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PSYCHOLOGICAL AND PEDAGOGICAL FEATURES OF THE DEVELOPMENT OF STRESS RESISTANCE IN TEACHERS OF PRESCHOOL EDUCATION INSTITUTIONS

The purpose of the article. A scientific analysis of stress resilience as a key characteristic of preschool educators during wartime, ensuring their effective professional performance and adaptation to challenging socio-psychological circumstances.

Problem Statement. The modern education system in Ukraine, including preschool education, is facing significant challenges due to the war (air raid alerts, forced displacement of the population, destruction of infrastructure, power outages, internet disruptions, psychological trauma, etc.). Consequently, the working conditions of preschool educators are characterized by high emotional tension, multitasking, and the need for rapid adaptation to changes in the sociocultural and professional environment. Constant interaction with children, their parents, and colleagues requires educators to possess a high level of emotional self-regulation, professional competence, and the ability to effectively resolve conflicts and stressful situations.

In this context, the issue of developing stress resilience in educators becomes particularly relevant, as this ability is key to maintaining psychological well-being, professional productivity, and overall health. Developing stress resilience in preschool educators is especially important because working with preschool-aged children is both highly demanding and emotionally taxing. Educators must ensure the educational process while providing emotional security for the children.

Analysis of Research and Publication. The concept of stress resilience has been explored by representatives of various theoretical approaches in psychology and pedagogy. Representatives of the psychoanalytic school, such as A. Adler, M. Klein, A. Freud, S. Freud, K. Horney, C. Jung, and others, have examined related phenomena. For instance, in S. Freud's psychodynamic model, the concept of conflict is used, which is inherently close in meaning to the term "stress," introduced by researcher H. Selye. If "stress resilience" is viewed as resistance to stress, then within the psychoanalytic approach, it refers to resilience in conflict situations. When conflicts are resolved positively, individuals feel harmonious and become stress-resilient; conversely, negative conflict resolution results in stress vulnerability, leading to conditions such as hysteria or neurosis (S. Freud, 1966).

Unlike the psychoanalytic model, the cognitive-behavioral approach does not aim to identify the causes of problems, conflicts, or symptoms but instead focuses on changing observable behavior patterns that reduce stress resilience. Advocates of this approach believe that behavior modification automatically alters symptoms, thereby increasing stress resilience (B. Skinner, 1986).

Within the existential-humanistic approach, as represented by A. Maslow, R. May, C. Rogers, and others, individuals are viewed as indivisible, holistic systems. This approach emphasizes integral experiences, such as happiness, sorrow, guilt, and loss, rather than isolated processes or separate aspects of human experience.

The concept of “stress resilience” is also examined in the context of the strength perspective theory. In this approach, stress resilience is defined as “skills, abilities, knowledge, and insights accumulated over time as a result of solving problems and overcoming challenges. This means that during and after an extraordinary situation, well-being is maintained through the resources and capacities already present and well-developed in an individual or community, or those successfully developed in response to a challenging situation” (Bohdanov, 2017).

Presentation of the Main Research Material. The professional activities of preschool educators are accompanied by numerous stress factors that significantly affect their psychological state. Among the primary stressors are:

- Constant emotional interaction with children, which requires significant emotional endurance, patience, and a high level of self-regulation from educators.
- Communication with parents, who often have high expectations regarding the quality of the educational process and child-rearing.
- Multitasking and high professional demands, which necessitate the simultaneous fulfillment of various responsibilities.
- Inadequate working conditions, including excessive workloads, insufficient resources, and organizational shortcomings.
- Stress factors related to the war, such as threats to physical safety and the psychological impact on children and adults. Educators must adapt to working in crisis conditions and provide emotional support to children, who may be experiencing heightened psychological stress.

These stressors significantly increase emotional tension, which can lead to burnout, reduced professional motivation, and deterioration of educators’ overall psychological well-being.

To foster stress resilience, it is advisable to:

- Use relaxation techniques, engage in physical activity, and maintain a balanced diet.
- Train in emotional self-regulation skills, develop self-discipline and self-esteem.
- Create a supportive social environment through team collaboration, supervision, and experience-sharing.
- Implement various techniques and methods aimed at enhancing psychological stability.

Conclusions and Perspectives of Further Research. Stress resilience provides protection for the body against negative impacts on a person’s health, demonstrates the ability to restore one’s physical, mental, and emotional capabilities, and creates opportunities for effective professional activity. The psychological and pedagogical approaches for developing

stress resilience in preschool educators have been identified, based on various theoretical and practical foundations:

- The psychological approach to developing stress resilience involves forming emotional self-regulation skills, cognitive resilience, and adaptive behavior.

- The pedagogical approach focuses on creating conditions and environments that contribute to the development of stress resilience through educational activities, upbringing, and support.

- The organizational approach includes comprehensive measures aimed at creating comfortable and safe working conditions, reducing overload through the rational organization of labor, fostering a supportive microclimate in the team, and involving administration in conflict resolution.

A promising direction for future research may be the study of the impact of educators' stress resilience on the development of emotional safety and stress resilience in preschool-aged children.