

The findings of this inquiry suggest that the profound structural metamorphoses within the digitalized global society compel the higher education community to undertake a critical reassessment of the strategic integration of diverse educational technologies. Within this multifaceted technological landscape, Lifelong Learning serves as a paramount instrument for the optimization of professional training, offering highly adaptable modalities and flexible configurations. The intrinsic value of this phenomenon lies in its synergetic fusion of traditional didactic legacies and innovative digital solutions, a combination that fundamentally enhances the quality of professional preparation while simultaneously amplifying the cognitive motivation of learners.

The operationalization of this framework across diverse academic environments necessitates rigorous preliminary development, specifically the design and empirical validation of specialized learning models, of which more than twenty distinct variations are currently recognized globally.

It remains indisputable that the pedagogical efficacy of these models is significantly heterogeneous. Many of the configurations analyzed exhibit varying degrees of practical insularity, which precludes their universal application across all stages of PhD professional training. Consequently, higher education practitioners must demonstrate a high level of didactic creativity during the systematization, selection, and pragmatic implementation of the most compatible educational technologies within the trajectory of academic progress. Simultaneously, there remains an urgent need for a more profound investigation into the didactic and methodological foundations of Lifelong Learning within the tertiary sector, which shall serve as a foundational platform for subsequent scholarly inquiries.

1. Banks, S., Jooss, S., Restubog, S. L. D., Marrone, M., Ocampo, A. C., & Shoss, M. (2024). Navigating career stages in the age of artificial intelligence: A systematic interdisciplinary review and agenda for future research. *Journal of Vocational Behavior*, 153.
2. Hamal, O., El Faddouli, N. E., Alaoui Harouni, M. H., & Lu, J. (2022). Artificial Intelligent in Education [Article]. *Sustainability (Switzerland)*, 14(5), Article 2862. <https://doi.org/10.3390/su14052862>
3. Rial-Gonzalez, P., Sarceda-Gorgoso, M. C., & Santamaria Queiruga, O. (2024). Lifelong learning as a response to the challenges of Industry 5.0 within the context of Horizon 2030. *Educar*, 60(2), 305-319.
4. Jaldemark, J. (2021). Formal and informal paths of lifelong learning: Hybrid distance educational settings for the digital era. In *An introduction to distance education*. Pp. 25-42.
5. Laal, M., & Salamati, P. (2012). Lifelong learning; why do we need it? *Procedia-Social and Behavioral Sciences*, 31, 399-403. Mariyono, D., & Nur Alif Hd, A. (2025). AI's role in transforming learning environments: a review of collaborative approaches and innovations. *Quality Education for All*, 2(1), 265-288.

**Sadkovska Valeriia**

ORCID: 0000-0002-7065-7425

Associate Professor

*National Technical University "Kharkiv Polytechnical Institute"*

**Berkutova Tetiana**

ORCID: 0000-0002-3221-1086

Associate Professor

*National Technical University "Kharkiv Polytechnical Institute"*

**Vrakina Viktoriia**

ORCID: 0000-0002-0134-2235

Associate Professor

*National Technical University "Kharkiv Polytechnical Institute"*

#### 1.4. Navigating university teaching and learning foreign languages in difficult times

**Introduction.** The proposed study delves into the critical exploration of how educators, students, and institutions adapt and navigate through various adverse circumstances that disrupt traditional teaching and learning paradigms. These trying times, which could include global pandemics, natural disasters, economic crises, and socio-political upheavals, demand innovative approaches and resilient strategies to ensure the continuity and effectiveness of education. This paper seeks to examine the multifaceted dimensions of teaching and learning during difficult times, addressing the unique hurdles faced, the adaptive measures taken, and the potential long-term implications on the education landscape. It aims to shed light on the significance of flexibility, creativity, and adaptability in the face of adversity, ultimately emphasizing the pivotal role education plays in building a more resilient and informed society. Building resilience among educators and students is a collaborative effort that involves the entire educational community. By emphasizing the importance of mental health, providing resources, and fostering a supportive environment, it is possible to help individuals navigate difficult times with greater strength and well-being. Supportive communities can significantly help university students build resilience during difficult times. In the context of university teaching and learning in difficult times, adaptation and resilience are essential concepts as they refer to the

ability of educational institutions, educators, and students to respond effectively to challenging and changing circumstances. These examples showcase a range of adaptation strategies, from embracing online learning and technology to rethinking pedagogy and promoting student-centred approaches. This process requires flexibility, empathy, and innovative approaches from both educators and students as it is very important to ensure effective teaching and learning outcomes. Dealing with challenging behaviour of university students during difficult times is a delicate act that involves understanding, support, it's essential to maintain a compassionate and student-centred approach to help students overcome their challenges and succeed academically while navigating difficult circumstances.

#### **The problem's prerequisites emergency and the problem's formulation.**

In an ever-changing world marked by unforeseen challenges and crises, the landscape of education has been significantly impacted. Global pandemics, natural disasters, economic crises, and socio-political upheavals disrupt traditional teaching and learning and have greatly influenced the nature of education. Ukraine's higher education system, like other areas of the country's life, has suffered serious losses and destruction as a result of the war that Russia launched against Ukraine on 24 February 2022. For two years before the outbreak of a full-scale war, we functioned in a pandemic and restrictions due to the rapid spread of COVID-19. During the pandemic, the issues of creating a safe environment and introducing a distance learning format came to the fore. After the outbreak of full-scale armed aggression, the situation in higher education in Ukraine became even more complicated. The educational process has been suspended, buildings of Ukrainian educational institutions have been destroyed, and participants in the educational process have found themselves in different conditions, often outside Ukraine or in regions far from the war zone; some continue to be in the temporarily occupied territories. All this forced the educational process to adapt to the new conditions.

Now among Ukrainian students are those whose close relatives, friends or acquaintances have been killed or wounded, some of them participating in the defence of their homeland from the aggressor, some are staying on the temporarily occupied territories. All of them have been and continue to be traumatised. The same can be said about the teachers. In this situation, at first, it was a challenge how to deal with the incredible experience and how to act professionally. Sometimes educators intuitively tried different methods and approaches. And fortunately, it worked. Teachers had to redouble their energy to develop advanced strategies and approaches to support students and help them cope with their trauma. The teachers and learners are trying to adapt and navigate through the adverse circumstances. All educators understand that this process requires flexibility, empathy, and innovative approaches from both educators and students as it is very important to ensure effective teaching and learning outcomes.

Teaching and learning were trying to adapt and navigate through the adverse circumstances. Navigating difficult times fosters adaptability and resilience, which are essential skills for both students and educators as they prepare students to face future uncertainties with greater confidence. Being scattered across the country and abroad, Ukrainian teachers of English demonstrate a high commitment to maintain links with their learners both in Ukraine and outside. To respond to immediate needs of teachers in practical approaches to teaching in challenging times the British Council launched the course "Teaching and Learning in Difficult Times". A 30-hour initiative designed to support teachers facing conflict or displacement, particularly within Ukraine and its host countries. From August 2022 until July 2023, the British Council has created opportunities for 1,585 displaced teachers of English and those teachers who work with displaced learners to get together and work on strengthen their resilience by enriching their teaching practice with effective strategies and techniques. The initiative has been delivered through summer schools and ongoing workshops in collaboration with local ministries and UNICEF, providing essential support to Ukrainian educators [1].

With the facilitation of the British Council trainers, the teachers discussed how to create a trauma-sensitive learning environment, manage challenging behaviours and make classrooms safer space for learners. Methodology was based on the "Language for Resilience" approach, it focuses on trauma-sensitive, safe and engaging, trauma-aware classroom techniques. The project has evolved into initiatives like SWITLO (Skills and Well-being in Teacher Learning Opportunities), which expands reach to more teachers nationwide [2].

Adaptation and resilience are interconnected. Adaptation allows educational institutions and students to respond effectively to immediate challenges, while resilience helps them navigate these challenges without undue stress. Together, these concepts empower universities, educators, and students to not only survive but also thrive in the face of difficult times. Coping with challenging behaviour resulting from trauma in difficult times involves a compassionate and trauma-informed approach. It's essential to create an atmosphere where students feel understood, respected, and supported. To sum up, as for the strategies for navigating university teaching and learning during challenging times, resilience and adaptability are key. It should be emphasised that addressing challenges in university teaching and learning during difficult times is also a proactive step in building a resilient and adaptable educational system.

The course includes three modules. Module 1 considers introduction to trauma and its effects in the classroom. The aim of this module is to introduce the trainees to the effects of trauma on learning and behaviour in the classroom. It is aimed at providing the audience with a general introduction to and understanding of the topic as well as some specific teaching strategies for creating physical and emotional safety for learners in their classrooms. This module

covers the professional practice. It gives understanding the effects of trauma on learning and behaviour in the classroom. By the end of this module trainees were able to: give a definition of trauma as an occurrence wherein an individual sees or experiences a risk to their own life or physical safety or that of other people and feels terror, fear or helplessness and list the main types of trauma which can affect learners in the classrooms [3]; recognise the effects of certain types of trauma on learning and behaviour in the classrooms; identify the role of a teacher in supporting these learners who have experienced trauma; create physical and emotional safety for these learners in the classroom through practical teaching strategies.

Module 2 discusses dealing with very challenging behaviour. The aim of this module is to learn how to deal with behaviour which challenges teachers in the classroom, and to understand the links between this challenging behaviour and a learner's experience of trauma. The module explores models of the brain which help us to understand behaviour and links this to developing strategies for use in the classroom. This module covers the professional practice. It teaches understanding learners. By the end of this module trainees were able to: recognise that behaviour is a communication of need and that challenging behaviour can be viewed as distressed behaviour; explain the links between trauma and some types of behaviour; apply learning from neuroscience about the parts of the brain to choosing ways of responding behaviour in class; recognise the unconscious defence mechanism of projection and transference to break negative patterns of classroom interaction and choose a different response; implement some practical trauma-informed classroom strategies to manage distressed behaviour [4].

The aim of Module 3 is to learn how to make the classroom a safe space for learners. By the end of this module trainees were able to: explain what the main factors of a safe classroom are; reflect on their own classrooms and their own practices so they can make them safer spaces; apply practical strategies within the classrooms to make them safer spaces; evaluate whether their learners feel safe within the classrooms.

As it was already mentioned, students who have experienced trauma, manifest unusual behaviour. For example, it is difficult for them to focus, they refuse to turn on their cameras during on-line classes, they do not respond, they don't do homework etc. Teachers need to be able to understand and manage such students' behaviour. Behaviour which a teacher cannot manage can make the teacher feel incompetent and helpless. It is important to acknowledge these feelings as normal. How the teacher manages these feelings and then reacts to the behaviour, will make a big difference. All the students and teachers are all challenged in different ways and certain factors can influence their ability to deal with behaviour. Dealing with challenging behaviour of university students during difficult times is a delicate act that involves understanding, support, it's essential to maintain a compassionate and student-centred approach to help students overcome their challenges and succeed academically while navigating difficult circumstances [5].

#### **The analysis of existing methods for solving the problem and formulating a task for optimal teaching techniques development.**

In the context of university teaching and learning in difficult times, adaptation and resilience are essential concepts as they refer to the ability of educational institutions, educators, and students to respond effectively to challenging and changing circumstances. Adaptation involves the capacity to modify and adjust teaching and learning strategies, methods, and environments in response to unexpected or adverse situations. It encompasses flexibility that is readiness to be open to change and ready to adjust teaching plans, formats, and delivery methods as the situation demands. Embracing new technologies, pedagogical approaches, and tools to facilitate learning, particularly in online or hybrid settings. The ability to identify and address specific challenges that arise during difficult times, whether they involve technology issues, student engagement, or resource constraints. Rapid Response is very significant. The speed with which universities and educators can adapt to unexpected disruptions to ensure minimal disruption to the educational process. Resilience in university teaching and learning involves the capacity to withstand, recover from, and even thrive in the face of adversity. It includes Stress Management. These are strategies to cope with the stress and uncertainties with a focus on student well-being and learning outcomes. Most important aspects such as providing resources and assistance to students and educators to maintain their mental and emotional well-being during difficult times and making the available resources and finding creative solutions to address constraints and challenges should be paid attention to [6]. These examples showcase a range of adaptation strategies, from embracing online learning and technology to rethinking pedagogy and promoting student-centred approaches. These pedagogical strategies assist to deal with the challenges and navigate through difficult times effectively.

1. Active Learning: Active learning refers to instructional strategies that encourage students to actively participate in the learning process rather than passively receive information. It involves engaging students in activities that promote critical thinking, problem-solving, and collaboration. It can be implemented through techniques like group discussions, peer teaching, problem-solving exercises, case studies, role-playing, and hands-on activities. Active learning fosters deeper understanding, improves retention of information, and enhances students' ability to apply knowledge in real-world situations. It also encourages interaction and communication among students.

2. Flipped Classrooms: In a flipped classroom, traditional teaching methods are reversed. Students are introduced to new concepts through self-paced learning materials, often online, before class. Class time is then used for discussions, problem-solving, and active engagement with the material. Teachers create video lectures, reading assignments, or interactive modules for students to access prior to class. During virtual class sessions, students engage in activities that reinforce and apply what they've learned. Flipped classrooms promote deeper understanding, as students have already been exposed to the material. Class time becomes more interactive and engaging, allowing students to seek clarification and work on practical applications of knowledge.

3. Problem-Based Learning (PBL): Problem-Based Learning is an approach where students learn by solving real-world problems, often in small groups. They identify problems, conduct research, and collaborate to develop solutions. Students are presented with complex, open-ended problems, and they work through the problem-solving process with guidance from the teacher. PBL emphasizes critical thinking, teamwork, and research skills. PBL promotes higher-order thinking skills, teamwork, and the ability to apply knowledge to practical situations. It encourages self-directed learning and helps students develop problem-solving abilities.

4. Collaborative Learning: Collaborative learning emphasizes group work and peer interaction. Students work together to achieve common learning goals and share their perspectives, knowledge, and skills. Teachers structure activities such as group projects, peer evaluations, and collaborative assignments. These encourage students to discuss ideas, provide feedback to peers, and collectively solve problems. Collaborative learning develops teamwork, communication, and interpersonal skills. It also exposes students to diverse viewpoints and enhances their ability to work in a group setting, skills valuable in both academic and professional contexts.

Each of these approaches aims to promote active engagement and student-centred learning. Educators can choose the approach that best aligns with their teaching goals, the subject matter, and the needs and preferences of their students.

Good mental health is closely tied to academic success. When students are mentally well, they are better able to focus, retain information, and perform well in their studies. Mental health affects every aspect of a student's life, including relationships, physical health, and emotional stability. A positive mental state contributes to a more balanced and fulfilling life. By openly addressing mental health in the educational setting, we can reduce the stigma surrounding mental health issues. This encourages students to seek help without fear of judgment. Early intervention and support can prevent students from reaching a crisis point. Encouraging students to seek help when they need it can prevent more severe mental health issues. Students who receive mental health support often experience personal growth and increased resilience. They develop coping strategies that can serve them well throughout their lives. A supportive environment that values mental health benefits not only individual students but the entire learning community. It fosters empathy, understanding, and respect among peers. In sum, supporting students' mental health is integral to their overall well-being and academic success. It is a shared responsibility among educators, administrators, and the broader university community, and it plays a critical role in creating a positive and inclusive learning environment [7].

Teaching foreign language, the educators are most interested in creating practical language activities that help students to cope with difficult situations and trauma. The more effective and applicable activities are the following:

1. Journaling: The students keep a journal where they express their thoughts and emotions. It can help them process their experiences.

2. Narrative Writing: Writing in a narrative form can help students create a positive picture.

3. Creative Writing and Poetry: creative writing, such as poetry or short stories, to express emotions indirectly and artistically can be a healing and creative activity.

4. Group Storytelling: In a group participants take turns sharing or creating parts of their story with a happy end. This can provide a sense of community, shared understanding and positive outlook on life.

5. Dialogue Writing: Writing dialogues between themselves and a trusted friend, family member can be a way for students to express feelings that may be difficult to communicate directly.

6. Discussion Circles: Creating safe discussion circles where individuals can share their experiences and feelings openly. Ensure a supportive and non-judgmental.

7. Affirmations and Positive Self-Talk: Creating affirmations or practice positive self-talk to counter negative thought patterns and build self-esteem.

8. Gratitude Journals: Keeping a gratitude journal, where students write down things they are thankful for each day can help to shift focus toward positivity.

9. Role-playing: Role-playing can be an effective way to practice communication and boundary-setting skills. For example, group members may role-play scenarios related to asserting boundaries or dealing with triggers.

10. Using music (songs): Using music that students prefer can help them reminisce great moments in their lives and get more optimistic [8].

**Conclusion.** University teaching and learning in difficult times is a highly topical and crucial theme, and it becomes even more significant under the conditions of war in Ukraine for several reasons:

1. **Educational Disruption:** War and conflict create significant disruptions to daily life, including educational institutions. Universities in conflict zones may face challenges such as damage to infrastructure, displacement of students and faculty, and a lack of basic resources. Addressing how universities adapt and continue teaching in these conditions is essential.

2. **Access to Education:** In times of conflict, ensuring access to education becomes a paramount concern. Many students and faculty may be displaced or unable to attend physical classes. Universities must adapt by offering online or remote learning options to ensure continued access to education.

3. **Mental Health and Well-being:** The stress and trauma associated with war and conflict can significantly impact the mental health and well-being of students and educators. Strategies for supporting the mental health of the university community, including counselling services and stress management, are essential.

4. **Crisis-Responsive Curriculum:** Universities need to adapt their curricula to address the challenges and needs of students during wartime. Courses on conflict resolution, humanitarian aid, and the impact of war on society can be critical for understanding and addressing the situation.

5. **Inclusivity and Equity:** Conflict often disproportionately affects vulnerable populations. Ensuring that education remains inclusive and accessible for all, including marginalized groups, is crucial. Universities must adapt their practices to accommodate diverse needs.

6. **International Collaboration:** Many universities have international partnerships and collaborations. In times of conflict, these collaborations can be strained. Universities need to address the implications of conflict on international relations and exchanges.

7. **Role in Peacebuilding:** Universities can play a pivotal role in peacebuilding and conflict resolution. Academic research and dialogue can contribute to understanding the root causes of conflict and developing solutions for peace.

8. **Information and Disinformation:** In conflict zones, information and disinformation are critical issues. Universities can contribute to promoting accurate and balanced information, helping to counteract the spread of false narratives and propaganda.

9. **Post-Conflict Reconstruction:** After the conflict, universities often play a vital role in the reconstruction of a nation. Preparing students for the challenges of rebuilding society and infrastructure is a crucial aspect of university teaching. Given the ongoing conflict in Ukraine and its impact on education, the theme of university teaching and learning in difficult times is particularly relevant. It highlights the resilience of educational institutions, the importance of adaptability, and the role of universities in addressing societal challenges. This theme also underscores the need for international support and solidarity with universities in conflict zone.

In an ever-changing world marked by unforeseen challenges and crises, the landscape of education has been significantly impacted. The topic of "Teaching and Learning in Difficult Times" delves into the critical exploration of how educators, students, and institutions adapt and navigate through various adverse circumstances that disrupt traditional teaching and learning paradigms. These trying times, which could include global pandemics, natural disasters, economic crises, and socio-political upheavals, demand innovative approaches and resilient strategies to ensure the continuity and effectiveness of education. This paper seeks to examine the multifaceted dimensions of teaching and learning during difficult times, addressing the unique hurdles faced, the adaptive measures taken, and the potential long-term implications on the education landscape. It aims to shed light on the significance of flexibility, creativity, and adaptability in the face of adversity, ultimately emphasizing the pivotal role education plays in building a more resilient and informed society.

In summary, universities that not only adapt but thrive during challenging times are those that are agile, forward-thinking, and student-centric. By reimagining education to meet the demands of the future, universities can remain vital institutions that contribute to society and prepare students for the complexities of an ever-evolving world.

1. Teaching and Learning in Difficult Times: [www.britishcouncil.org.ua](http://www.britishcouncil.org.ua)
2. Skills and Well-being in Teacher Learning Opportunities (SWITLO): [www.britishcouncil.org.ua](http://www.britishcouncil.org.ua)
3. [www.psychologydictionary.org](http://www.psychologydictionary.org)
4. Substance Abuse and Mental Health Services Administration: SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014, p.7
5. Marie Delaney on dealing with the effects of loss and trauma on learning/behaviour: <https://youtu.be/95ovlJ3dsNk>
6. Karin Harvey and Marie Delaney. The Emotional Health of English Teachers Working in Tough Environment. Chapter 9. British Council. 2018.
7. Patricia A. The trauma-sensitive classroom. W.W. Norton & Company. London. 2018.
8. Melnyk O., Huryna N. Linguistic and Psychological-Pedagogical Aspects of Foreign Language Teachers and Lecture Training: Innovative Approaches. Official URL: <https://lqp.ndu.edu/index.php/polissia/article/>