

PSYCHOLOGICAL CONSEQUENCES OF THE WAR AND RESILIENCE PROCESSES AMONG PRIMARY SCHOOL CHILDREN IN TRANSCARPATHIA

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Russia's full-scale invasion of Ukraine in February 2022 has deeply affected the everyday lives of Ukrainian children. Recent empirical studies describe a clear increase in anxiety, depressive symptoms, behavioural difficulties, and post-traumatic stress reactions among those exposed to war-related stressors [6; 4; 8]. Although Transcarpathia is geographically distant from the active combat zones, chronic uncertainty, population displacement, and high parental stress are part of daily life in the region and indirectly shape the experiences of young school-aged children.

This article focuses on the psychological impact of the war on children in grades 1-4, with particular attention to resilience processes and coping strategies. It draws on verified Ukrainian and international scholarly sources and considers these findings in relation to the specific situation in Transcarpathia.

A nationwide survey of 1,238 Ukrainian parents reported marked increases in children's anxiety, excessive worry, attentional difficulties, and sleep disturbances after the outbreak of the war [6]. In early school-age children, trauma seldom appears in the form of the full, classic PTSD symptom constellation. Instead, it is more often visible through behavioural and psychosomatic signs such as restlessness, tearfulness, regression in autonomy, headaches, abdominal pain, and declining school performance [4].

Clinical data from treatment-seeking Ukrainian children show that many of them have gone through several traumatic events, and nearly 70% met diagnostic criteria for PTSD during the war period [8]. Among children aged 6-10, these symptoms frequently overlap with adjustment difficulties and school-based conflicts. In everyday practice, teachers may misinterpret such manifestations as simple misbehaviour rather than as stress- and trauma-related reactions.

A central characteristic of the current situation is the constant unpredictability linked to recurring air-raid alarms, sheltering, and disruptions in schooling. UNICEF reports highlight extensive psychosocial distress and a substantial rise in the demand for mental health and psychosocial support among children and their caregivers [9; 10]. The emotional well-being of young school-aged children is closely tied to the mental

health of their parents. Ukrainian studies consistently indicate that higher levels of parental stress and anxiety are associated with more severe psychological symptoms in children [6].

A 2023 Ukrainian master's thesis found that maternal resilience – defined through involvement, perceived control, and adaptive coping – shows a negative association with children's anxiety: the more resilient the mother, the lower the child's anxiety levels [7]. This result is particularly relevant in Transcarpathia, where multigenerational households are common and caregiving responsibilities often fall primarily on women, especially when men are mobilised or absent due to the war.

Children's representations of the war are strongly shaped by the emotional climate and narratives provided by adults. When parents communicate risks in a realistic yet coherent and hopeful way, they help children feel safer and support their ability to cope with ongoing stressors.

Much of the war-related resilience research in Ukraine focuses on adolescents. A qualitative study among 17-year-olds in Transcarpathia showed that resilience is supported by close social relationships, a positive view of the future, a sense of community connection, and feelings of personal competence [1]. Although these findings concern older youth, the underlying mechanisms – supportive relationships, meaningful goals, and perceived agency – are also relevant for younger school-aged children, provided they are translated into age-appropriate practices.

International research on resilience in humanitarian settings similarly points to the importance of social support, meaning-making, and structured interventions that build on children's existing strengths [2]. Qualitative work with Ukrainian parents further demonstrates that both adolescents and caregivers draw on internal resilience skills, family bonds, and community resources to cope with war-related stress, while at the same time emphasising that more psychoeducational and support services are needed [3].

For younger children, protective processes are most effectively strengthened through play, storytelling, expressive arts, and group-based psychosocial activities, rather than through purely verbal or insight-focused interventions. School-based programmes that integrate emotional regulation, problem-solving, and peer support appear especially promising for this age group.

Under wartime conditions, schools – whether operating face-to-face, in hybrid form, or online – provide key environments for psychological stabilisation. Regular routines, predictable classroom structures, and familiar teachers can partially offset the instability of the broader context. The quality of the teacher–child relationship plays a crucial role in determining whether children feel safe enough to talk about their fears and stay engaged in learning.

Ukrainian literature points to several effective elements of school-based resilience promotion: teaching emotional regulation strategies, strengthening communication and problem-solving skills, reinforcing peer support, and maintaining close cooperation with families [5]. UNICEF-supported initiatives in Ukraine also underline the importance of child-friendly spaces and the integration of psychosocial services within educational settings [10].

Even though Transcarpathia lies far from the frontlines, the region is not protected from the psychological impact of the war. Early school-aged children remain vulnerable to the cumulative effects of long-term uncertainty, parental stress, and exposure to distressing information. Early detection of psychological difficulties, the strengthening of family resilience, and the systematic introduction of protective measures in schools are therefore essential.

Current Ukrainian and international evidence suggests that stable relationships with adults, predictable routines, supportive peer communities, and targeted psychosocial interventions are key to enhancing the coping capacities of young children living under wartime conditions. In Transcarpathia, context-sensitive and culturally grounded programmes involving families, schools, and local communities offer the most promising avenues for supporting children's mental health and long-term development.

Building on the empirical findings presented above, the thesis synthesises key risk and protective factors shaping the mental health of young school-aged children in Transcarpathia and translates them into practical recommendations for schools and community-based services. Drawing on qualitative research conducted with Transcarpathian adolescents [1], as well as ongoing clinical and educational practice in the region, it outlines ways in which resilience-building processes can be supported in everyday school routines, in close cooperation with parents and local communities. Particular attention is given to feasible, low-cost psychosocial interventions that teachers and school psychologists can implement under conditions of chronic uncertainty, limited resources, and high levels of stress. The aim is to summarise current Ukrainian and international research findings and to offer context-sensitive, practice-oriented guidance for professionals working with young children affected by the war in Transcarpathia.

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ПСИХОЛОГІЧНІ БАР'ЄРИ В ОРАТОРСЬКОМУ МИСТЕЦТВІ ТА СПОСОБИ ЇХ ПОДОЛАННЯ

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Актуальність дослідження. У сучасному суспільстві навички публічних виступів є невід'ємною складовою професійного та особистісного успіху. За даними психологічних досліджень, до 75% населення відчувають страх перед публічними виступами, що робить цю проблему однією з найпоширеніших фобій сучасності.

Психологічні бар'єри в ораторському мистецтві становлять серйозну перешкоду для ефективної комунікації, професійного зростання та самореалізації особистості. Особливої актуальності питання набуває в умовах глобалізації, розширення ділового спілкування та зростання потреби в кваліфікованих спікерах, здатних переконливо презентувати ідеї, проводити презентації та виступати перед різноманітними аудиторіями. Розуміння природи психологічних бар'єрів та опанування ефективних методів їх подолання є важливим завданням сучасної психології та педагогіки.

Ступінь дослідженості проблеми. Проблематика психологічних бар'єрів у спілкуванні та публічних виступах активно вивчається вітчизняними та