AD ALTA

14

2024
issue 2, special XLIV.

Journal of Interdisciplinary Research

AD ALTA: JOURNAL OF INTERDISCIPLINARY RESEARCH

AD ALTA: JOURNAL OF INTERDISCIPLINARY RESEARCH USES THE RIV BRANCH GROUPS AND BRANCHES, BUT THE JOURNAL IS NOT A PART OF RIV. THE RIV IS ONE OF PARTS OF THE R&D INFORMATION SYSTEM. THE RIV HAS COLLECTED AN INFORMATION ABOUT RESULTS OF R&D LONG-TERM INTENTIONS AND R&D PROJECTS SUPPORTED BY DIFFERENT STATE AND OTHER PUBLIC BUDGETS, ACCORDING TO THE R&D ACT [CODE NUMBER 130/2002], THE CZECH REPUBLIC.

A	SOCIAL SCIENCES
B	PHYSICS AND MATHEMATICS
C	CHEMISTRY
D	EARTH SCIENCE
E	BIOLOGICAL SCIENCES
F	MEDICAL SCIENCES
G	AGRICULTURE
I	INFORMATICS
J	INDUSTRY
K	MILITARISM

TABLE OF CONTENTS (BY BRANCH GROUPS)

A   SOCIAL SCIENCES

F   MEDICAL SCIENCES

A   SOCIAL SCIENCES

METHODOLOGICAL PRINCIPLES OF PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT OF FUTURE SPECIALISTS PROFESSIONAL TRAINING IN HIGHER EDUCATION INSTITUTIONS

[a]OLEKSANDRA KHALLO, [b]NADIIA KICHUK,
[c]VALENTYNA VERTUHINA, [d]VOLODYMYR FEDORAK,
[e]LILIANA KHIMCHUK, [f]OLEKSANDR VOROBETS

[a]*Ivano-Frankivsk National Medical University, 2, Galytska Str., 76018, Ivano-Frankivsk, Ukraine*
[b]*Izmail State University of Humanities,12, Repin Str., 68600, Izmail, Ukraine*
[c]*Borys Grinchenko Kyiv Metropolitan University, 18/2, Boulevard-Kudryavskaya Str., 04053, Kyiv, Ukraine*
[d-f]*Vasyl Stefanyk Precarpathian National University, 57, Shevchenko Str., 76018, Ivano-Frankivsk, Ukraine*
email: [a]luska.if@gmail.com, [b]tonya82kichuk@gmail.com, [c]v.vertuhina@kubg.edu.ua, [d]volodymyr.fedorak@pnu.edu.ua, [e]liliana.khimchuk@pnu.edu.ua, [f]oleksandrvorobec36@gmail.com

Abstract: Psychological and pedagogical support is considered as a type of activity in which psychological and pedagogical conditions are created for the successful learning and development of each student, as a complex, multi-faceted process of interaction between students and teachers. This study introduces new paths for research into the appropriate profile of mentors to effectively accompany university students. Comparative evidence-based research indicates that students who ask for assistance from institutional resources are more likely to be satisfied and perform better; however, when an integrative approach is used to combine institutional support and internal team environments for students' academic engagement and psychological well-being, the best outcomes are obtained.

Keywords: mental health, well-being, support services, higher education, academic achievements.

1 Introduction

Institutions of higher education are part of a system intended to foster the creation and growth of the individual as a communication and knowledge subject. The role of higher education institutions' psychological and pedagogical services has grown in this regard, offering the conditions necessary for the development of each person's subjective potential and a better understanding by a young person of the paths leading to his or her professional and personal development during their time in college. This helps the student feel more stable psychologically and be able to overcome a variety of obstacles. A university's support system entails establishing unique educational and psychological settings for each student's effective individual growth, including the self-development of juniors above all. It is generally the case that first-year students have the most difficulty breaking through the barrier of adaption [13].

Furthermore, one of the main concerns facing higher education globally is the mental health of its students. Prevalence studies, which show that the severity of mental health issues is rising across student populations and that a significant percentage of students - higher than the general community - are dealing with moderate-to-severe levels of stress, anxiety, and depression, are at least partly responsible for this increased attention [1].

Over the past fifteen years, studies have consistently shown that mental health issues, including depression, anxiety, stress, suicidal thoughts, and self-harm, are very common among college students worldwide, including in the US, China, Malaysia, Turkey, Brazil, Belgium, and France [20]. Australia is likewise witnessing a similar trend. For instance, 83.9% of 6479 undergraduate and graduate students from two institutions who participated in the study showed increased psychological distress levels. One university's coursework study of 4258 undergraduate and master's students revealed that one in four of them had significant levels of stress, anxiety, or depressive symptoms. A more recent study using 14,880 students from the same university found that 5% had tried suicide or self-harmed, 80% were worried about their mental or emotional health, and 1 in 5

were presently dealing with a mental health issue [20]. These kinds of findings have prompted some academics to conclude that there is a "mental health crisis" at Australian universities [16].

Psychological discomfort in students can have a deleterious effect on their motivation, attention span, cognitive abilities, and success. It can also raise their risk of attrition and suicidal thoughts and actions [5]. Because of this, it is essential that academic institutions use evidence-based practices and techniques to address the mental health and wellness of their students.

The Australian government's independent research and advisory body, the Productivity Commission, released the Mental Health Inquiry Report in 2020 and suggested that the government adopt a more cross-portfolio and strategic approach to mental health promotion (Productivity Commission, 2020). A recommendation made was to update the Higher Education Standards Framework 2015 (ACT) to mandate that all postsecondary educational establishments create a plan for the mental health and wellness of their students. It also suggested that guidelines on how to effectively assist students' mental health and wellness be provided by the government to tertiary education providers, either directly or through commissioning. A 2017 report by Orygen, Australia's leading youth mental health organization, underscored the urgent need for higher education institutions to develop their own strategies and policies to support students' mental health and wellbeing [15]. This was several years before the Productivity Commission's (2020) report. The absence of precise guidelines on the role of universities in assisting students' mental health and welfare was highlighted in this paper, "Under the radar: the mental health of Australian university students". The Australian Department of Health then gave Orygen funding in 2018 so that it could create a mental health framework for colleges. Six guiding concepts comprise this approach [18]:

1. Approaches to mental health and welfare that take into account students' needs, viewpoints, and actual experiences improve the educational experience for them.
2. A learning environment that supports students' mental health and wellness is something that all members of the university community contribute to.
3. University communities that are mentally healthy enable involvement, create a varied and inclusive atmosphere, build connections, and encourage both personal and academic success.
4. Coordination and coordinated efforts increase the response to mental health and wellness.
5. Students can get timely, relevant, and effective services and assistance to address their needs related to mental health and wellness.
6. Evidence-based innovation and continuous improvement contribute to our understanding of what promotes the mental health and wellbeing of students.

The importance of universities in creating supportive, health-promoting environments and creating policies for the overall welfare of the institution is also becoming more widely acknowledged [23]. Universities should prioritize assisting students' mental health and wellness in addition to their moral need to safeguard everyone's safety, as psychological discomfort has been shown to negatively impact students' academic motivation, retention, and accomplishment.

From a substantive perspective, psychological and pedagogical support for a student's professional training within the framework of a multi-level organization of educational activities can be described as a process that helps a future specialist develop a variety of personal attributes, including [14]:

- Capacity and preparedness for autonomous, knowledgeable, free, and responsible decision-making
- A desire for self-improvement, autonomous professional growth, and professional training upon graduation
- Psychological preparedness for a career in line with the obtained professional certification.

The primary objective of pedagogical and psychological support is to empower the teacher to assist each student in achieving success. The instructor needs to take charge of the situation, decide how each student will be interacted with, and assess his or her own development possibilities. The following is a definition of the tasks associated with psychological and pedagogical support: fostering a climate of safety and trust within the teacher-student relationship; and offering psychological and pedagogical support in the effective professional training of university students in changing social situations.

A series of activities conducted by experts in the fields of psychophysiology and professional selection for psychological diagnostics and psychological and pedagogical training of senior schoolchildren and students can be summed up as the essence of professional and psychological support in the learning process. These activities involve identifying and thoroughly examining the unique psychological characteristics of individuals who are having difficulty learning and adapting, as well as addressing their functional state and performance.

The goals of psychological and pedagogical support are to improve the overall quality of specialized training, the creation and development of personally and professionally significant traits, and the adaptive capacity and efficacy of educational activities. The following are the primary tasks of educational and psychological assistance [22]:

- Assessment of the structure of intelligence and type of intellectual activity
- Determination of the professional orientation of senior schoolchildren and designing of differentiated psychological recommendations for choosing a future profession
- Forecasting the success of learning and socio-psychological adaptation in an educational institution
- Formation and maintenance of motivation for learning and professional activity
- Identification of persons requiring psychological assistance in the process of preparation for admission and at the initial stage of study at a university
- Conducting psychological trainings and psychological and pedagogical classes;
- Conducting psychophysiological correction activities with persons experiencing adaptation difficulties.

The main objective of psychophysiological support activities is to achieve functional comfort, in which there is a correspondence between the means and conditions of educational activity and the functional capabilities of the body; learning in this case is accompanied by a positive attitude towards it with adequate mobilization of physiological and mental functions, which ensures the preservation of health, high performance, and professional longevity.

Higher education has changed in a number of ways within the past ten years. The necessity to maintain it updated throughout the COVID-19 epidemic, be able to teach remotely, and have as minimal of an influence on academic life as possible may have been the most recent and significant one. The introduction of personal attention, accompanying, or mentorship programs - which have taken on a life of their own and are now a common theme in many universities - is another noteworthy development [11]. Researching and evaluating these programs and their results represent pertinent scientific tasks in the current stage of higher education transformation and increasingly unstable environment. Universities across the globe are offering an increasing number of accompaniment and mentoring programs.

2 Materials and Methods

The theoretical basis of the study was the theory of professional development and formation, the theory of pedagogical assistance and support, the theory of pedagogical support for students, subject-activity theory, and a personality-oriented approach to education. The methods of analysis and generalization of advanced pedagogical experience were used.

3 Results and Discussion

The long-standing problem of psychological well-being affects university students all across the world. A university education represents a major life shift, requiring students to adapt to a number of new academic, social, and cultural expectations. Student well-being may be impacted by a number of elements, such as the change in pedagogy, learning resources, and environment, as well as relationship support. This is particularly true for management education, where students must acquire a wide range of professional and personal abilities through in-class and extracurricular activities in a condensed amount of time due to the demanding and intense course structure [6]. Students can also have to spend a lot of time away from home. They could be enrolled in residential programs in large numbers. These elements can all negatively impact their wellbeing. Research on graduate students has shown that 40% of them exhibit signs of mental illness [10], and 51% of them report experiencing psychological discomfort [17]. Formal and informal assistance from many sources is one of the key elements that might improve the well-being of students.

Chaudhry et al.'s analysis [6] of data from 309 management students at Indian universities using structural equation modeling and hierarchical regression demonstrates a positive relationship between students' psychological well-being and supportive institutional and familial environments as well as a positive internal team environment. The relationship between a supportive home environment and psychological well-being as well as a favorable internal team environment and psychological well-being is partially mediated by academic involvement. Furthermore, the relationship between institutional support and psychological well-being is totally mediated by academic involvement. The study emphasizes how important it is for students' academic engagement and psychological well-being to have a supportive internal team environment and institutional support, as well as how academic engagement affects psychological well-being. The significance of an internal team environment is supported by U.S. statistics. While the number of disclosures has increased significantly in tandem with students seeking mental health support at universities, it is concerning to note that, according to the graph below (see Fig. 1), only about 30% of students feel comfortable discussing problems with their academic advisers, and even fewer feel comfortable disclosing to university support teams.

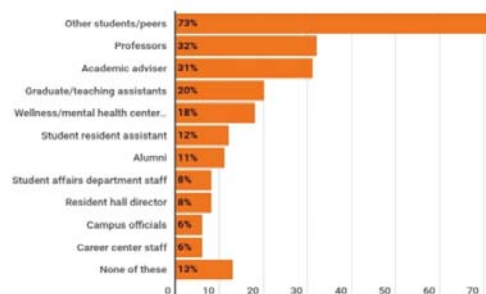*Figure 1. Individuals and groups on campus that students feel most comfortable sharing perspective with about issues of importance* [3]

Psychological and pedagogical support for the professional development of future specialists is defined in the literature as a system of tools and methods created by a teacher to develop students' ability to make optimal decisions in various professional or life situations that contribute to their

development as an individual and as a future specialist [22]. At the same time, the process of support in higher education is considered as a multi-level interaction of the educational process subjects [19]. The essence of the idea of pedagogical support is a comprehensive approach to solving development problems.

Student support services are crucial to enhancing the educational process and promoting student success. These services encompass a broad spectrum of programs and resources designed to support students' academic, emotional, social, and financial needs. The following are some salient features that underscore the significance of student support services:

1. Academic Support: Programs like study skills seminars, writing centers, and tutoring assist students in understanding the subject, developing better study habits, and achieving academic success. These programs can have a big impact on a student's retention and academic success by giving them access to extra learning materials.
2. Counseling and Mental Health Services: Students' achievement and general well-being are directly correlated with their mental health. Whether they have to do with stress, anxiety, depression, or other mental health concerns, counseling services provide a secure environment for students to talk about their worries and difficulties. These programs are essential in raising awareness of mental health issues and provide the assistance required to deal with both academic and emotional obstacles.
3. Career Services: By assisting students in developing necessary skills, exploring career choices, and making connections with possible employers, career counseling, resume workshops, internship opportunities, and job fairs help students become ready for the workforce. These programs are crucial in supporting students as they move from school to the workforce.
4. Disability Services: Ensuring equitable access to education for individuals with disabilities is made possible via student support in higher education. Fairness and the ability for every student to engage completely in their education depend on accommodations including longer exam times, note-taking services, and adaptive technology.
5. Social and Cultural Integration: A key component of integration is the value of student support services. It can be difficult for many students to integrate into the campus community, particularly those who come from marginalized groups or have overseas origins. In addition to enhancing campus culture, initiatives that support diversity, inclusiveness, and cultural interaction also make students feel included and appreciated.

It is impossible to overstate the significance of student support programs. Support services are essential in creating a welcoming and inclusive learning environment because they attend to the whole requirements of the students. They support not just academic achievement but also the growth of well-rounded people who are equipped to meet obstacles in life and make valuable contributions to society.

According to Díaz-López [8], mentoring is a fortunate chance to help students in negotiating the back-and-forth between their experiences and their perception of their present situation and surroundings. The mentee makes a place for introspection when their mentor is around, thinking back on their experiences, the decisions they have made, and how these things have caused them to reevaluate their beliefs and make decisions that will affect their day-to-day lives when they go back to their experiences.

Consequently, it is clear that mentoring cannot be reduced to a simple relationship in which the accompanying individual's advancement is the primary goal. According to Díaz-López [8], mentoring is a relationship based on trust between the mentor and the mentee in a setting where there is consistency, trust, and the mentor's capacity to offer advise based on personal experiences. For the mentee, who takes on the role of the protagonist, freedom, quiet times, freedom from others, and confidentiality are all important. On the other hand, the mentor

takes on a helping position and promotes an environment of acceptance and respect.

A trainer with a focus on formative accompaniment should serve as the mentor during the educational accompaniment process in higher education, rather than just being a highly experienced professional of a higher rank. As a result, a mentor has to be highly technically prepared, have a strong theoretical foundation, be genuinely committed to their mentee, have consistent internal motivation, and be steadfast in their objective while also being flexible enough to adjust to changing conditions. Being a mentor demands having real people who can be real life instructors, real witnesses, and real life guides for their mentees, helping them on their own path to satisfaction and personal progress. This is a never-ending process that has been replete with both accomplishments and problems.

Universities have a significant role in the lives of both instructors and students as centers of culture, its production, and transmission. These are multidisciplinary communities that work to guarantee that every entity receives the reasonably priced, high-quality, continuous care that they occasionally sorely require. Inequalities in access to education and academic assistance may be eliminated and prevented with the use of comprehensive, culturally relevant university services, which can also lessen the barriers to accessing psychological and other services and integrate them into the educational system. Maintaining the availability of mental health services is essential to successfully addressing the diverse needs of students. When comprehensive mental health services are provided using systemic practices - a multilayered, multidimensional system of the other two structures, as seen in the Intervention Response Model (RTI), Positive Behavior Interventions and Supports (PBIS) programs, and other models - they are most successful [7].

In their study, Garcia-Cardo et al. [11] analyzed the various curricula offered by sixty Spanish institutions. The pertinent data gathered for this study pertains to the presence of an accompanying program, the mentor function it fulfills, and the program's duration. Additional data gathered from the search pertains to the nature of mentorship programs, including whether they are official, governed, or associated with certain courses. In the event that an evaluation is used, the assessment processes are also provided at the end. Following the analysis produced during the research, the Francisco de Vitoria University mentor-mentee program is described in depth, emphasizing how it differs from other programs and how it helps students. Out of 60 institutions, the preliminary findings indicated that 42 were public, 18 were private, and only 17 did not have any kind of student mentorship program. Twelve of these institutions were state-run, and five were private. There were over 54 mentoring programs, the majority of which were exclusive to each of the 43 colleges that had a mentoring program, plan, or initiative (see Figure 1). Three private universities, the Universidad San Pablo CEU, the Francisco de Vitoria University (UFV), and the University of Navarra, have two, five, and four programs, respectively, while only three public universities, the University of Granada, the University of Seville, and Carlos III University, offer two programs each.

Of the 54 Accompanying Programs, 29 had a mentor who is a degree-seeking five-year student. The majority of the programs (from 15 institutions) included mentoring as an integral part of their teaching duties, with a teacher in charge of supervising the process. Alumni oversee the programs at four universities: CEU San Pablo University and the Pontifical University of Comillas, both in the Comunidad de Madrid; two are private, one is public (Universidad Carlos III and Universidad Politécnica de Cartagena). Additionally, UFV has a special program in Spain that employs 264 mentors, 83 of whom were employed specifically to perform mentoring duties. Only three other private colleges throughout the remainder of Spain provide their students any kind of accompanying. Out all the universities that get funding from the accompanying programs, only eleven provide programs that are open to all students. all these, five are

located in Madrid and eight are private. Interestingly, all of these colleges depend on instructors, professionals, and even trained staff to accompany students. Only one of the other three public colleges provides accompaniment, which is given by seniors. There are just seven universities with professional development programs, three of which are public.

Although Garcia-Cardo et al. [11] et al. assert that virtually every institution uses the same model and methodology, young Spanish university students in Galicia and Murcia are not that different from one another. They all have to answer the same questions on their psychological makeup, experience levels, and historical background, including "Have I picked the right degree?" or "After I graduate, will I be able to obtain employment?" In light of this situation, it is critical to decide how to support these students and give them surroundings and learning opportunities that will enable them to achieve their academic, professional, and personal objectives.

It should be mentioned that, generally speaking, students in Spain have a number of rights regarding their academic education under the present Organic Law of the University System (LOSU in Spanish). These rights include assistance for mental and emotional health care, psycho-pedagogical counsel, and access to a tutorial and advising system. Students also have the right to knowledge about events that impact them, guidance, and access to a guidance service that helps them plan their course in school and makes it easier for them to integrate socially and professionally. In addition, students can get academic credit for their participation in service-learning projects, student representation, solidarity events, mentorship programs at their universities, and more.

Interestingly, empirical research indicates that in several nations, private universities' accompaniment procedures typically last longer than those of public universities. These universities also provide a greater variety of programs for both incoming and outgoing students, as well as those with particular needs, like international students [1].

Person-centered thinking (PCT) tools, according to Zatkova et al. [28], are systematic approaches to guarantee that education is fulfilling the requirements of every young learner, acknowledging that every student has a different manner of communicating, learning, forming connections, and making decisions. Person-centered planning (PCP) and PCT integrate the principles of positive psychology, humanism, and solution-focused methodologies. It seeks to highlight personal qualities rather than flaws and promotes jointly developed, practical solutions as opposed to ones that are dictated by the needs of the service.

A PCT tool called the One-Page Profile (OPP) requires students to describe all of their positive traits, skills, and abilities by learning what other people find admirable, appealing, and valuable about them. With an emphasis on psychosocial support and assisting others in the institution or community, OPP provides professors with information on how they may assist students in utilizing their abilities in overcoming everyday obstacles [21]. One-Page Profiles provide a synopsis of the following: (i) what others find admirable and like about the student (using the 'Appreciation' tool); (ii) what the student values (using several tools); and (iii) the best ways to assist the student (using multiple tools). [21]. According to Sanderson et al., OPP are a way to begin using a person-centered approach by gathering particular information on an individual's personality.

There are various benefits of employing a One-Page Profile in higher education, such as assisting professors to comprehend the student´s distinctive personality, enabling a rapid comprehension as to what is significant to the individual in the profile. It is feasible to guarantee that decisions are made with the student's interests, safety, and learning possibilities in mind, all while promoting their well-being. OnePage Profiles are particularly useful for students with special education needs since they enable lecturers to identify any adjustments that can assist the student have a "better day". Additionally, they give students the

precise assistance they need in the correct circumstances to enable them to progress as much as possible. Students also gain from being heard when activities and support plans for positive change, such career goals, are created [27].

Each student has the chance to express themselves verbally and visually through OPPs. While their sole objective is to answer three particular questions, students have the option to express themselves through color, sketching, and the use of other materials. It is a fun and enjoyable manner of presenting knowledge informally. Students can use a variety of innovative handwriting methods or computer applications to complete the OPP [9].

In order to get a better understanding of how students use campus resources, Johnson et al.'s study [12] examines the help-seeking behavior of Foundation Program and Undergraduate students at Qatar University (QU) via their usage of these resources. The study looks at the relationship between students' achievement and perseverance in two consecutive semesters - Spring 2019 and Fall 2019 - and their help-seeking behavior as demonstrated by services. The results show a strong correlation between student services and perseverance and achievement. There was a noteworthy distinction seen between the majors of at-risk students and those in STEM and non-STEM fields. The authors stress that a supportive learning environment that helps students recognize their issues and access on-campus resources increases their want to learn and advances their academic achievement. Students who used the support services, both at-risk and general, had a higher chance of succeeding and continuing their education by registering for the next semester [12].

Likewise, Johnson's study found no distinctions between country and gender with regard to help-seeking behavior throughout the course of the two semesters. Students who are sufficiently aware of available resources can act in a help-seeking manner at any moment. From this angle, given their knowledge of the student support programs, it may be said that students exhibited help-seeking behavior.

Students can choose from a wide range of services. For instance, the following student services are offered by Qatar University. Academic support services include peer tutoring, study skills workshops, writing and language assistance, career counseling and exploration (counseling and professional development to prepare students to compete for the best career opportunities), student counseling (helping students overcome psychological, behavioral, social, and emotional disorders and difficulties that may affect their performance), and inclusion and accessibility services [24].

Because university programs consistently mentor students who confront difficulties and adopt help-seeking behavior from institutional sources, these students often exhibit greater performance over time [2]. Less awareness of academic courses, university projects, personal problems, and having poorer mental health to study modules are among the potential concerns [4]. A university's successful student support services program can address these issues. As a result, it may be said that seeking assistance through services.

An academic support therapist assesses the challenges they have, decides what resources are needed, and then offers a range of customized methods to assist and encourage the growth of their learning [1]. The first step in the job of an educational support therapist is "understanding", which entails figuring out and comprehending the fundamental reasons behind the challenges that students encounter. This basic knowledge is essential because it makes it possible to precisely create the processes and tactics that will successfully deal with these challenges. Brief reports and assessments are utilized to obtain a comprehensive grasp of the students, offering a more comprehensive picture of the students' educational needs [26].

This all-encompassing strategy is essential to their expert execution because it enables the support therapist to create

customized therapies that deal with both the underlying reasons and the outward symptoms. Planning strategies then starts, taking into account the student's academic program. These techniques are usually used in challenging subjects when the learner does not have the resources to manage well. To address the identified requirements, the support therapist offers tools that are specifically designed for this purpose.

Cognitive psychology serves as the foundation for psychopedagogical assistance, which at first concentrated on learning challenges, particularly those involving executive function regulation. But since the COVID-19 outbreak, support requirements have considerably increased.

Following the duration of confinement, there has been a decline in cognitive functions such as working memory, inhibition, and planning. New challenges to adjusting to school have also surfaced: anxiety has grown to be a major trigger in the educational environment for adolescents and even younger students. Due to the anxiety brought on by confinement, this symptomatology affected these processes, especially working memory, which had a direct influence on reading and writing performance because these tasks are essential for processing information.

Consequently, it is important to remember that psychopedagogical assistance nowadays encompasses more than only cognitive processes. It is critical to comprehend how the growth of a student is influenced by emotional and cognitive elements. When they use their talents, these variables continually interact and have a direct impact on how well they do. An obvious illustration is the typical scenario of having a challenging exam and having what is commonly referred to as a "blank mind". These feelings of paralysis, loss of control, and uncertainty are simply anxiety states brought on by emotional symptoms; this illustrates how emotional management may either make it easier or harder to apply our knowledge and talents [25].

Globally, student support services at universities help students succeed, perform better, and have a higher probability of earning a degree. The success of student support services programs is reliant on the help-seeking behavior of students.

The laws that are now in effect for higher education govern support and counseling services, but each university customizes its offerings based on its own internal personnel, financial, and other unique circumstances. As a result, it is critical to tailor the faculty's support and counseling services to the needs of university students in real life as well as their preferred modes of help, while also learning about their backgrounds, viewpoints, and attitudes. The student is viewed as a master of their life and of organizing the care they want while using the customization method in psychosocial support, which is a strengths-based model of practice.

Moreover, teachers may foster healthy team norms and actively interact with students to make sure that each student team has a common goal, that members support one another emotionally and psychologically, and that members feel safe speaking out when necessary.

Students have the power to influence their own favorable results. If given the opportunity, people can create teams around common goals and the ability to speak opinions and get support from one another. In the event that students initiate team formation, it is probable that they will select peers with whom they feel at ease, increasing the likelihood of a positive team dynamic within the group.

Literature:

1. Barden, N., & Caleb, R. (2019). *Student mental health and wellbeing in higher education: A practical guide*. SAGE Publications.

2. Beisler, M., & Medoille, A. (2016). How do students get help with research assignments? Using drawings to understand students' help seeking behavior. *The Journal of Academic Librarianship, 42*(4), 390-400.

3. Boaden, Ch. (2022). 10 years of wellbeing data reveals the extent of the mental health crisis in UK higher education. *Tribal*. https://www.tribalgroup.com/blog/10-years-of-wellbeing-data-reveals-the-extent-of-the-mental-health-crisis-in-uk-higher-education

4. Brown, D., Barry, J.A., & Todd, B.K. (2020). Barriers to academic help-seeking: the relationship with gender-typed attitudes. *Journal of Further and Higher Education, 45*(3), 1-16.

5. Brownson, C., Drum, D. J., Swanbrow Becker, M. A., Saathoff, A., Hentschel, E. (2016). Distress and suicidality in higher education: Implications for population-oriented prevention paradigms. *Journal of College Student Psychotherapy, 30*(2), 98-113.

6. Chaudhry, S., Tandon, A., Shinde, S., Bhattacharya, A. (2024). Student psychological well-being in higher education: The role of internal team environment, institutional, friends and family support and academic engagement. *PLoS One, 19*(1), e0297508.

7. Compagnucci, L., & Spigarelli, F. (2020). The Third Mission of the university: A systematic literature review on potentials and constraints. *Technological Forecasting and Social Change, 161*, 120284.

8. Díaz-López, M. (2022). Doctoral thesis "La acción formativa integrada e integradora como elemento básico de un programa universitario de formación personalizada en competencias transversales. Análisis de los efectos". [Integrated an integrating formative action as a basic element of a university program of personalized training in cross-cutting competencies. Analysis of effects.]. Madrid: Complutense University of Madrid.

9. Erwin, L., & Sanderson, H. (2016). One-page profiles with children and young people. https://creativeoptionsregina.ca/wp-content/uploads/2016/11/2015-04-23-One-PageProfiles-in-Schools.pdf

10. Evans, T., Bira, L. Gastelum Jazmin Beltran, L., Vanderford, N. (2018). Evidence for a mental health crisis in graduate education. *Nature Biotechnology, 36*(3), 282-284.

11. Garcia-Cardo, S., Queiruga-Dios, M., & Queiruga-Dios, A. (2023). Comparative study of accompaniment programs for undergraduate degree students in Spanish universities. *Frontiers in Psychology, 14*, 1165232

12. Johnson, Ch. et al. (2022). Student support in higher education: campus service utilization, impact, and challenges. *Heliyon, 8*(12), e12559,

13. Julal, F. S. (2013). Use of student support services among university students: Associations with problem-focused coping, experience of personal difficulty and psychological distress. *British Journal of Guidance & Counselling, 41*(4), 414-425.

14. Kuh, G. D., Kinzie, J., Schuh, J. H., & Whitt, E. J. (2011). *Student success in college: Creating conditions that matter*. John Wiley & Sons.

15. Lappo, V.V., & Soichuk, R.L. (2022) Digital technologies of support the spiritual development of students. Information Technologies and Learning Tools, 2022, *88*(2), 103-114. DOI: 10.33407/itlt.v88i2.3403.

16. Lau, R. W. K., & Pretorius, L. (2019). Intrapersonal wellbeing and the academic mental health crisis. In L. Pretorius, L. Macaulay, & B. Cahusac de Caux (Eds.), *Wellbeing in doctoral education: Insights and guidance from the student experience* (pp. 37–45). Springer.

17. Levecque, K., Anseel, F., De Beuckelaer, A., Van der Heyden, J., & Gisle, L. (2017). Work organization and mental health problems in PhD students. *Research Policy, 46*(4), 868-879.

18. Orygen, The National Centre of Excellence in Youth Mental Health (2020). Australian university mental health framework report. Orygen, The National Centre of Excellence in Youth Mental Health.

19. Pryal, K. (2024). *A light in the tower: A new reckoning with mental health in higher education*. University Press of Kansas.

20. Ryan, T., Marangell, S., Baik, C. (2023). Examining Mental Health and Wellbeing Policies in Australian Universities. In: Coleman, K., Uzhegova, D., Blaher, B., Arkoudis, S. (eds) The

Educational Turn. Rethinking Higher Education. Springer, Singapore.

21. Sanderson, H., Goodwin, G., Kinsella, E., Smith, T., Jones, V., Higgins, C., Ralphs, J., Byatt, L. (2018). A guide to using person-centred practices in schools. Personalising Education. East Riding of Yorkshire Council. http://helensandersona ssociates.co.uk/wp-content/uploads/2018/05/A-guide-tousing-person-centred-practices-in-school.pdf

22. Stones, S., & Glazzard, J. (2019). *Supporting student mental health in higher education*. Critical Publishing.

23. Serohina, T., Pliushch, R., Pobirchenko, N., Shulga, N., Akimova, L., & Akimov, O. (2022) Pedagogical innovations in public administration and legal aspects: the EU experience. *Ad Alta: Journal of interdisciplinary research, 12*(1), XXV, 7-13.

24. Vaniushyna, O., Gaivoronska, T., Dunayeva, L., Lanska, S., Kuzmina, M., Varnava, U. (2024) Social and psychological prevention of professional burnout of social sphere employees under the conditions of the martial law. *Ad Alta: Journal of interdisciplinary research, 14*(1), XL, 78-81. https://www.web ofscience.com/wos/woscc/full-record/WOS:001222983700007

25. Ward, A. & Wegner, D. (2013). Mind-blanking: when the mind goes away. *Frontiers in Psychology, 4,* 650.

26. Wulf-Andersen, T., Larsen, L., Jensen, A., Krogh, L. (2024). *Students' experiences of psychosocial problems in higher education*. Routledge.

27. Zatkova, T., Tokovska, M., & Solcova, J. (2024). What Psychosocial Support Do First Year University Students Need? A Mixed Creative Methods Study. *International Journal of Emotional Education, 16*(1), 140-153.

Primary Paper Section: A

Secondary Paper Section: AM