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STATE AND DIRECTIONS OF DEVELOPMENT OF PEDAGOGY UNDER MARTIAL LAW IN UKRAINE

СУЧАСНИЙ СТАН ТА НАПРЯМИ РОЗВИТКУ ПЕДАГОГІКИ В УМОВАХ ВОЄННОГО СТАНУ В УКРАЇНІ

Abstract. *The war poses challenges not only to the military, the state leadership, but also to teachers, pupils and students in particular, so it is necessary to look for ways to effectively address the functioning of the educational process. It is important to study the prospects for the development of pedagogy under martial law in Ukraine. We draw attention to the peculiarities of the education system under martial law, adaptation strategies of pedagogy in the context of the crisis realities of the twenty-first century and the challenges and prospects for the development of the education system in conditions of uncertainty. Prospects for the development of pedagogy are outlined in the formation of a sustainable, inclusive and adaptive education system that promotes social cohesion, peace and sustainability in a constantly changing world. The paper demonstrates how crises can become a catalyst for transforming the education sector, ensuring high quality education even in the most difficult conditions. The authors examine the main challenges and opportunities facing Ukraine's education system under martial law. They analyze the transformations in the theory and practice of education caused by*

the unstable social context and the need to respond quickly to crisis circumstances. Particular attention is paid to the introduction of modern educational technologies that improve the quality of the educational process and ensure its continuity. The importance of inclusive education as an important factor in the formation of an accessible educational environment for all participants in the educational process is outlined. The importance of strengthening the adaptability and resilience of the educational system as a guarantee of its sustainable functioning in the conditions of war and post-war recovery is emphasized.

Keywords: *theory and practice of education, crisis context, innovative educational technologies, inclusive education, adaptability and resilience of the educational system.*

Анотація. *Війна ставить виклики не тільки перед військовими, державним керівництвом, а й перед вчителями, учнями та студентами, тому необхідно шукати шляхи ефективного вирішення питань функціонування освітнього процесу. Важливо дослідити перспективи розвитку педагогіки в умовах воєнного стану в Україні. Ми звертаємо увагу на особливості системи освіти в умовах воєнного стану, стратегії адаптації педагогіки в контексті кризових реалій XXI століття, а також виклики та перспективи розвитку системи освіти в умовах невизначеності. Перспективи розвитку педагогіки окреслено у формуванні стійкої, інклюзивної та адаптивної системи освіти, що сприяє соціальному згуртуванню, миру та сталому розвитку в умовах постійно мінливого світу. У статті показано, як кризи можуть стати каталізатором трансформації освітньої галузі, забезпечуючи високу якість освіти навіть у найскладніших умовах. Автори розглядають основні виклики та можливості, що стоять перед системою освіти України в умовах воєнного стану. Аналізують трансформації в теорії та практиці освіти, спричинені нестабільним соціальним контекстом та необхідністю оперативно реагувати на кризові обставини. Особливу увагу приділено впровадженню сучасних освітніх технологій, що підвищують якість освітнього процесу та забезпечують його безперервність. Визначено важливість інклюзивної освіти як важливого чинника формування доступного освітнього середовища для всіх учасників освітнього процесу. Наголошено на важливості посилення адаптивності та стійкості освітньої системи як гарантії її сталого функціонування в умовах війни та післявоєнного відновлення.*

Ключові слова: *теорія і практика освіти, кризовий контекст, інноваційні освітні технології, інклюзивна освіта, адаптивність і стійкість освітньої системи.*

Problem statement. Education has always played a key role in the development of society, ensuring the preservation of cultural heritage, the formation of national identity and the preparation of future generations to meet the complex challenges of our time. However, under martial law, the educational process faces unprecedented challenges that require adaptation, resource mobilization, and the search for innovative approaches to education.

Analysis of recent research and publications. The following scholars and researchers have studied the challenges and prospects for the development of education, in particular: Malykhin O., Aristova N., Lipchevska I. [1], Kovalenko D.I., Zakharin S.V. [4], Bychko H., Tereshchenko V. [9], Marusiak T.S. [11], Tsymbaliuk S. [14] and others.

Summary of the main research material. The unexpected full-scale aggression of the Russian Federation has changed life in Ukraine at the level of the individual citizen, the individual family and the state as a whole. Ukrainian teachers and researchers have faced a completely new problem that must be solved today and now, urgently and effectively, namely, to ensure the functioning of the education system at all levels under martial law [1].

Ukraine's education system has found itself in new realities, and educational leaders are facing issues that have not been addressed before. In order to ensure the security situation in general secondary education institutions, the educational process was suspended for a short time and vacations were announced. Later, the educational process continued using all available forms: online (using IT technologies and remote access in areas close to the combat zone), offline (in areas remote from the combat zone), and in a mixed mode[2].

During 2022-2024, Ukrainian schoolchildren studied between air raids and in bomb shelters, teachers in the occupied territories were threatened and forced to teach in Russian, and children abroad studied a combination of Ukrainian and foreign programs. In addition, the enemy's deliberate attacks on civilian infrastructure create new threats to children's lives, health, and the educational process. One of the most important areas of state policy in the field of education remains the issue of arranging reliable bomb shelters and shelters in educational institutions[3].

Despite the constant armed attacks by the aggressor, our country has organized the educational process in such a way that absolutely all students, wherever they are, have access to quality educational services.

Employees of educational authorities and educational institutions are making great efforts to create a safe educational environment[4]. The joint work of state authorities and local self-government bodies aimed at creating safe conditions for learning and teaching will help protect participants in the educational process from unforeseen situations caused by the military aggression of the Russian Federation against Ukraine. It will also ensure the realization of the right to education, as well as the creation of proper, safe and healthy conditions for study and work.

Some of the participants in the educational process who found themselves in the war zone have suffered serious mental and physical trauma. The living conditions of children in the east and south of Ukraine, where the fighting continues, are becoming increasingly difficult. Fleeing the war, Ukrainian children face a high risk of family separation, loss of parents, violence, abuse, sexual exploitation, or even falling into the hands of human traffickers. Many of them have experienced extremely traumatic events. These children are in dire need of enhanced security, stability, protection of their rights and psychosocial support, especially those who are unaccompanied or separated from their families.

As of early 2023, many facilities in Ukraine were damaged as a result of Russian aggression.

Table 1

Date	Objects	Quantity
January 2023	Facilities damaged, destroyed or seized	3 127
January 2023	Schools	1 489
January 2023	Kindergartens	885
January 2023	Buildings of higher education institutions	517
January 24, 2023	General secondary education institutions	12 926
January 24, 2023	Schools with full-time education	3 955
January 24, 2023	Schools with distance learning	4 363
January 24, 2023	Schools with a mixed form of education	4 608

Source: compiled by the authors

According to official data collected on the Education under Threat web portal [7], 3798 educational institutions – schools, kindergartens, universities, and orphanages – were bombed and shelled, 3428 were damaged, and 365 were completely destroyed. According to other official sources, as of March 2023 [8], 410 educational facilities were destroyed, including 116 preschools and 226 schools; one in seven schools was damaged. Although it is difficult to establish the total number of educational institutions, i.e. to determine the exact proportion of those destroyed, a rough estimate suggests that more than 12% of the educational infrastructure has been damaged or destroyed since the beginning of Russia's full-scale invasion.

Not only direct hits stopped the work of educational institutions. Only those institutions that had or were able to organize a shelter, usually a simple basement, were able to continue working - but in regions close to the front line, even having a basement was not enough. According to official data [8], in the 2022-2023 school year, only 56% of preschools operated offline (plus 15% in a mixed format), and 29% worked remotely; only 34% of schools operated offline (plus 35% in a mixed format), and 31% taught remotely. According to the Ministry of Education and Science, as of the beginning of 2024, about 900,000 students were studying remotely, either online or at home.

Ukraine today faces numerous challenges that need to be overcome. Among them are creating conditions for education in the context of war and forced migration, overcoming the impact of corruption, as well as ensuring European integration and taking into account globalization trends. These circumstances require the search for innovative approaches to the development of education and science that would meet the needs of the present and the future, while meeting the expectations of Ukrainians.

Significant challenges for the education sector the face of uncertainty include the following:

- 1) Threat to the life and health of participants in the educational process, restriction of access to basic human needs;
- 2) the forced large-scale displacement of participants in the educational process within Ukraine and abroad, which led to significant losses of students, teaching staff and faculty;
- 3) large-scale destruction of educational infrastructure: damage to educational institutions, educational facilities, training and production bases of internships;
- 4) loss of educational management control in the territories under temporary occupation or in the area of active military operations;
- 5) aggravation of the problem of providing access to education for Ukrainian schoolchildren and

students, disruption of the continuity of the educational process;

- 6) Reducing state and local budget expenditures on education;
- 7) Forced reorientation of Ukrainian students to Russian curricula and textbooks, and forced transition to the Russian language of instruction;
- 8) ensuring the development of private education at the levels of preschool, general secondary and out-of-school education [13].

The above-mentioned problems of education in Ukraine under martial law require finding effective solutions.

For example, to ensure the safety of participants in the educational process, it is necessary to improve the system of shelters in educational institutions, in particular to increase their number, equip them with the necessary resources (ventilation, lighting, water supply, Internet), introduce video surveillance, access control, alarm systems to increase security, and develop and implement algorithms for emergency actions for participants in the educational process.

It is necessary to restore and modernize the educational infrastructure, including repairing and rebuilding damaged educational institutions in accordance with modern safety and inclusivity standards and creating temporary mobile schools to ensure access to education in regions where infrastructure has been destroyed.

To ensure the continuity of the educational process, access to online learning should be expanded, teachers and students should be provided with the necessary equipment and access to the Internet, adaptive curricula should be developed that take into account wartime conditions, including distance and blended learning, and distance learning platforms should be implemented with access to educational materials.

In such difficult conditions, psychosocial support for participants in the educational process is important, which includes the creation of psychological assistance and support centers at educational institutions, training for teachers in providing first aid to students and colleagues, and the organization of support groups for students who have experienced traumatic experiences and their families.

To support internally displaced persons and children abroad, it is necessary to develop mechanisms for integrating children into educational processes in places of temporary residence and to support children abroad in maintaining links with the Ukrainian educational system.

In addition, it is necessary to increase the level of digital literacy of teachers and students, i.e. to teach teachers and students how to use modern technologies to organize the educational process and to raise their awareness of cyber threats and develop safe online behavior skills.

It is very important to create a system of support for teachers in times of war, including providing conditions for professional development of teachers in crisis situations and implementing emotional support programs for educators working in difficult conditions.

Ukrainian educators [14] believe that in order to reduce the educational losses of students, it is necessary to comprehensively and systematically analyze the situation in the Ukrainian education system, taking into account international experience in overcoming and compensating for educational losses caused by global challenges. It is important to identify effective psycho-pedagogical, psycho-didactic, didactic and methodological approaches that will help minimize losses under martial law. These measures will form the basis for restoring the full and effective functioning of the general secondary education system in the postwar period.

In addition, these researchers note that in order to successfully adapt students to new conditions and overcome learning difficulties, it is necessary to implement a comprehensive approach based on the cooperation of all parties – teachers, students and parents – taking into account their educational, social and emotional needs. This requires concerted efforts by school administrators, teaching staff, parents, students, educators, health care professionals, and community members.

According to O. Malykhin, N. Aristova, and I. Lipchevska, the following measures should be implemented to ensure a safe, continuous, and high-quality educational process:

- guaranteeing access to digital educational resources for all participants in the educational process by establishing partnerships with national educational media and distributing free resources via the Internet [10];
- addressing the social and emotional needs of students, including organizing remote consultations with psychologists and creating an online library with multimedia materials that help overcome stress, develop self-organization and self-control to compensate for educational losses;
- additional services for vulnerable students, including free school meals and grants for education, health improvement and recreation;
- Supporting teachers by providing free access to online resources, organizing trainings to improve their professional skills in the field of online education, and supporting their social and emotional well-being;
- optimization of the educational process to eliminate gaps in learning by conducting additional classes

and studying the missed material.

First of all, the development of digitalization of education in terms of developing services for all participants in the educational process will be promising. The use of digital tools and distance learning technologies has become the basis for the continuity of the educational process. The development of digital platforms, interactive curricula, and online courses will help increase access to education regardless of the location of the participants in the educational process.

Given the growing number of students with special needs caused by war trauma or migration, it is important to ensure conditions for inclusive education. This includes adapting curricula, training teachers, and creating an accessible environment for students with special educational needs.

Another important prospect for the development of the education system in the face of uncertainty is the organization of psycho-emotional support centers for pupils, students and teachers, and training of first aid specialists is a priority. This will help to overcome the stress caused by the war and contribute to creating a comfortable learning environment. The current situation has demonstrated the critical importance of psychological support for teachers, pupils, students and their parents. Educational institutions should be provided with clear guidelines on how and who can provide psychological assistance to all target groups in need of counseling and support. This information should be made as accessible and transparent as possible. This activity should be carried out free of charge with the active involvement of civil society organizations and international experts.

Another prospect is to attract promising companies to the Ukrainian labour market to strengthen the competitiveness of domestic specialists in the European and global markets. In addition, support from international organizations, exchange of experience with foreign educational institutions, attraction of grants and investments for the restoration and development of education in Ukraine is a promising area.

An important prospect is the organization of education for children outside Ukraine. This includes the integration of Ukrainian curricula into foreign schools and the provision of opportunities to obtain Ukrainian-type certificates. Comparative studies on the organization of education for Ukrainian refugee children in different countries should be actively pursued. It is especially important to develop experience in cooperation with foreign colleagues and educational institutions by implementing joint research and projects aimed at supporting refugee education. Domestic educators should also organize various forms of counseling for foreign colleagues. This will contribute to the effective organization of the educational process for Ukrainian refugees, encourage their return home, and ensure the sustainability of their connection with their home country.

We note that the main prospects for the development of education in the context of war and post-war reconstruction are:

1. Providing financial support for the restoration and development of educational institutions, revitalizing infrastructure and ensuring access to necessary equipment.
2. Establishing and developing cooperation with international partners, organizations, governments and other non-governmental organizations to receive assistance in the restoration and development of the education sector.
3. Supporting the psychological state of students, teachers and other employees of educational institutions to overcome trauma and stress caused by military operations.
4. Providing opportunities for training and professional development of teachers, students and pupils and ensuring favorable conditions for their successful adaptation
5. Implementation of innovative methods and technologies in the educational process to ensure quality and affordable education for all segments of the population.

Conclusions. Summarizing the above, we can state that the crisis realities of the twenty-first century, including socio-economic, political and environmental challenges, have significantly affected all aspects of public life, including education. In such circumstances, pedagogy faces a number of serious challenges and problems that require adaptive strategies and new approaches to ensure the effectiveness of the educational process

The main challenges include threats to the lives of education stakeholders, forced migration, destruction of infrastructure, loss of access to education in temporarily occupied and insecure regions, reduced funding, and psychological difficulties for students and teachers. These problems are exacerbated by systemic shortcomings, such as insufficient safe shelters, outdated legal frameworks, limited accessibility of infrastructure for people with disabilities, insufficient emergency preparedness, and lack of adequate psycho-emotional support. The main challenges include the need to quickly adapt to digital technologies, provide psychological support to participants in the educational process, and take into account multiculturalism and the individual needs of each student. The issues of accessibility of education in the context of migration crises and emergencies also play a significant role.

Adaptive strategies for pedagogy in crisis conditions include the development of innovative teaching methods, the widespread use of distance technologies, increased cooperation between educators from different countries, and the active involvement of NGOs and international experts. The challenges can be successfully overcome by integrating the best international practices, developing flexible educational programs, and creating a favorable psychological environment for all participants in the educational process.

The prospects for the development of pedagogy in the context of crisis realities are to create a more sustainable, inclusive and adaptive educational system. The pedagogy of the future should become a tool not only for learning, but also for strengthening social cohesion, maintaining peace and sustainability in a changing world. Thus, modern pedagogy, despite the challenges, has a powerful potential to transform crisis situations into new opportunities, providing high-quality education even in the most difficult conditions.

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