

Resources for Psychological Safety of Students in an Unstable Sociocultural Environment: a Review of Theoretical and Empirical Research

Irina A. Baeva

Herzen State Pedagogical University of Russia, Saint Petersburg, Russia
ORCID: <https://orcid.org/0000-0003-2457-8221>, e-mail: irinabaeva@mail.ru

Elena B. Laktionova

Herzen State Pedagogical University of Russia, Saint Petersburg, Russia
ORCID: <https://orcid.org/0000-0002-7863-1414>, e-mail: lena_laktionova@mail.ru

Irina V. Kondakova

Herzen State Pedagogical University of Russia, Saint Petersburg, Russia
ORCID: <https://orcid.org/0000-0001-6320-5757>, e-mail: kondakovaiv@ Herzen.spb.ru

Julia S. Pezhemskaya

Herzen State Pedagogical University of Russia, Saint Petersburg, Russia
ORCID: <https://orcid.org/0000-0002-8296-0229>, e-mail: pjshome@mail.ru

Milen-Eva-Lilit S. Sokolova

Herzen State Pedagogical University of Russia, Saint Petersburg, Russia
ORCID: <https://orcid.org/0000-0001-7537-4005>, e-mail: msokolova@ Herzen.spb.ru

Yulia S. Savenko

Herzen State Pedagogical University of Russia, Saint Petersburg, Russia
ORCID: <https://orcid.org/0009-0005-3880-6223>, e-mail: juliasaveenko@gmail.com

Global social transformations affected people are taking place in the modern world. This influence can negatively affect representatives of the younger generation – students who do not have personal and social maturity and are in the process of professional development. The problem of the study is to identify the resources for psychological safety of students in a tense sociocultural environment. The article presents a review of scientific works from 2019 to 2023 using the electronic bibliographic databases RSCI and Scopus. More than 70 scientific articles with the results of theoretical and empirical studies of the problem of human psychological safety resources in a tense sociocultural environment were analyzed. The studies involved civilians living in territories with special conditions, including territories of military conflicts: teenagers, adults, students. Based on the results of a systematic review, a theoretical model is proposed. It includes external and internal resources for the psychological safety of students in a tense sociocultural environment. The features of students' socialization and the resources of the educational environment are identified as key external resources. Internal ones include cognitive regulation of emotions, constructive defense mechanisms, prosocial values and social intelligence,

Баева И.А., Лактионова Е.Б., Кондакова И.В.,
Пежемская Ю.С., Соколова М.-Е.-Л.С., Савенко
Ю.С.

Ресурсы психологической безопасности студентов в
напряженной социокультурной среде: обзор
теоретических и эмпирических исследований
Психолого-педагогические исследования. 2024.
Том 16. № 2. С. 3–29.

Baeva I.A., Laktionova E.B., Kondakova I.V.,
Pezhemskaia J.S., Sokolova M.-E.-L.S., Savenko Y.S.
Resources for Psychological Safety of Students in an
Unstable Sociocultural Environment: a Review of
Theoretical and Empirical Research
Psychological-Educational Studies. 2024.
Vol. 16, no. 2, pp. 3–29.

which act as the main resources for overcoming traumatic experiences, influencing subjective well-being and ensuring the psychological safety of students. The proposed theoretical model can serve as the basis for the development of psychological support programs for students. Research prospects can be presented in the context of empirical verification of the theoretical model.

Keywords: psychological safety; students; difficult life situation; special living conditions; territories of military conflict; extreme operating conditions; psychological and pedagogical support; resources; psychological stability; systematic literature review.

Funding. This study was supported by the Ministry of Education of the Russian Federation as part of the state-commissioned assignment “Resources for psychological safety of students from territories recently admitted to the Russian Federation” (project No. VRFY-2024-0006).

For citation: Baeva I.A., Laktionova E.B., Kondakova I.V., Pezhemskaia J.S., Sokolova M.-E.-L.S., Savenko Y.S. Resources for Psychological Safety of Students in an Unstable Sociocultural Environment: a Review of Theoretical and Empirical Research . *Psikhologo-pedagogicheskie issledovaniya = Psychological-Educational Studies*, 2024. Vol. 16, no. 2, pp. 3–29. DOI:10.17759/psyedu.2024160201 (In Russ.).

Ресурсы психологической безопасности студентов в напряженной социокультурной среде: обзор теоретических и эмпирических исследований

Баева И.А.

ФГБОУ ВО «Российский государственный педагогический университет им. А.И. Герцена»
(ФГБОУ ВО РГПУ им. А.И. Герцена), г. Санкт-Петербург, Российская Федерация
ORCID: <https://orcid.org/0000-0003-2457-8221>, e-mail: irinabaeva@mail.ru

Лактионова Е.Б.

ФГБОУ ВО «Российский государственный педагогический университет им. А.И. Герцена»
(ФГБОУ ВО РГПУ им. А.И. Герцена), г. Санкт-Петербург, Российская Федерация
ORCID: <https://orcid.org/0000-0002-7863-1414>, e-mail: lena_laktionova@mail.ru

Кондакова И.В.

ФГБОУ ВО «Российский государственный педагогический университет им. А.И. Герцена»
(ФГБОУ ВО РГПУ им. А.И. Герцена), г. Санкт-Петербург, Российская Федерация
ORCID: <https://orcid.org/0000-0001-6320-5757>, e-mail: kondakovaiv@herzen.spb.ru

Пежемская Ю.С.

ФГБОУ ВО «Российский государственный педагогический университет им. А.И. Герцена»
(ФГБОУ ВО РГПУ им. А.И. Герцена), г. Санкт-Петербург, Российская Федерация

*Баева И.А., Лактионова Е.Б., Кондакова И.В.,
Пежемская Ю.С., Соколова М.-Е.-Л.С., Савенко
Ю.С.*

Ресурсы психологической безопасности студентов в
напряженной социокультурной среде: обзор
теоретических и эмпирических исследований
Психолого-педагогические исследования. 2024.
Том 16. № 2. С. 3–29.

*Baeva I.A., Laktionova E.B., Kondakova I.V.,
Pezhemskaia J.S., Sokolova M.-E.-L.S., Savenko Y.S.*
Resources for Psychological Safety of Students in an
Unstable Sociocultural Environment: a Review of
Theoretical and Empirical Research
Psychological-Educational Studies. 2024.
Vol. 16, no. 2, pp. 3–29.

ORCID: <https://orcid.org/0000-0002-8296-0229>, e-mail: pjshome@mail.ru

Соколова М.-Е.-Л.С.

ФГБОУ ВО «Российский государственный педагогический университет им. А.И. Герцена»
(ФГБОУ ВО РГПУ им. А.И. Герцена), г. Санкт-Петербург, Российская Федерация

ORCID: <https://orcid.org/0000-0001-7537-4005>, e-mail: msokolova@herzen.spb.ru

Савенко Ю.С.

ФГБОУ ВО «Российский государственный педагогический университет им. А.И. Герцена»
(ФГБОУ ВО РГПУ им. А.И. Герцена), г. Санкт-Петербург, Российская Федерация

ORCID: <https://orcid.org/0009-0005-3880-6223>, e-mail: juliasaveenko@gmail.com

В современном мире происходят глобальные социальные трансформации, влияющие на человека. Это влияние может негативно сказываться на представителях подрастающего поколения – студенческой молодежи, не обладающей личностной и социальной зрелостью, находящейся в процессе профессионального становления. Проблема исследования заключается в выявлении ресурсов психологической безопасности студентов в напряженной социокультурной среде. В статье представлен обзор научных работ с 2019 по 2023 годы с использованием электронных библиографических баз данных РИНЦ и Scopus. Было проанализировано более 70 научных статей с результатами теоретических и эмпирических исследований проблемы ресурсов психологической безопасности человека в напряженной социокультурной среде. В проанализированных исследованиях респондентами были жители, проживающие на территориях с особыми условиями, в ситуации военных конфликтов; молодежь, обучающаяся в условиях напряженной социокультурной среды. На основании результатов систематического обзора предложена теоретическая модель, включающая внешние и внутренние ресурсы психологической безопасности студенческой молодежи в напряженной социокультурной среде. В качестве ключевых внешних ресурсов определены особенности социализации студентов и ресурсы образовательной среды. В качестве внутренних – когнитивная регуляция эмоций, конструктивные защитные механизмы, просоциальные ценности и социальный интеллект, выступающие как основные ресурсы для преодоления психотравмирующего опыта, влияния на субъективное благополучие и обеспечения психологической безопасности студентов. Предложенная теоретическая модель может служить основой для разработки программ психологического сопровождения студентов. Перспективы исследования могут быть представлены в контексте эмпирической верификации теоретической модели.

Баева И.А., Лактионова Е.Б., Кондакова И.В.,
Пежемская Ю.С., Соколова М.-Е.-Л.С., Савенко
Ю.С.

Ресурсы психологической безопасности студентов в
напряженной социокультурной среде: обзор
теоретических и эмпирических исследований
Психолого-педагогические исследования. 2024.
Том 16. № 2. С. 3–29.

Baeva I.A., Laktionova E.B., Kondakova I.V.,
Pezhemskaaya J.S., Sokolova M.-E.-L.S., Savenko Y.S.
Resources for Psychological Safety of Students in an
Unstable Sociocultural Environment: a Review of
Theoretical and Empirical Research
Psychological-Educational Studies. 2024.
Vol. 16, no. 2, pp. 3–29.

Ключевые слова: психологическая безопасность; студенты; трудная жизненная ситуация; особые условия проживания; территории военного конфликта; экстремальные условия деятельности; психолого-педагогическое сопровождение; ресурсы; психологическая устойчивость; систематический обзор литературы.

Финансирование. Работа выполнена при финансовой поддержке Минпросвещения России в рамках государственного задания по теме «Ресурсы психологической безопасности студентов, обучающихся на недавно принятых в состав РФ территориях» (проект № VRFY-2024-0006).

Для цитаты: Баева И.А., Лактионова Е.Б., Кондакова И.В., Пежемская Ю.С., Соколова М.-Е.-Л.С., Савенко Ю.С. Ресурсы психологической безопасности студентов в напряженной социокультурной среде: обзор теоретических и эмпирических исследований [Электронный ресурс] // Психолого-педагогические исследования. 2024. Том 16. № 2. С. 3–29. DOI:10.17759/psyedu.2024160201

A problem statement

In contemporary social conditions, issues related to human security are undeniably relevant. Psychological safety is a crucial aspect of overall security, and its violation negatively impacts an individual's well-being and health. Young individuals are particularly vulnerable to breaches in psychological safety due to their developing resilience resources. Researchers highlight the significant vulnerability and psychological trauma faced by young people in today's world [36].

In recent years, students have confronted numerous negative factors in the social environment, such as economic crises, the COVID-19 pandemic, the transition to distance learning, and others [1; 5; 8; 52]. This environment, laden with psychotraumatic elements, negatively affects mental health and functional efficacy, demanding substantial coping resources. Often referred to as a “tense sociocultural environment,” this milieu includes concepts like “territory with special living conditions, including military conflict,” “functioning in a difficult life situation,” and “extreme situation.”

Amid geopolitical tensions, residing in areas with special living conditions is a psychologically traumatizing factor. An underexplored aspect affecting psychological safety is the experience of individuals living in the newly incorporated territories of the Russian Federation. The impact is particularly severe for student youth, who are at the beginning stages of professional development and important life decisions yet lack full personal and social maturity. Studies by I.A. Baeva et al. indicate that the insecurity of living in such territories stems from the continuous and multifaceted threats to life and health, significantly diminishing the quality of life across various indicators. This unique situation can be viewed as an opportunity to “test skills or resources” in a psychological context [38]. Additionally, some researchers argue that challenging life situations can positively influence personality development, as increasing mental tension is essential for personal growth (V.A. Ananyev, F.E. Vasilyuk, M. Mead, G. Sellier, et al.).

We regard the external constraints due to special living conditions as a challenge to the personal

Баева И.А., Лактионова Е.Б., Кондакова И.В.,
Пежемская Ю.С., Соколова М.-Е.-Л.С., Савенко
Ю.С.

Ресурсы психологической безопасности студентов в
напряженной социокультурной среде: обзор
теоретических и эмпирических исследований
Психолого-педагогические исследования. 2024.
Том 16. № 2. С. 3–29.

Baeva I.A., Laktionova E.B., Kondakova I.V.,
Pezhemskaia J.S., Sokolova M.-E.-L.S., Savenko Y.S.
Resources for Psychological Safety of Students in an
Unstable Sociocultural Environment: a Review of
Theoretical and Empirical Research
Psychological-Educational Studies. 2024.
Vol. 16, no. 2, pp. 3–29.

resources of young people in a conflict-laden sociocultural environment. Students in such environments face elevated stress, anxiety, and uncertainty about the future, creating a unique social development situation characterized by several factors: difficulty in planning life goals, limited educational opportunities, and restricted social support and contacts. These conditions negatively impact students' psychological well-being and emotional states, inducing feelings of anxiety and helplessness [4; 23]. Addressing these conditions requires creating safety, predictability, and stability within the educational environment [61; 63; 66; 75].

The risk-resource approach is particularly suitable for studying human activities in a tense sociocultural environment, as it assesses adaptive potential in resisting the negative effects of excessive mental stress while identifying psychological targets for intervention. Resources are understood as the full spectrum of possibilities available to individuals to manage their current situations [34].

We define psychological safety as the ability to maintain stability amid psychotraumatic influences. Research demonstrates that psychological safety fosters a socially approved value system, enhances social intelligence among adolescents and young adults, and contributes to the psychological well-being of educational subjects [3; 43]. Foreign studies similarly emphasize the critical role of the educational environment's psychological safety in maintaining young people's mental health and psychological well-being [58, 59]. Psychological safety mediates by reducing negative consequences and strengthening protective personality traits [11; 55].

One potential intervention for students in the newly incorporated territories of the Russian Federation is university psychological services. These services aim to promote positive socialization and psychological safety, focusing on restoring psychological stability, fostering integrity, providing resource access, transforming traumatic experiences into functional ones, and preventing retraumatization [15]. Notably, there is a paucity of research on student resources that facilitate coping with changing social environments [33]. It should be emphasized that all psychological regularities can only be discussed in consideration of the reality that has formed in a specific sociocultural environment. It is important to note that the educational environment is a system phenomenon within a broader sociocultural environment, which dictates the need to apply the principle of cultural expediency. **The sociocultural context of the studied issue** lies in the fact that currently, there is a historical situation that has led to the emergence of a new social development situation for student youth in the territories newly incorporated into the Russian Federation. This has caused a **contradiction** between the need for psychological theory and practice in knowledge about the resources of students' psychological safety in the mentioned conditions and the insufficient systematization of data on this phenomenon in modern psychological science. The search for ways to resolve this contradiction has defined the **research problem**, which is to identify the resources for students' psychological safety in a tense sociocultural environment.

This study aims to develop a theoretical model of resources for students' psychological safety in a tense sociocultural environment, based on a systematic review of theoretical and empirical studies by Russian and foreign authors. The study was conducted using the method of systematic review of publications on the problems of psychological safety resources in a tense sociocultural environment, which correlated with the characteristics of students studying in such conditions. The review

*Баева И.А., Лактионова Е.Б., Кондакова И.В.,
Пежемская Ю.С., Соколова М.-Е.-Л.С., Савенко
Ю.С.*

Ресурсы психологической безопасности студентов в
напряженной социокультурной среде: обзор
теоретических и эмпирических исследований
Психолого-педагогические исследования. 2024.
Том 16. № 2. С. 3–29.

*Baeva I.A., Laktionova E.B., Kondakova I.V.,
Pezhemskaia J.S., Sokolova M.-E.-L.S., Savenko Y.S.*
Resources for Psychological Safety of Students in an
Unstable Sociocultural Environment: a Review of
Theoretical and Empirical Research
Psychological-Educational Studies. 2024.
Vol. 16, no. 2, pp. 3–29.

encompassed Russian-language and English-language publications from 2019 to 2023 in the digital bibliographic databases RINC and Scopus, using primary keywords. Articles were selected based on relevance, study design robustness, and the availability of full texts or detailed abstracts. From an initial sample of 5,223 articles, approximately 100 sources met the criteria, with 77 included in the final analysis.

Content of previous studies

The need to adapt to the conditions of a tense sociocultural environment poses a challenge to student youth: to identify and actualize external and internal resources that contribute to the formation of psychological safety under the influence of psychotraumatic factors. We emphasize that within the framework of I.A. Baeva's concept of psychological safety we understand the state of psychological safety of a person as the ability to maintain stability in a situation with psychotraumatic influences. Resources of psychological safety, as a rule, are divided into two groups: external (environmental) and internal (personal), and when various difficulties arise, young people tend to turn to the available opportunities of the environment, as personal resources are still in the developmental stage [3].

Before proceeding to the description of environmental resources, let us turn to the studies of the peculiarities of the mental state of people during wartime and living in the territories of military conflicts. N.M. Zakharova et al. found that long-term consequences of psychotraumatic factors can be more destructive than immediate ones [18; 68]. R.M. Litvinova et al. identified the following factors affecting the mental state of civilians of the Donetsk and Luhansk People's Republics living in a long-term military conflict [29]: life threat factors, health threat factors, economic factors, socio-political factors, social and psychological factors. According to E.N. Ryadinskaya, the factors of mental tension in conditions of armed conflict are uncertainty, the presence of conflicts in the sphere of significant relationships, extreme conditions, change of values, loss of the meaning of life [48]. The influence of the physical environment, material and object environment is important. A significant role in the preservation of subjective well-being is played by the cultural environment and related religious aspects, increased adherence to prayer practices and participation in religious rituals [36; 73; 77].

The importance of external resources is confirmed in the study of E.N. Dymova. In a comparative analysis of perceptions of psychological safety among civilians and conscripts aged 18 to 25, it was found that servicemen rely more on the help and support of others [16]. A group of researchers who analyzed the overcoming of difficult life situations by young people in South Ossetia in the post-war period came to similar conclusions [27]. It was found that adolescents from the new regions assessed their own level of safety and well-being lower than their peers in the rest of the country [39; 51].

Foreign studies dedicated to the factors of mental state of young people in the zone of armed conflict are of great interest. In particular, K.E. Miller and M.J. Jordans identify direct factors: violence and destruction, and indirect factors: social and material conditions of everyday life [65]. In the study by G. Veronese et al. the following factors are identified as the main factors affecting the mental state of Palestinian students: school, social relations and home, military occupation, national and political identity, religion and spirituality, as well as environment and mental health [60]. P.

*Баева И.А., Лактионова Е.Б., Кондакова И.В.,
Пежемская Ю.С., Соколова М.-Е.-Л.С., Савенко
Ю.С.*

Ресурсы психологической безопасности студентов в
напряженной социокультурной среде: обзор
теоретических и эмпирических исследований
Психолого-педагогические исследования. 2024.
Том 16. № 2. С. 3–29.

*Baeva I.A., Laktionova E.B., Kondakova I.V.,
Pezhemskaia J.S., Sokolova M.-E.-L.S., Savenko Y.S.*
Resources for Psychological Safety of Students in an
Unstable Sociocultural Environment: a Review of
Theoretical and Empirical Research
Psychological-Educational Studies. 2024.
Vol. 16, no. 2, pp. 3–29.

Ventevogel et al. who studied Afghan children under conditions of war and migration point to family relationships and cultural values [56]. Studies by F. Mahamid et al. revealed that the deterioration of the quality of life is the main factor of people's psychological suffering [64]. The results of foreign studies show that the consequence of living in a military conflict zone is a feeling of chronic insecurity caused by a number of macro (military occupation, national and political identity, religion and spirituality, cultural values, quality of life) and micro (family, school, social relations) factors.

Young people from the newly incorporated territories of the Russian Federation are affected by several traumatic factors: direct stay in the combat zone, constant discussion of the events, anxiety for life and health, observation of scenes of violence, etc. [12; 46]. The information environment plays an important role; recent studies show that students suffer from information overload [46]. In general, the process of socialization and adaptation of students is influenced by environmental and personal factors: 1) socio-demographic - student's age, social status; 2) pedagogical - university orientation, professionalism of teachers, material and technical support of the university; 3) individual-typological characteristics (properties of the nervous system, temperament, character, cognitive, emotional and behavioral characteristics, etc.). [32]. Socio-professional identity is also important [31].

Involvement in the learning process at the university is a significant external resource for both students and teachers [28; 71; 72]. The data obtained on a sample of 993 students from different regions of Russia indicate that the formed professional identity is characterised by high learning motivation and involvement in the activities of higher education institution [31]. Foreign studies have established that it can be a factor in protecting and increasing students' resilience and well-being in military conflicts [57]. It should be noted that university teachers in the newly incorporated territories of the Russian Federation note the need to study students' psychological safety resources, values, motivation and self-regulation [25; 70]. It has been revealed that 69.6% of university managers in Transnistria note the demand for high self-efficiency and self-regulation of teachers [40]. In a situation of military conflict, when habitual ties are destroyed, the presence of trusting relationships in the educational environment and psychological climate will be important social resources for maintaining the state of psychological safety and subjective well-being of students [14; 17; 51].

Obviously, in an unstable sociocultural environment, students may have limited external resources, so their internal resources consolidated to maintain psychological safety will be of key importance. Let us turn to the results of research on human resilience resources in a situation with psychotraumatic influences. The analysis shows that the main resources of psychological safety in such a situation are regulation of emotional state, social skills, positive values, coping strategies and psychological defenses. M.A. Odintsova et al. write that the special military operation in Ukraine and its consequences (mobilization, moving to another country, etc.) is a global challenge, and all psychological coping resources associated with it are significantly higher than in other difficult life situations [38]. The most effective resources are, on the one hand, coping strategies, and on the other hand, turning to religion and active expression of emotions. We emphasize that the use of emotional resources also depends on cultural aspects [41]. According to monitoring data from the Institute of Psychology of the Russian Academy of Sciences, young people aged 18-24 are the most susceptible to anxiety and depression in the conditions of military conflict, the level of depressive

*Баева И.А., Лактионова Е.Б., Кондакова И.В.,
Пежемская Ю.С., Соколова М.-Е.-Л.С., Савенко
Ю.С.*

Ресурсы психологической безопасности студентов в
напряженной социокультурной среде: обзор
теоретических и эмпирических исследований
Психолого-педагогические исследования. 2024.
Том 16. № 2. С. 3–29.

*Baeva I.A., Laktionova E.B., Kondakova I.V.,
Pezhemskaia J.S., Sokolova M.-E.-L.S., Savenko Y.S.*
Resources for Psychological Safety of Students in an
Unstable Sociocultural Environment: a Review of
Theoretical and Empirical Research
Psychological-Educational Studies. 2024.
Vol. 16, no. 2, pp. 3–29.

symptomatology on the scale of anxiety and depression (PHQ-4) in the spring of 2022 was close to 80%, and the level of anxiety - to 60% [37]. Consequently, in order to adapt to psychotraumatic conditions, as well as to overcome their negative consequences, it is necessary to form psychological resources in students that allow them to maintain a state of psychological safety. The resources that make up emotional, cognitive and behavioral blocks have been identified [54]. The study conducted by O.V. Boyko and N.V. Novikova in the DNR in 2018 on a sample of 219 students showed that students' constructive experience of an extreme situation of military conflict is determined by the following personal individual psychological characteristics: "1) temperament properties - high level of extraversion and low level of neuroticism; 2) character traits - high intelligence, courage, dreaminess, anxiety, radicalism, high self-control, gullibility, composure, calmness, relaxation; 3) components of the motivational structure of personality - life support, social status, communication, creative activity, general life orientation, work orientation; 4) system of meaning-life orientations - goals in life, life process or interest and emotional intensity of life, life performance or satisfaction with self-actualization, locus of control - I am the master of life, locus of control - life or controllability of life, general index of meaning-life orientations; 5) components of the system of life meanings - altruistic, hedonistic, life meanings of self-actualization; 6) components of self-actualization - auto sympathy, contact, time orientation, values, spontaneity, self-understanding, general indicator of self-actualization" [6; 7]. [6; 7]. V. Overchuk et al. revealed that the main personal resources for overcoming stress in a military conflict are self-control, resilience and developed communication skills [70].

The psychological service of V.I. Vernadsky KFU in 2022-2023 found that students who find themselves in a difficult life situation against the background of increased social tension and the presence of trauma "witness", have high rates of maladaptation, impaired will and co-dependence in combination with low social intelligence [30]. E.N. Ryadinskaya, analyzing the mental states of people living in the zone of military conflicts, focuses on meaning-life orientations and values [48; 49], which are an important resource of students' psychological safety, determining the orientation of personality [10; 44]. It has been found that if individual values coincide with the dominant ones in the region and the immediate environment, the subjective well-being of students increases [45]. They are also correlated with the success of socio-psychological adaptation and indicators of subjective satisfaction [19] and empathy. The significance of empathy for positive interpersonal relations and achievement of social success has been proved [2]. This indicates the need to consider social intelligence as a resource of psychological safety, as it determines the success of social interaction and contributes to increasing the level of subjective well-being of the individual [21]. The results obtained by M.V. Kondrashova show that the personal resources of psychological safety of students in a tense sociocultural environment are psychological stability and coping strategies [26]. An online study of the psycho-emotional state of students and teachers who stayed in the country during the hostilities and continued online learning was conducted in Ukrainian universities in May 2022 (a total of 589 people, including 69.2% of students and 30.8% of teachers: 85.9% of women and 14.1% of men). Higher rates of fear of war and emotional burnout were found in students compared to faculty, also these rates are higher in women than in men. The indicators of resilience are lower in students than in teachers and in women than in men. 97.8% of respondents reported a decline in psycho-emotional status with complaints of depression (84.3%), fatigue (86.7%), loneliness (51.8%),

*Баева И.А., Лактионова Е.Б., Кондакова И.В.,
Пежемская Ю.С., Соколова М.-Е.-Л.С., Савенко
Ю.С.*

Ресурсы психологической безопасности студентов в
напряженной социокультурной среде: обзор
теоретических и эмпирических исследований
Психолого-педагогические исследования. 2024.
Том 16. № 2. С. 3–29.

*Baeva I.A., Laktionova E.B., Kondakova I.V.,
Pezhemskaia J.S., Sokolova M.-E.-L.S., Savenko Y.S.*
Resources for Psychological Safety of Students in an
Unstable Sociocultural Environment: a Review of
Theoretical and Empirical Research
Psychological-Educational Studies. 2024.
Vol. 16, no. 2, pp. 3–29.

nervousness (84.4%) and anger (76.9%). Students were significantly more likely to report fatigue, loneliness, nervousness and anger. A significant effect of student status and gender on the expression of the studied indicators was shown [76]. These data are consistent with the results of studies by J.T. Jong et al. on a sample of 3048 people from post-conflict regions [62], as well as F.J. Charlson and N. Morina [67; 69].

Subjective well-being [35; 47] and the level of emotional comfort [68] are considered as predictors of a decrease in the number of perceived stressors. According to N.A. Derevyankina and M.A. Yuferova, during 10 days of staying in safe conditions, the emotional background of adolescents from newly incorporated regions normalized and approached the age norm [13]; these results confirm the connection between psychological safety and subjective well-being.

When stress factors occur, cognitive regulation is a strategy that allows a person to maintain control over emotions not only during but also after the impact of affective situations. It has been proved that self-regulation in all its manifestations is one of the resources of psychological safety of an individual in stressful situations [53]. The results of a study involving students living in a military conflict zone showed that students use cognitive restructuring as well as strategies related to social support [74]. However, there is a view that in a combat situation, a person cannot influence their stress factors, so effective coping cannot be considered as resources. In this context, psychological defenses would be more effective in reducing psycho-emotional stress [22; 42; 50]. Environmental triggers are found in "emotional reactions, exerting a significant influence on the perception and experience of well-being" [46, p. 367], weakening resources of emotional coping and constructive thinking [9], and here defense mechanisms will reduce the risk of intrapersonal conflict [36]. It is also important to note that people living in areas of military conflicts may, over time, change attitudes towards situations that initially caused them acute stress reactions [24]. Researchers note the importance of being able to utilize the resources and compensatory capabilities of the psyche, taking into account the environmental conditions [20].

Conclusions

A systematic review and analysis of contemporary scientific publications allowed us to establish that the state of children and their resources in a tense sociocultural environment has been sufficiently described, but there is a deficit of data concerning adolescence. Tense sociocultural environment is characterized by uncertainty, excessive information overload, anxiety and accumulation of stressors that affect well-being and adaptability. Staying for a long time in such an environment leads to changes in the structure of resources that support the state of psychological safety. Macro-level factors (residence, political factors, economic factors, information and cultural environments) and meso-level factors (family, immediate environment, educational environment, other socio-psychological factors) are considered as environmental factors affecting psychological safety. Internal (psychological) resources include individual-typological, emotional, cognitive and behavioral resources. The results of the systematic review of scientific literature allowed us to consider the educational environment of the university as the key external resource of students' psychological safety in a tense sociocultural environment, because under conditions of uncertainty and risks it remains one of the most significant and relatively stable socio-psychological factors that provide protection and support students'

subjective well-being. The favorable socio-psychological climate, professional commitment of teachers, involvement in the educational environment, supportive relationships with significant adults, and referentiality of the educational environment were identified as the main studied indicators of the educational environment. The main internal resources for overcoming psychotraumatic experience, influencing subjective well-being, behavioral attitudes and ensuring students' psychological safety are: cognitive regulation of emotions, constructive defense mechanisms, prosocial values and social intelligence.

The conducted analysis gives grounds to propose a model of resources of students' psychological safety in a tense sociocultural environment (fig.).



Fig. Model of psychological safety resources for students in a tense sociocultural environment

Suggestions for overcoming the problem

Within the framework of professional work of specialists of the educational system and psychological services at universities, aimed at ensuring psychological safety of students, it is not possible to influence macro-level factors, the focus of their attention will be on the resources of the educational environment and personal resources of students. Currently, there is a contradiction between the need to create psychological and pedagogical conditions to ensure students' psychological safety in a tense sociocultural environment and the lack of scientifically-based recommendations that contribute to the fulfilment of this process in the mentioned conditions. The proposed model of students' psychological safety resources serves as a basis for the development of student support programs in the educational environment of universities, which will eventually contribute to the restoration and preservation of students' psychological health and well-being. The

*Баева И.А., Лактионова Е.Б., Кондакова И.В.,
Пежемская Ю.С., Соколова М.-Е.-Л.С., Савенко
Ю.С.*
Ресурсы психологической безопасности студентов в
напряженной социокультурной среде: обзор
теоретических и эмпирических исследований
Психолого-педагогические исследования. 2024.
Том 16. № 2. С. 3–29.

*Baeva I.A., Laktionova E.B., Kondakova I.V.,
Pezhemskaya J.S., Sokolova M.-E.-L.S., Savenko Y.S.*
Resources for Psychological Safety of Students in an
Unstable Sociocultural Environment: a Review of
Theoretical and Empirical Research
Psychological-Educational Studies. 2024.
Vol. 16, no. 2, pp. 3–29.

activity of the support service in the university, based on the identified resources, will be able to solve significant social tasks for the positive socialization of students in tense socio-cultural conditions. Let us emphasize the importance of taking into account the cultural context when conducting psychological work with students, peculiarities of their mentality and traditions. A student studying in psychologically safe conditions, who has learnt to solve problems constructively and has preserved psychological health, will have a greater efficiency of activity and the possibility of transmitting his positive experience in social interaction. The prospects of the study can be presented in the context of empirical verification of the proposed theoretical model.

Литература

1. *Агеева И.А., Латышева Э.Э.* Сравнительный анализ стратегий совладания со стрессом у студентов и учеников старшей школы в условиях карантина // Материалы международной конференции, посвященной 125-летию со дня рождения Б.М. Теплова «Дифференциальная психология и психофизиология сегодня: способности, образование, профессионализм» (г. Москва, 21-22 октября 2021 г.). М.: ПИ РАО, 2021. С. 294–299.
2. *Анисимова Е.В., Крушельницкая О.Б.* Взаимосвязь способности к эмпатии и ценностно-смысловых ориентаций у школьников и студентов // Социальная психология и общество. 2023. Том 14. № 3. С. 64–84. DOI:10.17759/sps.2023140305
3. *Баева И.А., Гаязова Л.А., Кондакова И.В.* Личностные ресурсы психологической безопасности подростков и молодежи в образовательной среде // Интеграция образования. 2021. Том 25. № 3(104). С. 482–497. DOI:10.15507/1991-9468.104.025.202103.482-497
4. *Балык А.С., Булах К.В., Цыбуленко О.П.* Формирование личностной зрелости студентов в период обучения в вузе // Общество: социология, психология, педагогика. 2020. № 10. С. 70–75.
5. *Баранова В.А., Дубовская Е.М., Савина О.О.* Образовательная среда в условиях пандемии COVID-19: новые вызовы безопасности // Национальный психологический журнал. 2020. № 3(39). С. 57–65. DOI:10.11621/npj.2020.0308
6. *Бойко О.В., Новикова Н.В.* Индивидуально-психологические особенности переживания личностью ситуации военного конфликта // Вестник Вятского государственного университета. 2019. № 4. С. 94–105. DOI:10.25730/VSU.7606.19.060
7. *Бойко О.В., Новикова Н.В.* Результаты исследования индивидуально-психологических особенностей переживания личностью ситуации военного конфликта // Научная сокровищница образования Донетчины. 2021. № 2. С. 87–92.
8. Влияние COVID-19 на психологическое состояние людей / А.Т. Шакирова [и др.] // Евразийский Союз Ученых. 2020. № 10-3(79). С. 50–52.
9. Влияние пролонгированной стрессовой ситуации на мировоззренческие установки, особенности мышления и моральные решения / Т.И. Медведева [и др.] // Социальная

*Баева И.А., Лактионова Е.Б., Кондакова И.В.,
Пежемская Ю.С., Соколова М.-Е.-Л.С., Савенко
Ю.С.*

Ресурсы психологической безопасности студентов в
напряженной социокультурной среде: обзор
теоретических и эмпирических исследований
Психолого-педагогические исследования. 2024.
Том 16. № 2. С. 3–29.

*Baeva I.A., Laktionova E.B., Kondakova I.V.,
Pezhemskaia J.S., Sokolova M.-E.-L.S., Savenko Y.S.*
Resources for Psychological Safety of Students in an
Unstable Sociocultural Environment: a Review of
Theoretical and Empirical Research
Psychological-Educational Studies. 2024.
Vol. 16, no. 2, pp. 3–29.

- психология и общество. 2023. Том 14. № 4. С. 178–193. DOI:10.17759/sps.2023140411
10. *Вязникова Л.Ф., Ткач Е.Н.* Ценности как психологический ресурс для личностного развития // Человек в современном мире: пандемия и новый технологический уклад: сб. научных трудов / Сост., ред. М.В. Бахтин. Рагуза: Энциклопедист-Максимум, 2021. С. 416–426.
11. *Гришина Е.В.* Влияние психологической безопасности образовательной среды на антивитальные переживания подростков: дисс. ... канд. психол. наук. СПб, 2018. 131 с.
12. *Дашевский А.Р., Шмелева Е.А., Кисляков П.А.* Психологическая безопасность курсантов противопожарного вуза в условиях особой социальной обстановки // Russian Journal of Education and Psychology. 2023. Т. 14. № 2. С. 142–157. DOI:10.12731/2658-4034-2023-14-2-142-157
13. *Деревянкина Н.А., Юферова М.А.* Психологическая диагностика эмоциональных реакций подростков и юношей из ЛНР, ДНР и вновь освобожденных территорий // Ярославский педагогический вестник. 2023. № 3(132). С. 137–147. DOI:10.20323/1813-145X_2023_3_132_137
14. Доверие как фактор психологической безопасности в межнациональном взаимодействии / А.И. Донцов [и др.] // Социальная психология и общество. 2018. Том 9. № 2. С. 21–34. DOI:10.17759/sps.2018090202
15. *Дунаева Н.И., Баранова Ю.М., Бабинова Н.С.* Профилактика аутоагрессивного поведения студентов // Проблемы современного педагогического образования. 2021. № 71-1. С. 294–297.
16. *Дымова Е.Н.* Уровень посттравматического стресса в трудной жизненной ситуации [Электронный ресурс] // Мир науки. Педагогика и психология. 2019. № 4. URL: <https://mir-nauki.com/PDF/13PSMN419.pdf> (дата обращения: 26.03.2024).
17. *Егорова М.А., Заречная А.А.* Позитивные стратегии психологической поддержки субъективного благополучия школьников [Электронный ресурс] // Современная зарубежная психология. 2022. Том 11. № 3. С. 38–47. DOI:10.17759/jmfr.2022110304
18. *Захарова Н.М., Цветкова М.Г.* Психические и поведенческие нарушения у мирного населения региона, подвергшегося локальным военным действиям [Электронный ресурс] // Психология и право. 2020. Том 10. № 4. С. 185–197. DOI:10.17759/psylaw.2020100413
19. *Зеленова М.Е.* Особенности Я-концепции и успешность социально-психологической адаптации участников военных действий // Социальная психология и общество. 2011. Том 2. № 1. С. 97–110.
20. *Иванова Т.Ю.* Теория сохранения ресурсов как объяснительная модель возникновения стресса // Психология. Журнал Высшей школы экономики. 2013. Т. 10. № 3. С. 119–135.
21. *Ичитовкина Е.Г., Жернов С.В., Завадский А.Н.* Эмоциональный интеллект как

*Баева И.А., Лактионова Е.Б., Кондакова И.В.,
Пежемская Ю.С., Соколова М.-Е.-Л.С., Савенко
Ю.С.*

Ресурсы психологической безопасности студентов в
напряженной социокультурной среде: обзор
теоретических и эмпирических исследований
Психолого-педагогические исследования. 2024.
Том 16. № 2. С. 3–29.

*Baeva I.A., Laktionova E.B., Kondakova I.V.,
Pezhemskaia J.S., Sokolova M.-E.-L.S., Savenko Y.S.*
Resources for Psychological Safety of Students in an
Unstable Sociocultural Environment: a Review of
Theoretical and Empirical Research
Psychological-Educational Studies. 2024.
Vol. 16, no. 2, pp. 3–29.

ресурс в обеспечении субъективного благополучия человека // Психолого-педагогический журнал «Гаудеамус». 2023. Т. 22. № 2. С. 9–22. DOI:10.20310/1810-231X-2023-22-2-9-22

22. *Казанцева О.А., Гурьянова Т.А.* Роль социальной поддержки и произвольной регуляции в психологическом благополучии подростков, находящихся в трудной жизненной ситуации // Российский социально-гуманитарный журнал. 2023. № 3. С. 148–162.

23. *Кожжевникова О.В.* О структуре личностной зрелости студентов университета // Вестник Удмуртского университета. Серия «Философия. Психология. Педагогика». 2021. № 4. С. 428–434. DOI:10.35634/2412-9550-2021-31-4-428-434

24. *Колобова С.В., Ичитовкина Е.Г.* Исследование факторов риска, способствующих нарушению психологической безопасности у мирного населения прифронтовых территорий // Северо-Кавказский психологический вестник. 2023. Том 21. № 1. С. 5–15. DOI:10.21702/ncpb.2023.1.1

25. *Кондрашова М.В.* Индивидуальные ресурсы как основа психологической безопасности студентов в экстремальной ситуации // Научная сокровищница образования Донетчины. 2019. № 1. С. 85–88.

26. *Кондрашова М.В.* Индивидуальные ресурсы психологической безопасности студентов в экстремальной ситуации // Гуманитарный вестник (Горловка). 2019. № 8. С. 51–56.

27. Контент-анализ восприятия опыта преодоления трудных жизненных ситуаций молодежью Южной Осетии в поствоенном постконфликтном состоянии общества / Л.М. Хабаева [и др.] // International Journal of Medicine and Psychology. 2020. Том 3. № 6. С. 37–50.

28. *Лактионова Е.Б.* Психологическая комфортность как фактор идентификации учащихся с педагогами в образовательной среде школы // Известия Российского государственного педагогического университета им. А.И. Герцена. 2015. № 177. С. 30–35.

29. *Литвинова Р.М., Волобуев В.В., Рядинская Е.Н.* Анализ факторов, воздействующих на психическое состояние мирных жителей, проживающих на территории вооруженного конфликта // Вестник Тверского государственного университета. Серия «Педагогика и психология». 2022. № 4(61). С. 14–28. DOI:10.26456/vtppsyped/2022.4.014

30. *Маричева А.В.* Психологическое сопровождение обучающихся, оказавшихся в трудной жизненной ситуации, в рамках деятельности психологической службы вуза // Психология и педагогика в Крыму: пути развития. 2023. № S2. С. 27–41.

31. *Махнач А.В., Лактионова А.И., Постылякова Ю.В.* Жизнеспособность студенческой молодежи России в условиях неопределенности // Образование и наука. 2022. Том 24. № 5. С. 90–121. DOI:10.17853/1994-5639-2022-5-90-121

Баева И.А., Лактионова Е.Б., Кондакова И.В.,
Пежемская Ю.С., Соколова М.-Е.-Л.С., Савенко
Ю.С.

Ресурсы психологической безопасности студентов в
напряженной социокультурной среде: обзор
теоретических и эмпирических исследований
Психолого-педагогические исследования. 2024.
Том 16. № 2. С. 3–29.

Baeva I.A., Laktionova E.B., Kondakova I.V.,
Pezhemskaia J.S., Sokolova M.-E.-L.S., Savenko Y.S.
Resources for Psychological Safety of Students in an
Unstable Sociocultural Environment: a Review of
Theoretical and Empirical Research
Psychological-Educational Studies. 2024.
Vol. 16, no. 2, pp. 3–29.

32. *Маховицкая Т.П.* Значение психофизиологических факторов в процессе адаптации студентов первого курса к обучению в вузе // Вестник Донецкого национального университета. Серия Б: Гуманитарные науки. 2021. № 1. С. 176–181.
33. *Махрина Е.А., Тимофеева А.В.* Адаптация и стрессоустойчивость студентов // E-Scio. 2022. № 6(69). С. 13–21.
34. Модель психологической безопасности подростка в образовательной среде / И.А. Баева [и др.] // Известия РГПУ им. А.И. Герцена. 2019. № 194. С. 7–18.
35. *Моспан А.Н., Леонтьев Д.А.* Личностные ресурсы и совладание с неопределенностью // Материалы VI Международной научной конференции «Психология стресса и совладающего поведения: устойчивость и изменчивость отношений, личности, группы в эпоху неопределенности» (г. Кострома, 22-24 сентября 2022 г.). Кострома: Костромской государственной университет, 2022. С. 283–286.
36. *Нестик Т.А.* Влияние военных конфликтов на психологическое состояние общества: перспективные направления исследований // Социальная психология и общество. 2023. Том 14. № 4. С. 5–22. DOI:10.17759/sps.2023140401
37. *Нестик Т.А.* Психологическое состояние российского общества в условиях СВО [Электронный ресурс] // СоциоДиггер. 2023(6). Т. 4. Выпуск 9(28). URL: <https://sociodigger.ru/articles/articles-page/psikhologicheskoe-sostojanie-rossiiskogo-obshchestva-v-usloviakh-svo> (дата обращения: 26.03.2024).
38. *Одинцова М.А., Лубовский Д.В., Кузьмина Е.И.* Психологические ресурсы личности при проживании жизненных ситуаций разной степени неопределенности // Социальная психология и общество. 2023. Том 14. № 4. С. 156–177. DOI:10.17759/sps.2023140410
39. Особенности оценки собственной безопасности и благополучия подростками на территориях военных конфликтов [Электронный ресурс] / Г.В. Семья [и др.] // Психология и право. 2023. Том 13. № 4. С. 308–328. DOI:10.17759/psylaw.2023130421
40. Особенности психологической готовности студентов Приднестровья к психолого-педагогической деятельности / Ю.И. Щербаков [и др.] // Педагогика и психология образования. 2018. № 1. С. 158–167.
41. *Панкратова А.А.* Подход Дж. Гросса к изучению эмоциональной регуляции: примеры кросскультурных исследований // Вопросы психологии. 2014. № 1. С. 147–155.
42. Проблемы психологической безопасности личности в экстремальных условиях жизнедеятельности [Электронный ресурс] / А.В. Литвинова [и др.] // Современная зарубежная психология. 2021. Том 10. № 1. С. 8–16. DOI:10.17759/jmfp.2021100101
43. Психологическая безопасность и социальный интеллект подростков и юношей / И.А. Баева [и др.] // Психологическая наука и образование. 2021. Том 26. № 2. С. 5–16. DOI:10.17759/pse.2021260201
44. Психологические установки в преодолении трудных жизненных ситуаций у

Баева И.А., Лактионова Е.Б., Кондакова И.В.,
Пежемская Ю.С., Соколова М.-Е.-Л.С., Савенко
Ю.С.

Ресурсы психологической безопасности студентов в
напряженной социокультурной среде: обзор
теоретических и эмпирических исследований
Психолого-педагогические исследования. 2024.
Том 16. № 2. С. 3–29.

Baeva I.A., Laktionova E.B., Kondakova I.V.,
Pezhemskaia J.S., Sokolova M.-E.-L.S., Savenko Y.S.
Resources for Psychological Safety of Students in an
Unstable Sociocultural Environment: a Review of
Theoretical and Empirical Research
Psychological-Educational Studies. 2024.
Vol. 16, no. 2, pp. 3–29.

молодежи (на примере молодежи Южной Осетии) [Электронный ресурс] / О.В. Москаленко [и др.] // Мир науки. Педагогика и психология. 2020. Т. 8. № 6. URL: <https://mir-nauki.com/PDF/84PSMN620.pdf> (дата обращения: 27.03.2024).

45. Радчикова Н.П., Сорокова М.Г. Ценностные ориентации в психологическом благополучии подростка: итоги структурного моделирования [Электронный ресурс] // Социальные науки и детство. 2023. Том 4. № 1. С. 7–17. DOI:10.17759/ssc.2023040101

46. Родионова Е.В., Конюхова Т.В. Эмоционально-личностное благополучие студенческой молодежи: динамическая оценка в условиях неустойчивости внешней среды // Перспективы науки и образования. 2023. № 1(61). С. 356–370. DOI:10.32744/pse.2023.1.21

47. Роль психологического благополучия и удовлетворенности жизнью в восприятии повседневных стрессоров / Л.А. Головей [и др.] // Консультативная психология и психотерапия. 2018. Том 26. № 4. С. 8–26. DOI:10.17759/cpp.2018260402

48. Рядинская Е.Н. Особенности психологических состояний человека, проживающего в зоне вооруженного конфликта, в контексте трансформаций смысложизненных стратегий в постконфликтный период [Электронный ресурс] // Психология и право. 2016. Том 6. № 4. С. 196–208. DOI:10.17759/psylaw.2016060418

49. Рядинская Е.Н. Особенности трансформации смысложизненных стратегий личности в условиях вооруженного конфликта // Вестник Балтийского федерального университета им. И. Канта. Серия: Филология, педагогика, психология. 2018. № 1. С. 111–116.

50. Тарабрина Н.В., Хажуев И.С. Посттравматический стресс и защитно-совладающее поведение у населения, проживающего в условиях длительной чрезвычайной ситуации // Экспериментальная психология. 2015. Том 8. № 3. С. 215–226. DOI:10.17759/exppsy.2015080318

51. Ульянина О.А., Александрова Л.А., Дмитриева С.О. Особенности актуального состояния обучающихся в регионе с высокой степенью вовлеченности в последствия боевых действий // Социальная психология и общество. 2023. DOI:10.17759/sps.2024000001

52. Шлыкова Е.В. Ресурсы успешной адаптации к условиям экономического кризиса и факторы развития адаптационного потенциала молодежи Москвы // Вестник Российского университета дружбы народов. Серия: Социология. 2019. Т. 19. № 3. С. 443–457. DOI:10.22363/2313-2272-2019-19-3-443-457

53. Эмоционально-личностные и метакогнитивные предикторы психологического благополучия студентов в современных условиях / Е.Г. Денисова [и др.] // Психологическая наука и образование. 2022. Том 27. № 5. С. 85–96. DOI:10.17759/pse.2022270507

54. Юдин Н.В. Личностные ресурсы психологической защищенности студентов вуза в

Баева И.А., Лактионова Е.Б., Кондакова И.В.,
Пежемская Ю.С., Соколова М.-Е.-Л.С., Савенко
Ю.С.
Ресурсы психологической безопасности студентов в
напряженной социокультурной среде: обзор
теоретических и эмпирических исследований
Психолого-педагогические исследования. 2024.
Том 16. № 2. С. 3–29.

Baeva I.A., Laktionova E.B., Kondakova I.V.,
Pezhemskaia J.S., Sokolova M.-E.-L.S., Savenko Y.S.
Resources for Psychological Safety of Students in an
Unstable Sociocultural Environment: a Review of
Theoretical and Empirical Research
Psychological-Educational Studies. 2024.
Vol. 16, no. 2, pp. 3–29.

трудных жизненных ситуациях // Известия Российского государственного педагогического университета им. А.И. Герцена. 2009. № 98. С. 317–321.

55. Assari S. Multiplicative Effects of Social and Psychological Risk Factors on College Students' Suicidal Behaviors // Brain Sciences. 2018. Vol. 8(5). P. 91. DOI:10.3390/brainsci8050091

56. Child Mental Health, Psychosocial Well-Being and Resilience in Afghanistan: A Review and Future Directions / P. Ventevogel [et al.] // Fernando C., Ferrari M. (eds.). Handbook of Resilience in Children of War. New York: Springer, 2013. P. 51–79. DOI:10.1007/978-1-4614-6375-7_5

57. Diab S.Y., Schultz J.-H. Factors contributing to student academic underachievement in war and conflict: A multilevel qualitative study // Teaching and Teacher Education. 2021. Vol. 97. P. 1–11. DOI:10.1016/j.tate.2020.103211

58. Hilariski C. How school environments contribute to violent behavior in youth // Journal of Human Behavior in the Social Environment. 2004. Vol. 9(1). P. 165–178. DOI:10.1300/J137v09n01_11

59. Hong J.S., Eamon M.K. Students' Perceptions of Unsafe Schools: An Ecological Systems Analysis // Journal of Child Family Study. 2012. Vol. 21. P. 428–438. DOI:10.1007/s10826-011-9494-8

60. Human (in)security and psychological well-being in Palestinian children living amidst military violence: A qualitative participatory research using interactive maps / G. Veronese [et al.] // Child: Care, Health and Development. 2022. Vol. 48. Issue 1. P. 159–169. DOI:10.1111/cch.12917

61. Informational and psychological safety of the educational environment in forming a person's personality: current challenges and risks (ecological and psychological approach) / V.B. Salakhova [et al.] // EurAsian Journal of BioSciences. 2019. Vol. 13. Issue 2. P. 1797–1803.

62. Jong J.T., Komproe I., Ommeren M.V. Common mental disorders in postconflict settings // Lancet. 2003. Vol. 361. P. 2128–2130. DOI:10.1016/S0140-6736(03)13692-6

63. Maghsoudi R., Shapka J., Wosniewski P. Examining how online risk exposure and online social capital influence adolescent psychological stress // Computers in Human Behavior. 2020. Vol. 113. P. 1–9. DOI:10.1016/j.chb.2020.106488

64. Mahamid F., Veronese G., Bdier D. War-related quality of life is associated with depressive symptoms and hopelessness among Palestinians: sense of belonging and resilience as mediating variables // Global Mental Health. 2022. Vol. 9. P. 483–490. DOI:10.1017/gmh.2022.52

65. Miller K.E., Jordans M.J. Determinants of Children's Mental Health in War-Torn Settings: Translating Research Into Action // Current Psychiatry Reports. 2016. Vol. 18(6). DOI:10.1007/s11920-016-0692-3

Баева И.А., Лактионова Е.Б., Кондакова И.В.,
Пежемская Ю.С., Соколова М.-Е.-Л.С., Савенко
Ю.С.
Ресурсы психологической безопасности студентов в
напряженной социокультурной среде: обзор
теоретических и эмпирических исследований
Психолого-педагогические исследования. 2024.
Том 16. № 2. С. 3–29.

Baeva I.A., Laktionova E.B., Kondakova I.V.,
Pezhemskaia J.S., Sokolova M.-E.-L.S., Savenko Y.S.
Resources for Psychological Safety of Students in an
Unstable Sociocultural Environment: a Review of
Theoretical and Empirical Research
Psychological-Educational Studies. 2024.
Vol. 16, no. 2, pp. 3–29.

66. *Minyurova S.A., Babich G.N., Baxter J.* A review of student support services in USA // *Philological class*. 2020. Vol. 25. Issue 1. P. 203–208. DOI:10.26170/FK20-01-20
67. New WHO prevalence estimates of mental disorders in conflict settings: a systematic review and meta-analysis / F.J. Charlson [et al.] // *Lancet*. 2019. Vol. 394. Issue 10194. P. 240–248. DOI:10.1016/S0140-6736(19)30934-1
68. *Predko V., Schabus M., Danyliuk I.* Psychological characteristics of the relationship between mental health and hardiness of Ukrainians during the war. *Frontiers in Psychology*. 2023. Vol. 14. DOI:10.3389/fpsyg.2023.1282326
69. Prevalence of depression and posttraumatic stress disorder in adult civilian survivors of war who stay in war-afflicted regions. A systematic review and meta-analysis of epidemiological studies / N. Morina [et al.] // *Journal of affective disorders*. 2018. Vol. 239. P. 328–338. DOI:10.1016/j.jad.2018.07.027
70. Psychological resources of the individual style of overcoming stress in the conditions of military aggression / V. Overchuk [et al.] // *Amazonia Investiga*. 2023. Vol. 12(62). P. 221–229. DOI:10.34069/AI/2023.62.02.22
71. Psychological well-being of a pedagogue in the conditions of war / I. Bolotnikova [et al.] // *Revista Eduweb*. 2023. Vol. 17(2). P. 149–160. DOI:10.46502/issn.1856-7576/2023.17.02.13
72. Risk and protective factors among Palestinian women living in a context of prolonged armed conflict and political oppression / G. Veronese [et al.] // *Journal of Interpersonal Violence*. 2019. Vol. 36(19-20). P. 9299–9327. DOI:10.1177/0886260519865960
73. *Shai O.* Does armed conflict increase individuals' religiosity as a means for coping with the adverse psychological effects of wars? // *Social Science & Medicine*. 2022. Vol. 296. Issue 114769. DOI:10.1016/j.socscimed.2022.114769
74. The impact of the war in Ukraine on the psychological well-being of students / I.S. Pypenko [et al.] // *International Journal of Science Annals*. 2023. Vol. 6(2). P. 20–31. DOI:10.26697/ijsa.2023.2.2
75. The longitudinal relationship of school climate with adolescent social and emotional health / M.D. Wong [et al.] // *BMC Public Health*. 2021. Vol. 21. DOI:10.1186/s12889-021-10245-6
76. Toward an understanding of the Russian-Ukrainian War impact on university students and personnel / A. Kurapov [et al.] // *Journal of Loss and Trauma*. 2022. Vol. 28(2). P. 167–174. DOI:10.1080/15325024.2022.2084838
77. War increases religiosity / J. Henrich [et al.] // *Nature Human Behaviour*. 2019. Vol. 3(2). P. 129–135. DOI:10.1038/s41562-018-0512-3

References

1. Ageeva I.A., Latysheva E.E. Sravnitel'nyi analiz strategii sovladaniya so stressom u

Баева И.А., Лактионова Е.Б., Кондакова И.В.,
Пежемская Ю.С., Соколова М.-Е.-Л.С., Савенко
Ю.С.

Ресурсы психологической безопасности студентов в
напряженной социокультурной среде: обзор
теоретических и эмпирических исследований
Психолого-педагогические исследования. 2024.
Том 16. № 2. С. 3–29.

Baeva I.A., Laktionova E.B., Kondakova I.V.,
Pezhemskaia J.S., Sokolova M.-E.-L.S., Savenko Y.S.
Resources for Psychological Safety of Students in an
Unstable Sociocultural Environment: a Review of
Theoretical and Empirical Research
Psychological-Educational Studies. 2024.
Vol. 16, no. 2, pp. 3–29.

studentov i uchenikov starshei shkoly v usloviyakh karantina [Comparative analysis of strategies for coping with stress among high school students and students during quarantine]. *Materialy mezhdunarodnoi konferentsii, posvyashchennoi 125-letiyu so dnya rozhdeniya B.M. Teplova "Differentsial'naya psikhologiya i psikhofiziologiya segodnya: sposobnosti, obrazovanie, professionalism"* (g. Moskva, 21-22 oktyabrya 2021 g.) [Proceedings of the international conference dedicated to the 125th anniversary of the birth of B.M. Teplova "Differential psychology and psychophysiology today: abilities, education, professionalism"]. Moscow: PI RAO, 2021, pp. 294–299. (In Russ.).

2. Anisimova E.V., Krushelnitskaya O.B. Vzaimosvyaz' sposobnosti k empatii i tsennostno-smyslovyykh orientatsii u shkol'nikov i studentov [Relationship between the Ability to Empathy and Value-Semantic Orientation in Schoolchildren and Students]. *Sotsial'naya psikhologiya i obshchestvo = Social Psychology and Society*, 2023. Vol. 14, no. 3, pp. 64–84. DOI:10.17759/sps.2023140305 (In Russ.).

3. Baeva I.A., Gayazova L.A., Kondakova I.V. Lichnostnye resursy psikhologicheskoi bezopasnosti podrostkov i molodezhi v obrazovatel'noi srede [Personality Resources of Adolescents in the Educational Environment]. *Integratsiya obrazovaniya [Integration of Education]*, 2021. Vol. 25, no. 3(104), pp. 482–497. DOI:10.15507/1991-9468.104.025.202103.482-497 (In Russ.).

4. Balyk A.S., Bulakh K.V., Tsybulenko O.P. Formirovanie lichnostnoi zrelosti studentov v period obucheniya v vuze [Formation of personal maturity of students during the period of study at university]. *Obshchestvo: sotsiologiya, psikhologiya, pedagogika [Society: Sociology, Psychology, Pedagogics]*, 2020, no. 10, pp. 70–75. (In Russ.).

5. Baranova V.A., Dubovskaya E.M., Savina O.O. Obrazovatel'naya sreda v usloviyakh pandemii COVID-19: novye vyzovy bezopasnosti [Educational environment amid COVID-19 pandemic: new security challenges]. *Natsional'nyi psikhologicheskii zhurnal [National Psychological Journal]*, 2020, no. 3(39), pp. 57–65. DOI:10.11621/npj.2020.0308 (In Russ.).

6. Boyko O.V., Novikova N.V. Individual'no-psikhologicheskie osobennosti perezhivaniya lichnost'yu situatsii voennogo konflikta [Individual psychological characteristics of a person's experience of a military conflict situation]. *Vestnik Vyatskogo gosudarstvennogo universiteta [Herald of Vyatka State University]*, 2019, no. 4, pp. 94–105. DOI:10.25730/VSU.7606.19.060 (In Russ.).

7. Boyko O.V., Novikova N.V. Rezul'taty issledovaniya individual'no-psikhologicheskikh osobennostei perezhivaniya lichnost'yu situatsii voennogo konflikta [Results of a study of individual psychological characteristics of a person's experience of a situation of military conflict]. *Nauchnaya sokrovishchnitsa obrazovaniya Donetchiny [Scientific treasury of education in the Donetsk region]*, 2021, no. 2, pp. 87–92. (In Russ.).

8. Shakirova A.T. et al. Vliyanie COVID-19 na psikhologicheskoe sostoyanie lyudei [Impact of covid-19 on the psychological state of people]. *Evraziiskii Soyuz Uchenykh [Eurasian*

Баева И.А., Лактионова Е.Б., Кондакова И.В.,
Пежемская Ю.С., Соколова М.-Е.-Л.С., Савенко
Ю.С.
Ресурсы психологической безопасности студентов в
напряженной социокультурной среде: обзор
теоретических и эмпирических исследований
Психолого-педагогические исследования. 2024.
Том 16. № 2. С. 3–29.

Baeva I.A., Laktionova E.B., Kondakova I.V.,
Pezhemskaia J.S., Sokolova M.-E.-L.S., Savenko Y.S.
Resources for Psychological Safety of Students in an
Unstable Sociocultural Environment: a Review of
Theoretical and Empirical Research
Psychological-Educational Studies. 2024.
Vol. 16, no. 2, pp. 3–29.

Union of Scientists], 2020, no. 10-3(79), pp. 50–52. (In Russ.).

9. Medvedeva T.I. et al. Vliyanie prolongirovannoi stressovoi situatsii na mirovozzrencheskie ustanovki, osobennosti myshleniya i moral'nye resheniya [The Influence of Prolonged Stressful Situation on World Assumptions, Peculiarities of Thinking and Moral Decisions]. *Sotsial'naya psikhologiya i obshchestvo = Social Psychology and Society*, 2023. Vol. 14, no. 4, pp. 178–193. DOI:10.17759/sps.2023140411 (In Russ.).

10. Vyaznikova L.F., Tkach E.N. Tsennosti kak psikhologicheskii resurs dlya lichnostnogo razvitiya [Values as a psychological resource for personal development]. In Bakhtin M.V. (ed.) *Chelovek v sovremennom mire: pandemiya i novyi tekhnologicheskii uklad: sbornik nauchnykh trudov* [Man in the modern world: pandemic and new technological structure]. Raguza: Entsiklopedist-Maksimum, 2021, pp. 416–426. (In Russ.).

11. Grishina E.V. Vliyanie psikhologicheskoi bezopasnosti obrazovatel'noi sredy na antivital'nye perezhivaniya podrostkov: diss. ... kand. psikhol. Nauk [The influence of psychological safety of the educational environment on anti-vital experiences of adolescents. PhD (Psychology) diss.]. Saint Petersburg, 2018. 131 p. (In Russ.).

12. Dashevskij A.R., Shmeleva E.A., Kislyakov P.A. Psikhologicheskaya bezopasnost' kursantov protivopozharnogo vuza v usloviyakh osoboi sotsial'noi obstanovki [Psychological Safety of Cadets of a Fire-Fighting University in a Special Social Situation]. *Russian Journal of Education and Psychology*, 2023. Vol. 14, no. 2, pp. 142–157. DOI:10.12731/2658-4034-2023-14-2-142-157 (In Russ.).

13. Derevyankina N.A., Yuferova M.A. Psikhologicheskaya diagnostika emotsional'nykh reaktsii podrostkov i yunoshei iz LNR, DNR i vnov' osvobodzhennykh territorii [Psychological diagnostics of emotional reactions of adolescents and young men from the LNR, DNR and newly liberated territories]. *Yaroslavskii pedagogicheskii vestnik [Yaroslavl pedagogical bulletin]*, 2023, no. 3(132), pp. 137–147. DOI:10.20323/1813-145X_2023_3_132_137 (In Russ.).

14. Dontsov A.I. et al. Doverie kak faktor psikhologicheskoi bezopasnosti v mezhnatsional'nom vzaimodeistvii [Trust as a factor of psychological security in interethnic interaction]. *Sotsial'naya psikhologiya i obshchestvo = Social Psychology and Society*, 2018. Vol. 9, no. 2, pp. 21–34. DOI:10.17759/sps.2018090202 (In Russ.).

15. Dunaeva N.I., Baranova Yu.M., Babinova N.S. Profilaktika autoagressivnogo povedeniya studentov [Prevention of self-aggressive behavior of students]. *Problemy sovremennogo pedagogicheskogo obrazovaniya [Problems of modern pedagogical education]*, 2021, no. 71-1, pp. 294–297. (In Russ.).

16. Dymova E.N. Uroven' posttravmaticheskogo stressa v trudnoi zhiznennoi situatsii [Elektronnyi resurs] [The level of post-traumatic stress in a difficult life situation]. *Mir nauki. Pedagogika i psikhologiya [World of Science. Pedagogy and psychology]*, 2019, no. 4. Available at: <https://mir-nauki.com/PDF/13PSMN419.pdf> (Accessed 26.03.2024). (In Russ.).

Баева И.А., Лактионова Е.Б., Кондакова И.В.,
Пежемская Ю.С., Соколова М.-Е.-Л.С., Савенко
Ю.С.

Ресурсы психологической безопасности студентов в
напряженной социокультурной среде: обзор
теоретических и эмпирических исследований
Психолого-педагогические исследования. 2024.
Том 16. № 2. С. 3–29.

Baeva I.A., Laktionova E.B., Kondakova I.V.,
Pezhemskaia J.S., Sokolova M.-E.-L.S., Savenko Y.S.
Resources for Psychological Safety of Students in an
Unstable Sociocultural Environment: a Review of
Theoretical and Empirical Research
Psychological-Educational Studies. 2024.
Vol. 16, no. 2, pp. 3–29.

17. Egorova M.A., Zarechnaya A.A. Pozitivnye strategii psikhologicheskoi podderzhki sub"ektivnogo blagopoluchiya shkol'nikov [Elektronnyi resurs] [Positive strategies for psychological support of subjective well-being of schoolchildren]. *Sovremennaya zarubezhnaya psikhologiya = Journal of Modern Foreign Psychology*, 2022. Vol. 11, no. 3, pp. 38–47. DOI:10.17759/jmfp.2022110304 (In Russ.).
18. Zakharova N.M., Tsvetkova M.G. Psikhicheskie i povedencheskie narusheniya u mirnogo naseleniya regiona, podvergshegosya lokal'nyim voennym deistviyam [Elektronnyi resurs] [Mental and Behavioral Disorders in the Civilian Population of Regions Affected by Local Warfare]. *Psikhologiya i pravo = Psychology and Law*, 2020. Vol. 10, no. 4, pp. 185–197. DOI:10.17759/psylaw.2020100413 (In Russ.).
19. Zelenova M.E. Osobennosti Ya-kontseptsii i uspehnost' sotsial'no-psikhologicheskoi adaptatsii uchastnikov voennykh deistvii [Peculiarities of «I»-Conception and Effectiveness of Socio-psychological Adjustment in Military Veterans]. *Sotsial'naya psikhologiya i obshchestvo = Social Psychology and Society*, 2011. Vol. 2, no. 1, pp. 97–110. (In Russ.).
20. Ivanova T.Yu. Teoriya sokhraneniya resursov kak ob"yasnitel'naya model' vozniknoveniya stressa [Conservation of Resources Theory as an Explanatory Model of Stress Development]. *Psikhologiya. Zhurnal Vysshei shkoly ekonomiki [Psychology. Journal of the Higher School of Economics]*, 2013. Vol. 10, no. 3, pp. 119–135. (In Russ.).
21. Ichitovkina E.G., Zhernov S.V., Zavadsky A.N. Emotsional'nyi intellekt kak resurs v obespechenii sub"ektivnogo blagopoluchiya cheloveka [Emotional intelligence as a resource in ensuring a person's subjective well-being]. *Psikhologo-pedagogicheskii zhurnal «Gaudeamus» [Psychological-Pedagogical Journal «Gaudeamus»]*, 2023. Vol. 22, no. 2, pp. 9–22. DOI:10.20310/1810-231X-2023-22-2-9-22 (In Russ.).
22. Kazantseva O.A., Guryanova T.A. Rol' sotsial'noi podderzhki i proizvol'noi regulyatsii v psikhologicheskom blagopoluchii podrostkov, nakhodyashchikhsya v trudnoi zhiznnoi situatsii [The role of social support and effortful control in the psychological well-being of adolescents in difficult life situations]. *Rossiiskii sotsial'no-gumanitarnyi zhurnal [Russian Social and Humanitarian Journal]*, 2023, no. 3. (In Russ.).
23. Kozhevnikova O.V. O strukture lichnostnoi zrelosti studentov universiteta [On the structure of personal maturity of university students]. *Vestnik Udmurtskogo universiteta. Seriya «Filosofiya. Psikhologiya. Pedagogika» [The Bulletin of Udmurt University. Series Philosophy. Psychology. Pedagogy]*, 2021, no. 4, pp. 428–434. DOI:10.35634/2412-9550-2021-31-4-428-434 (In Russ.).
24. Kolobova S.V., Ichitovkina E.G. Issledovanie faktorov riska, sposobstvuyushchikh narusheniyu psikhologicheskoi bezopasnosti u mirnogo naseleniya prifrontovykh territorii [Investigation of risk factors contributing to the violation of psychological security among the civilian population of frontline territories]. *Severo-Kavkazskii psikhologicheskii vestnik [North-Caucasian Psychological Bulletin]*, 2023. Vol. 21, no. 1, pp. 5–15.

Баева И.А., Лактионова Е.Б., Кондакова И.В.,
Пежемская Ю.С., Соколова М.-Е.-Л.С., Савенко
Ю.С.

Ресурсы психологической безопасности студентов в
напряженной социокультурной среде: обзор
теоретических и эмпирических исследований
Психолого-педагогические исследования. 2024.
Том 16. № 2. С. 3–29.

Baeva I.A., Laktionova E.B., Kondakova I.V.,
Pezhemskaia J.S., Sokolova M.-E.-L.S., Savenko Y.S.
Resources for Psychological Safety of Students in an
Unstable Sociocultural Environment: a Review of
Theoretical and Empirical Research
Psychological-Educational Studies. 2024.
Vol. 16, no. 2, pp. 3–29.

DOI:10.21702/ncpb.2023.1.1 (In Russ.).

25. Kondrashova M.V. Individual'nye resursy kak osnova psikhologicheskoi bezopasnosti studentov v ekstremal'noi situatsii [Individual resources as the basis for psychological safety of students in extreme situations]. *Nauchnaya sokrovishchnitsa obrazovaniya Donetchiny* [Scientific treasury of education in the Donetsk region], 2019, no. 1, pp. 85–88. (In Russ.).

26. Kondrashova M.V. Individual'nye resursy psikhologicheskoi bezopasnosti studentov v ekstremal'noi situatsii [Individual resources of students' psychological safety in an extreme situation]. *Gumanitarnyi vestnik (Gorlovka)* [Humanitarian Bulletin (Gorlovka)], 2019, no. 8, pp. 51–56. (In Russ.).

27. Khabaeva L.M. et al. Kontent-analiz vospriyatiya opyta preodoleniya trudnykh zhiznennykh situatsii molodezh'yu Yuzhnoi Osetii v postvoennom postkonfliktnom sostoyanii obshchestva [Content analysis of the perception of the experience of overcoming difficult life situations by youth of South Ossetia living in post-war post-conflict society]. *International Journal of Medicine and Psychology*, 2020. Vol. 3, no. 6, pp. 37–50. (In Russ.).

28. Laktionova E.B. Psikhologicheskaya komfortnost' kak faktor identifikatsii uchashchikhsya s pedagogami v obrazovatel'noi srede shkoly [Psychological comfort as the factor of identification of pupils with teachers in the educational environment of school]. *Izvestiya Rossiiskogo gosudarstvennogo pedagogicheskogo universiteta im. A.I. Gertsena* [Izvestia: Herzen University Journal of Humanities & Sciences], 2015, no. 177, pp. 30–35. (In Russ.).

29. Litvinova R.M., Volobuyev V.V., Ryadinskaya Ye.N. Analiz faktorov, vozdeistvuyushchikh na psikhicheskoe sostoyanie mirnykh zhitelei, prozhivayushchikh na territorii vooruzhennogo konflikta [Analysis of factors affecting the mental state of people living in the territory of armed conflict]. *Vestnik Tverskogo gosudarstvennogo universiteta. Seriya «Pedagogika i psikhologiya»* [Herald of Tver State University. Series: PEDAGOGY AND PSYCHOLOGY], 2022, no. 4(61), pp. 14–28. DOI:10.26456/vtspyped/2022.4.014 (In Russ.).

30. Maricheva A.V. Psikhologicheskoe soprovozhdenie obuchayushchikhsya, okazavshikhsya v trudnoi zhiznennoi situatsii, v ramkakh deyatelnosti psikhologicheskoi sluzhby vuza [Psychological support for students who find themselves in difficult life situations within the framework of the activities of the psychological service of the university]. *Psikhologiya i pedagogika v Krymu: puti razvitiya* [Psychology and pedagogy in Crimea: ways of development], 2023, no. S2, pp. 27–41. (In Russ.).

31. Makhnach A.V., Laktionova A.I., Postylyakova Yu.V. Zhiznesposobnost' studencheskoi molodezhi Rossii v usloviyakh neopredelennosti [Resilience of student youth in Russia under uncertainty]. *Obrazovanie i nauka* [The Education and Science Journal], 2022. Vol. 24, no. 5, pp. 90–121. DOI:10.17853/1994-5639-2022-5-90-121 (In Russ.).

32. Makhovitskaya T.P. Znachenie psikhofiziologicheskikh faktorov v protsesse adaptatsii

Баева И.А., Лактионова Е.Б., Кондакова И.В.,
Пежемская Ю.С., Соколова М.-Е.-Л.С., Савенко
Ю.С.

Ресурсы психологической безопасности студентов в
напряженной социокультурной среде: обзор
теоретических и эмпирических исследований
Психолого-педагогические исследования. 2024.
Том 16. № 2. С. 3–29.

Baeva I.A., Laktionova E.B., Kondakova I.V.,
Pezhemskaia J.S., Sokolova M.-E.-L.S., Savenko Y.S.
Resources for Psychological Safety of Students in an
Unstable Sociocultural Environment: a Review of
Theoretical and Empirical Research
Psychological-Educational Studies. 2024.
Vol. 16, no. 2, pp. 3–29.

studentov pervogo kursa k obucheniyu v vuze [The importance of psychophysiological factors in the process of first-year students' adaptation to study at the higher educational institution]. *Vestnik Donetskogo natsional'nogo universiteta. Seriya B: Gumanitarnye nauki* [The Bulletin of Donetsk National University. Series B: Humanities], 2021, no. 1, pp. 176–181. (In Russ.).

33. Makhrina E.A., Timofeeva A.V. Adaptatsiya i stressoustoichivost' studentov [Adaptation and stress tolerance of students]. *E-Scio*, 2022, no. 6(69), pp. 13–21. (In Russ.).

34. Baeva I.A. et al. Model' psikhologicheskoi bezopasnosti podrostanta v obrazovatel'noi srede [Ensuring psychological safety of adolescents in the learning environment]. *Izvestiya RGPU im. A.I. Gertsena* [Izvestia: Herzen University Journal of Humanities & Sciences], 2019, no. 194, pp. 7–18. (In Russ.).

35. Mospan A.N., Leontiev D.A. Lichnostnye resursy i sovladanie s neopredelennost'yu [Personality resources and coping with uncertainty]. *Materialy VI Mezhdunarodnoi nauchnoi konferentsii "Psikhologiya stressa i sovladayushchego povedeniya: ustoychivost' i izmenchivost' otnoshenii, lichnosti, gruppy v epokhu neopredelennosti"* (g. Kostroma, 22-24 sentyabrya 2022 g.) [Proceedings of the VI International Scientific Conference "Psychology of stress and coping behavior: stability and variability of relationships, personalities, groups in an era of uncertainty"]. Kostroma: Publ. Kostroma State University, 2022, pp. 283–286. (In Russ.).

36. Nestik T.A. Vliyanie voennykh konfliktov na psikhologicheskoe sostoyanie obshchestva: perspektivnye napravleniya issledovaniy [The influence of military conflicts on the psychological state of society: promising areas of research]. *Sotsial'naya psikhologiya i obshchestvo = Social psychology and society*, 2023. Vol. 14, no. 4, pp. 5–22. DOI:10.17759/sps.2023140401 (In Russ.).

37. Nestik T.A. Psikhologicheskoe sostoyanie rossiiskogo obshchestva v usloviyakh SVO [Elektronnyi resurs] [Psychological state of Russian society in the conditions of the SVO]. *SocioDigger*, 2023(b). Vol. 4, no. 9(28). URL: <https://sociodigger.ru/articles/articles-page/psikhologicheskoe-sostojanie-rossiiskogo-obshchestva-v-usloviyakh-svo> (Accessed 26.03.2024). (In Russ.).

38. Odintsova M.A., Lubovskii D.V., Kuz'mina E.I. Psikhologicheskie resursy lichnosti pri prozhivanii zhiznennykh situatsii raznoi stepeni neopredelennosti [Psychological resources of a person when living through life situations of varying degrees of uncertainty]. *Sotsial'naya psikhologiya i obshchestvo = Social psychology and society*, 2023. Vol. 14, no. 4, pp. 156–177. DOI:10.17759/sps.2023140410 (In Russ.).

39. Semya G.V. et al. Osobennosti otsenki sobstvennoi bezopasnosti i blagopoluchiya podrostantami na territoriyakh voennykh konfliktov [Elektronnyi resurs] [Assessment peculiarities of adolescent subjective well-being and safety in areas of military conflicts]. *Psikhologiya i pravo = Psychology and Law*, 2023. Vol. 13, no. 4, pp. 308–328. DOI:10.17759/psylaw.2023130421 (In Russ.).

40. Shcherbakov Yu.I. et al. Osobennosti psikhologicheskoi gotovnosti studentov Pridnestrov'ya k psikhologo-pedagogicheskoi deyatel'nosti [Features of the psychological readiness of Pridnestrovian students for psychological and pedagogical activity]. *Pedagogika i psikhologiya obrazovaniya*

Баева И.А., Лактионова Е.Б., Кондакова И.В.,
Пежемская Ю.С., Соколова М.-Е.-Л.С., Савенко
Ю.С.

Ресурсы психологической безопасности студентов в
напряженной социокультурной среде: обзор
теоретических и эмпирических исследований
Психолого-педагогические исследования. 2024.
Том 16. № 2. С. 3–29.

Baeva I.A., Laktionova E.B., Kondakova I.V.,
Pezhemskaia J.S., Sokolova M.-E.-L.S., Savenko Y.S.
Resources for Psychological Safety of Students in an
Unstable Sociocultural Environment: a Review of
Theoretical and Empirical Research
Psychological-Educational Studies. 2024.
Vol. 16, no. 2, pp. 3–29.

[*Pedagogy and Psychology of Education*], 2018, no. 1, pp. 158–167. (In Russ.).

41. Pankratova A.A. Podkhod Dzh. Grossa k izucheniyu emotsional'noi regulyatsii: primery krosskul'turnykh issledovaniy [J. Gross's approach to studying emotional regulation: examples of cross-cultural studies]. *Voprosy psikhologii* [*Questions of psychology*], 2014, no. 1, pp. 147–155. (In Russ.).

42. Litvinova A.V. et al. Problemy psikhologicheskoi bezopasnosti lichnosti v ekstremal'nykh usloviyakh zhiznedeyatel'nosti [Elektronnyi resurs] [Problems of psychological safety of a person in extreme conditions of life]. *Sovremennaya zarubezhnaya psikhologiya = Journal of Modern Foreign Psychology*, 2021. Vol. 10, no. 1, pp. 8–16. DOI:10.17759/jmfp.2021100101 (In Russ.).

43. Baeva I.A. et al. Psikhologicheskaya bezopasnost' i sotsial'nyi intellekt podrostkov i yunoshei [Psychological security and social intelligence in adolescents and young people]. *Psikhologicheskaya nauka i obrazovanie = Psychological Science and Education*, 2021. Vol. 26, no. 2, pp. 5–16. DOI:10.17759/pse.2021260201 (In Russ.).

44. Moskalenko O.V. et al. Psikhologicheskie ustanovki v preodolenii trudnykh zhiznennykh situatsii u molodezhi (na primere molodezhi Yuzhnoi Osetii) [Elektronnyi resurs] [Psychological attitudes in young people difficult life situations overcoming (illustrated by the example of the South Ossetia youth)]. *Mir nauki. Pedagogika i psikhologiya* [*World of Science. Pedagogy and psychology*], 2020. Vol. 8, no. 6. URL: <https://mir-nauki.com/PDF/84PSMN620.pdf> (Accessed 27.03.2024). (In Russ.).

45. Radchikova N.P., Sorokova M.G. Tsennostnye orientatsii v psikhologicheskom blagopoluchii podrostka: itogi strukturnogo modelirovaniya [Elektronnyi resurs] [The role of value orientations in psychological well-being of adolescents: structural modeling results]. *Sotsial'nye nauki i detstvo = Social sciences and childhood*, 2023. Vol. 4, no. 1, pp. 7–17. DOI:10.17759/ssc.2023040101 (In Russ.).

46. Rodionova E.V., Konyukhova T.V. Emotsional'no-lichnostnoe blagopoluchie studencheskoi molodezhi: dinamicheskaya otsenka v usloviyakh neustoichivosti vneshnei sredy [Emotional and personal well-being of students: dynamic assessment in the conditions of unstable external environment]. *Perspektivy nauki i obrazovaniya* [*Perspectives of Science and Education*], 2023, no. 1(61), pp. 356–370. DOI:10.32744/pse.2023.1.21 (In Russ.).

47. Golovey L.A. et al. Rol' psikhologicheskogo blagopoluchiya i udovletvorennosti zhizn'yu v vospriyatii povsednevnykh stressorov [The role of psychological well-being and life satisfaction in perception of daily stress]. *Konsul'tativnaya psikhologiya i psikhoterapiya = Counseling Psychology and Psychotherapy*, 2018. Vol. 26, no. 4, pp. 8–26. DOI:10.17759/cpp.2018260402 (In Russ.).

48. Ryadinskaya E.N. Osobennosti psikhologicheskikh sostoyanii cheloveka, prozhivayushchego v zone vooruzhennogo konflikta, v kontekste transformatsii smyslozhiznennykh strategii v postkonfliktnyi period [Elektronnyi resurs] [Features of the psychological states of a person residing in the area of armed conflict, in the context of the

Баева И.А., Лактионова Е.Б., Кондакова И.В.,
Пежемская Ю.С., Соколова М.-Е.-Л.С., Савенко
Ю.С.
Ресурсы психологической безопасности студентов в
напряженной социокультурной среде: обзор
теоретических и эмпирических исследований
Психолого-педагогические исследования. 2024.
Том 16. № 2. С. 3–29.

Baeva I.A., Laktionova E.B., Kondakova I.V.,
Pezhemskaia J.S., Sokolova M.-E.-L.S., Savenko Y.S.
Resources for Psychological Safety of Students in an
Unstable Sociocultural Environment: a Review of
Theoretical and Empirical Research
Psychological-Educational Studies. 2024.
Vol. 16, no. 2, pp. 3–29.

transformation of life strategies in the post-conflict period]. *Psikhologiya i pravo = Psychology and Law*, 2016. Vol. 6, no. 4, pp. 196–208. DOI:10.17759/psylaw.2016060418 (In Russ.).

49. Ryadinskaya E.N. Osobennosti transformatsii smyslozhiznennykh strategii lichnosti v usloviyakh vooruzhennogo konflikta [Transformation of life strategies of the individual under the conditions of armed conflict]. *Vestnik Baltiiskogo federal'nogo universiteta im. I. Kanta. Seriya: Filologiya, pedagogika, psikhologiya [The Bulletin of the Baltic Federal University named after I. Kant. Series: Philology, Pedagogy, Psychology]*, 2018, no. 1, pp. 111–116. (In Russ.).

50. Tarabrina N.V., Hazhuev I.S. Posttravmaticheskii stress i zashchitno-sovladayushchee povedenie u naseleniya, prozhivayushchego v usloviyakh dlitel'noi chrezvychainoi situatsii [Post-traumatic stress and protective coping behavior of the population living in a prolonged emergency situation]. *Ekspieriment'naya psikhologiya = Experimental Psychology*, 2015. Vol. 8, no. 3, pp. 215–226. DOI:10.17759/exppsy.2015080318 (In Russ.).

51. Ulyanina O.A., Aleksandrova L.A., Dmitrieva S.O. Osobennosti aktual'nogo sostoyaniya obuchayushchikhsya v regione s vysokoi stepen'yu вовлеченности v posledstviya boevykh deistvii [Features of the Current State of Students in Regions with High Involvement in the Consequences of Hostilities]. *Sotsial'naya psikhologiya i obshchestvo = Social Psychology and Society*, 2023. DOI:10.17759/sps.2024000001 (In Russ.).

52. Shlykova E.V. Resursy uspeshnoi adaptatsii k usloviyam ekonomicheskogo krizisa i faktory razvitiya adaptatsionnogo potentsiala molodezhi Moskvy [The Moscow youth's resources of successful adaptation to the economic crisis and factors of enhancing their adaptation potential]. *Vestnik Rossiiskogo universiteta druzhby narodov. Seriya: Sotsiologiya [RUDN Journal of Sociology]*, 2019. Vol. 19, no. 3, pp. 443–457. DOI:10.22363/2313-2272-2019-19-3-443-457 (In Russ.).

53. Denisova E.G. et al. Resursy uspeshnoi adaptatsii k usloviyam ekonomicheskogo krizisa i faktory razvitiya adaptatsionnogo potentsiala molodezhi Moskvy [The Moscow youth's resources of successful adaptation to the economic crisis and factors of enhancing their adaptation potential]. *Psikhologicheskaya nauka i obrazovanie = Psychological Science and Education*, 2022. Vol. 27, no. 5, pp. 85–96. DOI:10.17759/pse.2022270507 (In Russ.).

54. Yudin N.V. Lichnostnye resursy psikhologicheskoi zashchishchennosti studentov vuza v trudnykh zhiznennykh situatsiyakh [Personal resources of students' psychological self-protection in adverse reality situations]. *Izvestiya Rossiiskogo gosudarstvennogo pedagogicheskogo universiteta im. A.I. Gertsena [Izvestia: Herzen University Journal of Humanities & Sciences]*, 2009, no. 98, pp. 317–321. (In Russ.).

55. Assari S. Multiplicative Effects of Social and Psychological Risk Factors on College Students' Suicidal Behaviors. *Brain Sciences*, 2018. Vol. 8(5). DOI:10.3390/brainsci8050091

56. Ventevogel P. et al. Child Mental Health, Psychosocial Well-Being and Resilience in

Баева И.А., Лактионова Е.Б., Кондакова И.В.,
Пежемская Ю.С., Соколова М.-Е.-Л.С., Савенко
Ю.С.

Ресурсы психологической безопасности студентов в
напряженной социокультурной среде: обзор
теоретических и эмпирических исследований
Психолого-педагогические исследования. 2024.
Том 16. № 2. С. 3–29.

Baeva I.A., Laktionova E.B., Kondakova I.V.,
Pezhemskaia J.S., Sokolova M.-E.-L.S., Savenko Y.S.
Resources for Psychological Safety of Students in an
Unstable Sociocultural Environment: a Review of
Theoretical and Empirical Research
Psychological-Educational Studies. 2024.
Vol. 16, no. 2, pp. 3–29.

Afghanistan: A Review and Future Directions. In Fernando C., Ferrari M. *Handbook of Resilience in Children of War*. New York, NY: Springer, 2013, pp. 51–79. DOI:10.1007/978-1-4614-6375-7_5

57. Diab S.Y., Schultz J.-H. Factors contributing to student academic underachievement in war and conflict: A multilevel qualitative study. *Teaching and Teacher Education*, 2021. Vol. 97, pp. 1–11. DOI:10.1016/j.tate.2020.103211

58. Hilarski C. How school environments contribute to violent behavior in youth. *Journal of Human Behavior in the Social Environment*, 2004. Vol. 9(1), pp. 165–178. DOI:10.1300/J137v09n01_11

59. Hong J.S., Eamon M.K. Students' Perceptions of Unsafe Schools: An Ecological Systems Analysis. *Journal of Child Family Study*, 2012. Vol. 21, pp. 428–438. DOI:10.1007/s10826-011-9494-8

60. Veronese G. et al. Human (in)security and psychological well-being in Palestinian children living amidst military violence: A qualitative participatory research using interactive maps. *Child: Care, Health and Development*, 2022. Vol. 48(1), pp. 159–169. DOI:10.1111/cch.12917

61. Salakhova V.B. et al. Informational and psychological safety of the educational environment in forming a person's personality: current challenges and risks (ecological and psychological approach). *EurAsian Journal of BioSciences*, 2019. Vol. 13(2), pp. 1797–1803.

62. Jong J.T., Komproe I., Ommeren M.V. Common mental disorders in postconflict settings. *Lancet*, 2003. Vol. 361, pp. 2128–2130. DOI:10.1016/S0140-6736(03)13692-6

63. Maghsoudi R., Shapka J., Wosniewski P. Examining how online risk exposure and online social capital influence adolescent psychological stress. *Computers in Human Behavior*, 2020. Vol. 113, pp. 1–9. DOI:10.1016/j.chb.2020.106488

64. Mahamid F., Veronese G., Bdier D. War-related quality of life is associated with depressive symptoms and hopelessness among Palestinians: sense of belonging and resilience as mediating variables. *Global Mental Health*, 2022. Vol. 9, pp. 483–490. DOI:10.1017/gmh.2022.52

65. Miller K.E., Jordans M.J. Determinants of Children's Mental Health in War-Torn Settings: Translating Research Into Action. *Current Psychiatry Reports*, 2016. Vol. 18(6). DOI:10.1007/s11920-016-0692-3

66. Minyurova S.A., Babich G.N., Baxter J. A review of student support services in USA. *Philological class*, 2020. Vol. 25, no. 1, pp. 203–208. DOI:10.26170/FK20-01-20

67. Charlson F. et al. New WHO prevalence estimates of mental disorders in conflict settings: a systematic review and meta-analysis. *Lancet*, 2019. Vol. 394(10194), pp. 240–248. DOI:10.1016/S0140-6736(19)30934-1

68. Predko V., Schabus M., Danyliuk I. Psychological characteristics of the relationship between mental health and hardiness of Ukrainians during the war. *Frontiers in Psychology*, 2023. Vol. 14. DOI:10.3389/fpsyg.2023.1282326

69. Morina N. et al. Prevalence of depression and posttraumatic stress disorder in adult civilian survivors of war who stay in war-afflicted regions. A systematic review and meta-

Баева И.А., Лактионова Е.Б., Кондакова И.В.,
Пежемская Ю.С., Соколова М.-Е.-Л.С., Савенко
Ю.С.

Ресурсы психологической безопасности студентов в
напряженной социокультурной среде: обзор
теоретических и эмпирических исследований
Психолого-педагогические исследования. 2024.
Том 16. № 2. С. 3–29.

Baeva I.A., Laktionova E.B., Kondakova I.V.,
Pezhemskaia J.S., Sokolova M.-E.-L.S., Savenko Y.S.
Resources for Psychological Safety of Students in an
Unstable Sociocultural Environment: a Review of
Theoretical and Empirical Research
Psychological-Educational Studies. 2024.
Vol. 16, no. 2, pp. 3–29.

analysis of epidemiological studies. *Journal of affective disorders*, 2018. Vol. 239, pp. 328–338. DOI:10.1016/j.jad.2018.07.027

70. Overchuk V. et al. Psychological resources of the individual style of overcoming stress in the conditions of military aggression. *Amazonia Investiga*, 2023. Vol. 12(62), pp. 221–229. DOI:10.34069/AI/2023.62.02.22

71. Bolotnikova I. et al. Psychological well-being of a pedagogue in the conditions of war. *Revista Eduweb*, 2023. Vol. 17(2), pp. 149–160. DOI:10.46502/issn.1856-7576/2023.17.02.13

72. Veronese G. et al. Risk and protective factors among Palestinian women living in a context of prolonged armed conflict and political oppression. *Journal of Interpersonal Violence*, 2019. Vol. 36(19-20), pp. 9299–9327. DOI:10.1177/0886260519865960

73. Shai O. Does armed conflict increase individuals' religiosity as a means for coping with the adverse psychological effects of wars? *Social Science & Medicine*, 2022. Vol. 296(114769). DOI:10.1016/j.socscimed.2022.114769

74. Pypenko I.S. et al. The impact of the war in Ukraine on the psychological well-being of students. *International Journal of Science Annals*, 2023. Vol. 6(2), pp. 20–31. DOI:10.26697/ijsa.2023.2.2

75. Wong M. et al. The longitudinal relationship of school climate with adolescent social and emotional health. *BMC Public Health*, 2021. Vol. 21. DOI:10.1186/s12889-021-10245-6

76. Kurapov A. et al. Toward an understanding of the Russian-Ukrainian War impact on university students and personnel. *Journal of Loss and Trauma*, 2022. Vol. 28(2), pp. 167–174. DOI:10.1080/15325024.2022.2084838

77. Henrich J. et al. War increases religiosity. *Nature Human Behavior*, 2019. Vol. 3(2), pp. 129–135. DOI:10.1038/s41562-018-0512-3

Информация об авторах

Баева Ирина Александровна, доктор психологических наук, академик РАО, профессор кафедры психологии развития и образования, ФГБОУ ВО «Российский государственный педагогический университет им. А.И. Герцена» (ФГБОУ ВО РГПУ им. А.И. Герцена), г. Санкт-Петербург, Российская Федерация, ORCID: <https://orcid.org/0000-0003-2457-8221>, e-mail: irinabaeva@mail.ru

Лактионова Елена Борисовна, доктор психологических наук, доцент, заведующая кафедрой психологии развития и образования, ФГБОУ ВО «Российский государственный педагогический университет им. А.И. Герцена» (ФГБОУ ВО РГПУ им. А.И. Герцена), г. Санкт-Петербург, Российская Федерация, ORCID: <https://orcid.org/0000-0002-7863-1414>, e-mail: lana_laktionova@mail.ru

Кондакова Ирина Владимировна, кандидат психологических наук, доцент кафедры психологии развития и образования, ФГБОУ ВО «Российский государственный педагогический университет им. А.И. Герцена» (ФГБОУ ВО РГПУ им. А.И. Герцена), г. Санкт-Петербург, Российская Федерация, ORCID: <https://orcid.org/0000-0001-6320-5757>, e-mail:

*Баева И.А., Лактионова Е.Б., Кондакова И.В.,
Пежемская Ю.С., Соколова М.-Е.-Л.С., Савенко
Ю.С.*

Ресурсы психологической безопасности студентов в
напряженной социокультурной среде: обзор
теоретических и эмпирических исследований
Психолого-педагогические исследования. 2024.
Том 16. № 2. С. 3–29.

*Baeva I.A., Laktionova E.B., Kondakova I.V.,
Pezhemskaia J.S., Sokolova M.-E.-L.S., Savenko Y.S.*
Resources for Psychological Safety of Students in an
Unstable Sociocultural Environment: a Review of
Theoretical and Empirical Research
Psychological-Educational Studies. 2024.
Vol. 16, no. 2, pp. 3–29.

kondakovaiv@ Herzen.spb.ru

Пежемская Юлия Сергеевна, кандидат психологических наук, доцент, доцент кафедры психологии развития и образования, ФГБОУ ВО «Российский государственный педагогический университет им. А.И. Герцена» (ФГБОУ ВО РГПУ им. А.И. Герцена), г. Санкт-Петербург, Российская Федерация, ORCID: <https://orcid.org/0000-0002-8296-0229>, e-mail: pjshome@mail.ru

Соколова Милен-Ева-Лилит Сергеевна, ассистент кафедры психологии развития и образования, ФГБОУ ВО «Российский государственный педагогический университет им. А.И. Герцена» (ФГБОУ ВО РГПУ им. А.И. Герцена), г. Санкт-Петербург, Российская Федерация, ORCID: <https://orcid.org/0000-0001-7537-4005>, e-mail: msokolova@ Herzen.spb.ru

Савенко Юлия Сергеевна, ассистент кафедры психологии развития и образования, ФГБОУ ВО «Российский государственный педагогический университет им. А.И. Герцена» (ФГБОУ ВО РГПУ им. А.И. Герцена), г. Санкт-Петербург, Российская Федерация, ORCID: <https://orcid.org/0009-0005-3880-6223>, e-mail: juliasaveenko@gmail.com

Information about the authors

Irina A. Baeva, Doctor of Sciences in Psychology, Academician of the Russian Academy of Education, Professor, Department of Developmental Psychology and Education, Herzen State Pedagogical University of Russia, Saint Petersburg, Russia, ORCID: <https://orcid.org/0000-0003-2457-8221>, e-mail: irinabaeva@mail.ru

Elena B. Laktionova, Doctor of Sciences in Psychology, Associate Professor, Head of the Department of Developmental Psychology and Education, Herzen State Pedagogical University of Russia, Saint Petersburg, Russia, ORCID: <https://orcid.org/0000-0002-7863-1414>, e-mail: lana_laktionova@mail.ru

Irina V. Kondakova, PhD in Psychology, Associate Professor, Department of Developmental Psychology and Education, Herzen State Pedagogical University of Russia, Saint Petersburg, Russia, ORCID: <https://orcid.org/0000-0001-6320-5757>, e-mail: kondakovaiv@ Herzen.spb.ru

Julia S. Pezhemskaia, PhD in Psychology, Associate Professor, Department of Developmental Psychology and Education, Herzen State Pedagogical University of Russia, Saint Petersburg, Russia, ORCID: <https://orcid.org/0000-0002-8296-0229>, e-mail: pjshome@mail.ru

Milen-Eva-Lilit S. Sokolova, Assistant, Department of Developmental Psychology and Education, Herzen State Pedagogical University of Russia, Saint Petersburg, Russia, ORCID: <https://orcid.org/0000-0001-7537-4005>, e-mail: msokolova@ Herzen.spb.ru

Yulia S. Savenko, Assistant, Department of Developmental Psychology and Education, Herzen State Pedagogical University of Russia, Saint Petersburg, Russia, ORCID: <https://orcid.org/0009-0005-3880-6223>, e-mail: juliasaveenko@gmail.com

Получена 02.04.2024
Принята в печать 21.06.2024

Received 02.04.2024
Accepted 21.06.2024