

PECULIARITIES OF TEACHING SOCIAL-ECONOMIC DISCIPLINES IN VOCATIONAL COLLEGES OF UKRAINE DURING THE PERIOD OF MARTIAL STATUS

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Abstract

The specifics of the organization of the educational process in vocational institutions of Ukraine under conditions of martial law have been analyzed. The value, the percentage of destruction and damage which they are faced according to the official sources have been determined. The activity of vocational colleges was considered, the main educational programs of these colleges were analyzed in order to identify the difficulties in teaching social disciplines in vocational educational institutions under the conditions of military actions.

Keywords: *martial law, vocational colleges, social-economic disciplines, impact of military actions, security situation*

INTRODUCTION

Today, the Ukrainian state and Ukrainian society are painfully experiencing one of the most tragic pages of their history of the late 20th and early 21st centuries. Ukrainians courageously, desperately and dignifiedly fight for the right to sovereignty and the happy future for their country. On February 24, 2022, the Russian army vilely and without announcement started a war against Ukraine. Since the first days of this war, Russian missiles, systematic aerial and artillery attacks have killed civilians, Ukrainian citizens have lost their homes, and the civil infrastructure of Ukraine has been destroyed. Educational institutions of Ukraine became the object of military aggression by the Russian Federation. According to operational information of the Ministry of Education of Ukraine, as of August 1, 2022, 2,200 educational institutions of Ukraine were affected, including 225 completely destroyed, 1,975 partially damaged. Currently, the share of destroyed institutions of higher education is 6.5%, but with the continuation of hostilities, the number of destroyed educational institutions is constantly increasing.

EXPOSITION

Thus, the burning question is how did active hostilities affect the work of educational

institutions in Ukraine? The beginning of the invasion was preceded by the hybrid information war and Russia proclaimed anti-scientific theses about the "artificiality" of the Ukrainian state. Therefore, the relevance of high-quality historical education in Ukraine is becoming clear today. The purpose of our research is to analyze the educational activity of vocational colleges under the conditions of martial law, as well as to determine the quality of teaching social and economic disciplines in vocational colleges.

Armed conflict and its consequences for the community have been extensively studied in various fields. The key topics are mostly about "how" and "what" people live in areas of armed conflict, including studies by Pedersen & Sommerfelt (2007), Glasgow & Baer (2011), Spitzer & Twikirize (2012), González & Bedmar (2012). Other studies were conducted from the economic perspective (López & Wodon, 2005), from the perspective of physical, mental and social health (Kapor-Stanulovic, 1999; Rieder & Choonara, 2012; Massad et al., 2012) or focused on the psychosocial assistance to improve the personal situation of those affected by armed conflict (Minou, 2006). The impact of rebellions and armed conflicts on education in certain countries, including India, was studied separately (Parlow, 2011; Singh & Shemyakina,

2016; Roy & Singh, 2016); and African countries (Akresh & De Walque, 2008; Blattman & Annan, 2010; Annan et al., 2011; Verwimp & Van Bavel, 2014; Akresh et al. 2017; Alfano & Görlach, 2019); in Cambodia (Minoiu & Shemyakina, 2014); in Guatemala (Chamarbagwala & Mor'an, 2011); Nepali (Valente, 2014); Peru (Leon, 2012), Tajikistan (Shemyakina, 2011), Colombia (Gerardino, 2014); Namen et al., 2020), East Timor (Justino et al., 2013), Bosnia (Swee, 2015), as well as during World War II and Germany and the rest of Europe (Akbulut-Yuksel, 2014; Kesternich et al., 2014). Education and the conditions of armed conflicts, the organization of training and the conditions of war and the restoration of the educational process after the end of hostilities are the subject of careful study by international organizations, in particular, UNESCO, UNICEF, OECD, the German Society for International Cooperation (GIZ), the Global Coalition for the Protection of Educational Institutions from Attacks (GCPEA), Interagency Network for Education and Emergencies (INEE), United Nations Refugee Agency (UNHCR), Peace Research Institute and Oslo, Norway (PRIO), etc. (GTZ, 2004; INEE, 2010; UNICEF, 2017; UNHCR, 2019 ; Cerna, 2019; PRIO, 2020; GCPEA, 2022). Their recommendations are based on a wide range of military conflicts (international military conflicts in which states participate and internal military conflicts within the country), recommendations that can be adapted in the conditions of the specifics of an attack by one country on another, in particular, by the Russian Federation on Ukraine, were taken into account [2].

The Ministry of Education and Science of Ukraine has prepared information on the specifics of the organization of the new 2022/23 academic year and recommendations for priority steps in preparation for it. Institutions of vocational pre-university and higher education independently determine the dates of the beginning and end of the academic year. The organization of the educational process depends on the security situation in each region. The structure and duration of the academic week, day, classes and vacations, as well as the forms of organization of the educational process are determined by the

pedagogical (scientific) council of the educational institution within the time provided by the educational program (in accordance with the volume of the educational curriculum and taking into account age characteristics, physical, mental and intellectual development of students, features of the region, etc.). The educational process in off-line mode is introduced in the premises or buildings of the educational institution only within the estimated capacity of civil defense structures that can be used to shelter the participants of the educational process in the event of the activation of the "Air alarm" signal or other relevant warning signals. The educational process in on-line learning is being implemented in educational institutions in the territory of hostilities and temporarily occupied territories. The blending form combines off-line and on-line learning. This combination is suitable for various classes: practical and laboratory classes can be conducted off-line, lectures – on-line. The form may change during the school year depending on the security situation [6].

Therefore, primary institutions, including vocational pre-higher education, choose the form of organization of the educational process in accordance with the situation in the region. For example, Kyiv vocational colleges at the beginning of the new academic year (August-September 2022) are located in a relatively safe region, and therefore studies in most colleges started on time in full-time or mixed forms of education. In order to establish the list and percentage of educational time of the educational components of the socio-humanitarian cycle of disciplines in the curricula of vocational colleges of Ukraine, some educational and professional programs (EPP) of certain specialties of vocational colleges of Kyiv were studied.

The educational documentation of the following educational institutions for specialty 123 "Computer Engineering", "Energy management and energy efficiency", "Electric vehicles and electronic systems of motor vehicles", "Electric power engineering, electrical engineering and electromechanics"; "Microprocessor and robotic control systems", "Installation, maintenance and repair of automated control systems in railway transport",

"Automation and computer-integrated technologies"; "Information communication networks", "Telecommunications and radio engineering"; "Cyber security" were analyzed. Conclusion was made that the educational disciplines of the social-economic cycle are "History of Ukraine", "Fundamentals of Legal Science", "Political Science", "Economic Theory", "Fundamentals of Philosophical Knowledge", "Sociology", "Cultural Studies", "History of Ukrainian Culture", "Foreign language for professional purpose" are among the mandatory educational components of the EPP. In some colleges, social-economic disciplines are separated into a cycle of humanitarian and socio-economic disciplines, but they are integrated to the mandatory components of the educational and professional program. The amount of study hours for each educational component is clearly defined in the educational and professional programs of vocational colleges. For social-economic disciplines, it is mainly from 1.5 to 3 credits of the European Credit Transfer System (ECTS), i.e. from 45 to 90 academic study hours. Only for "Foreign language for professional purpose" under the EPP of vocational colleges, more study time is allocated - 5-8 ECTS credits.

As an example, consider the separate educational component "History of Ukraine", which is present in the educational and professional training programs of professional junior bachelors of all professional colleges of Ukraine, the educational discipline refers to the general educational training of specialists and is taught to first-year students of all specialties. For the discipline "History of Ukraine" in the first year, 69 classroom hours are allocated and 11 hours are allocated for individual work of students, i.e. a total of 80 hours. Separately, the educational component "History of Ukraine". In the second year, 32 class hours and 28 hours for the individual work of students are allocated for the study of "History of Ukraine", a total of 60 hours (2 ECTS credits). Students of vocational colleges of Ukraine enter the first course after completing 9th grade, that is, on the basis of (basic) incomplete secondary education and only after completing 11th grade, a certificate of complete secondary education is given.

Therefore, the first-year students on the basis of 9th grade must complete a full secondary education in college, that is why they study school subjects at more intensive mode in college.

In the second year of study, college students, having completed full secondary education, begin to study under the educational and professional program of the professional junior bachelor and get acquainted with the course "History of Ukraine" - this is a generalizing and overview course that allows you to follow the main stages of state formation, consistent and continuous economic and political and cultural development of the historical process in Ukraine. The program envisages the study of the long chronological period from the primordial history that began on the territory of Ukraine about one million years BC to the events of the recent history of Ukraine (including the Russian-Ukrainian war, the annexation of the Crimean peninsula in 2014 and military operations in Ukraine in 2022).

It can be concluded that the program on "History of Ukraine" for students of vocational colleges is saturated with facts, events and concepts, and there is too little time for quality assimilation of the curriculum material. In the conditions of martial law, there is often not enough physical time for the teacher and students to simply voice and note the key moments of the relevant historical period. As the practice of ignorance of history showed, ignoring the laws of the historical process led to the possibility of manipulating the historical past, which made it possible to argue the beginning of the Russian invasion of Ukraine. This once again proves that ignorance of history leads to tragic consequences.

In the conditions of martial law, one should also emphasize the relevance of learning a foreign language, as one of the important components in the process of training specialists in any field, and in particular in the training of "professional junior bachelors", taking into account the limited time for conducting classroom exercises. To achieve these goals, we cooperate with Live Classes and attract interesting programs together with the famous Pearson publishing house to conduct international lessons with students from different EU countries, which has

become a really effective motivation for self-improvement. This should also include quest-lessons, which also contribute to the harmonious development of knowledge and promote interdisciplinary connections.

Such types of educational activities are particularly effective and useful because they successfully combine all elements of distance and blended learning.

Stimulating the study of foreign languages by students of technical colleges and introducing a foreign language into the process of their professional training makes it easier for them to get a job in any EU country, thereby expanding their range of opportunities in the process of integration into modern European society.

The modern partnership between language and profession provides a unique opportunity for the development of any field of industry in any country, and specialists of this level can become founders of any branch of the economy in a modern multicultural society. Today, Ukraine is going through the most difficult tests during the entire period of independence. The full-scale war, which was launched by the Russian Federation on February 24, 2022, is directed primarily against Ukrainian statehood and has distinctive features of the genocide of the Ukrainian people. A component of this genocide is the Putin regime's attempt to destroy Ukrainians as a political nation, to destroy not only Ukrainian cities and villages, but also Ukrainian historical memory and national self-awareness.

In preparation for this barbaric war, the Putin regime devoted a special role to the falsification of history and the propaganda of the "Russian peace", forming an imperial consciousness and chauvinistic attitudes in Russians. Therefore, in the conditions of resistance to aggressive anti-Ukrainian propaganda, the preservation and development of Ukrainian historical education and the further formation of patriotism, awareness of universal human values and rejection of imperial and chauvinist ideology in Ukrainian schoolchildren are of particular importance. At the same time, Ukrainian historical education should not "mirror" ideological attacks by the Putin regime, but consistently continue the

formation of Ukrainian historical memory, patriotism and understanding of the unity of Ukraine and the Ukrainian people with Europe and European democratic values in students [5].

Therefore, the teaching of "History of Ukraine" for professional junior bachelors cannot be reduced to the minimization of topics or the rejection of "secondary", "unimportant" periods of the history of Ukraine. On the contrary, the main task of the "History of Ukraine" course is to demonstrate the continuity of the historical process and state formation in Ukraine.

How to solve the problem of lack of time to consider all topics according to the curriculum? Part of the material can be allocated for independent study, but students must have a high level of motivation for learning and self-education, as well as access to a library or electronic educational resources. All professional colleges in Ukraine have their own electronic websites, and most of them have electronic libraries. Some colleges use the educational platform Moodle, the Zoom application has proved its effectiveness as well, which allows you to organize consultations for a group of students. In addition, there are quality YouTube channels with educational history films (for example, <http://znohistory.ed-era.com>). In general, today there are enough high-quality online educational platforms and students can successfully and effectively use them, but the guiding and controlling function of the teacher remains. It is the teacher of the vocational college who outlines the topic, indicates which key processes and concepts need to be paid attention to, allocates a certain time for completing the task, and organizes final tests of students' knowledge. During classroom activity, it is worth summarizing the information learned by the students individually. For students of vocational colleges, who mainly acquire a technical education, it is advisable to use a schematic and logical presentation of historical information, fill in historical comparative tables, make reference notes, use the sketchnoting method (from the English words "sketch" - sketch, "note" - note). Fixation of thoughts with the help of drawings and text,

the result of which is a finished image of history, process, visualization of an idea, etc. [7].

Therefore, the main problem of teaching the "History of Ukraine" course in the conditions of martial law in Ukraine — the lack of time — can be solved comprehensively using various educational teaching methods. A high level of student's motivation and active educational and organizational activities of the teacher are mandatory for high-quality learning and receiving of deep knowledge. In the conditions of martial law, an additional and necessary condition for learning is the organization of a safe learning environment (specially prepared and equipped bomb shelters) and the provision of the most normal moral and psychological climate for student groups. Unfortunately, the first month of training shows continued missile attacks from Russia. During the first months of September 2022, the educational process is regularly interrupted by air raid signals and students and teachers are forced to descend into bomb shelters. In such circumstances, the teacher prepares an electronic version of the lecture for Moodle or provides an explanation of the new material through the Zoom application, so that students have the opportunity to make up for lost study time.

CONCLUSION

As an example, the educational and professional programs of five professional colleges of the city of Kyiv were analyzed, as well as individual curricula for the training of professional junior bachelors. In comparison with the program for secondary schools of the Ministry of Education and Science of Ukraine, it was found that in vocational colleges, relatively short study hour is allocated for mastering the program of the history of Ukraine from the earliest times to the present day - which is only up to 10% of the hours provided for in the secondary school curriculum.

In addition to the lack of time, the continuation of hostilities (systematic interruption of training by air raid signals) also leaves the negative impression on the organization of training. We should not forget about the psychological stress of students as a result of the hostilities of the last seven months (February-September 2022). In the conditions of wartime, teachers of social-economic disciplines have great difficulties with the organization of the educational process and therefore are forced to solve the problem of time shortage as comprehensively as possible and to respond flexibly to the problems of organizing the educational process. In the future, in order to improve the learning process, it is advisable to investigate the consequences of hostilities on the cognitive abilities of students, to find effective methods of stabilizing the moral and psychological state and increasing motivation to study as students in war conditions.

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