

when I listened to the opera for the first time, I didn't know about martyrdom well so, I wasn't able to understand why the Madam Butterfly's death was connected with self-sacrifice for Pinkerton and it was difficult to sympathize with ending.

Thirdly, because of the loss of the Vietnam War, eclipse of American's authority is also one of changes. And all over the world people doubted imperialism, and Global policeman America. This tendency encouraged regret for orientalism. This is how heroin needs a new reason of her death. Through analysis of works, we can find out how changes of world society are reflecting the art and culture.

Reference:

1. Edward W. Said(1978), "orientalism".
2. 麻生亨志 (2020) 『『ミス・サイゴン』の世界戦禍のベトナムをくぐり抜けて』小鳥遊書房.
3. 小川さくえ (2007) 『オリエンタリズムとジェンダー—「蝶々夫人」の系譜』法政大学出版局.
4. 平林 美都子(2021)「いかに『蝶々夫人』は変貌していったのか——テキストの変遷と登場人物の変化」, 『愛知淑徳大学論集—文学部篇—』,46,p.1-14,愛知淑徳大学.
5. 0047046202103001014.pdf

**PSYCHOLOGICAL ADAPTATION AND MOTIONAL STABILITY IN  
EDUCATION DURING ARMED CONFLICT: CHALLENGES AND  
INTERVENTION MODELS**

*Klinkina Mariia (Ukraine)*

*Scientific director – PhD in Educational and Pedagogical Sciences, Associate*

*Professor Svitlana Rubtsova*

*Kyiv National University of Construction and Architecture*

*Kyiv, Ukraine*

*Abstract.* Armed conflict creates a prolonged environment of psychological pressure that significantly affects participants in the educational process (PEP), including students, teachers, and administrative staff.

Continuous exposure to insecurity, displacement, loss, and uncertainty leads to chronic stress, emotional exhaustion, and reduced academic functioning. Under such conditions, education faces a dual challenge: ensuring learning continuity while preserving mental health. This paper aims to analyze key psychological challenges faced by educational communities during military conflict and to systematize effective intervention models that promote emotional stability, adaptive functioning, and long-term recovery. Psychological adaptation is conceptualized as an ongoing process that combines emotional regulation, cognitive flexibility, and value-oriented behavior. The findings emphasize the role of institutional support systems, trauma-informed pedagogy, and psychosocial interventions in sustaining educational resilience during crisis situations.

*Keywords:* Psychological Adaptation, Armed Conflict, Educational Crisis, Emotional Stability, Trauma-Informed Education

*Introduction.* Military conflict fundamentally alters the conditions under which education operates. Educational institutions are forced to function in an environment of instability, constant threat, and emotional strain. For participants in the educational process, learning is no longer only a cognitive activity but also a psychological challenge. The experience of war-related stress intersects with academic demands, creating a complex emotional burden.

Maintaining educational continuity under such circumstances requires a shift in priorities—from performance-oriented outcomes to human-centered approaches that emphasize safety, psychological well-being, and adaptability. Psychological support is no longer optional; it becomes a core component of educational sustainability.

This paper explores the psychological consequences of prolonged conflict on educational communities and identifies practical strategies for strengthening emotional stability and adaptive capacity within educational systems.

*Psychological adaptation in conditions of prolonged stress.* Psychological adaptation during armed conflict should be understood not as resistance to stress, but

as the ability to function meaningfully despite persistent adversity. Unlike short-term crises, military operations create an ongoing state of uncertainty that prevents full recovery and challenges traditional coping mechanisms.

Key components of psychological adaptation include emotional regulation, cognitive flexibility, and the ability to maintain a sense of purpose. Executive functions—such as attention control, planning, and emotional inhibition—play a critical role in maintaining academic engagement and decision-making under stress.

Social connections, peer support, and shared responsibility within the educational community act as protective factors. At the same time, institutions must recognize that individuals adapt at different rates and require differentiated support approaches.

*Trauma-informed educational practices.* Effective educational responses to crisis must be grounded in trauma-informed principles. This approach acknowledges the widespread impact of trauma and seeks to avoid re-traumatization while promoting safety and trust.

Psychological support strategies should include structured emotional support sessions, psychoeducation on stress responses, and training in self-regulation techniques. Creative and body-based interventions—such as art therapy, movement practices, and music-based activities—have proven effective in reducing emotional tension and restoring a sense of control.

Incorporating elements of cognitive-behavioral approaches into educational settings can help students and teachers recognize maladaptive thought patterns and develop healthier cognitive responses to stress. Even small adjustments, such as flexible deadlines and short restorative breaks, can significantly improve emotional well-being.

*Institutional strategies for support and recovery*

*Organizational-level interventions* are essential for sustaining psychological stability in education during conflict. Educational leadership must demonstrate flexibility, empathy, and responsiveness.

Rigid academic standards should be reconsidered in favor of adaptive learning models that account for emotional and physical exhaustion.

Supporting educators is particularly important, as teachers often serve as emotional anchors for students. Programs aimed at preventing burnout, enhancing emotional awareness, and strengthening coping skills should be systematically implemented.

*Systemic support mechanisms* may include digital platforms that provide access to psychological resources, self-help materials, and professional support services. Regular anonymous assessments of emotional well-being can help institutions identify emerging risks and respond proactively.

*Conclusion.* Armed conflict has transformed the educational environment into a space where psychological survival and learning are inseparable. Emotional stability and adaptive capacity have become essential competencies for both students and educators.

Educational institutions must move beyond traditional instructional models and adopt comprehensive, trauma-informed strategies that integrate psychological support into everyday academic practice.

Strengthening psychological adaptation is not only a response to crisis but an investment in long-term recovery and social resilience.

Developing flexible, supportive, and humane educational systems is a critical task in times of conflict. Even small, consistent steps toward emotional support can significantly improve the well-being and functioning of educational communities, ensuring their capacity to recover and rebuild in the future.

#### References

1. Bonanno G. A. Loss, trauma, and human resilience: have we underestimated the human capacity to thrive after extremely aversive events? // *American Psychologist*. 2004. Vol. 59, № 1. P. 20–28.
2. Dryga S., Cheryba V. Psychological resilience of students in conditions of social instability // *Ukrainian Journal of Educational Psychology*. 2022. Vol. 6, № 2. P. 45–53.
3. Hobfoll S. E., Watson P., Bell C. C., Bryant R. A., Brymer M. J., Friedman M. J., Ursano R. J. Five essential elements of immediate and mid-term mass trauma intervention // *Psychiatry*. 2007. Vol. 70, № 4. P. 283–315.
4. Masten A. S. *Ordinary magic: resilience in development*. New York : Guilford Press,

2014. 296 p.

5. Pynoos R. S., Steinberg A. M., Piacentini J. C. A developmental psychopathology model of childhood traumatic stress and intersection with anxiety disorders // *Biological Psychiatry*. 1999. Vol. 46, № 11. P. 1542–1554.

6. UNESCO. *Education under attack 2022*. Paris : United Nations Educational, Scientific and Cultural Organization, 2022.

**JAPAN'S CULTURE OF DISASTER,  
AND THE JAPANESE TEMPERAMENT RESULTING FROM THIS  
CULTURE**

*Momone Miura (Japan)*

*Tokyo University of Foreign Studies (Japan)*

*Scientific supervisor: senior lecturer Akhmedova A. K.*

*Al-Farabi Kazakh National University*

*Almaty, Kazakhstan*

Japan is one of the most dangerous countries in the world. This is not in the sense of insecurity, but in the number of natural disasters. Earthquakes, tsunamis, typhoons, floods, volcanic activity, snow damage, etc. are impossible to avoid completely if you live in Japan. I also experienced one of the world's largest earthquake disasters, the Great East Japan Earthquake, near the epicenter on March 11, 2011. Thus, Japanese people have generally lived with natural disasters since ancient times. Therefore, there are many aspects of the Japanese temperament that are influenced by natural disasters. This article will discuss this issue.

Main thesis. In Japan, where people have lived in harmony with natural disasters, there is an entrenched culture that views nature as an object of fear and awe. Modern European culture, which attempted to manipulate nature with the power of science, stands in stark contrast. The Japanese have developed a culture of living