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**PROSPECTS FOR THE UNIQUE HUMANITARIAN COLLABORATION
BETWEEN NTU “KHPI”, UKRAINE, AND VIRGINIA TECH, USA, DURING THE
RUSSIAN-UKRAINIAN WAR**

Abstract: modern psychological and pedagogical approaches of the two-year partnership between NTU “KhPI”, Ukraine, and Virginia Tech, USA, carried out directly during the war, were considered.

The relevant scientific literature was analyzed and experts from both universities, as well as students and postgraduates, were involved in joint workshops, conferences, and round tables.

Scientific literature on international partnership was analyzed, which is extremely important in a time characterized by a chaotic, uncertain and often violent global context. Experts, students and graduate students of both universities were held, who participated in joint workshops, conferences, round tables, etc.

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Information on the conceptualization and studies of the phenomenon of such collaboration, which is important for successful international study implementation of the humanitarian educational component in higher education based on innovative teaching methods is presented.

The results in the form of recommendations for future leaders about implementing the theory of teaching into a practice and for the effective use of acquired skills in ethical, safe and modern higher education as well as for strengthening solidarity and other humanitarian values, updating educational approaches, were obtained.

Key words: students' mental health; emotional resilience; university partnership; international research; teaching theory; innovative educational strategies; practical plane; specialists-leaders; ethics; safety.

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ПЕРСПЕКТИВИ УНІКАЛЬНОЇ ГУМАНІТАРНОЇ СПІВПРАЦІ УНІВЕРСИТЕТІВ НТУ “ХПІ”, УКРАЇНА, І ВІРДЖИНІЯ ТЕК, США, В ЧАСИ РОСІЙСЬКО-УКРАЇНСЬКОЇ ВІЙНИ

Анотація: розглянуто сучасні психолого-педагогічні підходи унікального університетського дворічного партнерства НТУ “ХПІ”, Україна та Вірджинія Тек, США, яке здійснюється безпосередньо у часи війни.

Проаналізовано наукову літературу щодо міжнародного партнерства та проведено опитування експертів, студентів та аспірантів обох університетів, які були залучені до участі у спільних воркшопах, проведення конференцій, круглих столів тощо.

Подано інформацію про концептуалізацію та дослідження феномену такої співпраці, яка є вкрай необхідною для успішної реалізації міжнародного дослідження

гуманітарної освітньої складової різних спеціальностей навчання у вищій освіті шляхом спільного програмування та впровадження інноваційних методик викладання, що є надзвичайно важливим у часи, які характеризуються хаотичним, невизначеним та часто насильницьким глобальним контекстом.

Отримано результати, які представлено у вигляді рекомендацій щодо трансформації теорії викладання у практичну площину для ефективного використання набутих навичок із етичної, безпечної та сучасної вищої освіти майбутніх фахівців-лідерів під час військового стану, а також такої, що буде сприяти зміцненню солідарності та інших гуманітарних людських цінностей шляхом оновлення освітніх підходів.

Ключові слова: психічне здоров'я студентів; емоційна стійкість; університетське партнерство; міжнародні дослідження; теорія навчання; інноваційні освітні стратегії; практична площина; спеціалісти-лідери; етика; безпека.

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Розширена анотація для ознайомлення з цією темою:

**“Перспективи унікальної гуманітарної співпраці університетів НТУ “ХПІ”,
Україна, і Вірджинія Тек, США, в часи російсько-Української війни”**

Постановка проблеми у загальному вигляді та її зв'язок з важливими науковими чи практичними завданнями. Глобалізація на тлі домінування на ринку нездорової конкуренції загрожує цінностям, на яких базується державна освіта у багатьох країнах. В останні роки у багатьох країнах всього світу та Європейського Союзу, зокрема активно досліджуються проблеми розробки та розповсюдження інновацій у сфері зміцнення солідарності та інших гуманітарних людських цінностей шляхом оновлення освітніх підходів.

Українські вчені долучаються до вивчення цих нагальних проблем та вже роблять вагомий внесок у процес пошуку можливостей та усунення проблем щодо трансформації теорії викладання у практичну площину для ефективного використання набутих навичок із етичної, безпечної та сучасної вищої освіти майбутніх фахівців-лідерів. Особливо це є вкрай важливим зараз в Україні, під час військового стану, щоб успішно впоратися зі складними ситуаціями та обставинами та стимулювати діалог на підтримку обміну знаннями на основі міжнародного

партнерства, яке приносить користь українському народу, на тлі конфлікту росії-України, а також інших постійних кризових змін у світі, глобальних геополітичних ризиків та шокових хвиль, таких як пандемія Ковід

Аналіз останніх досліджень та публікацій, у яких започатковано розв'язання цієї проблеми, і на які спирається автор. Процедури міжнародної освітньої співпраці все більше привертають увагу як закордонних, так і українських дослідників. Корисним є досвід дослідження відомих науковців, таких як: Ерік Фромм, німецький соціальний психолог, філософ, психоаналітик; Юрген Хабермас, німецький філософ і соціолог, професор Франкфуртського університету імені Йоганна Вольфганга Гете, директор Інституту життя науково-технічного світу Макса Планка в Штарнберзі; Аксель Хоннет, німецький філософ і соціолог, професор філософії Франкфуртського та Колумбійського університетів; Дейл Х. Шун, психолог, професор педагогічної школи Північної Кароліни в Грін; Ейлін Мак-Кінлі, ад'юнкт-професор, директор Центру міжконфесійної освіти (ІРЕ) Університету Отаго та інші.

Увагу привертає низка публікацій із питань формування гуманістичної психології, взаємної поваги до індивідуальних цінностей, підтримування демократичних цінностей в навчальних закладах, участі всіх секторів освітньої спільноти у соціальній сфері, оскільки соціальна сфера є основною вимогою посередництва між державою та суспільством, яка дозволяє формувати громадську думку.

Формулювання цілей статті (постановка завдання). Обґрунтування необхідності забезпечення організаційної основи для встановлення міжнародної освітньої співпраці, яка допоможе викладачам у країнах війни, таких як Україна, ефективно розробляти позитивний мотиваційний клімат для залучення студентів до подальшого навчання та виконання наукових досліджень.

Виклад основного матеріалу дослідження з повним обґрунтуванням отриманих наукових результатів. У період російської агресії проти України, міжнародну співпрацю можна визначити як стратегію, якій навчальні заклади повинні слідувати, навіть інколи, тільки для того, щоб вижити. Саме для цього українські університети мають стати більш відкритими, інтегрованими, стійкими та сприяти створенню інклюзивного середовища для вирішення викликів цього нового складного періоду. Можна стверджувати, що відкритість університетів буде сприяти як національному розвитку, благополуччю, так і прогресу людської цивілізації.

Поряд із цим, університети під час криз також мають демонструвати свою стійкість та бажання до подальшого розвитку. Бути "стійкішими" означає мати можливість адаптуватися до змін, передбачати потреби та демонструвати лідерство, що надихає. Коли стаються кризи, наша стійкість дозволяє нам долати труднощі та перетворювати їх на

можливості для зростання та навчання. Університети повинні залишатися стійкими у культивуванні своїх цінностей та ідентичності, пов'язаними один із одним та орієнтованими на майбутнє.

Міжнародне співробітництво між НТУ "ХП", Україна, та університетом Вірджинія Тек, США, розпочате у 2022 році, створило підґрунтя для розвитку подальшого діалогу в межах цього унікального партнерства, котре розвивається навіть в умовах жорстокої російської агресії, яка спустошила Україну, але не її дух. Ця глобальна "нова транскордонна" мережа вбудована в управління університетами та контролюється "науковцями міжнародних відносин".

У рамках такого співробітництва було проведено вивчення питань освітнього лідерства під час криз та конфлікту, яке ґрунтувалося на даних синтезу результатів якісного тематичного дослідження, критичного аналізу, за допомогою сучасних підходів до проведення наукових досліджень. Такий синтез забезпечує повне розуміння стратегій лідерства, надає відповіді щодо дій та стратегій в освітньому середовищі, на які впливає конфлікт, підкреслюючи найкращі практики та висвітлюючи загальні проблеми, з якими стикаються лідери в освіті під час кризи.

Пропоноване дослідження також окреслює перспективи та демонструє діючі стратегії для освітнього лідерства під час криз. Так, створення Центру стійкості викладачів НТУ "ХП" як осередку інноваційних освітніх технологій у період військових або кризових ситуацій, буде ще одним доказом важливості реалізації міжнародних науково-освітніх проєктів і програм, які мають на меті обговорення питань налагодження, активізації та розширення співпраці у сфері освіти і педагогічних наук.

Одним із проєктів майбутнього співробітництва є проєкт стійкості —

ТЕОРЕТИЧНІ ТА ПРИКЛАДНІ АСПЕКТИ ДОСЛІДЖЕННЯ ФЕНОМЕНІВ ЛІДЕРСТВА, УПРАВЛІННЯ ТА РОЗВИТКУ СОЦІАЛЬНОГО ОБ'ЄКТУ

програма, що допоможе розширити можливості викладачів, які працюють у зоні військових дій. Метою реалізації такого проєкту є формування навичок, необхідних під час кризових ситуацій, з використанням психотерапевтичних практик. Створення та діяльність Центру стійкості для викладачів НТУ "ХПІ" та викладачів прифронтових територій, таких, як зараз є Харків, має на меті вирішення вищезгаданих критичних потреб, на тлі цілісного та інноваційного підходу до підтримки викладачів та освітян-учасників бойових дій, ветеранів, які повертаються до своєї професії.

Цілі діяльності Центру полягають у наступному:

1) формування навичок стійкості до стресу: через навчання з управління стресом та методикам його подолання для підвищення стійкості викладачів у вимогливих робочих умовах;

2) підтримка ветеранів, що повертаються до викладацьких ролей: шляхом спеціалізованого консультування та ресурсів для полегшення їх плавної реінтеграції в освітню систему;

3) психотерапевтична підтримка: через проведення сеансів психотерапії, щоб допомогти викладачам обробляти та долати емоційну роботу на передовій або пережити травматичні події;

4) навчання з встановлення цілей та управління ризиками: розвиток здатності учасників ставити реалістичні цілі та ефективно планувати діяльність із високими ризиками та у невизначених ситуаціях.

Реалізуючи вищенаведені цілі, Центр стійкості викладачів у фронтових умовах має на меті створення більш сильної, більш стійкої спільноти освітян у місті Харкові та створення позитивного і

підтримуючого навчального середовища як для педагогів, так і для студентів.

У дослідженні також вивчається вплив моделей стійкості на саморегуляцію студентів та їх навчальні досягнення. Було проведено опитування, як студенти українських університетів сприймають моделі стійкості під час конфлікту; розглянуто, чи впливають моделі стійкості на саморегуляцію та досягнення студентів; досліджено переваги взаємодії між студентами однакового віку та багато іншого. Дослідницька цільова аудиторія — це студенти і аспіранти українських університетів, які проживають як в Україні, так і за кордоном. Результати дослідження підтверджують необхідність створення клімату позитивної мотивації в країнах, де проходять військові дії.

Висновки з даного дослідження та перспективи подальших розвідок у даному напрямку. Створення запропонованого Центру стійкості для викладачів відповідає вимогам чинних міжнародних та українських нормативних документів. Доведено, що діяльність буде сприяти навчальному лідерству, підкреслюючи важливість інтеграції критичних та гуманістичних підходів у кризових ситуаціях; пропонуючи модель для інших освітніх установ, що стикаються з подібними проблемами; а також додаючи дискурсу про роль міжнародного партнерства у просуванні освітньої стійкості.

Висновки дослідження підкреслюють необхідність подальших наукових розробок, які будуть виправляти кризові освітні розбіжності, а також допомагати розв'язувати конфлікти та поновлювати прихильність до справедливої освіти під час і після криз.

Problem setting. Globalization against the background of dominance in the

unhealthy competitive market threatens the values on which public education in many

countries is based. In recent years, many countries around the world and the European Union, in particular, have been actively investigating the problems of developing and disseminating innovations in the field of solidarity and other humanitarian humanities by updating educational approaches.

Ukrainian scientists also participated in the study of these urgent problems and already make a significant contribution to the process of finding opportunities and eliminating problems to turn teaching theory into a practical plane for the effective use of acquired skills in ethical, safe and modern higher education of future leaders. At present, this is especially important for Ukraine, during martial law, in order to successfully cope with difficult situations and circumstances and stimulate a dialogue to support the exchange of knowledge based on international partnerships, which benefits the Ukrainian people against the backdrop of a conflict with Russia, as well as other constant crisis changes in the world, such as global geopolitical risks and shock waves, Covid pandemic

Recent research and publications analysis. The analysis of literary sources allows us to highlight the views of famous researchers, such as: Eric Fromm, German social psychologist, philosopher, psychoanalyst; Jürgen Habermas, German philosopher and sociologist, professor of Frankfurt University, named after Johann Wolfgang Goethe, director of the Institute for the Life of the Life of the Scientific and Technical World Max Planck in Starnberg; Axel Honneth, a German philosopher and sociologist, professor of philosophy of universities Frankfurt and Columbia; Dale H. Shunk, psychologist, professor of the North Carolina pedagogical school in Green; Eileen McKinley, Associate Professor, Director of the Center for Inter-Belief Education (IPE), Otago University and others [1; 2; 9; 15; 23].

It is the basic provisions of the critical theory of Fromm that describes the thesis that, on the one hand, people are part of nature, and on the other hand, the thesis that humanity is separated from nature in the process of life. From this contradiction, there are basic existential needs, including creativity, goal, identity and structure of orientation. Fromm had a great influence on the formation of humanistic psychology. His views on the human reaction to freedom are still crucial for the leaders of education in crisis situations. The understanding that fear and uncertainty can lead people to authoritarianism helps leaders support democratic values in educational institutions. Fromm believed that life itself is a contradiction, when there is inequality among structural units of power that quickly develop during conflicts. He also emphasized the importance of humanistic prospects, emphasizing recognition, dignity and well-being. The main provisions of the concept of Eric Fromm are as follows: production should serve for a person, not only for the economy; relations between man and nature should not be built on operation, but on cooperation; antagonisms should be replaced by solidarity. The high goal of all social measures should be the benefits and reduction of human suffering. Reasonable consumption, not maximum one, should serve for human well-being. Everyone should be interested in the activity for other people's interests and participate in it [2].

Despite the wide recognition and a large number of translations in Ukrainian language, the philosophical and scientific events of Jürgen Habermas remain known relatively little in Ukraine. The concept of Jürgen Habermas on the social sphere is related to the democratic participation of all sectors of the educational community, because the social sphere is the main requirement of mediation between the state and society, which allows to form a public opinion. Given the structural transformation of society, Jürgen Habermas in the early

1960s analyzed such concepts as “advertising and the public”, which at the end of the same decade became the key to the entire generation of revolutionary student youth. Another important topic of research by Jürgen Habermas is the relationship between law and democracy. This topic is discussed by Habermas in his book “Activity and Value”, where the communicative concept of the mind developed in previous works is applied to the classical theory of sovereignty. According to Habermas, the formation of national sovereignty should be understood as a rational process that includes the development of public will. The concept of emancipation, theoretical and cognitive interest, communication, formulated by Habermas, had a significant impact on modern society. The productive perception of Habermas’s ideas is tangible today in many countries, especially in the United States, where its influence on young, radical intellectuals is almost stronger than in Germany [1].

After a complete invasion of Russia in Ukraine in 2022, Habermas criticized modern German policy for inactive support of Ukraine by Germany. Habermas claims that the main problem is to support the idea of a nation, which is currently actively reviving in Ukraine and which is fighting for its freedom, rights and their life, from the German nation, which has already received a lesson from the experience of the Cold War and has developed another mentality confrontation against any violence in the world” [6].

Another German philosopher and sociologist, Axel Honneth, argues that during his life a person is constantly seeking recognition. In his famous theory of recognition, he argues that recognition is necessary to understand how we, people maintain good relationships with ourselves and with others, and how we develop our identity. The theory of recognition of Axel Honneth emphasizes the importance of mutual respect for individual value.

According to Axel Honneth, self-realization requires the recognition of specific persons as equal. It is social respect, the third axis that recognizes personal opportunities and achievements that distinguish people from each other, allows them to see their own opportunities and achievements as value [9].

The analysis of the provisions of many well-known researchers provides the basis for studying problems and organizing learning efforts on potential means of introducing the latest learning technologies during crises, which are enough in the modern world now.

Paper objective. The purpose of the proposed research is to show and analyze the need and expediency of presenting a real institutional partnership between Ukraine and the United States during the war, as well as to provide an organizational basis that can help teachers in the countries of war such as Ukraine, to think about how to effectively develop a positive motivational climate to involve students in further learning, research and create leadership skills in future specialists.

The objectives of the proposed study are as follows:

a) To resolve research issues related to mutual understanding, partnership experience and the contribution of both parties to its development and results.

b) To improve the method of evaluating and monitoring the results of the implementation of activities and programs on international partnership among NTU “KhPI” students and graduates.

c) To substantiate the pedagogical conditions for the introduction of innovative teaching methods during crises and their use as a tool of self-government.

d) To analyze various emotional and intellectual components that influence the effectiveness of the future specialist in Ukraine during the crisis.

e) To evaluate the effectiveness and determine the practical importance of the international partnership between NTU

“KhPI” and Virginia Tech among students and graduate students.

Paper main body. In the period of Russian aggression against Ukraine, international cooperation can be defined as a strategy that educational institutions should follow, even sometimes, only to survive. For this purpose, Ukrainian universities should become more open, integrated, stable and facilitate the creation of an inclusive environment to solve the challenges of this new difficult period. It can be argued that the openness of universities will contribute to both national development, well-being, and the progress of human civilization [11, 12].

“Openness” means the promotion of values that are inclusive and fair. Openness expands understanding and promotes the development of global and leadership competencies. More “open” universities contribute to the development of human knowledge and cultural understanding, inheritance of knowledge and culture, the formation of future talents through cooperation between other universities, business and international organizations, and international cooperation in the field of education is the key to the development of modern innovative higher education [16].

At the same time, universities during crises should also demonstrate their resilience and desire for further development. Being more stable means to be able to adapt to changes, to predict needs and to demonstrate inspiring leadership. When crises occur, our stability allows us to overcome difficulties and turn them into opportunities for growth and training. Universities should remain stable in cultivating their values and identity related to each other and focused on the future [19–21].

It can be argued that universities are intended to play a unique role in solving global problems, which will help humanity to be more prepared for future crises, creating knowledge, aspiring innovation and teaching

future leaders who initiate changes. Thus, American and Ukrainian leaders, for two years, are actively collaborating on the implementation of a Memorandum of understanding between the Virginia Tech University School and the National Technical University “Kharkiv Polytechnic Institute”.

In 2022, NTU “KhPI” invited the School of Education of Virginia Tech, the United States, to cooperate with educational research. Such an invitation is fully in line with the global mission of the School of Education, Virginia Tech, to apply knowledge to a sustainable increase in living standards around the world. The School of Education, Virginia Tech, is a key partner in many multimillion-dollar projects at the international level. Founded in 1872 as a land-grant institution, Virginia Tech (VT) is currently ranked as a Top 25 Public University by US News & World Report and a Top 25 Public Research University by the National Science Foundation. Through a combination of its three missions of learning, discovery, and engagement, VT continually strives to accomplish the charge of its motto: *Ut Prosim* (That I May Serve). As the Commonwealth of Virginia’s most comprehensive university and leading research institution, Virginia Tech serves a diverse population of 30,000+ students, 8000+ faculty, and staff from over 100 countries. Virginia Tech is engaged in research around the world. Through its global land-grant mission, the university creates, conveys, and applies knowledge to sustainably raise standards of living throughout the world and has consistently managed and delivered as a key partner on several multimillion-dollar US Government funded projects.

It is well known that the most important aspect of partnership stability is the commonality of ideas and goals. This means a careful choice of the institution with which to cooperate, at each stage confirming that all partnership participants understand each other

and are in the same plane. The ability to share experience is important for academic and scientific achievements. Constructive discussion of ideas is central to their development, and international cooperation contributes to this. That is why American and Ukrainian teachers have carefully researched and analyzed the initiatives of crisis leadership through international collaboration between different universities in the world [3; 4; 7; 8].

Such a fruitful discussion of the possibilities of strategic partnership led to the signing of a Memorandum of Understanding (MOU) between the Virginia Tech University, USA, and the NTU "KhPI", Ukraine. This Memorandum includes an international exchange of knowledge, experience, learning technologies, etc.

Examples of partnership activities arising from the MOU include the following:

1) Identifying best practices for benefitting from the knowledge and experience of both parties to solve scientific problems that are of mutual interest.

2) Searching for innovative methods of education, technology, and adaptive models of cooperation.

3) Developing strategies for possible cooperation on the development of curricula, teaching methods and research projects with the participation of teachers, students and graduate students.

4) Organizing scientific meetings, conferences and other joint events, as well as the exchange of materials, etc.

This Memorandum allows flexible interactions that implies joint online academic classes and strengthening educational relationships [12; 17].

In addition to the annual conferences held by NTU "KhPI", events also include joint reports and publications of Ukrainian and American scientists. Recently we co-authored with American professor Joseph Mukuni. We published two scientific manuals on ethical and educational leadership which were

developed and implemented in the educational process of both universities, in order to manage the understanding of universities on complex issues of leadership and teachers' capabilities. [5; 22].

Such cooperation has created the basis for the development of further dialogue in the framework of a unique partnership, which, paradoxically, develops even in conditions of cruel Russian aggression, which devastated Ukraine, but not its spirit [19; 20]. This global network of the New Cross-Communion is built into the management of universities and is controlled by scientists. Structural and symbiotic factors are inspiration for the development of an innovative institutional strategy that connects foreign parties with various cultures and stories [10; 13; 14].

Real examples of research were presented by American scientists at the annual conference of Ukraine in crisis leadership during the Russian-Ukrainian War, the main provisions of which are focused on the relevance of critical and humanistic theoretical postulates. Important problems of crisis leadership during a conflict with critical theory and humanistic prospects were analyzed.

The analysis on educational leadership during crises and conflict is based on the synthesis of the results of qualitative thematic research, critical analysis and modern approaches to scientific research. This synthesis provides a complete understanding of leadership strategies, provides answers about actions and strategies in the educational environment that influences the conflict, emphasizing the best practices and highlighting the general problems that leaders in education during the crisis are faced.

In analyzing educational leadership during crises, the following three key topics emerged:

1) critical decision-making, 2) the creation of democratic spaces during the crisis and 3) awareness of the need for post-war update.

University leaders should teach students critical thinking, ethical decision-making and a deeper understanding of human relations, which are vital for countering authoritarian trends and contribute to various crops. Education leaders can create a space for democratic solutions, guaranteeing that they will observe all votes in the university community. This approach can strengthen democratic educational institutions, contributing to sustainable development during crisis situations, a growing sense of unity and joint vision. For education leaders, a strong sense of recognition is mandatory for creating an environment in which all students, staff and interested parties are valued and respected. Recognition of diversity, promotion of inclusiveness and resolution of disrespect are vital actions. Ensuring that the university community is recognized and supported, increases solidarity and collective stability.

The proposed research demonstrates prospects and current strategies for educational leadership during crises based on the unique university partnership of the University of NTU "KhPI", Ukraine, and Virginia Tech, USA. The creation of the NTU "KhPI" Emotional Resilience center as a center of innovative educational technologies during the period of military or crisis situations will be another evidence of the expansion of international collaboration in education and pedagogical sciences.

One of the projects of future cooperation is a program of Emotional Resilience Program that will help to expand the capabilities of teachers working in the war zone. The purpose of implementing such a project is to develop stress resistance skills, the setting of goals and other skills required during crisis situations using psychotherapeutic practices. Let's take a closer look at the need for the project and the purpose of the NTU "KhPI" activity.

The purpose of the NTU "KhPI" Emotional Resilience center is to implement a

comprehensive program developed to support and expand the capabilities of educators working in the frontline area in Kharkiv. The focus is to expand the professional capabilities of teachers who carry out the learning process in very difficult conditions of martial law, including veterans who return to teaching work after serving on the front, giving them important skills of stress resistance, leadership skills, health support technologies and other necessary abilities.

Teachers who work during martial law in the territory where constant missile strikes and shelling occur with unique problems and stressful situations that can adversely affect their mental health, well-being and efficiency of teaching. In addition, the return of veterans who are participating again in the teaching profession after experiencing traumatic events on the front can be in demand for specialized support for transformation of their roles and gaining new experience of extreme teaching. Therefore, the creation and activity of the NTU "KhPI" Emotional Resilience for teachers of the frontline territories, such as Kharkiv now, aims to solve the aforementioned critical needs, against the backdrop of a holistic and innovative approach to supporting teachers and educators-participants of hostilities, veterans returning to their profession.

The purpose of the Center's activities are as follows:

1) *formation of stress resistance skills*: through training in stress management and methods of overcoming it to increase teachers' stability in demanding working conditions.

2) *support of veterans returning to teaching roles*: by specialized counseling and resources to facilitate their smooth reintegration into the educational system.

3) *psychotherapeutic support*: through conducting psychotherapy sessions, to help teachers process and overcome emotional work on the forefront or experience traumatic events.

4) *learning on setting goals and risk management*: developing participants' ability

to set realistic goals and effectively plan high-risk activities and in indefinite situations.

In realizing the above goals, the NTU “KhPI” Emotional Resilience center aims to create a stronger, more stable community of educators in the city of Kharkiv and to create a positive and supportive educational environment for both teachers and students.

The innovative aspects of the NTU “KhPI” Emotional Resilience center during military or crisis situations include the following.

- *Holistic approach.* The program integrates various aspects of well-being, mental health and professional development to create a comprehensive system of teacher’s support, comprehensively solving psychological, emotional and educational needs.

- *Psychotherapeutic practices.* Applying psychotherapeutic practices, the program helps teachers to master the traumatic experience they face during teaching in the front line in hostilities or after returning from service.

- *Goal management and risk management.* The program helps to develop the necessary skills for effective planning of activities and setting goals, even in situations of increased risks and uncertainty, preparing teachers for stable response in difficult conditions.

- *Adaptive models of academic sustainability and joint efforts in social education during the conflict.* Based on the results of joint research of Ukrainian and American scientists on adaptive models of academic stability of students, it can be noted that the adaptive model 2022–2023.

This model delves into other adaptive models of academic stability and motivation of students, including the COVID-19 pandemic and long-term hostilities in Ukraine. The adaptability of stability models is characterized by many factors, such as the presence of leaders in the life of students who model perseverance in the conditions of challenges, for self-regulating learning and educational achievements.

In addition, it can be noted that on the basis of the use of effective models of peers in educational institutions, modern research on the creation of models of skill and models of challenges on the basis of scientific works on social cognitive theory of many researchers is proposed [24].

The study also studies the influence of Models of Resilience on students' self-regulation and their educational achievements. A survey was conducted how students of Ukrainian universities perceive Models of Resilience during the conflict; it is considered whether the Models of Resilience affect students' self-regulation and achievement; the benefits of interaction between students of the same age and more are investigated. The research target audience was students and graduate students of Ukrainian universities who live both in Ukraine and abroad.

Teachers who work within the Ukrainian and American partnerships offer the next plan of joint action in order to improve students' mental health and social well-being of Ukrainian universities:

- 1) cooperation for selecting appropriate quantitative surveys and interview protocols.

- 2) conducting quantitative surveys and quality interviews based on mixed methods and research projects.

- 3) formation of a plan of action to evaluate changes in self-regulating learning and motivation of students.

- 4) identifying adaptive models of academic stability and facilitating social interaction between students.

- 5) application of a modified version of a motivated strategy for learning (MSLQ), to evaluate self-regulation and other motivational structures.

- 6) creation of a project web page that is convenient for users, which provides comprehensive information about the project goals, proposed services and resources available to teachers in the front regions.

7) organization of a marketing campaign through e-mail, in order to attract higher education institutions that have moved within and outside Ukraine or work in hostilities.

8) development and holding of seminars aimed at developing stress resistance skills and facilitating mental health support among teaching workers in front areas.

9) development of comprehensive manuals and guides, to assist the staff of teachers while working in the areas of the front edge of the fighting.

10) preparation of a high-quality video of lectures, which covers various aspects of development of stability of teaching staff in the frontal areas.

11) writing a comprehensive joint monograph with detail of the experience of stability of teachers intended for distribution in the academic community.

University teachers face responsibility for the management of young students and adult employees because of the difficulties of war. Veteran education workers, with their experience of conflict with the first mouth, offer invaluable information about the realities of war. The strengthening of their resilience guarantees that they will not only provide knowledge, but also provide academic continuity and informed mentoring, focusing on wartime, as well as organizational monitoring; methodological monitoring; implementation monitoring; and final monitoring with appropriate conclusions about the expected results.

After implementing the main provisions of the project, the following results are expected.

Purpose 1: Developing stress resistance skills.

Result: By the end of the training, participants will show an increase in the ability to process high-pressure situations that are measured by a standardized voltage test.

Purpose 2: Demonstration of veterans' progress in adaptation to civilian life.

Result: After participating in the project, veterans will be able to successfully reintegrate into civilian roles.

Purpose 3: Learning to set goals and risk management.

Result: Participants will set a minimum of two personal or professional goals and develop a risk management strategy for everyone.

Purpose 4: Learning based on "Motivation Strategy" or Musical Model to develop leadership skills.

Result: A musical model of motivation defines five wide groups of strategies that teachers can use to motivate and attract their students: expanding opportunities, usefulness, success, interest and care.

Conclusions of the research. The study promotes educational leadership, emphasizing the importance of integration of critical and humanistic approaches in crisis situations.

The research offers a model for other educational institutions that face similar problems and adds discourse about the role of international partnership in promoting educational stability.

The conclusions of the study emphasize the need for further scientific developments that will correct the crisis of educational differences, as well as help resolve conflicts and renew commitment to fair education during and after crises.

The results of the study confirm the need to create a climate of positive motivation in the countries where hostilities take place.

The development of students who motivate students to study can be difficult for higher education teachers, and this may be especially difficult when the university works in the country where the war is going on, but the need to create and implement appropriate courses is indisputable.

Teachers influence the motivational climate through their educational approaches [18]. Therefore, it is important that they study how their strategies influence students' climate understanding in student groups.

“Motivation Strategies” or “Music Motivation Model” is used in more than 45 countries for different purposes, including the development of positive motivational climate, diagnosis of strengths and weaknesses of teachers' motivational strategies and research for a better understanding of students that:

- expands students' capabilities by giving them control and choice (expanding opportunities);
- guarantees that the content is useful for students (usefulness);
- helps students believe that they can succeed;
- creates interesting and pleasant events (interest);

- takes care of students' learning and well-being (care). (The caring component seems to be a critical component in the devastated countries, but other components are also crucial for attracting students).

This work helps to study the psychology of education by expanding the research beyond the traditional population of university students, including the victims of conflict. In addition, this inspires further study of educational practices that can improve the academic and psychosocial well-being of students, emphasizing the importance of resilience in complex contexts.

Strengthening/supporting international partnership is vital for countries that seek to support domestic and international allies; promote organizational updates; demonstrate resilience and stable potential in chaotic times.

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