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Technologies of Social Emotional Learning for Formation Resilience in Crisis: Ukrainian HEIs Practices

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Abstract. The paper is targeted to review social emotional learning (SEL) technologies and social emotional skills through the prism of European Union documentation and their implementation in Ukrainian higher education institutions (HEIs) in the context of wartime. A set of scientific methods, among them theoretical analysis of international pedagogical and methodological literature, data collection of European policies and regulatory documents, analysis and systematization of data from public sources and official web-sites on SEL programs, integrated into the work of Ukrainian HEIs, observation and description of their institutional and programmatic performance, theoretic modelling to design a scheme of pedagogic psychological support. A detailed definition of the peculiar features of social emotional skills and their essence stated in recent protocols and recommendations of European Commission is presented. SEL is regarded as a basis for the formation of resilience considering war time realities, crucial for people in Ukraine, who are constantly submitted to various stress factors, that negatively impact their physical and mental health and well-being. The authors examined experience and practices of several Ukrainian universities (namely, Zhytomyr State University named after Ivan Franko, Poltava Academy of Continuing Education named after M. V. Ostrogradsky, Sumy National Agrarian University, etc.) that implemented European projects and programs, vectored both to develop SEL skills of their students and academia as well as to train future specialists, who are able to use and promote SEL in their professional activities. Based on theoretical analysis and data systematization, we can conclude that the personal resources of an individual can reduce the impact of stressful situations associated with military operations. It is pivotal because the psycho-emotional trauma caused by the war, that young generation of Ukrainians are experiencing, needs a special model of pedagogic and psychological assistance based on psychological safety, emotional recovery and adaptation to change. This theoretic model is suggested, aligned with a range of educational measurements that can be applied into formal and non-formal learning. Besides, educators are affected by the same stressful factors as their students, so they are able to influence their learners' emotional state if only they receive adequate psychological assistance and form resilience for themselves as well.

Key words: social emotional learning, resilience, European practices, Ukrainian HEIs, trauma, theoretic model

Технології соціально-емоційного навчання для формування стійкості в кризових умовах: практика українських закладів вищої освіти

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Анотація. У статті розглядаються технології соціально-емоційного навчання (СЕН) та соціально-емоційних навичок крізь призму документації Європейського Союзу та їх впровадження в українських закладах вищої освіти у контексті воєнного часу. Використано комплекс наукових методів, серед яких теоретичний аналіз міжнародної педагогічної та методичної літератури; збір даних щодо європейської політики та нормативних документів; аналіз і систематизація даних з публічних джерел та офіційних веб-сайтів щодо інтегрованої роботи програм СЕН в українських закладах вищої освіти; спостереження та опис їхньої інституційної та програмної діяльності; теоретичне моделювання для створення системи педагогічно-психологічної підтримки. Представлено детальне визначення особливостей соціально-емоційних навичок та їх сутності, викладених у нещодавніх протоколах і рекомендаціях Європейської комісії. СЕН розглядається як основа для формування стійкості до реалій воєнного часу, що є надзвичайно важливим для людей в Україні, які постійно піддаються впливу різних стресових факторів, що негативно впливають на їхнє фізичне та психічне здоров'я та благополуччя. Розглянуто досвід та практику кількох українських університетів (зокрема, Житомирського державного університету імені Івана Франка, Полтавської академії безперервної освіти імені М. В.

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Остроградського, Сумського національного аграрного університету тощо), які реалізували європейські проекти та програми, спрямовані як на розвиток соціально-емоційних навичок своїх студентів та академічних кіл, так і на підготовку майбутніх фахівців, здатних використовувати та просувати соціально-емоційне навчання у професійній діяльності. На основі теоретичного аналізу та систематизації даних можна зробити висновок, що особистісні ресурси людини можуть зменшити вплив стресових ситуацій, пов'язаних з військовими діями. Це є надзвичайно важливим, оскільки психоемоційна травма, спричинена війною, яку переживає молоде покоління українців, потребує спеціальної моделі педагогічної та психологічної допомоги, заснованої на психологічній безпеці, емоційному відновленні та адаптації до змін. Запропоновано теоретичну модель, узгоджену з низкою освітніх заходів, які можна застосовувати у формальному та неформальному навчанні. Крім того, викладачі зазнають впливу тих самих стресових факторів, що й їхні студенти, тому вони можуть впливати на їхній емоційний стан, якщо тільки вони отримують належну психологічну допомогу та формують у себе стійкість.

Ключові слова: соціально-емоційне навчання, стійкість, європейські практики, українські заклади вищої освіти, травма, теоретична модель.

I Introduction

The long-term nature of Russia's war against Ukraine has caused systemic social, psychological and educational challenges for younger generation of Ukrainians. In modern conditions, psychological and pedagogical support for children and youth is not only a humanitarian need, but also a core point for ensuring national stability, preserving mental health and the future integration of young citizens into post-war society.

The search for effective models of assistance that work under conditions of instability, limited resources, often in the absence of a safe environment, is becoming particularly relevant. In Ukraine, in the context of armed aggression and growing post-traumatic challenges for children and youth, adults as well, the problem of developing resilience is becoming particularly urgent. The current generations of Ukrainians live in conditions of constant turbulence: evacuations, changing forms of education, loss of home, forced migration, lack of a stable future. That is why it is critically important to form adaptive thinking, psychological flexibility and even basic self-help skills.

Moreover, Ukraine is undergoing democratic transformation and reforms, moving closer to joining the European Union. These circumstances precondition the role of educational institutions where students are frequently first exposed to individuals with diverse backgrounds, varying beliefs, special skills, and unique capabilities. Taking all these aspects into account, social and emotional learning (SEL) is aimed at helping students better understand their thoughts and emotions, becoming more self-aware and empathetic for others in their community and the wider world in order to put all students on an equal footing to succeed.

Social and emotional learning is a tool for developing social emotional skills, such as the ability to communicate, empathize with oneself and others, manage one's own emotions and understand the emotions of others, work in a team, think creatively and critically, etc. The National Strategy for the Development of Education in Ukraine for 2021–2031 is vectored towards the values of dignity, tolerance and non-discrimination, which creates favorable conditions for the implementation of SEL in educational institutions (National Strategy for the Development of Education in Ukraine, 2021).

This article is aimed at investigating social emotional skills definitions reflected in European Union documents; programs and projects, based on SEL technologies and their implementation in Ukrainian higher education institutions (HEIs) in the context of war time; studying the formation of resilience in crisis for students and educators.

The paper's objectives include the following: investigating European Commission's materials on social emotional skills formation and public sources data on their implementation in Ukrainian educational institutions in the context of war time; analyze international scientific works on the subject of building resilience in wartime, design a model of pedagogic psychological support for learners and academia.

II Materials and Methods

A set of scientific methods was applied to achieve the goal of the article by realizing systematic approach to research, namely: theoretical analysis of international pedagogical and methodological literature on the issues of the research; data collection of European policies, regulatory documents, projects and programs on social and emotional learning that aim to develop young people's social and emotional skills; analysis and systematization of data from public sources and official web-sites on SEL projects and programs while they are

integrated into practice of Ukrainian HEIs to foster social and emotional competences among learners, improve their academic engagement, decrease disruptive behavior, reduce bullying/cyberbullying; as well as observation and description of their institutional and programmatic performance; theoretic modelling to project the assistance apparatus focused on building emotional self-awareness, empathy, emotional regulation, and the significant role of a safe learning environment in terms of positive learning climate, emotional support from teaching staff and stakeholders, that would enable young people's facing challenges of the modern world that seeks for sustainability.

III Results

Social and emotional skills such as conflict resolution, resilience, flexibility, cooperation, self awareness, creativity, and empathy are becoming relevant in the different spheres of modern life to cope with stress and uncertainty in a healthy way. They provide people with the chance to participate in the democratic process and to interact with the social, cultural, and economic aspects of society. It is obvious, that the amount of academic knowledge, that has been primarily focused on up to now, does not guarantee successful self-realization of the individual. Instead, a person's value system, life resilience, self awareness and accountability, teamwork and communication skills, ability to solve complex problems, and not give in to difficulties are the basis for personal development and career growth.

The Council Recommendation on key competencies for lifelong learning (2018) has already emphasized the value of social and emotional skills, and the new European Skills Agenda reiterated it in 2020. European framework for the personal, social, and learning to learn key competencies (2020) outlined the development of social and emotional skills. The Entrepreneurship Competence Framework (2016) also mentions these skills, as the capacity to act upon opportunities and ideas, and to transform them into values for others; founded upon creativity, critical thinking and problem solving, taking initiative and perseverance, and the ability to work collaboratively" (Bacigalupo, et al., 2016).

As stated in a number of European Commission documents, one crucial tactic to address early school leaving is to invest in the social and personal competencies of both educators and learners. According to the Council of Europe Education Strategy 2024-2030 (2023), the main focus is on the learners' prosperity, essential for their holistic development, academic achievement, and long-term well-being. Educators can help students flourish emotionally, mentally, physically, and socially by creating a welcoming and inclusive environment, laying the foundation for a fulfilling future. The Council Recommendation has underlined that each EU citizen should possess personal, social, and learning to acquire skills, as well as "the abilities to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient, and manage one's own learning and career". "The ability to learn to learn, support one's physical and emotional well-being, maintain physical and mental health, and be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context" are other qualities that people should be equipped with.

According to the World Economic Forum (2020), the ten most important competencies for 2025 were defined as follows: critical thinking, initiative, leadership and social impact, endurance, stress resistance, flexibility, and complex problem solving (Sala, et al., 2020).

The Council of Europe Education Strategy 2024-2030 (2023) stated that the overarching dimension concerns learners' well being, which is crucial for their holistic development, academic achievement, and long-term well-being. Educators can help students flourish emotionally, mentally, physically, and socially by fostering a welcoming and inclusive environment, setting the basis for a happy and fulfilling future.

A large role in the popularization of SEL in Ukraine belongs to the Public Organization "EdCamp Ukraine". On its initiative, several SEL programs are being implemented in educational institutions. The most popular programs in Ukraine are: SEEL ("Social-Emotional and Ethical Learning"), which, in accordance with the order of the Ministry of Education of Ukraine dated November 18, 2019 No. 1431, is currently being piloted in 26 Ukrainian schools from 21 regions of Ukraine; the Swedish program for the social-emotional development of children from 3 to 9 years old "Peppy Pals" ("Cheerful Friends"), which is implemented within the framework of the Memorandum of Understanding between the Ministry of Education and Science of Ukraine and the LEGO Foundation; the Program of the Laboratory of Ecological Approaches to Social-Emotional Learning of the Harvard Graduate School of Education "Zerna", etc.

For instance, “Zerna” program is providing social and emotional learning technologies for educators of Ukraine. Within the framework of the memorandum between the Ministry of Education and Science of Ukraine and The LEGO Foundation, a pilot project has been launched to implement the “Zerna” program. This unique initiative was created by specialists from Harvard University based on the analysis of more than 50 successful social and emotional learning (SEL) programs. It suggests technologies for flexible exercises, practices and games that are easily integrated into the educational process; scientifically based methodology for the development of psychological resilience; support for educators and learners’ social and emotional skills.

A new course “Lessons of Happiness” was implemented in Ukrainian educational institutions in the 2024–2025, aiming at social emotional learning technologies integration into the academic process. This initiative, based on the American program for social emotional education Well-Being and modified for Ukrainian realities, is a component of the All-Ukrainian mental health program “How are you?”. In addition to enhancing students’ emotional well-being, the course attempts to prepare them for the demands of the contemporary world.

At Ivan Franko Zhytomyr State University, students are introduced to fundamentals, basic concepts and structure of social-emotional learning, peculiarities of its integration into the content of school subjects and at the level of individual courses, and master the methodological features of teaching programs. Significant potential is embedded in the content of the academic disciplines “Teaching Methods of the Integrated Course “I Explore the World” and “Innovative Teaching Technologies of the Integrated Course “I Explore the World”, which are provided for by the bachelor’s and master’s programs. During their study, future primary school teachers get acquainted with the concept of “social-emotional learning”; learn the history of the emergence of this technology in the world; analyze and prepare reports and messages on international and state SEL programs, that are the most widespread in the world. Among them: “Social-emotional and ethical learning” (SEEL); “RULER approach to SEL”; “PATHS” (“Popularization of alternative thinking strategies”); “4Rs” (“Reading, Writing, Respect, Resolution”); the stress reduction program “Mindfulness”; the Lions Quest program “Social and emotional competencies of the 21st century”; the Canadian program “Roots of Empathy” (“Roots of Empathy”); Swedish program “Peppy Pals” (“Cheerful Friends”); German program “Lessons of Happiness and Healthy Lifestyle”; American program “Well-being” (“Lessons of Happiness”); Spanish program “Lessons of Emotional Education and Relationship Building”; Danish program “Klassens tid” (“Lessons of Empathy”) and others. Getting acquainted with the programs, students learn to adapt them to the Ukrainian educational model, to harmoniously and productively integrate them into lessons or extracurricular work from the course “I Explore the World”.

In January 2023, on the basis of Poltava Academy of Continuing Education named after M. V. Ostrogradsky the SEEL (social-emotional and ethical learning) community “Embodied Understanding” was created, which at the time of its opening united 42 educational institutions, teachers from which successfully completed the “SEEL Immersion” program and began to implement social-emotional and ethical learning in their educational institutions. The community aimed not only to unite teachers, but also to provide educational institutions with scientific and methodological assistance, popularize the results of scientific research, and support SEEL teachers and their classes.

Students studying and living in Sumy region, near the front line, suffer from regular daily air raid alerts, shelling, and bombing and have painful memories and traumatic emotional experiences; many of them lost their family members or were forced to change their place of residence. Supporting their mental health and educating young people about the “How Are You?” program are two important functions of Sumy NAU. Students and young people from Sumy region learned about mental health and emotional stability, coping mechanisms for stress and panic, and ways to adjust to a new social and educational environment. Non-formal educational activities, promoting art therapy, animal-assisted therapy, interactive Mafia games, Emotional Intelligence trainings are essential because they demonstrate that sharing emotional experiences is important for preserving mental health and emotional well-being during difficult times, overcoming obstacles in life, and resolving complex social and psychological issues with dignity.

In 2023-2025 a scientific study was initiated to study the level of emotional intelligence of future cynologists regarding it as a core point for professional career in the sphere of rehabilitation of people affected by the war, in “Human-Human” and “Human-Animal” interactions in the working sphere as well as emotional regulation of their behavior, empathy, reading emotions of others, self-motivation, etc. Educators participated in a set of trainings “Social Emotional Learning” (Social-emotional learning), conducted by Dr. Gilda Martinez-Alba, Professor in the College of Education of Towson University, devoted to social-emotional skills, formation of

emotional intelligence, the development of self-regulation skills, empathy, responsible decision-making and building positive interpersonal relationships. Special attention was paid to practical approaches of implementing SEL in the educational process and the importance of social emotional skills during crisis situations, in particular during the war in Ukraine. Those experience and knowledge contributed to a deeper understanding of the process of formation of psychological resilience and maintaining mental health in conditions of uncertainty.

IV Discussion

All people in Ukraine have been dramatically affected by the war. War is a trauma that affects even those who are not physically in the combat zone. People lose their relatives, are forced to flee their homes, witness destruction, die under shelling, or experience occupation. These events form post-traumatic reactions that, without proper support, risk transforming into long-term disorders of psycho-emotional development.

The study of resilience and the nervous system, with a focus on the methods underlying stress experience and coping mechanisms, is one of the main subjects of recent pedagogical and psychological studies in Ukraine. Resilience in war is a person's ability to withstand the traumatic experience of war, recover from stress, and adapt to new realities while maintaining psychological stability and functionality. This is achieved through positive thinking, social support, realistic assessment of the situation, and readiness for change, and is a key to the survival and future recovery of a country (Ballada, et al., 2022). Many scientists (Bürgin, et al., 2022; Elkin, et al., 2022; Kimhi, 2024) study resilience as the ability of a person or system to adapt to stress, overcome difficulties and recover from negative events. Each stressful situation provides an opportunity to find hidden resources and opportunities that a person had not previously suspected of, so it is necessary to act and strengthen their internal support. There are also different approaches to what personal characteristics make a person psychologically stable. It should be noted that resilient people in stressful and difficult situations strengthen flexible thinking, emotional regulation and reveal their own strengths. The ways to achieve this are very individual. People cannot be ready for stressful or uncertain situations, but they can form a relatively optimal reaction to events. It can be noted that the development of resilience depends on finding internal resources of the personality that open up new opportunities.

Due to the situation in the country, especially during the war, each person experiences a wide range of different emotions – both positive and negative. But in war conditions, the impact of negative emotions on society has significantly increased. A series of surveys showed that Ukrainian students' emotional intelligence development is currently a pivotal issue for educators, due to the augmenting stressfulness and danger of living under conditions of martial law. Teachers and psychologists faced the urgent problem of finding effective ways to develop social emotional intelligence among young people, in particular in the context of studying in higher education institutions (Berestok, 2024; Bilotserkovets et al., 2024). The study that had been conducted in the previous Erasmus+ project (Bilotserkovets et al., 2023), revealed, that when people are anxious, they seek information and it is natural, as the more they know, the better they choose the tactic of action. The latest researches in neuroscience (Chernomorets, 2023) explained this phenomena at the biological level in the form of innate emotional reactions: excitation of noradrenaline and adrenaline neurons of emotionogenic structures provokes the search for information, so obtaining information excites dopamine neurons and gives short-term relief and a sense of control. Nevertheless, the search for information turns into a compulsive process: scrolling social networks, watching Tik-Tok, computer games, etc. The more anxiety, the more compulsive interaction with information. This is the news addiction, that provides additional reasons for stress: politics, personal dramas, pandemics, around which alarming news was constantly being spun, and especially the war, as a direct physical threat to survival. According to Sapolsky (2022), the greatest psycho-emotional trauma people experience is when they feel that other people are intentionally harming them, using violence. Indeed, intentionality is one of the most traumatic factors as well as such irreversible (or almost irreversible) processes as post-traumatic stress disorder (PTSD) (Gribben, 2022).

In the conditions of war, social and emotional intelligence is the subject to various influences and changes, namely emotional stress: during the war, people experience emotional stress associated with fear, anxiety, grief, and other negative emotions, so it can affect social intelligence, reduce the ability to understand and manage emotions, and cause cognitive overload, which makes it difficult to perceive social situations and interact with other people. Moreover, people experience changing social environment, because under the conditions of war, people may find themselves in new social environments, encountering representatives of different cultures,

nations, and social groups, that also requires adaptation and the development of new social skills (Kimhi, 2023). Accordingly, the ability to easily establish optimal interpersonal relationships and understand each other in social interactions is becoming unavailable. This applies in particular to young people, whose stage of development after leaving school coincided with the current realities of the war with Russian aggression. However, social emotional intelligence, unlike emotionality, is not transmitted genetically and needs to be developed, for which a youngster needs adult support. T. Kotyk (2020) noted that the development of intellectual centers of the brain does not depend on genetic factors and external stimuli, but on feedback with a person's spontaneous and expressive activity. Scientists emphasize the decisive influence of social factors on the development of a young person's social emotional intelligence, the basis of which is emotional sensitivity, and it is possible to form it only through social contacts and patterns of behavior in the immediate environment. In the conditions of educational risks, open social communication is often disrupted or made impossible, and distance education, which has its advantages, does not have the arsenal of emotionality and openness in communication that face-to-face communication has (Koval, & Zaporozhets, 2024).

SEL enables people's understanding and expressing their own emotions, as well as perceiving emotions of others. This is especially important for those, experiencing the stress of war or migration, as these situations can trigger strong emotions. The ability to understand oneself and others emotionally contributes to maintaining mental health and improving relationships with other people. The ability to feel and understand the emotional state of others, provide emotional support and empathize is important for strengthening social ties and maintaining psychological well-being. The ability to communicate effectively, listen to others, understand their needs and feelings, and seek compromises and shared solutions makes it possible to reduce conflicts and create a harmonious social or educational environment and maintain their mental health (Berg et al., 2021).

Being disturbed by learners knowledge level deterioration because of war and stress, academia is facing the issue, of improving their teaching technologies to be able to affect their learners' emotional state, stimulate them to study during stress and each them to experience aggression correctly, ecologically. It is obvious, that learning is one of the most efficient ways to deal with stress, because it stimulates the dopamine system and has a very positive effect on how a person adapts to stress (Riva, Lister, & Jeglinska, 2023). Nevertheless, at the same time, are they able to help their students, being affected by the same stress factors? It was found out that nowadays many Ukrainian academicians are overtaken by burnout and depressive states. Depression is a completely relevant emotion that appears in response to undesirable life circumstances, though it can have many causes – from chronic inflammation or some endocrine disorders to purely psychological factors. If for a long time some human needs are ignored and get accumulated, or a person is in a depressed state for a long time, does not feel joy, depression can begin. As for burnout, it is correct to talk about it in relation to a person who works a lot and does not have enough time to comprehend and experience own emotions (Kimhi, et al., 2023).

Obviously, it can be confidently stated that the resilience formation should be institutionalized, integrated into formal and extracurricular education. The dimension of psychological and pedagogical support for building resilience should cover three key areas, namely: emotional recovery of children and adolescents; ensuring psychological safety in the educational environment; promoting adaptation to changes as a new norm of life.

The suggested model of psychological and pedagogical support for building resilience is presented in the figure 1.

1. Emotional recovery: targeted work with trauma. The main specific areas of implementation include: psychological first aid (PFA) – a mandatory skill for every teacher, educator, psychologist; training for educators on identifying anxiety symptoms, destructive behavior, loss of interest in life; various types of therapy – art therapy, fairy tale therapy, play therapy – effective tools for safely processing traumatic experiences; mutual support groups among students, in particular those who are internally displaced persons or have survived the occupation; the presence of a stable, responsive adult (teacher, mentor, father/mother) as a factor in the learner's emotional balance (Yurchuk, & Lyashch, 2024).

2. Psychological safety in education: educational institutions as a support, not a source of stress. In wartime conditions, educational institution ceases to be just an educational institution – it turns into an island of social stability. This is a place where a learner should gain a sense of calm, security and predictability. Implementing psychoeducation includes regular classes on emotions, self-regulation, stress-coping skills; creating territorial psychological services that work with communities, schools, clubs; stimulating the prevention

of emotional burnout among teachers through support groups, supervision, restorative practices. The key message for everyone should be that an educational institution should be a space of trust, not a source of anxiety. It is here that the learner feels that he/she is seen, heard and understood (Bilotserkovets, et al., 2021).

3. Adaptation to change: the formation of flexibility and resilience. The task of pedagogy in wartime is to reorient education towards: meanings, not just knowledge, i.e. to reduce the amount of factual material, and instead pay attention to critical thinking, creativity, and communication; an adaptive approach to learning, i.e. the content, pace, and format must correspond to the psycho-emotional state of the learner, and not just to calendar planning; digital transformation, i.e. the organization of continuous learning even in evacuation, in shelters, or in temporarily occupied territories; preparing young people for life in a changing environment, i.e. to be an active participant, not just a victim of circumstances (Kurapov, et al., 2023).



Fig. 1. Dimensions of pedagogic-psychological assistance for resilience formation.

It is also recommended to promote special courses for both learners and educators that supports emotional intelligence via non-formal learning and highlights the key results of the study on the coping mechanisms are skills that help people to overcome stress for: fostering the ability to monitor their emotions by allowing them and determining their causes by means of art-therapy, as a type of psychological correction based on art and creativity, that refers to techniques of using fine arts for the purpose of analyzing and positively influencing a person's psycho-emotional state, resolving intra- and interpersonal conflicts, crisis states, age crises, psychological traumas, indirectly monitoring through awareness and adequate assessment of feelings, memories, experiences, self-expression, self-identification; forming the ability to experience their own emotions and strengthening their positive thinking via animal-assisted practices that promote safety, emotional satisfaction, compliance with expectations, stimulate humans' social emotional intelligence, assist the correction of their fears, aggressiveness, feelings of helplessness, and loneliness; relieves mental tension, allows people to experience changes less acutely, and look for resources within themselves; boosting the ability to take care of themselves through lectures, interactive games, volunteering campaigns for the urban and rural population to challenges of mental health and well-being in the midst of martial law.

V Conclusion

Thus, studying the experience and documentation of European Union, it was revealed that social and emotional skills are the set of abilities that regulate human thoughts, emotions, and behavior, mostly related to personal and social aspects: accomplishing objectives and building on personal strengths; collaborating with others and preserving positive relationships; managing emotions; reducing the impact of stress on their emotional and psychological state and provides effective strategies to control it. Stress can be both a physiological and an emotional reaction to an event, accompanied by the exacerbation or appearance of physical illnesses, depression, increased anxiety, distraction, and demotivation. In this situation, it is a vital challenge for educators to promote young peoples' empathy, their understanding of another person's emotions, experiences and values, and the provision of appropriate responses by cultivating their social emotional skills.

Open sources data processing and systematization imparted that many Ukrainian HEIs, among them Zhytomyr State University named after Ivan Franko, Poltava Academy of Continuing Education named after M. V. Ostrogradsky, Sumy National Agrarian University, etc. are gradually integrating SEL into their educational

process to improve the overall quality of education, create healthier and more supportive educational environment for students as well as to train future professionals, who are able to apply SEL in their future work. It is essential as the modern world is characterized by dynamic changes, high uncertainty and global competition and the ability of an individual to adapt to challenges, overcome difficulties and maintain efficiency in stressful situations is becoming a key factor in its success. Resilience in crises as psychological stability is considered as a complex quality that includes emotional flexibility, stress resistance, adaptability and intrinsic motivation. The competitiveness of an individual requires not only professional knowledge and skills, but also developed psychological characteristics that allow to act effectively in conditions of instability and change.

So, it was concluded that the implementation of SEL projects and programs contribute to the formation of resilience, the ability of an individual to adapt to stress and recover from adversity in wartime under conditions of organized pedagogical and psychological support implemented in the academic process of HEIs.

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