

Inna MAKSAK

Senior Lecturer

T.H. Shevchenko National University “Chernihiv Colehium”, Chernihiv (Ukraine)

Maryna RADCHENKO

Senior Lecturer

T.H. Shevchenko National University “Chernihiv Colehium”, Chernihiv (Ukraine)

WRITING FOR SELF-HEALING AND RESILIENCE

In recent years, we have been overcoming a period of radical transformation, demanding proactive unity and resilience. Our core response has been to consistently reflect on ourselves and safeguard our emotional and moral reserves. The urgent need for resilience has intensified since the full-scale invasion leading to sharp anxiety, fear, despair, and depression.

At present, a considerable number of people is living according to the so-called deferred life strategy intensifying passivity and undermining motivation, particularly in education. So, developing psychological support tools and creating safe educational environment are crucial to fostering resilience in learners within overwhelming challenges.

In academic discourse, resilience, in other words, hardiness, stress resistance, and psychological elasticity, is defined as the capacity to adapt and recover amid adversity [2]. Significantly, resilience is fundamentally based on lifelong personal growth and sustainable development.

Current researches prove that writing is therapeutically potential and can serve as a tool for creativity and personal development (Abreu, 2018), post trauma healing and self-reflection (Williamson & Wright, 2018), stressful or traumatic experiences overcoming and mental and physical health improvement (Pennebaker, 2018), well-being, self-healing and resilience (Fuchs Knill & Atkins, 2020) [1; 3].

To conduct the effective writing for self-healing with the students, the following safety rules should be observed. We should take into consideration that students should avoid therapeutic writing on condition that they are heavily depressed or have got a post trauma syndrome. It is recommended to put aside the practice if the participants have difficulties with switching from one activity to another.

First, it is advisable to organise place and time for writing. It is also desirable to find 15-20 minutes for being on your own and without being disturbed. So, it is suggested to switch off the smartphones, laptops and put away other distractors. The idea is to concentrate on oneself not the chores and duties the writer is in charge of. Making the environment as comfortable as possible is also to an advantage – turning on relaxing music, lighting the candle, making a cup of tea, and the like.

Second, the participants are invited to think over someone to support if it is necessary. If they feel upset, they should decide if it is better to be alone, make a phone call or chat with a close person, a friend, a relative, someone compassionate. In case they feel bad, they should think beforehand how to help oneself. Next, the writers should be reminded that the text they are writing is their personal issue. No one is allowed to read it. They should treat the text as a private matter, otherwise they will subconsciously censure it. So, the benefit will be less considerable.

If while writing they formulate something important they would like to share, it is favourable to write a separate text addressing to the readers. The text the participants are writing for yourself, should be kept safely or thrown away. Supposing the participants are in an unsafe place to write and keep the written matter privately, they can practise air writing or try a blind type method. In any case, they are better than nothing.

Eventually, for the participants is to avoid any kind of pressure, emotional force or torture. If the feelings are too strong, the writer should stop writing and calm down. The main thing while writing is to trust oneself. Because there is no standard to follow. Everyone is a unique personality with peculiar needs and wishes. Consequently, if a participant feels that the practice does not suit and help, he or she should stop doing without pushing oneself to. The best advice is to listen to oneself.

Thus, we can come to a conclusion, that writing has got a potential in fostering resilience, promoting self-healing, and developing well-being. However, some rules should be followed to make writing effective and safe.

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