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А 43 Актуальні проблеми навчання іноземних мов для спеціальних цілей: Збірник наукових статей / Укладач: Л.І. Кузьо. Львів: ЛьвДУВС, 2023. 131 с.

У збірнику акцентовано увагу на методичних аспектах, спрямованих на розвиток мовної культури як стратегічного засобу забезпечення лінгвістичної безпеки держави; формуванні іншомовної компетентності правоохоронців України, враховуючи сучасні виклики та потреби; міжкультурній іншомовній компетентності загалом, що стає ключовою у навчальному процесі. Увага приділена організації самостійної роботи здобувачів вищої освіти, використанню інноваційних форм та методів навчання мов. Досліджено використання онлайн-навчання як альтернативної форми традиційного навчання, його переваги та виклики. Окремі дослідження присвячені викликам та можливостям, які виникають у зв'язку із сучасними умовами навчання мов, зокрема у мультикультурному аспекті, підкреслюючи важливість розуміння різноманітності культур у процесі вивчення та використання мов.

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THE IMPACT OF TRAUMATIC EXPERIENCES ON STUDENTS’ ACADEMIC ACHIEVEMENTS

Abstract. The article delves into the profound challenges faced by children growing up in war-ridden regions, highlighting the numerous traumas and intense stressors they

encounter, which detrimentally affect their holistic development, mental health, and scholastic achievement. The study underscores that, in specific instances, educational institutions not only serve as centers for academic growth and personal development but also as safe havens from the adversities of abusive conditions. The research aims to shed light on the pivotal role of schools in offering solace and support to these vulnerable children, and it underscores the significance of fostering environments that facilitate healing and growth amidst adversity. The transformative power of teaching resilience skills within the context of positive psychology in education is explored in the article. It underscores the potential of these skills to serve as an internal psychological buffer, aiding students in navigating the challenges they face both within and outside the school environment. The paper emphasizes the pivotal role of teachers in positively impacting the lives of their students, particularly those affected by trauma. By integrating positive psychology principles into the classroom, we unlock the potential to not only repair but also inspire growth in the trajectories of these young individuals. The research illuminates a path towards fostering resilience, empowerment, and personal development, offering a promising avenue for improving the lives of trauma-affected students.

Keywords: learning techniques, resilience, traumatic experience, trauma-informed learning, positive psychology, academic achievement.

Анотація. У статті досліджено проблеми, які виникають у дітей, що зростають в регіонах, охоплених конфліктами і війною. Розкрито численні травми та стреси, які впливають на психічне здоров'я та навчальний розвиток дітей, вказуючи на негативний вплив таких умов на їхній цілісний розвиток. Дослідження підкреслює, що навчальні заклади у таких регіонах часто виконують не лише функцію академічного зростання, а й стають безпечними притулками від жорстокостей та небезпеки.

Основною метою дослідження є висвітлення ключової ролі шкіл у наданні підтримки та розради вразливим дітям, а також відзначення важливості створення сприятливого середовища для їхнього зцілення та росту в умовах негараздів. В статті досліджується потенціал навчання життєстійкості з використанням позитивної психології в освіті як засобу внутрішнього психологічного буфера, який

допомагає учням подолати виклики, що стоять перед ними, як у школі, так і за її межами.

Стаття відзначає ключову роль вчителів у створенні позитивного впливу на життя своїх учнів, особливо на тих, хто постраждав від травм. Інтеграція принципів позитивної психології у навчальний процес розкриває потенціал для відновлення та натхнення для росту цих молодих людей. У дослідженні окреслено шляхи формування життєстійкості, розширення можливостей та особистісного розвитку, запропоновано перспективний шлях до покращення якості життя студентів, які пережили травму.

Ключові слова: методи навчання, життєстійкість, травматичний досвід, навчання з урахуванням травми, позитивна психологія, академічна успішність.

Formulation of the problem. In regions scarred by the ravages of armed conflicts, children are subjected to a succession of distressing ordeals and situations of elevated stress, which can profoundly hinder their comprehensive development, psychological well-being, and scholastic performance. Notably, in some instances, educational institutions transcend their conventional roles as centers of learning and personal growth to assume the pivotal function of providing a haven from harsh and abusive circumstances.

Psychological experts assert that the extensive war initiated by Russia will have far-reaching implications for each and every child in Ukraine. The conflict has compelled a significant number of children to continue their education in bomb shelters, while numerous others have undergone traumatic experiences arising from their exposure to war crimes, the loss of parental figures, or their forced displacement from their homes. A variety of circumstances, such as deportation or residence in war-affected frontline areas, have the potential to engender traumatic experiences. In all these scenarios, the paramount requirement for children is the establishment of emotional security as a fundamental necessity to navigate the challenges posed by the ongoing conflict.

The vast majority of children currently residing in Ukraine, as well as those who were compelled to leave the country, have experienced or are currently enduring various

forms of trauma. Even if a child hasn't directly encountered a traumatic event, they are still deeply affected by the persistent atmosphere of peril, frequent air-raid alerts, and the anxiety exhibited by their parents. In cases where one of their parents is actively involved in Ukraine's defense efforts, the child inevitably bears the weight of worrying about the safety of their mother or father.

The fear of death looms prominently in the lives of these children, as reports of both child and adult casualties are incessantly featured in the media. Despite our best efforts to shield our children from an overload of distressing information, it remains virtually impossible to completely insulate them from such harrowing news.

Analysis of the latest research. Numerous research studies have highlighted the significance of education in bolstering the self-esteem and fostering hope among children affected by the ravages of war. The functioning of schools can serve as a protective and resilience-boosting factor even in the midst of war's adversities, as shown in studies such as the one conducted by Betancourt and Khan (2008). Attaining academic success is not only fundamental to overall well-being and self-esteem but also plays a pivotal role in shaping future accomplishments, as underscored by Rutter and Maughan (2002). The issue of underachievement in academics has been extensively examined on a global scale, as noted by Lee and Shute (2010), and it remains a consistent concern for educators, parents, and students, particularly in societies grappling with prolonged political violence and conflict, as documented by Smith (2007).

Research has indicated a direct link between low academic achievement and the presence of Post-Traumatic Stress Disorder (PTSD), as revealed by Betancourt, Meyers-Ohki, Charrow, and Tol (2013). The trauma associated with war exerts a disruptive influence on the cognitive processes that underlie academic success, including factors such as IQ, concentration, memory, and attention. Early exposure to traumatic events, such as parental abuse and neglect, has been shown to impair children's memory, executive functions, reasoning skills, and attention, all of which are predictive of diminished learning capabilities.

The primary objective of this study is to delineate strategies that can empower students to identify their inherent strengths and develop resilience in the face of adversity.

An overview of the main material. Research has consistently demonstrated that childhood trauma exerts a detrimental influence on executive cognitive functions and can disrupt academic performance. Traumatic experiences linked to community violence have likewise been shown to hinder academic achievement. This is evident in the form of reduced intellectual and reading capabilities, which in turn correspond to lower school grades and exacerbate learning challenges and underperformance.

Students who have experienced a cumulative or severe exposure to traumatic events are at a significant risk of facing impairments in cognitive functioning, academic difficulties, and social, emotional, and behavioral issues. While some studies have suggested that symptoms of Post-Traumatic Stress Disorder (PTSD) contribute to attention-related problems and are linked to diminished academic success, particularly in children who have experienced severe traumatic events during wartime, there is still limited understanding of how exposure to war-related trauma affects children's academic achievements and the intricate cognitive, motivational, and emotional processes involved. It is imperative to gain a more comprehensive understanding of the factors contributing to academic underachievement among children enduring the conditions of war. This knowledge will enable the development of targeted intervention strategies to better support these children [6].

Providing education in emergency settings, such as refugee camps or conflict zones, presents a multitude of challenges. In addition to the usual logistical demands of any educational institution and the ongoing effort to maintain the quality of learning, schools catering to vulnerable populations face added complexities. These include addressing how to effectively educate students who have endured trauma, come from unstable home environments, or do not speak the local language of the host country.

However, one aspect of education that is not a challenge in these situations is motivation. When individuals are personally driven to acquire knowledge, they are more likely to succeed in their educational pursuits. These children possess a deep understanding of the transformative power of education, recognizing that it holds the key to a brighter future different from their current circumstances.

Moreover, it is essential for families to have confidence that their children will be safe at school, shielded from abuse, discrimination, and, particularly for girls, the threat of harassment or assault on their way to school. A child must also be in good mental and physical health to attend school and well-nourished enough to concentrate on their studies. Finally, this child must be motivated to overcome all the barriers, ensuring that education remains a priority in an environment where immediate needs like food and shelter often threaten to overshadow the pursuit of knowledge permanently.

Not all children living in war-torn or conflict-affected regions have the opportunity to access education, and many face significant obstacles to attend school. It's crucial to acknowledge the tremendous effort required for those children who do manage to find their way into a classroom. Our responsibility is not only to uphold the right to education for every child, regardless of their circumstances, but also to support them because these young individuals represent the best hope for their nations to rebuild and establish peace when they grow up and inherit countries that have been left in disarray.

Teachers play a vital role in helping students discover their strengths and fostering resilience. In cases where a child has experienced abuse, it's essential for them to receive guidance from a psychologist, similar to addressing any other traumatic experience. This process is significant because a child who has been subjected to abuse may withdraw or exhibit harmful behavior towards other children if they start identifying with the aggressor.

When a child has witnessed abuse, they may lean towards identifying with either the victim or the abuser. If they align with the victim, they may be haunted by fear and display distressing reactions when confronted with situations where adults raise their voices or appear distant and detached. Creating a nurturing environment where the child feels safe and comfortable is critical to undoing the psychological impact imposed on them by their traumatic experiences.

Children often exhibit aggression when confronted with distressing circumstances. In such cases, it's crucial to identify the underlying triggers for the child's aggressive reactions, as this provides a foundation for determining the most suitable course of action.

It's important to convey to these children that feeling anger is a natural emotion, but it's equally important to emphasize that there are healthier ways to express it. Acting out aggressively in a manner that harms others is not acceptable. Instead, we should equip the child with coping tools to redirect this aggression positively, such as by encouraging them to express their emotions, engage in breathing exercises, release tension by tearing paper, participate in physical activities, and more.

In some instances, children and their parents may resort to screens and electronic devices as a means to escape from their challenging reality. This may seem like an easy solution for parents, providing a distraction that creates an illusion of safety and control. Nevertheless, it's vital to understand that children require both physical and emotional security to thrive in their educational journey. Establishing a structured environment with a well-defined schedule and consistent routines can have a calming effect, fostering a sense of safety and predictability.

Data indicates that, on average, there is at least one student affected by trauma in every classroom. A significant number of Ukrainian students have experienced various traumatic stressors in their lives, with the most common being sexual assault, physical assault, and witnessing domestic violence. These forms of stress, often categorized as complex trauma, are further compounded by the fact that they are inflicted by individuals with whom the child or teenager maintains an ongoing relationship. This creates a cycle of grief, loss, abandonment, and neglect, alongside persistent anxiety, fear, and depression. These challenges occur during critical stages of brain development, as those expected to offer support and protection become the source of harm and abuse.

For some young individuals, school serves as a sanctuary where they feel safe and can establish enduring, trusted relationships. However, many students who have experienced trauma often struggle with engagement at school. While they may initially attend school with the intention of forming friendships, connecting with teachers, and excelling in their daily tasks, they can find themselves behaving defiantly, making demands, and becoming disengaged. This leaves them unable to learn and perplexed about their difficulties in relating to and connecting with others.

The emerging field of "trauma-informed learning" has made significant progress in helping teachers gain a deeper understanding of the developmental, emotional, and social challenges that trauma-affected students encounter in the educational setting. While teachers are not mental health professionals, trauma-informed learning equips them with therapeutic techniques that can be integrated into the classroom environment to address the delayed development, underdeveloped neural pathways, and over-regulated nervous systems often observed in students affected by trauma. For instance, teachers can directly educate students about their body's response to stress activation, aiding them in learning techniques to regulate heart rate, body temperature, and blood pressure. This, in turn, leads to a calmer classroom environment, resulting in improved peer relationships, enhanced cognitive clarity, and increased focus on tasks. These approaches foster students' resilience and persistence, enabling them to better cope with frustration, which has a positive impact on their social interactions in class and their ability to tackle more challenging academic tasks.

The processes of healing and growth can occur in tandem, and it's not always necessary to wait until a problem is entirely resolved before working on enhancing one's strengths. In fact, nurturing the psychological strengths of students impacted by trauma can be an integral part of their journey to healing and overcoming psychological challenges. Schools must play a role in assisting such students by offering individual counseling, safety planning, crisis intervention, behavior management, self-care strategies to address triggers, and case management. Although most of these services are typically not provided by classroom teachers, teachers are the individuals who spend the most time with trauma-affected students.

Positive psychology contributes to trauma-informed approaches by empowering teachers in the classroom to support their students on a daily basis. Classroom techniques that can benefit both trauma-affected and mainstream students include:

Positive Relationships: Students affected by trauma often grapple with complex relationship dynamics, both at home and in school. They may have to navigate challenging relationships not only with their teachers but also with social workers, police officers, and clinicians, all while trying to manage their daily lives. Therefore, it's crucial

to create an environment where these students feel safe and can develop trust, helping them build social intelligence and form positive connections with others. Teachers often serve as the primary role models for these students in understanding what a healthy and supportive relationship should look like. Fostering relational trust involves simple practices such as showing warmth, sharing aspects of your own life with students, getting to know them as unique individuals, and demonstrating yourself as a reliable and emotionally regulated adult. This approach helps these students learn what a positive relationship feels like and builds a foundation of trust.

Positive Physical Space: Creating a welcoming and comfortable physical environment in the classroom can significantly impact a student's sense of safety and well-being. A well-designed, aesthetically pleasing classroom can contribute to a positive learning atmosphere, benefiting both trauma-affected students and their peers. The physical arrangement and aesthetics of your classroom can be harnessed to evoke positive emotions. Displaying uplifting visuals and inspiring quotes can encourage creative thinking and foster teamwork among your students. Enhancing the presence of natural light or using soft, gentle lighting can contribute to creating an inviting, warm, and relaxing atmosphere.

Positive Priming: Encouraging positive thinking and emotional regulation techniques can be beneficial for all students. By incorporating practices that promote positivity and resilience into the classroom, teachers can help students develop the skills to cope with stress and adversity. Positive priming involves employing simple techniques to cultivate positive emotions such as contentment, pride, awe, and wonder in the classroom. Brain breaks are one effective method. Teachers can also employ positive priming at various points during the school day, whether it's when students first enter the classroom (e.g., welcoming them with a friendly handshake or high five), during transitions, or during independent work breaks.

Teaching character strengths has been proven to boost academic achievement and overall well-being in schools. This applies to all students, particularly those affected by trauma. All students benefit from opportunities to discover, acknowledge, practice, and

apply their character strengths, which encompass qualities like kindness, humor, creativity, and courage.

Facilitating students' exploration of their own strengths and those of their peers can be achieved through various approaches. These include conducting strengths assessments, utilizing strengths cards, and engaging in strengths-spotting exercises. For instance, students can identify strengths in individuals they admire or play a "secret agent" game where they are tasked with "spying" on a fellow student to uncover and acknowledge that student's strengths.

Using Character Strengths: Recognizing and leveraging individual character strengths can empower students, helping them appreciate their unique attributes and develop a sense of self-worth. This practice is especially valuable for trauma-affected students who may struggle with self-esteem issues.

Building Resilience: Teaching resilience strategies can equip students with the ability to bounce back from challenging situations and build their capacity to overcome adversity. These strategies are essential for trauma-affected students and can also benefit other students in developing essential life skills.

The classroom environment and teaching practices can significantly contribute to the well-being and growth of students affected by trauma, as well as the broader student body. By fostering positive relationships, creating an inviting physical space, promoting positivity, recognizing character strengths, and teaching resilience, teachers play a vital role in the holistic development of their students. Fostering resilience is essential, especially for students dealing with trauma. While we may not always influence their circumstances outside of school, we can impart resilience strategies that help these students better comprehend their situations and counteract the harmful feelings of shame they may internalize. In the classroom, students can practice resilience skills through role-playing exercises that enable them to learn how to set boundaries and express their emotions, all within the supportive environment of the school. Analyzing how public figures, sports icons, and other prominent individuals explain their triumphs and setbacks highlights the distinction between optimism and pessimism.

Conclusions. Learning resilience skills serves as an internal psychological buffer for students when they are outside of the school environment. It also empowers them with valuable experiences within the school. Every teacher aspires to have a positive impact on their students' lives, but for those affected by trauma, the teacher's role is even more pivotal. The integration of positive psychology into the classroom holds enormous potential to reshape the trajectories of these young individuals, offering them not just repair but also a path toward growth and inspiration.

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