

FACTORS INFLUENCING THE EMOTIONAL WELL-BEING OF STUDENTS OF BASIC SECONDARY EDUCATION IN MODERN CONDITIONS

ЧИННИКИ, ЩО ВПЛИВАЮТЬ НА ЕМОЦІЙНЕ БЛАГОПОЛУЧЧЯ ЗДОБУВАЧІВ БАЗОВОЇ СЕРЕДНЬОЇ ОСВІТИ В УМОВАХ СЬОГОДЕННЯ

The article is devoted to the problem of emotional well-being, which requires in-depth analysis and discussion in a modern context, when students regularly face new challenges. The relevance of the study of the emotional state of students of basic secondary education who have experienced traumatic effects is emphasized. The factors of emotional well-being of students in the conditions of the modern socio-political context are considered on the basis of the seven-dimensional structure of factors proposed by J. Anan. The essence of the following determinants of emotional well-being in the context of a modern Ukrainian student is revealed: a sense of safety in the educational environment, an optimal level of workload, active interaction with peers and teachers, regular positive experiences, a sense of support and belonging to the reference group, consistency of the educational environment and the presence of positive narratives. It is noted that regular positive experiences in the learning environment, including achievement, are important for emotional well-being, but excessive striving for success can increase stress and create unhealthy competition. It is also important for educators to integrate negative experiences into the learning process in the right way to develop adaptive skills. A conclusion was made about the need to develop resilience, which will help students manage responses to stress and traumatic events, ensuring the ability to adapt to unfavourable conditions and maintain emotional stability. The impact of the teacher's personality on emotional well-being, their ability to analyze the emotional state of students and create an individual approach is emphasized. The necessity of researching the problems of the emotional sphere and improving the psychological and pedagogical conditions in educational institutions in order to maintain a stable positive and comfortable emotional state of students is substantiated.

Key words: emotional well-being, emotions, factors, students of basic secondary education, harmonious personality.

Статтю присвячено проблемі емоційного благополуччя, яка потребує глибокого ана-

лізу та обговорення в сучасному контексті, коли учні регулярно стикаються з новими викликами. Підкреслено актуальність дослідження емоційного стану здобувачів базової середньої освіти, які зазнали травматичних впливів. Розглянуто чинники емоційного благополуччя учнів в умовах сучасного соціально-політичного контексту на основі семивимірної структури факторів, запропонованих Дж. Анан. Розкрито сутність наступних чинників емоційного благополуччя у контексті сучасного українського учня: відчуття безпеки та навчальному середовищі, оптимальний рівень навантажень, активна взаємодія з однолітками та вчителями, регулярний позитивний досвід, відчуття підтримки та причетності до референтної групи, послідовність навчального середовища та наявність позитивних наративів. Зазначено, що регулярний позитивний досвід у навчальному середовищі, зокрема досягнення успіху, є важливим для емоційного благополуччя, проте надмірне прагнення до успіху може підвищувати стрес та створювати нездорову конкуренцію. Педагогу також важливо коректно інтегрувати негативний досвід у навчальний процес для розвитку адаптивних навичок. Зроблено висновок про потребу у розвитку резильєнтності, яка допоможе учням керувати реакціями на стрес та травматичні події, забезпечуючи здатність адаптуватися до несприятливих умов і зберігати емоційну стабільність. Підкреслено вплив особистості учителя на емоційне благополуччя, його здатність аналізувати емоційний стан учнів та створювати індивідуальний підхід. Обґрунтовано необхідність подальшого дослідження проблем емоційної сфери та вдосконалення психолого-педагогічних умов в навчальних закладах з метою підтримки стійкого позитивного та комфортного емоційного стану учнів.

Ключові слова: емоційне благополуччя, емоції, чинники, здобувачі базової середньої освіти, гармонійна особистість.

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Pyshynska V.V.,
Postgraduate student at the Department of Education and Innovative Pedagogy
H.S. Skovoroda Kharkiv National Pedagogical University

Problem statement in general terms. The challenges of our time have set the education system many tasks related to both the physical and emotional state of the students. Special attention should be paid to the issue of preserving the emotional well-being of the new generation, which is growing under the influence of traumatic events caused by the russian-Ukrainian war. The experience of the war in the East of Ukraine confirms the relevance of studying the emotional state of basic secondary education students. In combination with experiencing the difficulties of age-related mental development, teenagers in the zone of military conflict have symptoms of depression, anxiety and post-traumatic stress as a result of experienced psychotraumatic events [1, p. 62]. The

school, as a leading link in the system of personality development, cannot ignore these problems. Consequently, there is a need for a thorough study of the emotional well-being of students and the improvement of psychological and pedagogical conditions for the development of a prosperous personality.

Analysis of recent studies and publications. Recently, we have observed a significant interest of researchers in the topic of emotional well-being. Modern scientists understand the importance of the emotional state, its influence on the personality, and pay more and more attention to the research of emotional intelligence, resilience, emotional well-being and ways to improve it. The study of emotional well-being has a long history, and many scientists from various

fields have contributed to the understanding of this concept. E. Diener, known for his research in the field of positive psychology and subjective well-being, made a significant contribution to the study of emotional well-being by investigating the factors affecting it. R. Larsen and Z. Pryzmich in their scientific studies proposed a definition of emotional well-being, described its specific components and their relationship. K. McLaughlin, M. Barry, A. Choi reflected the connection of emotional well-being with school conditions, considered the factors affecting the emotional well-being of students.

The growing number of studies, the integration of supporting emotional well-being into various areas of our lives, indicates a therapeutic turn, a trend that focuses on improving a person's emotional and psychological well-being. In education, the therapeutic turn is characterized by the introduction of emotionally-oriented approaches in education, which are aimed at supporting the psychological health of students and the development of their social-emotional skills. However, this approach is also subject to criticism, K. Ecclestone and D. Hayes [2] in their work provide key arguments against emphasizing emotional well-being in education. We agree that an excessive fascination with emotions can be counterproductive, but it is impossible to deny their contribution to the educational process, therefore it is important to find a balance between the emotional and cognitive components of education in order to fully achieve educational goals.

Native scientists are also increasingly paying attention to the importance of emotional well-being. G. Meshko, P. Kutishepko, T. Vodolazska consider the emotional well-being of students as a determinant of academic success and health preservation. N. Trofailya, P. Dombrovska, E. Opanasenko investigate various factors that affect emotional well-being: family relationships, pedagogical communication styles, involvement in social networks, etc. O. Matviienko studies the topical issue of emotional well-being in conditions of military aggression. Therefore, research confirms that students' emotional well-being is a key factor that affects their academic performance, motivation to learn and overall health.

Statement of the basic material. A literature review has shown that factors that affect emotional well-being are actively studied in various contexts. However, it was not possible to find a systematic approach that teachers could use in their practical activities. Available scientific research often highlights only certain aspects, which makes it difficult to integrate them into the educational process. The purpose of the article is to analyze the factors of emotional well-being of students of basic secondary education in today's conditions, with the aim of further developing recommendations for its improvement.

Emotional well-being is usually understood as a stable positive and comfortable emotional state, which

increases the general level of the quality of life of an individual, ensures the effectiveness of their functioning in various spheres of activity, etc. [3, p. 431]. Emotional well-being is influenced by many subjective and objective factors that interact with each other. Subjective factors include an individual's perception of themselves and the world, personal values and beliefs. Objective factors include elements that can be measured: income, education, physical health, social background, etc. For the purpose of systematization, J. Anan [4] proposed a seven-dimensional structure of factors that affect the emotional well-being of students, let's turn to this structure in order to consider each dimension in the context of a modern Ukrainian student.

The first and most important factor is a sense of security, which is fundamental for every person. Every day, russian state threatens the physical safety of students, and it is indisputable that a regular threat to life has a significant impact on the individual, and especially on their emotional sphere. Violation of emotional security, a state characterized by confidence, a sense of trust in the environment, the absence of maladaptive emotions, situational emotional disorders [5, p. 49] leads to long-term negative consequences for the health of students. Unfortunately, research indicates that the modern student has low indicators of emotional security, it is precisely because of a long-term threat to physical safety that deconstructive emotions and disorders are formed. To create a safer educational environment, it is necessary to provide students with clear information about the security situation, instructions on actions in case of danger, regularly process this information and check the level of assimilation by students. This will help them feel more confident and in control, which will have a positive effect on their emotional well-being. Another way to reduce the negative effects of physical threats is psychological support for students, consultations with professionals, as well as encouragement for mutual support in the team.

The next, no less important dimension is called «Alliance» and emphasizes that a person, as a social being, needs interaction and support. The forced transition to online education has presented many challenges to educators, the most significant of which is the lack of real contact. Distance learning can cause a feeling of anxiety, isolation, and reduce students' motivation to study [6, p. 113]. The lack of live communication with a reference group for teenagers cannot be overestimated, the lack of spontaneous communication, joint activities, limitations of non-verbal communication make it difficult to find and develop friendly relationships, which clearly affects emotional well-being. Attempts to find the necessary emotions, communication, and support can lead to the formation of Internet addiction, which only gives the illusion of a full life. The main reasons for addiction are

emotional immaturity, low tolerance for frustration, a tendency to regressive behaviour, the presence of anxiety and depression, weak adaptation capabilities, etc. [7, p. 20]. The fight against Internet addiction in the conditions of distance learning is a complex task that requires a comprehensive approach. Educators should focus on engaging in alternative activities, maintaining social ties and not forgetting that the most effective means of finding a common language with teenagers is a sincere conversation that will help to understand the risks of Internet addiction.

The feeling of belonging is equally important, because thanks to it, a person is able to realize their own significance and connection with supra-individual processes, contribute to a common result and feel like an important part of a team. [8, p. 23]. A sense of belonging to a group will help students increase motivation, actively participate in tasks, develop social skills, understand their strengths and feel supported when they need it. Positive emotions are a key element of a sense of belonging, researchers recommend that teachers regularly develop active listening skills to increase their sense of belonging and pay more attention to the emotional well-being of their students [9, p. 113]. Involving parents in the educational process through partnership pedagogy will develop involvement. The willingness and initiation of contacts with parents by teachers is the key to establishing and maintaining a trusting partnership for the sake of the active life of the child, which contributes to their versatile harmonious development [10, p. 188].

As we can see, an important dimension of emotional well-being is regular positive experience. In learning activities, the most striking is the positive experience associated with achieving success in learning. Success situations not only increase motivation to learn, build self-esteem and improve academic performance, but also reduce stress and anxiety because students feel more secure and confident. However, we also see a number of potential dangers that can negatively affect emotional well-being. Excessive use of success situations can lead to frustration and stress in case of failure, constant striving for success can create pressure on students and unhealthy competition. V. Kaloshynalso notes that it is difficult to overestimate the stimulating role of failure in a number of situations. Success can spoil a personality, failure can shape its best qualities [11, p. 24]. Negative experiences can be useful for developing adaptive skills if they are correctly integrated into the learning process. Negative experiences can be useful for developing adaptive skills if they are properly integrated into the learning process. An important skill for a teacher is the ability to turn negative experiences into opportunities for growth, critical thinking, and resilience. Educators should be more critical about creating situations for success, using achievable but not too easy goals and differentiated tasks to enable success for each learner.

In this context, consider another dimension proposed by J. Anan – an optimal imbalance that emphasizes that students need to be challenged enough to make new neural connections, but not so challenged as to be overwhelmed. The educational material should be balanced and correspond to the age characteristics of students. Too difficult tasks can cause self-doubt and a decrease in motivation, while easy tasks lead to a decrease in the development of critical thinking and interest. It is also important to consider the individual characteristics and level of knowledge of each student, to provide appropriate support, which will significantly increase the effectiveness of the learning process and have a positive impact on the emotional well-being of students.

The next dimension is essential for emotional well-being at such an uncertain time for everyone. The educational environment can become a centre of stability for students: a clear schedule, rules of conduct, clear assessment, consistency in the behaviour of teachers will help students feel safe, focus on learning, and not on their anxieties. The implementation of daily rituals, such as morning circle, reflection, movement will contribute to the creation of a predictable and stable environment. Consistency in the learning process will also help students to build their own study routine, which will contribute to the development of self-discipline, which is very necessary during distance learning, when students have to manage their time and complete tasks on their own.

A modern teenager experiences many different, not always positive events every day that affect their personality. Events that have acquired the characteristic of significant, in our opinion, reflect the character of a person's perception and relationship to the surrounding world, other people, themselves, show what the subject is like in actions and decisions [12, p. 85]. In this way, self-narrative is formed, which is a powerful force that shapes children's views of themselves and their world and guides their interpretations and reactions [4, p. 6]. Consequently, students can align their behaviour with past experiences and act on self-talk. We can conclude that self-narratives are a way to form one's own identity, but sometimes they can have a negative impact on a person. Each student met with an experience that influenced their own history and vision of themselves in this world. Negative self-narratives can lead students to perceive the world as hopeless, and themselves as powerless and hopeless. However, the good news is that our timeline is fluid [12, p. 83], experiences can change, just like self-narratives, so every positive experience can change a student's worldview, and the teacher has every opportunity to positively influence student self-narratives.

Taking into account the above, we can conclude that it is necessary to develop resilience, which will help manage your reactions to stress and traumatic

events. The phenomenon of resilience in psychology is understood in three planes – as a trait or the ability of an individual to overcome stress, as a coping process and as an adaptive and protective mechanism that allows you to resist stress or adapt after psychological trauma [13, p. 76]. Through the ability to effectively overcome stress and manage your emotions, resilience has a great impact on emotional well-being, therefore, understanding this concept is extremely necessary in today's conditions. Let us turn to the skills-based model, which offers a triadic perspective, according to which resilience is manifested in three domains: cognitive, behavioural and emotional. The emotional resilience module emphasizes the importance of the following aspects: the ability to recognize and manage one's emotions, reduce the level of arousal, the formation of positive thinking, understanding the importance of social connections, support and trust [14, p. 8]. This knowledge will undoubtedly contribute to increasing the level of individual resilience, and a properly trained teacher will be able to implement emotional learning programs in the educational environment, which will positively affect emotional well-being.

We come to the conclusion that the personality of the teacher and the teacher-student relationship have a significant impact on the emotional sphere of students. In the professional standard of a general secondary education institution teacher, in the list of professional competencies, an important place is occupied by emotional and ethical competence, which emphasizes the skills necessary for a teacher: the ability to be aware of personal sensations, feelings and emotions, needs, to manage one's own emotional states, the ability to constructively and safely interact with participants in the educational process, etc. [15, p. 7]. The teacher plays a key role in creating a comfortable learning environment where students develop not only academic knowledge and skills, but also emotional ones. Halyna Meshko, an expert in the field of theory and methods of pedagogy, notes that a teacher with a formed psychotherapeutic position knows how to correctly assess the psycho-emotional state of a student, and if necessary, determine an individual corrective development program [16, p. 28]. Therefore, it is important for a teacher to have knowledge related to the emotional sphere of students, as this will help to effectively correct undesirable states and maintain a high level of emotional well-being. Research shows that respectful attitudes at school can reduce negative impacts for students who face family and community risks [17, p. 11]. In local research, we also find confirmation of this thesis: the majority of respondents confirm that the attitude towards studying a subject is significantly influenced by the relationship with the teacher [18, p. 413]. Students who feel supported and interested by the teacher are more inclined to take an active role in the

learning process, show a higher level of responsibility and have a better emotional state.

Conclusions. Adolescents' emotional well-being is particularly important because it affects their academic success, overall development and future. Supporting and developing the emotional well-being of students of basic secondary education requires a comprehensive approach that takes into account various aspects of their lives: feeling of safety in the educational environment, optimal level of workload, active interaction with peers and teachers, experiencing regular positive experiences, feeling supported, consistency in the learning environment, involvement in the reference group and the presence of a positive self-report. The given analysis of factors that will contribute to the emotional well-being of students can allow teachers to better understand the needs and experiences of students and create a comfortable learning environment. Prospective areas of scientific research will relate to a deeper analysis of the above factors and the development of specific techniques and methods that can be most effective for improving emotional well-being.

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