

Pavlo FEDUNYSHYN,
*Postgraduate Student of the Department of Primary Education and
Educational Innovations, Vasyl Stefanyk Carpathian National University,
Ivano-Frankivsk, Ukraine*

Olena BUDNYK,
*Doctor of Pedagogical Sciences, Full Professor,
Professor of the Department of Primary Education and
Educational Innovations, Director of the Center for Innovative Educational
Technologies "CNU EcoSystem",
Vasyl Stefanyk Carpathian National University, Ivano-Frankivsk, Ukraine*

A TRAUMA-INFORMED APPROACH IN THE SYSTEM OF PROFESSIONAL TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS: CHALLENGES OF WAR

Objective: to substantiate the theoretical foundations and determine the practicality of a trauma-informed approach in the system of professional training of future primary school teachers under the conditions of martial law.

Research tasks: 1) based on the analysis of scientific literature, to determine the essence of key concepts (trauma-informed approach, trauma-informed education, pedagogical interaction, children with traumatic war experiences); 2) to outline the main directions of preparing future teachers for pedagogical interaction with students who have traumatic experiences; 3) to determine the stages of forming primary school teachers' readiness to implement trauma-informed education at school.

The article substantiates the theoretical foundations and reveals the practical aspects of implementing a trauma-informed approach in the educational process of higher education institutions, since the challenges of martial law in Ukraine have caused an increase in the number of primary school-aged children with traumatic experiences, which determines the need to train future primary school educators.

Within the framework of the study, an analysis of the scientific discourse was carried out, which made it possible to clarify the essence of key definitions. In particular, the trauma-informed approach is viewed as a holistic system of organizing the educational environment based on an understanding of the impact of psychotrauma on the cognitive and emotional development of younger students.

The specificity of trauma-informed education is determined as a methodology aimed at creating a safe educational environment and preventing the re-traumatization of students through the specifics of establishing pedagogical interaction in an educational institution. It has been established that the trauma-informed approach defines the general philosophy of pedagogical activity aimed at understanding the impact of traumatic experience on a child's development, whereas trauma-informed education acts as a practical mechanism for its implementation in the educational environment. It was found that the effectiveness of pedagogical interaction with children who have suffered the traumas of war largely depends on the teacher's ability to create a safe, predictable, and emotionally supportive educational environment, demonstrate empathy, apply flexible teaching methods, and provide psycho-emotional support to students. Of particular importance is the

formation of trauma-sensitive competence of the future educator, which involves a combination of theoretical knowledge, practical skills, reflective abilities, and emotional resilience.

Priority areas for the training of future primary school teachers have been outlined, including: the formation of emotional self-regulation skills, the mastery of crisis intervention techniques, and the development of empathetic communication. Particular attention is paid to methods for recognizing behavioral markers of trauma in primary school-aged children.

The stages of forming future primary school teachers' readiness to work under martial and post-martial law conditions (introductory, analytical, practical, communicative, and supportive stages) have been substantiated for the psychological and pedagogical support of students with war-related trauma.

It has been proven that the effectiveness of pedagogical interaction with students who have traumatic experiences is determined by the systematic application of supportive strategies focused on ensuring safety, predictability, and emotional support. The combination of various methods makes it possible not only to stabilize the child's psycho-emotional state, but also to ensure their active participation in the educational process, contributing to the restoration of cognitive activity and social interaction. At the same time, the success of such interaction largely depends on the consistency of the teacher's actions, their ability to timely recognize signs of emotional tension, respond adequately to behavioral manifestations, and choose appropriate ways of support. Adherence to the principles of non-violent communication, avoiding the devaluation of the child's experiences, and creating conditions for the safe expression of emotions are essential. Such an approach contributes to the gradual restoration of a sense of control, trust in the environment, and confidence in one's own abilities.

It is substantiated that the professional training of future teachers must be holistic and phased, covering the introductory, analytical, practical, communicative, and supportive stages, which ensure the gradual formation of readiness to work with students who have traumatic experiences. It has been determined that the systematic application of methods of pedagogical interaction focused on safety, trust, and support contributes to the stabilization of children's emotional state, their adaptation to the educational process, and the restoration of learning activity. Thus, a modern primary school teacher should act not only as a transmitter of knowledge, but also as an agent of psycho-emotional support, capable of ensuring the harmonious development of a child amidst the traumatic challenges of war, which is confirmed by the research results.

The practical significance of the study lies in the possibility of integrating the proposed approaches into the educational program for training degree seekers in specialty A3 Primary Education. The conclusions of the study confirm that the introduction of a trauma-informed approach is a necessary condition for ensuring the psychological well-being of both students and educators during a crisis period.

Prospects for further scientific research are seen in modeling the practical aspects of training future teachers for the implementation of trauma-informed education in the conditions of the wartime and post-war periods in primary schools of Ukraine. Further research in these areas will contribute to improving the system of pedagogical education, enhancing teachers' professional readiness, and ensuring

effective support for children who have experienced the traumatic experiences of war.