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EDUCATIONAL GRANT IMPLEMENTATION «WRITTEN RESOURCEFUL PRACTICES IN ENGLISH FOR PRESERVICE PRIMARY SCHOOL TEACHERS IN TIMES OF UNCERTAINTY»

ДОСВІД РЕАЛІЗАЦІЇ ОСВІТНЬОГО ГРАНТУ «АНГЛОМОВНІ ПИСЕМНІ РЕСУРСНІ ПРАКТИКИ ДЛЯ МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ У ЧАСИ НЕВИЗНАЧЕНОСТІ»

The purpose of the article is to highlight the practical experience in implementation of the educational grant «Written Resourceful Practices in English for Preservice Primary School Teachers in Times of Uncertainty» within future educators' professional training at T.H. Shevchenko National University «Chernihiv Colehium».

Methodology of the research paper is based on the theoretical methods (analysis, generalization and systematization of psychological and educational literature) and empirical methods (surveys, questionnaires, observation, educational conversation, self-observation, and reflection). The study is based on the concepts of the theory of cognition; theory of professional growth; theory of creative pedagogy; theories of pedagogical partnership and psychological resilience in preservice teachers.

Scientific novelty is that for the first time, while implementing the educational grant, written resourceful practices in English have been used to train preservice primary school teachers in times of uncertainty for stress and anxiety relief; psychological discharge and crisis state overcome; resiliency development; mental health restoration; self-expression and self-discovery promotion; personal opinion expression; creative potential encouragement; preservice primary school teachers' English written competence improvement in times of uncertainty.

Conclusions. The experience of the educational grant «Written Resourceful Practices in English for Preservice Primary School Teachers in Times of Uncertainty» implementation has proved that one of the perspectives to reform the system of education is the successful international grant activity with the focus on the strategic European orientation and national priorities in the development of higher education.

The project, which was aimed at raising the educational standards in Ukraine, contributed to the creation of necessary conditions for the applicants for higher education to acquire practical and psychological self-help skills while overcoming traumatic experience and developing written communication skills by means of written resourceful practices in English in the context of democracy values.

Keywords: grant project, preservice primary school teachers, written resourceful practices in English.

Мета статті – висвітлити практичний досвід реалізації освітнього гранту «Англомовні писемні ресурсні практики для майбутніх учителів початкової школи у часи невизначеності» у процесі фахової підготовки майбутніх педагогів у Національному університеті «Чернігівський колегіум» імені Т.Г. Шевченка.

Методи дослідження. Методологія наукової розвідки представлена теоретичними методами (аналіз, узагальнення і систематизація психолого-педагогічної літератури) та емпіричними методами (опитування, анкетування, наукове спостереження, педагогічна бесіда, самоспостереження, рефлексія). В основу роботи лягли концептуальні поняття теорії пізнання; теорії професійного становлення; теорії педагогіки творчості; теорії педагогічного партнерства; теорії психологічної резильєнтності майбутніх учителів.

Наукова новизна полягає в тому, що вперше у межах грантового проекту запропоновано використовувати англомовні писемні ресурсні практики як ефективний інструмент зниження рівня тривожності й стресу; психологічного розвантаження та подолання кризового стану; формування психологічної стійкості; відновлення ментального здоров'я; стимулювання самовираження та самопізнання; висловлення особистої думки; заохочення творчого потенціалу; удосконалення англомовної писемної компетентності у підготовці майбутніх учителів початкової школи в часи невизначеності.

Висновки. Досвід реалізації освітнього гранту «Англомовні писемні ресурсні практики для майбутніх учителів початкової школи в часи невизначеності» засвідчив, що одним із перспективних напрямів розбудови освітньої системи є успішна імплементація міжнародних грантових проєктів, розроблених із урахуванням стратегічних європейських орієнтирів і національних пріоритетів у розвитку вищої освіти.

Проєкт, який був спрямований на підвищення освітніх стандартів в Україні, сприяв створенню необхідних умов для набуття здобувачами вищої освіти практичних умінь і навичок психологічної самопомоги у процесі подолання травматичного досвіду та розвитку умінь писемної комунікації засобами англомовних писемних ресурсних практик у контексті демократичних цінностей.

Ключові слова: англомовні писемні ресурсні практики, майбутні вчителі початкової школи, грантовий проєкт.

The general formulation of the problem and its connection with important scientific or practical tasks. Living through the times of uncertainty is highly challenging. Facing anxiety and loss of control, people usually feel discouraged and unhappy. In this case, they need an effective instrument to overcome worry and tension. The military aggression and armed conflict in Ukraine required the search for the effective and easy-to-use tool to relieve anxiety, cultivate resilience and practise self-healing.

So far, the therapists have recognized writing practice as a means of treatment for its powerful healing effects on physical and emotional well-being (McGihon, 1996). Because through the process of putting thoughts and feelings into words, an individual can find solace, comfort, and clarity.

Writing for therapy is a part of the transformative process allowing an individual to explore intimate thoughts and deep emotions in a safe and relaxing environment. It also provides an opportunity for reducing stress

level and promoting mental and physical health. In this way, an individual can manifest desperate internal struggles and get a sense of control over feelings and emotions.

Scientists prove that writing practice can help participants make sense of traumatic experiences and guide through difficult life events (Bacigalupe, 1996; L'Abate, 1991). Such practice also enables individuals to reframe negative thoughts or beliefs by rethinking them through written exploration.

Obviously, the youth is one of the most vulnerable social categories. That is why one of the tasks university tutors and mentors deal with is supporting students on their way to survive considerable hardship caused by the war. Accordingly, the authors have designed the project on training preservice primary school teachers by means of written resourceful practices in English for their therapeutic and creative educational benefits.

The analysis of basic research and publications on the problem. The early scientific interest in writing as a tool for therapy appeared at the end of the 1980s. The psychiatrists investigated the use of writing in psychotherapy, analyzed writing as an expressive art and a potential instrument of growth, and suggested writing being a vehicle for total life development, self-awareness, self-help and inner human exploration (Brand, 1979).

Later, the researchers found the potential of writing to foster new responses to clients' dilemmas in the face of institutional, cultural, ethnic, class and gender discrimination (Bacigalupe, 1996). Moreover, narrative writing or journalling helps patients identify areas of conflict in their lives and clarify complicated issues and is used effectively with patients who are reluctant or embarrassed to speak openly in one-on-one interactions (McGihon, 1996).

In the 1990s, the idea of applying writing to therapy acquired its popularity in terms of overcoming traumatic experience. Thus, students who wrote on traumatic topics for 20 minutes a day showed improved physiological reactions and fewer physical symptoms at three-month follow-up than students who wrote about trivial topics (L'Abate, 1991).

The first investigations of using writing for therapy and mental resource beyond the psychiatry practices appeared in the 2000s. Thus, Donna B. Feldman suggested using therapeutic writing methods in high school English classes within the genres of essay, autobiography, and poetry (Feldman, 2011).

Currently, the researchers focus on writing and its therapeutic potential as a tool for creativity and personal development (Costa & Abreu, 2018), post trauma healing and self-reflection (Williamson & Wright, 2018), well-

being and resilience (Fuchs Knill & Atkins, 2020).

At present, writing as a therapy instrument is not in the focus of the pedagogy interest in Ukraine. Since, the issue requires detailed and profound scientific investigation.

The purpose of the article is to describe practical experience in implementation of the educational grant «Written Resourceful Practices in English for Preservice Primary School Teachers in Times of Uncertainty» within future educators' professional training at T. H. Shevchenko National University «Chernihiv Colehium».

The coverage of the procedure of theoretical and methodological research.

The research paper is based on the theoretical methods (review, analysis, generalization and systematization of psychological and educational literature) and empirical methods (surveys, questionnaires, observation, educational conversation, self-observation, and reflection). The study develops the concepts of the theory of cognition; theory of professional growth; theory of creative pedagogy; theories of pedagogical partnership and psychological resilience in preservice teachers.

The presentation of the basic material of the research with the obtained scientific results grounding.

Ukraine has recently been granted the status of a candidate for accession to the European Union. Correspondently, the country is going through a significant transformation in all fields of living on the way to join the vibrant European community. In this case, higher education as a basic social institution definitely requires fundamental reforming and sustainable teachers' training development for productive collaboration and effective integration into the European society.

According to the Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on achieving the European Education Area by 2025 (2020), education in the European countries is determined by the following priorities: quality, inclusion and gender equality, green and digital transitions, teachers and trainers, higher education, and geopolitical dimension.

In due course, the project «Written Resourceful Practices in English for Preservice Primary School Teachers in Times of Uncertainty» was designed to correspond to the main European priorities to promote European lifestyle: active citizenship, democracy in education, creative teaching and learning, digital technology implementation, sustainable well-being and mental resilience.

It should be mentioned that several European grant projects awarded to T. H. Shevchenko National University «Chernihiv Colehium» had already been implemented successfully. But none of them focused on training preservice primary school teachers to use written resourceful practices in English as a tool for managing anxiety, reducing stress and responding to wartime challenges.

The project «Written Resourceful Practices in English for Preservice Primary School Teachers in Times of Uncertainty» was implemented at the Faculty of Preschool, Primary Education and Arts, T. H. Shevchenko National University «Chernihiv Colehium» from September to December 2022 within the international project «Developing Democracy Education in Ukraine, Norway and Palestine» created by the Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (DIKU).

This initiative was made possible as a result of the close cooperation between the Faculty of Preschool, Primary Education and Arts at T. H. Shevchenko National University «Chernihiv Colehium», Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (DIKU), Non-Governmental Organization «Education and Methodology, Science and Information Centre», and Non-Governmental Organization «Education Agency Three Umbrellas +».

The project design and implementation were carried out successfully because of productive teamwork: adviser Larysa Kolesnyk, manager Svitlana Strilets, administrator Iryna Miroshnyk, and moderators Inna Maksak and Maryna Radchenko.

The goal of the project «Written Resourceful Practices in English for Preservice Primary School Teachers in Times of Uncertainty» was to encourage University students to acquire practical skills of psychological self-assistance while overcoming traumatic experience and to develop written communication skills with the aid of the English resourceful written practices in the democracy values context.

To implement the grant successfully, the project developers set the following tasks:

- to diagnose the anxiety level in the project participants with Hospital Anxiety and Depression Scale (HADS) and State-Trait Anxiety Inventory (STAI) by Spielberger and Khanin;
- to train preservice teachers to express their personal opinion, which is a fundamental concept in the democracy values;
- to introduce preservice teachers with the resourceful written practices, their educational, creative, developmental, recreational and therapeutic potential;
- to inspire university students to master the written resourceful techniques;

- to help the participants psychologically discharge in order to manage crisis states taking into account environmental and safety approaches;

- to improve English written competence in preservice primary school teachers;

- to promote self-expression, self-discovery, self-healing, self-reflection and personal growth in preservice teachers with the help of resourceful written practices.

The target audience of the project was the students, preservice primary school teachers, at the Faculty of Preschool, Primary Education and Arts, T. H. Shevchenko National University «Chernihiv Colehium».

The project was implemented within Ukrainian education environment in the context of global democratic processes. In consequence, it was based on the following principles: democracy and inclusion in education, safe environment, freedom of self-expression, mutual respect and equality, tolerance, collaboration and cooperation, academic integrity and conscious self-attitude (Maksak & Radchenko, 2023).

The performance of the project «Written Resourceful Practices in English for Preservice Primary School Teachers in Times of Uncertainty» comprised several stages: Stage 1 (Preparatory Stage), Stage 2 (Practice Stage), Stage 3 (Reflection and Conclusion Stage).

Stage 1 (Preparatory Stage) included the following activities: team-building and brainstorming meetings; planning and distribution of roles and responsibilities; handouts design; monitoring and forming the target audience of the project; diagnosing the anxiety level of the participants (HADS and STAI tests) stating the issue of overcoming traumatic experience in times of uncertainty; intro to the crucial fundamentals of democracy in education; obtaining general information on the therapeutic possibilities of written practices while working with painful experience; information support in social networks.

Stage 2 (Practice Stage) was shaped to provide preservice primary school teachers with the self-healing techniques to be helpful in times of threats and trouble. At this stage, the following resourceful written practices as: ice breakers, questionnaires, morning tunes, listing, free writing, journalling, clusters, autobiography, scribing, mind mapping, letters, essays, storytelling and poetry composing were introduced within eight live sessions. The sessions occurred once a week in different locations. The participants had specially designed worksheets with activities and resources. Each session was efficiently planned including three parts: warm up, written practice itself and reflection.

Session 1 «MeConcept» was dedicated to writing on self-concept, self-respect, self-acceptance, self-esteem and self-value and had the following written practices: ice-breaker «Balloon Mood», image generation «Me in Three Words», listing «MePassion», and cluster «MeGalaxy».

Session 2 «My Strength Symbol» was devoted to working with self-resilience, inner courage, active position and self-effectiveness through such activities as: listening to an old folk tale «the Sorrow Tree», feature listing «MeCharacter», mapping «MeSelf-Resilience», creating a protection symbol «My Shield», affirmation «Mirror».

Session 3 «Letter of Gratitude» was about reflecting on personal attitudes and relationships with oneself, close people and world around. So, the participants were invited to create «Gratitude Achropoem», watch and think over the short film «Moving Story about Gratitude», do drawing and labelling «Hand of Gratitude», and finally write a mail to oneself. They also wrote comments on the well-known quotations on appreciation and gratefulness.

Session 4 «My Secure Environment» was set on working with safe surrounding, protected space and location. The students were offered such activities: home associations «MeSpace», psychological test «the House, the Person, the Tree», memory writing «MeShelter».

Session 5 «My Success Story» was aimed at practising motivation, goal setting, achievements, effective performance suggesting the participants drawing personal ladder of accomplishment «My Success Ladder», listing «My Strengths for Success», planning a speech «Good Work is Beloved Work», an achievement essay «MeAchievement».

Session 6 «MeBody» was focused on health issues, body concerns and needs. It was conducted in a university choreography hall and combined both body practices and writing activities: free writing «Unposted Letter to my Illness», script writing «Book/Film Character», making a list «Self Care», and an essay «To Body with Love».

Session 7 «My Autobiography» was designed to inspire the participants to reflect on their life timeline, major events, along with feelings and emotions associated, and practise the journalling technique «My Autobiography».

Session 8 «My Fairytale» was modelled to encourage creativity while narrating a fantastic story with a participant as a main character. The meeting went in Literary-Memorial Museum of a famous Ukrainian writer Mykhailo Kotsiubynskyi where the students participated in an interactive lecture «Christmas at the Kotsiubynskyis'», had treats and wrote a fairytale about themselves in the focus.

We can draw a conclusion, that during the sessions, the project participants advanced English communication skills in speaking and writing and obtained the effective toolkit of written practices for overcoming traumatic experience, maintaining resiliency, boosting healing and improving self-discovery.

It is worth to be mentioned the moderators developed the so-called environmental approach in education for the effective project realization. That is why, the sessions were held in various locations around the city: the university classroom and museum, the scientific library and local history museum, digital educational hub, choreography hall and literary and memorial museum. The locations were chosen according to the aim of each session to create a welcoming and emotional atmosphere for each participant inclusively.

Stage 3 (Reflection and Conclusion Stage) aimed to improve the skills of personal reflection in preservice educators after adopting the healing techniques of resourceful written practices. The stage involved final monitoring of participants' anxiety level, project conclusions and round-table discussion «Ways of Overcoming Traumatic Experience with the Help of English Resourceful Written Practices while Struggling for Democracy Values and Freedoms».

The major achievements of the project «Written Resourceful Practices in English for Preservice Primary School Teachers in Times of Uncertainty» are that the preservice primary school teachers experienced the educational, creative, cultural, entertaining and healing potential of resourceful written practices; learnt to express their personal opinion which is the fundamental concept in the democracy values, along with improving their English written competence.

The assessment of the project impact was done using a set of tools and methods: expectation online forms, emotion well-being checklists, HADS, STAI initial and reflection questionnaires along with educational conversation, instructional observation and feedback data analysis.

First, the prospective participants completed expectation forms online for the moderators to shape the project design and update the content. Also, the project participators did HADS and STAI to measure the degree of depression and anxiety at introductory and final stages. Furthermore, the respondents answered initial and reflection questionnaires to supply the project developers with anticipation and feedback data. Throughout, the live sessions, the students tested the level of situational and personal anxiety and ticked off emotion well-being checklists.

All the participants (15 people) registered for the project took part in research. According to HADS, the findings were as follows. On the initial stage of HADS-A, 86,7% demonstrated a high range of anxiety, 13,3% showed the presence of the anxious state, none tended to have a normal range. The results of HADS-D proved that 73,3% of the participants did not have clinically significant symptoms of depression, 26,7% possessed the indicators of the depressive state.

The final measurement had the following results of HADS-A: 60% of the participants demonstrated a high range of anxiety, 40% showed the presence of the anxious state. Thus, the number of the students with high level of anxiety decreased up to 26,7%; HADS-D reported 80% of the participants showed the absence of clinically significant symptoms of depression, 20% had the indicators of the depressive state. In this way, students with depressive state indicators went down to 6,7%.

STAI by Spielberger and Khanin stated 66,7% high and 33,3% averages cores of situational anxiety before the written practices sessions, whereas after the sessions 93,3% demonstrated the average range of situational anxiety, 6,7% proved no changes. Students also mentioned positive changes in states and emotions while ticking off well-being checklists.

The main outcomes of the project are:

- decrease of the anxiety level in project participants (which was proved by final HADS);
- acquisition of practical skills of psychological self-help for overcoming traumatic experience;
- improvement of English communicative skills in written form;
- publication of the scientific article «European Grants in the Context of Non-Formal Education»;
- round-table discussion «Ways of Overcoming Traumatic Experience with the Help of English Resourceful Written Practices while Struggling for Democracy Values and Freedoms».

Meanwhile, the project moderators effectively implemented writing techniques into classroom routines of the academic disciplines «English for Everyday Communication» and «Foreign Language for Specific Purposes» at the Faculty of Preschool, Primary Education and Arts, T. H. Shevchenko National University «Chernihiv Colehium».

In addition, it is planned to publish the method guide «A Written Practice a Day Keeps Anxiety Away» and a diary «A New Day – a New Practice», to design an optional course «Written Resourceful Practices in English for Preservice Primary School Teachers in Times of Uncertainty» for the students majoring in 013 Primary Education.

The description of the basic material of the research with the obtained scientific results grounding.

The higher education in Ukraine needs profound and thoughtful reforming. Ukraine's movement towards European society requires fundamental changes in all spheres: intellectual, emotional, and even spiritual one. Higher education is no exception as it faces global changes and demands conscious decisions. So, the effective design, efficient management and successful project implementation allow higher education institutions to respond adequately to the significant challenges the professional training process meets.

Therefore, the project «Written Resourceful Practices in English for Preservice Primary School Teachers in Times of Uncertainty» intended to raise educational standards in Ukraine, develop the pedagogy of partnership and create the contemporary educational environment. It meant to provide necessary conditions, means and technologies for effective training teachers for resilience and well-being in times of hardship. Consequently, the project increased the number of young people who share and promote European values of equality, openness, transparency, diversity, and tolerance. This way, it contributes to the enhancement of social capital of the families, educational institutions, and local communities, increasing the number of successful people and the subsequent rapprochement of the Ukrainian society with Europe.

In the Sustainable Development Strategy of the Chernihiv Region for the period 2021-2027, one of the strategic goals is the development of human potential by caring about its mental health, along with ensuring a high quality of life, harmonious development of communities and economic growth based on the effective use of the internal potential of the regional territories. So, in the long perspective, the project creators suppose the beneficiaries to share the obtained knowledge of written resourceful practices with people in psychological need.

The research shows that written resourceful practices are a powerful tool for stress and anxiety relief, positive mindfulness adoption, resiliency development and sustainable well-being promotion. In this way, writing becomes a form of therapy that stimulates personal growth and resilience.

Thus, the project implementation and analysis demonstrate that through written resourceful practices beneficiaries have acquired practical skills of psychological self-assistance, namely: anxiety management, stress relief, well-being promotion, and resiliency development along with English written competence improvement. Moreover, the

participants are able to help peers, preservice teachers, to become more balanced with their professional and private life, overcome critical situations, promote self-expression, self-knowledge, self-esteem, self-reflection and personal

growth, express own opinion in the struggle for democratic values and freedoms, the Ukrainian people are currently struggling for.

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