



Zhytomyr Ivan Franko State University Journal.  
Pedagogical Sciences. Vol. 4 (107)

Вісник Житомирського державного  
університету імені Івана Франка.  
Педагогічні науки. Вип. 4 (107)

ISSN (Print): 2663-6387  
ISSN (Online): 2664-0155

## TERTIARY EDUCATION

## ПЕДАГОГІКА ВИЩОЇ ШКОЛИ

UDC 378.147:004.773.7+614:616-036.21  
DOI 10.35433/pedagogy.4(107).2021.14-23

### PSYCHOLOGICAL AND PEDAGOGICAL FACTORS FOR MAINTAINING THE PROFESSIONAL HEALTH OF EDUCATORS UNDER QUARANTINE RESTRICTIONS

**N. M. Myronchuk\***, **O. Ye. Antonova\*\***, **N. M. Polishchuk\*\*\***, **V. A. Kovalchuk\*\*\*\***

*The article defines the essence of professional health of educators as a harmonious set of components, namely: intellectual (state of cognitive sphere, which actualizes motives, knowledge, health-preservation skills), physical (state of organs and systems of the body, which is based on morphological and functional reserves that provide adaptive responses); mental (state of mental and emotional spheres, the basis of which is the general mental comfort, which provides an adequate behavioral response); spiritual (set of characteristics of the spiritual world of an individual, the need to master the system of universal spiritual values; motivational and value attitude to the spiritual heritage), social (essence of relations with society, based on values and motives of individual behavior, economic, political, social, spiritual spheres of life) health. It is noted that the change in the regime of educational activities during the quarantine affects the professional health of educators.*

*The article outlines the violation of the psychological and physical condition of the subjects of the educational process as a result of professional activities during quarantine. On the basis of the*

\* Doctor of Sciences (Pedagogy), Docent  
(Zhytomyr Ivan Franko State University)  
mironchuknm@gmail.com

ORCID: 0000-0002-1360-6381

\*\* Doctor of Sciences (Pedagogy), Professor  
(Zhytomyr Ivan Franko State University)  
olena.antonova2015@gmail.com

ORCID: 0000-0002-3240-6297

\*\*\* Candidate of Pedagogical Sciences (PhD in Pedagogy), Teacher  
(ME "Zhytomyr Regional Institute of Postgraduate Education" of Zhytomyr Regional Council)  
polychuk@gmail.com

ORCID: 0000-0002-7806-1810

\*\*\*\* Doctor of Science (Pedagogy), Docent  
(Zhytomyr Ivan Franko State University)  
va\_kovalchuk@ukr.net

ORCID: 0000-0002-1231-8708

developed questionnaire, the peculiarities of emotional reaction and behavior of teachers and students during the quarantine are found out. Survey and self-assessment methods were used for assessment. The most common states of emotional response to the situation of coronavirus spread were identified and the causes of anxiety in respondents were clarified. The degree of activity of educators and students in the area of disease prevention and strengthening their own health has been determined. Peculiarities of educational and professional activity of subjects of educational activity during quarantine are determined. The degree of adaptation of students and teachers to the peculiarities of work in the conditions of distance / blended learning is clarified. Inquiries of teachers and students concerning information and preventive work in the conditions of quarantine are revealed. The vectors of preventive and corrective actions for the preservation of physical and psychological health are outlined.

**Key words:** educator, future teacher, professional health, pandemic, quarantine restrictions, distance learning, blended learning.

## ПСИХОЛОГО-ПЕДАГОГІЧНІ ЧИННИКИ ЗБЕРЕЖЕННЯ ПРОФЕСІЙНОГО ЗДОРОВ'Я ПЕДАГОГІВ В УМОВАХ КАРАНТИННИХ ОБМЕЖЕНЬ

Н. М. Мирончук, О. Є. Антонова, Н. М. Поліщук, В. А. Ковальчук

У статті визначено сутність професійного здоров'я педагогічних працівників як сукупність низки складників, а саме: інтелектуальне (стан когнітивної сфери, яка актуалізує мотиви, знання, уміння щодо здоров'язбереження), фізичне (стан органів та систем організму, основу якого становлять морфологічні та функціональні резерви, що забезпечують адаптаційні реакції); психічне (стан психічної та емоційної сфери, основу яких становить загальний душевний комфорт, що забезпечує адекватну поведінкову реакцію); духовне (сукупність характеристик духовного світу особистості, потреба у засвоєнні системи загальнолюдських духовних цінностей, мотиваційно-ціннісне ставлення до складників духовної спадщини), соціальне (характер взаємовідносин із соціумом, основу якого становлять цінності та мотиви поведінки індивіда, рівень розвитку економічної, політичної, соціальної, духовної сфер життя) здоров'я. Зазначено, що зміна режиму освітньої діяльності в умовах карантину впливає на професійне здоров'я педагогів.

У статті окреслено порушення психологічного і фізичного стану суб'єктів освітнього процесу внаслідок професійної діяльності під час карантину. На основі розробленого опитувальника з'ясовано особливості емоційного реагування та поведінки педагогів і студентів в умовах карантину. З метою діагностики використано методи опитування та самооцінки. Виявлено найбільш поширені стани емоційного реагування на ситуацію розповсюдження коронавірусу та з'ясовано причини тривоги у респондентів. З'ясовано ступінь активності педагогів і студентів у напрямі запобігання хвороби та зміцнення власного здоров'я. Визначено особливості навчальної та професійної діяльності суб'єктів освітньої діяльності під час карантину. З'ясовано ступінь адаптації здобувачів освіти і педагогів до особливостей роботи в умовах дистанційного/змішаного навчання. Виявлено запити педагогів і студентів щодо інформаційно-профілактичної роботи в умовах карантину. Окреслено напрями превентивно-корекційних дій для збереження фізичного і психологічного здоров'я.

**Ключові слова:** педагог, майбутній вчитель, професійне здоров'я, пандемія, карантинні обмеження, дистанційне навчання, змішане навчання.

**Introduction of the issue.** Specific features of the organization of educational process under the quarantine restrictions (observance of the medical mask regime, keeping social distance, enforcement of self-isolation of

the infected, implementation of elements of distance / blended learning, etc.) complicate the activities of educators and students and can cause such side effects as psychological stress, interpersonal conflicts and produce overall negative

effect on the well-being of an individual.

There is a change in the mode of educational activities (transition to remote or mixed forms of work), thus there is a need to master modern educational resources and tools based on remote technologies, which require effective self-organization of professional activities: organization of personal space (including digital e-space); planning and compliance with the regime of work and rest; prioritization of tasks; use of exercises to restore mental and physical resources of the body (creativity, meditation, psychotechnics), etc. At the same time, quarantine causes changes in the psychological state and physical activity of educational subjects, namely: increases psycho-emotional stress, creates lack of professional communication and, nonetheless, increases the intensity of communication with relatives (excess of which can lead to misunderstandings, strains, conflicts), reduces motor activity and affects the state of overall physical health (impaired vision, musculoskeletal problems, etc.). These aspects actualize the problem of studying the emotional, psychological and physical components of the professional health of an educator and developing a set of preventive and corrective activities on their basis.

**Current state of the issue.** The modern paradigm of human health allows us to consider the concept of "professional health of an educator" as a comprehensive characteristic of health in specific conditions of professional activity, which is characterized by adaptation to the influence of occupational factors, provided sufficient for professional activities intellectual, physical, mental, social and spiritual well-being. Researchers, in particular L. Kuchynska [5], include a set of components in the structure of professional health of pedagogical workers, namely: intellectual (state of cognitive sphere, which actualizes motives, knowledge, skills on healthcare), physical (state of organs and

systems of organism, based on morphological and functional reserves that provide adaptive responses); mental (state of mental and emotional spheres, the basis of which is the general emotional comfort, which provides an adequate behavioral response); spiritual (set of characteristics of the spiritual world of the individual, the need to master the system of universal spiritual values, motivational and value attitude to the components of spiritual heritage), social health (nature of relations with society, based on values and motives of individual behavior, economic, political, social, spiritual spheres of life).

The COVID-19 pandemic has increased the relevance of the research dedicated to the specifics of teacher training. Studies of the impact of quarantine restrictions on the educational process show main trends in different countries. In particular, researchers L. Aperribai, L. Cortabarria, T. Aguirre, E. Verche and Á. Borges [1] surveyed educators about the changes they experience in their professional activities. The following problems were highlighted: increased workload, lack of contacts with students, change in teaching methods, excessive time, overwork, change in learning strategies. These changes in professional activities have also led to problems in the family, namely: reduced time for contact with loved ones, increased workload.

Pupils / students also note the presence of a number of issues: complicated access to educational services, difficulties in interpersonal communication (including friends, fellow groupmates, educators), poor quality of distance communication, pressing necessity to spend more time in the global network, moreover, according to the researchers, the stressors are mainly financial constraints, online distance learning and uncertainty related to their academic success and future career prospects.

Features of mental health of educators are actively discussed in scientific

psychological sources: L. Martynova [7], O. Chaban and O. Khaustova [2] dedicated their work to identifying and describing these issues. Study of the psychological state of various workers, including teachers, in a pandemic of COVID-19 [3; 4] indicate the appearance of a high risk of symptoms of mental disorders or exacerbation of existing (symptoms of depression, anxiety, post-traumatic stress disorder, etc.), as well as the emergence of destructive patterns of behavior.

J. Green and El. Bettini believe that the school should be ready to respond to the needs of mental health of its employees, students, take into account the availability of appropriate staff: school psychologists, social educators, counselors, health workers. In addition, according to researchers, "teachers should be especially attentive to the mental state of young people, as the closure of schools due to COVID-19 and the transition to telemedicine could disrupt students' expectations for services. Therefore, the ability of educators to provide supportive procedures, apply fair disciplinary practices, actively identify young people in need of mental health services and facilitate access to services should be a key factor in preventing or alleviating the potential long-term consequences of COVID-19 pandemic" [4].

In the research of D. Romanovska, R. Mintianska, V. Pank, I. Makhurina [8; 10] it is noted that COVID-19 pandemic has brought changes to teachers' professional activities that have implications for mental health, namely: it has accelerated the transition from the traditional educational process to the use of online teaching methods; changed relations with subjects of learning indirectly, deprived of direct contacts with students and colleagues. Scientists studied the connection between mental health, relationships and physical activity in the areas of professional activity, family and social relations.

S. Lischer, N. Safi and Ch. Dickson conducted research aimed at determining the effects of the COVID-19 outbreak on students' learning and mental health. They found that 85,8 % of students had symptoms of anxiety, although in most cases they were mild (63,3 %). Researchers suggest that the causes of stress or anxiety in students during the COVID-19 pandemic are the following: learning uncertainty; concerns about career prospects; quick transition to distance learning. The study also addresses the challenges the educators are currently facing: psychological support for students, the acquisition of appropriate competencies to work in distance education, digital literacy, etc. [6].

The study of T. Perepeliuk and N. Hryniova is focused on identifying the state of mental health of students [9]. Researchers identify negative socio-psychological aspects of the pandemic (psychological helplessness, changes in the usual rhythm of life, life-threatening, large-scale instability, socio-economic difficulties, job loss), as well as diagnose changes in cognitive, perceptive, motivational, emotional, emotional-regulatory, personal, activity-behavioral states of mental health of applicants.

At the same time, the problem of studying the socio-psychological impact of the global pandemic on the educational activities of subjects of education remains a burning issue, in particular, in the development of preventive measures to maintain mental health, emotional well-being, increase information literacy of educators and future teachers.

**Aim of research** is to identify peculiarities and feature of cognitive-emotional response and educational / professional activities of the subjects of the educational process in the conditions of quarantine restrictions and to determine the vectors of preventive and corrective work in order to preserve their physical and mental health.

**Methods of research.** The following methods were used in the research: analysis of scientific works in order to determine the factors of maintaining occupational health; survey of teachers and students, self-assessment method to determine the cognitive emotional response to the situation of quarantine restrictions. The Pandemic Attitude Towards Mental and Physical Health Questionnaire has been developed and exploited. The study involved 79 students of Zhytomyr Ivan Franko State University and 74 teachers of general secondary education in Zhytomyr region.

**Results and discussion.** In order to conduct the research procedures, a questionnaire has been developed, which consists of three blocks: I. Cognitive-emotional response to the situation; II. Features of professional activity /

training during the quarantine; III. The needs of educators and areas of information and prevention activities in a situation of quarantine restrictions.

The first block of the questionnaire was to find out the emotions / states of the subject in the situation related to the coronavirus pandemic, his/her attitudes and behavior, the degree of activity to maintain health and prevent health-related issues.

The results of the research indicate the highest percentage of such conditions in both groups of subjects: as anxiety, indignation, confusion, tension, anxiety, perplexity, fear, despair about plans for the future (Table 1). At the same time, teachers are dominated by feelings of anxiety and indignation; students – confusion.

Table 1

**The study subjects' an emotional response in the condition of the coronavirus' spread, %**

No	Emotion/state	Students	Teachers
1	Anxiety	45,6	48,6
2	Indignation	30,4	46,0
3	Perplexity	49,4	40,5
4	Tension	40,5	40,5
5	Despair about plans for the future	24,1	29,7
6	Fear	20,3	19,0
7	Irritability	16,5	18,9
8	Reality is not a cause for concern	16,5	16,2
9	Skepticism	16,5	1,4

The emotional response to the situation of coronavirus spread and related quarantine restrictions is due to various reasons, including the most probable ones: anxiety for relatives (79,7 % – students, 75,7 % – teachers), expectations of the possible COVID infection (45,6 % – students, 43,2 % – teachers), significant statistics on the

virus prevalence (34,2 % – students, 27,0 % – teachers), anxiety about possible financial instability (11,4 % – students, 27,0 % – teachers), media influence and social networks (24,1 % – students, 21,6 % – teachers), lack of reliable information (6,3 % – students, 18,9 % – teachers) (Table 2).

Table 2

**The reasons of study subjects' an emotional state, %**

№	The reasons of an emotional state	Students	Teachers
1	Anxiety for relatives	79,7	75,7
2	Expectations of the COVID infection	45,6	43,2
3	Significant statistics on the virus prevalence	34,2	27,0
4	Anxiety about possible financial instability	11,4	27,0
5	Media influence and social networks	24,1	21,6
6	Lack of reliable information	6,3	18,9
7	Lack of remedies and funds for treatment	-	1,4
8	Restrictions on freedom of movement and travel	2,5	-

The results of the study provide grounds for determining the following factors of anxiety of the subjects of the educational process:

- psychological: fear of getting infected and/or infecting a family member; lack of psychological care centers, forced isolation;

- informational: lack of reliable information among the educators (symptoms description, disease and mortality rate, impact on various body systems);

- organizational: lack of personal protective equipment, absence of universal algorithm of actions after getting infected.

The level and vector of educator's activity play an important role in maintaining of his/her the mental health. Unproductive behavioral response is a person's passivity, resignation to circumstances, lack of proper planning, inability to conduct self-development and self-improvement (Table 3).

Table 3

**The degree of activity / passivity of the subjects during the quarantine, %**

№	Criteria	Beginning of quarantine, 2020, May		2020, October	
		Students	Teachers	Students	Teachers
1	Helplessness / passivity of actions	43,0	45,9	13,9	10,8
2	Acceptance of the hopeless situation and expectations of further developments	59,5	32,4	48,1	40,5
3	Low activity in the implementation of previous life plans	30,4	16,2	25,3	24,3
4	Lack of plans for the future (implementation of current tasks)	27,8	10,8	12,7	8,1
5	Intensive work on self-improvement	16,5	7,3	48,1	24,3
6	Desire to realize the planned	16,5	-	40,5	-

As it can be seen from table 3, the subjects in some way adapt to the situation and rethink values, moreover,

their activity is directed to self-development and self-improvement.

Respondents also pay more attention to strengthening their immunity

(nutrition, sleep, rest, etc.) – 59,5 % of students, 56,8 % of teachers; increase the level of physical health (exercise, physical activity) – 20,3 % of students, 19,0 % of teachers; working to improve their psychological health (self-training, complacency, reading psychological literature) – 12,7 % of students, 19,0 % of teachers.

Thus, the results of the study indicate that common ways of emotional response of the subjects are the following: anxiety, worry, perplexity, confusion. Behavioral deviations at the beginning of quarantine were dominated by limited contact, careful interaction, passivity of action, resignation to the situation and weak activity in the implementation of pre-defined plans. Instead, over time, there is a rethinking of the situation and increased activity in the direction of self-education, self-development, education, hobbies and more. We believe that positive impact under mentioned circumstances can be achieved by organizing proper informational and educational activities concerning factors that affect human health, professional activities, including coverage on the web-resources, meetings with health practitioners, making adjustments in the organization of the educational process to create a safe educational environment, etc.

Another component of the questionnaire was to find out the specific features of the educational / professional

activities of students and teachers under quarantine restrictions.

Most of the respondents accepted the conditions of quarantine and were able to adapt to them completely (25,3 % of students, 10,8 % of educators) or to a greater extent (63,3 % of students, 56,8 % of educators). At the same time, the participants have evaluated the quality and peculiarities of distance learning differently: 49,4 % of students and 35,1 % of educators have a contradictory attitude to distance learning, as it is possible to determine both its need and its shortcomings; 44,3 % of students and 16,2 % of teachers give a positive assessment, as distance learning reduces the risk of spreading the disease; 10,1 % of students and 48,6 % of teachers consider it an ineffective form of work.

The subjects of the educational process were asked to determine the effective type of training in the context of the spread of COVID. The usual mode of study with compliance with the relevant conditions (social distance, wearing medical masks, etc.) was approved by 17,7 % of students and 67,6 % of educators; the mode of blended learning was supported by 29,1 % of students and 27,0 % of teachers. At the same time, 57,0 % of students were in favor of the need for distance learning, and only 16,2 % of educators supported them.

The degree of complexity of the work during distance learning was assessed as follows (Table 4):

Table 4

**The degree of complexity of educational / professional activities during distance work, %**

№	Criterion	Students	Teachers
1	Desire and activity in the preparation / execution of tasks are optimally moderate	27,8	43,2
2	Lack of time and organization to complete tasks on time	40,5	27,0
3	I force myself to perform tasks	8,9	13,5
4	I do not perform tasks on time	14,0	13,5
5	Easily perform / prepare all tasks	19,0	8,1

Alteration within educational / professional activities for students / educators in psychological terms is associated with changes in mood, energy expenditure, the emergence of tension, feelings of compulsion, restriction of freedom of action. As we can see from *Table 4*, a significant number of respondents lack the time and organization to complete tasks on time (40,5 % of students, 27,0 % of teachers), some of them find it too hard or perform, which results in a delay. The analysis of the obtained results gives grounds to conclude that when developing and updating the educational and methodological support for the study of educational components of professional training, the above-mentioned aspects must be taken into account, therefore opportunities for students to choose different options for the curriculum should be applied.

An important factor in the psychological safety of subjects of the educational process is the timely identification of the needs of educators and future teachers to provide reliable information in the context of quarantine restrictions. Identifying the degree of information and preventive work during the quarantine shows a sufficient level of information about the peculiarities of possible COVID disease and methods of preventive action (84,8 % of students, 97,3 % of educators). The percentage of respondents' answers about teaching / informing educators on the organization of distance work is slightly lower – 59,5 % (83,5 % of students).

Respondents chose the most important positions on psychological and pedagogical support in quarantine conditions and assessed their importance (*Table 5*):

*Table 5*

**Areas of psychological and pedagogical support during the quarantine**

<b>№</b>	<b>Areas of work</b>	<b>Students</b>	<b>Educators</b>
1	Abidance and quarantine conditions supervision	68,4	62,2
2	Providing reliable information about the situation	58,2	59,5
3	Social and psychological support	46,8	51,4
4	Psychological screening of the cognitive and emotional state	24,1	40,5
5	Trainings on preservation and restoration of mental, psychological and physical health	26,6	35,1

Distance learning limits direct contact between teachers and students. Therefore, we believe that to increase the effectiveness of psychological and pedagogical support in quarantine it is necessary to expand forms of interaction in educational and extracurricular activities by involving students in into the communication with participants of other educational institutions, making acquaintance with various professionals, virtually visiting cultural and educational facilities. participation in joint interuniversity lectures, seminars, visits to virtual museums, etc. As a result, professionally oriented knowledge is expanded, as well as one's

own values are compared with their equivalents of others respondents, and the necessary personal and social experience is formed. All this contributes to stress resistance, reducing psychological tension.

Thus, we believe that the following preventive and corrective actions are important for maintaining the physical and psychological health of participants of the educational process within specific educational conditions:

- diagnosis of physical and psychological condition;
- monitoring of requests and needs related to the organization of the educational process;



- providing counseling on the rules, methods of health-preservation, disease prevention, improving the psychological state of an individual;

- psychological and pedagogical support (health programs, trainings, refresher courses).

**Conclusions and research perspectives.** Quarantine restrictions due to COVID-19 pandemic have caused a number of problems related to the organization of educational / professional activities, well-being, interpersonal relationships, maintaining the professional health of participants of the educational process, therefore educators and students experience feelings of anxiety and confusion. At the same time, there is a rethinking of values and increased number of health-preserving and health-maintaining activities, as well as excessive self-development and self-improvement. An important factor in pedagogical support is the timely identification of the needs of students and educators.

Analysis of emotional and psychological state and features of educators and students in specific educational conditions allowed to identify current problems and areas of preventive and corrective work, which should be implemented through special training (e.g. in the process of training courses), during the organization of scientific-practical and academic educational activities. Educators are actively working on mastering new forms of work with students and other participants within the framework of the educational process.

Promising areas of research within this problem are the development and adaptation of distance forms of educational activities, the study of pedagogical conditions for the organization of psychological and socio-pedagogical assistance to participants in the educational process and more.

## REFERENCES (TRANSLATED & TRANSLITERATED)

1. Aperribai, L., Cortabarría, L., Aguirre, T., Verche, E., & Borges, Á. (2020). Teacher's Physical Activity and Mental Health During Lockdown Due to the COVID-2019 Pandemic. *Front. Psychol.* Retrieved from doi: 10.3389/fpsyg.2020.577886 [in English].
2. Chaban, O.S., & Khaustova, O.O. (2020). Psykhichne zdorovia v period pandemii COVID-19 (osoblyvosti psykhologichnoi kryzy, tryvohy, strakhu ta tryvozhnykh rozladiv) [Mental health during the COVID-19 pandemic (features of psychological crisis, anxiety, fear and anxiety disorders)]. *NeiroNews. Psykhonevrolohiia ta neiropsykhologhiia – NeuroNews. Psychoneurology and neuropsychiatry, № 3 (№ 114), 26-36* [in Ukrainian].
3. Dabrowski, A. (2020). Teacher wellbeing during a pandemic: Surviving or thriving? *Social Education Research, 35-40.* Retrieved from <https://doi.org/10.37256/ser.212021588> [in English].
4. Green, J.Gr., & Bettini, El. (2020). Addressing Teacher Mental Health during the COVID-19 Pandemic. *Teachers College Record, July, 31.* Retrieved from [https://www.researchgate.net/publication/343360704\\_Addresssing\\_Teacher\\_Mental\\_Health\\_during\\_the\\_COVID-19\\_Pandemic](https://www.researchgate.net/publication/343360704_Addresssing_Teacher_Mental_Health_during_the_COVID-19_Pandemic) [in English].
5. Kuchynska, L.F. (2020). Pedagogical conditions of maintaining teachers' good professional health in preschool educational institutions. *Zhytomyr Ivan Franko State University Journal. Pedagogical Sciences, vol. 1 (100), 24-32* [in English].
6. Lischer, S., Safi, N., & Dickson, Ch. (2021). Remote learning and students' mental health during the Covid-19 pandemic: A mixed-method enquiry. *Prospects, 5 January.* Retrieved from <https://doi.org/10.1007/s11125-020-09530-w> [in English].
7. Martynova, L. (2021). Psykhichne zdorovya i COVID-19 [Mental health and

COVID-19]. *NeuroNews. Psykhonevrolohiia ta neiropsykhologhiia – NeuroNews. Psychoneurology and neuropsychiatry*, № 1 (122), 6-7 [in Ukrainian].

8. Panok, V., Marukhina, I., & Romanovska, D. (2020). Psykhologichnyi suprovid osvity v umovah pandemii [Psychological support of education in a pandemic]. *Visnyk NAPN Ukrainy – Herald of NAES of Ukraine*, vyp. 2, 1-7 [in Ukrainian].

9. Perepeliuk, T., & Hrynova, N. (2021). Osoblyvosti stanu psykhichnoho zdorovia studentiv v umovah pandemii [Features of the state of mental health of students in a pandemic]. *Vcheni zapysky*

*TNU imeni V.I. Vernadskoho. Serii: Psykhologhiia – Scientific notes of Tavriya National University named after V.I. Vernadsky. Psychology series*, tom 32 (71), № 1, 110-114 [in Ukrainian].

10. Romanovska, D., & Mintianska, R. (2021). Osoblyvosti psykhologichnoho suprovodu osvitnoho protsesu v umovah pandemii Covid-19 [Features of psychological support of the educational process in the context of the Covid-19 pandemic]. *Naukovyi Visnyk Uzhorodskoho universytetu. Serii: "Pedagogika. Sotsialna robota" – Scientific Bulletin of Uzhorod University. Series: "Pedagogy. Social Work"*, vyp. 1 (48), 365-370 [in Ukrainian].

Received: November 08, 2021

Accepted: December 02, 2021