

DOI 10.36074/logos-20.05.2022.075

TO THE PROBLEM OF EDUCATION OF GROWING PERSONALITY IN A CRISIS SOCIETY

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The Russian-Ukrainian war is accompanied by incredible destruction and suffering of the Ukrainian people. As a result of Russia's military aggression in Ukraine, the younger generation is suffering deep psychological and often physical traumas related to the destruction of family and social ties, the death of parents or guardians. The powerful social crises caused by the war, in particular socio-economic and humanitarian ones, violate the rights and freedoms of the child, are accompanied by the development of a culture of hatred (fair but uncharacteristic of the childhood world), reduced quality of medical services and education, lead to disorientation of the child in the surrounding world, warped perception of cause and effect relationships, the child's substitution of ideals, which can have socially dangerous consequences (lower morale, the spread of child neglect and juvenile delinquency).

In the long run, these consequences can provoke the inability of the individual to success in life and successful socialization, which can lead not only to the crisis of the individual, but also the criminalization of society, its marginalization. That is why in these conditions due attention is needed to the upbringing of the younger generation, which should be based on the values of national statehood and national consciousness, love of neighbor, prosocial activity and vitality, which are considered as key aspects of personal development in martial law. At present, the educational guidelines of Academician Bekh are becoming especially relevant: «the area of practical involvement of the individual should be expanded in education. We are usually limited to the immediate social environment (family, place of work and life). In a broader sense, we reach small and large homeland and state. These last horizons should be indispensable educational guidelines» [3, 6].

It should be noted that during more than two months of the war, 71% of Ukrainian children hid in shelters. Every second child was separated from close relatives. One-third of the children were in the war zone, and one in five children was forced to be taken away by their parents. This is stated in the report «Children and the war in Ukraine» of the Kharkiv Institute for Social Research, conducted in conjunction with the charity fund «Voices of Children» [4].

Excessive physical and mental overload associated with hostilities in Ukraine has a negative impact on all children in our country, however, special attention is needed by orphans and children deprived of parental care due to separation from their parents; homeless children; children who were physically injured as a result of hostilities; IDP children, etc. The impact of crisis situations on such children can be manifested in the form of their anxiety, impulsiveness, irritability, aggression, conflict, self-centeredness, cause physiological problems, and these children may have low

motivation to learn and cognitive impairments, including mental, memory and attention disorders. At the same time, the deformation of a child affected by armed conflict, the deformation of his relationship with adults and peers, the devaluation of former basic meanings and values, deviations of various kinds, suicidal behavior, marginalization are threatening to forming of individual of child «therefore it is necessary to use measures of wide range of influence, acting in concert on the consciousness, feelings and will of the child» [2, 7].

Therefore, the targets of educational work with children in martial law should be:

- development of «emotional intelligence» and «social intelligence» of the child, his motivation for empathy and harmony in relationships with others;
- the formation of sanogenic (health) thinking, which «neutralizes the manifestation of feelings that do not contribute to the moral and spiritual growth of the individual, and cultivates higher spiritual experiences» [1, 2];
- development of skills of socially significant activities, in particular, mutual assistance, cooperation, patronage, volunteering;
- education of personal qualities necessary for a growing citizen of a heroic state (patriotism, self-sufficiency, responsibility, persistence, purposefulness, self-control, courage, life optimism, etc.) and skills (reflexivity, communication, initiative, mobility);
- development of the child's social competence, in particular, his skills of teamwork and establishing partnerships with adults and peers, skills to identify and take new life starts, freely and responsibly choose socially significant patterns of behavior.

Implementation of these tasks is impossible without an axiological approach, because humanistic socio-moral value orientations of the individual are one of the criteria of its socialization, and therefore determine its functioning and development, that is why educational influences in martial law should form in a child psycho-emotional and spiritual nature, the inner need to live and act in accordance with humanistic universal and national values. Focus on the «acme» (maximum manifestation of the child's personal resources) within the acmeological approach foresees an optimistic view of the child and his future in the postwar reality and provides increased motivation for effective socialization, skills of self-control, self-correction, self-reflection and self-actualization and activity. Important is the «pedagogy of partnership», ie the joint efforts of parents, teachers, social partners of educational institutions in local communities and children themselves, provided by the use of technological approach, which allows to develop relevant tools to achieve educational goals.

The combination of these approaches in the educational process in martial law will assist the child to master the technology of success in life. To this end, the technology of social practice seems to be effective, in particular, the organization of volunteer activities aimed at solving specific social problems of pupils, educational institutions, communities and helping children understand universal values such as charity, help, support, care, compassion, patriotism etc., and social adaptation technology, which is to help the child in the process of adaptation to the environment, mastering various social roles and patterns of behavior, skills of social interaction in martial law, which generally helps to counteract various negative influences on the child's personality and expands opportunities for positive self-realization in a crisis society, as well as social design technology, which allows the child to learn what a quality project, algorithms for its preparation and mechanisms for its implementation, to find an effective solution of a social problem, try their hand at developing projects of interest to this age category of children, to mobilize their own intellectual and

creative resources in team work for a common positive result, which generally helps to stabilize the psychological state of a child affected by hostilities.

The effectiveness of educational influences on the child in martial law increases with respect for the dignity and rights of the child; understanding his need to be seen and heard; building partnerships of all those involved in the educational process – parents, educational institutions and their social partners; providing not only social but also comprehensive psychological and pedagogical support. At the same time, educational influences will result in raising the level of pedagogical culture of parents or guardians of the child, will contribute to the establishment of effective interaction between educational and state institutions, public organizations and bodies of local selfgovernment.

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