CHALLENGES OF WAR FOR PRIMARY SCHOOL TEACHERS IN UKRAINE: SURVEY RESULTS

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Abstract. *The authors present the results of a survey on the challenges faced by primary school teachers after the start of the full-scale invasion of russian federation in 2022. For the study, a questionnaire was used to explore the qualities of primary education teachers that have proved to be most in demand in the context war. The results of the survey showed that teachers prioritize the following groups of professional skills that are necessary in wartime: management of the educational process; mastery of didactic and methodological principles of teaching; partnership interaction with participants of the educational process; organising a safe learning environment. Among the qualities that are key in wartime, respondents identified: psychological skills to work with children in stressful critical situations; life safety skills; digital literacy including the ability to use various online platforms in their work, use distance learning tools, interact with students in cloud services. The authors concluded that although the government has already developed an optimal model for organizing the educational process in general secondary education, including primary school, under martial law, the challenges faced by teachers remain critical. Therefore, taking into account the opinions of teachers, including those presented in this study, is promising for the implementation of the Strategic Plan of the Ministry of Education and Science of Ukraine until 2027.*

Keywords: *Ukraine; war challenges; primary education; primary education teachers; survey; skills; perspectives.*

INTRODUCTION, PROBLEM STATEMENT

With the collapse of the USSR in 1991, Ukraine, like other former Soviet republics, declared independence and began to build a democratic state within internationally recognized borders. The russian federation could not accept the existence of Ukraine as an independent state. For centuries, russia has been occupying Ukrainian territories, exterminating the Ukrainian population and conducting its Russification, populating Ukrainian lands with ethnic Russians. In 2014, under the presidency of vladimir putin, the russian federation annexed the Ukrainian peninsula of Crimea and launched military operation in eastern Ukraine, which resulted in the occupation of parts of two regions, i.e. Donetsk and Luhansk oblasts[1]. In 2022, russia launched a full-scale military aggression against Ukraine, aimed at destroying Ukrainian statehood, completely occupying the territory of Ukraine and exterminating the Ukrainian population.

The Ministry of Education and Science of Ukraine (2023) lists the following as the main challenges in education in the context of war:

• Threats to the life and health of participants in the educational process;

• Large-scale destruction of the educational infrastructure;

• Forced large-scale displacement of participants in the educational process within Ukraine and abroad;

• Exacerbation of the problem of providing access to education for Ukrainian schoolchildren and students, disruption of the continuity of the educational process;

• Loss of administrative control over education in the territories under temporary occupation or in the area of active military operations;

• Forcible reorientation of Ukrainian students to russian federation curricula, textbooks, and curricula, textbooks, forced transition to the Russian language education;

• Reduction of state and local budget expenditures on education.

According to UNICEF, the war in Ukraine is having a devastating impact on the country's 7,500,000 children. Ukraine's children are paying an extraordinary price in lives lost and upended (UNICEF Ukraine, n.d.). Since the beginning of the full-scale invasion of the russian federation on February 24, 2022, 596 children have been killed, 1,736 children have been wounded, without fully accounting for children from the places of active hostilities (Ofis Heneralnoho prokurora, n.d.).

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[1]*Oblast is the name of one of the 25 administrative units of Ukraine.*

The war has caused large-scale destruction of the educational infrastructure: damage to educational facilities, educational material and technical facilities, and training and production bases. Before the full-scale invasion of Russia in 2022, there were 13,991 general secondary education institutions in Ukraine, where 4,230,000 students were educated (Ministerstvo osvity i nauky Ukrainy, 2022). In the 2023/24 academic year, 3,820,000 students were enrolled in general secondary education institution. As of end of 2024, 1,675 general secondary education institutions were damaged by bombing and shelling, 207 of which were completely destroyed (Instytut osvitnoi analityky, n.d.).

The ongoing war, along with large-scale losses in education, has prompted the Ukrainian government, scholars, educators, parents, and communities to seek and develop the best solutions for the new reality. We consider the experience gained by Ukraine in assessing, minimizing, and overcoming the impact of war on education to be promising for the international community. Global war statistics reveal 32 countries currently at war, each with significant civilian impact (World Population Review, n.d.).

Of particular importance is the experience gained by Ukraine in providing primary education to all children in crisis situations. Primary education forms the foundation for human development. It is in primary school that children acquire the basic skills that prepare them for life, career and active citizenship. The Sustainable Development Goals Agenda proclaims the importance of primary education in Goal 4 which states that by 2030, the world should ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, including a target on universal access to primary education (United Nations, n.d.).

LITERATURE REVIEW

Salha, Tlili, Shehata, Zhang, Endris, Arar, Mishra, and Jemni (2024) summarizing the research on education in war, cite Clover (2002) and Hicks (2001) on such impact of war as the destruction of educational institutions; Ichino and Winter-Ehmer (2004), who write about the loss of human capital suffered by school-age children who receive less education; Muthanna, Almahfali and Haider (2022), who highlighted displacement discrimination, use of child soldiers, conflict of identities among children, destruction of children's physical and mental health, exploitation of education for financial benefits, normalization of negative behaviours, and destruction of teacher's dignity; Safonov and Fliarkovska (2023), who write about psychological factors as the main things that can affect the quality of education during war and post-war era; Weldeegzie (2017), who wrote about the learning losses of students (Salha et al., 2024).

The problem of education in times of war has been developed in the works of Ukrainian scholars in a number of areas. One of the areas is the analysis of international standards for organizing education in crisis situations (the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict (GCPEA, 2014); Safe Schools Declaration (GCPEA, 2015); What Ministries Can Do to Protect Education from Attack and Schools from Military Use: A Menu of Actions (GCPEA, 2016a); What Schools Can Do to Protect Education from Attack and Military Use (GCPEA, 2016b); Toolkit for Collecting and Analyzing Data on Attacks on Education (GCPEA, 2023); Minimum Standards for Education (INEE, 2024; Lokshyna et al., 2022).

The war has raised an issue of learning losses. Such a discussion at the national level was launched by the hearings of the Committee on Education, Science and Innovation of the Verkhovna Rada (Parliament) of Ukraine on 7 June 2023. The Recommendations that have been adopted as a result of the hearings emphasize that learning loss can have a significant negative impact on both individual development and the future well-being of entire society; it deepens inequalities in education; can lead to serious economic consequences in the future, including a decrease in GDP; have a cumulative effect, i.e. a tendency to accumulate and

deepen, in the absence of timely and effective measures to identify and overcome them (Verkhovna Rada Ukrainy, 2023).

An important dimension of learning losses that received much attention is terminology. The discussion on stems from the special causes of learning losses in wartime. The international community interprets learning loss as any loss of knowledge or skills and/or deceleration of or interruption to academic progress, most commonly due to extended gaps or discontinuities in a student's education (World Bank Group, 2021). Learning loss has traditionally been associated with summer holidays, school absence, and ineffective teaching. In the context of the pandemic COVID-19, learning losses have resulted from the suspension of education systems functioning. In war Ukraine, learning losses are considered in interconnection and interdependence with other losses, i.e. human losses (deaths of teachers and students); material losses (losses in educational infrastructure and environment (furniture, equipment, teaching aids, etc.)); loss of the opportunity to study, etc. Therefore, Ukrainian researchers emphasise the prioritisation of the term "educational loss", which covers the whole range of losses in the system of education (Lokshyna et al., 2023; Topuzov, et al., 2023).

Primary education in Ukraine in war is studied from the perspective of overcoming losses and gaps, creation of a safe and developmental educational environment, developing socio-emotional skills and resilience, updating the content of subjects, digitalisation of education (Hrynevych, 2024; Topuzov, 2023; Velykodna et al., 2023).

METHODOLOGY

The influence of the environment on the learning process and student outcomes is recognised as crucial by the international community. PISA like other international education quality surveys necessarily provide information on students' home background, key factors that shape their learning and their learning environment (OECD, 2023).

The study of the influence of factors on students' learning outcomes is recognised as a mandatory component of the national external monitoring of the quality of primary education "The state of formation of reading and mathematical competences of primary school graduates of general secondary education institutions", which was initiated by the Ministry of Education and Science of Ukraine in 2016 with the launch of the New Ukrainian School reform (Ukrainskyi tsentr otsiniuvannia yakosti osvity, n.d.). In the justification of the research methodology, the Ministry of Education and Science of Ukraine emphasises that data on the level of reading and mathematical competences of primary school graduates cannot be considered fully informative without finding out what factors influenced the relevant student results (OECD, 2023).

That is why the study of the context in which primary school students were educated was deemed relevant after the start of the full-scale invasion of russia in 2022. For the study, a questionnaire was used, which contained blocks of questions that are essential for the environment of educators, in particular the following:

I. *Socio-demographic passport of the respondent* (age category; gender; educational qualification; professional position; place of residence during the war; military status of the educational institution; place of stay during the war; absence or presence of violence against the respondent.

II. *Content part.*

II.1. *Infrastructure* (condition of the building of the educational institution; condition of organisational conditions).

II.2. *Organisation* of the educational process (method of organising the educational process; availability of technical resources for activities; provision of communication; quantitative coverage of students by the educational process; characteristics of organisational condi-

tions for children's education; duration of classes; format of organising classes; availability of educational materials for children; teachers' access to educational materials).

II.3. *Content of education* (the extent to which students work with the educational material; availability of tasks for independent work of children; the ability to control the performance of tasks by students; the extent to which students master the educational material).

II.4. *Psychological state* (characteristics of teachers' psychological state during work; characteristics of students' psychological state during classes).

II.5. *Evaluation of experience* (list of students' skills that are most useful when studying under martial law; list of students' skills that were lacking for studying under martial law; list of professional skills that are most useful for working under martial law; self-assessment of teachers' lack of professional experience).

III. *Recommendation part* (teachers' proposals on: organising the educational process under martial law; optimising and adapting the content of education; ensuring a psychological atmosphere acceptable for work).

The prepared toolkit was in the form of a questionnaire, which was a system of questions. One part of them was presented in the form of test questions (with a choice of one or more acceptable answers from the proposed options); the other part was in the form of questions that required an open-ended detailed response from the survey participant.

The respondents were selected from among the members of Facebook communities of educators working in the area of primary education. Regulations for providing answers were not established. The method of sending the completed questionnaire was chosen by the survey participants themselves.

The survey involved 56 respondents from 20 regions of Ukraine and the city of Kyiv. They represent all regions of Ukraine, including those where active military operations are underway or temporarily under the occupation of the aggressor.

There were 54 women (96.5% of the respondents) and 2 men (almost 3.5%), which relevantly reflects the gender distribution of specialists working in the area of primary education in our country.

Age groups in the survey (percent of total respondents) were represented as follows: under 30 years old – almost 3.5 %; 30 – 39 years old –16 %; 40 – 49 years old; almost 28.5 %; 50 – 59 years old – almost 39.5 %; over 60 years old –12.5 %. This quantitative distribution fully reflects the representation of primary education specialists in Ukraine by age.

All survey participants are specialists in primary education. 3.5% of them have a professional Bachelor's degree; the rest – 96.5 % – are specialists with complete higher pedagogical education (Master degree). 19.6 % have additional specialization, namely 3 teachers have an additional specialty of practical psychologist, 3 – computer science teacher, 1 – choreography teacher, 1 – music teacher, 1 – Ukrainian language and literature teacher, 1 – geography teacher, 1 – history teacher.

76.8 % who participated in the survey have the highest qualification category, including 14 % – with the title of teacher-methodologist and the same number – with the title of senior teacher. 89 % work as primary school teachers; 11 % combine the work of a teacher with the position of deputy headmaster. Thus, the participants of the survey have a sufficiently high level of professional awareness and professional experience, which allows us to rely on their considerations regarding the analysis of the situation to form our conclusions.

All respondents are teachers of general secondary education institutions of I – III levels. 48.2 % of them work in urban area; 51.8 % – in rural area. This distribution of survey participants by the location of the educational institution is close to the statistical indicator for the country (respectively 42.7 % and 57.3 %).

The results of the Block 2 of the survey on the organisation of educational process in primary education in Ukraine after the full-scale invasion of russian federation were published in 2022 (Topuzov et al, 2022). The authors concluded that the educational process took place in extremely difficult conditions in the period after February 24, 2022 and the end of the 2021–2022 academic year. Depending on the region of Ukraine, the key challenges were: bombing, air raids and the need for children and teachers to stay and study in shelters; forced displacement of educational participants to safer places within Ukraine and abroad; damage to educational institutions due to bombing; lack of Internet or its poor quality; lack of educational materials. Teachers and pupils in the occupied territories were in an even worse situation, i.e. teachers were intimidated by the occupiers, their lives and health were under threat, and there was a ban on the use of the Ukrainian textbooks/training materials, lack of Internet. In fact, there has never been a completely safe place in Ukraine to conduct the educational process. This once again shows that war has terrible consequences, including in education. It takes away or restricts everyone's right to education, deteriorates the quality of the learning process, and limits children's future prospects due to the inability to fully get knowledge and develop competencies. In addition, war traumatizes children and teachers psychologically.

At the same time, although many factors influence learning, the most important of them is teaching and teacher professionalism. The purpose of this paper is to provide consolidated analysis of the qualities of primary school teachers that have proved to be most in demand in the context of war in Ukraine.

MAIN RESULTS

The primary education in Ukraine continued to function after the start of the full-scale invasion of Ukraine by russia on February 24, 2022. This was made possible by the Ukrainian government's development in a short period of time of the foundations of institutional and legal regulation of the educational sphere for the period of martial law. This is in line with the principles of the international community on the importance of not interrupting education in war as an inalienable right of every child.

Educating during the war became a completely new experience for the Ukrainian teachers. And the fact that they have ensured the learning process on the ground is evidence of their high professionalism. Besides, this showed the high moral principles and civic position of the Ukrainian teachers who carried out their work in conditions that posed a danger to their health and life.

The results of the survey showed the importance of the nature of interaction between participants in the educational process during crisis situations, which affects the performance of students and the effectiveness of the teachers' pedagogical activity. In times of war friendly and caring human relations become paramount in the school environment. They often perform a compensatory function in a situation where negative influences on a person prevail, such as tragic life circumstances, the feeling or expectation of threats, depressing information, domestic difficulties, etc. When assessing their psychological state, 48.2 % of respondents defined it as unstable, and 5.4 % participants as nervous. 41 % respondents managed to maintain a calm state.

Teachers left the following comments: "At first I was shocked because I didn't know how the classes would go, but then everything was normal, I got used to the sirens, I suspended classes, and after the dismissal, everyone resumed classes again"; "When I went to work at school to work remotely with my two children, I was very nervous, but when I started working from a safe place, I was calm".

We saw a different picture in the teachers' evaluation of their students' psychological state. Only 21.4 % described the state of the majority of students as calm; 69.7 % called it unstable and changeable; 3.5 % as nervous and agitated.

Teachers noted, for example, the following: "Everything happened differently. The children who left for other regions were calmer, while those who stayed in the area were very agitated, shivering and running to their hiding places when shots were fired"; "Children experience new emotions in connection with war, but few are able to define and describe exactly what they are going through"; "According to parents, children looked forward to an online meeting with their teacher and classmates every morning, and this improved their mood. During the lessons, students were active in their work. The children enjoyed their work and communication, it calmed them down". As we can see, the continuation of the educational process during the war played a calming role, communication with classmates and the teacher distracted students from the terrible and incomprehensible reality.

The use of the open-ended part of the questionnaire, where the participants freely expressed their opinions, provided information on skills that teachers consider important in war conditions. We differentiated these skills on the basis of the classification of general educational skills (according to O. Savchenko) into the following groups:

• Cognitive: compare and contrast facts, highlight the main points, assess risks, switch from one activity to another, perceive and quickly process new information, distinguish between fake and true information, think critically, calculate, analyse texts, observe, reflect, memorise;

• Activity and self-organisational: communicate online, plan their activities, study independently, work with gadgets independently according to instructions, organise a workplace, complete online tasks, work with a computer or phone, use online resources, join and work with digital services, use an online textbook, find additional information, take online tests, work with interactive worksheets, express their thoughts orally and in writing, cooperate with others, work with additional literature;

• Regulatory: concentrate attention, listen and hear, look and see, focus on the subject of activity, manage emotions, withstand stress, follow the rules during work, have a positive attitude to learning, self-organise, take initiative, be independent and responsible, be goal-oriented, ability to quickly adjust to work after the air raid warning signal;

• Reflective: expressing emotions, self-testing, assessing emotional state, analysing own activities, mastering oneself.

As we can see, teachers focus on groups of skills that allow them to carry out distance learning with a high degree of independence of students. However, answering the question: "What skills did your students lack the most when studying under martial law?", the most commonly mentioned skills were: studying independently; concentrating and focusing; managing emotions; organising quickly; making decisions independently; expressing their opinions fully, formulating and asking questions clearly; organising their work; using their time rationally; and being responsible. This picture emphasises that the distance learning format is not entirely appropriate for primary schools; working in wartime is particularly difficult for young children ("It's hard to concentrate when you hear explosions"). These facts must be taken into account when designing and implementing the educational process.

As for the professional skills and qualities that proved to be most useful for teacher work under martial law, we differentiated the answers given based on the classification of primary school teachers' competences. The following groups of skills and qualities were identified:

• Management of the educational process. This group combines skills that demonstrate the ability of teachers to respond quickly to changing working conditions and to organise the educational process in the classroom in a rational and safe manner. Teachers noted the fol-

lowing qualities: initiative, readiness to take responsibility for their own decisions; ability to organise their activities to achieve their goals; ability to make decisions; ability to mobilise all their skills and abilities in difficult conditions; readiness to make adjustments in planning educational material; ability to engage students in active work. As we can see, the teachers' answers reflected their determination and activity in organising the educational process, they showed their readiness to independently manage children's learning;

• Mastery of didactic and methodological principles of teaching. This group includes the following professional achievements identified by teachers: the ability to implement problem-solving and creative methods of work; to choose forms and types of activities appropriate to the educational situation; flexibility, critical thinking; prognostic and reflective professional skills; the ability to quickly switch from one type of activity to another; ability to highlight the main point and present the material clearly, accessible, creatively, interestingly; ability to select teaching methods and techniques that make it easy for students to learn information and make them want to learn more; present the material accessible, clear, interesting; ability to plan time. It should be noted that in their responses, teachers did not narrow down to describing specific subject skills, but instead highlighted professional qualities of the general pedagogical plan. A significant number of respondents particularly highlighted skills related to digital literacy, including the following: mastery of information and communication technologies, ability to work with online resources, services, multimedia; ability to find the necessary information on the Internet; ability to create interactive learning content; ability to support asynchronous learning; ability to vary Internet resources. It is noticeable that among the professional competences, those that allow optimising educational activities in difficult circumstances prevail;

• Partnership interaction with participants of the educational process. The group included skills and abilities that characterise knowledge of the psychological characteristics of primary school pupils, understanding of the peculiarities of the development of pupils' cognitive processes. Teachers highlighted the following qualities: knowledge of psychology and children's intrinsic motivation; ability to provide psychological support to children, help them adapt to new learning environments; understanding of the peculiarities of pupils' perception of educational material; mastery of techniques of psychological relief and regulation of emotional state, etc. From this list, it is clear that teachers need to have the competencies of a practical psychologist, as establishing a psychologically favourable atmosphere in a situation of military operations is of paramount importance. In our opinion, professional skills related to establishing friendly and trusting subject-subject relations with students and their parents are particularly valuable in a wartime situation. Teachers described the following abilities: maintaining partnerships; ability to adjust the educational process so that it is comfortable for children; providing support to students in difficult martial law conditions, encouraging them to study; establishing effective cooperation with parents; providing conditions for students to communicate with each other; ability to engage children in specific activities; objectively evaluating each other's work; jointly outlining prospects;

• Organising a safe learning environment. This block includes the following skills: organising classes in synchronous and asynchronous modes; ensuring the mobility of the learning process (changing activities every 10 minutes, using various online platforms and interactive exercises); keeping all students in sight; applying an individual approach to each student; implementing an individual and differentiated approach to learning; maintaining a calm atmosphere during classes.

Here is an answer that, in our opinion, summarises the key professional qualities of a teacher working during the war: "You need love for children and the profession, the ability to think critically and systematically, manage emotions, work creatively, communicate and cooperate with students and parents, colleagues, emotional stability, observation, pedagogi-

cal tact, organisational and communication skills, the ability to predict and plan the educational process, the desire for self-development and self-improvement".

During the survey, we encouraged teachers to reflect on their own experience in the context of the war circumstances in which they had to work. The respondents indicated what experience they lacked. The most common answer was: "I had no experience of working in wartime at all". We have grouped all of these more specific considerations into groups according to the areas of effort, namely:

• Psychological support for themselves and others. This group included the following aspects that they were lacking: experience of working with children in stressful critical situations; psychological techniques to calm children and relieve their stress; mastery of breathing exercises to control anxiety in children; emotion management in extreme conditions; words of support and interest from the administration of the educational institution;

• Life safety. The needs of teachers in developing pre-medical training experience; correct response to air raid alarms during lessons; and filtering the information flow were identified;

• Methodological support. There is a lack of methodological recommendations on the organisation of training in a military situation; ways to organise feedback to students; materials for time-limited distance learning; experience in organising formative assessment in distance learning; methodological techniques for maintaining students' attention;

• Digital literacy. Teachers noted insufficient knowledge of computer technology, including the ability to use various online platforms in their work, use distance learning tools, interact with students in cloud services; access to gaming platforms; ability to create interactive worksheets.

These considerations show that the exceptional circumstances of the war affected the requirements for personal and professional characteristics of teachers. The peculiarity of the situation necessitated the enrichment of teachers' pedagogical experience with information and methods of action specific to the circumstances in the areas of practical psychology, civil security, information and communication systems, which contributed to the exercise of professional functions under martial law.

Looking ahead, the respondents expressed the following thoughts on improving the efficiency of primary education in Ukraine during the war.

In terms of organising the educational process in primary schools under martial law, respondents expressed their wishes for the following:

• Format of teaching primary school pupils: to apply learning formats depending on the security situation in the region/populated area, which will save the lives of all participants in the educational process and ensure a certain stability of their psychological state; from time to time, offer children small homework assignments that will help maintain their self-organisation and self-discipline at the proper level;

• Learning conditions: to adapt curricula; optimise the learning load; clear explanations are needed on how to organise the learning process in educational institutions located near the combat zone; parents of younger students need to be organised for the successful learning process; the place of classes should be safe for everyone; assistance is needed with effective recommendations, databases of educational and methodological materials;

• Duration of classes: the duration of classes should be reduced to allow for more time for creative and research work, which can distract children from the war; classes should be held in small groups lasting 20–25 minutes; the number of classes per day should be half that of peacetime; the duration of lessons should vary depending on the emotional state of the children;

• Logistical and technical support: availability of technical means and stable Internet connection for free access to online services; provide all students with textbooks and study guides

in electronic form; create electronic collections of didactic materials (exercises, tasks, simulators, etc.) in an interesting game form with instant feedback; a state programme is needed to record lessons and student progress (e-diary), so that teachers can check a student's work from anywhere, and both children and parents can see the results; school administrations can easily communicate with teachers, track lesson times, adherence to the schedule, proofreading hours and material; and provide funds for unlimited internet, a separate smartphone to create groups for quick communication with parents, children and teachers;

With regard to the vision of ways to adapt the content of education to learning in the context of war, the proposals can be summarised as follows:

• methodological recommendations are needed, but programmes and textbooks do not need to be changed; teachers will adjust the educational material on their own based on methodological recommendations;

• tighten the curriculum material, taking into account the emotional state of students, the suppression of cognitive processes in children during the war, but this is done individually by the teacher, taking into account the learning capabilities of their students;

• creating interactive textbooks;

• there is a need for recommendations for parents with algorithms for completing learning tasks;

• it would be advisable to supplement textbooks with video explanations for independent listening or studying of the topic, which would be appropriate not only for distance learning, but also for mastering topics that the child does not understand.

The answers of the majority of respondents clearly show concern for the psychological state of students and the desire to ensure their comfort and safety. 91 % of the respondents said they were in dire need of professional advice from practical psychologists to help all participants in the educational process survive the hard times as safely as possible. One respondent wrote: "During war, the country's psychological services constantly provided consultations on various aspects for participants in the educational process in the information space. But there is a lot of material and it is physically impossible to find and read everything quickly. Therefore, I believe it is necessary to fund the activities of school psychologists who respond in a timely manner to the needs of a particular school community and help in specific situations". Other suggestions related to the following aspects:

• video consultations or animated comics on various issues are needed (especially on overcoming increased anxiety, aggression, panic attacks, on the peculiarities of communication with relatives, on establishing psychological balance in war conditions), and teachers will choose the ones they or their students need; it may be a single channel or website for psychological support with consultations from well-known psychologists, doctors, media people and others;

• there is an urgent need to advise students' parents on how to support and calm their children during the war; these can be recommendations from psychologists – clear, understandable and short (up to 3 minutes for children, up to 6 minutes for adults);

• communication centres should be set up to provide psycho-emotional relief for adults and children; trainings could be held there, for example, with teachers, with groups of parents and children who need this help;

• children whose fathers serve in the armed forces and who have witnessed shelling and explosions should be provided with psychological support;

• online sessions with a psychologist for students and parents would be appropriate.

CONCLUSIONS

Starting from the 2022/2023 academic year, the organization of the educational process under martial law is regulated by a number of regulatory acts aimed at creating the safest

possible environment for all participants in the educational process; restoring damaged educational institutions, their material and technical base and teaching aids; relocating educational institutions and participants in the educational process from the temporarily occupied territories to the territory controlled by Ukraine; ensuring accessibility, continuity and equal access to education for internally displaced children; supporting psychological health. Currently, four models of education have been introduced: full-time, distance, blended and individual (external or family) forms. Regardless of their location, Ukrainian children are provided with the opportunity to study using national curricula and textbooks.

At the same time, the war has exacerbated the challenges faced by Ukrainian teachers, the most significant of which are low wages, increased workload due to distance and blended learning, the need for additional psychological and pedagogical support for students, and working in difficult or dangerous conditions (Kohut & Nazarenko, 2023).

In 2024, the Ministry of Education and Science of Ukraine approved the Strategic Plan of Activities until 2027, in which the key areas of transformation of national education were declared to be ensuring decent working conditions, fair pay, and opportunities for continuous professional development of teachers, and transforming the educational environment so that it stimulates development and innovation, is comfortable and accessible, and provides all participants in the educational process with maximum opportunities for development and self-realization (Ministerstvo osvity i nauky Ukrainy, 2024). Therefore, taking into account the opinions of teachers, including those presented in this study, is promising for the implementation of the Strategic Plan of the Ministry of Education and Science of Ukraine until 2027.

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