

IRYNA BONDAR, PhD, Associate Professor of the Department of Management and Educational Innovations of the Ivano-Frankivsk Regional Institute of Postgraduate Pedagogical Education

MYROSLAVA MALKOVICH, PhD, Associate Professor of the Department of Pedagogy and Psychology of the Ivano-Frankivsk Regional Institute of Postgraduate Pedagogical Education

PSYCHOLOGICAL WELL-BEING OF TEACHERS OF PRE-SCHOOL EDUCATION INSTITUTIONS IN WAR CONDITIONS

The purpose of the article. Based on a theoretical analysis of scientific sources in the fields of education and psychology, to reveal and analyze the psychological characteristics of preschool educators in the conditions of war.

Formulation of the problem in its general form. The article explores the psychological well-being of preschool educators (ECE) under martial law, which is an important factor in their professional and personal effectiveness. The authors define the concept of psychological well-being, encompassing cognitive, emotional, and behavioral aspects, and analyze the key characteristics necessary for adaptation to challenging conditions: stress resilience, adaptability, resourcefulness, and emotional stability.

Analysis of researches and publications. The issue of professional development of specialists has been substantiated in the works of I. Bekh, O. Romanova, V. Rybalka, and others. The methodological foundations of professional and pedagogical training for future educators are revealed in the studies of V. Andrushchenko, V. Bondar, Z. Virna, V. Semychenko, L. Khomych, and others. The understanding of the phenomenon of psychological well-being and its significance in personal self-realization has been established by the research of C. Ryff, S. Lyubomirsky, and others. The issue of stress resilience has been studied by V. Krainyuk, T. Tytarenko, O. Safin, I. Korolchuk, emotional stability by O. Tymchenko, and resilience by N. Husak, A. Maksymenko, O. Stolyarenko, and others. At the same time, the main theoretical approaches to understanding the characteristics of psychological well-being of preschool educators in the conditions of war require further clarification.

Presentation of the main research material. Military actions pose significant challenges for educators, such as air raid alarms, emotional tension, professional burnout, and limited resources. Therefore, it is crucial to prioritize the psychological well-being of preschool educators (ECE) during wartime. The authors described key characteristics that ensure adaptation and effective professional performance for educators.

Stress resilience – the ability to maintain emotional balance and productivity in stressful conditions. This quality helps educators avoid burnout and maintain both mental and physical health.

Emotional stability – essential for working under constant tension related to war. Educators are advised to use relaxation techniques, set clear boundaries between work and rest, and maintain a healthy lifestyle.

Adaptability – includes the ability to quickly adjust to changes, such as working during air raids or transitioning to remote teaching. Special attention is given to cognitive flexibility, which allows for quick decision-making and effective responses to non-standard situations.

Resourcefulness – the ability to preserve and replenish internal resources. The BASIC-Ph model is analyzed, highlighting six key channels for coping with stress: beliefs, emotions, social connections, imagination, rationality, and physical activity.

The authors note an increase in cases of professional burnout among educators during the war due to heightened emotional strain, anxiety, fear, and physical exhaustion. The importance of recognizing burnout symptoms at early stages and timely resource replenishment is emphasized.

The article offers practical recommendations for maintaining educators' psychological health, including relaxation techniques, time management rules, social support, and the development of emotional intelligence and adaptive skills. The need for a comprehensive approach to enhancing stress resilience and psychological stability among preschool educators in today's extreme conditions is highlighted.

Conclusions and perspectives for further researches. The psychological well-being of preschool educators is a critical factor in their professional and personal effectiveness during wartime. The key characteristics that facilitate adaptation to challenging conditions include stress resilience, adaptability, resourcefulness, and emotional stability. To support the psychological health of educators, it is essential to use relaxation techniques, develop time management skills, provide social support, and replenish resources in a timely manner. A promising direction for further research is the study of individual traits of educators that influence the development of these characteristics and the creation of programs to support psychological well-being in crisis situations.

The article presents a scientific analysis of the pedagogical and psychological aspects of developing stress resilience in preschool educators (ECE) under wartime conditions. Stress resilience is identified as a key characteristic necessary for the effective performance of educators in complex socio-psychological circumstances. The main factors that contribute to overcoming stress and ensuring effectiveness in both professional and personal domains are identified. The resources supporting educators' adaptation to extreme conditions, particularly during martial law, are outlined. Psychological recommendations are provided to foster and develop stress resilience in preschool educators.