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Téma vojenských rizík vo vzdelávaní Ukrajiny

The subject of war risks in the education of Ukraine

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Abstrakt:

Článok je venovaný aktuálnym otázkam výučby vojenských rizík v ukrajinskom vzdelávacom systéme. Ruská agresia si vyžiadala štúdium vojenských rizík. Článok analyzuje vplyv vojenského konfliktu na vzdelávanie, zameriava sa na zmeny v obsahu vzdelávania a identifikuje priority v štúdiu vojenských rizík. Stanovili sa pokyny na doplnenie vzdelávacích programov vysokoškolského vzdelávania o špeciálnu tematiku zameranú na predchádzanie vojenským rizikám v každodenných a odborných činnostiach. Článok skúma a systematizuje tému vojenských rizík v ukrajinskom stredoškolskom vzdelávacom systéme. Stanovujú sa vyhliadky na štúdium vojenských rizík po skončení vojny. Výsledky analýzy nám umožňujú vyvodit' záver o potrebe systematického, komplexného prístupu k štúdiu vojenských rizík na všetkých stupňoch vzdelávania. Výsledky analýzy prispievajú k rozvoju špecifických stratégií riadenia vojenského rizikového vzdelávania v ukrajinskom školstve.

Kľúčové slová: vzdelanie, vojenské riziko, výcvik, vysokoškolské vzdelanie, stredoškolské vzdelanie, predmet "Základy zdravia", integrovaný kurz "Zdravie, bezpečnosť a starostlivosť", rusko-ukrajinská vojna.

Abstract:

The article is devoted to the topical issues of teaching military risks in the Ukrainian education system. Russian aggression necessitated the study of military risks. The article analyzes the impact of the military conflict on education, focuses on changes in the content of education, and identifies priorities in the study of military risks. Directions for supplementing educational programs of higher education with special topics aimed at preventing military risks in everyday and professional activities have been determined. The article examines and systematizes the topic of military risks in the Ukrainian secondary education system. Prospects for the study of military risks after the end of the war are determined. The results of the analysis allow us to draw a conclusion about the need for a systematic, comprehensive approach to the study of military risks at all levels of education. The results of the analysis contribute to the development of specific strategies for the management of military risk education in Ukrainian education.

Keywords: education, military risk, training, higher education, secondary education, subject "Basics of Health", integrated course "Health, Safety and Welfare", russian-ukrainian war.

Introduction

In the context of modern geopolitical events, especially in the context of the war between Ukraine and Russia, there is a need to carefully study the impact of the military conflict on the sphere of education in Ukraine. War certainly poses new challenges and tasks for society and the educational sector. These challenges relate to changes in the content of education, and strategies to prevent war risks in educational institutions.

Military conflicts have a negative impact on various aspects of social life. In this context, it is important to consider the topic of military risks in the education of Ukraine not only as a relevant aspect of modern science, but also as a practical task for the further development of the educational system.

The current state of military events determines the relevance of the study of the impact of military conflicts on the educational process in Ukraine. Changes in the subject of study and teaching methods, introduced in the conditions of the military threat, determine new vectors of the development of the educational strategy. Identification and analysis of these changes is a mandatory stage for the development of effective training to prevent military risks and ensure security in all aspects of public life and, of course, in the educational environment.

One of the key tasks of this study is the definition and analysis of trends in changes in the subject matter of education on military risks, measures to prevent them and liquidate their consequences. Determination of these aspects will allow to develop scientifically based recommendations for strengthening the role of education in the conditions of military conflict.

Russia's war against Ukraine led to the emergence of numerous military risks. Military risks are realized in all areas of people's lives and lead to deterioration of people's quality of life. War risks are a direct threat to all persons in the country where hostilities are taking place, that is, to the military and the civilian population. War risks have a negative impact on the functioning of the economy, the environmental situation, etc.

Prevention and countermeasures against military risks must be carried out by military actions and measures carried out by the civilian population. Prevention, countermeasures and liquidation of the consequences of war risks at enterprises and institutions of various industries are carried out on the basis of own and borrowed experience. Such actions may not be systematic and therefore not able to provide long-term reliable protection in the future. In the presence of various war risks, each person must be able to save his own life and the life and health of people in the immediate environment. Therefore, systematic education on the issues of war risks is mandatory in the conditions of war and at the time of the threat of its occurrence.

1. Main part

Including the subject of military risks in all sections of Ukrainian education is a necessary measure in the conditions of full-scale Russian aggression against Ukraine. War risk education is a reflection of two fundamental needs. The first group of needs is the need for competence formation to ensure security in situations of military risk. The second group of needs is determined by specific social demands in the conditions of war.

The war affected the priorities in education. In particular, ensuring the safety of participants in the educational process became the main priority in the war. The Cabinet of Ministers of Ukraine approved the Concept of Safety of Educational Institutions [1]. The emergence of the Concept of Safety of Educational Institutions is one of the successive steps in the development of the security of the educational process in Ukraine in wartime. The Concept contains a list of technical, organizational and informational issues of ensuring the appropriate level of security of the educational process. For example, technical issues concern, first of all, protective structures in educational institutions. The Concept of Safety of Educational Institutions indicates the need for training in the prevention of military risks and overcoming the consequences of their influence [2]. According to the Concept of Safety of Educational Institutions, the formation of security competences in the participants of the educational process should be ensured as follows:

- ✓ organization of systematic training of participants in the educational process in emergency situations;
- ✓ revision and updating of educational programs on issues of life safety, civil protection and pre-medical assistance, rights, freedoms and responsibilities of a citizen and implementation of socio-emotional training and integration of knowledge about mental health into the educational process and educational activities;
- ✓ introduction into the educational process of educational institutions of programs aimed at the formation of legal behavior in students, prevention of conflicts and offenses, acquisition of skills regarding safe behavior on the Internet;
- ✓ introduction of mandatory professional development, level of awareness and training of pedagogical, scientific-pedagogical and other employees of educational institutions on security issues, issues of basic psychological interventions, the basics of psychological self-help and the rights, freedoms and responsibilities of a citizen [2].

2. Education on issues of military risks in the system of higher education and at enterprises

The topic of education on the issues of military dangers differs in the system of higher education and in the system of secondary education. However, some of the topics on war risks in institutions of higher education are similar to the topics taught in secondary education. The teaching of these topics in institutions of higher education was mostly carried out as optional or as part of general education courses. This

situation was caused by the need to teach people of all ages basic knowledge of military risks. Accordingly, at enterprises and institutions, employees were trained on actions in dangerous situations of a military nature. The population, which is not involved in the economy or the educational process, learned about war risks through self-education and the media.

An important direction of education on military risks in the higher education system, at enterprises and institutions is the acquisition of competences in matters of protection against military dangers, increasing the reliability of systems and production processes, and increasing their stability in the conditions of dangerous influences caused by war. These issues are especially important for critical infrastructure enterprises. The issue of increasing the stability of the functioning of systems and processes in the conditions of military dangers is already included in many educational programs in the higher education system of Ukraine. The content of specific topics related to war risks depends on the field and the specific educational program. However, it is possible to predict the emergence of new specializations that were determined by the war. In particular, these are specialists in the field of demining equipment creation; war pollution ecologists, etc. The war gave impetus to the development of a number of educational engineering programs in the higher education system, which are related, for example, to the development of robots, drones, communication and control systems, which are extremely important in wartime, but have great prospects in the conditions of the functioning of the economy in peacetime. Of course, in addition to this, there are a number of educational programs in the military direction or other programs that are one way or another related to the creation and operation of military equipment, military facilities, etc. Introduction of special courses on activities in conditions of war or conditions of emergency, crisis situations is today an urgent need for many educational programs.

3. Topics of military dangers in secondary (school) education.

The war led to the expansion and separation of priority areas of secondary education. As early as 2022, the following directions were defined:

- ✓ education on personal safety;
- ✓ strengthening of national and patriotic education;
- ✓ psychological aspects of the organization of the educational process in the conditions of the war/post-war state.

As a result of the full-scale military invasion of Russia and changes in the socio-political situation, the content of a significant number of secondary school curricula was changed and updated. The programs of such subjects as: jurisprudence; geography; literature; history; health, safety, and welfare [3]; defense of Ukraine [4] were changed.

Some programs were withdrawn by the Ministry of Education and Science of Ukraine in connection with the change in approaches to secondary education. This applies to separate programs on the Russian language and literature for schools with education exclusively in the Russian language.

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The issue of war risks was almost completely included in the curriculum of the subject "Basics of health" and the integrated course "Health, safety and well-being". It should be noted that Ukrainian education is undergoing a transformation and a transition to the so-called "New Ukrainian School". As part of these transformations, the Fundamentals of Health subject is being replaced by an integrated Health, Safety and Wellbeing course. In Ukrainian schools, in the 2023-2024 academic year, grades 5 and 6 study the integrated course "Health, Safety and Well-Being", and grades 7-9 study the subject "Basics of Health". Accordingly, in the schools of Ukraine in 2026 there will be a complete transition to the integrated course "Health, safety and well-being".

The topic of military dangers was introduced into the program of the subject "Basics of Health" as early as 2022 [5]. It is worth noting that the topic of military dangers, added to the program of the subject "Basics of health" was recommended by the Ministry of Education and Science of Ukraine for the program of the integrated course "Health, safety and well-being" for the 5th and 6th grades. This topic corresponds to the topics for the sixth grade of the subject "Basics of Health". 17 topics related to war risks and overcoming their consequences were proposed for study. All these issues can be combined into three groups: risks and dangers of wartime, prevention of risks from explosive objects and emergency aid. The topics of military risks include the following:

Risks and dangers of wartime

1. Types of risks in the war zone.
2. Protection during shelling.
3. Evacuation routes and rules.
4. Types of shelters.
5. Rule of two walls.
6. How to act under rubble.
7. Rules of communication with armed people.
8. Air alarm.
9. Air alarm warning signals.
10. Preparation of the "anxiety suitcase".

Prevention of risks from explosive objects

1. Signs of explosive objects (EXP) and territory.
2. Designation/markings of dangerous areas ("Dangerous mines", etc.).
3. Rules of conduct during: detection of explosive objects, if you find yourself in a mined area or witness an incident on a minefield.
4. The danger of self-labeling an explosive object in its immediate vicinity.
5. Call rescue services.

Emergency aid

1. First aid in emergency situations.
 2. First psychological support (self-help, practices for overcoming fear, anxiety)
- [5].

In addition, 5 topics of practical tasks, which are also related to military risks, were added to the program of the "Basics of Health" subject.

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The peculiarity of adding issues of war risks to the "Basics of Health" subject programs was the desire to familiarize all children with the general principles of safety in war conditions already in the first year of the war. In the following years, teachers based on this program and the model programs of the integrated course "Health, Safety and Welfare" created their own programs. These programs took into account the topics that the students had mastered in the previous class. However, some topics of military dangers are worth repeating, in particular, these are topics related to the identification of explosive objects, rules of conduct during shelling or emergency situations, etc.

The topics of additions in the 7th grade are not very different from the topics that were offered in the 6th grade. The number of topics has increased to 23. This is logical, because the age of the students does not differ much. The topic was expanded due to the deepening of individual topics, for example, the topic of choosing a reliable storage (shelter).

The topic of war risks in the 8th and 9th grades is very similar in terms of content and number of topics. The complete list of topics of war risks and overcoming their consequences in the 8th grade includes:

Wartime risks

1. Protection of life and health in the combat zone, in occupied and de-occupied territories.
2. Protection during shelling and bombing.
3. Evacuation routes and rules.
4. Choosing a reliable shelter.
5. How to act under rubble.
6. Types of man-made accidents that occurred as a result of military operations.
7. Actions during chemical and radiation danger.
8. Contacts with armed people in the occupied territories.

Prevention of risks from explosive objects

1. Types and signs of explosive objects.
2. Identification of threats: mines (anti-personnel, anti-vehicle), ammunition (unexploded), detonators/detonators, improvised explosive devices and trap mines, ammunition.
3. Signs of dangerous areas.
4. Designation/marketing of dangerous areas ("Dangerous mines" and others).
5. Rules of conduct during: detection of explosive objects, if you find yourself in a mined area or witness an incident on a minefield.
6. The danger of self-labeling an explosive object in its immediate vicinity.
7. Interaction with rescue services.

Emergency first aid

1. Determination of the condition of the victim.
2. First aid in emergency situations.
3. Types and consequences of bleeding.
4. Emergency care for bleeding.
5. Cardiopulmonary resuscitation.
6. The algorithm for saving people during a fire.
7. Emergency first aid for burns, carbon monoxide poisoning.

Psychological self-help

1. Maturation of the brain and emotions.
2. Emotional reactions in acute stressful situations.
3. Traumatic stress and PTSD.
4. Management of emotions.
5. Self-help techniques.
6. Breathing gymnastics.
7. Neuromuscular relaxation.
8. Earthing techniques.
9. Meditation.
10. Self-training.
11. Work with fears and anxious thoughts.

In the 8th and 9th grades, considerable attention is paid to the issues of emergency pre-medical care and psychological self-help. These questions are new to the Basics of Health subject. This material is also new for teachers, many of whom should undergo advanced training on these issues.

The program of the subject "Basics of health" in 2022 was quite significantly updated with questions of war dangers and overcoming their consequences. Depending on the class, from 17 to 33 educational topics were added (Fig. 1).

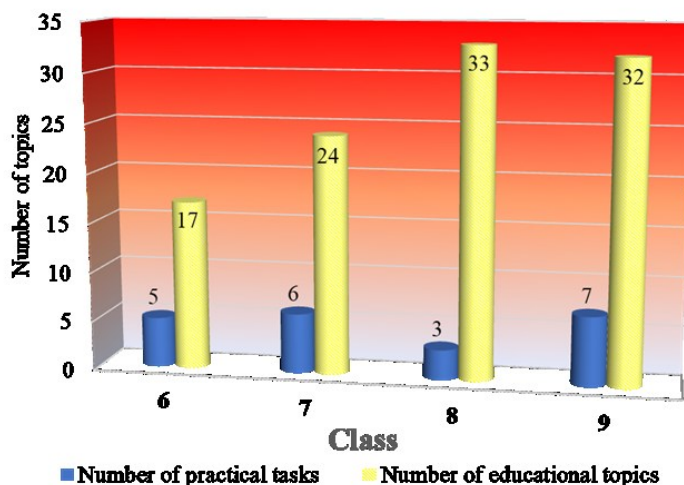


Fig. 1. The number of added educational topics and practical tasks on issues of military risks by classes in the program of the subject "Basics of Health" in 2022.

In addition, from 3 to 7 practical tasks were added. In the 6th grade, one practical session corresponds to 3.4 educational topics, in the 7th and 8th grades, one practical session corresponds to 4 topics, in the 8th grade, one practical task corresponds to 11 additional educational topics. For better preparation, it would be worth offering one practical task on 2-3 topics.

Supplementing the program with military risks requires a significant increase in time for studying the subject. The study time can be increased based on the basic

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curriculum [6] for the New Ukrainian School (NUS). According to this plan, the recommended study time is 52.5 hours per year and can be increased to 70 or 105 hours per year.

In August 2024, the Ministry of Education and Science of Ukraine published four model programs of the integrated course "Health, safety and well-being" for grades 7-9. These are the programs of the following authors' collectives:

- Hushchyna N. I., Vasylashko I. P. [7].
- Shiyani O. I., Dyakiv V. G., Sedochenko A. B., Strashko S. V. [8].
- Vasylenko S. V., Kolotii L. P. [9].
- Vorontsova T. V., Ponomarenko V. S., Andruk N. V., Lavrentyeva I. V., Khomych O. L. [10].

These model programs are the basis for studying the issues of military dangers and methods of overcoming them in the academic year 2024/2025. To compare the scope of the topic of military dangers in the model programs of different authors' groups, consider the graph (Fig. 2).

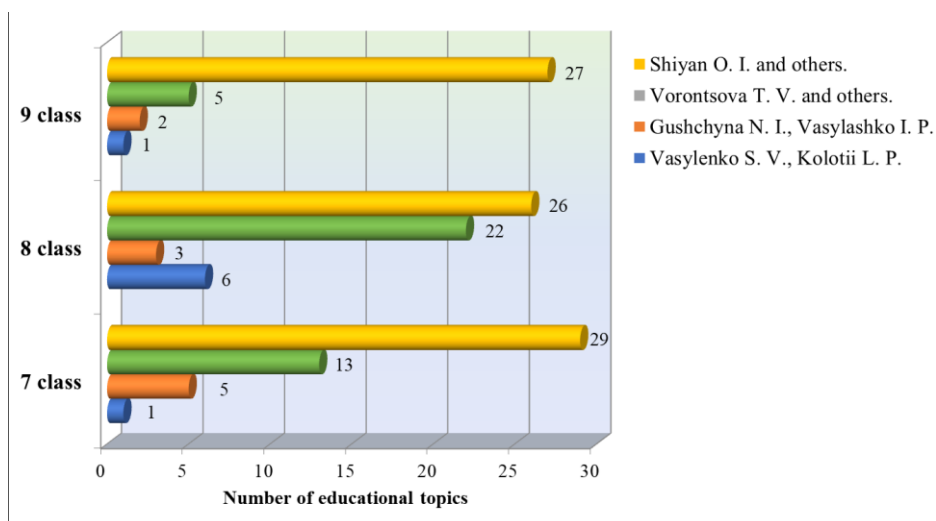


Fig. 2. Comparison of the number of topics of the proposed content that relate to military dangers in the model programs of various authors' collectives of the integrated course "Health, safety and well-being" grades 7-9.

Some new topics related to the dangers of war appeared in the model programs. In contrast to the topics discussed earlier, new topics have appeared in the model programs, for example:

- ✓ Security under martial law, information and disinformation.
- ✓ Information war.
- ✓ How to counteract enemy propaganda.

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- ✓ Food security in remote conditions, during martial law.
- ✓ Handy means of protection against chemical, biological, radiological pollution.

The number of proposed topics related to military dangers in the model programs of different authors' collectives differs significantly. The most topics, from 26 to 29, are contained in the program of the authors' collective O. I. Shiyan, V. G. Dyakiv, A. B. Sedochenko, and S. V. Strashko (Fig. 2). A significant number of topics are included in the program of the authors' collective T.V. Vorontsova, V.S. Ponomarenko, N.V. Andruk, I.V. Lavrentyeva, O.L. Khomych. Other authors' collectives paid too little attention to military dangers. In fact, the authors' collective S. V. Vasylenko, L. P. Kolotii devoted only one topic for each class to the issue of military dangers. The topic in the 8th grade in their program can only conditionally be divided into 6 topics, because it is presented in one sentence, which in most cases will be perceived as one topic.

The analysis of the number and content of topics on military risks gives reason to recommend the program of the authors' collective O. I. Shiyan, V. G. Dyakiv, A. B. Sedochenko, S. V. Strashko, and the authors' program T. V. Vorontsova, Ponomarenko V. S., Andruk N. V., Lavrentyeva I. V., Khomych O. L.

Conclusion

Education in Ukraine on military risks in the context of Russian aggression reveals the great relevance of this issue for the entire society. Education about military risks and coping with their consequences is a necessity at all levels of education, from preschool to higher education, as a response to modern challenges.

In the secondary education system, the inclusion of the topic of military risks was carried out mainly in the program "Basics of health" and the integrated course "Health, safety and well-being". This approach makes it possible to systematize training on military risks and provide integrated support for students in the context of complex modern challenges.

In the system of higher education today, there are two directions of studying topics related to military risks. The first direction is similar to the subject presented in secondary education and is aimed at preserving one's own life and health, and the life and health of the immediate environment. The second direction provides for the acquisition of professional competences, which include issues of military risks.

A well-thought-out policy of education about military risks is defined as a key element of ensuring the safety and health of the population of Ukraine. The problem of military risks and their consequences will remain relevant even after the end of the war, in particular due to mined territories and their potential danger to residents.

On the basis of the conducted research, it can be concluded that the topic of war dangers has a significant impact on the educational process in Ukraine. Changes in the content of training and strategies for preventing war risks are a necessary element of adapting the educational system to the challenges of the modern geopolitical environment.

On the one hand, changes in the subject matter of school subjects testify to the relevance and variety of tasks facing education in the conditions of a military conflict. The changes take into account not only the need for the formation of competences in ensuring security, but also reflect the rapid acceleration of social demands in connection with martial law.

On the other hand, the results of the study indicate the need for a systematic approach to solving the problems of military influence on education. It is important to implement effective strategies for combating war risks, which take into account the peculiarities of educational programs, the psychosocial needs of students and the challenges associated with increased instability in society.

The conclusions of this study can serve as a basis for the development and implementation of effective strategies for managing the educational process in the conditions of a military threat. Ensuring safety and stability in the educational environment requires not only responding to challenges, but also actively forming a positive and resourceful space for the learning and development of the young generation in conditions of instability.

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