

FEATURES OF MANAGING THE EDUCATIONAL PROCESS IN THE CONDITIONS OF MARTIAL LAW AS A COMPONENT OF TEACHER'S PROFESSIONAL ACTIVITY

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INTRODUCTION

Organizing the effective functioning of the education system in the conditions of martial law in Ukraine is a challenging task, as it is constantly complicated by unpredictable circumstances. The brutal actions of the invaders towards the population of Ukraine, the destruction of the energy system, undermining the Kakhovka Hydroelectric Power Station... In such conditions, the priority is to save people's lives. However, Ukrainians are an educated nation and they care about preserving and improving the education system in any circumstances, so as not to lose the most valuable aspects that education provides – humanism, professionalism, a culture of perception and behavior in the human community. The one-and-a-half years of experience in the effective functioning of the education system in Ukraine during a state of war can be useful for other countries during challenging times.

1. The problem's prerequisites emergence and the problem's formulation

The changes that are taking place at the state and regional levels in the management of the education system, as well as within the teaching community, require reflection in order to correct mistakes in future management activities. This research focuses on addressing this problem. The purpose of this research is to describe the needs and requirements of society for the education system in Ukraine in the conditions of martial law and to identify the peculiarities of managing the education system at various levels of management activities in order to appropriately adjust and improve it.

2. The analysis of existing methods for solving the problem and formulating a task for the optimal technique development

The research on the functioning of the education system utilized:
– methods of theoretical analysis of scientific literature, which explored the state of the education system during the wartime period;

- analysis of the content of government documents guiding the management of the education system;
- synthesis of conclusions and generalization of the obtained results;
- empirical methods of observing the educational process and adapting the teacher’s professional activities to the conditions of martial law;
- analysis of empirically obtained materials;
- statistical methods for processing the collected data.

To address the issue, a number of websites and publications were analyzed, which highlight the urgent needs of educators and parents in times of martial law¹. The scientific achievements and conclusions of a group of researchers from Boris Grinchenko Kyiv University, who provided an analytical report on the losses and achievements of the education system in Ukraine during the war were taken into account². The analysis of the content of state documents issued by the Ministry of Education and Science of Ukraine and the Government in times of martial law allows for an outline of steps for management activities in preserving and improving the education system.

The formulation of the topic includes three main concepts: management of the education system, conditions of wartime, and teacher’s professional activity. That is why the presentation of the main material will consist of three parts:

- 1) clarification of the accuracy of using terminological phrases: critical conditions, risk-dangerous conditions, emergency conditions, conditions of the state of martial law;
- 2) management of the education system in the conditions of the state of martial law: changes, achievements, losses;
- 3) adaptation of the teacher’s professional activities to work in the conditions of the state of war.

To describe the modern conditions of the existence of people in Ukraine, terms such as “critical”, “risk-dangerous”, and “extraordinary” are often used. However, science requires precision in the use of any word,

¹ Code of Civil Protection of Ukraine. https://disasterlaw.ifrc.org/sites/default/files/media/disaster_law/2022-02/Code%20of%20Civil%20Protection%20of%20Ukraine%20%28English%20Version%29.pdf; Official website of the school MIDGARD. <https://midgard.education/>; Proposals for solving the problems of organizing the educational process in the conditions of martial law. <https://eo.gov.ua/propozytsii-sluzhby-osvitnoho-ombudsmena-shchodo-vyrishennia-problem-uchasnykiv-osvitnoho-protsesu-v-umovakh-voiennoho-stanu/2022/08/18/>

² Nikolaev E., Ryi G., Shemelinets I. War in Ukraine: Reshaping the Higher Education Sector. 2023. Kyiv: Borys Grinchenko Kyiv University, 2023. 74 p. <https://www.skeptic.in.ua/wp-content/uploads/HigherEd-in-Times-of-War-EN.pdf>

especially in terminological terms. Therefore, let us determine which of these concepts is accurate and appropriate for indicating the current situation in Ukraine in scientific discourse.

According to dictionary definitions, the word “critical” (which is derived from “critics” and has the following meanings:

- 1) a discussion aimed at identifying shortcomings;
- 2) a negative judgment about something;
- 3) analysis and evaluation of artistic works. In its semantics retains the following: 1) capable of being critical about something, being able to see flaws. To think critically.

In the second meaning of the word “critical”, there are senses in which this word can be used in the phrase “critical conditions”:

- 1) critical – being in a state of crisis: critical age, critical temperature;
- 2) threatening, associated with the possibility of disturbing the normal state of something: critical water level, critical situation.

However, the word is acquiring new elements of meaning in its functioning. Currently, as evidenced by recent dictionaries and observations of its usage in speech, it is most commonly associated with the noun “infrastructure”. And not without reason: the conditions of living in Ukraine can hardly be described as ones that threaten normal existence. The threat is present in the lives of Ukrainians every day, every hour. Therefore, the use of the collocation “critical conditions” to denote the current conditions in Ukraine is not appropriate, as it does not meet the requirements of precision in word usage in the scientific style.

During the pandemic, the term “risk-dangerous conditions” was widely used, as the word “risk”, according to the explanatory dictionary, has two meanings:

- 1) the probability of a threat or failure (with a risk to life);
- 2) to act, hoping for a favorable outcome (to act at one’s own risk).

Wikipedia provides a number of definitions, among which it is necessary to focus on two. The first one states that “risk is the result of the influence of uncertainty on the achievement of set goals”. If uncertainty refers to a lack of information about an event, condition, or its associated outcome, then it can be considered that “risk involves the possible deviation of actual results from expected (target) ones”. In the second meaning, the word “risk” refers to the probability of potential undesirable loss due to an unlucky combination of circumstances³.

³ Wikipedia: https://uk.wikipedia.org/wiki/%D0%93%D0%BE%D0%BB%D0%BE%D0%B2%D0%BD%D0%B0_%D1%81%D1%82%D0%BE%D1%80%D1%96%D0%BD%D0%BA%D0%B0

Therefore, risk is always associated with probability: the probability of enrichment or impoverishment, loss or gain, achievement or failure due to a lack of information or disregard for facts.

In certain professional activities (in narrow specialist fields), risk is interpreted as an uncertain event or condition that can have a negative impact on a company's reputation, resulting in financial gains or losses⁴.

Based on the meaning of the word "risk", it can be argued that the term "risk-dangerous" is not appropriate for describing the conditions of war, as information about events is available, and the state and consequences are evident.

"Risk-dangerous" can be used to describe the conditions of a specific situation, rather than the prolonged state of a country. "Risk-dangerous" applies to professions whose activities are associated with potential losses under adverse conditions (military personnel, rescuers, police officers, border guards, etc.). For example: workers in risk-dangerous professions; ensuring risk-dangerous professions⁵.

Let's assume that the most accurate and appropriate term to describe the current situation in Ukraine is the word "emergency" in the following sense: specifically intended for something, unforeseen by the usual course of affairs. The semantics of the word enriches and changes in the expressions "emergency situation" and "state of emergency", which are defined in the "Civil Protection Code of Ukraine" as follows: "Emergency situation" refers to a situation in a specific territory, or economic entity within it, or in one object, characterized by a disruption of normal living conditions for the population caused by a catastrophe, accident, fire, natural disaster, epidemic, epizootic, epiphytotic, use of weapons, or another dangerous event that has resulted (or may result) in a threat to the life or health of the population, a large number of casualties and injuries, significant material damage, as well as the impossibility for the population to reside in such territory or carry out economic activities on it⁶.

It is necessary to emphasize that the concept of "emergency situation" delineates certain limits and establishes the locality, which does not correspond to present conditions. However, there is a concept of "emergency situation", which is "... a special legal regime that can be

⁴ Kokun O. M. Modern trends of psychophysiological support of specialists' activities in conditions of risk. Problems of extreme and crisis psychology. 2007. 3 (1). Pp. 244–256.

⁵ Kokun O. M. Modern trends of psychophysiological support of specialists' activities in conditions of risk. Problems of extreme and crisis psychology. 2007. 3 (1). Pp. 244–256.

⁶ Code of Civil Protection of Ukraine. https://disasterlaw.ifrc.org/sites/default/files/media/disaster_law/2022-02/Code%20of%20Civil%20Protection%20of%20Ukraine%20%28English%20Version%29.pdf

temporarily introduced in Ukraine or in certain territories when emergencies of a human-made or natural nature occur at a level not lower than the nationwide, which have caused or may cause human and material losses, pose a threat to the life and health of citizens, or in the event of an attempted seizure of state power or a change in the constitutional order of Ukraine by violence, and provides the relevant authorities of state power, military command, and local self-government bodies ... with the powers necessary to avert threats and ensure the safety and health of citizens”⁷.

The state of emergency restricts the rights and freedoms of individuals, such as the establishment of a special regime for movement within the territory where the state of emergency is imposed; inspection of vehicles; reinforcement of public order security; prohibition of mass gatherings, etc⁸.

All of the aforementioned in the Law of Ukraine “On the Legal Regime of the State of Emergency” is a characteristic of the current conditions of existence for Ukrainian citizens, but it lacks certain features present in the concept of a state of martial law⁹.

Martial law is defined as a special legal regime that is introduced in case of a threat to national security. It is characterized by the establishment of temporary state bodies – military administrations – to ensure the implementation of the Constitution and laws of Ukraine, the implementation of measures under the legal regime of martial law, defense, civil defense, public safety, and order, protection of critical infrastructure, and the safeguarding of rights, freedoms, and legitimate interests of citizens.

Currently, Ukraine is experiencing a state of war, therefore, the modern conditions of the functioning of the educational system are defined as wartime conditions or conditions of martial law. All our present achievements are being realized not in critical, non-risky, or extraordinary circumstances, but in the conditions of martial law.

Let’s analyze the needs, proposals, and requirements of the community for the education system in the conditions of the state of war: what children, parents, and all users of educational services expect from educational institutions. The problem is constantly monitored not only by state education authorities but also by the interested community in

⁷ Law of Ukraine “On the Legal Regime of a State of Emergency”. <https://zakon.rada.gov.ua/laws/show/1550-14#Text>

⁸ Law of Ukraine “On the Legal Regime of a State of Emergency”. <https://zakon.rada.gov.ua/laws/show/1550-14#Text>

⁹ Law of Ukraine “On the Legal Regime of a State of Emergency”. <https://zakon.rada.gov.ua/laws/show/1550-14#Text>

Ukraine. The aspect of the research by the Ukrainian community was extensively covered, and the results of surveys conducted with parents, children, and teachers were presented on the website¹⁰.

Let's summarize the gathered information regarding proposals for addressing the problems of organizing the educational process in the conditions of the state of war.

Firstly, despite the wartime conditions in Ukraine, users of educational services demand the following:

- continue the reforms of the New Ukrainian School and develop the necessary documents, recommendations, and courses for educators;
- continue the development of video lessons for the All-Ukrainian Online School;
- make the teacher's remuneration understandable and the organization of the educational process accessible for comprehension simultaneously in various forms of learning (offline and online) in one class, parallel classes, educational institutions, and the community;
- expand the use of electronic documents and develop recommendations for digitizing educational institution documents and forming electronic archives for institutions located in the occupied territory;
- include children from temporarily occupied territories in distance learning through a simplified procedure (without the need for health certificates and vaccination records, etc.) and continue the debureaucratization of the educational process (such as reducing the number of various types of certificates and reports);
- ensure psychological support for learners regardless of their mode of education;
- create conditions for the physical safety of participants in the educational process and the security of the offline educational institution.

Secondly, parents and the community propose developing action algorithms and conducting periodic training with education institution staff and learners.

Among these algorithms, the following key ones, which are of greatest concern to parents, should be noted: actions in case of emergencies (nuclear disasters, the use of chemical or biological weapons, technogenic disasters involving the release or threat of release of hazardous chemical, radioactive, and biological substances, natural disasters); actions in case

¹⁰ Proposals for solving the problems of organizing the educational process in the conditions of martial law. <https://eo.gov.ua/propozytsii-sluzhby-osvitnoho-ombudsmena-shchodovyrishennia-problem-uchasnykiv-osvitnoho-protsesu-v-umovakh-voiennoho-stanu/2022/08/18/>

of detecting unknown objects, suspicious objects, or explosive items; actions during the transportation of children to educational institutions in conditions of a state of war in school buses; actions in case of relocating children to shelters, accompanying and staying with children in shelters, and providing necessary assistance.

Thirdly, society is trying to understand how to quickly and effectively compensate for educational losses that occurred both under the risky conditions of the pandemic and in war conditions. Therefore, it is proposed to develop a strategy for compensating for educational losses for learners at the state level, individual communities, and educational institutions. Researchers provide the following specific digital indicators: parents, educators, and learners reported educational losses during the quarantine period (more than 100 appeals to the educational ombudsman regarding the poor quality of distance learning), disruptions in education during wartime, the impossibility of conducting lessons during air raids and taking shelter – reported by 2306 (9.1%) surveyed parents, 30 (0.4%) surveyed educators, and 569 (10.1%) surveyed learners. In addition, 851 (2.6%) surveyed parents, 19 (0.2%) surveyed educators, and 78 (1.4%) surveyed learners reported the impossibility of studying due to relocations. 9177 (27.7%) surveyed parents, 1927 (23.6%) educators, and 2619 (46.5%) learners reported the inability to connect to online lessons or platforms due to weak internet connection. Furthermore, 1288 (15.9%) surveyed educators, 3823 (11.5%) parents, and 492 (8.7%) learners reported the inability to study and teach due to the lack of devices. Additionally, 5713 (22.6%) surveyed parents and 701 (12.4%) surveyed learners believe that distance learning provides poor-quality education¹¹. Moreover, the low effectiveness of online learning has been confirmed by researchers conducting special studies¹².

Many modern educational institutions in Ukraine promptly respond to user requests for educational services, as evident from the analysis of educational institution websites. Let's take the example of the website of Liko School (Kyiv), specifically its verbal component, which strongly

¹¹ 1Proposals for solving the problems of organizing the educational process in the conditions of martial law. <https://eo.gov.ua/propozytsii-sluzhby-osvitnoho-ombudsmena-shchodovyrishennia-problem-uchasnykiv-osvitnoho-protsesu-v-umovakh-voiennoho-stanu/2022/08/18/>

¹² 4. Kolomytseva O.N., Statyivka A.M., Ding Shujin, Stathivka V.I. The Determinism of the Information Society and the Educational System: Enhancing Academic Attainments within Distance Learning. *Science for Education Today*. 2021. 11(2). Pp. 102–121. <http://dx.doi.org/10.15293/2658-6762.2102.05>; Statyivka V. I. Management of memory processes as a way to improve the quality of online learning. *Pedagogical sciences: theory, practice, innovations* 9–10. 2022. Pp. 123–124.

influences the institution's image¹³. The text from this website demonstrates how the educational institution takes into account the modern conditions of war: "A few facts about us: comfortable and reliable shelter; own generator and Starlink; licensed full-day school (from 8:00 am to 7:00 pm); class sizes of no more than 22 students; offering over 20 extracurricular clubs at the school. Extracurricular activities are provided in the afternoon in creative studios, STEM center, and LikoSport; integrating science, creativity, and technology in educational activities; in-depth study of foreign languages starting from the 2nd grade (German, Chinese, French, Spanish); using integrated learning (project work, activities of extracurricular clubs); providing future-oriented preparation for high school students with career guidance and directions in technology-driven fields (IT, medicine and biotechnology, architecture and design, economics); education takes place in dynamic groups and project teams; offering a dual diploma program (Ukraine + Arizona State University), providing students of Liko School with the opportunity to obtain American education online; utilizing modern IT technologies in the learning process; employing CLIL approaches; integrating STEM education into the learning process; ensuring psychological and tutoring support; using social-emotional learning for a healthy atmosphere in the classroom; providing three meals a day, self-produced in a buffet system; organizing excursions to explore Ukraine and the world; around-the-clock video surveillance and security ensuring the safety of Liko School residents; having an additional platform for distance learning – Liko Education Online" (Kyiv).

In the conditions of war, the primary influential factor for the image of an educational institution is the safety of the child. The management of the lyceum has ensured that the conditions for the safety of children's learning and the ability to have internet connectivity are in place. This is specifically stated on the lyceum's website as one of the special features of the institution's operations.

Delving further into the concise and meaningful list of features of learning in the lyceum, it can be noticed attractive factors that are relevant in the modern stage of education development. These factors include the level of technical equipment, international connections, research activities, in-depth study of foreign languages, the application of modern technologies, a dual diploma program, and more.

It can be stated that the presented content on the website about the educational institution includes original and appealing factors for parents

¹³ Liko school. <https://liko-school.kyiv.ua/>

and children, therefore, the website serves not only to create a positive image of the educational institution in the conditions of martial law but also genuinely meets the needs of the community as discussed above. Let's provide an example of information from the website of another new school in Kyiv to demonstrate how the institution adapts to the conditions of wartime: "MIDGARD Full Day School is a unique educational institution focused on holistic development¹⁴. At MIDGARD School, the emphasis is on comprehensive child development, not just theoretical learning. Students are active, creative, and demonstrate initiative without fear of making mistakes and taking risks. The unique features of learning at MIDGARD are the holistic development of the individual – mind, soul, and body; the school is located in the forest park zone; the opportunity to study in the English language; MIDGARD has its own psychological center responsible for the psycho-emotional development of the child. It rejects outdated approaches – there is no physical education, but sports are integrated as part of life; there are no daily diaries and journals, instead, there is a mobile application for teachers, parents, and students; every weekday after 6:00 p.m., there are additional educational and sports activities for children; delicious and nutritious three meals a day; their own American bus for transporting children around the city; a young, professional, modern, and creative team of teachers"¹⁵.

The analysis of information indicates that the school presents what can be of interest to parents and students: territory, catering, innovation, transportation of children home, etc. Unfortunately, there are still not enough such institutions to fully meet the needs.

What do the state authorities propose to educators in order to maintain the quality of education in the conditions of the state of war? An analysis of publications and government documents reveals the following. The most important step towards reforming the system of general secondary education in Ukraine is the implementation of the State Standard of Basic Secondary Education, which has been developed in accordance with the "Concept of the New Ukrainian School". The analysis of the first year of the pilot implementation of the "State Standard of Basic Secondary Education" has shown that the experiment is proceeding successfully, despite the difficult situation in the country. The management of the State Service of Education Quality, understanding the problems faced by schools and striving to help resolve them, has developed guidelines for school leaders on restoring the educational process in the conditions of

¹⁴ Official website of the school MIDGARD. <https://midgard.education/>

¹⁵ Official website of the school MIDGARD. <https://midgard.education/>

war. These guidelines serve as a kind of roadmap, providing an algorithm of actions to be taken during the state of war in Ukraine.

The essence of the recommendations from education authorities can be summarized in the following conceptual points.

In the conditions of war, an educational institution is not only a center of education but also a hub for psychological support for students. Therefore, communication during classes and outside of instructional time should be as comfortable as possible for children.

Youth and adolescents are one of the most vulnerable groups to stress in the population. In today's realities, war is one of the main triggers of stress. Unfortunately, war has become our reality, which has come to our land, destroyed lives, homes, and future plans. Every Ukrainian is experiencing emotions of uncertainty and fear for their loved ones and their country, leading to extreme stress.

One of the central issues in the life of individuals in extreme conditions is the problem of forming and developing psychological resilience. Psychological resilience determines the mental and somatic health of a person, protects them from disintegration and personal disorders, and creates the basis for internal harmony. The psychological resilience of students is their success in learning, the key to success in modern society, and the ability to realize themselves in various spheres of human activity.

Educational activities for young people have always been associated with a high level of stress, and in today's world, the influence of stress factors is only increasing. Emotional, cognitive, behavioral, and motivational components of activities associated with elevated levels of stress and decreased psychological resilience are often disrupted in contemporary students.

According to data from the Ministry of Health, the psychological consequences of war, including post-traumatic stress disorder, will continue to affect our mental state for at least 7–10 years after the end of the war. In times of war, motivation and effective stress management strategies play a crucial role. The educational policies of higher education institutions are focused on creating a psychologically comfortable learning environment by increasing the competence of all participants in the educational process, minimizing the stressful influences of the educational space through the study of stress factors, creating conditions for conflict-free interpersonal interaction, and developing subjective mechanisms of psychological resilience of students in the process of studying disciplines through equipping them with key stress management strategies.

Nowadays the main form of teaching is distance or blended learning (depending on specific conditions). It is recommended to conduct various

types of lessons during online sessions, giving preference to creative communication with children (dialogues, group discussions during the reinforcement of acquired information), and tasks aimed at psychological relief and emotional regulation.

The student's academic workload should be optimized and reduced by almost half. The rest of the time is spent on asynchronous learning activities, such as working with online resources (for example, the All-Ukrainian Online School, "On the lesson", International Ukrainian School, "Atmospheric school", "Think Global Online", the YouTube channel "Osvitoriya", and so on).

Homework should be minimized, and the class schedule should be flexible and adjustable depending on the situation, allowing for changes in the timing of the first lesson due to night alarms and the physical and psychological well-being of the children.

In the conditions of internal displacement, newly arrived students are integrated into the classes, and it is advisable to organize individual introductions, communication, and familiarization with the educational institution.

Eugen Bazhenov, Director of the Institute for Educational Content Modernization, states that as part of the ongoing "New Ukrainian School" reform, the "National Education Technopark" project was launched in September 2022. "The project aims to address the complex socio-pedagogical problem of enhancing the quality of the national education system in response to the civilizational and national challenges of the 21st century through the consolidation of efforts of educational managers, territorial communities, Ukrainian and foreign researchers and methodologists, scientific and pedagogical teams of educational institutions, parent community, civic organizations, employers, and businesses"¹⁶. The ideas of the National Technopark are particularly relevant today, in the conditions of war, as they are focused on improving the quality of education, developing the intellectual elite of the nation,

¹⁶ Bazhenkov E. State scientific institution "Institute of Modernization of the Content of Education" as a center of experimental pedagogy. Education of Ukraine in the conditions of war. Innovative and project activity. Kyiv-Chernivtsi "Bukrek". 2022. Pp. 8–12.; Rogova V. B., Yeresko O. V., Bazhenkov E. V. Education of Ukraine under martial law. Innovative and project activity: Scientific and methodical collection. Kyiv-Chernivtsi "Bukrek". 2022. 140 p. <https://mon.gov.ua/storage/app/media/zagalna%20serednya/serpneva-konferencia/2022/Mizhn.serpn.ped.nauk-prakt.konferentsiya/Nauk-metod.zbirnyk-Osv.Ukrayiny.v.umovakh.voyennoho.stanu-%20Innovatsiy.ta.projektna.diyalnist.pdf>; State standard of basic secondary education: Decree of the Cabinet of Ministers of Ukraine of September 30.09.2020. № 898. https://osvita.ua/legislation/Ser_osv/76886/

creating a safe environment for life and health, and transforming the education management system.

Let's provide examples of a whole range of experimental projects that are successfully implemented in Ukraine and demonstrate the active involvement of educators in creative activities:

- “European Integrated Model of School with Hungarian Language Instruction”,
- “Author’s School in Ukraine”,
- “Pedagogical Technology ‘Rostok’”,
- “Waldorf School in Ukraine”,
- “Intellect of Ukraine”,
- “Winged League” (basic school),
- “Unified School” information technology,
- “I Am a Researcher 2.0” (didactic system for natural-mathematical primary education),
- “Smart Kids” (teaching technology for primary school students),
- “Development of Business Education in Ukraine as an Element of State Policy to Promote Entrepreneurship”,
- “Citizen-Patriot Upbringing System in the Conditions of Military-Professional Educational Institution”,
- “Tutor Mastery School”,
- “Scientific-Methodological Foundations for the Formation of a Unified Network-Centric Information and Educational Environment in General Educational Institutions of Ukraine”,
- “Scientific-Methodological Foundations for the Creation and Functioning of the All-Ukrainian Scientific-Methodological Virtual STEM Center (USMV STEM Center)”.

These mentioned projects demonstrate the intensive search activities of educators in the conditions of war and their support from educational management organizations.

As Deputy Minister of Education Ms. Rogova pointed out, in the conditions of warfare and armed conflicts, practices of psychological and pedagogical support and assistance to participants of the educational process are extremely important.

Specifically, the following practices have been identified: “Stress as a Resource”, “Psychological Support and Assistance for Adults and Children in Crisis Situations: a Workshop”, “Features of Organizing Distance Learning during the State of War”, “First Psychological Aid to

Participants of the Educational Process during and after Armed Conflicts”, “Self-help in Stressful Conditions”, “Hands of Peace”, and others¹⁷.

The defining document in the field of higher education that presents the strategic priorities of the higher education system in Ukraine today is the “Development Strategy of Higher Education in Ukraine for 2022–2032” and the Operational Plan for its implementation in 2022–2024 (Cabinet of Ministers’ Order of February 23, 2022, № 286-p).

The main characteristics of the education system planned to be formed by 2032 should include:

- effective management in the higher education system;
- trust of citizens, the state, and business in the educational, scientific, and innovative activities of higher education institutions;
- ensure quality educational and scientific activities, competitive higher education that is accessible to different population groups;
- internationalization of Ukrainian higher education;
- attractiveness of higher education institutions for learning and academic careers.

In times of war, the forms and methods of achieving the goal may change, but the strategic objectives remain unchanged: the ultimate result should be “the creation of a modern and effective higher education system that meets the needs of citizens, the economy, and society, has a good reputation, and is competitive in the domestic and global market of educational services”¹⁸.

Researchers on the state of the higher education system in wartime note that it has suffered significant losses, including the destruction of infrastructure by the enemy (with the most significant losses in the Zaporizhzhia, Donetsk, Kharkiv, and Mykolaiv regions), and the loss of human capital (over 6 million people forcibly left the territory of Ukraine, and as of the end of September 2023, 4.18 million people have registered in European countries for temporary protection; over 8 million people have become internally displaced persons. A significant part of the education system is left on temporarily occupied territories). Students and professors have reported a deterioration in their mental and emotional

¹⁷ Rogova V. B., Yeresko O. V., Bazhenkov E. V. Education of Ukraine under martial law. Innovative and project activity: Scientific and methodical collection. Kyiv-Chernivtsi “Bukrek”. 2022. 140 p. <https://mon.gov.ua/storage/app/media/zagalna%20serednya/serpneva-konferencia/2022/Mizhn.serp.n.ped.nauk-prakt.konferentsiya/Nauk-metod.zbirnyk-Osv.Ukrayiny.v.umovakh.voyennoho.stanu-%20Innovatsiyna.ta.projektna.diyalnist.pdf>

¹⁸ Pojedynek O. Higher education under martial law, quality of the process, efficiency and competitiveness of the result. Online education under martial law. Lecturers' publications 12/27/2022. 2022.

state, including complaints of depression (84.3%), exhaustion (86.7%), loneliness (51.8%), nervousness (84.4%), and anger (76.9%)¹⁹. It has inevitably affected the quality of educational services provision.

A significant reason for the losses is the crisis of distance learning due to power outages, lack of stable internet access, absence of heating, and a low level of teachers' adaptation to distance learning.

Despite the losses, the higher education system continues to function due to the timely and vigorous restructuring of educational system management, carried out at the level of the Ministry of Education and Science, the level of educational institution administration, and the level of the teacher's professional activity.

At the level of the Ministry of Education and Science, a series of documents have been adopted to guide management activities: in addition to the "Strategy for the Development of Higher Education in Ukraine for 2022-2032 and the Operational Plan for its Implementation for 2022-2024", a series of resolutions and directives have been issued regarding the admission of applicants to higher education institutions and the graduation of prepared specialists, organization of the educational process, etc.

To preserve and maintain the functioning of the higher education system, several measures have been taken, but let's highlight the main ones:

1. Simplified admission rules to higher education institutions: the National Multitest (NMT) is conducted using pedagogical testing technologies in the form of computer-based online testing in three subjects (blocks): Ukrainian language, mathematics, and the history of Ukraine. A network of temporary examination centers has been established to conduct NMT sessions (three sessions have been organized). The Unified State Electronic Education Database (USEED) has been modernized to facilitate admission to higher education institutions during times of war. On March 24, 2022, the Verkhovna Rada of Ukraine adopted a law enabling the organization of admission to higher education institutions under special conditions.

2. To provide opportunities for school graduates who found themselves abroad to enter Ukrainian higher education institutions, testing was organized for the first time abroad: Temporary examination centers were established in 46 settlements of 26 European countries to conduct the main session of the National Testing (a total of 20204 individuals took the

¹⁹ Nikolaev E., Ryi G., Shemelinet I. War in Ukraine: Reshaping the Higher Education Sector. 2023. Kyiv: Borys Grinchenko Kyiv University, 2023. 74 p. <https://www.skeptic.in.ua/wp-content/uploads/HigherEd-in-Times-of-War-EN.pdf>

testing in the main session abroad); an additional session was organized in 35 settlements of 26 European countries (2894 individuals took the testing in the additional session).

3. Recognition of learning outcomes achieved through non-formal and informal education has been introduced.

4. Conditions for access to higher education have been created for residents of temporarily occupied and particularly dangerous territories.

5. The circle of individuals who can undergo entrance examinations in the form of an individual oral interview instead of the national multi-subject test has been expanded.

6. Conditions have been established for preferential categories of applicants and higher education learners.

7. The relocation of higher education institutions and vocational pre-higher education institutions from temporarily occupied and particularly dangerous territories has been organized. 29 higher education institutions, 64 separate structural units of higher education institutions and vocational pre-higher education institutions, and 44 vocational pre-higher education institutions have been temporarily relocated.

8. The development of military education has been adjusted, including the training of specialists in critical infrastructure protection and the preparation of youth for national resilience.

The restructuring of the military education system is being carried out in accordance with the Ministry of Defense of Ukraine-developed and Ministry of Education and Science-approved “Concept of Transformation of the Military Education System”.

9. The Procedure for transferring certain categories of learners to state-funded education for vocational, advanced vocational, and higher education has been approved.

Many steps have been taken in organizing management, but there are still many more to be taken.

In regard to the armed aggression against Ukraine, the procedure for accrediting educational programs in higher and professional pre-higher education was significantly simplified. On March 16, the government extended the validity of current accreditation certificates for educational programs until July 1st of the year following the cessation or revocation of martial law in Ukraine. Additionally, they allowed for accreditations to be conducted remotely and made decisions regarding conditional accreditation without undergoing accreditation expertise and without payment for its cost.

The requirements for certifying higher education seekers were reduced. Specifically, the government abolished the unified state qualification

examination for students in 2022. Moreover, the Ministry of Education and Science allowed heads of professional pre-higher and higher education institutions to independently establish forms of certification for graduates in 2022. Essentially, educational institutions were given the opportunity to replace the preparation and defense of bachelor's and master's thesis with the completion of other tasks and by graduates undergoing other types of educational outcome assessments.

Changes also affected the financing of higher education institutions in the conditions of war. Funding for the higher education sector from the state budget was reduced by 2.107 billion UAH after the onset of full-scale armed aggression. This means that the funding volume for specific budget programs, for which the Ministry of Education and Science is the main manager, was decreased by 10%²⁰.

A significant number of students, who were not funded by the state budget, became unable to pay for their education. The decision of higher education institutions' administrations in 2022 regarding such students was to defer tuition payments and to mandatorily grant them academic leave. By a government decision, students who are funded by individuals and legal entities and live in temporarily occupied regions and areas of military operations were transferred to be funded by the state budget. By the end of 2022, the number of such students amounted to 13000²¹.

How do teachers adapt to the conditions of martial law in their professional activities? Each teacher has their own way of adapting to the organization of the educational process under martial law conditions, but common trends can be identified in which transformative processes occur: firstly, the enhancement of informational competence (mastering the specifics of working with various software and on different educational platforms – Google Analytics for Education, PowerSchool, SchoolNet, Learning Management Systems, Edmodo, Canvas, Moodle, Blackboard).

Secondly, the development and active application of psycho-therapeutic competencies²². As researchers note, even at the beginning of a lesson, during the statement of objectives, there are significant

²⁰ Nikolaev E., Ryi G., Shemelinets I. War in Ukraine: Reshaping the Higher Education Sector. 2023. Kyiv: Borys Grinchenko Kyiv University, 2023. 74 p. <https://www.skeptic.in.ua/wp-content/uploads/HigherEd-in-Times-of-War-EN.pdf>

²¹ Nikolaev E., Ryi G., Shemelinets I. War in Ukraine: Reshaping the Higher Education Sector. 2023. Kyiv: Borys Grinchenko Kyiv University, 2023. 74 p. <https://www.skeptic.in.ua/wp-content/uploads/HigherEd-in-Times-of-War-EN.pdf>

²² Scarlet S. M. (ed). Qualification improvement course for educational people "First psychological assistance to participants in the educational process during and after the end of hostilities". <https://hryoutest.in.ua/courses/programa-pidvishchennya-kvalifikaciji-psihologichnoji-pidtrimki-dlya-osvityan-ta-batkiv>

differences in the psychological impact on the student. “Differences in the proclamation of lecture objectives: a) prior establishment of communicative contact (sincere interest in maintaining a positive emotional state; caution and tactfulness when showing interest in the individual); b) not a formal declaration of lesson objectives, but with an emphasis on where the studied material will be required and how it will contribute to increasing the level of professional competence; c) using different forms of stating educational objectives. Such an approach to stating objectives motivates learning and aids in realizing why, during such difficult times, one should not immerse themselves in their inner world and detach from reality, but should come together and collectively engage in cognitive activities”²³.

Thirdly, changes in the methodology of organizing lectures, practical classes, or seminars: fragmentary presentation of the lecture text (the text is uploaded to the MOODLE platform, broken down into separate short sections that correspond to specific questions). The use of different colors and fonts in the lecture text is essential to highlight the main points, provide tasks for independent work, and questions for analysis. During the lecture, it’s important to consider that listening to an online lecture’s text is mandatory, but not the primary or only type of cognitive activity. “The student’s activity is effective if they are engaged in active independent cognitive work: comparing, analyzing, understanding, memorizing. In extreme conditions, we must ensure the maximum level of information assimilation during the lesson, which is possible by activating all psychobiological mechanisms of the personality (attention, perception, and understanding, memory, thinking) and taking into account the peculiarities of text perception by the “computer generation”. This requires the following: a) breaking the text into small sections; b) after listening to a lecture fragment – returning to the printed text segment to perform various tasks based on it. Such tasks can include re-reading, outlining, finding answers to posed questions, comparing different opinions, and expressing one’s critical attitude to the subject of speech, compiling a test based on the lecture material, etc.”, – emphasize teachers in their publications²⁴.

²³ Stativka V. I. Management of memory processes as a way to improve the quality of online learning. *Pedagogical sciences: theory, practice, innovations* 9–10. 2022. Pp. 123–124.

²⁴ Kolomytseva O.N., Statyvka A.M., Ding Shujin, Stathivka V.I. The Determinism of the Information Society and the Educational System: Enhancing Academic Attainments within Distance Learning. *Science for Education Today*. 2021. 11(2). Pp. 102–121. <http://dx.doi.org/10.15293/2658-6762.2102.05>; Stativka V. I. Management of memory processes as a way to

Only a few directions of a teacher's adaptation to managing the educational process in conditions of martial law in the country were presented in this research, but each of these directions uniquely enriches the educator, taking into account the specific situation.

CONCLUSIONS

In the conditions of martial law, the education system stood firm thanks to consideration of the needs and demands of the community, and due to the prompt response of the educational system management bodies, which endowed the system with a flexible nature and the ability to transform according to the situation.

In managing the education system, the community's desire to continue the "New Ukrainian School" reform was taken into account, as well as the need for psychological support for participants of the educational process and the provision by educational institutions of conditions to preserve the physical health of students. Additionally, the need to develop action algorithms in various life-threatening situations, the necessity for nutrition and transporting children to and from school, and other factors were addressed. As a result, schools retained their original functions and acquired new ones, specifically, the roles of centers for mental health recovery.

Within the education system, new projects are being implemented by creative teams, aiding in the search for effective ways to enhance the quality of education in the context of online learning.

A timely and prompt response from educational management bodies, manifested in a series of decrees and orders, facilitated the possibility for school graduates to take state exams both in Ukraine and abroad, as well as the enrollment of applicants into higher education institutions. Moreover, the simplification of accreditation conditions helped to preserve specialties.

The operation of educational institutions has been significantly complicated due to martial law: funding has decreased, a significant portion of the infrastructure has been lost, face-to-face contact with students has become impossible, and so on. However, educators do not abandon their posts but professionally adapt to the teaching conditions during wartime: they enhance their information competence, develop psychotherapeutic skills, and construct new methodologies.

improve the quality of online learning. Pedagogical sciences: theory, practice, innovations 9–10. 2022. Pp. 123–124.

The authors of the analytical report on education in wartime conditions note (and we share this view): "...It can be confidently asserted that under challenging conditions, Ukrainian policymakers in the field of higher education largely managed to address the challenges of the wartime state. The decisions made after February 24th were optimal for the higher education system and aimed to preserve the system from possible significant losses as much as possible.

Undoubtedly, some decisions could have been better, but considering the available resources, capacities, and time constraints, these decisions are now perceived as the most balanced and necessary"²⁵.

The educational system as a whole is functioning, but the destructive impact of the Russian invasion on higher education continues, and concurrently, invaluable experience in providing quality education in martial law conditions is being formed. Studying this experience and conveying it to the broader educational community presents future research opportunities.

SUMMARY

The research highlights the problem of managing educational activities in the conditions of martial law in Ukraine: the expediency of using common terminological phrases in scientific communication – “critical conditions”, “risky conditions”, “emergency conditions”, “conditions of the country’s martial law” is clarified. The author justifies the use of the terminological phrase “conditions of martial law in the country” as the most accurate.

Based on the analysis of the educational needs and offers of society, a set of requirements for the management of an educational institution is described, among which the creation of safe conditions for children’s lives during education is relevant; provision of psychological support for participants in the educational process; development and practical testing of action algorithms in case of emergency situations (in the case of a nuclear disaster, the use of chemical and biological weapons; man-made disasters with the release or threat of release of dangerous chemical, radioactive and biologically dangerous substances; in the case of natural disasters); actions in case of detection of unknown objects, suspicious objects or explosive objects; actions during the transportation of children to educational institutions under martial law in school buses, etc.

On the basis of the analysis of the state policy, to preserve the effective functioning of the educational system, analytical reports of scientists, an

²⁵ Official website of the school MIDGARD. <https://midgard.education/>

assessment of the activity of management bodies in the conditions of martial law is provided: management activity is characterized as lively and flexible, which prevented the destruction of the education system and ensured not only its preservation but also its further development.

The article states change in the management of the educational process at the level of the teacher's professional activity, which consists of adaptation to the conditions of teaching during martial law: improvement of information competence, development of psychotherapeutic skills, creation of new methods.

Key words: management of the functioning of the educational system, conditions of martial law in the country, educational needs, educational needs in conditions of martial law, professional activity of the teacher.

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