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ENSURING PSYCHOLOGICAL SAFETY TO DEVELOP STUDENTS' RISK-BASED THINKING OF THE SPECIALTY "CIVIL SECURITY"

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ABSTRACT

Ukrainian society is exposed to external threats from the war with Russia, which negatively affects the plans, goals and quality of life, increases

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psychological tension and leads to a deterioration in the mental and social health of the population. This also applies to participants in the educational environment.

The relevance of studying the state, experience, psychological and social capabilities of modern students is growing during the conduct of hostilities in Ukraine. Hence, the issue of psychological safety in the interaction of participants in the educational environment in distance and mixed forms of education becomes a priority.

The process of forming risk-oriented thinking of students of a technical educational institution provides for training in understanding the phenomenon of risk-based thinking in the unity of three incarnations: a person himself determines what is acceptable for him, taking into account possible negative consequences, the presence of moral attitudes to preserve the life and health of people of social values of development social relations that exclude danger.

*The **purpose** of this article is to study the features of ensuring psychological security in conditions of uncertainty during the war in order to form risk-oriented thinking of students of higher educational institutions of a technical profile.*

*The **methodology** on which this article relies includes empirical methods (observation, conversation, dialogue) that are used in full-time and distance learning, and theoretical methods (analysis, synthesis, generalization, explanation, classification). Based on them, we formulate practical recommendations for providing psychological safety measures for the effective formation of risk-oriented thinking of students in modern learning conditions.*

*Within the framework of our study, the following **results** were achieved: the stages of educational and educational work in the educational process, pedagogical techniques through which the formation of risk-oriented thinking among students takes place; the conditions under which the psychological security of the student's personality will be ensured are formulated, the indicators of the success of the strategies for the psychological security of students of higher educational institutions in war conditions are identified.*

The article presents the concept of risk-based thinking of students, which provides for the ability to prevent actions to eliminate potential inconsistencies in technosphere safety, analyze all identified inconsistencies, and also take actions to prevent the recurrence of risk.

*The **conclusions** allow us to state that for the development of risk-oriented thinking, personal potential and abilities, it is important for a person to be in a safe and stable environment. A safe environment around the personality is the most important condition for its development. The Institute of Education is a psychological and pedagogical environment where specially organized conditions are developed for the development of a personality, included in the spatial, subject and social environment, the essence of which is a set of*

communicative actions and relationships between participants in the educational process.

KEYWORDS: *Educational Environment, Educational Process, Psychological and Pedagogical Support, Risk, Safety, Stress.*

INTRODUCTION

At the present stage of development of Ukrainian society, much attention has been paid to such a concept as security. With the outbreak of hostilities on the territory of Ukraine on the part of the Russian Federation, a situation has developed in almost all regions of the country, which is characterized as very difficult. Unfortunately, many institutions of higher education in the east of Ukraine are partially or completely destroyed and do not have the opportunity to continue the educational process.

Many students were forced to leave their homes and educational institutions and continue to receive qualifications abroad, or ended up in occupied territory and under shelling. But, despite the difficult conditions that have developed, the educational process in higher educational institutions has been restored and takes place in a distance or mixed form.

The department "Safety of labor and the environment" of the National Technical University "Kharkiv Polytechnic Institute" trains specialists in labor protection (bachelors and masters in specialty 263 "Civil security"). The theoretical and methodological strategy for the formation of risk-oriented thinking of students determines the pedagogical principles, which in their totality should ensure the solution of the following tasks:

- formation of students' needs for the safe implementation of professional activities;
- integration of knowledge about individual aspects of life safety into a

single interconnected (interdependent) complex;

- strengthening the practice-oriented orientation of skills and abilities to ensure life safety;
- strengthening the practice-oriented orientation of skills and abilities to ensure life safety.

Today, despite the hostilities, it is necessary in higher educational institutions to solve new and non-standard tasks that require special personal resources of students, due to the importance of developing productive strategies for ensuring psychological safety in the learning process, which are the basis of professional and personal self-realization to improve the quality of training.

It should be noted that among the requirements for a future specialist, the most important are professional and social competence, an active life position, communication skills, psycho-emotional stability, firmness of moral convictions.

The purpose of the article is to study the features of ensuring psychological security in conditions of uncertainty during the war for the formation of risk-based thinking of students of higher educational institutions of a technical profile.

THEORETICAL FRAMEWORK

Today, security in the educational system is of particular importance. The dynamic and ambiguous events taking place recently, rapid unpredictable changes in society, cause the emergence of many psychological problems and affect

primarily mental health, mental state and life satisfaction.

The term "psychological safety" is applicable to all areas of human life, so the educational environment is no exception (Blynova, Holovkova, & Sheviakov, 2018).

In general terms, the psychological security of a person is the state of its security, which ensures its integrity as an active social subject and the possibility of development in conditions of information interaction with the environment. One of the most important concepts in the context of the psychological security of the individual in war conditions is the concept of "psychological resources of the individual" (Lazorko, 2022).

Psychological resources are divided into four categories depending on the function they perform in interaction with adverse conditions of the surrounding reality:

1) stability resources that allow the subject to go through difficult situations, especially without changing his usual way of behavior. We can say that situations do not appear for the owner of such resources as difficult or problematic. These include: life satisfaction, optimism, greeting, etc.; operational or instrumental resources that allow you to respond to a situation according to a template at the operational level. These include, in particular, copings. "Coping strategies" measure habitual, self-produced, automatic, constructive and non-constructive ways of responding to difficult life situations. This concept describes all mental processes and mechanisms that are actualized by adverse external influences and are aimed at maintaining the integrity and stability of the subject, including in the educational environment.

2) self-regulation resources that allow the subject to modify and optimize his activity if it is difficult to maintain its initial

course. These include structures of personal potential: risk taking, autonomy, self-efficacy, action orientation, etc. The subject does not perceive the situation as problematic as long as the resources of stability available to him allow him to do this. When the challenge of a situation exceeds the ability to "not notice" it, operational resources are mobilized first of all, allowing you to respond to the situation automatically, without awareness and without significant changes in your goals, plans and course of your life. If this is not enough, self-regulation resources are turned on, requiring a conscious definition of the situation as problematic or critical and acceptance of its challenge;

3) if the resources of self-regulation are insufficient to overcome difficulties without trauma and deformation of the personality, it is necessary to turn the deformation into a transformation, change the personality, but not in the direction of the trauma vector, but in a different way, more controlled by the subject. This requires special resources of courage, tolerance for uncertainty, consciousness and reflection.

The educational environment is part of a person's living environment, so it also turned out to be not protected from the unfavorable trends of the modern life of Ukrainian society. Therefore, the problem of the psychological safety of the student's personality is especially relevant in our time.

METHODOLOGY

To achieve the goal, empirical methods (observation, conversation, dialogue), widely used in full-time and distance learning, and theoretical methods (analysis, synthesis, generalization, explanation, classification) were applied. Based on them, we conducted research to

determine our own attitude and position of students of the Department of Labor and Environmental Safety of the National Technical University "Kharkiv Polytechnic Institute" regarding the university environment, formulated practical recommendations for ensuring psychological safety measures for the effective formation of risk-oriented thinking of students in modern learning environments.

RESULTS

The formation of psychological safety strategies is an important condition for the professional and personal development of a student of a higher educational institution, which determines the choice of effective ways to prevent, reduce and overcome the consequences of the impact on the subject of negative external and internal factors of the educational environment.

Under the conditions of uncertainty during the war and the need to solve new and unexpected constantly emerging problems, an objective need arose to study the psychological and pedagogical conditions that contribute to the formation of productive strategies for self-sustaining the psychological safety of students. At the same time, the inability to show one's abilities and concern for one's future can become a serious obstacle to learning, self-realization and the development of a student's personality (Tverдохлебova, 2020). Also, the student's excessive focus on ensuring his psychological safety, motivation to avoid failures, increased anxiety can be a serious obstacle in the process of realizing his abilities (Popovych, & Blynova, 2019).

Risk-oriented thinking of students is the ability to analyze the causes of occurring phenomena and processes associated with risk, to identify patterns that

generate them, using the knowledge gained and the willingness to find solutions to overcome danger in non-standard situations when there are no ready-made means of safe action.

Responding to risks creates the basis for improving the effectiveness of the technosphere safety system, achieving better results and preventing the negative consequences of measures that exclude the recurrence of critical situations. Particular importance is attached to responsibility for the overall management of the risk assessment and management procedure in the structure of professional standards, training in risk analysis (identification, assessment and reduction), development of an action strategy in risk conditions.

Pedagogical principles that determine the theoretical and methodological strategy for the formation of students' risk-based thinking, in their totality, should provide a solution to the following tasks:

- formation of students' needs in the safe implementation of a professional type of activity.
- integration of knowledge about individual aspects of life safety into a single interconnected (interdependent) complex.
- strengthening the practice-oriented orientation of the skills and abilities to ensure the safety of the formed life activity.
- increasing the share of independence in the process of mastering knowledge, skills, skills of safe life activity in order to initiate risk-oriented thinking of students.

The life safety culture of a student based on a competency-based approach is an integrative characteristic of a specialist, including preparedness for the organization of prevention and prevention of dangerous situations in the

performance of official duties and in the ordinary life of a person and citizen.

Risk-oriented thinking of students in the specialization "Labor Protection" is a process of cognition by students of industrial and production processes, relations and their connections, solving safety problems, determining a possible risk, and foreseeing its consequences. This is the process of the work of consciousness, the processing of safety knowledge coming into new scientific and technical information and obtaining results: making managerial decisions to prevent negative consequences, developing new safe technologies.

The role of the educational function is to promote the active assimilation of the content of the educational program by students, the transformation of the acquired knowledge into skills and abilities, the formation of initial experience in solving professional problems (Prokhorov, Chernov, & Yusupov, 2015).

Students acquire the skills and abilities of mental activity: understanding the regulatory framework of Ukraine on labor protection, information materials of academic disciplines, highlighting the principles and patterns of labor protection management at work; analysis of production situations and synthesis of new solutions and methods of organization, abstraction and concretization of data, induction - deduction, classification, generalization, systematization of evidence; construction of a report, presentation, argumentation of the proposed solutions; formulation of conclusions about danger and safety, conditions for the conclusion about the content of risk, solving problematic tasks (Ovcharuk, 2017).

Risk-based thinking allows an organization to identify factors that may

cause its processes and quality management system to deviate from the planned results, to develop means and methods of prevention to minimize their negative impact, and to maximize the opportunities that arise.

Difficult living conditions in which the Ukrainians find themselves cause psychological and emotional tension. As a consequence, in one case this is accompanied by the mobilization of internal vital resources; in the other - a decrease or even a breakdown in working capacity, deterioration in health, physiological and psychological stressful phenomena.

In today's learning environment, it is difficult for students to focus on educational issues, most of them experience stress and fatigue. The main characteristics in violation of the psychological security of a person during the war include the following symptoms: constant expectation of failure, indifference (to work, household chores, appearance, to each other), fear of one's own insolvency, a feeling that no one can be trusted, and others that are very similar to stress symptoms. The consequences of stress can be impaired concentration, memory, logic and speed of thinking, critical perception of the situation and one's actions (Ming Li, Shixiong Chen, Zhen Gao, Wanqing Wu, & Lingzheng Xu, 2020). All this aggravates not only the state of health of the participants in the educational process, but also the psychological climate in the team.

The most important task of the teacher in organizing the educational process is to create an atmosphere of trust. This is a factor without which learning in crisis conditions cannot be successful (Aprieliava, Demchenko, Kovalevska, Kovalevska, & Hladun, 2021).

At the department "Safety of work and the environment" of the National Technical University "Kharkiv Polytechnic Institute" when teaching academic disciplines in the educational process, there are the following stages of educational work: motivational-adjusting, formative, activity, controlling. The pedagogical process of forming students' risk-oriented thinking includes content and procedural components. The content component is implemented through the study of content, interdisciplinary connections, analysis and observation of real situations of life and production that contain risk. The procedural component is implemented through the study of risk assessment and management procedures, identification and assessment of risks.

In the process of forming students' risk-based thinking, active and interactive teaching methods occupy a significant place, and their implementation requires the following techniques (Yevtushenko, & Tverdohliebova, 2022):

- modeling of situations related to life safety problems and moral and emotional attitude (to oneself, others, activities, the world) as part of the development of a general culture of the individual, reproduction of these situations (business games), as well as their further discussion with the participation of experienced consultants;
- implementation of cultural and moral education through the transfer of knowledge to students about the general categories of culture, about the content of humanistic values, the content of the culture of safe life;
- the use of psychological and pedagogical training to develop the skills of safe behavior of verbal and non-verbal communication, the ability to work in a team;

– internships under the guidance of experienced professionals, organization of informal communication with teachers and representatives of the chosen profession.

Getting an education, making plans for future professional and personal self-realization, student youth needs confidence in the future. If there is no such confidence, a certain disorientation appears, the motivation to achieve success and overcome obstacles decreases, and so on (Kolesnichenko, Hladun, Diahyleva, Hats, & Karnaukhova, 2020). However, not only the instability of the macrosociety affects the students' sense of security. There are many microsocial and personal factors that can block this feeling to varying degrees. We are talking about the features of interpersonal interaction (in institutions of higher education, family, leisure), about the socio-psychological climate of small groups in which a young person is included, as well as his individual psychological and socio-psychological characteristics, etc.

Therefore, we can conclude that the preservation of the psychological safety of the student's personality depends on a whole complex of macro- and microsocial factors. Among the latter, the institution of higher education is of paramount importance as the leading institution for the socialization of student youth. The educational and personality-developing functions of an institution of higher education aim not only to prepare a future specialist in a particular area of work, but also to contribute to the formation of his personality. A significant factor influencing the formation of a student's sense of security in a higher educational institution is personal communication, which acts as a means of forming a person's attitude both to other people and to himself.

Students in relation to the university environment can adhere to different positions (Stegniiy, 2010):

1. Formal presence of the student at the university. Communication "student-university" is reduced to a minimum, its content is only in the educational process. There is an indifferent attitude to everything that happens at the university.
2. Consumer attitude of the student towards the university, where the educational institution is considered as a service provider.
3. Student interaction with the university environment: organizing and

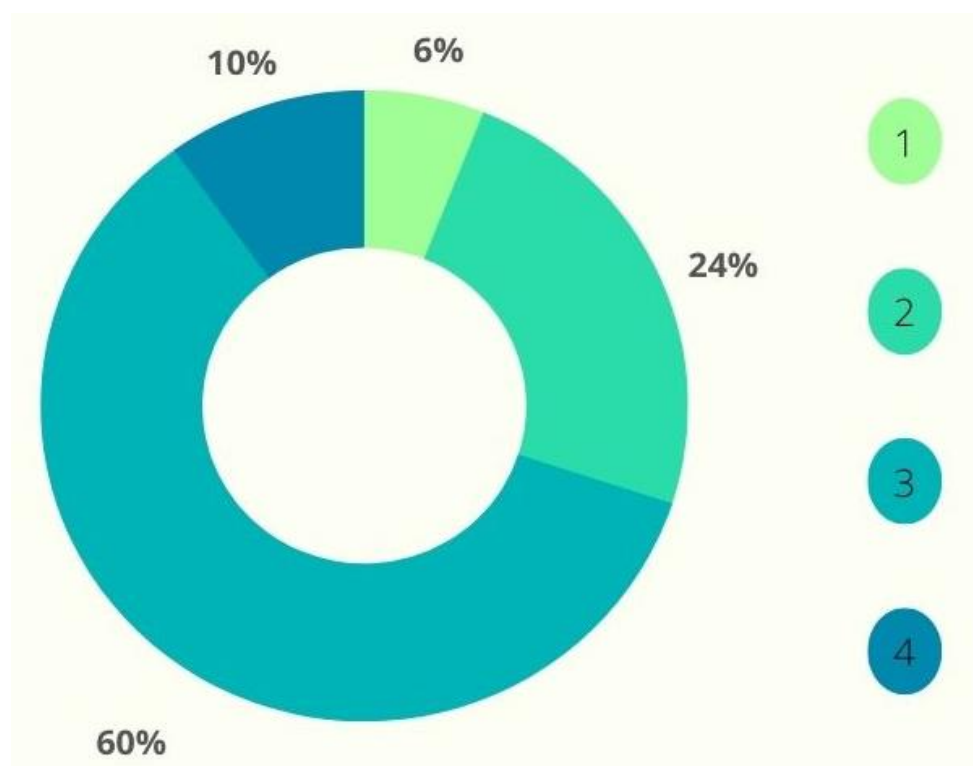
participating in events, supporting traditional activities and designing new means and methods of various activities.

4. The student considers himself as a subject of the development of the university environment, and the educational institution is a condition for personal and professional development.

We conducted a survey of 1st year students of the Department of Labor and Environmental Safety regarding their position in relation to the university environment. The survey results are shown in Figure 1.

Figure 1

Student's position in relation to the university environment



Note that the second, third, fourth positions reflect the most comfortable interaction of students with the university environment. Particularly positive and favorable is the fourth position, where the subject-subject nature of relations is seen,

which is the optimal level of socio-psychological interaction of students in the educational environment.

According to the results of our study, 60% of 1st year students are happy to take part

in organizing and conducting university events, support traditional activities and take part in the design of new means and methods of various educational activities.

So, in 2022, 1st year students of the Department of Labor and Environmental Safety of the National Technical University "Kharkiv Polytechnic Institute" took part in the II round of the International Competition of Student Scientific Works in the specialty 263 "Civil Security", which was held on the basis of the Kremenchug National University named after Mikhail Ostrogradsky and won prizes. They defended their works in English and, according to the jury, they were the best performers.

It should be noted that the psychological safety of the educational environment "student-teacher" is based on the quality of the interaction process (Kosholap, Maksymchuk, & Branitska, 2021):

- leads to the actualization of the personality of the teacher himself, the formation of his sense of professional competence and job satisfaction;
- contributes to the formation of a healthy, creative and socially adapted personality of the student, reduction of neuropsychic stress;
- increases the ability for self-regulation of both sides of the interaction process;
- contributes to the improvement of the mental health of the participants in the pedagogical process.

Let us formulate the conditions under which the psychological safety of the student's personality will be ensured (Shinkar, 2021):

1. The presence of psychologically favorable conditions for educational activities and the development of the student's personality.

2. Timely provision of unobtrusive psychological assistance to the first-year student in solving issues that arise in the process of work and interaction with peers and teachers.

3. Psychological provision of conditions for the formation and development of social responsibility, professional motivation and competence in the interests of future professional activity, the needs of the student's personality and the development of society.

4. Actualization of the individual forces of the personality and calm overcoming of problematic situations that arise during training.

5. The anonymity of the processes of resolving "stressful situations" that arise during training in higher education and living together in a hostel.

6. Creation of conditions for self-determination and self-realization of a young person's personality in conditions of higher education and creation of favorable conditions for self-improvement of one's own personal and professional potential.

Let us name the success indicators of the psychological safety strategies of university students in war conditions: subjective well-being, high adequate self-esteem, value self-attitude, positive thinking. These indicators are determined by the ability of the subject to control the situation, maintaining and developing those values that are highly significant for him both in the relevant period of time and in the future.

It should be noted that the basic characteristic of the integrity of the individual is psychological stability, which is the basis of the ability to self-regulate, organize activities in order to maintain psychological well-being and self-realization.

The synergistic effect in the formation of a psychologically and socially mature personality of a subject of professional self-determination in modern conditions is achieved through the ability to concentrate on events in the present, that is, to be in a situation of "here and now", to be open to the experience of cognition and self-knowledge, implementing reflective skills, having an internal focus control, the prevailing motivation for personal growth, including due to an adequate current moment of the level of anxiety and the state of well-being (Alarcón Díaz, Alcas Zapata, Alarcón Díaz, Natividad Arroyo, & Rodríguez Fuentes, 2019).

The need for psychological security requires the implementation of special activities, within which it is necessary to conduct a detailed analysis of a particular situation, identify its inherent dangers and develop effective measures for the psychological protection of a person. The ability to timely identify signs of danger and the ability to choose ways to respond determine a person's attitude to danger. Researchers identify the most typical ways of responding to situations of danger (adequate reaction, exaggeration of danger and ignoring it).

Motivational factors that influence a person's attitude to danger are also taken into account (the level of severity of needs for danger and safety, willingness to take risks, the prevalence of motivation to achieve success or avoid failure). Adequate ways of responding in situations of danger are chosen by people who do not express the need to experience a sense of danger, and they react to danger in a balanced and rational way. It should be borne in mind that the most frequent, significant and dynamic are the rash, unconscious actions of a person as a result of his reaction to danger.

Psychological security characterizes the degree of protection of the individual from various negative and destructive factors of the outside world (Nerubasska, Palshkov, & Maksymchuk, 2020). The psychology of personal security determines the level of a comfortable mental state necessary for a person to perform professional and social functions without fear for his life and without fear of possible negative consequences of the development of the situation in which he is.

The ability of a person to withstand an emergency situation has three components:

- physiological stability, due to the state of the physical and physiological qualities of the body (constitutional features, type of nervous system);
- mental stability due to training and the general level of personality traits (special skills of action in an extreme situation, the presence of positive motivation, etc.);
- psychological readiness.

Psychological and pedagogical support in modern conditions of education should become one of the main conditions for the success of personality-oriented social and professional education of students in a higher educational institution. The activity of the subject himself in ensuring psychological safety is a key condition, and the personality must be considered as a subject of activity, capable of regulating the process of planning and implementing the goals of activity.

There is a need for a comprehensive program for the formation of strategies for the psychological safety of university students, aimed at assisting in the development of psychotechnics of development and self-development, the activation of the internal resources of the

individual, the development of reflection and subjectivity, which is a psychological condition for the successful professional and personal development of students.

DISCUSSION

We agree with the opinion of scientists S.V. Kononov, A.V. Zhukov (2020) that a comprehensive, full-fledged development of a person is possible only if the needs for security are met, when his internal resources are not turned into protection from potential or experienced threat, but on their own development.

The psychological safety of the individual is a significant factor in the successful self-realization and personalization of the individual. Realized through the subject's awareness of his ability to overcome adverse external and internal actions, it is one of the main prerequisites for the formation of risk-oriented thinking, the achievement of subjective well-being as the basis for sustainable personal and professional development.

To date, there is not a sufficient number of practical developments aimed at creating conditions for the formation of ways to ensure the psychological safety of the individual in the higher education system. Insufficient attention is paid to the formation of the qualities and properties of the personality that underlie the self-sufficiency of psychological security in war conditions. Accordingly, this study is devoted to the actual problem of the formation of psychological security strategies among students of higher educational institutions based on the development of reflection, their mastery of the subjective way of life and the creation of a temporal perspective.

CONCLUSIONS

The success of teachers' professional activities, the effectiveness of students'

educational activities depend on psychological safety in the educational environment, when a person feels safe and comfortable - she is emotionally stable, less prone to stress, interacts openly in a team and strives for self-realization. Therefore, it is important to maintain the state of psychological security not only of the participants in the educational process, but also of the individual in her daily life.

The psychological safety of the student's personality is a necessary condition for the development of functional capabilities, the prevention of psychosomatic disorders, and personal potential. It is in the educational environment of the WHE that conditions should be created that are aimed not only at the personal and professional development of students. The more and more fully a person uses the possibilities of the environment, the more successful his free and active self-development is felt.

The creation and use of strategies for the formation of risk-oriented thinking of students in the modern conditions of higher education leads to the strengthening of educational opportunities. The teacher can harmoniously build the pedagogical process, find a diagnostic target, forms and methods of training and education, diagnostic tools; reduce the role of the subjective factor (teacher's bias or inclination) in the course of control; pay more attention to the issues of education, individual and personal development of students. As a result, students know, are able and master the methods of planning and solving problems of their own professional and personal development in the field of labor protection. Competence is manifested in the ability to apply knowledge and skills to achieve safety, as well as to prevent risks.

CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

**ЗАБЕЗПЕЧЕННЯ ПСИХОЛОГІЧНОЇ БЕЗПЕКИ ДЛЯ ФОРМУВАННЯ
РИЗИКО-ОРІЄНТОВАНОГО МИСЛЕННЯ СТУДЕНТІВ СПЕЦІАЛЬНОСТІ
«ЦИВІЛЬНА БЕЗПЕКА»**

Українське суспільство зазнає зовнішніх загроз від війни з Росією, що негативно відбивається на планах, цілях і якості життя, підвищує психологічну напруженість і призводить до погіршення психічного та соціального здоров'я населення. Це стосується і учасників освітнього середовища,

Актуальність вивчення стану, переживання, психологічних та соціальних можливостей сучасного студентства зростає за умов ведення воєнних дій в Україні. Звідси першочерговим стає питання психологічної безпеки у взаємодії учасників освітнього середовища за дистанційною та змішаною формами навчання.

Педагогічний процес формування ризик-орієнтованого мислення студентів технічного навчального закладу передбачає навчання усвідомленню феномену ризик-орієнтованого мислення в єдності трьох втілень: людина сама визначає те, що для неї прийнято з урахуванням можливих негативних наслідків, наявності моральних установок на збереження життя та здоров'я людей та соціальних цінностей розвитку суспільних відносин виключають небезпеку.

Метою даної статті є дослідження особливостей забезпечення психологічної безпеки в умовах невизначеності під час війни для формування ризик-орієнтованого мислення студентів вищих навчальних закладів технічного профілю.

Методологія, на яку спирається ця стаття, включає емпіричні методи (спостереження, бесіда, діалог), які зараз використовуються в очній та

дистанційній формах навчання, та теоретичні (аналіз, синтез, узагальнення, пояснення, класифікація). Спираючись на них, ми формуємо практичні рекомендації щодо забезпечення заходів психологічної безпеки для ефективного формування ризик-орієнтованого мислення студентів в сучасних умовах навчання.

У рамках нашого дослідження було досягнуто наступних **результатів**: виділені етапи навчальної та виховної роботи в освітньому процесі, педагогічні прийоми, через які відбувається формування ризик-орієнтованого мислення у студентів; сформульовано умови, за яких буде забезпечена психологічна безпека особистості студента, виявлені показники успішності стратегій психологічної безпеки студентів вищих навчальних закладів в умовах війни.

Реагування на ризики створює основу для підвищення результативності системи техносферної безпеки, досягнення більш високих результатів та запобігання негативним наслідкам заходів, які б виключали повторення критичних ситуацій. Особливого значення надається відповідальності за загальне керівництво процедурою оцінки та управління ризиками у структурі професійних стандартів, навчанню аналізу ризиків (ідентифікація, оцінка та зниження), розробці стратегії дій в умовах ризику.

Висновки дозволяють стверджувати, що для розвитку ризик-орієнтованого мислення, особистісного потенціалу та здібностей людині важливо перебувати у безпечному та стабільному середовищі. Безпечна обстановка навколо особистості є найважливішою умовою її розвитку. Інститут освіти є психолого-педагогічним середовищем, де розбудовуються спеціально організовані умови для розвитку особи, включеної до просторово-предметного та соціального оточення, сутністю якої є сукупність комунікативних дій та взаємовідносин учасників навчально-виховного процесу.

КЛЮЧОВІ СЛОВА: освітнє середовище, освітній процес, психолого-педагогічний супровід, ризик, безпека, стрес.

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