial law in Ukraine. Pedagogical methods involve relieving emotional tension and changing a student's psychological mood. Students are taught how to regulate stress levels and recover from exhaustion while communicating, sharing feelings, ideas, playing interactive games within the framework of the EU projects (Erasmus+, IREX). A theoretical psychological and pedagogical analysis of the notions: "resilience", "teacher resilience", "student resilience" was carried out. The experience of developing resilience among applicants of the first (bachelor's) level of higher education in the specialties 122 Computer Science, 061 Journalism, 075 Marketing of Sumy State University was highlighted. The pedagogical aspect encompasses a communicative-cognitive approach to the formation and development of resilience among student youth. Through communication, intercultural interaction in classes within the hub laboratory "Ukr. Lang. Laboratory for foreign students", which operates with the assistance of the EU Erasmus+ Jean Monnet Module project, and webinars, higher education students recover after stressful events (according to a survey conducted – this is facilitated by EU Erasmus+ projects), learn to think critically, and analyze true information from fake (within the framework of IREX projects).*

**Key words:** resilience, youth students' resilience, pedagogical aspect, EU projects, education.

### Левенок І. С., Пономаренко Н. П. Педагогічний аспект формування резильєнтності студентської молоді через участь у проєктах ЄС

*У статті окреслено основні педагогічні аспекти стійкості студентської молоді, залучення її до участі в проєктах ЄС під час воєнного стану в Україні. Педагогічні методи передбачають зняття емоційної напруги, зміну психологічного настрою студента. Спілкуючись, ділячись почуттями, ідеями, граючи в інтерактивні ігри, студенти вчать регулювати рівень стресу та відновлюватися від виснаження в рамках проєктів ЄС (Erasmus+, IREX). Здійснено теоретичний психолого-педагогічний аналіз понять: «резильєнтність», «резильєнтність викладача», «резильєнтність студента». Висвітлено досвід становлення резильєнтності здобувачів першого (бакалаврського) рівня вищої освіти спеціальностей 122 «Комп'ютерні науки», 061 «Журналістика», 075 «Маркетинг» Сумського державного університету. Педагогічний аспект охоплює комунікативно-когнітивний підхід формування, становлення резильєнтності студентської молоді. Через комунікацію, міжкультурну взаємодію на заняттях у межах хаб-лабораторії Ukr.Lang.Laboratory for foreign students, яка функціонує за сприяння проєкту ЄС Erasmus+ Jean Monnet Module, на вебінарах здобувачі вищої освіти відновлюються після стресових подій (відповідно до проведеного опитування – цьому сприяють проєкти ЄС Еразмус+), вчать критично мислити, аналізувати правдиву інформацію від фейкової (у межах проєктів IREX).*

**Ключові слова:** резильєнтність, резильєнтність студентської молоді, педагогічний аспект, проєкти ЄС, освіта.

**Introduction.** Taking into consideration the conditions of martial law in Ukraine, the participants of educational process need qualified support: knowledge and skills for self-resilience, cor-

rect pedagogical and psychological help. Without doubt, the high attention is devoted to the formation of resilience especially among student youth. This is determined by the fact that young members

of educational process are that category of people, which is constantly in uncertain conditions with sharp feeling of instability.

According to the analyzed normative sources the Strategy for the Development of Higher Education in Ukraine for 2022–2032 (Order of the Cabinet of Ministers of Ukraine dated February 23, 2022, No. 286-r) [5], this Strategy is aimed at achieving the Sustainable Development Goals of Ukraine for the period up to 2030, approved by the Decree of the President of Ukraine dated September 30, 2019. No. 722, including Sustainable Development Goals 4 on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all [5].

Higher education students and teachers face numerous challenges today, spanning social, psychological, and physical aspects. Changes in the country's financial situation, forced displacement, destruction of familiar environments, etc., significantly affect their lives. In addition, feelings of anxiety, depression, and decreased self-esteem are added due to the inability to achieve previous results, increasing psychological discomfort. At the same time, teachers, with significant professional overload, provide applicants for higher education with the opportunity to adapt to new conditions and improve the quality of the educational process despite the challenges [2], despite of terrifying reality, the educators do their best for development of Higher Education, to support each other and their students, meet the requirements worthily.

The group of Ukrainian pedagogues and psychologists T. Tsiuman, Z. Adamska, O. Nahula, K. Pukha in their information and methodological materials for adults (teachers, lecturers, psychologists) on creating favorable conditions for learning and development in wartime conditions manual "How to teach and learn in wartime conditions" describe five psychological and pedagogical rules of teachers' / students' resilience. We realize that educators are not just helping students to survive a war period, but rather fostering resilience in the marathon of war [6]. The notion "resilience" is mostly used in Psychology. It is defined by American Psychological Association as "the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental,

emotional, and behavioral flexibility and adjustment to external and internal demands" [8] (APA Dictionary of Psychology). Nowadays, the Ukrainian reality under martial law dictates everyone to pay attention to the new way of resilience, not only personal, but educational too. The notion "resilience in higher education" means not only flexibility and adaptivity to stressful situations during the study process in academic community at high school.

According to the research of Ukrainian scientist K. Balakhtar, "the advantages of the action of resilience are determined: high adaptability, psychological well-being and success in the activities of teachers of higher education institutions and the main features of resilient people (social features, emotional features, cognitive/academic features)" [1]. For example, "teachers' resilience" is defined as a multi-component notion. "The components of teachers' resilience (hope, optimism, adaptability, stability) are highlighted. The psychological factors and features of the development of resilience of teachers of higher education institutions are substantiated (purposefulness, directing life towards a specific goal, the ability to plan activities, motivation for success, a sense of coherence between life and professional activity, the preference for positive emotions, resilience, optimism, high spirituality of the individual, etc.)" [1; 10].

If we describe "students' resilience", we share the view with a group of Ukrainian scientists, that prove "preserving students' mental health during wartime assumes paramount importance, necessitating strategies to sustain psychological safety, foster social support, promote resilience, provide restorative spaces, offer professional psychological aid, and disseminate accurate information" [7]. The researchers from the Netherlands emphasize the positive impact of the findings of the study, with a focus on the factors that motivated international students to participate in a mindfulness programme, and their perceived outcomes, "systematic review covering various controlled interventions in higher education focused on the impact of these interventions on three main outcomes: social and emotional skills, self-perceptions, and emotional distress. It was concluded in the review that mindfulness training

was the most effective intervention, followed by cognitive behavioural strategies” [7; 10].

At Sumy State University researchers deal with multicultural interaction. According to our previous research, “intercultural communication is verbal and non-verbal interaction between people from different cultures. Sometimes the term is used to describe one person trying to interact in a foreign environment, but more often the term is used in the context of people from two or more cultures trying to understand each other. Intercultural dialogue occurs when members of different cultural groups, who hold conflicting opinions and assumptions, speak to one another in acknowledgment of those differences. Wishing to present his or her own views and have them heard, each participant agrees to listen to the views of the other(s) in exchange. Intercultural dialogue is co-constructed, requiring the cooperation of participants to engage in different ways of interacting” [10; 11].

Beside implementation of Collaborative Online International Learning (COIL), Ukrainian and international students participate offline (in the shelters) or online in activities within the framework of Erasmus+ Project Jean Monnet “European values of intercultural dialogue in the field of education: interdisciplinary and inclusive approaches – EUROVALID” (2022–2025) as the members of hub-laboratory in Facebook network “Ukr.Lang.Laboratory for foreign students”, practices an online intercultural language meetings, such author’s projects as: “BiEM: United by the language of profession: Ukrainian and International students” (075 Marketing), “United by the language of profession (ELIT faculty): Ukrainian and International students” (122 Computer Science), “United by the language of art: Ukrainian and International students” (122 Computer Science) [11, 136-140], “Job. Profession”, “International Tolerance Day”, “International Mother Language Day”, as the members of scientific youth association PF.Lang.Laboratory (international students). According to our research, such international meetings help students’ youth to reduce anxiety, to form resilience through mental, emotional, and behavioral flexibility [12], feel emotional support, enhance positive thinking. According to conducted survey, 70% of the Ukrainian students confirm, that

the level of stress is reduced after involving into online/offline intercultural meetings – this is facilitated by EU Erasmus+ projects.

Despite three years of lockdowns, we have come to understand that people need each other, that a person needs another person. In communication, students, pedagogues can become a source of support and mutual assistance themselves, as well as share difficult experiences, obsessive and anxious thoughts.

The Ukrainian researchers advise during the online lesson, make more active use of interactive online whiteboards (Jamboard, Padlet, etc.) and interactive elements (for example, work in session rooms, group discussions, discussion of problem situations, etc.). This will help not only communicate better with students, but also to minimize the distance between them, because expressing your own ideas and suggestions contributes to gaining new learning experience.

Use the following psychological and pedagogical techniques during teaching – it will improve students’ cognitive abilities and build: if necessary, change the order of topics according to the student’s results; do not rush to teach new topics without thoroughly practicing the previous ones; to activate the brain, choose interactive tasks: “find the word”, “find the differences”, puzzles, labyrinths, rebuses, riddles, etc.; since traumatic events reinforce feelings of helplessness, it is appropriate to give children the opportunity to choose – this restores a sense of control” [6].

The Department of Foreign Languages and Linguistics of Sumy State University provides webinars to students’ youth on the topic: “The Trauma of English Learners: Beginning the Journey to Resilience.” Judith B. O’Loughlin was a special guest, speaker for students and teachers – a well-known teacher from the USA, an expert in the field of social-emotional learning [9], author of books and an independent educational consultant.

Another pedagogical task is to teach students critical thinking, to be resilient to fake-news, to avoid a “news-flood”. The goal of the project “Learn and Distinguish: Info-Media Literacy – National Deployment”, implemented by the International Research and Exchanges Council (IREX) with the support of the Embassy of the United States of America and the Embassy

of the United Kingdom in Ukraine, in partnership with the Ministry of Education and Science of Ukraine and the Academy of the Ukrainian Press, is to widely test an integration methodology for the development of critical thinking among students, mastering modern skills to navigate the information ecosystem and the global media environment, and counteracting influence operations in the Internet era. A number of grant mini-projects in higher education institutions of Ukraine were aimed at implementing the tasks of the international IREX project. In 2020–2021, in order to develop media literacy skills in future teachers of the Ukrainian language and literature, the grant project was implemented by the specialized department of the A.S. Makarenko Sumy State Pedagogical University in cooperation with the Horlivka Institute of Foreign Languages of the State Higher Educational Institution «Donbass State Pedagogical University» [4, 61–64].

Students of specialties 122 Computer Science and 061 Journalism of the Separate Structural Unit “Mechanical Engineering Vocational College of Sumy State University” were involved in its implementation. The result of the grant project is the creation of the educational and research center “MEDIA&TEACHER Campus”, the purpose of which is to implement the “soft” integration of infomedia literacy into school subjects. This project became an example of effective partnership and educational relationship in the context of non-formal education, which united students and teachers in the “MEDIA&TEACHER Campus”, and gave an opportunity to the implementation of the next project on infomedia literacy “MEDIA&CAPSULES” [4, p. 61–64]. As part of the grant, it is planned to create a WEB portal “Multimedia Dictionary of Infomedia Literacy” and “Transdisciplinary Cluster “MEDIA&CAPSULES” for content visualization and for operational multimedia solution of a multi-criteria problem (in particular, for distinguishing true information from fakes). In preparing methodological materials for the “Transdisciplinary

Cluster “MEDIA&CAPSULES”, we adhere to the IREX concept of implementing infomedia literacy regarding nine ways to implement infomedia literacy. One of the best achievements of the projects “MEDIA&TEACHER CAMPUS” and “MEDIA&CAPSULES” was the work on the virtual lexicographic laboratory “Multimedia Dictionary of Infomedia Literacy”, which was carried out with the participation of leading scientists of the Ukrainian Language and Information Fund of the NAS of Ukraine and the All-Ukrainian Center for Lexicography. For future specialists in specialties 122 Computer Science and 061 Journalism of the Separate Structural Unit “Mechanical Engineering Vocational College of Sumy State University”. The prospect of compiling a dictionary built on the basis of the information theory of lexicographic systems, which will be constantly updated with relevant material and illustrations (this is exactly the innovative toolkit provided by the virtual lexicographic laboratory), has opened up. In addition, with the help of electronic dictionaries, students of professional pre-higher education have the opportunity to implement such basic media literacy competencies as independent information search; verification of the reliability of linguistic facts; the ability to apply rational and operational methods of searching for linguistic information; readiness to independently create dictionary and media literacy products; the ability to ask questions, justify one’s own position; the ability to learn and improve throughout life [4].

**In conclusion**, the psychological grounds and pedagogical aspect of resilience in education was outlined. In research students are taught how to regulate stress levels and recover from exhaustion while communicating, sharing feelings, ideas, to think critically within the framework of the EU projects (Erasmus+, IREX). It was outlined pedagogical techniques during teaching – to improve students’ cognitive abilities. The results of EU projects, as Erasmus+ Jean Monnet “EUROVALID”, project on infomedia literacy “MEDIA&CAPSULES” were outlined.

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