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Актуальні питання лінгвістики, професійної лінгводидактики, психології і педагогіки вищої школи: збірник статей VIII Міжнародної науково-практичної конференції (м. Полтава, 22-24 листопада 2023 р.). Полтава: Вид-во “Астроя”, 2024. 449 с.

У збірнику представлено статті вітчизняних та зарубіжних науковців, у яких висвітлюються різноманітні проблеми сучасної лінгвістики, психології, педагогіки та дидактики вищої школи. Збірник рекомендовано науково-педагогічним працівникам вищих навчальних закладів, магістрантам, аспірантам, а також усім, хто цікавиться психолого-педагогічними, лінгвістичними та дидактичними проблемами вищої школи.

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Topical Issues of Linguistics, Professional Linguodidactics, Psychology and Pedagogy of Higher Education: Proceedings of the 8th International Conference (Poltava, 22-24 November 2023). Poltava: “Astraya”, 2024. 449 p.

The proceedings present articles by the Ukrainian, Polish and Romanian scholars, covering the latest trends in modern linguistics, psychology, pedagogy and didactics in higher education. The collection is recommended for research and teaching staff of higher education institutions, undergraduates, graduate students, as well as anyone interested in the psychological, pedagogical, linguistic and didactic issues of higher education.

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енергійність, ведення здорового способу життя. Професіоналізм згадувався далеко не в усіх відповідях другокурсників. Часто називалися доброта, милосердя, співчуття, уважність, витривалість, готовність до самопожертви.

Таким чином, студенти II курсу відрізнялися більш романтичними уявленнями про майбутню професію. Майбутня діяльність розглядалася ними як постійний подвиг, заснований на співстражданні до хворого. У зв'язку з цим вони згадували такі якості, як милосердя, доброта, вміння вислухати хворого, а також почуття гумору та «харизматичність», тому більш практично значуща якість – професіоналізм – відходила на другий план.

Отже, студенти медичного університету мають чітку професійну орієнтацію, свідоме уявлення про деонтологічний образ лікаря. Простежується динаміка формування етико-деонтологічного образу лікаря: студенти V курсу більше реалістично дивляться на свою майбутню професію, ніж студенти II курсу.

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INTOLERANCE OF UNCERTAINTY AND RESILIENCE AMONG UKRAINIAN UNDERGRADUATE STUDENTS DURING THE WAR

The issue of safeguarding mental health has become a primary concern due to the start of Russia's invasion in Ukraine. Young people experience significant negative effects on their mental health due to the global emergency caused by a full-scale war in Ukraine and its related measures. Extreme stress factors can cause war, which can lead to anxiety, fear, depression, experiences, and communication problems. Students from Poltava State Medical University were a part of the study. 72±2,3% of students had levels of uncertainty tolerance that were low, while 28±2,7% had levels that were high. A low level of resilience was found in most students with high levels of intolerance of uncertainty 82,7±2,9%, due to the difficulty in restoring psychological comfort on one's own, this indicates a high likelihood of stress-related mental disorders. The average level of psychological resilience revealed in 25,4±3,9% students with a

low level of intolerance of uncertainty. The survey suggests that individuals from this group are more capable of recovering, changing, and adapting after stressful events, changes, and troubles. Students who are highly intolerant of uncertainty exhibit a variety of non-constructive maladaptive coping strategies.

Keywords: *intolerance of uncertainty, resilience, coping, students, the war.*

Питання охорони психічного здоров'я стало першочерговим завданням у зв'язку з російським вторгненням в Україну. Молоді люди зазнають значних негативних наслідків для свого психічного здоров'я через глобальну надзвичайну ситуацію, викликану повномасштабною війною в Україні та пов'язаними з нею заходами. Екстремальні стресові фактори можуть викликати реакцію, яка може призвести до тривоги, страху, депресії, переживань та проблем зі спілкуванням. У дослідженні взяли участь студенти Полтавського державного медичного університету. У $72 \pm 2,3\%$ студентів рівень толерантності до невизначеності був низьким, а у $28 \pm 2,7\%$ – високим. Низький рівень життєстійкості виявлено в більшості студентів із високим рівнем непереносимості невизначеності $82,7 \pm 2,9\%$, що зумовлено складністю відновлення психологічного комфорту самостійно, що свідчить про високу ймовірність розвитку стресових психічних розладів. Середній рівень психологічної стійкості виявлено у $254 \pm 39\%$ студентів із низьким рівнем непереносимості невизначеності. Дослідження показує, що люди із цієї групи більш здатні відновлюватися, змінюватись та адаптуватися після стресових подій, змін і неприємностей.

Ключові слова: *нетерпимість до невизначеності, стійкість, копінг, студенти, війна.*

After the start of a full-scale invasion of Russia in Ukraine, the issue of protecting mental health has become a major concern. The global emergency as a full-scale war in Ukraine and related measures have many negative effects on the mental health of young people. The stress caused by war is different from the everyday, because, for the most part, it exceeds our ability to adapt and change. The war is a lengthy and intense process. As a stress factor that cannot be eliminated quickly, it continues to affect physically, morally, psychologically, and mentally. That is, we are talking about chronic stress. Such changes and stress have negative consequences for the educational process and the mental health of students. The World Health Organization defines mental health as "a state of well-being in which a person can realize his or her own potential, cope with the usual stresses of life, can work productively and fruitfully, and be able to contribute to the life of his or her community".

War refers to extremely severe stress factors, which can lead to anxiety, fear, depression, experiences, and difficulties in communication. A study conducted by the British company Alligators Digital, commissioned by the Third Summit of First Ladies and Gentlemen, which this year was devoted to the topic of mental health, found that young people aged 18 to 24 years are the lowest among other age groups now assess the state of their mental health: 6.7 out of 10 against 7.5 on average in the world. According to this study, young people aged 13-24 years are less likely to contact mental health specialists. Only 49% of respondents in this age group feel comfortable while communicating with a mental health specialist, which is the smallest indicator among all respondents. Dominant feelings in the group of 18-24 years: 56% - experience stress; depression or sadness - 53%; exhaustion - 45%. However, representatives of this particular age group are the most persistent

and optimistic about the future. Young people aged 18-24 years feel shame (44%), fear of influence on reputation in the family (38%), and at work (33%) during an open discussion of mental health issues. Members of this age group believe most in interactions with others, exercise, hobbies and travel as ways to maintain their mental health. It is young people aged 18-24 who are the drivers of change in the field of mental health in society - this group supports increasing awareness of mental health through free access to information services.

One of the important tasks of the system of modern education in Ukraine is the formation of a professionally competent and psychologically healthy personality. Higher educational institutions' education in peaceful times referred to the activity type, closely related to the high intellectual and emotional stress level, especially during the examination session, time lack, the need to assimilate in a short time a large information amount, strict control and regulation of the training regime, as well as with the various problem situations solution. Students' compensatory psychic mechanisms can be disrupted, leading to stress and related eating disorders due to the intense life and study pace. It is worth noting that significant changes in the lives of students began during the ongoing COVID-19 pandemic, and then sharply worsened in connection with the beginning of the armed aggression of the Russian Federation against Ukraine.

Uncertainty is an integral part of life. The way we deal with uncertainty and ambiguity, new, complex, contradictory information, unpredictable consequences of our decisions and actions affects our emotional state, strategies for overcoming difficult situations and the quality of life in general. The war in Ukraine, which makes it difficult to predict the future, exacerbates the problem of dealing with the unknown and makes it necessary to study the attitude to uncertainty and the ability to withstand it. The growing level of instability, volatility, complexity and uncertainty in the 2000s was reflected in the emergence of the term VUCA-world - from the English volatility, uncertainty, complexity and ambiguity. Uncertainty intolerance (UTI) is the ability of an individual to perceive a situation of uncertainty as undesirable and react to it as a threat.

Successful medical profession knowledge and mastery acquisition in wartime in conditions of security sense loss due to the vulnerability of almost the entire territory of the country for rocket and drones attacks; uncertainty in the future and anxiety for relatives and friends poses new challenges and challenges for modern students, so it becomes extremely relevant to study the impact of multi-component stress on the mental health of applicants for medical education, as well as psychological factors and mechanisms that will help overcome this complex in nature combined stress.

The study involved students of Poltava State Medical University. Before starting the study, all students informed about the content of the survey and that participation was voluntary and confidential.

In order to study the peculiarities of the personality-dynamic pattern of students' adaptation in war conditions, we used "The Uncertainty Intolerance Scale" by N. Carleton (IUS-12), which designed to measure uncertainty aversion and anxiety about possible future events. It has gained popularity in recent Western

studies devoted to the development of a transdiagnostic model of the development of affective disorders. According to this model, most emotional disorders are based on common factors, such as 1) the use of maladaptive emotional regulation strategies, 2) avoidance of difficult experiences, and 3) intolerance to uncertainty. When studying uncertainty intolerance, in addition to subscales that reflect specific manifestations of attitudes towards uncertainty, attention should always be paid to the overall score, which embodies an integrated vision of a person's relationship with various aspects of unpredictability and uncertainty in the world.

To examine students' ability to cope with difficult life events and recover from difficulties or stress we used the Connor-Davidson Resilience Scale (CD-RISC-25) (K. Connor, J. Davidson, 2003) and the R. Lazarus coping test. SPSS version 22.0 used for statistical processing of the obtained results.

The most significant stressogenic factors related to the educational process, which affected students in the process of obtaining education in a distance format, students noted adaptation to new forms of teaching in a mixed format using distance form in synchronous and asynchronous versions ($91,1 \pm 2,3\%$), difficulties when working with a larger volume of information for independent study ($88,4 \pm 2,3\%$); difficulties in adapting to the future profession and assimilation of professional knowledge, abilities and skills, qualities ($75,8 \pm 1,7\%$). In addition, almost all students noted the powerful impact of wartime stress: they were in a state of pronounced neuropsychological tension, negative emotional experiences, and mental discomfort. Students reported feeling less in control ($65,2 \pm 1,7\%$); increased in difficulties concentrating ($42,8 \pm 1,7\%$); lethargy, apathy, increased fatigue, difficulties in performing everyday tasks ($58,2 \pm 1,7\%$); sleep and eating disorders ($45,8 \pm 1,7\%$); excessive excitement, nervous tension with irritability, depressed mood ($41,7 \pm 2,7\%$); a sense of threat, danger, assessment of the current life situation as uncertain, as well as uncertainty in the future ($58,6 \pm 1,7\%$); loss of curiosity, motivation and interests ($41,7 \pm 1,7\%$); decreased activity ($39,2 \pm 1,7\%$).

The Intolerance of Uncertainty Scale-12 (IUS-12) is a brief, well-validated measure of IU argued to comprise two subscales, Prospective Anxiety and Inhibitory Anxiety. The Intolerance of Uncertainty Scale – Short Form (IUS-12; Carleton et al., 2007) is a 12-item trait measure of responses to uncertainty, ambiguous situations, and the future. The IUS-12 has two subscales: Prospective Anxiety and Inhibitory Anxiety. Items are rated on a 5-point Likert scale ranging from one (Not at all characteristic of me) to five (Entirely characteristic of me). Prospective Anxiety scores range from 7 to 35, and Inhibitory Anxiety scores range from 5 to 25. Higher scores on the subscales indicate greater difficulties with Prospective and/or Inhibitory Anxiety. Total scores can also be calculated. Low intolerance of uncertainty level was found in $72 \pm 2,3\%$ students, high level – $28 \pm 2,7\%$. Individuals with high level in intolerance of uncertainty reported worry, state anxiety, and is associated with poor decision-making, diminished coping skills, low motivation, avoidance of ambiguous situations, and a reduction in academic performance.

In order to study the psychological stability of medical education students of the first bachelor's level, we used the Connor-Davidson resilience scale (CD-RISC-

25). Resilience is a set of personal traits and dispositions that help a person constructively overcome challenges and threats, quickly recover from life traumas. There are different interpretations of resilience in the literature. Reid et al., та Shackelford et al. define resilience as the ability to recover from a traumatic experience and return to healthy psychosocial and physical functioning. Resilience is the basis of successful adaptation to stress, a partially or completely static ability or property of the individual.

A low level of resilience was found in most students with high levels of intolerance of uncertainty $82,7 \pm 2,9\%$, which indicates a high risk of stress-related mental disorders due to difficulties in restoring psychological comfort on one's own. The average level of psychological resilience revealed in $25,4 \pm 3,9\%$ students with a low level of intolerance of uncertainty, indicates that the respondents of this group have a more effective ability to recover, change, adapt after stressful events, changes and troubles.

A separate issue is the definition of the medical profile of modern students of strategies for overcoming the long-term consequences of the armed aggression of the Russian Federation in Ukraine. When studying students with the help of the "Methods of Coping Behavior" questionnaire, we assessed the degree of students' use of strategies for overcoming stressful situations, such as confrontational coping, distancing, self-control strategy, search for social support and acceptance of responsibility, avoidance, problem-solving planning strategy, and self-actualization.

In the group of students with a high level of intolerance of uncertainty, a combination of non-constructive maladaptive coping strategies with dominance was found: "Distancing" ($68,4 \pm 3,9\%$), "Confrontational coping" ($59,7 \pm 3,9\%$), and "Escape" ($54,9 \pm 3,9\%$), which reflects a tendency to imaginary aspirations and behavioral efforts aimed at avoiding or escaping from solving problems, and also shows a desire for cognitive efforts to separate from the situation due to the subjective reduction of its significance and the degree of emotional involvement in it with the use of intellectual methods of rationalization, attention switching, withdrawal, and devaluation. In the group of students with a low level of intolerance of uncertainty, a combination of constructive coping strategies with dominance was determined among the predominant strategies for overcoming stress: "Taking responsibility" ($63,1 \pm 1,6\%$), which reflects a certain degree of maturity and independence of the individual, which manifested itself in the form of recognition by the subject of his role in the emergence of the problem and responsibility for its solution; "Positive reappraisal" ($61,2 \pm 1,3\%$), which reflects an individual's ability to see the positive aspects of a current stressful (negative) situation through cognitive processing, to find acceptable ways of living in unpleasant life circumstances and "Planning a solution to the problem" ($58,7 \pm 1,5\%$), which is implemented in overcoming the problem due to a purposeful analysis of the situation and possible options for behavior, developing a strategy for solving the problem, planning one's own actions taking into account objective conditions, past experience and available resources. The conducted study of stress coping mechanisms confirms the hypothesis that, with a fairly wide

repertoire of them, students with a high level of perceived stress extremely rarely used the adaptive coping strategy "Planning to solve the problem" and the relatively adaptive coping "Positive reappraisal", which is due to: low ability these persons to a positive reassessment of the situation with a focus on the growth of their own personality; inability to plan a solution to the problem; low ability to mobilize problem-oriented efforts to change the situation. The predominance of maladaptive coping strategies in the repertoire of this group of students led not to solving problems, but to the accumulation and gradual synchronization of internal stress, which contributed to a general decrease in resilience.

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Смаглюк Л. В., Карасюнок А. Є., Воронкова Г. В.
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ОПТИМІЗАЦІЯ ПРОЦЕСУ ДИСТАНЦІЙНОГО ВИКЛАДАННЯ ОРТОДОНТІЇ В УМОВАХ ВОЄННОГО СТАНУ

Сучасна система вищої освіти ставить завдання безперервно вдосконалювати форми і методи навчання, максимально наближати його організацію до сучасних вимог. Застосовуючи різноманітні джерела знань та визнаючи необхідність індивідуалізації навчання, ми маємо значно модифікувати контакти зі студентами в складних умовах військового стану.

У вихованні професійного лікаря-стоматолога одне з найважливіших місць займає засвоєння предмету «Ортодонтія». Поглиблене його вивчення розвиває у студентів спеціальні здібності, без яких неможлива повноцінна лікувальна або науково-дослідницька діяльність майбутнього стоматолога. Моделювання професійних умінь майбутнього лікаря-ортодонта є складовою цілісного навчального процесу. Особливо в умовах військового стану, коли ми зіткнулися з проблемою зниження рівня підготовки медичних