

SECTION 6. MEDICAL PSYCHOLOGY

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6.1 Integral indicators of preserving the mental health of young people during the war

THEORETICAL ANALYSIS OF THE CONCEPT OF PSYCHOLOGICAL HEALTH.

Psychological health as a scientific category.

"Health is a state of complete physical, mental and social well-being, and not just the absence of disease and physical defects," this is how the World Health Organization defines health. [229]

In modern medical and psychological science, it is widely recognized that human health consists of three interrelated aspects: physical, mental and social, although some researchers also distinguish such a category as spiritual health.

Physical health is determined by the state of the body's organs and systems, their functioning, and the ability to perform various physical actions. Mental health includes a stable emotional state, the ability to adapt to stressful situations, the development of cognitive functions and mental comfort. Social health is determined by an individual's ability to interact with the surrounding social environment, build and maintain relationships with other people, and participate in various social structures.

Within the framework of this study, great emphasis will be placed on the mental component of health. Mental health is defined as a state of emotional, psychological and social well-being, as well as the ability to adapt to life's challenges. It is an important component of general human health and plays a key role in maintaining and ensuring a quality life. In fact, mental health consists of two components: mental health and psychological health.

Mental health refers to the functions of the cognitive and emotional-volitional sphere, and the mental activity of a person in general. [228][230]

According to the WHO, the main factors of the mental health norm are: awareness of the continuity, permanence and identity of one's own physical and mental

"I"; criticality of oneself, one's mental output (activity) and its results; correspondence of mental reactions (adequacy) to the strength and frequency of environmental influences, social circumstances and situations; the ability to self-manage behavior in accordance with social norms, rules, and laws; the ability to plan one's own life activities and implement plans; the ability to change the style of behavior depending on changes in life situations and circumstances. [231] [232]

If we consider Viktor Frankl's principles, the criteria for assessing psychological health are an important basic element. First, according to V. Frankl, the meaning of life is a basic human need. He argues that meaning can be found and realized in many areas, including work, love, creativity, and service to others.

Secondly, free will is the key to psychological well-being. Even in the most difficult situations, people have the opportunity to choose their attitude to events. Awareness of this freedom makes people feel responsible for their own lives.

Thirdly, a sense of responsibility is an important characteristic. V. Frankl believes that each person is responsible for his own actions and decisions, and this is a guarantee of psychological health.

Self-actualization or realizing one's potential is also an important aspect of psychological health. People feel satisfied with their lives if they can realize their goals and objectives.

A creative approach to life is also important. According to V. Frankl, people can find meaning and value even in the most difficult situations. This helps them overcome difficulties and find self-realization. Moreover, the scientist notes that acceptance of suffering is an important part of psychological well-being. Suffering is an inevitable aspect of life, and accepting it helps maintain psychological well-being.

Transcendence - the ability to go beyond one's limitations and find meaning in great things - also plays an important role in psychological well-being. This can be expressed through spirituality, love and creativity.

It is also important to remember that these criteria are not exhaustive and that psychological health is a dynamic process that changes under the influence of many

different factors. it should be understood that the presence of any problem does not necessarily mean the presence of a psychological problem.[233]

Summarizing the results of the theoretical analysis of the works on the issues we have chosen, we can assume that the main criteria of mental health are:

The level of resilience. Resilience, as an individual's ability to recover from traumatic events and stressful situations, provides effective adaptation to negative changes in the environment, contributing to the individual's ability to function effectively and recover from life challenges. In the context of psychological health, resilience acts as a protective mechanism that helps reduce the impact of stress on an individual's emotional state and mental well-being. [234]

Social skills and interpersonal relationships. Socialization, social skills and interpersonal relationships determine psychological health, adaptation of the individual to society and interaction with the environment. Interpersonal relationships based on mutual understanding and support help reduce stress and improve mental well-being. [234]

Self-realization and self-acceptance. Self-actualization and self-acceptance are key aspects of psychology development and well-being. According to the concepts of Carl Rogers and Abraham Maslow, self-actualization is defined as a process in which a person develops his potential, realizes his own opportunities and achieves deep satisfaction with life. This process requires a person to discover his inner world, to understand his own needs, values and desires. [235, 236]

Physical and spiritual health. Physical health includes the state of the body and its functioning, which affects our mood, energy and mental capacity. Spiritual health, in turn, refers to our inner peace, a sense of meaning in life, and the ability to find joy in everyday activities. Thus, understanding the importance of physical and spiritual health helps us maintain harmony between body and soul, which is the key to psychological well-being. well-being. [237]

Peculiarities of social and psychological adaptation of student youth during the war.

Student youth, aged 17-22, develop according to Erik Erikson's psychosocial theory of development, in which he expanded the concept of psychosexual development of Z. Freud and found parallels with the stages of childhood development, including the influence of social dynamics and the continuation of psychosocial development in adulthood. The theory proposes eight successive stages of individual human development, which are influenced by biological, psychological and social factors throughout life. [238]

The characteristics of psychosocial development cover a wide range of factors that go beyond the internal mental manifestations of an individual. This concept emphasizes the importance of an individual's interaction with his social environment. It examines the activity of the individual in the context of various forms and types of interpersonal relations. In addition, it examines an individual's attitudes and orientations toward other people and the immediate social environment, such as family, friends, and colleagues. The concept of psychosocial development also studies the processes that determine the relationship between a person and other participants in social interaction, such as sociogenesis (the emergence of social structures), personogenesis (the development of personality) and subjectogenesis (the formation of personal identity).

Within the scope of our research, it will be more appropriate to consider the stage "Youth", precisely in which a person undergoes social adaptation, socialization, growing up, self-development, identity formation, socio-psychological adaptation, and self-concept formation. In this concept, namely at this stage, it is important to separate the concepts of "personal development" and "socialization", which, in our opinion, are interconnected concepts of the general psychosocial development of youth. "Contradictions between multidirectional motivational tendencies: self-determination, self-actualization, the need for achievement, self-protection, and at the same time - the need for contact, affiliation, involvement, unity, and love." [239]

From this it can be concluded that psychosocial development in youth includes the process of formation of interrelated factors:

Personality development, which involves functioning in society and regulation of one's behavior in accordance with the social space, provides socio-psychological adaptation.

Development of the subject providing individual qualities: locus of control, need for self-actualization, creativity, autonomy.

Adler, E. Fromm and E. Erikson - significantly revised the basic principles of their teacher Z. Freud. He emphasized the conflictual nature of the relationship between the individual and the social, that is, the search for a compromise between the dynamics of the unconscious and social requirements. His followers believed that although an individual may experience a crisis during socialization, the possibility of social adaptation is deeply embedded in human nature. [239]

Erik Erikson's theory of personality offers a model of the formation of the Ego as an independent personality structure, the main purpose of which is social adaptation. In the process of growth, under the influence of interaction with the environment, a person acquires more and more awareness.

In our opinion, due to the close relationship between the Ego and the social, it is necessary to highlight the aspect of values, which is fundamental in the issue of psychosocial development, and more precisely, the social-psychological adaptation of youth. The results of our previous work on this topic showed that value orientations are a category of meaning-making, a worldview that guides a person in achieving life goals and choosing life priorities. The theoretical basis of our research is the theory of basic human values by S. Schwartz and the fundamental work of V. Frankl "Man in Search of True Meaning. A psychologist in a concentration camp", and they claim that values determine the meaning of life, and the aforementioned E. Erikson, who in his work "Childhood and Society" claims that these values are formed with the stages of personality formation, and are also closely related to the theory of mental human development. [240]

Summarizing all of the above, this is important to consider that the level of socio-psychological adaptation and mental development of youth in war conditions is determined not only by the influence of military experience and stress. It also depends on the personal qualities of the individual, his value orientations, as well as on the environment in which he is. These factors interact with each other, forming a complex dynamic of adaptation and personal development in the conditions of a military conflict.

It is important to recognize that military actions have a profound effect on the degree of adaptation and mental development of students. Combat operations are often associated with the destruction of infrastructure, obstacles in meeting basic needs, injuries and loss of loved ones. War experience and war stress inevitably affect a person's emotional and psychological state, as well as the cognitive, behavioral, motivational, value, physiological and physical aspects that he experiences over time. According to WHO forecasts, by 2025 every second Ukrainian will have mental health problems, and rehabilitation can take up to 20 years. [241]

In such conditions, the adaptation of students to the military environment and the restoration of mental health become extremely important tasks for the further stable functioning of society.

Socio-psychological adaptation is a process during which an individual overcomes a problematic situation and in this process uses socialization skills acquired at previous stages of development, which allows him to productively interact with groups, engage in productive activities, meet role expectations and at the same time independently assert and meet basic needs. Needs are met.[242] For the first time, Ch. Darwin described the concept of adaptation from a physiological point of view in his works. Specific physical changes in the body were described by G. Selye, he founded the concept of stress and adaptation, it was based on the fact that stress is a universal reaction of the body to any negative influences or challenges, which are called stressors. Stressors can be physical, psychological, or social, and they cause damage to the body. [243] During the war, in addition to chronic stress and negative consequences for mental, psychological and physical health, it is necessary to highlight the feeling of

helplessness, fear for life and the future, loss of loved ones, and in some cases - isolation. Adaptation of students to the conditions of war is a complex and multifaceted process, which is accompanied by both positive and negative aspects. A special feature of adaptation in this context is that the psyche of a young person is not yet fully formed, which makes this process particularly difficult.

It is important to consider that the adaptation of students to the war can be both positive and negative. On the one hand, it can contribute to the development in students of such qualities as endurance, independence and responsibility, planning the future. The conditions of war can stimulate them to make quick decisions and manage stress effectively. On the other hand, adaptation to war can lead to the development of psychological problems such as anxiety, depression or post-traumatic stress disorder.

The uncertainty and unpredictability of the future is one of the main features of students' adaptation to war. Students do not know what will happen tomorrow, how the war will affect their plans and opportunities. Changing the usual way of life is also an important factor affecting the adaptation of students. Many of them were forced to move from home, lose their jobs, change their way of life. Psychological trauma is a serious aspect that affects the adaptation of students to war. Young people may witness hostilities, lose loved ones, or experience other traumatic events. This can lead to the development of post-traumatic stress disorder (PTSD) and other psychological problems. However, there are factors that contribute to the successful adaptation of students to war. Strong social support from family, friends, fellow students and teachers, a healthy lifestyle can help students better cope with difficulties.

The war forced many educational institutions to suspend or switch to online learning. This can lead to a loss of motivation, difficulties in learning the material and poor performance. In general, education has a great influence on the level of adaptation of young people, due to the fact that education is a leading activity in youth. The activity approach of S. Rubinstein and O. Leontyev considers activity as the main form of human life and the source of his mental development. According to this theory, personality is formed and developed in the process of activities aimed at satisfying the need to achieve goals. It is important to consider that activity is not only a way to

achieve specific goals, but also a means of self-realization and self-expression. A person reflects the individual characteristics of a person, his needs, values and interests.

Thus, through educational or any activity, young people express their identity and interact with the surrounding world. Later, Sh. Nadirashvili in his work "Attitude and activity" claims that attitudes are an important psychological factor that determines a person's attitude towards the performance of specific tasks and the achievement of goals. They influence the activity, determining the direction of attention, decisions and emotional state of the individual. In the context of war and training, attitudes can have a significant impact on youth adaptation and resilience. For example, students with a positive attitude may see the challenges of war and learning as opportunities for personal growth and development, which motivates them to be proactive and effective problem solvers. On the other hand, negative attitudes can lead to a loss of motivation, a feeling of powerlessness and the development of stress reactions, which complicates adaptation and reduces the level of success. In our opinion, it is important that attitudes towards activity are more stable and less prone to change. Education can act as a factor that contributes to the formation of resilience, the development of skills that allow overcoming difficulties and stressful situations. [244]

The level of resilience as an indicator of maintaining psychological health.

Psychological health becomes an extremely important aspect for stability and survival in conditions of extreme stress, such as war. In this context, the level of resilience, which determines the ability of an individual to recover from stress and adapt to new conditions, becomes a critical indicator. In contrast to adaptation, which is a complex process of adaptation to new conditions, covering physiological, psychological and social aspects. This process can manifest itself at different levels, such as the physical situation, the social environment or the emotional sphere. Adaptation involves the ability to change behavior, cognitive appraisals, and emotional responses, even when anxiety or depression occurs. It is important to distinguish between successful adaptation, when a person fully adapts to new conditions, and an unsuccessful adaptation process, which can lead to maladaptation and negative consequences for the mental state. Most researchers note that the negative impact of

stress or trauma precedes resilience, and they tend to believe that resilience is a positive feature of adaptation.

According to A. Stainton, the concept of resilience is a dynamic process, and not personal traits, as the predecessors believed. At the heart of the dynamic process is the search for protective resources to overcome the negative consequences of trauma or the interaction of protective factors, known as resilience factors, and risk factors. Protective factors can have various manifestations, including psychological, social, neurobiological, neurocognitive and genetic aspects, they are determined by the cultural context, society, family, and personal qualities. [245] These protective factors represent internal and external resources that interact with risk factors to promote positive effects on mental status and functioning.

Resilience is characterized by researchers as the stable functioning of the psyche during stress, returning to a normal state due to psychotraumatic factors, maladaptation, in conclusion, resilience can be the foundation for post-traumatic growth. [246] It is important to separate some concepts, namely: resilience, stress resistance, coping, post-traumatic growth.

Stress resistance and resilience are two key psychological concepts that reflect a person's ability to adapt to stress and survive difficulties. However, these concepts have their differences, which determine their main aspects. Stress resistance focuses on the individual's ability to withstand stressful situations, maintaining his work capacity and mental health even under the influence of negative factors. On the other hand, resilience is aimed at the individual's ability not only to endure difficulties, but also to overcome them, and then return to normal life, gaining new experiences and developing. An important difference is the object of their orientation: stress tolerance focuses on survival during stress, and resilience focuses on the process of overcoming difficulties and adapting to new conditions. Also, an important difference is the consequence and dynamism of the processes, which are similar to each other: if stress resistance involves preserving functioning and health under conditions of stress, then resilience includes the process of returning to normal life after experienced injuries or shocks.

In the work of Rice V. and Liu B., they considered the distinction between the concepts of coping and resilience, determining that coping is an activity aimed at counteracting the impact of stress, which can take both positive, neutral, and negative forms. At the same time, resilience is the result of exclusively positive coping. They recommend avoiding using the terms "resilience" and "coping" interchangeably because they reflect different psychological phenomena.[247] In the conditions of war, it is important to preserve one's psychological health, and in the above context, coping strategies come in handy as tools that help overcome stress in difficult life circumstances.

The classification of coping strategies includes several approaches. In particular, scientists Skinner, Edge, Altman and Sherwood (2003) single out methods of classifying coping depending on their direction or function. [248] Coping reactions are considered in terms of a problem-oriented approach, which describes immediate actions to solve problems, and an emotion-oriented approach, which aims to reduce emotional distress (Lazarus & Folkman, 1984). [249] In addition, relationship-focused coping describes strategies aimed at managing and maintaining social relationships during times of stress [250]. Another approach to classification consists in distinguishing between strategies in terms of approach or avoidance, which takes into account the focus of cognitive and emotional efforts on solving or avoiding the threat. It is noted that emotion-oriented coping, aimed at approaching, differs from that oriented at avoidance, in which the emphasis is on the processing and expression of emotions. In addition, coping can be viewed in terms of strategies that include engagement or withdrawal that reflect activity directed at the stressor or at one's own emotions and thoughts (Compas, Connor-Smith, Saltzman, Thomsen, & Wadsworth, 2001).[251] In the next section, we will consider the concrete coping strategies of student youth, which of them contribute to post-traumatic compensation and growth, and therefore to the preservation of psychological health, and which of them do not.

In general, a high level of resilience is the most important factor in maintaining psychological health during war, especially among young people. It helps to act effectively and perceive the situation, helps to master stress reactions, post-traumatic

growth and reduces the risk of psychological disorders, such as: anxiety, depression and PTSD. In our opinion, resilience affects the development of self-awareness and increasing the level of empathy.

INTEGRAL INDICATORS OF THE PRESERVATION OF THE PSYCHOLOGICAL HEALTH OF YOUTH DURING THE WAR.

Study of the main factors of maintaining psychological health.

A sense of meaning and safety, as well as the possibility of recovery and adaptation, are extremely important aspects of maintaining psychological health, especially in wartime, where negative influences can be amplified. This chapter is devoted to the analysis and research of key factors that contribute to the preservation of psychological health among young people during war.

In our previous works, having examined in more detail the topic of value orientations of Ukrainian youth during the war, we can conclude how important is the influence of value orientations on consciousness, worldview, life choices and preservation of psychological health of the individual. We can confidently say that values are a fundamental psychological category of a person's life, which determines the life path of an individual. Currently, this foundation is determined by culture, upbringing, external factors, personal experience, and most importantly, values change over time, as well as the above-mentioned factors of their formation. [240]

Our study of the main factors of maintaining the psychological health of young people during the war is based on Schwartz's theory of basic human values.[252] This theory states that there are ten universal values that are an important part of the human experience. These values can be divided into four groups:

1. Self-preservation: safety, health, life.
2. Self-realization: achievement, competence, independence.
3. Hedonism: pleasure, satisfaction, stimulation.
4. Altruism: helping others, caring for others, compassion.

At the same time, in Erik Erikson's work "Childhood and Society", the scientist claims that there are five basic values, including: trust, independence, initiative, striving for perfection and identity. All of them undergo development in the process of becoming an individual. [253]

Also, it is impossible not to mention Viktor Frankl and his fundamental work "Man in Search of True Meaning. A psychologist in a concentration camp." The author describes his own experience of being in extremely extreme living conditions (survival in Auschwitz and Dachau concentration camps). V. Frankl claims that there are three main groups of values: creativity, experience and relationships, and these priorities are an important factor that determines the meaning of life. Even if a person cannot realize his priorities, he can still lead a meaningful life by professing his own values. [233]

Research has shown that people who have well-defined values are better able to overcome life's challenges and manage stress, anxiety and depression. Valuable potential also helps a person in making decisions, in overcoming difficult life circumstances. Naturally, war can lead to a revaluation of values. People may start valuing life, safety and loved ones more than before. War can also lead to loss of values. People may lose faith in the future, sense of meaning in life, or optimism.

Another, extremely important factor for both the formation of a personality and adaptation to extremely shocking circumstances is the preservation of personal relationships with loved ones. From the point of view of the above-mentioned "becoming", we have described the importance of this factor in the first chapter. Besser Van Der Kolk in his book "The Body Leads the Medicine" points out that the rate of adjustment, adaptation, resilience to the disasters of the modern world and trauma is significantly increased under the condition of safe and supportive relationships.

Destructive relationships, maladaptive schemes, any neurotic attachment, in turn, affect the level of resilience on the contrary - negatively. As a result, maladaptive coping strategies and additional problems with physical and mental health may be formed. Especially in the conditions of war, young people increasingly join volunteer organizations and groups of friends, which clearly contributes to the growth of the level of resilience and resistance to new living conditions. [254]

Physiological efforts used by young people are no less important. Disruption of sleep during war can lead to serious health consequences. This can increase the risk of cardiovascular disease, diabetes, obesity and mental disorders. There is a negative impact on the cognitive skills of young people, in particular on their concentration and attention. This impact may be related to psychological stress and anxiety, which are common consequences of war. In addition, disruption of sleep, concentration, and attention can negatively affect performance, learning, and interpersonal relationships.[255] Youth, being in the environment of war, can demonstrate various compensatory mechanisms, such as physical activity, hobbies, communication with loved ones, etc. Also, as an aspect of adaptation, it may include avoiding conflict, adapting to new conditions, using social support, and developing internal reserves.

However, the effectiveness of these strategies can vary significantly depending on individual characteristics and conditions of war, which is further explored and analyzed in the next subsection of our research paper. According to this, we have developed an integral structure (Fig. 1), which reflects the fundamental aspects of preserving the psychological health of young people: values, interpersonal relationships, success in educational activities, personal self-realization, physiological indicators, coping strategies.



Figure 1 «Integral structure of maintaining psychological health»

Analysis of research results.

Using the method of theoretical analysis of the adaptation of student youth in the conditions of war in Ukraine, questionnaires were developed and research was conducted to assess the level of psychological health of young people taking into account the following aspects: their values, the state of family and interpersonal relationships, motivation and success in educational activities, personal self-realization, the level of physiological skills and coping strategies. The study was conducted during October 2023, with the participation of 75 respondents aged 17 to 22.

Values.

According to our previous research conducted in October 2023, we identified five main values of Ukrainian youth according to Sh. Schwartz's methodology, namely: "Universalism"; "Security"; "Achievement"; "Altruism"; Independence".[240] A detailed analysis of respondents' answers proves that the first and extremely significant category in our time is the category of security and universalism, which also includes the importance of security. Sh. Schwartz describes people for whom this group is a priority as those who avoid risky situations more often (see Fig. 2). The majority of respondents indicated its importance, which is justified by the fact that in the conditions of war, young people, and society as a whole, are more acutely aware of the value of life, home, and family, since the lack of security threatens, first of all, our future.

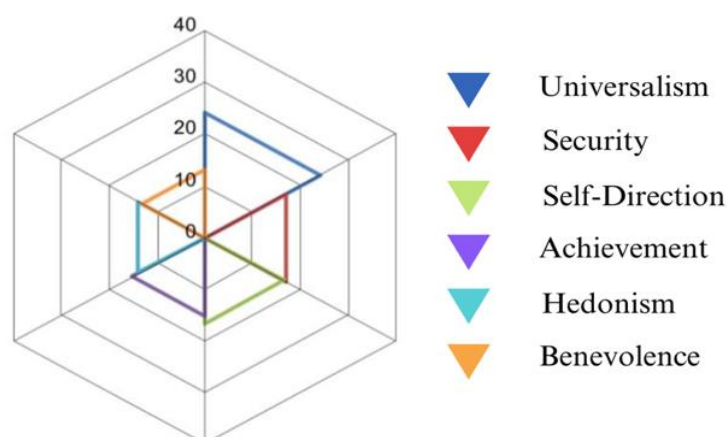


Figure 2 «Leading value orientations of Ukrainian youth in war conditions»

In addition, 34.1% of respondents turn to family members for support, and 29.5% to close friends, which confirms our hypothesis both about the high value of family and interpersonal relationships, and the importance of interpersonal relationships in preservation of psychological health. (Fig. 3)

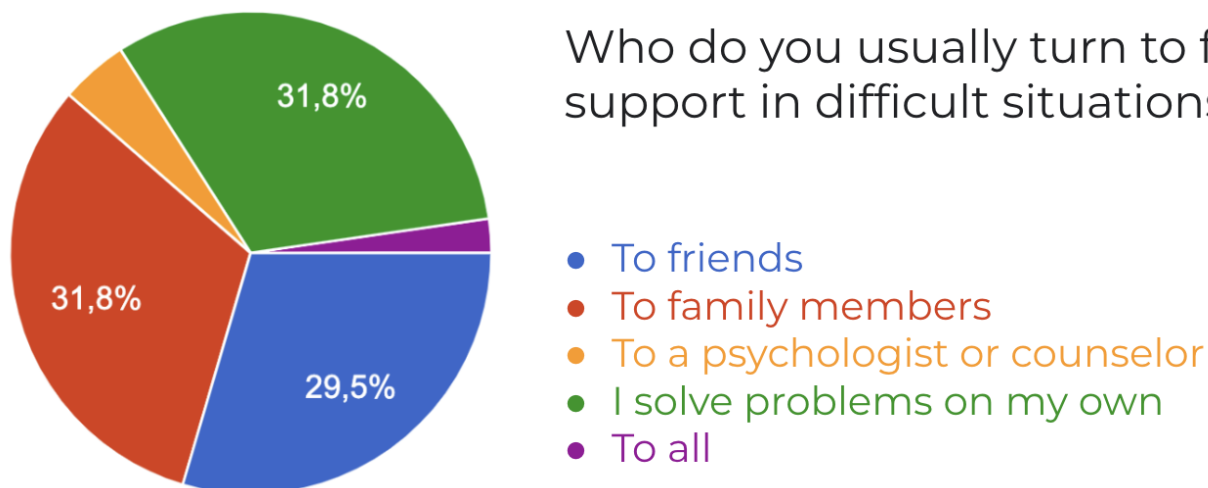


Figure 3 «The level of values of interpersonal relations for young people.»

Interpersonal relationships

From the results of the survey, the majority (81.9%) successfully establish relationships with other students and recognize the importance of supporting other people during the war period (Fig. 4).

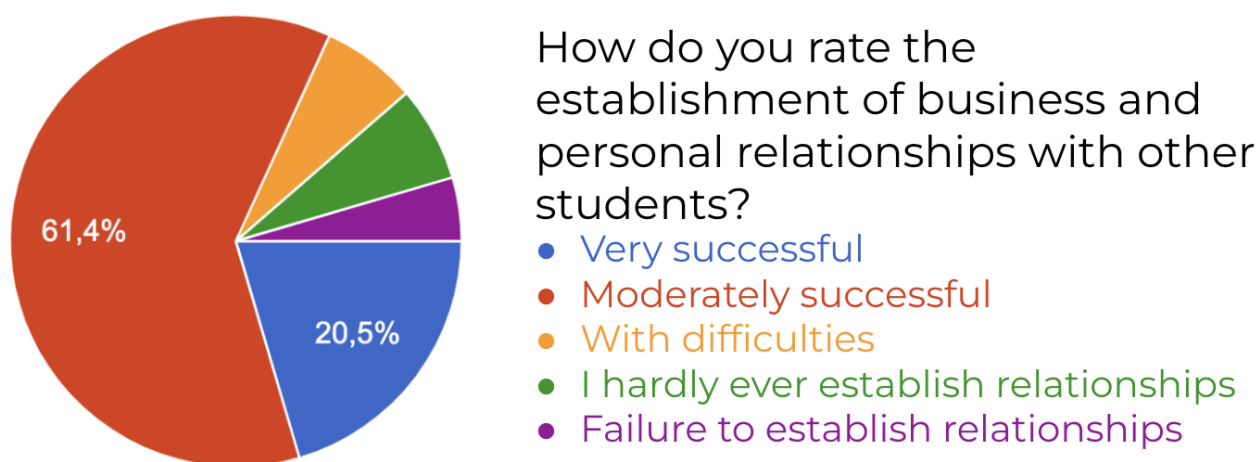


Figure 4 «The level of interpersonal relations of young people in the educational environment.»

This indicates that learning is not only a leading activity that contributes to the formation of additional motivation for cooperation and supportive adaptation strategies

in conditions of long-term stress, but also a place of socialization, which further contributes to the development of posttraumatic growth through successful socialization (family support, close friends, classmates). It is also worth paying attention to the value aspect of interpersonal relationships (Fig. 3), which is confirmation that socialization is an important component of both personality and resilience.

Motivation and success of educational activities

The results regarding adaptation to the educational process in war conditions are interesting: only 25% of respondents have extremely high resilience, while 45.5% note an average level of adaptation (Fig. 5). According to Figure 5, it can be concluded that for this extremely stressful period, students maintain a surprisingly high level of adaptation to the educational process in wartime conditions.

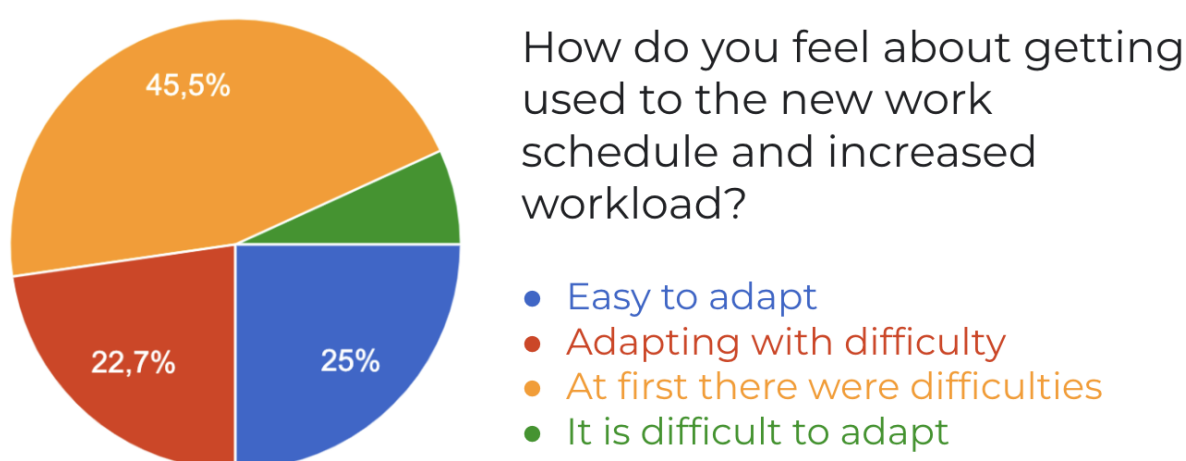


Figure 5 «The level of adaptation of student youth to the educational process».

According to our questionnaire, which contains an open question: "How do you feel about your ability to learn and acquire new knowledge lately?". 82% of respondents indicated an even higher level of motivation for training than for a full-scale invasion. This gives reason to believe that the educational environment, psychological education and programs contribute not only to resilience to stressful situations, but also to increased motivation for personal fulfillment.

Physiological indicators

From the results of the survey, it can be concluded that a large part of the respondents experience difficulties with concentration during study. As the diagram in Fig. 6 shows, 63.6% noted the above-mentioned symptoms. In addition, the vast majority (81.8%) complain of a lack of sleep - 6 hours or less of daily sleep, which negatively affects the quality of sleep, productivity and learning new material. We believe that these problems are due to the long-term stress of the war, combat operations at night, which significantly increase the effect of stressors, worsen sleep, and its lack, as mentioned above, negatively affects the cognitive abilities of students.

On a scale of 1 to 5, how often do you experience difficulties with concentration and attention during your studies? (1 - never; 5 - always)

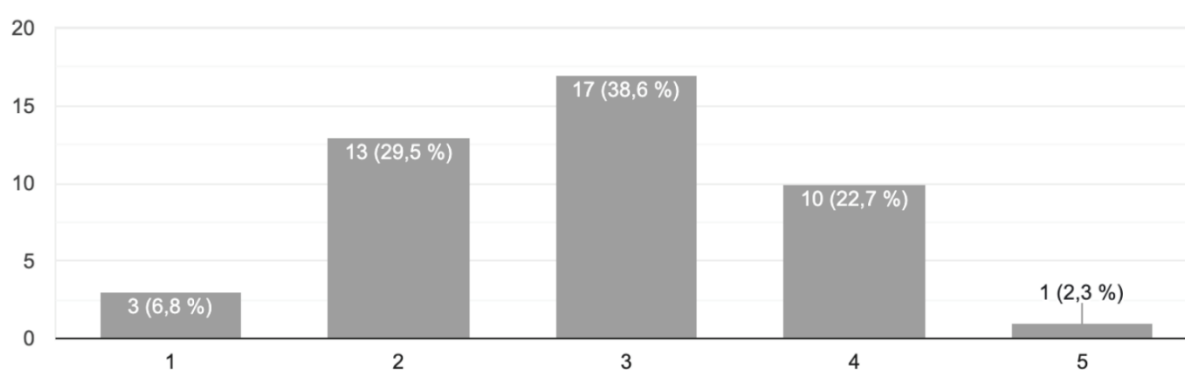


Figure 6 «The level of cognitive abilities of student youth during the war.»

Coping strategies.

According to the questionnaire, to the question "How do you overcome stress and emotional stress in the conditions of war?" 72% of respondents answered "Communication with relatives and friends", 43.2% use mindfulness techniques, namely meditation and relaxation. In addition to these positive coping skills, 31.8% do sports to relieve emotional stress. From this it can be concluded that young people consciously treat their psychological health through self-knowledge, auxiliary strategies against stress. Almost all respondents use adaptive coping strategies, which definitely have a positive effect on the level of resilience and post-traumatic growth.

In general, the indicators of "activity" (65.9%) and "implementation" (75%) are at a high level. This shows that young people are aware of the importance of their future, and the motivational component is increasing. Despite the difficulties, students not only adapt to the circumstances, but also keep faith in the future, family values and gradually achieve their goals. [255]

CONCLUSIONS

The results of the scientific analysis and practical research of the phenomenon of preserving the psychological health of student youth during the war give grounds for formulating the following conclusions:

1) The concept of psychological health as a scientific category in the paradigm of treatment of war injuries is studied. It can be concluded that psychological health, unlike mental health, consists of physical and spiritual factors, social interaction that forms a personality, self-realization in leading activities (students) and a level of resilience in which we not only adapt to life conditions, but we also overcome them. Transcendence, or spirituality, creativity and love are important components of psychological well-being and self-actualization.

2) It was determined with the help of a scientific and theoretical analysis of the literature that resilience is a dynamic process characterized by the stable functioning of the psyche during stress, returning to a normal state due to psychotraumatic factors. In the future, this contributes to post-traumatic growth. The specifics of the resilience of young people consist of many personal qualities, values, and social relationships, but it is undeniable that activities, or rather, training, have a fundamental positive effect on the level of resilience of young people, according to Sh. Nadirashvili, who studied the topic of attitudes and activities, as well as S. Rubinstein and O. Leontiev, which are the basis of the development of a person, his personality and psyche.

3) It was determined that values, personal relationships, motivation and success in educational activities, personal self-realization, the level of cognitive skills and coping strategies are the key indicators of preserving the psychological health of young people in the conditions of war.

Values play a key role in the life choices and mental state of young people. The level of personal relationships contributes to the formation of resilience and successful adaptation, however, physiological aspects - sleep disturbances negatively affect mental and physical health (decrease in cognitive skills, irritability, decrease in productivity). The formed compensatory mechanisms for overcoming stress disorders contribute to the post-traumatic growth of student youth in the conditions of war. An integral approach to determining indicators of maintaining psychological health allows for a more complete understanding of the mechanisms of youth adaptation to war, and to implement high-quality psychological assistance.

4) A study and analysis of the level of adaptation indicators of student youth in the conditions of the russian-Ukrainian war was conducted, which showed that Ukrainian students are extremely stable in the conditions of the war. They take care of their physical and mental health, take care of emotional balance and try to maintain cognitive functions even in stressful situations. Research shows that students use various strategies to compensate for stress, such as physical activity, hobbies and socializing with loved ones. These strategies help maintain mental health and emotional balance.

Overall, the results of this study support the research hypothesis that academic performance, future plans, relationship development, and family support are key factors in maintaining the psychological health of students during war. As deep bonds with family and friends are built over time, students are mindful of their personal goals. Our research also confirms how important it is to motivate students to design their future and achieve their goals through learning. Thus, modern Ukrainian youth is an example of courage and resilience in wartime.