



ISSN 2450-6486

<http://ehs.eeipsy.org>DOI: <https://doi.org/10.38014/ehs-ss.2022.2.07>

This publication was made with the funds of a joint Grant of EEIP (Ukraine - France) and ChF "Education: Future"

Karinna SARDARIAN

The educational process and scientific activity in Ukraine under martial law

KARINNA SARDARIAN. **The educational process and scientific activity in Ukraine under martial law.** *In this article I consider the possibilities of the educational process for pupils, students, teachers in Ukraine and outside of it under martial law. I also outline opportunities for participants of the educational and scientific process to carry out the educational process within the framework of exchange programs with European educational institutions. This allows pupils, students and teachers to be realized in professional activity despite unfavorable social, economic and political conditions.*

Keywords: *distance learning, learning process models, academic mobility, communicative competence, intercultural communication, internationalization of education.*

1. Introduction

On February 24, 2022 in connection with the military aggression of the Russian Federation against Ukraine, martial law was introduced by Presidential Decree No. 64/2022. Due to martial law, the educational process in Ukraine is organized according to four models developed by specialists from the Ministry of Education and Science. These models are based on the locations of the participants of the educational process.

First option: the participants of the educational process are in the territory remote from the hostilities.

The second option: the participants of the educational process are internally displaced persons.

The third option: the participants of the educational process are in the combat zone or in the temporarily occupied territories.

Option four: participants of the educational process are temporarily outside of Ukraine.

The Ministry of Education and Science of Ukraine has proposed such models of training for two categories of participants (those who are in safe places and those who are displaced within Ukraine):

- Face-to-face training (in classrooms),
- Distance learning,
- Mixed form of training,
- Externship.

The Ministry of Education and Science of Ukraine offers the same forms of education to students who are abroad.

For participants in the educational process who are in a combat zone, the following forms of education are offered:

- Distance education or distance learning externships,
- Family form of education,
- Externship.

Those who remain in Ukraine have several options for continuing their education. First, if circumstances allow, they can continue their distance learning at their school or transfer to the educational institution at their place of residence. Children who do not have this option can join classes online. A large number of private schools in Ukraine provide free classes. A list of these schools is published on the website of the Ministry of Education. I would like to point out that many online projects have been created for all children in Ukraine, who can join various classes on Zoom, Telegram Channel and other platforms.

Based on personal practice (because I lived with children in a war zone for 2 years), as well as the testimony of many people in these anti-human conditions, it is almost impossible to educate children (who are in dangerous areas) in a distance format. This is influenced by many factors: first, in life-threatening conditions people must first of all try to preserve their lives and the lives of their loved ones. Staying in combat zones develops psychological traumas. In addition, in these conditions there is a lack of communication and basic conditions for normal life (emergency power outages, water and heating cuts, limited availability of food products, lack of gadgets).

So, in addition to the main issue – the preservation of life and safe living conditions, people should get normal living conditions, only after that should work with a psychologist, work with the dangerous, shocking events that children have received.

I believe that training should be preceded by counseling and psychotherapy of war trauma.

It is also important for participants of the educational process who are on the territory of Ukraine to take into account the aerial alarms, which should not be ignored by participants of the educational process. Very often children are afraid to hear these sounds because they have an association of danger. Lack of security guarantees is not conducive to effective learning.

Of course, a number of rules are prescribed, which must be adhered to in educational institutions. This is an algorithm of actions in case of air-raid alarms during the educational process. All participants in the educational process must be familiarized with the location of shelters and protective structures. Everyone must be familiar with the rules of conduct in the shelter during the air-raid alarm. Educational facilities must have directional signs to the shelters for quick and safe movement.

As practice shows, very often in Ukrainian institutions of higher education, mainly in Western Ukraine, the administration of the institutions ignores these recommendations because there are no shelters or protective structures, and those shelters that replace them are unsuitable for protection. Because of this, many parents have initiated a ban on full-time education in all educational institutions in Ukraine until the end of the war. Sometimes their requests are ignored. Therefore, the conclusion is that today in Ukraine there are no conditions for the safe conduct of the educational process in educational institutions.

2. Main results of the research

Projects and scholarship programs for researchers, scientists, and students require special consideration. Schoolchildren are also often invited to exchange programs.

Due to Russia's full-scale invasion of Ukraine, many academic organizations have opened up opportunities for Ukrainian researchers, scholars, and students. Many events have been organized to support migrant scientists. This support enables researchers and employees of the educational sector to freely carry out research work, professional activity, maintain communication with Ukrainian universities and research centers. Academic mobility programs help researchers and students adapt to difficult environments, help them gain innovative experiences, develop, and continue their professional careers. Host organizations help participants in educational processes to integrate into society. For higher education institutions a significant advantage is the strengthening of cooperation with foreign universities.

Consider the definitions of the concept of "academic mobility". According to the Law of Ukraine "On Higher Education": Academic mobility is an opportunity to study or teach, train or conduct scientific activities in another educational institution (scientific organization) on the territory of Ukraine and abroad, without expulsion or dismissal from the main place of study or work [7].

Academic mobility programs are designed to interact for the implementation of cooperation, projects, research programs, the implementation of scientific education and the implementation of scientific activities.

Under the academic mobility program, scholars moved between institutions, gaining new knowledge and social connections, as well as bringing and spreading their knowledge to new colleagues and students. Since February 2022, the mobility of participants in educational processes has increased significantly.

Such support from European academic and non-academic organizations is important, since Russia's full-scale military invasion of Ukraine further reduces the progress of research projects in any field of scientific knowledge. Researchers and educators were forced to leave Ukraine, especially those whose houses and property were destroyed.

The host academic and non-academic organizations of the Member States of the European Union have offered various areas of research with the award of fellowships. Academic mobility programs are aimed at the

recognition of diplomas, degrees, academic titles, the creation of international courses, which leads to international development.

It is important to say that the information and propositions of academic mobility programs for students are more common than those of mobility programs for academics. There is ample evidence of this in resources and channels. Age limits for program participants are often prescribed. However, we observe some difficulties for student participation in mobility programs. One of the difficulties is the inability of students over 18 to leave the territory of Ukraine, and the second is the restrictions of Ukrainian educational institutions themselves for students. Because of Russia's full-scale invasion of Ukrainian territory, the number of students wishing to enroll in Ukrainian educational institutions has dropped dramatically. Also higher educational institutions in Ukraine arrange internal contests for students to participate in Erasmus and other programs.

Today there is no problem of physical mobility because thousands of people, including participants in scientific and educational processes, have left the territory of Ukraine. Moreover, for many of them it is the only opportunity to carry out professional activities.

Due to Russia's full-scale military invasion of Ukraine (and let's not forget that the war started back in 2014), many scientists from the most dangerous areas of Ukraine, which had been under attack since 2014, were forced to look for new jobs inside the country.

From personal experience, when moving to Kyiv, one of the higher education institutions in Kyiv asked the author of the article "the right to work."

Let's return to the academic mobility provisions for researchers, and today these provisions are many times fewer than those for students. Although in Ukrainian higher education institutions participation in mobility programs is one of the main conditions for passing the contract, along with publications in publications of other countries. It is also important to pay attention to the various propositions in the scientific communities of short-term internships, which, in my opinion, will not contribute to the development of professional skills and exchange of experience. Since it is necessary to take into account the adaptation period of a researcher in another country, active work begins after adaptation. So does the adaptation of new employees, which takes from 8 to 26 weeks. Joanna Gajda mentions a two-month adaptation period for highly adapted researchers. Take into account the forced relocation of

some researchers in conditions of full-scale military invasion and related experiences and stressful situations, so such circumstances may take longer to adapt to the new environment [6].

3. Conclusion

Although under martial law students, students, and teachers continue to carry out educational and training programs, for the reasons mentioned above, education in Ukraine, especially in areas of high risk, is not effective.

Academic mobility plays a major role in the development of professionalism of scientists in various fields. The organization of academic mobility is designed to establish integration ties, improve the quality of scientific and educational results, update scientific research on the basis of international experience, and also helps develop communicative competence. Well-organized program promotes expansion of contacts, gaining of experience, improvement of professional skills, contributes to effective search of program financing, improvement of intercultural communication. As modern society is undergoing radical changes for a variety of reasons, the scientific community must unite and accept the internationalization of science and education as a driving factor in the development of world science.

Among the positive aspects of researchers' mobility programs are: improving the qualifications of scientists in the context of global trends, acquiring the world's best practices and experience, increasing competitiveness in the domestic and global labor market.

Host academic and non-academic organizations of European Union member states do everything possible to support Ukrainian education, support the Ukrainian educational and scientific system, which is manifested in the assistance to Ukrainian students and workers in the field of education. These activities and programs of support from the European scientific community are important and striking indicators of our basic values, loyalty to universal human principles and norms. For example, Uppsala University gave Ukrainian scientists the opportunity to learn the best practices of strengthening and efficiency of the powerful Swedish higher education system, namely studying the implementation of digital learning in the university, discussions on topical educational and scientific issues, sharing knowledge and experience with representatives of Swedish universities and scientific organizations.

References:

1. Academic mobility [Electronic resource] : [website]. – Access mode: <https://mon.gov.ua/ua/osvita/visha-osvita/osvita-za-kordonom/akademichna-mobilnist> Date of access: 26.10. 2022.
2. Resolution on approval of the Procedure for the implementation of the right to academic mobility. [Electronic resource]: [website]. – Access mode: <https://zakon.rada.gov.ua/laws/show/579-2015-%D0%BF#Text>. Date of access: 26.10.2022.
3. Academic Mobility and Migration: What We Know and What We Do Not Know Published online by Cambridge University Press: 02 April 2015 <https://www.cambridge.org/core/journals/european-review/article/academic-mobility-and-migration-what-we-know-and-what-we-do-not-know/64FD3D7C022788BC9B2A0D2B3780B77> Date of access: 27.11.2022.
4. Naira Velumyan Manage New Employees' Adaptation In Stages For Better Performance <https://www.forbes.com/sites/forbescoachescouncil/2021/11/04/manage-new-employees-adaptation-in-stages-for-better-performance/?sh=1da0514779cf> Date of access: 12.12.2022.
5. Adaptation Period – New Employees and Transfers <https://www.bowdoin.edu/hr/employee-handbook/employment/adaptation-period.html#:~:text=Policy%3A%20The%20adaptation%20period%20is,following%20the%20date%20of%20hire>. Date of access: 12.12.2022.
6. Joanna Gajda (2019). PROFESSIONAL ADAPTATION OF NEW EMPLOYEES TO THE ORGANIZATION. CzOTO 2019, volume 1, issue 1, pp. 929-938. <https://sciendo.com/pdf/10.2478/czoto-2019-0118> doi: 10.2478/czoto-2019-0118 Date of access: 23.12. 2022.
7. Указ Президента України N 64/2022 <https://www.president.gov.ua/> Date of access: 11.02.2023.
(Ukaz Prezidenta Ukraini N 64/2022 <https://www.president.gov.ua/> Date of access: 11.02.2023.)

The Author

Karina Sardarian
*PhD of Philological Sciences,
Visiting Researcher at Department of Literature,
UPPSALA UNIVERSITY, Uppsala, (Sweden).
Assistant professor at the Institute of Journalism,
Taras Shevchenko National University of Kyiv,
Kyiv, Ukraine
ORCID: <https://orcid.org/0000-0002-1081-7319>
E-mail: karinna.sard@gmail.com*

Abstract

КАРІННА САРДАР'ЯН. Навчальний процес і наукова діяльність в Україні в умовах воєнного стану. У цій статті розглядаю можливості проведення освітнього процесу для учнів, студентів, викладачів в Україні та за її межами в умовах воєнного стану. Також оцінюю можливості для учасників освітнього та наукового процесу здійснювати освітній процес у межах програм обміну з європейськими навчальними закладами. Це дозволяє учням, студентам та вчителям бути реалізованими у професійній діяльності, незважаючи на несприятливі соціальні, економічні, політичні умови.

Ключові слова: дистанційне навчання, моделі навчального процесу, академічна мобільність, комунікативна компетенція, міжкультурна комунікація, інтернаціоналізація освіти.

KARINNA SARDARJAN. Proces kształcenia i działalność naukowa w Ukrainie w warunkach stanu wojennego. W niniejszym artykule autorka opisuje różne możliwości organizowania procesu edukacji dla uczniów, studentów i wykładowców w Ukrainie i poza jej granicami w warunkach stanu wojennego. Autorka również ocenia możliwość organizowania procesu kształcenia dla uczestników procesu nauczania i procesu naukowego w ramach wymiany na europejskich uczelniach. Pozwala to uczniom, studentom i wykładowcom rozwijać się zawodowo, nie zważając na niesprzyjającą sytuację polityczną, społeczną i gospodarczą.

Słowa kluczowe: kształcenie na odległość, modele procesu edukacyjnego, mobilność akademicka, kompetencje komunikacyjne, komunikacja międzykulturowa, internacjonalizacja edukacji.