FRAGILITY, RESILIENCE, ANTI-FRAGILITY. HOW WAR CREATES NEW CHALLENGES IN THE EDUCATION OF CHILDREN AND YOUTH

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Abstract. *The authors examine the phenomenon of fragility in contemporary international and European discourse as a characteristic of the instability of social systems and human existence in conditions of uncertainty, conflict and crisis. The concept of "fragility" is outlined as a combination of existing increased risks and insufficient opportunities for society or the state to respond to them effectively, based on analytical materials from the OECD report "States of Fragility 2025". The situation in Ukraine during the war has been shown to largely correspond to the characteristics of "living with fragility". However, at the same time, it is evident that there is a high level of social and psychological resilience based on mutual support, trust and solidarity. In the context of pedagogical research, the interrelationship between fragility, resilience and anti-fragility in the educational process during wartime is analysed. Particular attention is paid to the formation of resilience as a multidimensional characteristic that includes psychological, social and personal resources. The mechanisms for developing resilience through pedagogical modelling of dangerous situations are outlined. It is vital to acknowledge the significance of the educational environment in fostering resilience among children and young people in wartime conditions. The necessity to establish a school environment conducive to safety, mutual support and meaning-making is substantiated by data from UNICEF pertaining to the psychosocial vulnerability*

of the child population. The role of teachers in wartime as key partners of students, combining educational, upbringing and therapeutic functions, is demonstrated. It is emphasised that supporting teachers' mental health and resourcefulness through self-regulation, mindfulness, art therapy and creative reflection practices is a necessary condition for the stability of learning and educational communities.

Keywords: *fragility, hardness, resilience, anti-fragility, vitality, children of war, psychosocial support, socio-pedagogical support, educational environment, mental health of teachers.*

INTRODUCTION, PROBLEM STATEMENT

During periods of war, social transformations are accompanied by increased dynamics of change in all spheres of society, crisis situations and growing uncertainty. These factors lead to the actualisation of concepts related to the individual's response to the ambiguity of a rapidly changing world. In this context, scientific discourse highlights such key concepts as "fragility", "hardness", and "anti-fragility", which logically reflect the movement of individuals from the least adaptive to the most adaptive state. The initial state is characterised by vulnerability and instability, while the subsequent states denote resilience, maintaining internal integrity and active growth through the process of overcoming challenges.

The significance of examining the content of these concepts in the context of Ukrainian pedagogical discourse is determined by the necessity to ascertain the extent to which the processes of personal adaptation are interdependent and complementary. The concept of "fragility" is associated with risks and limitations, while "resilience" signifies the capacity for adaptation, even in crisis situations. "Anti-fragility", in turn, denotes the ability to not only adapt, but also to utilise difficulties as a catalyst for personal growth, enhancing resources and acquiring new skills. Therefore, defining the essence of these concepts allows for a deeper understanding of the conditions for the formation and maintenance of personal and social resources of children and young people in wartime.

The purpose of the article is to analyse the meaning of the concepts of "fragility", "resilience", "hardness" and "anti-fragility", and to identify the educational challenges of wartime and ways to overcome them in the education of children and young people.

MAIN RESULTS

In the international and European context, the notion of "fragility" is gaining traction in various spheres of social life. This phenomenon can be attributed to the unpredictability and rapid transformation of the contemporary world, characterised by the emergence of "black swan" events that have profoundly impacted the lives of contemporary individuals.

Fragility as the least adaptive state of personality

The term "fragility" is a multifaceted concept that can be interpreted in diverse ways. In general, the term signifies a range of states, from slight fragility to instability. This can be applied to materials, as well as the physical condition of people, and even social or political situations. The term is employed in contexts pertaining to overload, specifically with regard to the fragility of materials, and refers to the property of a material that renders it susceptible to cracking or breaking under a minimal load, without any discernible plastic deformation. Examples of such use include ceramic materials, glass, and certain metals. A further example is frailty syndrome, a complex condition in older people associated with a decline in physiological reserves and increased susceptibility to stress. Finally, fragility in metaphors, where the word "fragility" is used metaphorically, for example in the phrase "life is fragile", meaning that life is impermanent and people are prone to illness, accidents, and other difficulties.

The Organisation for Economic Co-operation and Development (OECD) employs the term "fragility" in a socio-political context to denote countries, systems and communities that are vulnerable to risks and possess inadequate capacity to manage those risks. This encompasses circumstances characterised by instability, a deficient social and political order, and a state that is either ineffective or incapable of effectively addressing crises.

The OECD report "States of Fragility 2025" (OECD, 2025), published to mark the 25th anniversary of the OECD's work in the field of fragility, once again emphasises the OECD's focus on implementing a humanistic policy of sustainable development. The report states that development cooperation, while not necessarily designed to bring about transformational change, can act as a catalyst for stimulating development, preventing conflict and building a better future (OECD, 2025).

Reports of this nature are of significance for all countries, including Ukraine, as they facilitate the identification of vulnerabilities in the development of various areas of society using other countries as examples.

The report defines the concept of "fragility" as a combination of increased risk in a country's development and insufficient capacity of the state, system and/or communities to respond to, absorb or mitigate these risks (OECD, 2025). The report also employs the concept of "vulnerability" as a phenomenon that leads to fragility in any sphere of public life, including the life of the individual (OECD, 2025).

The report contains analytical and statistical data on the countries of the world that are experiencing the most instability, with the population of such countries accounting for 25 % of the world's population (OECD, 2025). The concept of fragility is understood as a universal phenomenon; consequently, the OECD assesses fragility on a global scale through its multidimensional fragility framework. This framework was first presented in the 2016 State of Fragility report, which is an independent resource that takes into account data and assesses fragility across a spectrum of intensity across six dimensions: economic, environmental, human, political, security and social. The framework utilises a range of quantitative indicators, with eight to ten indicators employed in each dimension and a total of 56 indicators across all six dimensions. This comprehensive approach enables the analysis of sources of risk and resilience.

It is important to note that the OECD's Fragility 2025 report does not contain an analytical summary of Ukraine. Concurrently, the circumstances in Ukraine within the context of the Russian-Ukrainian war are in alignment with one of the document's theses – "the realities of living with fragility and responding to it". Notwithstanding the considerable impact and deterioration of its security vulnerability, which has been categorised as severe due to the Russian aggression that began in February 2022, the report observes that Ukraine retains a significant degree of resilience. Ukraine's resilience is particularly evident in the political, social and human spheres (OECD, 2025).

In the field of sociology, the concept of resilience in the human sphere is considered one of the key factors in fostering resilience in other societal domains. Consequently, the issue of overcoming human fragility and enhancing resilience is of great importance for overcoming the fragility of the country and society as a whole.

The social situation in Ukraine in the context of the Russian-Ukrainian war highlights the concept of personal "fragility", particularly for vulnerable social groups.

The concept of fragility in humans can be understood as a state that is associated with the depletion of the body's physiological and psychological reserves. The concept of fragility in relation to an individual's ability to withstand challenges and adversity is indicative of their vulnerability to external circumstances. This vulnerability is characterised by an inability to effectively overcome obstacles and threats, particularly those that pose a threat to human

life and health. The concept of human fragility serves to emphasise the notion that psychological traits and mental health are intertwined with personality traits, thereby deepening an individual's vulnerability. The phenomenon of globalisation, crises, atypical situations in the behaviour of country leaders, violations of established laws of international law, and the spread of military conflicts in the world have been identified as factors that affect people's vulnerability and lead to an increase in their fragility.

In the context of Russia's military aggression against Ukraine, the most vulnerable members of Ukrainian society, i.e. children and young people, require special attention due to their heightened risk of exposure to harm.

The concept of "vulnerability" can be clarified in relation to children and young people in Ukraine based on OECD reports (OECD, 2025). It is evident that Ukrainian children and young people find themselves in a state of heightened vulnerability, characterised by elevated risks to their well-being. These risks encompass potential threats to life and health during air raid alerts, and are significantly exacerbated when individuals stay in areas proximate to the combat zone. Additionally, there is a risk of losing loved ones, social connections, one's home, material resources, and the opportunity to pursue education. The state, community, school, parents, the child, and young person themselves all demonstrate an inadequate capacity to respond appropriately and mitigate these risks.

The notion of fragility, as the least adaptive state of personality, necessitates an increased focus on the cultivation of resilience among the Ukrainians during periods of military threat.

Resilience and vitality

As reported by international organisations, the state of war has resulted in considerable social and psychological problems among children and young people in Ukraine. According to UNICEF (2022), since the war escalated on 24 February 2022, approximately 5.7 million children in Ukraine have had their education interrupted, and 1.5 million children have faced mental health problems. According to UNICEF (2024), the humanitarian situation in Ukraine in 2024 is as follows: 2.9 million children in Ukraine are in need of assistance as a result of the war. Representatives of UNICEF have drawn particular attention to the issue of mental health problems and the need for psychological support for children and young people in Ukraine.

In the context of the ongoing war, which has been in effect since 2014, Ukraine's education sector has accumulated substantial experience and demonstrated a considerable capacity to respond to risks and provide support to children and young people in developing resilience in the face of significant challenges and uncertainty.

In the context of education, it is argued that the term "resilience" is more appropriate than "hardness" for several reasons. The term "resilience" is understood to have a broader meaning, encompassing the entire process of overcoming difficulties, preserving and forming life orientations, actively adapting to rapidly changing situations, and developing personality in crisis conditions. The term "hardness" is employed in a more technical or physiological sense, for example in the context of the stability of materials or mental stability in the face of stress. The concept of "hardness" is one that focuses on endurance, but without consideration of a person's subsequent development. The concept of "resilience" refers to an individual's internal (cognitive, motivational, value-based) resources that facilitate not only the ability to withstand stress, but also the capacity to derive meaning from the challenges encountered, their own educational pursuits and life circumstances (Katsenko et al., 2024). The key components of resilience are as follows: positive thinking; a sense of control; awareness and self-regulation of emotions; the ability to interact socially; responsibility; and the search for meaning in critical situations.

Consequently, we propose the conceptualisation of resilience as a multidimensional construct, integrating the psychological, social, personal, and other internal resources of an individual (Amelina, 2023). It is imperative to emphasise that this extensive interpretation of the concept of "resilience" is employed exclusively within the domain of Ukrainian pedagogical science and practice.

In the context of English discourse, there are several terms that describe an individual's ability to adapt, recover and maintain resilience. These include "hardness", "resilience" and "vitality".

The term "hardness" is traditionally used to refer to an individual's inner strength, their ability to withstand external pressure and maintain their convictions even in difficult circumstances. However, within a psychological framework, the term "hardness" often assumes a dualistic nature. On the one hand, it signifies persistence and consistency, while on the other, it can denote a lack of flexibility or a propensity towards emotional withdrawal. Consequently, hardness is indicative of a relatively static, defensive form of resistance to the environment, which does not invariably contribute to constructive adaptation (Shpancer, 2019).

The concept of resilience, as postulated by psychologist Martin Seligman, focuses not only on the ability to resist destructive influences, but also, above all, on the ability to recover, adapt and grow after experiencing difficulties (Seligman, 2014). Resilience is regarded as a more productive component of psychological well-being, as it encompasses flexibility, receptivity to change, and the capacity for self-reflection (Southwick et al., 2014).

The concept of vitality (also known as "life force" or "life energy") is employed to denote the energetic and motivational aspects of personality functioning. Vitality is defined as a sense of inner liveliness, energy, and the ability to act and realise one's intentions. In contrast to hardness and resilience, which emphasise protective and adaptive mechanisms, vitality is defined as the basis for creative activity, positive affect and psychological well-being (Dean, n.d.).

In the context of Ukrainian scholars' views, the most adequate English equivalent of the term described above is "resilience". It is important to note that within the field of education, a number of specific terms are employed to denote various forms of resilience: educational resilience – the ability of a pupil/student to overcome difficulties in learning and remain motivated; academic resilience – endurance in the learning process, the ability to cope with stress and failure; student resilience – the resilience of a pupil/student; school resilience – resilience in the school environment (often refers to the collective ability of the educational community); psychological resilience – psychological resilience; resilience to adversity – resilience in overcoming difficulties.

Antifragility: from stability to development

In 2012, Nassim Nicholas Taleb introduced the term "antifragility". He argues that in conditions of uncertainty, not only resilience, defined as the immutability of an object, is necessary, but also another, more flexible trait that enables an object to become better under the influence of change and pressure (Taleb, 2021). "Antifragility is beyond resilience or robustness. The resilient resists shocks and stays the same; the antifragile gets better. This property is behind everything that has changed with time: evolution, culture, ideas, revolutions, political systems, technological innovation, cultural and economic success, corporate survival, good recipes … equatorial forests, bacterial resistance … even our own existence as a species on this planet.

The antifragile loves randomness and uncertainty, which also means – crucially – a love of errors, a certain class of errors. Antifragility has a singular property of allowing us to deal with the unknown, to do things without understanding them – and do them well. Let me be more aggressive: we are largely better at doing than we are at thinking, thanks to antifragility. I'd rather be dumb and antifragile than extremely smart and fragile, any time" (Taleb, 2021).

A thorough examination of the triad of "fragility – hardness – anti-fragility" reveals the following conclusion: if fragility is interpreted as a negative reaction to external pressure, and hardness as a neutral one, then anti-fragility implies development and transformation through difficulties. In the field of science, the concept of "anti-fragility" is a relatively recent development, characterised by its interdisciplinary nature and use of metaphor. It is more prevalent in management and philosophy than in pedagogy or psychology. In the context of contemporary Ukrainian pedagogy, the notion of resilience can be conceptualised as a synthesis of two components from the triad "fragility – hardness – anti-fragility", namely hardness and anti-fragility. On the one hand, resilience includes elements of hardness , which manifest themselves in an individual's ability to maintain integrity, balance and effectiveness in stressful or socially unstable conditions. On the other hand, it contains signs of anti-fragility, i.e. the ability not only to withstand difficulties, but also to grow, strengthen and develop thanks to the challenges experienced. In the context of war, constant change and uncertainty, Ukrainian educational practices prioritise the cultivation of a sense of stability and resilience in children and young people. This encompasses the ability to withstand negative influences and the capacity for active engagement in the process of self-development and self-renewal. Resilience has been shown to provide a basic protective function for humans, allowing them to experience stress without losing their adaptability.

Anti-fragility adds a prognostic perspective, with difficulties being shown to become a source of inner growth and the development of social and psychological competencies.

In times of war, the primary focus is on the development and maintenance of resilience, which is driven by both internal educational development needs and contemporary challenges – primarily war, forced migration, loss of security, changes in educational formats, and psychological and social instability.

Educational challenges in wartime

In circumstances characterised by protracted stress and social transformation, the psychological well-being of children and young people assumes precedence over academic accomplishment. The capacity to adapt to change, cope with loss, and establish relationships becomes paramount.

In the contemporary context, education has evolved to become an integral component of the social protection system.

Education is a fundamental aspect of developing resilience, as it provides a structured environment that fosters cognitive and emotional development, as well as a sense of security. In Ukrainian educational institutions, models of psychosocial support that integrate emotional regulation training, brief cognitive-behavioural techniques, and the development of self-help skills have proven effective.

In the context of the full-scale war, Ukrainian teachers have been compelled to adopt a multifaceted role, encompassing not only their conventional functions as mentors, facilitators and assistants to their students, but also assuming a primary responsibility for the physical and mental well-being of children. In these circumstances, they have been tasked with teaching and motivating students in conditions of uncertainty, conducting classes in extreme situations and navigating the complexities of organising the educational process in challenging circumstances. The impact of war on all children is profoundly traumatic. Teachers are tasked with the responsibility of observing the cognitive manifestations of stress in children. It has been observed that students have displayed a range of symptoms indicative of anxiety and concern, including a diminished motivation to engage with their learning, confusion, reduced attention span, impaired memory and concentration, and an increased rate of fatigue during classes (Sysoieva, 2024). It is widely acknowledged that educational losses are inevitable; therefore, teachers are adopting a comprehensive approach to supporting chil-

dren's physical, mental and emotional health. This involves overcoming children's personal fragility and building resilience. To this end, individual consultations and group sessions for students are being organised. The aim of these sessions is to develop emotional self-regulation skills, overcome anxiety and fear, and form adaptive behaviour strategies in conditions of stress and uncertainty. Teachers employ interactive and game-based methodologies that stimulate children's attention, activity and motivation, even in non-standard conditions – such as shelters, during remote learning or in temporarily restricted educational spaces. It is vital to emphasise the importance of establishing an environment characterised by mutual support and trust among students. This can be achieved through the implementation of group exercises, team tasks, discussion platforms, role-playing games, and creative projects. These activities are designed to enable children to experience a sense of importance, safety, and social inclusion. Teachers take care of students' physical health by implementing various strategies. These include the organisation of short physical education breaks, the incorporation of relaxation exercises, breathing practices, and elements of movement therapy. These pedagogical approaches have been found to assist in the reduction of tension and the maintenance of children's energy balance.

It is important to note that the mechanisms for building resilience are based on simulating dangerous situations in conditions that are safe for children and young people. In other words, they involve the deliberate creation of educational conditions that activate the individual's internal resources. In the context of pedagogical practice, this approach assumes particular significance during periods of war, social crisis or post-traumatic recovery, when children and young people are confronted with the imperative not only to adapt to novel circumstances, but also to acquire the capacity to function effectively in dangerous or unpredictable environments. The utilisation of simulated dangerous situations in a safe environment enables students to safely immerse themselves in simulated threat scenarios. In these scenarios, students have the opportunity to understand the nature of risk, test their own reactions, make decisions and experience successfully overcoming stress. This process has been shown to foster both awareness and inner confidence in the ability to act constructively, which is the basis of resilience. From a pedagogical perspective, modelling is a tool that aims to develop effective behavioural patterns, gradually transforming them into internalised attitudes and automatic actions in real crisis situations. The result is the formation of resilience, which combines cognitive awareness, emotional balance, social cohesion, and the ability to mobilise internal resources in critical situations. Through the controlled modelling of dangerous situations in safe conditions, students learn to manage stress and rethink it as a challenge that stimulates personal development.

The implementation of these socio-pedagogical practices enables teachers to cultivate children's life skills, their capacity to adapt to change, their mastery of self-regulation skills, and their ability to counteract stress factors. This is of particular significance in contexts of military conflict and instability. This comprehensive approach has been demonstrated to assist in the preservation of students' physical and mental health, in addition to fostering the development of their resilience, social activity, responsibility, and emotional maturity. These factors have been shown to contribute to the successful navigation of personal challenges. Consequently, the contributions of Ukrainian teachers extend beyond the immediate educational context, taking the form of a methodical educational endeavour aimed at nurturing and shaping the generation destined to define the future of the nation. Therefore, the professional activities and training of teachers and educators should be viewed through the prism of preserving the health and lives of children and young people, identifying their vulnerabilities, overcoming their personal fragility and developing their resilience.

In the context of war, it is imperative for teachers to prioritise the preservation of their own resources, whether for professional or non-professional pursuits. Teachers in each region have encountered a range of challenges, resulting in divergent work processes. However, they also share common pains and aspirations, as well as shared challenges. In the context of the ongoing full-scale war, most schools in Ukraine have been left unable to teach children in the conventional face-to-face format. As of December 2022, 36 % of schools had adopted a hybrid learning model, combining remote and face-to-face learning, while an additional 36 % had transitioned exclusively to remote learning. In particular, most schools in the eastern and southern regions of the country worked and continue to work remotely (Kohut et al., 2023). Since the onset of the full-scale invasion, the time required for teachers to prepare for a lesson increased. The study found that between 59 and 85 % of teachers shatr this perspective: 59 % in Chernihiv region, 68 % in Sumy region, 75 % in Mykolaiv region, 85 % in Kharkiv region, 85 % in Zaporizhzhia region, and 85 % in Kherson region. Research indicates that more than half of teachers require psycho-emotional support; between 20 % and 25 % of teachers require group training; 16 % to 21 % require individual consultations with a psychologist; 13 % to 20 % express the need for training sessions for parents; and 10 % to 18 % report the need for individual support from a psychologist or social worker for children (Kohut et al., 2023). Prior to the full-scale invasion, teachers engaged in discourse concer-ning material, technical and methodological support. The issue of mental health was scarcely discussed. In the context of martial law, the provision of psychological and methodological support, aimed at enhancing the resilience of teachers, is of paramount importance. It is imperative that teachers possess the knowledge and skills to respond effectively to emergency situations, including the ability to provide first aid and psychological support. Furthermore, it is essential that they are able to recognise signs of stress or psychological trauma in students. Consequently, the majority of teachers require assistance to maintain their morale, identify the motivation to function within a wartime, overcome their personal vulnerabilities, and re-evaluate their capacities (Ministry of Education and Science of Ukraine, 2024). Demonstrating calmness, balance, and resilience is a fundamental strategy in fostering resilience in children during periods of conflict. In order to help students, teachers need to restore their own resources. The constant and alarming stress of wartime and uncertainty experienced by all at present requires an increased focus on our own resources, most particularly those of teachers, who in turn pass them on to children during the educational process. Consequently, the restoration of personal resources and the maintenance of mental well-being become of particular significance for teachers during periods of war (Sysoieva, 2024). It is imperative that teachers are furnished with effective instruments during their professional training to optimise their resources for both professional pursuits and other activities.

Practices for restoring teachers' resilience

The effectiveness of teaching is contingent on the teacher's ability to maintain inner balance, regulate their emotions and remain psychologically stable, even in crisis situations. Empirical research has demonstrated that "all teachers studied have a moderate level of mental health in terms of emotional and social well-being, as well as a moderate level of psychological well-being" (Portnytska et al., 2025). Concurrently, the authors emphasise that 'the mental health of teachers is contingent, to a certain extent, on the level of education in which they are employed, and that the proximity of the teachers' region of residence to the front line influences their level of life satisfaction' (Portnytska et al., 2025). This finding underscores the necessity for the establishment of supplementary support mechanisms to assist teachers in the restoration of their resources.

The provision of support for teachers' mental health has been demonstrated to be associated with psychological factors that facilitate the maintenance of inner resilience. In this context, research emphasises the importance of "social support, personal resources, and the ability to regulate emotions" (Cheriezova et al., 2024). The aforementioned factors have been demonstrated to assist in the reduction of stress levels, increase the effectiveness of pedagogical interaction, and create an atmosphere of trust within the educational environment.

The implementation of mindfulness practices (i.e. the conscious and non-judgemental attention to one's own thoughts, emotions and bodily sensations in the present moment) has been demonstrated to be beneficial for teachers in the preservation of their psychological resources. Such practices have been shown to promote conscious awareness of one's own emotions and reactions, develop concentration and self-regulation skills, and help maintain calm in stressful situations. Furthermore, they serve to demonstrate to students constructive responses to difficulties.

In Ukraine, teachers are already incorporating mindfulness practices to enhance mental well-being and cultivate resilience. These exercises have been demonstrated to facilitate composure, enhance concentration and self-regulation, foster enhanced student-teacher understanding, and alleviate stress (Motruk, 2023). A number of professional development programmes for teachers incorporate brief mindfulness practices into lessons or provide relaxation messages as part of the psychological support offered to prospective teachers. The pedagogical specificity of future teachers' mastery of mindfulness techniques lies in their readiness to teach their students techniques for connecting with reality. This process involves a two-way trend: the simultaneous transformation of mindfulness into a way of life (as an element of health improvement and as a pedagogical example) and a means of educational influence (didactic – learning through self-knowledge and openness to the situation, educational – the formation of psychological culture, developmental – psychotherapy with reality) (Gera, 2014).

Another effective therapeutic modality is art therapy, which employs creative methods that facilitate the verbalisation of internal emotions through the use of images, sound, or movement. Exercises such as drawing, sculpting, sand therapy, metaphorical associative cards or music-making are employed in art therapy to allow the teacher to express their emotional state, reduce tension and restore inner balance. Crisis counselling frequently employs isotherapy, clay therapy, metaphorical association cards, and original techniques – all of which are forms of art therapy adapted to different categories of clients, including teachers (Krasina et al., 2023). Art therapy has been demonstrated to be a potent instrument in the management of the psycho-emotional state, enabling individuals to express their feelings without words, reduce anxiety, restore internal resources, and identify sources of support within themselves (Voznesenska, 2023).

The integration of these practices into teacher training and professional activities has the potential to furnish teachers with a psycho-emotional foundation capable of withstanding the challenges of war. The integration of mindfulness techniques and art therapy methodologies within teacher training curricula, and their subsequent incorporation into daily pedagogical practices, has been demonstrated to yield multifaceted benefits. These benefits encompass the promotion of mental well-being and the enhancement of resilience among teachers. Teachers who have these tools at their disposal are able to support themselves and their students, and to create an educational environment that reflects resilience, adaptability and humanity.

CONCLUSIONS

The challenges of wartime have led to a reevaluation of the role of educational institutions as spaces that foster psychological safety, provide support, and facilitate recovery for children

and young people. Teachers function not only as the bearers of knowledge, but also as mediators between children and a changed reality, providing emotional stability and modelling behavioural strategies for coping with stress.

During wartime, the acceleration of social change transformations, the emergence of crises, and growing uncertainty stimulate a renewed focus on the individual's capacity to respond to the ambiguity of a rapidly transforming reality. Consequently, scientific discourse increasingly centres on the concepts of "fragility", "hardness", "anti-fragility" and "resilience" as a logical reflection of the movement of the individual from the least adaptive to the most adaptive state.

The concept of "fragility" is widely used in the international and European space to describe conditions characterised by increased vulnerability and limited capacity to counter risks.

Personal fragility is defined as a state of insufficient adaptability, depletion of physiological and psychological resources, and vulnerability to stressful and crisis situations. This phenomenon is especially pronounced in children and young people, particularly during periods of war.

Hardness is defined as the ability of an individual to maintain inner balance and adapt to changes in stressful or crisis situations.

Anti-fragility is defined as the ability of an individual to not only withstand stress and difficulties, but also to utilise them for development, strengthening resources, and acquiring new skills. In the field of education, the integration of resilience and anti-fragility has been demonstrated to arouse resilience in children and young people. This concept encompasses the capacity to maintain inner balance, adapt to environmental changes, effectively overcome challenges, and utilise stressful circumstances as catalysts for personal and societal advancement.

Resilience is a multidimensional concept that encompasses psychological, social and personal resources, thereby enabling individuals to adapt, recover and develop in challenging circumstances. In contradistinction to "resilience", it involves actively overcoming challenges and concentrating on subsequent development, as opposed to merely passive endurance.

Pedagogy in Ukraine during wartime is focused on the development of resilience in children and young people through psychosocial practices, the modelling of dangerous situations and the integration of supportive techniques into the educational process.

A comprehensive approach that combines psychological support, pedagogical risk modelling and the development of internal resources has been shown to help overcome personal fragility and build resilience in children and young people. In addition, this approach can contribute to long-term stabilisation and development of society.

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