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## TEACHING ENGLISH DURING WAR TIME. HOW IS IT DIFFERENT? PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS

### ENSINAR INGLÊS DURANTE O TEMPO DE GUERRA. COMO É DIFERENTE? ASPECTOS PSICOLÓGICOS E PEDAGÓGICOS

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**ABSTRACT**

The study explores the challenges, features, and opportunities of teaching English during wartime. The authors draw from their own experiences as Ukrainian teachers of English, who survived the military events of 2022 and whose life and perspectives changed dramatically after the attack on Kyiv, the Ukrainian capital. With the outbreak of war, many schoolchildren and students lost the

opportunity to attend classes. Some had to move to safer areas or go abroad., Distance learning has become the main option for access to knowledge, and universities are trying to adapt their best practices to the new conditions during the pandemic. Teachers must now not only find teaching methods but also know psychological techniques that can help students get rid of stress and psychological consequences. As today's practice has shown, teachers must have the knowledge and skills to provide crisis psychological help to respond and refer for professional psychological help promptly. In addition, teaching a foreign language has certain specific features during the war, which are considered in our work. And the process of learning a foreign language itself has a positive effect on the psychological state of students. We want our students to understand that finding oneself in the stressful and dangerous conditions that war creates can be very difficult. However, if you feel empowered to learn new things, take advantage of at least a few of the thousand opportunities.

**Keywords:** Education under martial law. English language. Learning condition. Trauma. Emotional support. Creative techniques. The role of the teacher.

### RESUMO

O estudo explora os desafios, as características e as oportunidades de ensinar inglês durante a guerra. Os autores extraem de suas próprias experiências como professores ucranianos de inglês, que sobreviveram aos eventos militares de 2022 e cuja vida e perspectivas mudaram drasticamente após o ataque a Kyiv, a capital ucraniana. Com o início da guerra, muitos alunos e estudantes perderam a oportunidade de assistir às aulas. Alguns tiveram que se mudar para áreas mais seguras ou ir para o exterior. O ensino à distância tornou-se a principal opção de acesso ao conhecimento, e as universidades estão tentando adaptar suas melhores práticas às novas condições durante a pandemia. Os professores devem agora não apenas encontrar métodos de ensino, mas também conhecer técnicas psicológicas que possam ajudar os estudantes a se livrar do estresse e das conseqüências psicológicas. Como a prática atual tem mostrado, os professores devem ter o conhecimento e as habilidades para fornecer ajuda psicológica de crise para responder e encaminhar para ajuda psicológica profissional prontamente. E o próprio processo de aprendizagem de uma língua estrangeira tem um efeito positivo sobre o estado psicológico dos alunos. Queremos que nossos alunos compreendam que se encontrar nas condições estressantes e perigosas que a guerra cria pode ser muito difícil. No entanto, se você se sentir capacitado para aprender coisas novas, aproveite pelo menos algumas das milhares de oportunidades.

Palavras-chave: Educação sob a lei marcial. A língua inglesa. Condição de aprendizagem. Trauma. Apoio emocional. Técnicas criativas. O papel do professor.

### **Introduction**

War is a dramatic story of millions of Ukrainians. Everyone is hurt by common and personal pain at the same time. People lose their loved ones, and homes, see their destroyed cities, move to other countries, and part with their relatives. War does not spare anyone, it is ruthless. It does not look at regalia, position, or age – it is an element, a natural disaster. War! February 24, 2022, was the day that changed the life of Ukraine and the world forever. “According to the Ministry of Education and Science of Ukraine, as of 24 June 2022, 1849 educational facilities have been

damaged amid ongoing hostilities and 212 have been completely destroyed.” (Ministry of Education and Science of Ukraine, 2022).

The number of people outside Ukraine during April – September 2022 was about 3 million, and 8% were students. Ukrainians aged 6 to 23 are forced to adapt to the current learning environment. Today, more than 488 thousand Ukrainian schoolchildren are abroad, while some stayed at home and study here in the conditions of war. All pupils and students found themselves in different learning conditions, but life continued and with it the need to get an education. “More than two million children have been forced to flee Ukraine, while approximately 5.7 million remain inside the country” (Save the Children, Press Release, 2022). Daily, they continue to live and learn under stress and in danger under the fear of air strikes that are being carried out across Ukraine. War is always stressful for people, and especially it affects teenagers and young people, as they are the most vulnerable part of society in the period of their development and social growth. It is during this age that pupils and students are studying, and thus are in the group of those who need to support their morale. “The psychological trauma experienced by children and young people during the Russian invasion of Ukraine will also affect the next generations of Ukrainians” – Ukrainian President Volodymyr Zelensky said in an interview with La Repubblica. (UNN, 2022)

Today, the society of Ukraine is faced with trials and social upheavals, which were not seen in the experience of the formation and development of independence of our country. Therefore, in times of crisis, society faces a very important task – to help those who cannot adapt to the changes on their own, for whom the trials are too difficult. Currently, in Ukraine, the sphere of psychological support is underdeveloped, so it is more difficult for Ukrainians to get out of a difficult moral state if compared with other European countries and America. The weakening of morale can be caused by many different factors, in particular: moving to another region or country, loss of loved ones, and language barrier with peers abroad, which entails another violation of needs – live communication, uncertainty about the future, and lack of clear plans, lack of vision of their future society, loss of their home, school, university.

Another negative factor that affects the educational process is distance learning, which divided schoolchildren and teachers, students, two years ago during the pandemic. Minimization of visual communication with the teacher and peers causes a delay in social and social maturation, a lack of urgency for the experience of acquiring self-organization and skills for further admission to other educational institutions, inability to fully study some disciplines.

The sphere of education, as well as all spheres of society, has undergone significant changes under martial law. Education under martial law requires clear, quick, and timely decisions, accessible explanations, the development of new methods of work, and changes to existing ones. Equally important is honest, timely, and clear communication with the participants of the educational process, highlighting problems and proposing solutions to solve them.

In wartime, teachers have to do more than just teach their subjects. They have to support their students and sometimes their parents. It should be remembered that the majority of students have suffered psychological trauma to a greater or lesser extent. In any case, all of these young people have suffered, and “exposure to traumatic events has negative effects on their physical and mental health” (Benjet, Corina & Bromet, et al., 2015). For many students, this is a psychological trauma with a capital letter – a direct encounter with death or a threat to life. Psychological support is an integral part of all participants in the educational process. Distance learning in conditions of war differs significantly from distance learning that was during the quarantine period caused by the coronavirus infection. “At present, extensive experience has been accumulated in the application of electronic digital technologies in the educational process of the country’s universities; electronic educational resources, online courses in the disciplines of curricula of various areas, profiles, and levels of training have been introduced.” (Sarnovska, N., 2022) Given the psychological trauma, all the participants of the educational process experience an excessive psychological load, which becomes the cause of students’ apathy, overwork, and burnout in teachers. Under conditions of stress, excessive psychological stress, and constant worry, there is no need for dry information. But there is a great need for emotion.

Therefore, teachers should change the emphasis to support rather than control. Emotionally charged material, watching interesting video clips, listening to songs, and especially creative assignments, “assignments that encourage an independent search for information” (Rybinska, Y., Sarnovska N., Antonivska, M. et al, 2021) will help to defuse students psychologically.

## Literature Review

During the study, which we conducted to identify the impact of psychological trauma on our students, as well as to find methods for successful teaching of English in wartime conditions, we analyzed the psychological, pedagogical, and methodological literature of domestic and foreign scholars.

Psychological trauma is central to the practice of all psychological therapies and is possibly one of the most frequently uttered terms in the history of psychology since its philosophical inception by the Ancient Greeks. (Athanasiadou-Lewis, C., 2019). The history of the trauma concept stems from the theories of Freud (SefaBulut, 2019; Bohleber, and Werner, 2000) and the pre-Freudian works of J. M. Charcot and J. Breuer (Yilmaz, Yunus Anil. (2021).

Bessel van der Kolk is a psychiatrist who has been researching post-traumatic stress disorder for almost 50 years and is head of the Trauma Research Foundation in Massachusetts. His practical and theoretical research on psychological trauma is invaluable when it comes to reframing perceptions, understanding the cause of suffering, finding a successful treatment, and rediscovering oneself. In his work “The body keeps the score,” Bessel highlights that traumatic stress is at the root of neuroscience. (Ho, J. M. C., et al., 2021). Trauma, its nature, and impact on the human psyche and body, as well as screening tools for assessing traumatic conditions according to the WHO ICD 11 classification and the American Psychiatric Association DSM 5 system, are presented in Trauma, Its Nature and Ways to Heal (Beberashvili, Z., Tabagua, S., Makhshvili, N. et al. (2021). Researchers also consider various methods of therapy for psychological trauma and post-traumatic stress (Dyer, K. F. W., & Corrigan, J.-P. (2021), Dominguez

S. K, Matthijssen S. J. M. A., Lee C. W. (2021),Schwartzkopff L., Gutermann, J., Steil, R., Müller-Engelmann M. (2021),Di Tella M, Romeo A, Zara G, Castelli L, Settanni M., (2022).

### **Methodology**

We decided to conduct a study among our students between the ages of 18 and 21. We are not clinicians, but teachers. The study was aimed at examining the psychological state of the students, the level of stress, and possibly the psychological trauma they experienced as a result of the events following the invasion of Ukraine by Russian troops, as well as continuing to live and study during martial law. The second and main goal was to determine methods and techniques for teaching English, taking into account the psychological state of our students. During teaching, we tried to identify both psychological and pedagogical techniques that would best meet the needs of our students. to determine the results, we conducted anonymous surveys of students.

During wartime, young people face, to different extents, two types of traumatic events: unexpected traumatic events and long-term adverse events that lead to unproductive coping strategies. As a result, they suffer from such problems as anxiety disorder, post-traumatic stress disorder (PTSD), depression, dissociative disorders (voluntary social isolation, depersonalization, derealization, unwillingness to talk, catatonic syndrome), behavioural disorders (in particular aggression, antisocial and criminal behaviour, the propensity to violence), and are more prone to alcohol and drug abuse. Posttraumatic stress disorder (PTSD) is defined as a psychiatric disorder in an individual who has experienced or witnessed a devastatingly traumatic event. (Bufka L. F., et al., 2020). It is generally accepted that post-traumatic reactions are normal reactions to abnormal circumstances, and severe stress causes such reactions in any person. However, post-traumatic reactions and their long-term consequences vary greatly from person to person.

The Generalized Anxiety Disorder 7-item (GAD-7) is an easy-to-perform initial screening tool for generalized anxiety disorder. The GAD-7 was developed by Drs. Robert L. Spitzer, Janet B.W. Williams, Kurt Kroenke. (Spitzer R., Kroenke K.,

Williams J., et al., 2006). It consists of 7 questions about what problems have troubled the interviewee over the last seven days and the answers are either “never-0,” “a few days-1,” “more than half a day-2,” or “almost every day-3.”

The points received are added up and scored on a scale:

Sum of points	Level of anxiety
0-4	Minimum
5-9	Mild
10-14	Moderate
15-11	Severe

### Results

Students between the ages of 18 and 21 participated in the study. The total number of people who participated in our study was 70. Firstly, the initial anonymous questionnaire revealed that the students were still studying at that time:

- from abroad 12;
- being in Ukraine 58.

Of the number of students who stayed in Ukraine

- stay at home 37;
- temporarily changed their place of residence 21;

Secondly, we asked students to assess their level of aggression, pessimism, despair, and apathy on a 5- point scale, where: 1 - do not feel at all; 2 - rather do not feel; 3 - both feel and do not feel; 4 - rather feel; 5 - feel strongly. And the following results were obtained:

<b>1</b>	<b>2</b>	<b>3</b>	<b>it's</b>	<b>4</b>	<b>5</b>
<b>do not</b>	<b>rather</b>	<b>both</b>	<b>difficult</b>	<b>rather</b>	<b>feel</b>
<b>feel at</b>	<b>not feel</b>	<b>feel</b>	<b>to</b>	<b>feel</b>	<b>strongly</b>
<b>all</b>		<b>and do</b>	<b>answer</b>		
		<b>not feel</b>			

<b>Aggression</b>	6	11	18	2	21	12
<b>Pessimism</b>	8	18	19	6	3	7
<b>Despair</b>	14	12	15	4	6	10
<b>Apathy</b>	10	15	25	2	14	4

Then we used the Generalized Anxiety Disorder 7-item (GAD-7). Screening helps to determine the level of anxiety and the presence of possible psychological disorders. In the situation the Ukrainians find themselves in, after all, they have been through and what is going on, we can talk about the presence of post-traumatic stress disorder. The GAD-7 results were as follows:

<b>Level of anxiety</b>	<b>Number of students</b>	<b>%</b>
<b>Minimum</b>	2	2,9%
<b>Mild</b>	27	38,6%
<b>Moderate</b>	39	55,7%
<b>Severe</b>	4	5,7%

Realizing that the test only reveals the level of anxiety, the diagnosis of mental disorder could only be made by a licensed mental health professional, so with the help of the test we just managed to assess the psychological state of our students and determine our next steps.

Trauma is an interrupted grieving process. We want things to be the way they were so bad that we displace the traumatic event and the experience of it. This often happens automatically and unconsciously. We try not to touch the painful subject: we avoid conversations, we try not to remember, and if we remember, we do not immerse ourselves in feelings. It turns out that trauma thus protects our psyche from the unbearable. At the same time, this defence affects our lives: it takes a lot of effort to keep our worries locked up. It threatens our bodies with tension, exhaustion, and anxiety. Also, if we don't think about a traumatic event, it doesn't mean it didn't happen. It may be reminded of various situations that lead associatively to places where it is intolerable to look. Thus, we are again and again



involuntarily plunged into strong experiences related to the past. This can manifest itself in nightmares, overreactions to events, and outbursts of anger or tears. Mental trauma can affect a person's entire mental life, leaving a negative trace in the functioning of cognitive processes, social life, and general adaptability."Following past trauma, people developed PTSD and other psychological symptoms." (Fang, S., Chung, M. C., & Wang, Y., 2020). Every day the number of people who will feel the consequences for their mental health will grow. Even those who were able to endure the first months of the war will face mental exhaustion, as getting used to the constant war conditions can also hurt mental health. Learners who have undergone traumatic experiences may experience symptoms such as anxiety, poor concentration, and memory problems, which have direct connections to learning difficulties (Gordon, D. 2015). Psychological traumatization can occur not only in those who were directly in the war zone or in one way or another violence and humiliation but also those who know about it (witnesses, refugees). In this case, the trauma is called "secondary". Its manifestations by intensity may differ from the experiences of those who suffered directly but are essentially very similar. Symptoms of primary and secondary trauma can be completely the same. Summarizing the above, we note that a traumatic event is capable of changing the model of the world formed earlier, the subject begins to live with a sense of constant danger, a threat that cannot be prevented. Reality is perceived in a distorted way and own capabilities are also distorted. The "I" is assessed as incapable of solving arising problems, there is a subjective feeling of helplessness, weakness, and insufficiency of intellectual, volitional qualities for adequate reaction to the circumstances of life.

It should be taken into account that the war in Ukraine is still going on. And if those who have left the country and are currently studying from abroad can have post-traumatic consequences, those who stayed in Ukraine are still at risk every day and are in a state of constant stress. There are various symptoms of stress. They depend on the circumstances and characteristics of the body itself, in particular, whether a person has chronic diseases. There may be a symptomatic disorder or a stress disorder. It is manifested by physical reactions (difficulty sleeping, tension,

fatigue, tachycardia, pain, gastrointestinal disorders), emotional reactions (anger, anxiety, numbness of limbs, decreased ability to feel pleasure), and cognitive reactions (manifested by panic attacks, when a person experiences horrors, decreased concentration, indecision, and anxiety). During the war interpersonal reactions (distrust, irritability) are manifested. A study of how trauma affects the cognitive processes of learning a foreign language will help to better understand language teaching and offer important tips for wartime learning.

### **Discussions**

The main challenge in overcoming traumatic stress is to rebalance the rational and emotional brain to help gain control over one's reactions and behaviour. As long as a person suffers from episodes of overexcitement or numbness, they are unable to assimilate new experiences. In today's conditions, the educational institution should become a centre of satisfaction of expectations of security not only public, but also for intellectual, emotional, and personal. In this context, the task of the educational institution is to create an environment of psychological comfort, an atmosphere of trust, sensitivity, and psychological assistance in overcoming stress and anxiety. "Teachers should take into account the emotional state of students, because during the war they may encounter children who have moved from regions where military operations are taking place, or even lost someone close to them. This factor affects the behaviour of the child, his/her ability to learn, and psychological reactions to the surrounding pathogens." (Ministry of Education and Science of Ukraine, 2022). During the war, the educational establishment becomes a centre that allows children to receive not only knowledge but also psychological support, not lose the sense of belonging to the community, and believe in themselves. When students start talking about war or military actions, the teacher should answer briefly, and calmly, using only facts. Avoiding the topic of war in the classroom is not worth it. It is part of reality. Particular attention should be paid to teaching students to understand, express and manage their own emotions.

How to support students correctly? To do this, it is worth highlighting what support looks like. Support is phrasing: “I hear/understand/accept you”, “I recognize your feelings/difficult situation”, and “I am ready to be with you”. Denial of feelings is not supportive: “Everything is not so bad! And in general, you are safe!”.

Help students live through feelings, don't devalue them. Show compassion. Give the person the right to their feelings and emotions, tell them that you hear them. The following words will help: “I fully share your emotions / sympathize/understand your pain” or “I am very sorry that this happened”.

Less logic – more empathy. It takes time to process emotions, so do not advise the student to immediately seek the highest good in a stressful situation. At this stage, do not advise to learn to treat everything calmly and radiate light and love.

Do not use a call to strength. Sometimes the words “hold on” and “pull yourself together” can backfire.

Do not amplify the problem. Avoid the phrases “What a horror!” or “God, what will be the consequences!”

Ask how you can help. If you are not completely sure which line of behaviour to choose, then ask: “How can I support you?” and “What can I do for you?”. These are simple but effective phrases.

Be the first to ask. Even if the student does not talk about her feelings, it is worth asking about her feelings.

Do not be afraid to repeat yourself. These steps can be repeated many times and form a magic circle. Listen, empathize, and do not deny, repeat and retell.

First, as teachers, they should be as tolerant and sensitive as possible, try to behave naturally, and set a good example – be committed and motivated. Students should feel his sincerity and willingness to cooperate. During the war, it is especially important to allow students to feel that they and the teacher are colleagues in the learning process. And the teacher is just a senior colleague for them.

It is worth starting classes in new realities not with the repetition of what has been learned, but with friendly communication and support. The teacher should radiate calmness, confidence, good-naturedness, and readiness to listen and comfort. First of all, tell the students that you are happy to see them alive and

healthy, and emphasize that you are proud of their resilience and ability to cope with difficulties.

One of the features of the subject “Foreign language” is the construction of the educational process based on communicative and activity approaches with the provision of a sociocultural context of the content of the training. It is recommended to take into account the fact that, receiving information about the culture of the countries whose language is studied, and comparing them with their native country, students form a holistic view of life in a globalized world, a system of universal and national values. “Language also performs other functions: representative, expressive, appellative, nominative, cognitive, emotional, magical, and others.” (Antonivska, M., Sarnovska, N., 2021)

The implementation of foreign language curricula in the distance and blended learning formats can take place in synchronous and asynchronous modes (depending on the training formats agreed upon with the civil-military administration, the technical capabilities of the participants of the educational process, the availability of electricity, Internet, etc.)

Language learning strategy is the art of managing the process of acquiring a foreign language, planning the course, and applying modern methods and techniques aimed at achieving students’ skills and abilities to use a foreign language. Teaching strategy allows a foreign language teacher to apply modern achievements in teaching technologies more flexibly. This is necessary for success in working with the communicative language teaching approach in learning foreign languages. (Kurniawan, A. B., & S., 2022).

It is a well-known fact that language learning itself helps greatly improve psychological well-being, increases performance, improves self-esteem, and helps fight depression. In some cases, language learning is the only option to cure seriously ill people and balance their mental state. Learning a foreign language is not easy. Learning the tenses in English and the rules of grammar is not always easy for learners. But it can also completely absorb their attention and they stop thinking about other things. Mindfulness is an important skill in language learning, and it

forces one to focus on the task at hand. It can block out all other thoughts and just let our brain think about those grammar rules.

Another aspect of learning a foreign language, in our particular case, English, is the communicative approach (Guado, O., Giovanna, N., Ivonne, J., Mayorga, M., 2021). The communicative approach has been known for a long time, but it is exactly what is needed in a wartime learning environment.

The key educational principles of communicative teaching methodology have been well summarized and include the following points:

- learners' cognitive processes are stimulated;
- students are actively involved in the learning process;
- students are encouraged to express their thoughts, express their feelings and use their experiences;
- learners participate in learning activities that simulate or create real or realistic situations;
- learners are encouraged to work together;
- students are encouraged to take responsibility for their learning and to develop their ability to learn;
- the teacher plays different roles – informer, resource consultant, monitor – at different stages of the lesson. And students can always feel his/her support.

The communicative approach helps students to take part in discussions and to overcome the language barrier. It aims to enhance foreign language teaching using teachers' and students' interaction based on linguistic theory and communicative methodology of language teaching. (Komar, O., 2020). The most important characteristic of the communicative approach is the use of authentic materials, that is, those that are actually used by native speakers. Speech interaction of students sometimes, though not always, takes place with the participation of the teacher in a variety of forms: pairs, triads, small groups, and with the whole group.

In distress – a state of distress when a person cannot cope with a stressful state – a person is often directed inwards, negative, and closed off. But if a person can communicate with people even when stressed, inspiration and motivation

return to them, and strength emerges. Therefore, shifting the focus from experiencing stress to an important goal or outcome can have a significant impact on a person's communication skills. Many students have had to leave their homes, and some families have been separated. To avoid stress and feelings of loneliness, it is necessary to develop an openness and the ability to provide emotional support to others. The recipe for getting rid of such a cause of stress is simple: you need to socialize, talk publicly in small communities and try to enjoy it. Foreign language classes become an arena for communication.

Another important factor in learning English during the war is more creativity than ever before. Separately, it should be said about the role of technical means of training. Since the beginning of the war, when studying a foreign language, I use distance learning and rarely, if the situation allows, blended learning. And sometimes only with the help of technical means of learning it is possible to evoke and maintain positive emotions, without which we cannot talk about creativity. After all, creativity is based on desire, and desire should be able to form and support. "Only by applying a combination of pedagogical knowledge and modern technologies, it is possible to implement a successful foreign language distance learning". (Sarnovska, N., Antonivska, M., 2021). In our case, it is necessary to combine all the pedagogical experience, knowledge of psychology, and creativity. During a wartime class, you need to think carefully about your assignments and the material you choose.

Think about the so-called shock moments that draw students' attention to the lesson and work most effectively. Exercises that students do in real-time, oral answers from students, short answers in chat – this is what works best in distance learning. When you teach English classes online, some students are shy to answer questions or participate actively because they feel like they are in front of a camera. This can be frustrating for them. Since students don't feel the same direct contact with you as they would in a face-to-face class, they may become more anxious. Therefore, to interact with the audience, and the group, you can use not only the method: I ask a question – I wait for the answer, you can create a chat in which

students will answer, and write during the tasks. You should feel that you are getting feedback.

This can include videos and music. Anything that can temporarily distract students and at the same time puzzle them. Keep them busy. Distract them from unnecessary thoughts and direct them in the right direction, making them think about the task to reason. Afterwards, it's great to discuss it all, giving them a chance to share their impressions and emotions. "The teacher should therefore create tasks based on authentic materials, combining source material in new or unexpected ways or to achieve a hitherto non-standard or unexpected end, combining input from an English source and target language source or taking materials associated with one era or area and using them in another" (Clarke, M. A., 2014). We would even recommend using funny materials. Laughter not only helps to dispel and clear the brain, but it also reduces stress reactions. It lowers blood pressure and heart rate, improves blood circulation, relaxes muscles, and promotes endorphin production. And not only does it help combat stress, but it also enhances creativity and productivity. Do not overload the class with either information or fun: everything should be in moderation. We advise you to focus on solving the needs of students, and on their requests. Within each lesson and topic, you should have several options and offer them to students. This is especially important in times of war when it is necessary to ensure the balance of the online lesson. Stress is already too great.

During online learning, you can invite native speakers to classes, or just some interesting people who can participate in discussions. This increases the concentration of students' attention, motivates them to learn the language, and eventually makes the lessons more fun, which is extremely important in such a sad time. Now many people from the UK and the USA are looking forward to communicating with Ukrainian youth.

You can record video lessons for your students. This is a big plus of online learning. In difficult wartime, a recorded lesson allows you not to interrupt the learning process and also relieves stress if the student has to be present at a certain time in the classroom. Now not everyone can participate in time because of shelling,

and air raids. When recording classes, it is necessary to agree with students that they will not distribute these videos. But in this way, they will always be able to analyze the material and realize your indifference.

It should be remembered that students experience deep psychological trauma during the war. This affects their ability to concentrate and perceive information. Therefore, the learning process during the war should be less intense, and slower than usual. It is necessary to give less information and more entertaining exercises, not to put pressure on students to complete homework. A huge role of a teacher during the war is to bring positivity to their students. That is, the teacher should be a psychologist at the same time.

Try the Progressive Muscle Relaxation technique. This relaxation technique relieves muscle tension resulting from stress. You need to tense and then relax major muscle groups for five seconds each. This will help you slow your breathing and heart rate, stabilize your blood pressure, and relax.

Deep Breathing. You don't have to go to a yoga studio to experience all the benefits of deep breathing, which can lower blood pressure, help relax and calm the nervous system. It's also a great way to relieve stress – quickly, effectively, and discreetly, even in a crowded office. Simply breathe in for four counts, and then exhale for four counts as well.

Listen to some music at the beginning of class. Take five minutes. Music, especially classical music, is a powerful tool in the fight against stress, helping to lower heart rate, blood pressure, and levels of harmful stress hormones. It also boosts mood and self-esteem.

### **Conclusions**

War causes a feeling of helplessness and insecurity – both in children and adults, students and teachers. Against this background, in the spring of 2022, Ukrainian teachers returned to teaching – despite the stress, new conditions, and challenges they faced. Teachers can support students with their resilience and calmness. The purpose of training during the war is not only to acquire new knowledge, but also to provide psychological support, communication, and



attention switching. Teachers should encourage students, not intimidate them with negativity during classes. And they should be distracted only by support and care, not by the current news. The teacher should become a colleague in learning for the student, the one who is always there.

We can say that the war has made adjustments to our training and continues to do so. We will see the result only after the end of hostilities and will be able to see in comparison how the educational process changed during the war and after it. Now we can say that Ukrainians continue to live in the conditions in which they are, despite the terrible events they study in full force and have hope that soon the war will end. And even in English lessons, we try to apply methods and techniques that would be effective not only for language acquisition but also to eliminate the negative effects of psychological trauma and stress relief. It really helps students to relax and start working with new energy. Teaching in such a difficult time is a new challenge for teachers, but we know that our unconditional love and support for students will help them to stabilize their psychological state and gain new knowledge despite everything.

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