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WAR'S IMPACT ON FUTURE PRESCHOOL TEACHERS' IDENTITY DEVELOPMENT

War has a complex and multifaceted impact on the professional identity of future preschool teachers. Student youth, finding themselves in the midst of war, face not only the immediate threat to life but also the burden of uncertainty and fear for the future. Their thoughts and efforts are torn between studying, career plans, and the constant anxiety for their own safety and the fate of their country. In these difficult conditions, higher education takes responsibility for ensuring the safety and protection of students, faculty, and staff. In addition, it must provide psychological and emotional support to students who are experiencing deep stress due to constant contact with combat participants and veterans returning from the front. There is a need for psychological and pedagogical support for future preschool teachers and their preparation for work in wartime conditions.

War destroys the familiar social order, deprives students of external support and control, alters the accustomed academic environment, and often forces them to leave their homes. It causes severe psychological stress and can influence their values, views, and ways of interacting with children and young people (M. Gaponchuk, N. Kostruba, O. Kravchenko, A. Kurova, O. Pimenova, Z. Polischuk, et al.). All of this leads to difficulties concentrating on studies, general fatigue, feelings of helplessness, and other psychological problems. Thus, war not only interrupts the educational process but also causes serious damage to the mental and emotional health of students, which requires a comprehensive approach from the education system to support and protect them.

Social environment plays a significant role in ensuring psychological well-being. The feeling of belonging to a social group is a basic human need, the dissatisfaction of which can negatively impact health. Socio-pedagogical support for students is a crucial component of their well-being. It encompasses a complex of measures aimed at providing financial, educational, housing, and medical support, creating a favorable social environment [4, p. 271–271]. This helps students adapt to new conditions, develop stress resistance, and other essential skills for successful socialization and professional realization. Research by modern scientists (I. Voytsik and O. Polyovik [2], O. Denefil, S. Musienko, and Yu. Ziomko [3], I. Neporada [5]) confirms the correlation between social support and mental and physical health, between psychological-pedagogical and emotional support.

Successful psychological adaptation to the extreme conditions of war requires future preschool teachers to possess not only a variety of competencies but also a strong connection to their emotional sphere. The ability to understand and manage one's own emotions, as well as to recognize the emotional states of others (emotional intelligence) plays a primary role in this process. Social support contributes to an individual's successful adaptation to the realities of war. Interactions with loved ones, friends, colleagues, and participation in support groups create a sense of safety, belonging, and help cope with stress and traumatic experiences. Internal strengths such as optimism, self-belief, flexibility, self-regulation, and the ability to find meaning help individuals find internal support and adapt to new circumstances.

The adaptation process requires significant psychological and physiological effort, therefore it is important to ensure the restoration of internal resources. This may include rest, relaxation, physical activity, hobbies, spending time in nature, and so on. Understanding and managing one's own emotions, as well as empathy for the emotional states of others, help to effectively interact with the environment, build partnerships, and find common solutions in difficult situations.

Effective use of personal and social resources, the ability to self-regulate, seek support, and restore internal strength are factors of successful adaptation and maintaining psychological well-being. "The psycho-emotional state of an individual in wartime reflects subjective

resilience to difficult life circumstances and the ability to overcome difficulties and recover under stress. Psychological adaptation to wartime conditions depends on the individual's resources, such as integral characteristics like vitality and stress resistance, as well as resilience, psychological defense mechanisms, coping strategies, and the ability to transform negative experiences into post-traumatic growth" [1, p. 89].

The war in Ukraine has significantly impacted the content of professional training and the social conditions of future preschool teachers. These changes have both negative and positive consequences that require careful analysis and a deep understanding. Although the war may have some positive consequences, it is important to remember its terrible destruction and human losses. Among the negative consequences of the war, we highlight the deterioration of social conditions and the risk of losing personnel. The loss of homes, deterioration of financial situation, psychological pressure, and a change in priorities create significant difficulties for future preschool teachers and can negatively impact their studies and professional development. Some students of pedagogical institutions may change their plans for their future profession and not associate their lives with preschool education. This can lead to a shortage of qualified personnel in the education system after the war.

Among the positive consequences of the war for future preschool teachers, we highlight the following:

- increased patriotism and the desire for peace. War often awakens deep patriotic feelings and strengthens the desire for peace. This can motivate future preschool teachers to take a more active part in public life, volunteer work, and the development of professional skills aimed at educating a peace-loving and socially responsible generation;

- rethinking values and priorities. War prompts a deep rethinking of personal and societal values. Future preschool teachers may reconsider their priorities, realize the importance of empathy, tolerance, mutual support, and responsibility for the country's future. This contributes to the development of a more conscious and humane approach to raising children;

– strengthening resilience and psychological endurance. Overcoming the difficulties of wartime can significantly strengthen the psychological resilience of future preschool teachers. The experience of going through stressful situations and losses contributes to the development of adaptation skills, emotional regulation, and the ability to support others. These qualities are extremely important for working with children, especially those who have also experienced traumatic events;

– development of leadership qualities and social responsibility. War can motivate future preschool teachers to take on leadership roles in their communities, organize help for those in need, support others, and defend values that are important to society. This contributes to the development of an active civic position and responsibility for the country's future;

– awareness of the importance of education and upbringing. War underscores the importance of education and upbringing as key tools for building a peaceful and prosperous society. Future preschool teachers can gain a deeper understanding of their role in shaping the worldview, moral values, and patriotism of children, which is the key to the future development of the country.

Instability, constant stress, and unpredictability make it impossible to plan clearly not only for the future but also for the immediate future. Technical obstacles to conducting classes, psychological pressure, and uncertainty about tomorrow lead to a decrease in motivation among both students and teachers. The problem of time management among students in wartime is particularly acute and requires a comprehensive solution. This includes not only teaching students effective time management strategies but also providing psychological support and creating a flexible educational environment that takes into account the realities of wartime.

It is important to develop resilience to stress, empathy, compassion, and psychological support skills for children in future preschool teachers. Understanding this influence is important for creating effective support strategies and shaping the professional identity of future preschool teachers. It is important to include courses and seminars aimed at developing the professional identity

of future teachers, the use of active learning methods that contribute to the development of students' own professional position, creating conditions for practice and internships for students, which allow them to feel part of the educational community and gain practical work experience, encouraging independent research of pedagogical theory and practice, searching for new methods and forms of work, creating a favorable atmosphere in the educational institution that contributes to the development of students' professional identity and responsibility.

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