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HISTORICAL AND CIVIC EDUCATION FIELD: CHALLENGES AND CONSEQUENCES OF THE WAR

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Annotation. *Ukrainian education in the conditions of war faces challenges that require changes in approaches to the organization of educational activities, consideration of factors of external influence, the search for effective forms, methods and means of training students, new vectors of professional growth of teachers.*

The article analyzes the changes taking place in the field of historical and civic education. The importance of making up for educational losses is noted in this educational field, which is particularly significant both during the war and for the development of civil society.

Key words: *historical and civic education, educational losses, educational process, teachers, students, influencing factors.*

Introduction

Education in Ukraine during the war not only continued to function, but was also reformed in accordance with the "New Ukrainian School" concept. Despite the war, gradual changes are taking place in the section of basic secondary education. Currently, such changes have already affected 7th grade students. However, we must admit that the conditions of wartime leave an imprint on the organization of the educational process. This process takes place under the influence of external factors: forced displacement, air strikes, power outages, lack of access to the Internet, and the unstable psychological state of both students and teachers. Such a situation requires additional efforts to create favourable conditions in the educational institution for the adaptability of participants in the educational process, the development of their resilience, and the organization of the process of making up for educational losses.

Thus, the organization of the educational process of historical and civic education subjects during the war faced special challenges. Not only the organization of the educational process, but also the content of education should change. After all, in the period of wartime, it is the educational subjects of historical and civic education that acquire special importance and responsibility, as they are key tools in the formation of



a conscious, responsible citizen capable of analysis and critical thinking.

One of the important aspects of historical education during the war is the preservation and transmission of historical memory, which makes it possible to understand the causes and consequences of wars, forms respect for the past and awareness of its importance for the future.

The role of civic education is also growing, which is a formative component and a stimulus for the development of an active civic position, helps to gain experience in solving social problems. Civic education contributes to the formation of national identity, consciousness and patriotism. It is also aimed at developing education seekers' understanding of their role in society, responsibility for their state.

The teacher plays a leading role in this. Therefore, the improvement of civic competence among teachers, in particular history and civic education teachers, is extremely important. In April 2023, the teachers of the department of historical and civic education found the following results based on the monitoring study of teachers. 88% of teachers consider the development of civic competence in the conditions of military aggression of the Russian Federation in Ukraine to be a priority for them. Most of them note that the formation of civic competence of students is also one of the main competences of education seekers during the war [7, p.69].

Also, for this category of teachers, it is important to improve subject competence, which is integrated with the development of psychological knowledge and skills. In particular, the ability to analyze and summarize historical facts; apply critical thinking techniques when perceiving information; the ability to resist manipulation, both informational and communicative; ability to show flexibility of thinking, overcome thinking stereotypes, prejudice; the ability to analyze and understand the situation in the conditions of civilizational changes, to use methods and techniques of critical thinking with a reflective purpose; the ability to form the skills of independent thinking in students; the ability to rely on national, cultural and value-based guidelines [8, p.55].

Problematic issues of historical and civic education.

The issue of the influence of wartime conditions on the educational process and quality of education was raised by such domestic researchers as: N. Aristova, T.



Zasekina, O. Malikhin, V. Rogova, O. Topuzov.

In Ukraine, monitoring studies are systematically conducted on the quality of education, the presence of educational gaps and losses. In this sense, the study "War and education: how a year of full-scale invasion affected Ukrainian schools" is indicative in this sense, which analyzes the impact of a full-scale war on access to general secondary education [1]. In the opinion of the authors, the study of the quality of the organization of the educational process in the conditions of war, conducted by the State Service for the Quality of Education of Ukraine in December 2022 - January 2023 [2] is also interesting.

In May-June 2023, a study was carried out on the realization of the needs for professional development and self-development of social science teachers in wartime conditions [5, p.118-123].

According to the results of the mentioned studies, it can be noted that during the war the following factors influenced the state and quality of the educational process in the field of historical and civic education:

- unstable conditions of study and work;
- to limit access to educational resources, ways of organizing educational activities;
- reduction of opportunities for self-education;
- previous gaps in the knowledge of education seekers;
- loss of part of qualified personnel in the education system;
- the need to reassess the existing experience of teachers, to acquire new skills that are relevant at the moment;
- decrease in motivation and unstable psycho-emotional state of participants in the educational process;
- introduction of a mixed mode of operation of educational institutions;
- the need to improve the civic competence of teachers, to form their readiness for the active introduction of civic education;
- strengthening of information manipulation and propaganda [2, 5, 7, 8].



The consequences of these factors affect the further development of society and the formation of its values. Therefore, it is necessary to record the changes that took place during the war, to identify and make up for educational losses, to ensure the professional development of teachers of history and civic education in accordance with the new needs that are relevant in these conditions.

Among the important steps, the following can be highlighted:

- guaranteeing safety for all participants in the educational process (construction and arrangement of school storage facilities; creation of conditions for mixed learning in communities with destroyed schools: educational centers, modular schools, temporary educational premises in surviving public buildings);
- providing participants in the educational process with educational and methodical materials (in particular, paper textbooks) and gadgets suitable for distance learning, primarily in regions where, for security reasons, all or the vast majority of children study remotely;
- providing of a support system for individual completion of gaps in students' knowledge (electives, consultations, individual classes, tasks of various levels of complexity);
- implementing of flexible planning, with redistribution of study time between topics, development of own study programs, adjustment of content and results of study taking into account identified educational losses;
- supporting teachers in their professional development. Which may include training on issues of psychosocial support, on methods of working in conditions of mixed learning, on issues of teaching complex topics related to war, as well as improving the civic competence of teachers;
- considering in the educational process of the needs of students who have experienced psychological trauma;
- updating the content of educational programs on history and civic education, which should reflect the events of the war and their consequences;
- development of students' critical thinking and media literacy in order to counter disinformation and propaganda that can be spread during wartime;



- systematic monitoring of the availability of education across communities with an assessment of the share of distance learning children and opportunities for synchronous distance learning [1, 2, 5, 7].

Conclusions

So, it is worth noting that the process of education's response to the challenges of war is an important component of the organization of the educational process and ensuring the quality of education. The main thing is to identify threats and challenges in a timely manner, to apply a mechanism for mitigating their impact. This is especially true of history and civic education.

Providing not only methodical and educational materials, but also socio-emotional support, access to the latest technologies, integration of subject and psychological competencies makes it possible to increase the professional level of teachers, their adaptability, sustainability and effectiveness of the process of compensation for learning losses. The steps recommended above can be taken into account in the organization of the educational process, which will significantly affect the quality of students' education.

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