

*National Academy of Educational Sciences of Ukraine, Kyiv, Ukraine

** University of Educational Management, Kyiv, Ukraine

***Philosophical Faculty Comenius University in Bratislava, Bratislava, Slovak Republic

NELLIA NYCHKALO*, NATALIJA MURANOVA**

OLENA VOLIARSKA***

ORCID: 0000-0002-5989-5684, napn24@gmail.com

ORCID: 0000-0003-1527-0989, muranovanp@uem.edu.ua

ORCID: 0000-0002-6812-1154, olena.voliarska@uniba.sk

*Psychological and Pedagogical Support for Forcibly Displaced
Persons in Refugee Centers*

Wsparcie psychologiczno-pedagogiczne dla osób przymusowo przesiedlonych do ośrodków
dla uchodźców

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ABSTRACT

The article theoretically substantiates the task, content and features of psychological and pedagogical support for forcibly displaced persons in the conditions of refugee centers. The main tasks include: systematic support in the personal and creative self-realization of forcibly displaced; optimizing people's relations in the micro-, meso- and macro-environment; increasing adaptation potential of refugees. The research methodology is based on systemic, complex, person-oriented, gender and activity approaches. The psychological-pedagogical approach is summarized as a systematic activity of psychologists and teachers aimed at creating a complex of psychological-consultative, educational conditions that contribute to personal development, stabilization of emotional states for the purpose of successful adaptation and self-realization of the personality of a refugee. The content of this support is determined by three components: diagnostics as the basis for setting goals and directions of activity; selection and application of methodological means of psychological and educational support (direct implementation of support plan and program); analysis of intermediate and final results to adjust the course of the specialist's interaction with refugees. It was found that the result of the support for forcibly displaced should be the state of their psychological inclusion in the activity accompanied by the realization of intra-personal resources in specific social conditions.

Keywords: forcibly displaced persons; adult education; psychological assistance; support

INTRODUCTION

According to the International Organization for Migration and the Ministry of Social Policy of the country, about seven million Ukrainians became forced migrants due to the war. Representatives of the Ministry of Social Policy of Ukraine emphasize that this is not the social status of individuals, but a temporary life situation where they found themselves. These individuals face a significant number of social, life and psychological challenges. Not the last of them is the process of adaptation to a new foreign-language social environment where people who fled the war found refuge.

Forcibly displaced persons need psychological assistance that includes a set of measures to adapt them to life in new social conditions. People need to be helped to find a new meaning in life. One of the areas of assistance in adaptation processes of the individual is psychological and pedagogical support.

Features of organization and implementation of this support for forcibly displaced persons in the conditions of refugee centers have not been considered in modern scientific studies. The need for a comprehensive consideration of the processes of adaptation of this category of the adult population deserves further research. In addition, the content, forms and methods of psychological and pedagogical support of the process of adaptation of forcibly displaced persons did not receive sufficient scientific reasoning. In this regard, the purpose of the research is theoretical substantiation for the features of psychological and pedagogical support for forcibly displaced elderly persons in the conditions of refugee centers.

RESEARCH METHODOLOGY

The conceptual foundations of this support are based on the starting points of humanistic philosophy and the philosophical idea of human-centeredness psychological theories of personality, motivation, activity.

We consider the following to be the most appropriate methodological approaches to understanding the phenomenon of psychological and pedagogical support for forcibly displaced persons: systemic, complex, personally oriented, gender and activity.

The systemic approach, in the consideration of above-mentioned support, appears as a result of the development of theoretical and methodological level of psychological science where the elderly person becomes an integral part of the professional activity system of the psychologist who interacts with him/her. This approach characterizes a certain development of methods of research, empirical activity, methods of description and explanation of the obtained data.

The application of a complex approach to the consideration of the subject of our research is due to the fact that a complex study requires theoretical substantiation

and empirical confirmation of key fundamental factors of our research. Relating to the research problem, this approach provides an opportunity to comprehensively study the interaction, subordination, connections and dependencies of adaptation processes with other processes and phenomena of social and mental development of the elderly.

From the position of a person-oriented approach, the subjectivity of a refugee is considered in the context of psychologists' ideas about the active role of the individual in the life process. The principle of subjectivity makes it possible to understand the mental states of an individual as a whole with all the features and manifestations as the subject independently develops, organizes and controls the direction of his/her own activity.

The gender approach in the context of our study involves the analysis of the process of inter-gender interaction of refugees taking into account their gender characteristics.

From the point of view of the activity approach, the fundamental principle of organizing psychological and pedagogical support for forcibly displaced persons is the principle of multifaceted activity that determines the development of personal qualities of a person and is connected with various social interactions and relationships determining the process of adaptation. At the same time, a theory of action is an important component in this approach since it's the basis for the support we are considering.

According to personality-oriented and activity-oriented approaches, the formation of changes in the human psyche under the influence of the social environment occurs indirectly, being refracted through individually defined motives and values.

FEATURES OF PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT FOR FORCIBLY DISPLACED ELDERLY PERSONS IN REFUGEE CENTERS

In Ukraine, activities with citizens who have fled from the zone of military conflict are regulated by the Law of Ukraine on Ensuring the Rights and Freedoms of Internally Displaced Persons (2015). Its Art. 1 defines an internally displaced person (IDP) as "a citizen of Ukraine, a foreigner or a stateless person who is remaining on the territory of Ukraine on legal grounds and has the right for permanent residence in Ukraine, who was forced to leave or flee one's place of residence as a result of or in order to avoid the negative consequences of an armed conflict, temporary occupation, widespread manifestations of violence, violations of human rights and emergency situations of a natural or man-made cause" (*Law On Ensuring...*, 2015, p. 1).

In our study, forcibly displaced persons of old age will be understood as forcibly displaced persons of such categories: temporary displaced persons,

IDPs and Ukrainian refugees abroad at the age of 60 and over, who had to unexpectedly change their place of residence, experienced significant difficulties with resettlement during martial law and are at the initial stage of social and psychological adaptation.

Specialists who interact with refugees, in one way or another, intervene in solving their complex psychological and social problems, help to solve them, and at the same time contribute to the development of skills, competences and adaptation resources of this population group.

The leading areas of intervention in working with refugees are the following:

1. Promoting the protection of human rights, ensuring their dignity and safety.
2. Providing opportunities to facilitate access to social, psychological, educational or medical services for refugees.
3. Organizing cooperation with other specialists and organizations for the purpose of providing various (legal, social, psychological, etc.) needs of refugees.
4. Studying the effects of the migration process on the personality and determining the strategy and resources for adaptation of this population group.
5. Training and informing various agents who come into contact with refugees about the needs of this population group.
6. Integration of efforts and connections with specialists of other services working with forcibly displaced persons in order to provide effective services.

Modern scientific research convincingly proves that provision of psychological assistance to forcibly displaced persons should be carried out within the framework of social-psychological and psychological-pedagogical support.

Social-psychological support as a type of psychosocial support for the adult population is understood as a specially organized and modeled activity characterized by duration and systematic action (Sprynska, 2018).

Yu Hundertailo (2019) emphasizes that for Ukraine in the event of a protracted military conflict, socio-psychological support is one of the options for providing psychological assistance to refugees and IDPs.

Psychological-pedagogical support is defined as a system of professional activities of teachers and psychologists aimed at creating special conditions for the full development of an individual in a specific environment, and promotes the realization of a person's independent choice of his/her life path (Mushkevych, 2021); a system, the functionality of which is provided by a complex of interconnected and mutually conditioned psychological and pedagogical influences: organizational, diagnostic, methodical, corrective and developmental, educational and preventive, consultative and prognostic (Sokolova, 2016).

Summarizing let's note that psychological-pedagogical support is a systematic activity of psychologists and teachers aimed at creating a complex of psychological-consultative and educational conditions that contribute to personal development,

stabilization of emotional states for the purpose of successful adaptation and self-realization of the individual.

Therefore, such types of support as social-psychological and psychological-pedagogical should be organized at three levels, consistently and comprehensively ensuring an effective process of integration and adaptation of forcibly displaced persons to new social conditions:

1. micro level (developing and implementing social-psychological and psychological-pedagogical support programs based on organizations and institutions that take into account the specifics of forcibly displaced elderly);
2. meso level (psychological support of communities that have accepted forcibly displaced persons and specialists working with this category of adult population);
3. macro level (creating a strategy and tactics of the state's social policy regarding forcibly displaced persons based on a comprehensive, trauma- and gender-sensitive response to their needs).

The theoretical analysis of foreign and Ukrainian studies on the problem of providing psychological services to forcibly displaced persons makes it possible to highlight the main directions on how the problem of psychological and pedagogical support for forcibly displaced persons in refugee centers is studied: educational, correctional and rehabilitation work of a psychologist to improve the adaptation process, development both individual and group programs of psychological and educational assistance for the specified category of adults.

The issue of the adaptation environment considered as a set of organizational factors united by the adaptation program, is relevant. The adaptation environment we understand as an artificially created environment for the functioning of forcibly displaced persons where a program of psychological and pedagogical support is implemented to guarantee the formation and development of adaptation processes. The adaptation environment of the refugee center is semi-closed.

An essential characteristic of psychological and pedagogical support is the creation of conditions for refugees' transition to self-help. Conventionally, it can be said that in the process of such support, the specialist creates the conditions and provides the necessary and sufficient (but in no case excessive) psychological support for the transition from the "I can't" position of the person to the "I can cope with my own difficulties" position.

The main features of the psychological and pedagogical support for forcibly displaced persons in refugee centers are its non-directivity, procedurality, immersion in the real everyday life of a person who is a refugee, prolongation in time, the presence of specific relationships between the participants of psychological and pedagogical interactions.

Psychological and pedagogical support for forcibly displaced persons in refugee centers is an integral system with a set of measures for adaptation and restoration of mental resources. Like any other system, it consists of separate but

interconnected components. The support as the activity unfolding in time includes three main components:

1. Diagnostics (tracking) that is the basis for setting goals and activities.
2. Selection and application of methodical means of psychological and educational assistance and support (direct implementation of the plan and program measures of psychological and pedagogical support).
3. Analysis of intermediate and final results, which makes it possible to adjust the course of the specialist's interaction with refugees/IDPs (see Figure 1).

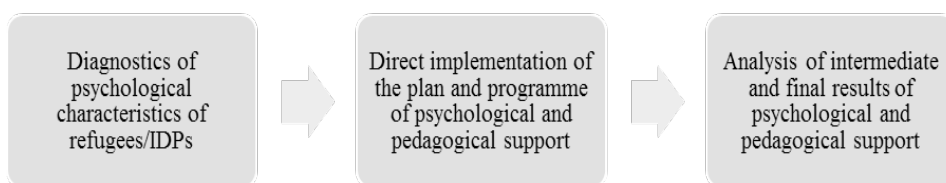


Figure 1. Components of psychological and pedagogical support for forcibly displaced persons in the conditions of refugee centers.

Source: Authors' own elaboration.

The content of the psychological support of the adaptation process of forcibly displaced elderly persons in the conditions of refugee centers requires psychologists to take successive stages of solving problems related to the development of adaptation capabilities of these people as well as the necessary forms, methods and means of professional activity. It is important to determine the level of viability of refugees. It affects the quality of life and activities of people in refugee centers. The results of our observations and study of the literature on the issues of professional support in the conditions of refugee centers confirm the conclusion that forcibly displaced persons are not interested in life in a new social environment, are prone to social isolation, and are poorly adapted to changes in both their personal and social situation.

In this regard, mandatory psychological and pedagogical support measures should include: timely identification of refugees who need targeted psychological and pedagogical support in matters of adaptation, socialization, etc.; diagnostics of personal traits and resources of refugees; prevention of maladaptation as one of the pathological reactions in conditions of constant stress; carrying out individual and group educational work with refugees, implementing training courses on developing human adaptive capabilities, correctional and rehabilitation programs aimed at forming the ability to survive mental trauma, loss; forming and developing important life competencies.

When implementing the components of psychological and pedagogical support, it should be taken into account that forcibly displaced persons have manifestations of post-traumatic stress, many of them are in a constant state of stress

and may experience new psychological traumas associated with moving to a new place and arranging their lives in new conditions. Some of them express strong anxiety and excitement, others - outbursts of anger, aggression, hostility and low adaptability. Many forcibly displaced persons with stress disorders have symptoms of hypertrophied, inadequate vigilance and situational anxiety. Depression is also common. A special symptom is a heavy sense of guilt towards the dead felt by people who survived, but lost loved ones, especially those who witnessed the other people's death. Socially directed experiences are also inherent, for example, disappointment in representatives of the authorities, community leaders who could not prevent a psycho-traumatic event. Therefore, the activity of psychologists and teachers with the target category of refugees has its own specificity.

As an example, we will cite the activity of an institution in the conditions of a humanitarian center in Slovakia that was engaged in social and psychological support for the elderly. The purpose of the operation of this institution was to provide psychological and educational assistance to elderly Ukrainian forcibly displaced persons in the format of psychological education.

When analyzing the activities of this institution, Voliarska and Muranova (2023) noted that psychologists systematically assessed personal abilities and adaptation skills of the elderly in order to develop their adaptation potential to social conditions, provided individual and group consultations to the elderly upon request with the aim of stabilizing their emotional state, supported the learning readiness of the older generation in order to promote the process of social adaptation.

Summarizing, we note that the psychological and pedagogical support for forcibly displaced persons should deliver the following objectives:

1. Form an active life position of forcibly displaced persons and prevent their social maladaptation. When developing programs of assistance or support, people should be encouraged to be independent and responsible, based on their own life experiences.
2. Respond to the actual needs of this target group of adults and take into account the socio-cultural contexts of the social environment they find themselves in.
3. Implement the principles of trauma sensitivity and gender sensitivity taking into account both gender differences and the characteristics of individuals who have experienced psychological trauma.
4. Introduce and teach self-regulation techniques, constructive ways to overcome personal problems.
5. Activate the own resources of forcibly displaced persons, implement programs of psychological support aimed at the development of the emotional sphere, creative abilities, self-regulation skills, communication, etc.
6. Prevent the phenomenon of stigmatization of this population category. During the implementation of psychological and pedagogical support programs,

they should be evaluated in terms of stigmatization likelihood, namely the establishment of social stereotypes in society about forcibly displaced persons.

In the context of the methodological approaches we have chosen, the psychological and pedagogical support for forcibly displaced persons is their own adaptation activity under the guidance of a psychologist in the time and space of their personal life and the life of the society where they are now. Taking into account the peculiarities of life activities of such a category as refugees in the past, present and future, which constitute an organic unity, the dominant in the mentioned support still belongs to the models of the future. Psychological and pedagogical support is one of the types of providing psychological and educational assistance to a certain category of the population implemented with the aim of creating necessary conditions for their successful adaptation. It contains certain strategies that are aimed at actualizing self-development of an individual, one's desire for further social growth in the conditions of a changing environment.

We agree with the researchers' conclusion that there is a need to create a program that would determine ways to solve the main problems of forcibly displaced persons and to create "a single institution that would deal exclusively with issues of this category of refugees and the provision of social services is a priority objective of the state policy of Ukraine" (Yaroshenko & Andruszkiewicz, 2019, p. 40).

Summarizing, we note that the result of psychological and pedagogical support for forcibly displaced persons should be a state of their psychological inclusion in activities accompanied by the realization of intra-personal resources in specific social conditions.

CONCLUSIONS

Theoretical analysis of psychological and pedagogical literature allows us to state that psychological and pedagogical support is a specific form of prolonged psychological and educational assistance for a certain category of the population. This support involves the search for effective activities of psychologists and teachers that allows, on the one hand, to adequately respond to the needs of the specified category of adults, and, on the other hand, enables the provision of appropriate psychologically based professional services.

The main task of psychological and pedagogical support for forcibly displaced persons in refugee centers is singled out, i.e. making optimal personal and interpersonal decisions in various situations of social interaction; support in personal and creative self-realization; optimizing people's relations in the micro-, meso- and macro-environment; increasing adaptation abilities and adaptation potential of refugees.

Theoretical generalization made it possible to single out the following features of psychological and pedagogical support: non-directivity, procedurality,

immersion in the real everyday life of a person who is a refugee, prolongation in time, specificity of relations between participants of psychological and pedagogical interactions in refugee centers.

In the future, it is worth investigating the importance of training activities in the conditions of psychological and pedagogical support for forcibly displaced persons in refugee centers, because it contributes to the development of the ability to effective adaptability, improves the acceptance of both oneself and the social environment by an elderly person, and improves his/her general emotional state.

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ABSTRAKT

Artykuł teoretycznie uzasadnia zadania, treść i cechy wsparcia psychologiczno-pedagogicznego dla osób przesiedlonych do ośrodków dla uchodźców. Główne zadania obejmują: systemowe wsparcie w osobistej i twórczej samorealizacji osób wewnętrznie przesiedlonych; optymalizację relacji międzyludzkich w mikro-, mezo- i makrośrodku; zwiększenie zdolności adaptacyjnych i potencjału adaptacyjnego osób wewnętrznie przesiedlonych. Metodologia badań opiera się na podejściu systemowym, kompleksowym, skoncentrowanym na osobie, płci i aktywności. Podejście psychologiczne i pedagogiczne w kontekście badania podsumowano jako systemowe działanie psychologów i nauczycieli mające na celu stworzenie zestawu warunków psychologicznych, doradczych i edukacyjnych, które promują rozwój osobisty, stabilizację stanów emocjonalnych w celu udanej adaptacji i samorealizacji osobowości IDP. Wsparcie to zawiera pewne strategie

mające na celu aktualizację samorozwoju jednostki, jej pragnienie dalszego rozwoju społecznego w zmieniającym się środowisku. Treść tego wsparcia opiera się na trzech komponentach: diagnostyce (śledzeniu), która jest podstawą do wyznaczania celów i kierunków działania; wyborze i zastosowaniu metodologicznych środków pomocy psychologicznej i edukacyjnej oraz wsparcia (bezpośrednia realizacja planu i programu wsparcia); analizie wyników pośrednich i końcowych, co umożliwia dostosowanie przebiegu interakcji między specjalistą a osobami wewnątrznie przesiedlonymi. Stwierdzono, że wynikiem wsparcia psychologiczno-pedagogicznego osoby wewnątrznie przesiedlonej powinien być stan psychologicznego włączenia w działania, któremu towarzyszy wdrożenie zasobów intrapersonalnych w określonych warunkach społecznych.

Słowa kluczowe: przesiedleńcy wewnątrzni; edukacja dorosłych; pomoc psychologiczna; wsparcie