

DEVELOPMENT OF STRESS RESISTANCE IN FORMING LIFE SUCCESSFULNESS OF SENIOR PUPILS

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Summary

The objectives of the research are to generalize theoretical data concerning the category of stress resistance, the results of a survey of senior school pupils of experimental secondary education institutions on the Google Forms resource at the organizational-search and experimental-practical stages of the research using the questionnaire "Assessment of the level of development of life skills of a successful personality" (according to D. Franken) and generalize and analyze empirical data, as well as highlight the features of the program for developing stress resistance of senior school pupils. In the process of the research, theoretical and methodological approaches were applied to the formation of a pupil's stress resistance – axiological, acmeological, environmental, systemic, competency-based, as well as the following methods – theoretical (analysis, comparison and reinterpretation of data) and empirical (questionnaire).

The proposed research determined the levels of development of stress resistance of senior school pupils. Within the framework of the ascertaining experiment, problem areas in the development of pupils' stress resistance were identified. During the formative experiment, self-control and empathy skills were improved, pupils' adaptive capabilities were increased, and positive experience of pupils effectively overcoming stressful situations was noted, which was confirmed by the results of the survey.

The author also noted that the formation of stress resistance acquires particular significance in senior school age – the age of increased stress genitics. A close connection between the categories of stress resistance and hardiness was noted. The advantages of art therapy in the development of stress resistance of senior school pupils are highlighted.

Key words: stress resistance resources, hardiness, self-confidence, self-esteem, successfulness, art therapy.

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1. Introduction

The prolonged military operations in Ukraine and the realities of the post-war reconstruction of deoccupied communities have directly affected the physical and psychological state of thousands of pupils, the vast majority of whom currently require qualified psychological and pedagogical assistance. The situation is also complicated by the conditions of socio-cultural reality, in particular, crisis changes in the lives of many citizens, disbelief in the future, and an unclear position concerning life guidelines, conflicts between generations, chaos and uncertainty. It should be noted that recently the level of stress in the social environment has significantly increased: the COVID-19 pandemic, military aggression against Ukraine, innovative changes in the education system, reorientation to a predominantly distance learning form due to quarantine restrictions and the realities of martial law have led to the emergence of a

large number of stressful situations that have negatively affected the physical and psychological state of the younger generation. For senior school pupils, additional stressors include a heavy academic load, preparation and anticipation of final and entrance exams, personal stress factors related to competition in teenage groups, interpersonal conflicts with peers and adults, relationships with the opposite sex, searching for the meaning of one's own existence, thinking about one's future and professional self-realization. Under such conditions, the problem of social maladjustment of senior school pupils, their finding of resources for a productive life, self-realization and successful socialization becomes quite acute.

Therefore, solving one of the main tasks of the modern education system – the formation of a mature, independent, successful personality, capable of successfully achieving the set goals, professional self-determination, psychologically ready to overcome difficulties, adapt to various social changes and achieve success in the complex realities of today – certainly involves the development of stress resistance and adaptive potential of a growing personality, which must adequately respond to various challenges of the external environment, preserving spiritual and moral values and competitiveness. That is why the development of stress resistance of senior school pupils in the context of the formation of life successfulness is currently an urgent problem of a general secondary education institution.

So, the *purpose* of our article is to research the theoretical and practical aspects of the problem of developing stress resistance of senior school pupils. Accordingly, our *tasks* are to generalize theoretical data on the problem of pupil stress resistance, as well as to highlight the results of a survey of senior school pupils before and after the implementation of the formative experiment program and the main essence of this program. *The logical structure* of the research, in our opinion, is its division into such key elements as: introduction; clarification of the theoretical foundations of the development of stress resistance of senior school pupils; description of the features of the research concerning the development of stress resistance of pupils, the results of the questionnaire in particular; conclusions.

The methodology of the research was the following theoretical and methodological approaches: *acmeological approach*, which contributes to the self-actualization and self-identification of the pupil, his desire for self-realization and self-improvement; *axiological approach*, which ensures the pupil's awareness of the importance of stress resistance and his emotionally positive attitude towards this category; *environmental approach*, which is based on specially organized activities aimed at developing a favorable educational environment for the growing personality; *systemic approach*, which is manifested in the creation of a holistic system in an educational institution aimed at forming a successful personality of a senior school pupils in life; a competency-based approach aimed at the acquisition of key life skills by a senior school pupil, stress resistance in particular, and his/her development as a creator of his/her own life.

The research used *theoretical methods* (systemic-structural analysis of domestic and foreign psychological and pedagogical sources concerning the problem of developing pupils' stress resistance, generalization, comparison and reinterpretation of the data obtained) and an *empirical method* (questionnaire).

2. Theoretical substantiation of the problem of developing stress resistance in senior school pupils

The category of stress resistance has not yet received an unambiguous interpretation. Domestic and foreign scientists note that this concept can be replaced by synonymous ones: psychophysiological, psychological, moral, moral-psychological, emotional, emotional-volitional

stability of the individual (*Ivantsanych, 2018; Tsymbaliuk, Zhyhailo, 2022; Xu, Ba, 2022; Shiratori, Kojima, 2022*). According to the conclusions of modern researchers (*Havrylovskaya, Demianchuk, 2019; Yehorova, Chachko, 2021; Shcherban, Ternovai, 2015*), stress resistance reflects a person's ability to experience and overcome various stressful situations, effectively recover and maintain internal balance, without reducing the successfulness of life. According to researchers K. Havrylovskaya and Yu. Demianchuk, "stress tolerance implies a person's conviction in their readiness to cope with any situation and openness to everything new" (*Havrylovskaya, Demianchuk, 2019: 85*). It allows a person, despite negative factors, to rationally assess available opportunities, actualize urgent needs, restore physical strength and psychological state, determine their own life project and adapt to existing conditions for its successful implementation.

That is why in modern psychological and pedagogical research, stress tolerance is considered a basic component of the formation of emotional competence (*Mykhailova, 2022: 17*); it is characterized as the ability to quickly and effectively overcome obstacles on the way to the goal (*Smolska, 2021: 115*); understood as a quality of personality consisting of emotional, volitional, motivational and intellectual components (*Xu, Ba, 2022*), or as a set of qualities that allow you to experience stress and unpleasant situations without harm to your health and personal activity (*Tsymbaliuk, Zhyhailo, 2022: 129*); and also defined as an integrative characteristic of a personality that reflects the level of adaptation of a person to the influence of extreme environmental factors and professional activity and is manifested in indicators of his functional state (*Shiratori, Kojima, 2022*). We agree with researcher V. Ivantsanych that the main features of a stress-resistant pupil are "optimism, purposefulness, self-confidence, emotional stability, self-control" (*Ivantsanych, 2018: 200*).

The problem of hardiness is closely related to stress resistance, the main research of which belongs to S. Maddi (*Maddi, 1994*). The scientist noted that stressful influences are processed by a person precisely based on hardiness, and it is a catalyst for behavior that allows you to transform negative experiences into new opportunities. Moreover, this is the basis of open and energetic confrontation with stressful events. The scientific position of domestic researchers V. Yehorova and S. Chachko is unanimous, who consider hardiness in the context of constructive confrontation with life difficulties and the preservation of a person as a holistic personality and define it "as a system of beliefs, as the ability and willingness of a subject to participate in situations of increased complexity with interest, to control them, to manage them, to be able to perceive negative events as experience and successfully cope with them" (*Yehorova, Chachko, 2021: 59*). Hardiness is enhanced by factors such as developed self-esteem and self-acceptance, self-control, a sense of humor, the ability to reflect, support from family and those around one who are important to one, having one's own opinion concerning various situations, and one's own clear life position.

It should be noted that the level of hardiness development determines the adequacy of a person's response to certain events and the rationality of his or her behavior in certain non-standard situations. In this regard, researchers T. Shcherban and A. Ternovai note that "people who have high hardiness indicators have a greater sense of competence, higher cognitive assessment, more developed coping strategies and experience less stress in everyday life" (*Shcherban, Ternovai, 2015: 147*). The same opinion is held by scientist S. Kravchuk, who claims that the higher the hardiness of young people, "the less they are prone to such forms of emotional response in critical provocative situations as anger, rage, ... fear, irritation and are less prone to active aggression as a form of behavioral response" (*Kravchuk, 2018: 105*).

The consequences of aggression for the human body are dangerous for health and life. Aggression changes the psychophysiological state of the individual – the concentration of stress

hormones increases, which actually destroy the body: there are disturbances in the functional state of the nervous system, endocrine disorders (metabolic problems), the immune system suffers, and the cardiovascular system is damaged. All this negatively affects, first of all, interpersonal communication (impulsivity, irritability, conflict), a person's cognitive activity, his working capacity, initiative and social activity. Therefore, stress resistance not only gives confidence and determination in one's own actions, including in counteracting the negative effects of the environment, but also helps to preserve health, in particular, to overcome crisis situations without negative consequences for mental, somatic and social health, and, therefore, contributes to the effective functioning of the individual and his successful life.

The formation of stress resistance becomes particularly important in senior school age – an age period of increased stress, which is characterized by the search for one's own self, the emergence of new social needs (personal and social self-determination, autonomy, and independence), reflection on one's own life path, the desire for self-realization, readiness for vitally important choices. This is the age of the pupil's personality entering a new social position – a conscious attitude towards oneself as a member of society and a participant in democratic changes in the state and its post-war restoration. The formation of stress resistance in senior school pupils will contribute to their activation of their intellectual and spiritual potential, overcoming psychological barriers that prevent them from adequately responding to existential challenges, and developing those qualities and competencies that turn a potential "victim of circumstances" into a winner and a successful person.

Thus, stress resistance as an important resource of a growing personality allows it to perceive negative events as an experience necessary for self-development and transform problem situations into new opportunities for implementing life plans and achieving success.

3. Research concerning the development of stress resistance of senior school pupils in secondary education institutions

Clarifying the level of formation of stress resistance of senior school pupils seems to be appropriate for finding ways to optimize the formation of life successfulness of senior school pupils in secondary education institutions. The solution of the task was carried out within the framework of ascertaining experiment at the organizational and search stage of the scientific research "Formation of life successfulness of senior school pupils in post-war reality".

The levels of formation of stress resistance of senior pupils in secondary education institutions were determined during a survey of senior school pupils on the Google Forms resource using the questionnaire "Assessment of the level of formation of life successfulness personality skills" (according to D. Franken) (adaptation by V. Kyrychenko, O. Yezhova, V. Necherda) (block "stress resistance"). The research covered 237 pupils from the Kyiv City and 6 regions of Ukraine – Kyiv, Kharkiv, Ternopil, Sumy, Cherkasy and Dnipropetrovsk regions.

Assessment of the level of stress resistance formation involved high school pupils choosing one of six answers (never; very rarely; sometimes; from time to time; often; almost always), each of which corresponded to a certain number of points (from 0 to 5), to the following 10 statements: I have adequate self-esteem; people treat me with respect and take my opinion into account; people think that I work well; friends admire my courage and strength of spirit; my parents respect me and treat me well; I feel confident in work and/or in social relationships; I quickly overcome depression from failures; I accept myself and/or like myself; I am treated fairly; the world is a better place because I am in it.

According to the results, almost a third of senior school pupils (30.4%) "never" and 29.1% of pupils "very rarely" "accept themselves, like themselves", only 3% of respondents do this "often"; only 20.3% of pupils "sometimes" believe that "the world is better because I am in

it", while only 7.2% "almost always" and 24.9% of senior school pupils "never" believe. Therefore, we can state a low level of awareness among pupils of their individuality, uniqueness, and mainly a low ability to assess realistically both their negative and positive qualities. These findings confirm the results of the survey of pupils' self-esteem: 22.4% of respondents "from time to time" have adequate self-esteem, 32.1% believe that they do not have it (the answer is "never"), and 35.4% – have it "very rarely", the answers "often" and "almost always" scored less than 10%.

Such underestimation of themselves by pupils and a decrease in their advantages, according to the scientific position of Chinese scientists (*Xu, Ba, 2022*), is associated with low social support from significant adults, as well as peers from adolescent groups, which are characterized by a rigid internal hierarchy, which generally causes depressive affects, a decrease in the body's reserve resources and the development of stress. Domestic researchers consider low self-esteem to be a consequence of stresses that exceed the adaptive capabilities of pupils (*Ivantsanych, 2018: 199*). Therefore, it is necessary to promote the psychological safety of senior school pupils, in particular, their belief in their positive qualities, awareness of their own significance, overcoming the consequences of neuro-emotional stress and exhaustion of pupils, improving their skills of empathy, reflection and self-regulation of emotions.

According to the data obtained, "people take into account the opinion and treat with respect" "often" only 11.8% of pupils and "almost always" – to less than 5%, while the answers "never" and "very rarely" are present in 44.3% and 36.2% of pupils. The results are similar for the statement "I am treated fairly": 41.8% and 37.4% – answers "never" and "very rarely", 14.3% – "often" and for the statement "people think that I work well": 43.7% and 34.9% – answers "never" and "very rarely", 12.5% – "often". Such a feeling of dissatisfaction with contacts with others, insults and humiliation, internal isolation indicates passive intolerance of pupils, which is why, in our opinion, it is advisable to focus on the formation of emotional intelligence, a position of sensitivity and tolerance, and a desire to understand, support and respect various forms of otherness in the world in high school pupils.

18.1% of pupils claim that "almost always" their "friends admire their courage and strength of spirit", according to 26.3% this happens "often"; 39.1% – "from time to time"; "sometimes" – 5%; the answers "very rarely" and "never" – less than 5%. Since such an important area of a senior school pupil's life as friendship with peers concentrates most of his interests, it is necessary to involve pupils in various types of teamwork, practical social activities, orient them towards harmonious interaction, cooperation, social partnership, promote the development of effective communication skills, behavioral flexibility, leadership qualities, and organizational abilities.

No less important for senior school pupils are relationships with their parents. We consider it positive that, according to the answers, "almost always" "parents respect and treat well" with 59.5% of pupils and "often" with 21.1%, "very rarely" was noted by only 1.7% of respondents. In our opinion, this indicates a predominantly democratic style of family upbringing in the families of senior school pupils – participation of pupils in discussing family problems, in making decisions, trust in them by parents and their approval of the independence and responsibility of adolescents, correct criticism and encouragement, equality and justice for all family members, attention to the feelings, emotions, needs and aspirations, and one's own life position of the growing personality.

At the same time, only 2.1% of senior school pupils "almost always" "feel confident in work and social relationships", while 35.4% of respondents answer "never" and 21.1% answer "very rarely", slightly less than a third of pupils (28.3%) feel confident "from time to time".

Japanese scientists (*Shiratori, Kojima, 2022*) emphasize that there is a relationship between a person's reaction to stress factors and their confidence. The findings of their research show that people who are not confident enough are more prone to apathy, pessimism, chronic severe stress and emotional exhaustion, which leads to complications in interpersonal relationships, loss of energy, and reduced working capacity. The development of pupils' confidence will be facilitated by the formation of respect for themselves and others, independence of thought, positive and rational thinking, courage in making decisions, and the ability to provide and receive help. Therefore, we agree with the conclusions of domestic researchers that self-confidence is an internal resource for a person's stress resistance (*Mykhailova, 2022: 48*).

We positively assess the results of a survey on overcoming depression by pupils, according to it senior school pupils "quickly overcome depression from failures": 20.3% – "from time to time", 22.8% – "often" and 24.9% of pupils – "almost always", only 3% of respondents gave the answer "never". The data obtained indicate that the majority of senior school pupils possess such internal resources for stress resistance as mental self-regulation skills and experience in overcoming stressful situations. We share the scientific position of domestic researchers concerning the importance of developing in pupils such behavioral resources of stress resistance as assertive behavior and coping strategy (problem solving, strategy for seeking social support, strategy for combating stress, etc.) (*Mykhailova, 2022: 41*).

The conducted research allowed us to obtain the following results: 54.9% of girls and 45.1% of boys participated in the ascertaining experiment: no statistically significant difference in the levels of stress resistance formation of female and male respondents was found; a significant part of senior school pupils – 31.2% – is characterized by a low level of stress resistance formation, according to the data obtained, 43.1% of pupils have an average level of stress resistance formation and 25.7% – high.

Thus, we generalized the empirical data and identified problem areas in the development of pupils' stress resistance, namely: low self-esteem, lack of confidence in work and social relationships, dissatisfaction with contacts with others, lack of motivation for conflict-free problem solving and harmonious social relationships. According to the obtained empirical data, the supporting positions of the methodology for developing stress resistance in senior school pupils were determined, which consists in promoting the formation of the following internal resources of stress resistance: emotional and volitional qualities, skills of self-organization and effective communication, purposefulness, motivation for positive self-realization.

At the experimental and practical stage of the research, within the framework of a formative experiment, in order to increase the level of stress resistance of high school pupils, a methodology for developing stress resistance in pupils was introduced, the basis of which was the use of art therapeutic practices in the educational process (school theater; folklore singing; dances; free and thematic painting; art therapeutic collages and installations; modeling). We agree with scientists (*Haeyen, 2019; Hu, Zhang, Hu, Yu, Xu, 2021; Wang, Abdullah, 2024*) that the significant advantages of art therapy are the special "softness" of psycho correctional techniques and influences and the absence of restrictions in application. According to the scientific position of Indian scientists, art therapeutic practices are highly effective in improving the mental health of pupils, in particular, "increasing cognitive and neurosensory abilities, reducing the destructive effects of stress, increasing behavioral flexibility, improving interpersonal communication with peers and adults, and achieving a sense of successful self-realization" (*Shukla, Choudhari, Gaidhane, Syed, 2022*). Researcher O. Miakushko notes that "attractive, understandable and safe methods of art therapy allow a child to gently release his accumulated feelings, to throw out hidden emotions that he cannot verbalize, and to relieve emotional tension

in a socially acceptable way, to improve his psycho-emotional state, to cope with the problems that cause his negative emotions, turning them into positive ones, to give an outlet to creative energy and to find a way out of a difficult situation" (*Miakushko, 2023: 365*).

One of the most effective art therapy practices was school theater. The purpose of the Pantomime Theater "Not like everyone else" was to highlight, using facial expressions, gestures and body plasticity, a stressful situation associated with the rejection of the pupil by his environment due to his dissimilarity to his peers, the unwillingness to listen to and understand him and the fatal consequences of this situation. The objectives of the practice were to reduce anxiety and aggressiveness of pupils; development of non-verbal communication skills; fostering empathy, goodwill, and trust in others. The forum theater "Is There a Way Out?" set the goal of pupils' joint search for a solution to the problem associated with the lack of ability to compromise in family communication and school life. The theater's objectives were to strengthen individual and collective responsibility in the pupil environment; optimize pupils' relationships with peers and adults; promote the development of initiative and purposefulness in formulating and presenting one's own position concerning a certain event or phenomenon. The playback theater "My Stress Tolerance Is Important" aimed to illustrate the necessity to respect the opinions and values of other people and to develop stress tolerance skills. The objectives were to facilitate pupils' discussion, living, and experiencing various difficult life situations for them; and to form readiness for tolerant ways of interacting with others. The goal of the publicist performance "Know How to Be Yourself" was to form one's own point of view concerning stress resistance as part of a pupil's personal potential. The tasks were to encourage pupils to develop emotional intelligence, attention and imagination; to promote observance of human rights, respect for the law, socially significant norms and values.

Painting therapy also deserves attention. We agree with the opinion of Malaysian scientists that "to achieve a specific therapeutic goal, painting therapy should be offered to pupils in two forms: free painting and thematic" (*Wang, Abdullah, 2024*). Painting united pupils with different levels of drawing abilities, but with a common desire for creative self-expression, revealing hidden talents, increasing self-esteem, rapprochement with other people, as well as liberation from fears and barriers and emotional relaxation. Free painting provided for the pupil's free choice of the topic of the future painting and its size. Thematic painting was dedicated to drawings of works of Ukrainian folk art and works of Ukrainian classical literature.

We consider the advantages of art therapy in developing stress resistance in senior school pupils to be: its safety as a means of reducing the pupil's physical fatigue and relieving his mental stress; democratic style of interaction with pupils (refusal of commands, orders, demands and coercion, independent choice by pupils of the type of activity, its content, materials and pace of its implementation, prohibition of negative assessments, humiliating judgments, criticism and punishments); assistance in expressing aggressive feelings, subconscious conflicts and internal experiences by socially acceptable means, in particular, by creating images of artistic creativity; correction of emotional and behavioral disorders of pupils, stimulation of their cognitive activity, self-control and internal order, empathy and partnership relationships, motivation for life success, development of attention and imagination in pupils, their obtaining valuable experience of positive changes.

At the experimental and practical stage of the research, a final section of the formative experiment was carried out based on the diagnostic toolkit ("Assessment of the level of formation of skills of a successful personality in life" (according to D. Franken) (adaptation by V. Kyrychenko, O. Yezhova, V. Necherda) (block "stress resistance"). The research covered 231 pupils from Kyiv and 6 regions of Ukraine – Kyiv, Kharkiv, Ternopil, Sumy, Cherkasy and Dnipropetrovsk regions.

According to the results, the number of senior school pupils (24%) who "often" "perceive themselves, like themselves" has increased significantly, and the number of pupils who "like themselves" "very rarely" has decreased noticeably (to 5.6%); only 15.3% of pupils "sometimes" believe that "the world is better because I am in it", while 28.4% of pupils "almost always" and "never" – only 0.9% of high school pupils. Thus, we can state an increase in the level of awareness of pupils' individuality and ability to assess realistically their qualities. These conclusions confirm the results of the pupil self-esteem survey: 38.8% of respondents "from time to time" have adequate self-esteem, only 11% believe that they do not have it (the answer is "never"), the answers "often" and "almost always" scored 35.1%. Thus, the adaptive capabilities of pupils have increased, overcoming the effects of mental exhaustion, improving self-control and empathy skills have been noted.

According to the data obtained, "people take into account the opinion and treat with respect" "often" to 48% of pupils and "almost always" to 15%, while the answers "never" and "very rarely" are available only to 10.3% and 11.2% of pupils. The results are similar for the statement "I am treated fairly": 11.8% and 10.1% – answers "never" and "very rarely", 44.2% – "often" and for the statement "people think that I work well": 8.7% and 9.9% – answers "never" and "very rarely", 37.5% – "often". Thus, the feeling of inner isolation and dissatisfaction with interaction with peers and adults has noticeably decreased the cases of manifestations of the position of "offended" and "humiliated" have decreased, instead the position of tolerance and sensitivity, mutual respect has become more noticeable.

We consider it positive that 29.1% of pupils claim that "almost always" their "friends admire my courage and strength of spirit", according to 30.3% this happens "often"; answers "very rarely" and "never" – less than 2%, which indicates the development of effective communication, cooperation, and teamwork skills. According to the answers, relations with parents remained almost at the same high level: "almost always" "parents respect and treat them well" with 62.4% of pupils and "often" with 27.7%, "very rarely" was noted by only 1.1% of respondents. At the same time, the number of senior school pupils who "almost always" "feel confident in work and social relationships" (34.4%) has increased, while only 15.1% of respondents give the answer "never" and 17.3% give the answer "very rarely", less than 10% of pupils feel confident "from time to time", which indicates the pupils' positive thinking, overcoming apathy and pessimism, and reducing emotional exhaustion. This is confirmed by the results of a survey related to overcoming depression by pupils, according to it senior school pupils "quickly overcome depression from failures": 45.8% – "often" and 34.9% of pupils – "almost always", the respondents did not give the answer "never". The data obtained indicate a positive experience of pupils effectively overcoming stressful situations.

The conducted research allowed to obtain the following results: 55.9% of girls and 44.1% of boys participated in the formative experiment: no statistically significant difference in the levels of stress resistance formation of female and male respondents was found; a significant part of senior school pupils – 48.3% – is characterized by a high level of stress resistance formation, according to the data obtained, 41.5% of pupils have an average level of stress resistance formation and 10.2% – low. These results confirm the effectiveness of art therapy practices in developing stress resistance in senior school pupils.

4. Conclusions

Therefore, the development of stress resistance in senior school pupils is one of the urgent tasks of the modern education system. Nowadays, stress resistance is a significant factor in the

life success of an individual and a leading factor in the development of the personality of a senior school pupil, who in the conditions of a crisis society must be ready to solve important issues of choosing the future, make responsible decisions, show initiative and an active life position.

We consider art therapeutic practices to be an effective tool for developing stress resistance in senior school pupils, since they contribute to the correction of emotional and behavioral disorders of pupils, the development of critical, caring and creative thinking in them, stimulate them to cognitive activity, self-control, empathy and harmonious partnership relationships, and also motivate them to be successful in life. The feasibility of introducing art therapeutic practices into the educational process in order to develop stress resistance in senior school pupils is confirmed by the results of a questionnaire using the method of D. Franken) (block "stress resistance"): the number of pupils with a high level of stress tolerance increased by 22.6% and the number of high school pupils with a low level of stress resistance decreased by 21%.

We consider the systematization of practical experience in developing stress resistance of pupils of secondary education institutions in the post-war reality as further prospects for research in this direction.

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