

**THE STUDY OF THE PHYSICAL, MENTAL AND SOCIAL
DEVELOPMENT OF CHILDREN DURING MARTIAL LAW
AND ONLINE EDUCATION**

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The COVID-19 epidemic started in 2020 has changed society's life. A lockdown was started in Ukraine, and the education of pupils and students was switched to online. It is known that online studying has negative affect for children health and has also caused a loss of collectivism, feeling of mutual help and support, which can lead to decrease in children's socialization. The military actions started in February 2022 led to an awareness of the direct threat to people's lives and well-being, and became the most significant traumatizing factor that affected all people, especially adolescents [2; 3; 4].

Studies conducted in various parts of the world with military conflicts have shown a prevalence of acute stress disorder in 13–50 % of people survivors traumatic experience, growth of neurotic disorders by 40 %, and psychotic ones by 20 %. Defenselessness and dependence on adults, increased emotional sensitivity and psychological immaturity, as well as a sudden change in the usual environment contribute to the development of psychological and behavioral disorders in children [6; 7; 8; 9; 10; 11]. Adolescents experience problems in learning and communication, behavioral disorders ranging from aggression to depression with a feeling of “survivor guilt”, difficulties in integrating into society, and various somatic complaints that have no organic basis [1; 5].

Numerous studies show that the powerful negative influence on the psyche of multiple psychotraumatic factors leads to the long-term consequences can be more destructive over immediate ones. According to the American Psychiatric Association, just about half of people with stress develop post-traumatic stress disorder (PTSD) [1–5].

In this regard, it is important to identify children's complaints about their physical condition, mental and behavioral abnormalities, prevent PTSD at early and late stages of psychotrauma, and provide their timely and full rehabilitation and reintegration into society. In the literature available to us, information on the combined effect of distant education and warfare on adolescents has not been found.

The aim of the research is to analyze the impact of online learning during martial law on the physical, psychological, and social development of children based on the results of a survey of high school children, and develop the main directions for addressing existing problems.

The objectives of the research are:

1. To conduct a review of literature on the study of stress related to martial law and online learning and its impact on the child's current and future health.
2. To develop a checklist and conduct a survey of high school children.
3. To carry out a statistical evaluation of the received data.
4. To create recommendations for implementing ways to reduce or avoid potential risks of online learning during martial law on the physical, mental and social development of children.

The object of the research are high school children.

The subject of the research are the answers to the questions in the checklists on the research topic developed by us.

Results of the research.

Based on the review of literature, a checklist was developed with questions regarding potential negative effects of stress caused by martial law and the need for online learning. The Hospital Anxiety and Depression Scale was used to assess the mental state.

Subgroups of children were identified, including those who have been living in Odesa since the beginning of the conflict (subgroup 1), those who have left the country (subgroup 2), and those who have been evacuated from the occupied territories (subgroup 3). 45 children aged 12 to 16 were surveyed, 23 of them were girls, 22 were boys, the 1st subgroup accounted for 20, the 2nd subgroup – for 15, and the 3rd subgroup for 10 children, respectively.

All adolescents reported deterioration in their health. The most common complaints were a sedentary lifestyle (80%), posture disorders, scoliosis (66.7%), worsening vision (60%), constipation, diarrhea, flatulence, abdominal pain, and nausea (66.7%).

Mental disorders were also observed in almost all children. The most frequent were feelings of internal anxiety, fear (86.7%), changes in sleep or eating patterns (86.7%), rapid fatigue (73.4%), low self-esteem, self-doubt (73.4%), emotional instability (60%), unjustified fear of obesity (60%).

According to the survey results, based on the hospital scale of anxiety and depression, subclinically expressed anxiety was found in 53.3%, and

depression – in 13.3%; clinically expressed anxiety – in 26.7%, and depression – in 6.7%. At the same time, children in the 3rd subgroup have a higher degree of anxiety than children in the first two subgroups.

The problems of social development consisted mainly in the complexity of interpersonal relationships (73.4%) and partnership with peers and adults (73.4%). Changes in children's physical, mental and social development did not depend on gender, however, they were more pronounced in subgroups 2 and 3.

Conclusions and recommendations. Thus, our research, which was conducted among adolescents during the period of forced distant learning associated with quarantine in connection with the COVID-19 epidemic, which was strengthened by the influence of martial law, showed the presence of deviations in the children's physical and mental health, psychosomatic disorders, as well as social maladaptation, difficulties of resocialization in the new society, which were most pronounced amongst the children evacuated from the occupied territories.

Elimination and prevention of the problems listed above should be solved comprehensively: in the family, at school, in the mass media. In the family, it is necessary to devote more time to communication with children, using joint games, walks, physical education classes, reading books with further discussion, organizing various game and emotional events, etc. In the online school, for a sense of cohesion, development of social and emotional intelligence, using modern pedagogical practices such as gamification, team building, etc. is recommended. A significant factor in preventing the negative impact of online learning is the training of medical, pedagogical and support staff in teaching methods and communication with children and working with parents.

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