

**Tetyana Petrenko, Ph.D. (Philology), Associate Professor,**  
Associate Professor of the English Philology Department,  
Kharkiv Hryhoriy Skovoroda National Pedagogical University

### STUDENTS' AND TEACHERS' MENTAL HEALTH IN CROSS-CULTURAL EDUCATIONAL COMMUNICATION

*The article reveals the author's vision of supporting the mental health of students and teachers during cross-cultural communication. The article is valuable in revealing the basic concept of mental health in accordance with the organization of cross-cultural educational communication. The author pays attention to the development of a favorable emotional background of the educational process in various types and channels of communication. In order to prevent cross-cultural communication barriers that affect the mental health of students and teachers, four directions of using cross-cultural educational communication to preserve and support the mental health of students and university teachers are proposed: 1) to build individual relationships between participants of the educational process taking into account educational goals according to the principle of moral utility, 2) to accompany the educational process with positive ideas of the philosophy of the heart of H.S. Skovoroda for understanding and ensuring a consistently favorable emotional background for learning, 3) to orient educational communication towards the development of the student's personality not only through results but also through understanding the course of educational events, 4) to provide the necessary rest and prevent mental fatigue, for example, through frequent changes in types of classes, interdisciplinary connections, projects or group work. The article indicates the feasibility of studying the needs, motives for students' learning, the sphere of personal interest in learning outcomes, collective interests in developing the reputation of the university, the scientific impact of the educational component on society, etc. The teacher should direct his work towards creating a community of like-minded people, involve volunteers, representatives of student self-government, stakeholders, colleagues of the educational program support group, and the Guarantor of the educational program in cooperation and regular monitoring of the level of emotional comfort of educational communication. An important aspect of using cross-cultural educational communication to preserve and develop students' mental health is a deep and systematic study of the resource capabilities of appropriate actions not only of students, but also of teaching staff. The basis for making a decision on the methods of educational communication is the purpose of the educational lesson or other form of mastering the curriculum.*

**Keywords:** learning; cross-cultural communication; individual work; communication; safe environment; education; quality; identity.

**Ref. 12.**

**Тетяна Петренко, кандидат філологічних наук, доцент,**  
доцент кафедри англійської філології  
Харківського національного педагогічного університету імені Г.С. Сковороди

### МЕНТАЛЬНЕ ЗДОРОВ'Я СТУДЕНТІВ І ВИКЛАДАЧІВ У КРОС-КУЛЬТУРНИЙ НАВЧАЛЬНИЙ КОМУНІКАЦІЇ

*У статті розкрито авторське бачення підтримки ментального здоров'я студентів і викладачів під час крос-культурної комунікації. Цінним у статті є розкриття основного поняття ментального здоров'я відповідно до організації крос-культурної навчальної комунікації. Автором приділено увагу формуванню сприятливого емоційного фону навчального процесу у різних видах та каналах комунікації. Для попередження бар'єрів крос-культурної комунікації, які впливають на ментальне здоров'я студентів і викладачів, запропоновано чотири напрями використання крос-культурної навчальної комунікації для збереження і підтримки ментального здоров'я студентів і викладачів університету: 1) будувати між індивідуальні відносини учасників навчального процесу з урахуванням навчальних цілей за принципом моральної корисності, 2) супроводжувати навчальний процес позитивними ідеями філософії серця Г. Сковороди для порозуміння і забезпечення стабільно сприятливого емоційного фону навчання, 3) орієнтувати навчальну комунікацію на розвиток особистості студента не лише через результати, але й через осмислення перебігу навчальних подій, 4) забезпечувати необхідний відпочинок і попередження розумової втоми, наприклад, за допомогою часткої зміни видів занять, міжпредметні зв'язки, проекту чи групову роботу. Зазначено про доцільність вивчення потреб, мотивів навчання студентів, сфери особистого зацікавлення у результатах навчання, колективних зацікавлень у розвитку репутації університету, впливу науки освітньої компоненти на суспільство тощо. Викладач має спрямувати свою роботу на створення спільноти однодумців, залучати до співпраці і регулярного моніторингу рівня емоційного комфорту навчальної комунікації волонтерів, представників студентського самоврядування, стейхолдерів, колег групи забезпечення освітньої програми, Гаранта освітньої програми. Важливим аспектом використання крос-культурної навчальної комунікації для збереження і розвитку ментального здоров'я студентів є глибоке і систематичне вивчення ресурсних можливостей відповідних дій не лише студентів, але й педагогічних працівників. Основа для ухвали*

*рішення про способи навчальної комунікації є мета навчального заняття чи іншої форми опанування навчальної програми.*

*Ключові слова:* навчання; крос-культурна комунікація; індивідуальна робота; спілкування; безпечне середовище; освіта; якість; ідентичність.

**Problem statement.** Armed conflicts, epidemics and transformations of all spheres of social relations increase risks. Risks are often associated not only with personal and public security. It is difficult to overestimate the importance of mental health for Ukrainian students – current and future. Since modern Ukrainian students master educational programs of professional and scientific education in difficult life circumstances associated with armed aggression against Ukraine. The realities of higher education are characterized by rapid transformations that affect the process and results of the quality of higher education. The majorities of Ukrainian students, being in different parts of the world, not only study, but also take care of the material security of themselves and their families, financially support defenders, and engage in volunteer activities. All this requires the development of resilience in understanding the dynamic property of the individual to constructively overcome stress and develop psychologically, spiritually, and mentally even in difficult times of their lives. With this publication, we aim to increase the attention of the academic and professional pedagogical community to the resources of the educational process, namely, educational communication in a cross-cultural environment.

Analysis of sources and recent research. Mental health issues are widely discussed by both narrow specialists in the field of social, behavioral sciences, medicine and education, and at the interdisciplinary level. Among the mass of publications, we will pay attention to those that were used for the methodology of this investigation, the definition of the categorical apparatus and the achievement of the set goal. The reality of Ukrainians' existence is accompanied by permanent stress caused by the threat to life and security as a result of the armed aggression of the Russian Federation, massive attacks on peaceful territories. Under such conditions, in our opinion, it is important to actualize the potential of cross-cultural educational communication to support and develop the mental health of participants in the educational process at the university. In this vein, quite interesting proposals for the contextual and systematic study of the psychological health of student youth are substantiated in the scientific and practical publication of the authors: I. Vlasenko, V. Furman, O. Reva, I. Kanyuka [1]. The conclusions on the elements of I. Mechnikov's theory of orthobiosis for the development of meaningful life values of student youth [2]; an axiological approach to the organization of the educational process in universities during martial law, popularization of peace pedagogy [3; 7]; use of the potential of gratitude peda-

gogy and support in educational communications for optimism and success of learning through research [4; 6], current proposals in the open network space within the framework of the project "How are you?" [5; 8; 9; 11; 12] are becoming relevant. This publication correlates with the requirements for scientific and teaching staff defined by the new edition of the professional standard for the group of professions "Teacher of a higher education institution" [10].

**The purpose of the article:** to specify the resource capabilities of cross-cultural educational communication to support and develop the mental health of university students and teachers.

**An overview of the main material.** As is known, a significant number of risks have a negative impact on the life and comfort of students due to a combination of factors, including: personal (emotional, spiritual immaturity, sensitivity of reflections on all events of academic life and related communications), hereditary (features of mental memory, psycho-physiological features, temperament, etc.), environmental (stereotypes and established traditions of academic communications, false authorities, dispersion of interactions and short-term social ties due to increased autonomy of distance communications, blurred modern communication styles), purposeful education (development of language habits, their dependence on the native language and the language of communication, information culture and its component – information hygiene, etc.). In fact, each of the above elements of the factors of the development of the student's personality undergoes transformations in reality. Such dynamics complicate the objective determination of the expected results. Often, the expected results of educational communications go beyond the goals of the learning process, for example: being the first to report on a completed task in order to return to work; choosing a simple project to cope in situations of power outages and network coverage; giving preference to social or technological topics, since they are currently in clear demand; learning the language and culture of the country where you are as a refugee, rather than for a professional or educational calling. Such dissonances are not tragic. However, they increase the general feeling of dissatisfaction with life, loss of harmony and mental comfort.

It should be noted that the term mental health is relatively new in the Ukrainian academic and educational space. According to the WHO definition, it is "a state of happiness and well-being in which a person realizes his or her creative abilities, can cope with life's stresses, work productively and make a contribution to social life. This means that mental health combines a

healthy spirit and psyche of a person with a social component" [12]. Factors that contribute to mental health have also been identified: regular physical activity, quality sleep, a nutritious diet, strong social ties and stress reduction – contribute to mental health and prevent mental health problems" [12]. Quite interesting proposals and considerations are presented in the context of a test study of the role of communities in the preservation and development of mental health. Considering the university community, students and teachers as part of active members of communities, we will highlight resource opportunities from those proposed by the project developers:

1) discussion (mental health education and outreach, reducing stigma, inequality and discrimination, forms of involvement of people with mental disorders and their families),

2) mental health promotion and prevention (healthy lifestyles, life skills, suicide prevention, self-care, prevention of harmful habits),

3) support for people with mental disorders (promotion of human rights, identification of mental health conditions, engagement and relationship building, implementation of psychological interventions, support for bystanders and their families, referral for additional help and services),

4) recovery and rehabilitation (monitoring, support for vocational training, education, housing, social recovery and a sense of belonging, self-help and peer mentoring) [5].

As we can see from the above proposals, much attention is paid to promotion. This is a kind of set of actions, organizational measures, content of educational communications in a cross-cultural environment that help to promote or make attractive certain knowledge, information, event, phenomenon, etc. This is not just informing, but purposeful activity to form a community of like-minded people, people who, through training and completing the tasks provided for by the program, are ready and able to understand each other and achieve the expected goal, results, constructively use all the proposals that are in the educational process of a particular university and a particular community of students – carriers of different cultures.

Cross-cultural communication involves the development of a number of competencies and the appropriate design of learning [7]. To preserve and support the mental health of students – participants in cross-cultural educational communication, in our opinion, it is important to focus on:

1) Interpersonal relationships of participants in cross-cultural educational communication. The basis can be taken from successful practices and time-tested ideas of J. Locke about the usefulness of knowledge, morality, skills.

2) Understanding the values of the philosophy of the heart of H.S. Skovoroda, which is inherent in Ukrainians

and therefore allows representatives of other nations and ethnic groups to understand Ukrainians, and therefore, through understanding, to prevent any manifestations of inequality or discrimination using linguistic constructs, communication styles, etc. A logical continuation of the philosophy of the heart according to H.S. Skovoroda is a feeling of quiet joy of the heart, which serves as the basis of the mental health of all Ukrainians, it is embedded in mental memory, it affects the methods of communication in the modern digital space.

3) Correlation of learning outcomes with the vision of the structure of developmental learning according to A. Disterweg. Expansion of methods for preventing fatigue from mental work and educational communications through various channels.

The four identified directions of using cross-cultural educational communication to preserve and support mental health are not exhaustive. Each specialist, teacher in partnership with students, teachers of academic disciplines who have connections on requisites and post-requisites, can expand and supplement the proposed directions. In this work, in our opinion, it is important to ensure at the systemic level those aspects that affect the mental health of students. And this is, first of all, the general emotional background of communication, the possibility of open communication on the principles of culture and information hygiene. To implement this aspect, it is useful to study the needs, educational and professional motives of all participants in the educational process, the sphere of personal interest in learning outcomes, collective interests in developing the reputation of the university, the impact of science of the educational component on society, etc. It is not possible for a teacher alone to fully implement this aspect. Therefore, it is valuable to create a community of like-minded people, to involve volunteers, representatives of student government, stakeholders, colleagues of the educational program support group, and the Guarantor of the educational program in cooperation and regular monitoring of the level of emotional comfort of educational communication. Thus, pedagogical work, educational and methodological support of the educational discipline will be consistent with the results specified in the curriculum. And then the learning goals will be as clear and achievable, as possible.

An important aspect of the use of cross-cultural educational communication for the preservation and development of students' mental health is a deep and systematic study of the resource capabilities of relevant actions not only of students, but also of teaching staff. Among the agents of a rational approach in organizing cross-cultural educational communications, we highlight: alternating work individually, collectively, in small groups; taking into account the speed and schemes of information processing, coordinating the criteria for assessing current and final results with the

criteria for student self-assessment. The basis for making a decision on the methods of educational communication is the goal of the educational session or other form of mastering the curriculum. If necessary, it is useful to involve in the development of regulations or methodological recommendations those students who optimally completed a certain task. This has significant potential for pedagogical and scientific partnership, the development of academic integrity and the implementation of the idea of continuous professional development.

It is useful to develop examples of substantiation of the method of performing a particular task, description of the methodology or algorithm of an educational event, performance of an exercise, implementation of educational research. Such developments indicate an understanding of the value of the learning process, the design of such tasks can be considered a method of academic career guidance, implementation of the student's individual educational trajectory. Such tasks make it possible to use the potential of a sense of presence, involvement in solving tasks. Such feelings have a positive effect on mental health.

Cross-cultural educational communication has significant benefits for supporting and developing the mental health of university students and teachers when a community of like-minded people is purposefully formed, and opponents speak with arguments and also strive to achieve the set educational goal. We see this resource as an alternative to educational competitions, contests, which recently often provoke dissonances of the emotional reactions of the losers. After all, the mission of the teacher: to create conditions for each student to achieve academic success in his own way.

**Conclusions and prospects for further development of the problem.** Therefore, mental health should be supported and developed in the process of cross-cultural educational communication of university students and teachers. For this, it is advisable to use a single understanding of the essence and content of the concept of mental health. the following condition: to systematically ensure the promotion and prevention of mental health of university students and teachers. We have identified a number of areas for implementing cross-cultural educational communication to support and develop mental health: 1) build individual relationships between participants in the educational process, taking into account educational goals according to the principle of moral utility, 2) accompany the educational process with positive ideas of the philosophy of the heart of H.S. Skovoroda for understanding and ensuring a consistently favorable emotional background for learning, 3) to orient educational communication towards the development of the student's personality not only through results, but also through understanding the course of educational events, 4) to provide the necessary rest and prevent mental fatigue, for example,

through frequent changes in types of classes, interdisciplinary connections, projects or group work. Thus, cross-cultural communication of students and teachers will contribute to the development of emotionally stable, balanced, optimistic citizens with planetary thinking and readiness to adapt to permanent social changes.

The issues of studying and methodological substantiation of resources of cross-cultural educational communication through the prism of concepts of educational branches in Ukraine and the world require further development.

#### ЛІТЕРАТУРА

1. Власенко І.А., Фурман В.В., Рева О.М., Канюка І.О. Психологічне здоров'я студентської молоді. Вінниця: ТВОРИ, 2022. 224 с.
2. Ворожбіт-Горбатюк В., Абсаямова Л. Теорія ортобіозу про психологічні особливості смисложиттєвих орієнтацій студентської молоді. *Науковий вісник Ужгородського національного університету. Серія Психологія*. 2022. Вип. 2. С. 56–59. DOI: <https://doi.org/10.32782/psysvisnyk/2022.2.11>
3. Ворожбіт-Горбатюк В., Зеленська Л., Золотухіна С. Аксіологічний вимір історико-педагогічного дискурсу базових аспектів педагогіки миру. *Наукові записки. Серія: Педагогічні науки*. 2022. Вип. 206. С. 27–32. DOI: <https://doi.org/10.36550/2415-7988-2022-1-206-27-32>
4. Ворожбіт-Горбатюк В.В., Борисенко Н.О. Формування педагогічного оптимізму студентів ресурсами матеріалів творчої спадщини Григорія Сковороди. *Новий Колегіум*. 2019. № 4 (98). С. 39–43.
5. Інструменти mhGAP для громади Програма дій із подолання прогалин у сфері психічного здоров'я ВООЗ (mhGAP). Тестова версія. World Health Organization 2023. URL: <https://iris.who.int/bitstream/handle/10665/372458/WHO-EURO-2023-36362-36362-68615-ukr.pdf?sequence=1>
6. Навчання через дослідження: дизайн розроблення і презентування результатів науково-дослідницької роботи. *Методичні рекомендації для самостійної роботи здобувачів другого (магістерського) і третього (освітньо-наукового) рівнів вищої освіти, галузь знань 01 Освіта / Педагогіка*. Укладачі: Ворожбіт-Горбатюк В., Довженко Т., Іонова О., Єсьман І., Ткаченко Л., Харків, ХНПУ імені Г.С. Сковороди, 2022. 27 с. URL: <https://dspace.hnpu.edu.ua/server/api/core/bitstreams/0d5029d1-2c13-4642-8060-be9e6c440575/content>
7. Петренко Т. Дизайн формування компетентностей крос-культурної комунікації дослідника-початківця. *Молодь і ринок*, № 9. 2024. С. 129–133. DOI: <https://doi.org/10.24919/2308-4634.2024.312276>
8. Петренко Т. Емоційний комфорт здобувачів вищої освіти під час крос-культурної комунікації. *Інноваційна педагогіка*. Вип. 68. Том 2. 2024. С. 120–123. DOI: <https://doi.org/10.32782/2663-6085/2024/68.2.24>
9. Професійний стандарт на групу професій “Викладач закладу вищої освіти” (2024). URL : <https://mon.gov.ua/prapro-zatverdzhennia-profesiinoho-standartu-vykladach-zakladu-vyshchoi-osvity1466>
10. Психологічна стійкість: як її плекати та чому не варто соромитись звертатися по допомогу. Проект “Ти як?” (2023). URL: <https://howareu.com/materials/shcho-take-mentalne-zdorovia>

11. Цілеспрямоване інтерв'ювання і консультування: сприяння розвитку клієнта: Пер. з англ. / Ален Айві; Пер. Олександра Абесонова; Лл. Зиг Капеліс. Київ : Сфера, 1998. 342 с.

12. Що таке ментальне здоров'я та як про нього дбати? (2023). URL: <https://smu.dsp.gov.ua/news/shcho-take-mentalne-zdorov-ia-ta-iak-pro-noho-dbaty/#:~:text=>

#### REFERENCES

1. Vlasenko, I.A., Furman, V.V., Reva, O.M. & Kaniuka, I.O. (2022). Psykholohichne zdorovia studentskoi molodi [Psychological health of student youth]. Vinnytsia, 224 p. [in Ukrainian].

2. Vorozhbit-Horbatiuk, V. & Absaliamova, L. (2022). Teoriia ortobiozu pro psykholohichni osoblyvosti smyslozhytievkykh oriantatsii studentskoi molodi [Theory of orthobiosis about the psychological characteristics of students' meaningful life orientations]. *Scientific Bulletin of Uzhhorod National University. Series: Psychology*. Vol. 2. pp. 56–59. DOI: <https://doi.org/10.32782/psy-visnyk/2022.2.11> [in Ukrainian].

3. Vorozhbit-Horbatiuk, V., Zelenska, L. & Zolotukhina, S. (2022). Aksiolohichni vymir istoriko-pedahohichnoho dyskursu bazovykh aspektiv pedahohiky myru [The axiological dimension of the historical and pedagogical discourse of the basic aspects of peace education]. *Scientific notes. Series: Pedagogical Sciences*. Vol. 206. pp. 27–32. DOI: <https://doi.org/10.36550/2415-7988-2022-1-206-27-32> [in Ukrainian].

4. Vorozhbit-Horbatiuk, V.V. & Borysenko, N.O. (2019). Formuvannia pedahohichnoho optymizmu studentiv resursamy materialiv tvorchoi spadshchyny Hryhorii Skovorody [Formation of students' pedagogical optimism using the resources of materials of Hryhorii Skovoroda's creative heritage]. *New Collegium*. No. 4 (98). pp. 39–43. [in Ukrainian].

5. Instrumenty mhGAP dlia hromady Prohrama dii iz podolannia prohalyn u sferi psykhhichnoho zdorovia VOOZ (mhGAP) (2023). [mhGAP tools for the community The WHO Mental Health Gap Action Program (mhGAP)]. World Health Organization. Testova versiiia. Available at: <https://iris.who.int/bitstream/handle/10665/372458/WHO-EURO-2023-36362-36362-68615-ukr.pdf?sequence=1> [in Ukrainian].

6. Navchannia cherez doslidzhennia: dyzain rozroblennia i prezentuvannia rezultativ naukovo-doslidnytskoi roboty (2022). [Learning through research: design of development and presentation of research results]. *Methodological recommendations*

for independent work of applicants of the second (master's) and third (educational and scientific) levels of higher education, field of knowledge 01 Education / Pedagogy. (Eds.). Vorozhbit-Horbatiuk V., Dovzhenko T., Ionova O., Yesman I., Tkachenko L., Kharkiv, KhNPU named after H.S. Skovoroda, 27 p. Available at: <https://dspace.hnpu.edu.ua/server/api/core/bitstreams/0d5029d1-2c13-4642-8060-be9e6c440575/content> [in Ukrainian].

7. Petrenko, T. (2024). Dyzain formuvannia kompetentnosti kros-kulturnoi komunikatsii doslidnyka-pochatkiivtsia. [Design of the formation of competencies of cross-cultural communication of a novice researcher]. *Youth & market*, No. 9. pp. 129–133. DOI: <https://doi.org/10.24919/2308-4634.2024.312276> [in Ukrainian].

8. Petrenko, T. (2024). Emotsiyni komfort zdobuvachiv vyshchoi osvity pid chas kros-kulturnoi komunikatsii [Emotional comfort of higher education students during cross-cultural communication]. *Innovative Pedagogy*. Issue. 68. Vol. 2. pp. 120–123. DOI: <https://doi.org/10.32782/2663-6085/2024/68.2.24> [in Ukrainian].

9. Profesiyni standart na hrupu profesii "Vykladach zakladu vyshchoi osvity" (2024). [Professional standard for the group of professions "Teacher of a higher education institution"]. Available at: <https://mon.gov.ua/npa/pro-zatverdzhennia-profesiinoho-standartu-vykladach-zakladu-vyshchoi-osvity1466> [in Ukrainian].

10. Psykholohichna stiikist: yak yii plekaty ta chomu ne varto soromytys zvertatysia po dopomohu. Proiekt "Ty yak?" (2023). [Psychological resilience: how to cultivate it and why you should not be ashamed to ask for help. Project "How are you?"]. Available at: <https://howareu.com/materials/shcho-take-mentalne-zdorovia> [in Ukrainian].

11. Tsilespryamovane interviuvannia i konsultuvannia: spriannia rozvytku kliienta (1998). [Targeted interviewing and counseling: promoting client development]. Translation from English Alen Aivi; Per. Oleksandra Abesonova; Il. Zyh Kapelis. Kyiv, 342 p. [in Ukrainian].

12. Shcho take mentalne zdorovia ta yak pro noho dbaty? (2023). [What is mental health and how to take care of it?]. Available at: <https://smu.dsp.gov.ua/news/shcho-take-mental-ne-zdorov-ia-ta-iak-pro-noho-dbaty/#:~:text=>

Стаття надійшла до редакції 30.12.2024



*"Я постійно тримаю в голові предмет свого дослідження і наполегливо чекаю того моменту, поки перший проблиск потроху повністю перетвориться в блискучий світ".*

*Ісаак Ньютон  
англійський науковець*

*"Ви зможете все, чого захочете, тільки почніть. Сміливість породжує геніальність. Починайте негайно".*

*Йоганн Вольфганг фон Гете  
німецький поет, прозаїк, драматург*

