

**СЕКЦІЯ 1**  
**ВІРТУАЛЬНИЙ ПРОСТІР В ОСВІТНЬОМУ СЕРЕДОВИЩІ**  
**СУЧАСНОГО ЗВО**

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**SAFE EDUCATION SPACE IN WARTIME**

Nowadays the education space of Ukraine is suffering greatly due to many reasons, the key one being Russian aggression and year-long wartime. This supposes new tendencies and flexible ways of teaching together with the creation of a safe education space for students, the overall support to obtain desirable results of studying.

The main areas of support are learning to choose, creating a field of orientation for development, strengthening, and increasing self esteem, work on pedagogical mistakes, socio-cultural stereotypes, outdated rigid attitudes, creating an optimistic professional perspective and attitudes to success, victory, major, overcoming difficult circumstances of life and profession [3].

A safe space in an educational institution is a working and learning environment under which:

- all participants in the educational process are respected and protected;
- a system of mutual support is established, relationships are built on the basis of care, sensitivity, equality;
- there is no discrimination based on gender, age, nationality, religion, social status, etc.;
- any manifestations of violence are prevented due to the provision of resources for its prevention;
- the rules and norms of social, psychological, informational and physical security are observed.

In the context of the realities and challenges of wartime, it became necessary to prepare teachers to work with the consequences of traumatic experiences. In particular, teachers have not only to be able to recognize the symptoms of trauma, but also to support students through counseling and classroom practices. This will help students learn self-regulation techniques and apply them as needed to master negative emotions (anger, sadness). For this, it is important to organize a comfortable interpersonal interaction between the teacher and the student, which will help the student overcome mental, emotional or psychological stress, as well as provide him with a sense of personal security, the fear of losing which was caused by the horrors of war.

How can we restore or recreate a space where students can develop and learn?

Four components of providing a safe space:

- Security combines both a physical and an emotional component. Students are familiar with the algorithms for actions in case of alarm or other extreme events; the educational institution has reliable shelters, and the physical space meets the basic needs of students and provides a sense of security. In addition, emotional safety is also important, which gives students the opportunity to freely express their thoughts, share their feelings, without being exposed to misunderstanding, criticism, condemnation.

- Predictability consists in constancy in the organization of the environment: meetings are held in the same place, for different situations there is a clearly prescribed sequence of actions of all participants in the educational process, classes take place with involving appropriate routines or rituals, knowing and following which gives the student a sense of control over the situation. What can be predicted or calculated can be managed.

- Recognition of the importance and value of each child, his needs, interests, condition, feelings, thoughts, etc. It is also about equality in access to any resource of the educational environment.

- Understanding involves, first of all, pedagogical communication with students and cooperation with parents, which puts first not discipline in the classroom, but the desire to find out what led to its violation. After all, it is worth remembering that it is unacceptable to draw conclusions about their emotional state and inner world based on the way students behave. Very often, a violation of discipline is a sign that the student has chosen the wrong strategy for coping with stress, unconsciously repeating the examples he sees in the world around him.

It is also necessary to be aware of building resilience and easing stress in the ESL Classroom. Resilience refers to:

- good adaptation or recovery in a context of risk;
- the capacity to ‘bounce back’ after an adverse event;
- both the process and the outcome of successfully adapting to difficult or challenging life experiences;
- mental, emotional, and behavioral flexibility and ability to adjust to both internal and external demands [1];

#### *Why teach resilience?*

- enables to develop mechanisms for protection against experiences that could be overwhelming;
- helps to maintain life balance during difficult or stressful periods;
- protects from the development of some mental and physical health difficulties and issues;
- promotes academic success;

#### *Resilience and ESL*

- Students who have traumatic experiences in their past and present use their mental energy trying to maintain a sense of safety and security.
- The language classroom becomes a safe space for learners to work through the effects of stress and trauma with the help of supportive and restorative activities.

- Providing learners with the skills to take responsibility for their own mental health forms the foundation of resilience building approaches in ELT.

Ways to build resilience:

- *Relationship*. It has been noted that one of the most important factors in building resilience in students is having at least one strong, stable, and supportive relationship with an adult.

- *Cognitive development and problem-solving skills*. Help students think through problems and work to identify solutions.

- *Self-regulation*. Allows the child to manage thoughts, feelings, and behaviors in a way that enables goal-directed action.

Psychologist Edith Grotberg believes that everyone needs reminders of the strengths they have to cultivate resilience by thinking along three lines [2]:

*I Have*: strong relationships, structure, rules at home, role models; these are external supports that are provided.

*I Am*: a person who has hope and faith, cares about others, is proud of myself; these are inner strengths that can be developed

*I Can*: communicate, solve problems, gauge the temperament of others, seek good relationships — all interpersonal and problem-solving skills that are acquired.

### References:

1. Echeverría H. La Resiliencia, 2022. URL: <https://psicoguias.com/resiliencia/>
2. Grotberg E. La resiliencia en el mundo de hoy: como superar las adversidades. Madrid: Gedisa Editorial, 2006. 392 p.
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