support and assistance. Together we can overcome difficulties and create a better future for ourselves and our descendants [3].

Conclusions.

We need to survive these difficult times and reduce post-traumatic effects. Despite the war, it is important to maintain mental health. All wars end. A time of peace and restoration comes. Psychologically preserved people rebuild their home better than those who are too exhausted and depressed. Many have now lost their usual identity - what people are used to doing and in which they felt strong. Basic support has been lost peaceful life, home, work, relationships. This has triggered the "fight-flight-freeze" reaction. Recommendations for mental recovery during difficult war days. It is necessary to be aware of your feelings, name your feelings, accompanying them with deep breathing. This will reduce their intensity. Talk about your condition to other people. Working with a psychologist-psychotherapist or online consultation will be useful. It is necessary to plan your day, include the following things in this plan: minimal physical activity, duties that must be performed, warm communication with friends and family, helping others. Life goes on during the war, the main task is not only to survive but also to maintain your mental state.

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ACADEMIC SUCCESS AND PSYCHOLOGICAL WELL-BEING OF STUDENTS IN THE EDUCATIONAL ENVIRONMENT UNDER THE INFLUENCE OF STRESS

In recent years, World Health Organization reports have regularly documented an increase in mental disorders among schoolchildren and students. Researchers note that the senior school and college years are periods when stress often exceeds the resources that support well-being and act as a buffer against the emergence of various problems (academic, personal, family, and professional). Quality of life and psychological well-being during student life can be a significant predictor of future professional productivity. The results of empirical studies clearly demonstrate the serious negative consequences of stress on academic performance, motivation, and well-being of students at various stages of education, as well as consequences that are globally critical both for educational practice as a whole and for the positive functioning of each student. Significant experience has been accumulated in foreign and Russian psychology, requiring theoretical understanding and practical verification of various concepts of stress in education, as well as an analysis of the role of personal and regulatory

resources in overcoming academic stress in schoolchildren and students. All this highlights the relevance of studying the issue of psychological well-being and the resources for maintaining it in students at all levels of education.

The purpose of this article is to analyze modern approaches to the study of stress in the academic environment, as well as the mechanisms of its influence on the academic performance and psychological well-being of students in modern educational settings. An additional objective was to identify promising areas for studying the psychological resources for academic performance and maintaining psychological well-being in stressful situations. To address this, we reviewed the most well-known approaches to understanding stress in schoolchildren and students, analyzed the results of modern studies on the impact of stress through the lens of the specific conditions of the modern educational environment (including the development of distance learning technologies), and attempted to identify future research in this area. The article discusses the conceptual and methodological challenges that arise in developing and conducting research in this area.

Key words: *well-being, students, learning environment, stress, impact, solution, problem.*

Михайленко В.М., Журавльов С.О., Хоружева Л.Є., Юнак В.Г., Доценко Л.З. Академічний успіх та психологічне благополуччя студентів в освітньому середовищі під впливом стресу. *В останні роки у звітах Всесвітньої організації охорони здоров'я регулярно фіксується зростання психічних розладів серед школярів та студентів. Дослідники зазначають, що старші шкільні та студентські роки – це періоди, коли стрес часто перевищує ресурси, що підтримують благополуччя, та виступає буфером проти виникнення різних проблем (академічних, особистих, сімейних та професійних). Якість життя та психологічне благополуччя під час студентського життя можуть бути значним предиктором майбутньої професійної продуктивності. Результати емпіричних досліджень чітко демонструють серйозні негативні наслідки стресу для успішності, мотивації та благополуччя студентів на різних етапах навчання, а також наслідки, що мають глобальне значення як для освітньої практики в цілому, так і для позитивного функціонування кожного студента. У зарубіжній та російській психології накопичено значний досвід, що вимагає теоретичного осмислення та практичної перевірки різних концепцій стресу в освіті, а також аналізу ролі особистісних та регуляторних ресурсів у подоланні академічного стресу у школярів та студентів. Все це підкреслює актуальність вивчення питання психологічного благополуччя та ресурсів його підтримки у студентів на всіх рівнях освіти. Метою цієї статті є аналіз сучасних підходів до вивчення стресу в академічному середовищі, а також механізмів його впливу на академічну успішність та психологічне благополуччя студентів у сучасних освітніх умовах. Додатковим завданням було визначення перспективних напрямків для вивчення психологічних ресурсів для академічної успішності та підтримки психологічного благополуччя в стресових ситуаціях. Для вирішення цієї проблеми ми розглянули найвідоміші підходи до розуміння стресу у школярів та студентів, проаналізували результати сучасних досліджень впливу стресу крізь призму конкретних умов сучасного освітнього середовища (включаючи розвиток технологій дистанційного навчання) та спробували визначити майбутні дослідження в цій галузі. У статті розглядаються концептуальні та методологічні проблеми, що виникають під час розробки та проведення досліджень у цій галузі.*

Ключові слова: *благополуччя, студенти, навчальне середовище, стресс, вплив, вирішення, проблема.*

Formulation of the problem. The Concept of Stress in the Educational Environment. The large number of stressors characteristic of the educational environment has led researchers to identify a specific type of stress—academic stress. Currently, there is no unified understanding of academic stress. This explains the contradictory results of studies and the differences in the descriptions of the phenomenology of academic stress by their authors. Some researchers use the term "academic stress" to refer to the stimulus or learning situation that causes stress. Others use the term to describe a reaction, a subjective experience, or an emotional state that may be accompanied by feelings of anxiety or worry (e.g., "I feel stressed because I'm worried about failing an exam"). There is also a line of research that examines academic stress through the lens of students' psychological resources for overcoming difficult learning situations and defines it as a mental state of tension initiated by personal relationships in the educational environment, when the degree of negative impact exceeds the individual's adaptive resources. The World Health Organization defines academic stress as a specific way in which students perceive events and situations arising during the learning process as threatening, resulting in anxiety, worry, or fear. Academic stress is most often defined as a student's psychological reaction to various academic difficulties that are subjectively perceived as inconsistent with their individual coping resources (cognitive and personal). This reaction is accompanied by biochemical, physiological, cognitive, and behavioral changes. It should be emphasized that difficult circumstances themselves are stressful, as they are associated with the depletion of psychological resources. Academic stress can occur at any stage of education, but the most sensitive periods for its occurrence are transitional periods, high school, and the adaptation to university.

Analysis of literary sources. This topic has been thoroughly researched by the following authors: Yefremenko V., Syrovatko Z. [1], Zubko V., Garnusova V., Shyp L. [2], Mykhailenko V., Soga S., Dobrovolskyi V. [3], Sabirov O., Abramov S. [4].

Along with the concept of academic stress, researchers use the term "exam stress," which refers to specific learning situations involving knowledge assessment. Exams are considered one of the most common sources of acute stress for students. The depletion of psychological resources associated with exposure to this stressor can lead to mental disorders, including suicidal behavior. Statistics indicate an increase in student suicides during exam periods. The areas of academic and exam stress, and the extent to which they overlap, are not clearly defined in the literature. Since exams are a specific type of learning activity, exam stress can be considered a subtype or context-dependent form of academic stress. Research has shown that some students experience the negative impact of exam stress even during exam preparation and report tension during study sessions. Russian researchers view academic stress as a psychological phenomenon manifesting itself through

various responses and different possibilities for resolving the tension that arises in situations of risk and uncertainty [2]. They also note that, given sufficient resources, stress, in certain forms, can positively influence the learning process. Indeed, learning activities are content-neutral, but learning situations can have subjective significance: what is a stressful event for one student may be motivating and activating for another. However, excessive, repeated exposure to academic stress can deplete resources and negatively impact a student's psychological well-being and academic achievement.

Sources, Factors, and Manifestations of Stress in the Educational Environment.

The task of systematizing stress factors in the educational environment is relevant and not fully accomplished. Sources of stress in the educational environment include assessment procedures, excessive academic workload, difficulties with self-organization and time management, high parental expectations for academic success, poor social skills, peer competition, financial problems, difficulties balancing study and personal life, learning conditions (overcrowded classrooms, strict grading systems, lack of necessary learning resources, etc.), and fear of failure, which affects self-esteem and self-confidence. Attempts have been made to systematize these factors. Among the external factors that most often provoke stress in high school and university students during the learning process, researchers identify four main groups of learning situations [1]. The first group includes situations related to assessment (exams, tests, quizzes, and project defenses). The second group includes factors related to academic workload, teaching methodology, and organizational components of learning (complex curricula, innovative teaching methods, the use of distance learning technologies, extracurricular activities, etc.). Academic stress manifests itself here when students perceive themselves as overwhelmed by academic tasks and experience difficulty meeting academic requirements. Some researchers identify the concept of "innovation stress," noting that the introduction of innovative practices is intended to reduce the impact of academic stress, but during the implementation phase, it can actually be a source of stress. The third group of stress factors affecting academic performance and psychological well-being includes changes in learning conditions during the transition to a higher level of schooling, upon entering university, or when changing educational institutions. For example, first-year students must cope with both intense workloads directly related to their studies and a new system of social relationships. These factors can cause long-term maladjustment and, in some cases, provoke emotional disorders and increase suicidal risk. The fourth group includes various factors related to social relationships (teacher-student, professor-student), peer relationships, and family expectations regarding students' academic achievement [4].

Thus, external factors causing academic stress are varied and relate to various aspects of the educational process. Exams are considered the most significant source of academic stress, and a student's subjective attitude toward them can impact on the entire learning process long before they even begin. Regarding internal factors, researchers identify individual student characteristics that, under certain learning conditions, can contribute to academic stress: low self-efficacy and self-regulation, anxiety, low achievement motivation, difficulties with self-organization and time management, poorly developed social skills, difficulties balancing study and personal life, and fear of failure, which impacts self-esteem and self-confidence. When discussing the symptoms of academic stress in students, four groups of directly observable manifestations are typically distinguished: behavioral (the desire to do anything but prepare for an exam; poor sleep and loss of appetite; avoidance of even the slightest reminder of studying, etc.); cognitive (memory decline, absent-mindedness, etc.); emotional (feeling of general malaise, fear, uncertainty, anxiety, irritability, etc.); physiological (headaches, nausea, muscle tension, deepening and rapid breathing, etc.) [3]. These symptoms can be observed in both acute and chronic forms.

Thus, there are objective factors in academic activity that can cause academic stress in students with a lack of psychological resources to overcome them. These factors primarily relate to preparing for and taking exams, the need to achieve academic goals, the inability to cope with a large academic workload, and time pressure. Most schoolchildren and students experience the greatest stress during final assessments, ongoing and midterm assessments. Studying psychological resources for coping with academic stress is undoubtedly important, given the potential risk of somatization and reduced academic performance.

The Impact of Stress on Students' Academic Performance. Stress has a multifaceted impact on students' academic success. Researchers identify stress as the most significant barrier to academic achievement in young people. It can have both a negative and a positive (mobilizing) impact on academic success, depending on various factors, such as the source of stress, individual coping resources, and gender. For example, compared to male students, female students are characterized by higher levels of evaluative and trait anxiety, while not differing in academic performance. Gender differences are also observed in coping strategies and individual strategies for reducing perceived stress. These findings highlight the importance of developing strategies in educational institutions to help students manage stress and use it to enhance their academic achievement. Numerous studies have shown that high stress levels are associated with lower academic performance, making them a significant predictor of academic failure in students of all ages. It has been noted that students who self-reported that stress impacted their academic performance had lower and also reported lower self-efficacy, resilience, and social support. Systematic reviews further highlight the consequences of increased stress, which can lead to increased perceived stress and lower [4].

Within the framework of modern concepts studying stress in students, researchers identify the problem of maintaining psychological well-being. It has been noted that during the student years, significant processes of professional self-determination, self-identification, and future vision construction occur. In today's context, these processes are often accompanied by increased anxiety and decreased life satisfaction. Systematic reviews on the relationship between quality of life and stress in student samples clearly document a negative association between these phenomena, emphasizing the impact of stress on both physical health and psychological well-being. These effects are independent of age, gender, or socioeconomic status [1]. Definitions of well-being in psychology are broad and largely vague, so its understanding in the educational context is quite diverse.

Due to the multifaceted nature of psychological well-being, researchers have focused on various aspects of this phenomenon, resulting in a lack of unity and clarity in understanding student well-being as a whole.

In the well-being is defined as "the point of balance between an individual's resource endowment and the challenges they face." This understanding of well-being allows students to consider the presence of sufficient psychological resources to address challenging academic situations as a necessary condition for maintaining well-being and preventing the negative impact of academic stress [3].

Conclusive. Recent research has shown that students represent a "very high-risk group" for mental health disorders. The impact of stress on psychological well-being is complex and depends on internal and external resources, such as coping skills and social support. However, psychological well-being is an important personal resource that contributes to the development of adaptive strategies for coping with academic stress. Personality characteristics may mediate the impact of stress on psychological well-being. A significant positive relationship has been found between self-critical perfectionism, depression, and stress symptoms. Students who are open to new experiences and environments have been shown to experience significantly less stress and adapt better to new learning environments.

Strategies to help students cope with academic stress include a variety of resources, ranging from physical activity to social support. Regular physical activity has been shown to have a preventative effect and help reduce the negative impact of academic stress on health by improving sleep quality, well-being, and emotional well-being. Social activity, group projects, team sports, and participation in student associations have a positive impact on psychological well-being and help reduce academic stress. Stress management skills training programs have been shown to be effective for students already experiencing stress. However, short-term effectiveness of such programs has been noted.

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REHABILITATION FOR VARIOUS HEALTH CONDITIONS. ADAPTIVE PHYSICAL CULTURE, ITS TYPES AND METHODS OF RECOVERY

Adaptive sports have a multifunctional focus on the comprehensive development of the personality of a person with limited health capabilities and disabilities. In this regard, it helps to find a solution to corrective, compensatory and health-improving tasks in order to overcome physical development defects, compensate for deficiencies in the motor sphere, socialization through communication in the process of competitive and training activities.

The distinctive features of adaptive sports are the main goal of the activity in adaptive sports is the desire for the highest possible achievement, for a record. The key word here is "record", understood in a broad sense: first, improving one's own indicators and the indicators of peers of the institution in which those involved in adaptive sports are trained, then setting a record for a region, country, continent and the world. It is this focus on record achievement that becomes the main difference between adaptive sports and other types of adaptive physical education. If adaptive sports classes begin at an early age, this attitude manifests itself only in the process of forming the child's personality and becomes the main link in his or her need-motivational sphere. The most important distinguishing feature of adaptive sports is the mandatory competitions - the procedure for comparing the achievements of different people; a public procedure, strictly regulated by the relevant rules. Without competitions, sports are generally impossible, since it is here that record achievements of athletes are determined and approved. The main feature of adaptive sports is the system of classification of athletes, their distribution into classes for participation in competitive activities. Such distribution is carried out in two directions - medical, based on determining the "residual health" of athletes (or the degree of existing impairment of functions), and sports-functional, which involves dividing the participants in the competitions into classes taking into account the specification of motor activity in each specific sport.