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PROBLEM OF PRESERVING MENTAL HEALTH IN THE EDUCATIONAL ENVIRONMENT IN CRISIS AND EXTREME SITUATIONS

In recent years, Ukrainians have gained vast experience of experiencing new trials, facing daily stresses and challenges related to the events of the war, which could not but affect their mental health.

Emergencies and extreme situations are a great challenge and stress, they cause suffering, anxiety, pain of loss and affect different people in different ways. It is difficult to adapt to new circumstances, both physical and mental health may deteriorate, existing problems may be exacerbated or new ones may appear, because in difficult situations, people are exposed to various factors (danger, uncertainty, novelty, high intellectual or psychophysical complexity, negative group influence, devaluation of basic meanings and values), which in turn leads to significant psychological stress. Both emergency and extreme situations can be traumatic for those who experience them.

In order to minimize the devastating effects of traumatic situations that have a pathogenic emotional impact on the human psyche (and, in the case of insufficiently formed protective psychological mechanisms, can lead to mental disorders), and thus contribute to the preservation of mental health, psychological support and psychological assistance are needed to help protect and mobilize our internal resources of resilience.

Today, as we rethink mental health and the value of the human mental resource in general, there is a growing awareness of how important mental health is to our future and how important it is for us to protect it from the potentially negative impact of the challenges of war.

In the context of a full-scale war, working in an academic environment, we understand that it is extremely important to take care of the mental health of colleagues and especially students, and building resilience at different stages of professional training should be one of the priorities of creating a psychological atmosphere and caring for emotional health for all participants in the educational process.

We always say that people are the most valuable resource. And from the point of view of mental health care, our work in the deepest sense is to preserve a person in person, to promote the full realization of their personal and professional potential. Thus, the primary task is to support mental health among teachers and students. And this needs to be done systematically, not only by implementing specific practices that help restore strength and take care of mental health, but also by doing a lot of systemic, individual, and collective work, developing our own resilience in the academic staff, student environment, university as a whole, and so on, remembering that true

resilience has values and a sense of meaning. Therefore, the development of a mental health policy is now one of the priorities in the organization of the educational process.

According to the WHO, mental health is a state of mental well-being that enables people to cope with life's stresses, realize their abilities, learn and work productively, and contribute to society. A mentally healthy person understands and can manage their emotional states, is able to build relationships with others, is open to learning and development, has a positive attitude, makes independent decisions, is able to adapt to new living conditions, can actively overcome current challenges, and enjoys life.

As part of a large-scale project, the All-Ukrainian Mental Health Program "Are You OK?", initiated by Olena Zelenska, we focus on the important role of higher education institutions in the mental health system and the development of a holistic system of mental health care in higher education institutions.

We understand that in organizing the educational process, it is important to respond to the challenges of today, to hear requests from all participants, and most importantly, to create high-quality mechanisms that will help to realize these requests.

Taking into account international experience and Ukrainian perspectives, the experience of higher education institutions in developing mental health support programs, we have developed a professional development course "Professional Mental Health of a Teacher in a Higher Medical Education Institution" to support the mental health of participants in the educational process as part of the continuous professional development of teachers.

The plan of the advanced training course for scientific and pedagogical staff of higher medical education institution covers a wide range of problems of mental health of the individual in the psychological context and as a component of professional behaviour of the teacher and an indicator of the quality of professional life; problems of stress in professional activity and its impact on mental health; problems of professional health of the teacher as a resource for professional and personal development and professional well-being and mental health, as well as problems of psychosocial support of mental health. Throughout the week, students are offered various types of work: lectures, seminars, discussions, elements of training work, etc: "How to preserve mental health in modern conditions", "Psychoprophylaxis of emotional burnout", "Measures to preserve and strengthen the professional health of teachers", "Effective interaction in the professional community as a component of preserving the mental health of a teacher", "Ensuring a quality educational process and creating a psychologically comfortable educational space".

Conclusions. In conclusion, we state that the formation of a policy to support mental health in the academic environment for students and teachers, mentoring and student adaptation programs, social platforms to support mental health, the creation of mechanisms for mandatory measurement and monitoring of the psychological atmosphere in the team, and the participation of student self-government in this process are important topical areas aimed at preserving the mental health of the academic community in crisis and extreme situations.