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PSYCHOLOGICAL SUPPORT FOR WAR-AFFECTED INDIVIDUALS IN THE VIRTUAL EDUCATIONAL SPACE

The full-scale war created a psychologically destructive context for the life and activity of most Ukrainian citizens. Shelling, mobilization, participation in combat actions, injuries, perception of death of other people, loss of work, deterioration of material living conditions, forced migration to other regions or countries, etc. became factors of development of chronic anxiety, distress, PTSD, maladaptation, dysphoria, depression, and other cognitive-behavioral disorders. Considering the need to stay in safe conditions, as well as the spatial distance of the war-affected people from psychologists and leading specialized training programs, there arose an urgent task of designing and providing of psychological support for the affected citizens in the virtual space.

The implementation of this task is facilitated by the existing trends of transferring activity to a virtual format, caused, on the one hand, by the general processes of digitalization, use, creation, and dissemination of knowledge on the Internet for the information society (such trends that operated even before the full-scale war, significantly intensified during the COVID-19 pandemic); on the other hand by security-oriented intentions related to the need to distance themselves from the threats of combat actions and their derivatives. The economic advantage of remote psychological support and psycho-prophylaxis of citizens also became

important, since in most cases they turn out to be more accessible (and sometimes more convenient) than "traditional" non-virtual psychological assistance [2].

An important aspect of psychological support for war-affected people is not only supportive influences but also ensuring the so-called post-traumatic growth, that is, the developmental component of specially designed distance technologies. This problem is not solved today, because treatment, say, PTSD as one of the most common consequences of the psychological trauma of war (in many of its variants) does not always provide opportunities for development, sometimes, unfortunately, supports degradation tendencies without further anticipation of development, with transition through the point of bifurcation, that is irreversibility. However, the methodology of our research solves this problem, as it provides a conglomerate of psychological support, learning, and development of adults in a specially designed virtual learning space [1; 2; 3; 4; 5].

It is in virtual learning spaces that distance technologies of psychological support, learning, and personal development reach the highest level. Virtual learning spaces are defined as highly organized social-informational centers of the Internet that are designed and function with the aim of achieving a learning-developmental goal, based on the principles of purposefulness, activity, and initiative of all participants in the learning-developmental process. Virtual learning spaces are the environment of specially organized psychological, social, and information resources for achieving the goal of the educational system, transforming learning into self-learning, developing subjectness and thinking, forming participants' own paths of learning, and improving their psychological state. Virtual learning spaces can be considered the most promising, complex, and productive distance learning-developmental technologies at this time, in particular finding their application during a full-scale military conflict [1;2].

An essential point in solving the problem of post-traumatic growth is those leading psychological properties, the development of which should be directed by supportive influences in the virtual educational space. We believe that these qualities for youth, adults, and the elderly are intelligence and subjectness.

In other words, we are talking about the purposeful design of virtual learning space as an integral immersive metatechnology that systematically organizes processes of psychological support, learning, and development using specific digital technologies with the aim of intellectual development and development adult's person of subjectness.

Intellectual development we interpreted according to our approach to understanding intellect [3]. Intellect is a holistic mental formation that is responsible for generating, constructing, and rebuilding mental models of the world by setting and solving problems. The structure of intellect includes primarily basic cognitions (sensation, perception, memory, thinking, imagination, attention), but intellect does not reduce to them, it also includes metacognitions among which are intellectual initiation (independent problem statement), decentration reflection, and strategicity. The concept of reflection we consider traditionally and strategicity intellect ensures the adequacy of each choice made in the process of solving a problem. Intellectual decentering implies that a person begins to understand: that there is not only his own

but also another (or maybe a second, third, etc.) point of view on the problem. Search for another often more productive point of view on a problem provided by the so-called reflexive exit.

Intellect plays a decisive role in finding new ways of effective activity in becoming potential self-development. In this case, we mean not only and not so much existing intellectual level as its dynamics development cognitions and especially metacognitions under new non-standard tasks. Therefore, intellect has an interprocessual and metacognitive nature and different modalities depending on specific task set features and the context in which they are performed.

The development of subjectness we interpret in line with our approach to the subject as a bearer of a mental model of the world: as an increasing influence on rebuilding or amplification of own mental models as well as gaining independence uniqueness self-sufficiency readiness to make complex decisions. To be a subject means to be the creator of one's own life, to take responsibility for everything that happens to the person himself, his close circle, the environment, etc [2].

Virtual learning space, thus, has to be simultaneously a sphere of both learning and psychological work, and development, in particular, of intellect and subjectness, both in individual and group formats, since group dynamics are formed and strengthened in virtual learning space. The latter is an important factor in deeper and faster "immersion" of participants in the learning-developmental process, enhancement of the emotional component of activity, establishment, and development of social ties, and increase of the effectiveness of the learning process and psychological work as a whole. Most often, group psychological work in virtual learning spaces takes place in formats of webinars, internet trainings, internet conferences, group chats, etc. Psychologists and educators actively explore the possibilities of virtual learning spaces in social networks: both because of their prevalence among the public, and because of the availability of powerful opportunities for internet communication, development of social ties, and group dynamics in internet communities.

The integration of the multimedia component into the learning process in virtual learning spaces has become of great importance, primarily video clips on the topic of psychological work or training. In other cases, online work is used with the possibility for the psychologist or facilitator of the session and students to see and hear each other in real-time (for example, in Zoom or Google Meet video meetings), which enhances the "effect of presence" and improves group dynamics. For more effective processing of new knowledge, skills, and abilities, for deeper change by participants of cognitive-behavioral strategies, text mini-lectures with theoretical information on the topic of the session, self-analysis and relaxation tasks, tasks for performing in a non-computer social environment (for individual study and interiorization of new behavioral and mental patterns), exercises on modeling relevant sociopsychological situations and building new strategies of one's own behavior and thinking, bibliotherapy, art therapy, music therapy, etc. are introduced [1;2].

The integral use of specific digital technologies in the design of virtual learning space must conceptually correspond to the designed supportive

developmental-educational system. Among the digital technologies, we will mention such, in particular, as educational and methodological materials in the form of separate files, multimedia presentations, virtual excursions, virtual group events, distance trainings, internet radio and television, audio and video podcasts, virtual and computer games, virtual or augmented reality, etc. At the same time, adequate use of neural networks and AI in the learning and development process, for example. ChatGPT, can embellish and modernize the designed virtual learning space, and enrich its developmental-supportive potential.

Therefore, a virtual learning space is an immersive digital environment that is based on relevant psychological and pedagogical technologies and purposefully designed for use by subjects of learning activity for achieving defined supportive, educational, or developmental goals. It unites and concentrates learning and developmental resources in a special way, based on the principles of appropriateness, initiative, activity, and subjectness of all participants of the educational process (teachers, psychologists, tutors, students, administrators, programmers), facilitates the creation of group dynamics and, accordingly, provides psychological support and development of adults.

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