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## **ORGANIZATION OF THE EDUCATIONAL PROCESS IN UKRAINE AND PROVISION OF PSYCHOLOGICAL SUPPORT DURING THE PERIOD OF MARTIAL LAW**

**Introduction.** The declaration of martial law in Ukraine has brought about a complex and transformative period in the country's history. This turbulent phase has had far-reaching effects across various fields of Ukrainian society, from its political landscape to its economy, and notably, its educational system. The state of educational process during the period of martial law in general and its organization in particular is of paramount importance, as it delves into the profound challenges faced by educators, students, and the educational infrastructure amidst a backdrop of political instability and armed conflict.

Martial law, imposed in response to the ongoing crisis and security threats in Eastern Ukraine, has brought unprecedented disruptions to the nation's educational institutions.

The aim of the paper is to shed light on the multifaceted impact of martial law on the Ukraine's educational landscape, examining obstacles, adaptations, and innovations that have emerged in response to these challenging circumstances.

**The war's impact on Ukraine's educational system.** Ukraine's education system has faced significant challenges during the war with Russia. This period has witnessed schools and universities with their students and educators facing the harsh reality of war being a daily background in their work to pursuit knowledge.

These challenges have had a profound impact on the quality and accessibility of education in the country. Some of the key challenges include disruption of schooling, lack of resources, displacement and access as well as security concerns.

The conflict has led to the displacement of thousands of people, including students and teachers. Many schools have been damaged or destroyed, and students have had to leave their homes and communities, disrupting their education.

The war has strained Ukraine's resources, making it difficult to allocate funds for education. This has resulted in a lack of essential resources for schools, including textbooks, teaching materials, and infrastructure.

Schools and higher educational establishments in conflict-affected areas face security risks, including the threat of shelling and violence. This can make it dangerous for students and teachers to attend educational institutions, leading to further disruptions in education.

Taking into account the constant threat to the safety of participants in the educational process, the complete restoration of a full-time training in the first term of the academic year 2022/2023 was not possible. Only 15 % of educational institutions worked in full-time format, 33 % - remotely, 51 % worked on a mixed basis combining full-time and distance learning. Distance learning prevailed in the East and South of Ukraine, mixed learning in the Center and the North, mixed learning in cities and full-time learning in villages in the West [1].

The war has led to the displacement of students and their families, making it challenging for them to access education. Many of them have had to move to areas where they may not have easy access to schools or where the language of instruction was different.

Due to Russia's full-scale war against Ukraine, about 800,000 pupils changed the form of education from full-time to distance education (from 17,669 schoolboys/schoolgirls in 2021 to 772,909 in

2022) and family (home) education (from 4,695 to 64,409 schoolboys/schoolgirls respectively) [1].

Yet another challenge all participants of the educational process faced is psychological trauma. The war has taken a toll on the mental health of both students and teachers. Many of them facing uncertainty and danger, often experience significant psychological impacts. The students' psychological state has worsened over the past year. The number of students who feel anxious and tense almost doubled compared to the beginning of February 2022, and those who feel tiredness increased by one and a half times [1].

The stress and anxiety associated with war can have long-lasting effects on their mental health and well-being. Many have experienced trauma and are in need of psychological support, which is often lacking in schools. Uncertainty about the future and ongoing danger often lead to chronic anxiety and fear. Constant worries about their safety and the well-being of their family members interfere with their ability to focus on their studies. Concentration, memory, and motivation are negatively affected.

Thus, the stress and emotional turmoil associated with danger and uncertainty are often viewed as the reasons leading to a decline in academic performance.

The results of the study on the quality of the educational process organization in the conditions of war in 2022/2023 academic year, conducted by the State Service of Education Quality of Ukraine assisted by the project "Supporting Ukraine's Government Reforms" (SURGe), indicate that one-third of learners did not have full access to the educational process due to the war. Among the factors that affected the quality of the educational process, it is worthwhile mentioning frequent power outage and lack of technical capacities.

Despite the fact the vast majority of teachers and students have technical means for learning, problems related to the electricity supply

and access to the Internet became the main challenge for 75% of teachers in terms of organizing the distance educational process in the first term of the academic year 2022-2023 [1].

Meanwhile, it should be noted that it is difficult to imagine the educational process without the use of digital technologies in the conditions of distance learning which our educational establishments were forced to transit for providing the educational process. Since the use of digital technologies is an extremely influential factor in reaching successful results in youth education.

Conducting classes via Google Meet enabled the teachers to create a quality learning environment and provide learning material in various interesting formats:

- ✓ PowerPoint presentations help to present information to a wide audience in a visual and concise form, quickly move from one slide to another in an arbitrary order;

- ✓ freely available video lessons are useful for those who did not manage to attend the online class;

- ✓ captivating videos according to the levels accompanied by tasks to check the understanding of the content and context of the video itself, are certainly of a big advantage, because the result is immediately visible after completing the task proposed;

- ✓ useful links to various educational sites empower learners to find and process additional information on the topic provided by the discipline curriculum.

**Conclusions.** The psycho-emotional state of all participants in the educational process has undergone significant changes during the war period, therefore one of the primary challenges and tasks facing educators is correcting their emotional state and overcoming a rather high level of anxiety and insecurity. In fact, this state of anxiety and instability is often the root cause of students' lack of motivation and self-discipline.

It's crucial not only to recognize the importance of providing psychological support and mental health services to students facing uncertainty and danger. It is advisable for schools and universities to consider implementing a number of strategies including:

- Access to counselling and mental health services;
- Trauma-informed care and support for affected students;
- Creating a safe and supportive learning environment;
- Offering flexibility in academic requirements and deadlines to accommodate students' needs during challenging times;

Students facing danger and uncertainty will benefit greatly from a support network of friends, family, and professionals who can help them navigate the psychological challenges associated with these situations.

The change in the form of obtaining education, the use of distance and mixed learning, unstable conditions of the educational process organization are those factors that affected the educational process as a whole as well as results of student education. Therefore, the main teachers' task is to maintain the effectiveness of the educational process. Despite the fact that the war is destructive in its origin, it became a turning point and contributed significantly to the reviewing principles and methods of teaching and gave an impetus for teaching process alterations. The main teachers' task today is not only the mere transmission of information. The teachers' assignment nowadays is to become a coach or a facilitator able to motivate students to enrich their knowledge. Yet another teachers' task is to find and successfully apply in their professional experience such technologies, tools and forms of organizing educational activities that will really assist future specialists in becoming competitive in the world labour market.

## REFERENCES

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