

# Health-preserving: Innovative technologies in the professional educational training of Ukrainian students during wartime

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## ABSTRACT

**Aim:** To characterize innovative educational technologies of health-preserving in the professional training of higher education students in Ukraine in the conditions of war.

**Materials and Methods:** In the research process, a group of methods was used: theoretical (specific research) – analysis, comparison and generalization of scientific literature on the research problem to systematize and generalize facts, information, materials on the researched problem and determine the essence of the main concepts; in the research process, a group of methods was used: theoretical (specific research) – analysis, comparison and generalization of scientific literature on the research problem to systematize and generalize facts, information, materials on the researched problem and determine the essence of the main concepts.

**Results:** Amid russian aggression, Ukrainian students are facing challenges that impact not only the educational process but also their psycho-emotional well-being. The war has significantly increased stress levels, instability, and psychological pressure on students who are forced to study under constant threat. In this context, innovative health-preserving educational technologies are becoming increasingly vital for supporting students' physical and mental health, as well as ensuring the continuity of their professional training during wartime.

**Conclusions:** Post-traumatic stress disorder poses a significant threat to the mental health of students. The phenomenon of collective trauma has recently been intensified by the ongoing war. Supporting individuals' mental health is a key priority of public policy, particularly within the higher education system. Modern approaches to the educational process in universities, with an emphasis on health preservation, involve a variety of innovative methods and technologies that help students adapt to wartime conditions, care for their mental well-being, maintain resilience, and cope with stress. A distinctive feature of these efforts is large-scale educational outreach, not only among students and faculty but also among the wider public.

**KEY WORDS:** health-preserving, mental health, psychological support, psychoeducation, professional training of medical students, higher education institution, NGOs

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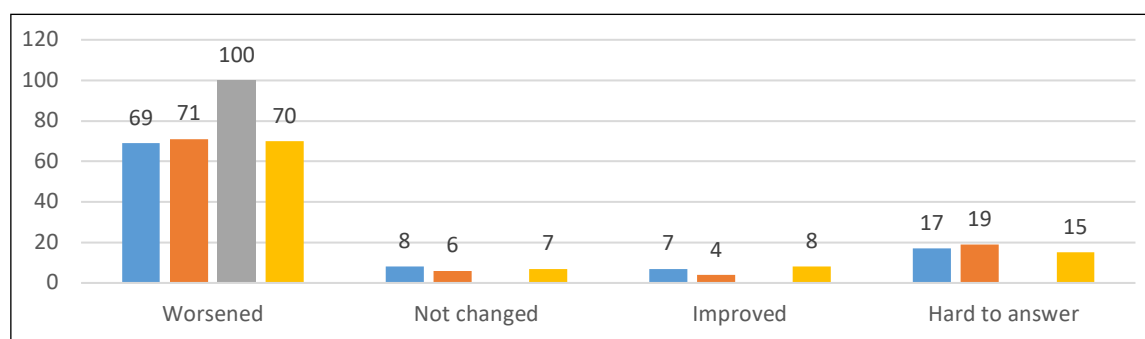
## INTRODUCTION

In the context of modern challenges, russian aggression, especially since the full-scale invasion of 2022, education in Ukraine is facing problems that affect not only the educational process but also the psycho-emotional state of students, which has deteriorated significantly. Under such conditions, innovative educational health technologies are becoming more relevant, helping to maintain the physical and mental health of students, as well as ensuring their professional training in wartime.

Despite the fact that the problems of studying the state of mental health of students are the subject of analysis by scientists from various fields of knowledge:

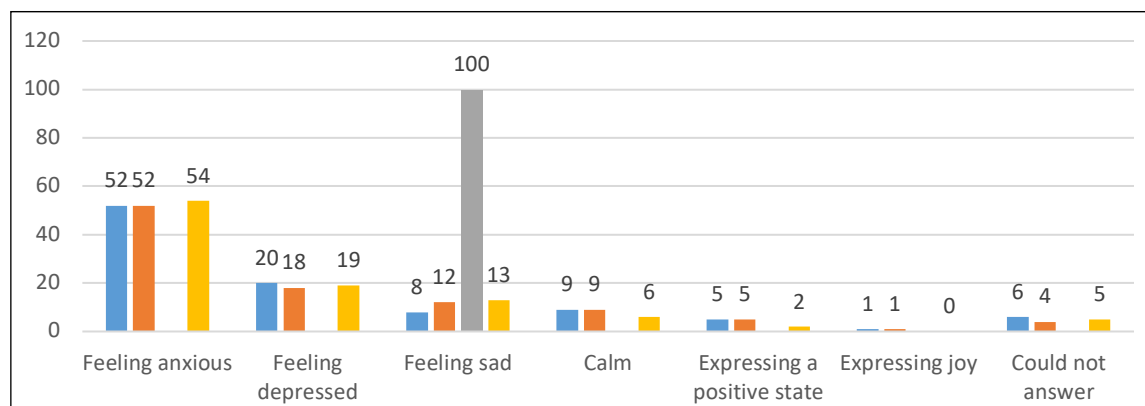
teachers, doctors, psychologists, sociologists, philosophers, etc., there are practically no studies in the Ukrainian scientific discourse that highlight the problem of using innovative educational technologies of health-preserving in the professional training of higher education students in Ukraine in wartime.

Certain aspects of the problem of mental health of people in war and crisis situations (issues of post-traumatic stress disorder as a medical and psychosocial problem, collective trauma and group identity, medical and psychological consequences of war distress in Ukraine, mental health of the individual during the war, directions of psychological support for



**Fig. 1.** Results of a survey on the impact of war on the mental health of young people, according to U-report

*Picture taken by the authors*



**Fig. 2.** Results of a survey on the emotional state of young people after the outbreak of war, according to U-report

*Picture taken by the authors*

Ukrainian students during the war, etc. The issues of emergency psychological assistance to victims in an emergency situation: theoretical and applied aspects, etc.) were raised by L. Karamushka [1], O. Lazurenko [2], N. Tertychna and N. Smila [3], N. Onishchenko [4], R. Romanenko and N. Koliadenko [5], S. Strozuk, N. Kryvda [6], O. Chaban and O. Haustova [7], V. Chorna, M. Antomonov, etc. [8].

## AIM

The aim of the article is to characterize innovative educational technologies of health-preserving in the professional training of higher education students in Ukraine in the conditions of war.

## MATERIALS AND METHODS

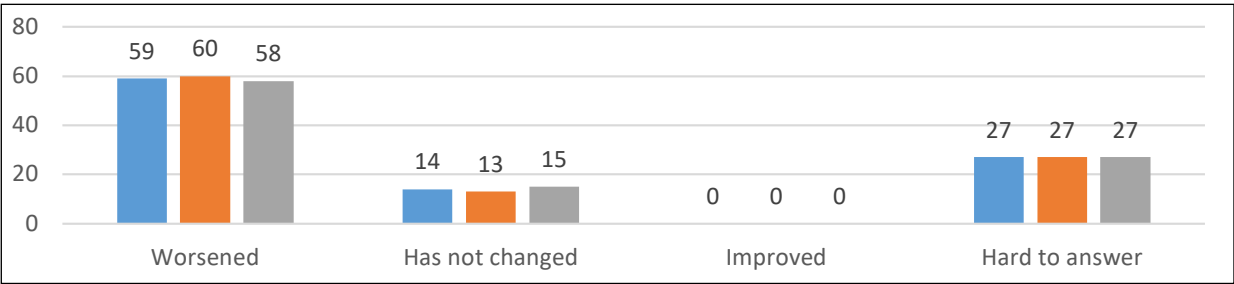
Practical research methods were used: observation of higher education students regarding the state of their mental health during the war, response to stressful situations, questionnaires among students of the Vasyl Stefanyk Precarpathian National University (PNU) and the I. Horbachevsky Ternopil National Medical University (TNMU) (200 people) regarding their emotional state in the fourth year of the war, the impact of the war on

mental health, conversations with students that were of a clarifying nature (as a supplement to the answers to the questionnaire questions), as well as methods of mathematical processing of the research results, etc.

## RESULTS

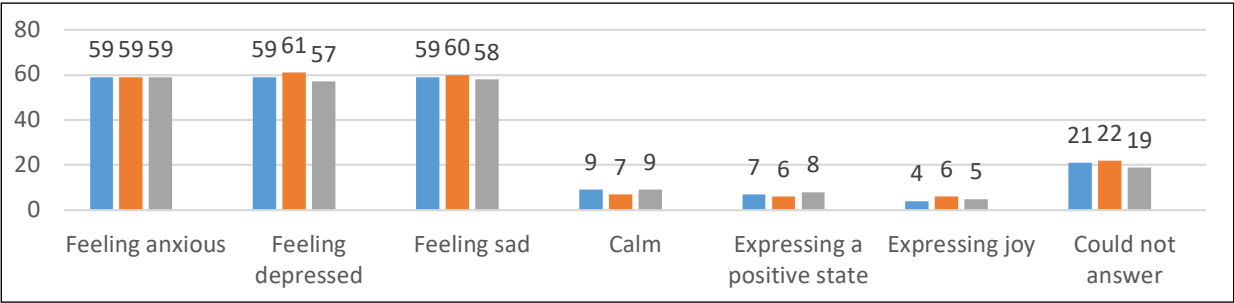
Students, like all students, are a particularly vulnerable social group. According to official data, under the conditions of Russian aggression, 40-50% of Ukrainians will need psychological assistance [9]. If we consider in more detail, the number of such people among different population groups will be: among the military and veterans – 1.8 million; about 4 million – children and adolescents; among older people – 7 million people. The projected need for mental health care in primary health-preserving is 27 million visits [9]. At the same time, about 3-4 million Ukrainians will have some kind of mental health disorder – moderate or severe [9]. However, among the above statistics, we did not find information about students.

According to a survey by U-report, a digital platform of UNICEF, published in early February 2023, out of 4,765 responses from 24,624 respondents (young people) (the sample came from almost all regions of Ukraine, except for the temporarily occupied ones), 73% of young peo-



**Fig. 3.** Results of the survey of students of PNU and TNMU on the impact of the war on their mental health

*Picture taken by the authors*



**Fig. 4.** Results of the survey of students of PNU and TNMU on their emotional state during the fourth year of the war

*Picture taken by the authors*

ple needed psychological support after the outbreak of war, but only 30% sought help. 56% of respondents learned how to improve their mental health during the war. When asked whether their emotional state had changed since 24 February 2022, 69% said it had worsened, 8% said it had not changed, 17% were not sure, and 7% said their emotional state had improved; the data is approximately the same (with a difference of two units) for young people from Ivano-Frankivsk region (this figure is only 4% vs. 7%). 100% of respondents from the Autonomous Republic of Crimea (ARC) reported a deterioration in their emotional state [10] (see Fig. 1).

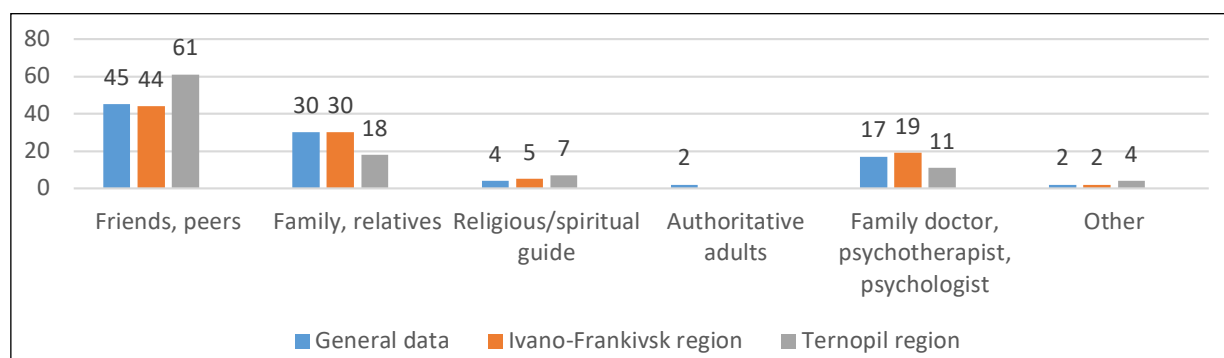
Interestingly, to the question «What has been your emotional state since the beginning of the war?», the majority (4619 people out of 4803 respondents) answered that they felt anxious (52%), depressed (20%), sad (8%; 12% of young people in Ivano-Frankivsk region felt this way), calmness was expressed by 9% of respondents, joyful (1%) and positive (5%) emotional states were characteristic of a small group of young people, and 4 to 6% of respondents were unable to answer this question. A slightly higher degree of anxiety (54%) than the overall figure and sadness (13%) is demonstrated by young people from Ternopil region, while a smaller percentage of people reported feeling calm (6% against the overall figure of 9%), positive (2% against 5%), and not feeling happy at all. All respondents from the Autonomous Republic of Crimea reported a sad emotional state (Fig. 2).

In late March – early April 2025, we conducted a survey among students of Vasyl Stefanyk Precarpathian

National University (PNU) and I. Horbachevsky Ternopil National Medical University (TNMU) (200 people) about their emotional state in the fourth year of the war and the impact of the war on their mental health. The questionnaire included the same questions as the U-report questionnaire, a digital platform of UNICEF, which was published in early February 2023. The results of the survey are shown in Fig. 3 and Fig.4.

Consequently, the results of the 2023 and 2025 surveys of students on the state of their mental health show that the results of the survey of students of PNU and TNMU in the fourth year of the war on the impact of the war on their mental health have changed. On the one hand, 60% of students at PNU and 58% at TNMU feel a deterioration in their emotional state (previously this figure was higher: 71%, 70%). But, on the other hand, not a single student said that their emotional state had improved (previously, these figures were 4% (Ivano-Frankivsk region) and 8% (Ternopil region), respectively). Students' anxiety has increased (59% feel it (52% before), the number of students who feel depressed has tripled (59% now, 20% before), even more respondents feel sad (60% of students at PNU and 58% at TNMU (previously this figure was much lower: 12%, 13%), and the percentage of students who express joy and describe their emotional state as positive has slightly decreased.

Supporting the mental health of individuals is one of the priorities of state policy, in particular in the higher education system. For more details, see our separate publications [11-14].



**Fig. 5.** Results of answers to the question «If you needed emotional support, who would you turn to for help and advice?», according to U-report  
Picture taken by the authors

The war and the consequences caused by it pose a serious challenge to higher education students, society and the state as a whole.

According to the results of our study, there is a stereotype among students about psychotherapists, psychologists, i.e. specialists, students believe that they should only turn to them when absolutely necessary, because the «strong» do not seek help, emotions should be kept inside, not shown. As a result of this stereotypical view, students are more likely to seek help from their friends than from psychotherapists, or they turn to the latter when their mental health is at risk, the disease has gone beyond the initial stage, and its treatment will require more time and effort (Fig. 5). Thus, students' mental health is negatively affected not only by objective factors, but also by subjective ones – the so-called social stigma that applies to those with mental illness or emotional disorders.

Post-traumatic stress disorder (hereinafter referred to as PTSD) poses a great threat to the mental health of students, as people under the age of 22 or over 30 are the most vulnerable to it. PTSD is caused by a person's experience of losing relatives in war, being held in captivity, occupation, a traumatic event that threatened their life, health, physical integrity, or, for example, witnessing this in relation to other people, learning about a traumatic event that happened to their relatives (death or threat to life), etc.[5, 7, 8]. It is worth noting that, on the one hand, the level of PTSD at the time of an emergency is low: it usually manifests itself six months after the traumatic event. On the other hand, if the stressor has a powerful long-term effect (for example, a person worries about a relative in captivity, in the occupied territory, in the frontline zone of occupation, constant situations of shelling and air raids, etc.), the likelihood of rapid development of PTSD increases. According to official data, only 20% of people who have experienced traumatic events suffer from PTSD. Experts say that this depends not only on the person's characteristics (physical and mental health, etc.), but also on the help

and support of loved ones. The nature of the traumatic event itself is of great importance. PTSD is distinguished by timeframe: acute (if it develops within 30-90 days), chronic – more than 90 days, with delayed onset – later than 6 months (quite rare) [9]. People with PTSD are characterised by constant thoughts about the traumatic event they have experienced, anxiety, panic attacks, often loss of trust in people, relationship problems, alcohol and drug abuse, and sometimes suicidal thoughts [5, 7, 8]. Scientists note that PTSD mostly coexists with other forms of psychopathology, and 90% of survivors have at least one comorbidity throughout their lives (depression, alcohol abuse or other addiction; anxiety disorders; and psychosomatic disorders). [9]. Thus, most manifestations of PTSD lead to social maladjustment, which causes significant problems not only for the person but also for the people around him or her.

Diagnosis of PTSD is very important given that, as our survey and U-Report data showed, 73% of young people felt the need for psychological support after the outbreak of war, but only 30% sought help, and 56% learned how to improve their mental health during the war. As a rule, young people most often (almost half of the respondents) (Fig. 5) sought emotional support from friends/peers (45% on average, and in Ternopil oblast it reaches 61%), 30% of respondents seek emotional support from family and friends (in Ternopil oblast the percentage is much lower – only 18%, 4-5 to 7% turn to spiritual/religious representatives, and authoritative adults (teachers, lecturers, supervisors) are not advisers for young people. Family doctors, psychotherapists, and psychologists are sought by 17% of respondents (19% in Ivano-Frankivsk region, and 11% in Ternopil region). Thus, the need for professional help from doctors, psychotherapists, and psychologists is becoming more urgent, primarily in order to diagnose PTSD in higher education students, if necessary [9].

This is important because PTSD treatment itself can take from one month to one and a half years, provided that the patient's situation is not complicated by other

acute problems, such as the situation at the frontline, legal, medical or social problems. At the same time, one of the symptoms of PTSD is avoidance, which prevents people from visiting a specialist: a psychologist, psychotherapist or psychiatrist. Under such conditions, the stress disorder will remain undetected. Accordingly, early diagnostic and treatment interventions can reduce the prevalence of PTSD among those who have experienced mental trauma. In addition to PTSD, another threat to the mental health of students is distress – disruption of adaptation and coping reactions, depression and various disorders caused by extreme war-related circumstances for the human psyche. All of this increases the risk of developing or exacerbating somatic diseases, primarily cardiovascular diseases and cancer.

Recently, the phenomenon of collective trauma has been exacerbated by the war. According to scholars (S. Storozhuk, N. Kryvda [6], O. Chaban, O. Haustova [7], etc.), this is a type of psychological trauma that a group of people (or even the whole society) has received due to a social, man-made or environmental disaster, criminal actions of political and other social actors. We would add that this is also the case in the context of Russia's military aggression, and as a result of the aggressor state's military actions. It is this collective trauma that the Ukrainian people, including students, are experiencing today throughout the country, caused by the war, which provoked the ecocide of natural areas of the territories occupied by the enemy, the genocide of Ukrainians, as evidenced by victims of occupation, prisoners of war, killed civilians, children, abducted and taken to Russia children and youth, deportations of Ukrainians, restrictions on the freedom of large groups of people (life in the TOT, imprisonment of Ukrainians, the Tatar population of Crimea); political, religious (UGCC, UOC) and other repressions; terrorist acts in numerous cities of Ukraine that caused a public outcry; public executions of Ukrainian prisoners, deaths of famous young Ukrainians, talented soldiers, musicians who were idols of youth, etc. The phenomenon of collective trauma is not limited either in time or space. It is characteristic of both direct and indirect participants in the events of traumatization, i.e. the entire Ukrainian student body, which is currently experiencing a stress disorder caused by the war, the phenomenon of collective trauma is united by a single territory, culture, mentality and inter-institutional interactions. This type of mental trauma is of great importance not only for the current generation of students who have experienced this trauma, but also for future generations [15]. The phenomenon of psychological trauma, as shown by the results of our survey, is not the same for different categories of stu-

dents (for example, those who serve or have served in the Armed Forces, i.e. participated or are participating in hostilities, those who live in frontline areas, those who are internally displaced due to the loss of homes, students who live abroad, students who live in regions far from the combat zone (Chernivtsi and Zakarpattia regions), which have hardly been attacked by missiles and UAVs, foreign students studying at TNMU, etc. Even those students who have experienced the same or similar traumatic events, due to their temperament, character, and individual mental characteristics, react to them differently, with different consequences for their own mental health, so the approach to collective trauma and its consequences should be differentiated and specific to the individual.

In this regard, we would like to emphasise that today, in the professional training of Ukrainian students in the context of war, it is important to coordinate the actions of public authorities, specialised educational and research institutions, non-governmental organizations specialising in psychological assistance to the population; as well as to involve foreign (including international) organisations, representatives of the public sector, government and financial institutions. In our opinion, innovative educational health technologies can play an important role in this process.

Here are some examples of how health education technologies are used in the professional training of future specialists in wartime with the assistance of the state, public initiatives, and higher education institutions (HEIs). For example, back in June 2022, the creation of the National Programme for Mental Health and Psychosocial Support (hereinafter – the National Programme) was initiated, which aims to create its own Ukrainian model of «a system of mental health and psychosocial support that will implement the best international and domestic practices», «to build an effective system of quality and affordable mental health services so that everyone who needs them can use them» [9]. The establishment of the Interagency Coordination Council on Mental Health and Psychological Assistance to Persons Affected by the Armed Aggression of the Russian Federation against Ukraine is an important step towards the implementation of this state programme towards the implementation of the national programme of mental health and psychosocial support. The tasks include building a system of training, certification, and quality monitoring of psychologists, psychotherapists, and psychiatrists working in the system of most ministries; training family doctors, psychologists, social workers, and educators in rapid psychological support techniques; creating a register of specialists and techniques, systematising data, de-

veloping a model for retraining and retraining staff, and a system for engaging them [9].

About 60,000 specialists have been trained under the National Programme. For example, the participants (representatives of the Ministry of Health, the Ministry of Social Policy, the Ministry of Education and Science, the Ministry of Veterans Affairs, the Ministry of Internal Affairs, the Ministry of Defence, the Ministry for Reintegration of the Temporarily Occupied Territories, as well as trainers from companies that are members of the «Business Without Barriers» community, NGOs and international organisations) acquired relevant skills as a result of a series of train-the-trainer sessions on the WHO «Self-Help Plus» stress management course. The training of mental health and psychosocial support professionals is carried out with the close support of Israeli NGOs: the «IsraelMedDay» online conference was attended by more than 1,000 professionals; about 3,000 professionals from the Ministry of Internal Affairs, education and social work sectors, Ukrzaliznytsia, Ukrposhta and «Oschadbank» were trained by the Israel Trauma Coalition. More than 2,000 professionals attended 6 webinars from the Israeli NATAL Centre for Trauma and Resilience. About 160 government hotline operators were also trained in first aid and stress management [9]. The National Programme resulted in the creation of training materials (the «Basic Skills for Caring for Yourself and Others» handbook; a new section of the «Barrier-Free Handbook», «Ethics of Interaction in Times of Stress»; stress management in the «BetterMe»: «Mental Health»; videos for television «Tell me honestly, are you okay?», self-help kit from Ukrainian stars and TV presenters; a series of animated videos about the nature of stress, helping yourself and loved ones) that can be used in the system of professional training of future specialists in higher education institutions [10].

## DISCUSSION

In Ukraine, a year after the start of the full-scale invasion, the state has taken many measures at the level of ministries (government agencies), and a number of public initiatives (non-governmental agencies) have been created to provide psychological support, and we emphasise: free of charge. Information about the activities of governmental and non-governmental structures to preserve the mental health of Ukrainians should be actively disseminated among students, pupils, and the general population, and health education should be updated.

Specialised non-governmental organisations make a significant contribution to supporting the mental

health of citizens, in particular, we would like to highlight the activities of the National Psychological Association (NPA), which launched a free hotline in Ukraine in early June 2022, which operates in the format of audio and video calls, and soon afterwards, with the support of foreign partners, the NPA organised similar platforms in 20 European countries. These hotlines are staffed by professional psychologists who have relevant experience and have been trained to provide psychological assistance in crisis situations. Such assistance is very important for Ukrainian refugee students abroad, also because these hotlines help Ukrainian students maintain a mental connection with their homeland. Ukrainian students can take advantage of psychological support (including round-the-clock support) from the following public institutions: «Zaporuzhka», the «Resilience Hub», the «Lifeline Ukraine» National Professional Line for Suicide Prevention and Mental Health Support, the «ObiyMy» Psychological Support Centre, and the «Step Towards» Rehabilitation Centre for Free Psychological Assistance, «Open Doors» Psychological Counselling Centre, «Tell Me» Online Platform, «Razom» Psychological Support Group, «Psychological Support» Telegram Channel, «Victory» Telegram Channel addressed to students (for people aged 8 to 22), the online programme «Being a Parent of an Angel», etc. [8].

Today, scholars in Ukraine pay great attention to the problem of preserving and maintaining mental health during the war [1-4, 11, 12, 14].

The first in Ukraine Stress Resilience Centre, established in early April 2022, which employs 15 psychologists, is doing a great job of using educational health technologies in the training of future specialists. In addition to psychological support for demobilised soldiers and their families, various social and professional groups, they provide psychological support to employees of the educational, medical, social, and communal sectors, as well as professionally assist those who provide public and administrative services, and conduct counselling. The training of specialists of the Centre for Stress Resilience was organized in Israel under the programme of the Israel Trauma Coalition [13]. Subsequently, such psychological support platforms were established in other cities of Ukraine, and psychological rehabilitation centres operate throughout the country. At the beginning of June 2023, the «RAZOM with You» Psychological Support Centre was launched in Bucha.

Let's consider how the latest educational technologies of health-preserving are used in the professional training of future specialists by individual HEIs of different profiles, describing the content, key forms, and methods of work. For example, at the Faculty of

Psychology of the PNU, students have the opportunity to obtain a second (master's) level of education in such educational programmes as «Clinical and Rehabilitation Psychology» and «Psychology», and there is a psychological support centre «Razom with You», which provides counselling services (free of charge) (with the support of Razom for Ukraine (USA)) to adults and children who, for various reasons, are in a state of acute stress during the war, university specialists provide psychological support and assistance to all who need it, including internally displaced persons, families of military personnel and those affected by the war [16].

The students themselves, who received special training at the Centre for Supervision and Professional Development of Psychologists, became the organisers of the «Tutoring Academy» project, which was created as part of the UPSHIFT programme, implemented in Ivano-Frankivsk region by the NGO «AMONG OTHER THINGS» with the support of UNICEF and the Government of Japan, and aimed at increasing the psychological resilience of young people and improving their mental health. It lasted for three months, during which six students offered a wide range of educational, practical activities, taught young people about the importance of mental health and taught them self-help techniques. They also offered individual support, first aid counselling, and organised film clubs to watch and discuss films on psychological topics. Leading experts were invited to give lectures on sexuality, forms of manifestation and impact of abusive relationships, the importance of knowing one's rights for emotional stability, etc. Group meetings were an integral part of the Tutoring Academy's activities to build an atmosphere of trust, develop communication skills, and provide psychological support. Innovative forms of work (film screenings, debates, quests, quizzes, and other active forms) contributed to the wider involvement of young people in the topic of psychological health in an interesting way to learn how to be psychologically resilient in the face of military challenges [16].

An important role in the professional training of future medical professionals is played by the Mental Health Centre established at the Ivano-Frankivsk National Medical University (IFNMU) [15], which aims to provide quality mental health care based on an integrative approach. The Mental Health Centre of the IFNMU is actually a city mental health hub for the general population, including those affected by the Russian aggression in Ukraine, internally displaced persons, military personnel, veterans of the Russian-Ukrainian war, and their families. The Mental Health Centre of

the IFNMU promotes the professional development of medical personnel in the field of early detection and prevention of mental illness, among other activities – public education to destigmatise mental disorders and understand the consequences of war (group and individual psychotherapy, psychoeducation (creation of programmes to explain the most common mental disorders that occur in wartime: panic attacks, anxiety disorders, prolonged grief disorder), creation of self-help groups, intensive intervention for those who need it, organisation of coordinated work of municipal mental health services, development of trainings to overcome the crisis tension caused by unexpected events of war.

Established in January 2019 at Ternopil National Medical University, the Center for Psychological Counseling has, for six years, not only contributed to the professional training of future specialists in medicine, pharmacology, and dentistry, but also supported international students and those enhancing their professional competence at the Faculty of Postgraduate Education. The Center's main objective is to promote psychological culture among all participants in the educational process, humanize relationships within student and teaching communities, provide psychological assistance in crisis and stressful situations, prevent maladjustment processes, offer psychological support throughout the educational journey, and implement preventive, corrective, and educational initiatives. Specialists of the Psychological Counselling Centre of TNMU actively provide psychological support to the population, advise teachers and students. Created as a space for self-exploration, assistance, and support in difficult life situations, since 2022 the Center has been fulfilling a priority mission — providing emergency psychological support, almost around the clock, in both online and offline formats to all those in need. By consolidating the efforts of the Center's psychologists and leading specialists from the Department of Psychiatry, Narcology, and Medical Psychology, led by Professor Olena Venger, Doctor of Medical Sciences, the staff have conducted over 60 psychoeducational events and a series of training sessions for internally displaced persons (adults and children) in hospitals, shelters, and charitable organizations, including Caritas. They offer psychological diagnostics, counseling, education (thematic meetings, workshops, training sessions, and seminars), and run personal development groups as well as psychological support groups. The TNMU Psychological Counseling Center has also joined the Psychological Assistance Ecosystem in Education, established under the National Program for Mental Health Support of the Population of Ukraine.



## CONCLUSIONS

In light of the results, after the full-scale invasion of the Russian Federation in 2022 into the territory of Ukraine, educational processes are faced with problems that affect not only the educational process, but also the psycho-emotional state of students. Under such conditions, innovative educational health-preserving technologies are being actualized, which contribute to maintaining the physical and mental health of students, as well as ensuring the irprofessional training in war time conditions. Maintaining the mental health of the individual is one of the priority tasks of state policy, in particular in the higher education system. War and the consequences caused by it pose a serious challenge both for students of higher education, and for society and the state as a whole. In view of this, in the professional training of Ukrainian students in war time conditions, coordination of actions of state authorities, specialized educational and research institutions, and non-governmental organizations specializing in psychological assistance to the population is important; as well as the involvement of foreign (in particular international) organizations, representatives of the public sector, government and financial institutions. In our opinion, innovative educational technologies of health preservation can play an important role in this process. Some examples of the use of educational technologies of health-preserving in the professional training of future specialists in war conditions with the assistance of the state, public institutions and higher education institutions are given. Typical forms of the use of innovative educational technologies of health preservation in the professional training of future specialists are highlighted.

Modern approaches to the educational process in higher education institutions with an emphasis on health involve various methods and technologies that allow students to adapt to wartime conditions, take care of their mental health, maintain well-being, be stress-resistant, etc. Higher education institutions are implementing educational programs related to mental health, and almost all institutions have created centers for psychological health, psychological support, psychological counseling, etc. A feature of the activity is broad educational work not only among students and teachers, but also among the general public. Such assistance is provided free of charge in online and

offline formats, usually around the clock, emergency high-quality psychological assistance is provided to everyone who needs it, including those who have suffered from Russian aggression in Ukraine, internally displaced persons, military personnel, veterans of the Russian-Ukrainian war, and their families. These centers contribute to improving the qualifications of medical personnel in the field of early detection and prevention of mental illnesses, among the forms of activity – educational work among the population to destigmatize mental disorders and understand the consequences of war (group and individual psychotherapy, psychoeducation (creation of programs to explain the most common mental disorders that arise in wartime conditions: panic attacks, anxiety disorders, prolonged grief disorder)), creation of self-help groups, intensive intervention for those who feel such a need, organization of coordinated work of city mental health services, development of trainings to overcome crisis tension caused by unexpected events of war. Among the typical forms of using innovative educational health-preserving technologies in the professional training of future specialists are lectures, thematic meetings, master classes, conducting trainings and workshops, work in personal development groups and psychological support groups, stress management, group discussions, case methods, film screenings and further discussion, educational webinars, coaching programs, the use of interactive online platforms, virtual laboratories, hotlines, simulators for practical training, practical work in charitable organizations, extensive volunteer work, various physical activities (walks, yoga, fitness classes, sports, etc.), art therapy, etc. Innovative educational technologies of health preservation are an integral part of modern professional training of Ukrainian students in war-time conditions. Their implementation contributes to the preserving of the physical and mental health of young people, helps to adapt to new realities and ensures a high level of the educational process even under martial law. Increasing students' awareness of health-preserving, developing innovative programs and supporting state and international initiatives in this area will help ensure the effective functioning of the educational system of Ukraine. An important direction is broad education among students of the importance of acquiring knowledge and forming health preservation competencies.



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## CONFLICT OF INTEREST

The Authors declare no conflict of interest

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