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**FROM THE EXPERIENCE OF ORGANIZING THE TRAINING  
OF ECONOMIC AND MANAGEMENT SPECIALISTS  
AT THE IGOR SIKORSKY KYIV POLYTECHNIC INSTITUTE  
IN WARTIME CONDITIONS**

The treacherous full-scale invasion of the aggressor country into Ukraine fundamentally changed the life of every Ukrainian. Part of the territory of Ukraine has become an active hostilities arena. More than 10 million Ukrainians left their homes and became emigrants to European countries. Part of the citizens of Ukraine became internally displaced persons in safer regions of the country due to active hostilities. At the beginning of hostilities, the Ministry of Education and Science of Ukraine stopped the educational process in all educational institutions, but within two weeks, the educational process began to resume in relatively safe regions.

New military challenges completely changed the working conditions of teachers and students of Igor Sikorsky Kyiv Polytechnic Institute. The problems of organizing the educational process in the difficult conditions of the war were:

- the need for constant adjustment of the psycho-emotional state of the subjects of the educational process;
- migration of some students and teachers outside the country or to other regions;
- frequent lack of technical capabilities, unstable Internet connection;
- constant blackouts, which often disrupt the stable operation of many civilizational and educational systems;
- daily air alerts in most regions of Ukraine, which often sound several times a day, making it necessary to go to the shelter and causing the interruption of the educational process;
- insufficient motivation and self-discipline among students;
- support for proper effectiveness of the educational process.

Despite the mentioned problems, the basis of the educational process of training specialists in economics and management organization in the conditions of war at the Ihor Sikorsky Kyiv Polytechnic Institute was entrusted primarily with a traditional mechanism, which summarized many years of experience in thorough scientific and methodical provision of their high-quality professional education in market conditions during the years of Ukraine's independence.

The development of information technologies has changed the processes of communication, information and knowledge exchange, shortened distances and brought people closer. Therefore, the emergence of distance learning as a result of the development of information technologies made it possible to place the developed educational content (syllabi of credit modules, textbooks, study guides, electronic or video presentations of lectures, workshops, trainings, problem situations, tasks for practical classes, test, control materials, questions for self-examination, etc.) in the electronic system of support for the educational process of the University Campus and contributed to the organization of the training of experts in economics and management in the conditions of martial law, the first attempts to use which were during the quarantine restrictions of recent years. With the

beginning of hostilities, distance learning made it possible to resume the educational process and provided access to both students and teachers from anywhere in Ukraine and beyond.

Synchronous and asynchronous interaction of students and teachers, as well as interaction in conditions of real communication, became effective forms of distance learning implementation. The first two forms of communication between students and teachers were based on the use of a number of information tools and contributed to the maximum effect of communication. Thus, lectures or practical classes in close to real communication of the participants of the educational process are information platforms Zoom and Google Meet, which, provided that everyone has proper technical access, allow classes to be held according to the schedule in conferences and chats. Their advantages are: the ability to join from any gadget that has a camera and access to the Internet; use of video opportunities for the presentation of educational materials, in particular, conducting video conferences, lecture presentations, active work of students in practical classes; the possibility of interviewing and assessing the student's psychological state. However, the frequent lack of light, technical conditions, as well as unpredictable interruptions during air alerts where the disadvantages of these systems.

The advantages of working in Google Classroom are: the ability of the teacher to prepare in advance and make available to students video lectures, presentations, various educational and methodological materials, links to information sources, etc.; ease of mastering and the possibility of students working at a time convenient for them. However, the disadvantages of the educational platform are limited technical capabilities due to the lack of full-fledged communication, as well as an additional load on the teacher during the verification of completed tasks, which is significantly limited by the technical capabilities of the student's educational activity.

In the course of distance education, there were cases of students from the occupied territories or those who were abroad and did not always orientate themselves to European and Ukrainian times. For such students, teachers opened access to educational materials, tasks, tests and held consultations in asynchronous mode.

It should be noted that distance learning, as well as the use of the above-mentioned platforms, is ineffective in the conditions of moving students and teachers to relatively safe regions and in the absence of video communication. Therefore, the students' possession of the skills of using the specified applications and resources along with synchronous forms of organization of education and due to the frequent lack of technical capabilities were complemented by asynchronous ones.

However, the most effective form of organizing the educational process turned out to be live real communication during personal consultations. Undoubtedly, their advantages are: the format familiar to the participants of the educational process, the special value of real communication and the possibility of psychological support of the student, which can only be achieved through personal communication, the ability to quickly identify and correct inaccuracies and errors, etc. At the same time, the disadvantages of live communication in the conditions of martial law are frequent cases of impossibility to attend a consultation due to lack of electricity, unstable operation of transport, unpredictable interruptions due to air alarms. Organized teacher consultations were held at university departments for students who could not participate in the educational process remotely for any reason.

Communication in messengers or via e-mail was ineffective, but it remained an open information channel. And students who did not have the opportunity to join Zoom classes on time had the opportunity to send materials in messengers or to the teacher's personal e-mail. These channels contributed to the partial psychological support of the participants of the educational process, but proved to be practically ineffective during the study of professional disciplines.

Monitoring of students' visits and their academic results was carried out in the electronic system for supporting the educational process of the University Campus. On the same platform, not only in wartime conditions, but also on a permanent basis, two educational attestations of students' educational achievements are held. At the end of the semester, in the course of the session, the teachers present credit and examination grades in electronic information, the creation of which is ensured by the dean's office [1].

The most difficult problems of training specialists in economics and management in the conditions of martial law turned out to be the low level of educational motivation, self-organization and personal responsibility of students. Experience, the authority of a specific teacher, the quality of prepared and properly structured teaching and methodical materials, a clear outline in the syllabuses of credit modules of the conditions for setting the rating and control and assessment measures, constant communication with students, and also benevolence, tact, patience and perseverance of teachers [2].

Despite the difficult conditions of the war, the research work of students and young scientists was not put on hold, the results of which were made public at five international conferences of the Faculty of Management and Marketing of the Igor Sikorsky Kyiv Polytechnic Institute [1].

Thus, the experience of organizing the training of economics and management specialists in difficult military conditions made it possible to summarize a number of conclusions:

- the effectiveness of the organization of the educational process is determined by socio-economic challenges;
- despite the difficult conditions of the war, it is necessary to focus students on knowledge, not on obtaining a diploma;
- effectiveness and availability of educational services in the conditions of martial law is possible on the basis of the use of modern information distance technologies;
- the results of the educational process depend on the quality, efficiency, availability for students of educational and methodological content and the methodology of teaching professional disciplines;
- a clear outline of the requirements for students' educational achievements and the conditions for setting the rating motivates students and increases their responsibility and organization;
- openness and transparency of current educational achievements and the results of control and evaluation measures ensure effective control of the educational process and additionally motivate students;
- personal communication of the subjects of education in the conditions of martial law reduces students' anxiety, increases their motivation and contributes to the intensification of the educational process.

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