

THE VECTORS OF CHANGES IN SOCIETY AND THEIR IMPACT ON EDUCATIONAL PRIORITIES

ВЕКТОРИ ЗМІН У СУСПІЛЬСТВІ ТА ЇХНІЙ ВПЛИВ НА ОСВІТНІ ПРІОРИТЕТИ

A recent article by Kateryna Tuliakova, Alina Medvedchuk and Maryna Petrenko suggests that universities in Ukraine are prepared for the students they currently teach (e.g. with a stress) and take preventive action to teach future specialists in the field of Sociology in managing other aspects of diversity (e.g. special educational needs). This paper is about the experiences of Ukrainian teachers in turning theory learned in universities into practice in the workplace. The research is situated in the context of war that explicitly and deliberately seeks to bridge the theory-practice gap in teacher education. In order for education in challenging times to move beyond the analytical thinking for the last 3 years to promote education more appropriate for today's students, we need to build a new strategy. It is said about unleashing student critical thinking as they need to learn the skills of experimentation in order to test their ideas in uncertain situation. The current paper reports on research study, which examined the development of learning as a part of professional development in the war time. The study denoted that applying characteristics of "Safety Space" such as flexibility, creativity, collaboration, motivation, positively affect developing self-esteem, confidence, stress resistance etc. Developing of stress resistance skills becomes evident as they build characters, who become involved in different real world situations. It is discussed the results of the interview with teachers and suggests implications for successful teaching in challenging time. Also the recommendations for future research are provided. This article outlined research linking emotions to effective learning and the explanations of how "Safety Space" makes a difference in whether "Safety Space" becomes useful and helpful. The figures are presented in the article for a more effective perception of the material

Key words: post war society, educational changes, service learning, safety space, stress resistance.

Представлена стаття Катерини Тулякової, Аліни Медведчук та Марини Петренко виголошує постулати того, що

університети в Україні цілком налаштовані на студентів, яких прийняли на навчання (з виявами ознак стресу) і впроваджують превентивні дії для навчання майбутніх фахівців у сфері соціології, надаючи всебічний розвиток (спеціальні освітні потреби). Ця стаття про досвід українських викладачів, які теорію застосовують на практиці на своїх заняттях. Дослідження проведене в контексті військового стану, що змушує ретельно шукати шляхи для подолання розриву між теорією та практикою у навчанні. Для того, щоб освіта в складні часи вийшла за межі аналітичного мислення і протягом останніх 3 років просувала освіту, яка була б більш прийнятною для сучасних студентів, нам потрібно побудувати нову стратегію. Висвітлено питання застосування критичного мислення студентами, які потребують розвитку навичок експериментування, щоб вміти застосовувати свої ідеї у незвичних ситуаціях. У представлений статті йдеться про дослідження розвитку навчання як складової професійного розвитку у воєнний час. Дослідження показало, що застосування таких характеристик «Простору безпеки», як гнучкість, креативність, співпраця, мотивація, позитивно впливає на розвиток самооцінки, впевненості, стресостійкості тощо. Розвиток навичок стресостійкості стає очевидним у міру формування характерів, які потрапляють у різні ситуації реального світу. Надаються результати опитування викладачів та пропонуються варіанти для успішного викладання у складний час. Також надано рекомендації щодо майбутніх досліджень. У цій статті описано дослідження, що пов'язує емоції з ефективним навчанням, і наводяться приклади того, як «простір безпеки» впливає на те, чи стане «простір безпеки» корисним і мотиваційним. У статті подаються рисунки для більш ефективного сприйняття викладеного матеріалу.

Ключові слова: післявоєнне суспільство, освітні зміни, сервісне навчання, безпечний простір, стресостійкість.

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Introduction. Global crises have a tremendous impact not just on individuals, but also on institutions, communities, and our jobs as management educators [2, pp. 125–127]. There is no doubt that our students need to be able to navigate crises and uncertainty. Teaching future specialists in the field of Sociology means to understand the specific features of war and post war society. The postwar era begins in the shadow of the war. The specific feature is the moral exhaustion – the result of the war. Throughout the war, women filled places left empty by men, playing vital responsibilities. The problems for women in the postwar period are: dissatisfaction and unhappiness with the social role into which they are forced.

Thus, this period of Ukrainian education is characterized by a concern for equality of opportunity in relation particularly to class disadvantage and gender and race/ethnicity issues. Educational system of Ukraine is flexible and available worldwide and works for students in every countries.

Recent research and publications. Stone-Johnson emphasizes that "parallel professionalism" is important for educators, as they can find standards and curriculum frameworks, that relieve them of the burden of planning everything from scratch day-in and day-out [5, p. 78–80].

According to Dennis Lynn Shirley, building strong interdisciplinary teams of educators, including staff with expertise in cultural diversity, linguistics, and

curriculum development, these educators have demonstrated that an inclusive and creative approach to all of our diverse students can be forged, resulting in the formation of a new type of community appropriate to our current situation [6, p. 391].

We consider, that service-learning as a teaching tool that is widely employed across all academic fields and levels of education, might help to bring sustainable growth of the interest to study. Providing students with the chance to engage in a planned service project that addresses community needs and to reflect on their experience in class to gain a deeper comprehension of the course material and an increased sense of civic engagement, service-learning stands out as a method of instruction that bridges theory and practice [1, pp. 8–12].

Resch, K., & Schritteser, I. outline some benefits of online service-learning, such as: *connecting theory and practice; engagement; community needs; job-related skills; learning outside the classroom* [4, pp. 3–5]. Therefore, service-learning involves working on a real project that addresses issues in the community or at the University. It is crucial for students to be aware of their belonging to active public life, volunteering and the movement for a peaceful Ukraine. Service-Learning can contribute to creating a transition from theory to practice in inclusive education, and enhance student learning through a reciprocity-based “experience of collaboration, service, reflection, and critical thinking” [8, p. 163].

Presentation of the main material. Students and educators are experiencing heightened levels of stress due to complex social circumstances. The psychological effects of war on Ukrainian students are expected to leave imprints in their study. Expert psychological assistance from specialists can help in resolving problems connected with stress and averting any future unfavorable outcomes.

This study **aims** to review teaching and learning in challenging times, provide strategies to mitigate stress in classes among students.

One unintended consequence has been some gender equality in the workplace, as several sectors have chosen to hire women for tasks historically reserved for men since they were deemed too labor-intensive. Similar to the influx of American women who went to work during World War II, Ukrainian women are finding new jobs operating machinery in industries, driving tractors, and serving as bodyguards [9]. The Figure 1 below demonstrates the changes in society. We conducted interviews, our interview consisted of four open-ended questions, regarding to the students’ opinion and understanding of changes in society and their role in it. We interviewed 80 students from National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”. They admitted that before the war they were more interested in social life than in family (60% of respondents are interested in family; 40% – are interested in social life and community). After the war the interest in family life is increased to 78%.

Such changes indicate a rethinking of the main vectors of life, and material values recede into the background. Thus, family safety and well-being became the main priority. The atmosphere of family relationships needs professional intervention, because stress has a negative effect on them.

We consider reflection is a key element of effective teaching and learning. Thus, an interview with teachers were conducted. Respondents were asked to write a short list of basic features of successful teaching and learning in challenging times.

The results indicated fostering originality skills among some educators. For instance, a group of teachers created a “safety space”. It is a break out room in Zoom session, where you can get additional help, or choose another tasks for yourself. Such a unique and original idea of combination tradition educational process and self-help techniques helps to reduce level of stress. The teachers further mentioned that they decided to think about of unusual ideas following the session

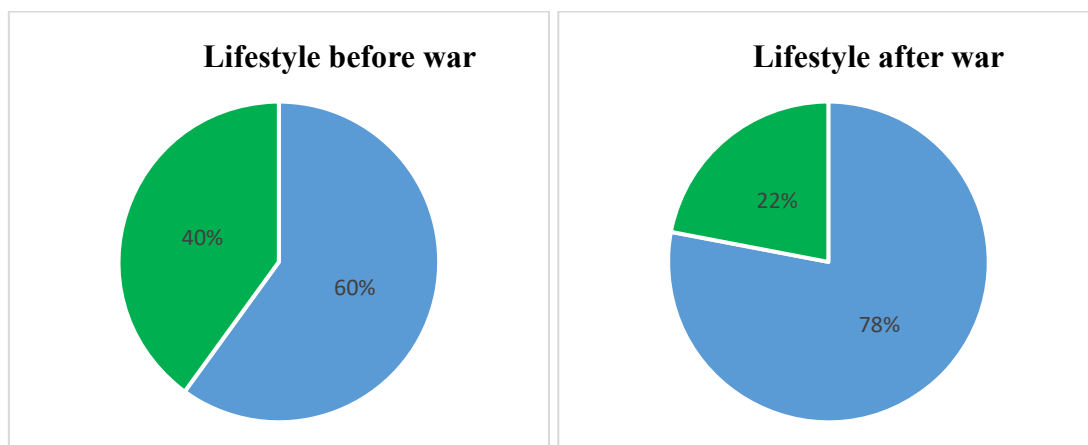


Fig. 1. Lifestyle changes



Fig. 2. Main features of the “Safety Space”

in which students asked them to give another tasks or activity. **Figure 2** below shows the key elements of “safety space”

“Safety space” gives the opportunity to feel no stress, improve the skills necessary for conducting research: assessment of the effectiveness, critical thinking, analysis etc. It helps to build students’ relationships with the group at first, and then with the community. There is a type of thought-provoking work environment, where students are motivated to achieve their goals. “Safety space” includes some elements of service-learning such as: 1) solving real-world needs, 2) “action-reflection conditions”, 3) to be engaged in significant roles in real contexts, 4) to work with community partners.

The full satisfaction and enthusiasm in having participated in “Safety space” have emerged also from the free comments. For example, “...the safety space was helpful because this way you compare what we are doing in group with your own work, you can hear the opinions of others”; “...help you feel no stress and understand things better”; “...because with safety space you learn to be responsible”. Students underlined the importance of the experience outside the classroom as something valuable for their professional future. Also, students reported personal development in terms of selfesteem and motivation, patience. In addition, after “safety space” students are more confident and ready to share their thoughts, views.

Service learning as a pedagogical approach has gained enormous significance in higher education in the last years. Service learning initiatives attempt to build students’ relationships with the community while also promoting personal growth and civic involvement skills. Thus, we suggest this approach as a key element of successful as it can help students develop a more specific career path.

Conclusion. Our findings provide an understanding of the specific challenges that teachers and students face and will need to be considered in the future after war. This study set out to explore and describe the experiences of teaching in the war time. Reflections from teachers served to provide insights into their perspectives on their teaching experiences. Reflection is a key element of effective teaching. Only through reflection can experiential learning take place [3, pp. 58–60]. For students, the

“Safety Space” experience was relevant because it contributed to skills development on two levels: social and emotional. They developed ideas for real-world-war contexts and were able to discuss them with other participants in their group, or with other students, which contributed to social learning outside the classroom.

Suggestions for Future Research and Engagement. The previous four years of crisis and uncertainty have had an impact on our educational environments. In the context of education, these crises have changed the landscape of who we are and what we do. We need to develop techniques for students who find themselves in times of crisis, stress, depression etc, and to adapt our classes in ways that evoke feelings of safety.

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Author contributions

Conceptualization, KT and AM; methodology, KT; software, MP; formal analysis, MP; resources, MP; writing—original draft preparation, KT; writing—review and editing, KT, AM, MP; visualization, KT. All authors have read and agreed to the published version of the manuscript.

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