



17. medzinárodná vedecká konferencia
**BEZPEČNÉ SLOVENSKO
A EURÓPSKA ÚNIA**

17th International Scientific Conference
**SECURE SLOVAKIA
AND EUROPEAN UNION**

**RECENZOVANÝ ZBORNÍK
PRÍSPEVKOV
Z KONFERENCIE**

**REVIEWED
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Changes and additions to the content of education under the influence of the war in schools of Ukraine

Zmeny a doplnky obsahu vzdelávania pod vplyvom vojny na školách Ukrajiny

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Abstract:

Background: Under the influence of Russia's war against Ukraine, there were changes in the content of a number of school subjects. These changes are a reflection of two main needs. The first group of needs is the need to develop competences in ensuring security in conditions of military risks. The second group of needs is a reflection of the accelerated change in social demands and attitudes caused by the war. The research is aimed at determining trends in changes in the subject of education in schools of Ukraine, which are caused by the war, and analysis of the subject of preventing war risks.

Objectives: Identifying changes in the subject matter of a number of school subjects allows to analyze the main trends and highlight the subjects that are important during the war.

Methods: The research used methods of document analysis, mathematical methods, in particular registration and ranking, theoretical methods, including: analysis, synthesis, generalization, comparison, induction, deduction, conclusions.

Results: The study showed that under the influence of the war, the content of many subjects changed. Significant changes have taken place in the study of the Russian language, Russian and foreign literature, Ukrainian history, and world history. Subjects such as jurisprudence have undergone some changes. geography etc. Changes and additions related to the formation of security competences were made in the subjects "Basics of health", "Defense of Ukraine", integrated course "Health, safety and well-being". These changes and additions are essential. For example, in the subject "Fundamentals of health" in individual classes, changes and additions make up almost 32% of the total volume of material. The study made it possible to outline the main groups of changes that were caused by the war.

Conclusions: Highlighting the changes that took place in Ukrainian education under the influence of the war is the basis for social research and is a prerequisite for the further transformation of the content of Ukrainian education. The experience of Ukraine will make it possible to assess the need to make similar or similar changes in the content of education in other countries.

Keywords: *education, russian-ukrainian war Ukrainian education, secondary education, school subjects, curriculum, military risks.*

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Abstrakt:

Východiská: Pod vplyvom vojny Ruska proti Ukrajine došlo k zmenám v obsahu množstva školských predmetov. Tieto zmeny sú odrazom dvoch hlavných potrieb. Prvou skupinou potrieb je potreba rozvoja kompetencií pri zabezpečovaní bezpečnosti v podmienkach vojenských rizík. Druhá skupina potrieb je odrazom zrýchlenej zmeny spoločenských požiadaviek a postojov vyvolaných vojnou. Výskum je zameraný na zistenie trendov v zmenách vyučovacieho predmetu na školách Ukrajiny, ktoré sú spôsobené vojnou, a analýzu predmetu predchádzania vojnovým rizikám.

Ciele: Identifikácia zmien v učive viacerých školských predmetov umožňuje analyzovať hlavné trendy a poukázať na predmety, ktoré sú dôležité počas vojny.

Metódy: Vo výskume boli použité metódy analýzy dokumentov, matematické metódy, najmä registrácia a klasifikácia, teoretické metódy, medzi ktoré patria: analýza, syntéza, zovšeobecnenie, porovnanie, indukcia, dedukcia, závery.

Výsledky: Štúdia ukázala, že pod vplyvom vojny sa obsah mnohých predmetov zmenil. Významné zmeny nastali v štúdiu ruského jazyka, ruskej a zahraničnej literatúry, ukrajinských dejín, svetových dejín. Predmety ako právna veda prešli určitými zmenami. geografia atď. Zmeny a doplnenia súvisiace s formovaním bezpečnostných kompetencií boli vykonané v predmetoch „Základy zdravia“, „Obrana Ukrajiny“, integrovaný kurz „Zdravie, bezpečnosť a pohoda“. Tieto zmeny a doplnky sú nevyhnutné. Napríklad v predmete „Základy zdravia“ v jednotlivých triedach tvoria zmeny a doplnky takmer 32 % z celkového objemu učiva. Štúdia umožnila načrtnúť hlavné skupiny zmien, ktoré vojna spôsobila.

Závery: Zdôraznenie zmien, ktoré nastali v ukrajinskom školstve pod vplyvom vojny, je základom sociálneho výskumu a je predpokladom ďalšej transformácie obsahu ukrajinského vzdelávania. Skúsenosti z Ukrajiny umožnia posúdiť potrebu podobných alebo podobných zmien v obsahu vzdelávania v iných krajinách..

Kľúčové slová: vzdelanie, rusko-ukrajinská vojna, ukrajinské školstvo, stredoškolské vzdelanie, školské predmety, učebné osnovy, vojenské riziká.

Introduction

Changes in the content of school subjects that occurred as a result of Russia's war against Ukraine are a direct consequence not only of the reaction to direct military threats caused by the war, but also of changes in the social environment of Ukraine. The changes affected a wide range of subjects from literature to geography. Significant changes and additions took place in matters of military topics and issues of risk prevention from military threats. In order to fully understand the reasons that led to changes in school subjects, it is necessary, at least briefly, to show the impact of the war on the educational sector of Ukraine and on Ukrainian society as a whole.

1. Changes in education in independent Ukraine

Changes in the subjects of Ukrainian schools are not discreet, only related to the war. These changes began with the declaration of independence and independence by Ukraine in 1991. From that time on, the educational sector of Ukraine became independent and departed from the common standards that existed in the Soviet Union. Approaches to teaching history, literature, language, life safety and pre-conscription training are changing. However, the power of traditions and the influence of Russia on the Ukrainian education system remained quite significant. Russia concentrated its efforts on the issue of language and history. It was the narratives of the Russian language and history that were presented by the Russians as a basis for the seizure of Crimea and the war in Donbas. In advance, the Russians aimed to de-Nazify Ukraine, destroy the

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Ukrainian people, Ukrainian culture, language, and transform Ukraine and the southern region of Russia. These goals are openly voiced by the Russian mass media. Therefore, the logical response to Russia's military, social and psychological aggression is, among other things, changes in the content of Ukrainian education.

2. The impact of the war on the Ukrainian education sector

The war started by Russia against Ukraine in terms of its influence on the education sector can be divided into two logical parts. The beginning of Russia's aggression in Donbas and the seizure of Crimea caused changes traditional for war, including in the field of education. The same changes were characteristic of the second stage of Russian aggression, which began in February 2022. The war led to the destruction and destruction of educational institutions. At the time of writing, 262 educational institutions were completely destroyed and 3028 institutions were damaged [1]. Evacuation from dangerous areas of the population and enterprises, in particular the educational sector, was characterized by complex processes of redistribution of education seekers and personnel of educational institutions. Among educational institutions, mostly higher education institutions were successfully evacuated. Institutions of preschool, primary, secondary education and after-school institutions, given the specifics, had much less chance of evacuation. Pupils and teachers of these educational institutions evacuated themselves. It should be noted that some of the pupils and teachers remained in the occupied territories for various reasons. Unfortunately, it should be noted that Russia is deporting Ukrainian children from the territory of Ukraine to Russia. According to the data provided by the president's commissioner for children's rights, Darya Gerasimchuk, more than 738,000 children were deported to Russia [2]. This contingent of children and those children who remained in the occupied territories, with a few exceptions, dropped out of the educational system of Ukraine. Only a part of those acquiring education in the occupied territories continued to study in secondary and higher education institutions of Ukraine.

The main evacuation flows of parents and children seeking education moved to the central and western regions of Ukraine and abroad. The choice of the region for evacuation in each specific case was dictated by the possibilities for a safe stay. It should be noted that some of the evacuated people and children have already returned to their previous places of residence. The Ukrainian education system and educational institutions abroad created conditions for children to study in schools. In particular, in Ukraine, admission to general secondary education institutions was simplified as much as possible for pupils who evacuated from dangerous regions. Admission of pupils was carried out only at the request of one of the parents or guardians. Russia's full-scale war against Ukraine has changed the main educational priority, which since the beginning of the war was based on ensuring the maximum possible safety of every child, every employee of the education system. In order to increase the level of safety of the participants in the educational process, the Ministry of Education and Science of Ukraine suggested using the advantages of distance and mixed forms of education. In addition, pupils were invited to use electronic textbooks that could be read online or saved to their own computer to use offline. This significantly improved the educational process in conditions of power outages, air alarms, etc. Wide use of existing platforms, resources of public and private educational institutions [3] and services of distance schools, in particular "Atmosphernoï Shkola", "Optima", "DAR", "Jamm School",

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educational platforms "Liko Education Online", "OkStudy", " GIOS", lyceums and other educational and scientific-educational organizations [4] allowed to normalize the educational process in the conditions of the war and to continue the reforms that were started earlier.

3. Changes in the structure and content of school subjects under the influence of the war

The war had a significant impact on Ukrainian society and changed the attitude towards Russia and everything Russian. The percentage of Ukrainians who used the Russian language in everyday life has decreased sharply. It should be noted that the use of the Ukrainian language is mandatory in state institutions [5] and in the education system of Ukraine, because it is the state language. On January 16, 2021, Article 30 of the Law of Ukraine "On Ensuring the Functioning of the Ukrainian Language as a State Language" entered into force, which provided a legal basis for the use of the Ukrainian language. Conditions for the mandatory use of the Ukrainian language have long been established in the education system of Ukraine. According to Article 7 of the Law of Ukraine "On Education", the language of the educational process in educational institutions is the state language. Today, the Ukrainian language is the working language of communication in all educational institutions. Pedagogical workers, like civil servants, must know the state language at an appropriate level, the proof of which can be a certificate certifying the study of the Ukrainian language at school. If a person has not studied the Ukrainian language at school, he must pass a language proficiency exam. This rule applies to civil servants and teaching staff. In this connection, it should be recalled that the status of the Russian and Ukrainian languages in the educational system of Ukraine was constantly changing. During the times of the Soviet Union, in many (mainly eastern) regions of Ukraine, there were practically no schools with Ukrainian language teaching left, and there were many schools where there were not even such subjects as Ukrainian language and Ukrainian literature. Only in the central, and especially in the western regions of Ukraine, there were enough schools teaching in the Ukrainian language. Gradually, the number of schools teaching in the Russian language decreased. After the full-scale aggression of Russia in 2022, there were no schools left in the territories under the control of Ukraine with teaching in the Russian language. Russian language and literature were taught in schools as separate subjects. After the beginning of the full-scale Russian war, the study of the Russian language as a foreign language decreased, instead, the number of hours devoted to the study of a foreign language, in particular, English, was increased.

Full-scale Russian aggression prompted the Ministry of Education and Science of Ukraine to review educational programs and remove a number of programs from the Russian language and literature. Programs for schools with instruction in the Russian language, which no longer existed in Ukraine, were removed. These programs are: "Russian language for general educational institutions with instruction in the Russian language" for grades 5-9, "Literature (Russian and foreign)", "Russian language and literature (integrated course) for general educational institutions with teaching in the Russian language" for grades 10-11.

Changes in the program on the subject "Foreign Literature" were caused, on the one hand, by a negative reaction to everything Russian, as well as by the European

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integration processes in Ukraine. During the Soviet Union, Ukrainian schools hardly studied the works of authors of world literature, but only Soviet and Russian authors. Some schools did not have the subject "Foreign Literature". With the development of Ukraine's independence, pupils received a new subject and began to study the works of world authors. However, the number of Russian authors was still significant. The war led to the removal of Russian and Belarusian authors from educational programs. Instead of Russian authors, pupils will study the works of Greek, Egyptian, Indian mythology, the works of Aesop, J. Verne, C. Dickens, O. Henry, J. Schiller, A. Mickiewicz, Li Bo, W. Shakespeare and many others. In grades 10-11, the idea of the literary process and its components will be deepened as a result of a special analysis of masterpieces of world literature: Homer's "Odyssey", Dante's "Divine Comedy", V. Shakespeare's "Hamlet", J. V. Goethe's "Faust", socio- psychological and philosophical novels and plays of the XIX-XX centuries, etc. [6]. Not all works of Russian writers have been removed from the programs. In the subject "Foreign Literature", the works of writers who wrote in Russian, but whose life and work were closely connected with Ukraine - Mykola Gogol, Volodymyr Korolenko, Mykhailo Bulgakov - will be studied.

Pupils in Ukrainian schools study world history and the history of Ukraine. Significant changes have taken place in history programs. These changes are due to the political, economic and social challenges associated with Russia's full-scale armed aggression. The changes affected ancient history, the history of Kievan Rus-Ukraine and the modern period. Views on the USSR have changed. Information about the genocidal essence of the Holodomor as a consequence of the simultaneous action of communist and imperial practices is more clearly presented. In modern history, new concepts and terms relevant for the understanding of modernity have been introduced, such as: "doctrine of the «Russian peace»", "racism", etc. The issue of the Russian-Ukrainian war, which began in 2014, is considered by a separate educational unit [7].

Questions related to human rights, international humanitarian law, and the Russian-Ukrainian war were added to the curriculum for legal studies and civic education [8]. The Russian war caused an increase in the importance of subjects of civic and historical education in order to strengthen national identity, foster patriotism, form civic competences, and form a clear conceptual system that will prevent the influence of enemy propaganda.

It is logical that the programs of subjects related to security have undergone the most changes: "Defense of Ukraine", "Basics of health", "Health, safety and well-being". Issues related to ensuring security from wartime risks were added to these programs.

The subject "Defense of Ukraine" is taught in school for grades 10-11. The main idea of this subject is to prepare young people to be drafted into the Armed Forces of Ukraine and familiarize them with military affairs. A special feature of this subject is the opportunity for girls to study in depth mainly the issues of medical care. Boys and girls, who have expressed a desire, study, in addition to issues of medical aid, small arms, the basics of tactics, humanitarian law, orientation to the terrain, etc.

All this is aimed at raising the awareness of young citizens about the importance of protecting their country and readiness for action in the face of a threat from an external enemy. Changes in the content of the subject involve increasing the role of

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educating pupils at the state and national levels, as well as providing practical skills to protect one's own safety and the safety of one's people in wartime.

Russia's aggression prompted the strengthening of national-patriotic and military-patriotic education in the subject "Defense of Ukraine". Consider the history of the events of the Russian-Ukrainian war in more detail. The content of the subject is constantly supplemented and transformed. The subject program provides more information about the war with Russia, the heroes of this war, and the experience of fighting. The issue of tactics has undergone changes, which are now based on the tactics of the armies of NATO countries. Medical training underwent changes and additions. This section is written on the basis of modern achievements of medicine and supplemented with materials that meet the needs arising during military operations. To the subject "Defense of Ukraine" added topics related to:

- ✓ patriotism and the foundations of national resistance;
- ✓ cyber security and modern information security,
- ✓ prevention of risks of handling explosive objects;
- ✓ behavior in emergency situations.

Emphasis in the teaching of civil protection issues has changed [9].

The most war-related topics are added to the subject "Basics of Health" and the integrated course "Health. safety and well-being". It should be explained that in Ukrainian education there is a transition to the so-called "New Ukrainian School". This transition leads to a change in the names of some subjects and the content of their programs, as well as approaches to teaching and assessing pupil achievement. At this stage, there is a transition from the subject "Basics of health" to the integrated course "Health, safety and well-being". In the 2023/24 academic year, the subject "Basics of Health" will be taught in grades 7-9, and in grades 5-6 the integrated course "Health. safety and well-being".

In 2022, the Ministry of Education and Science of Ukraine offered an updated program on the subject "Basics of Health" for pupils of grades 6-9, supplementing it with topics related to the risks of wartime. The program included topics about public warning signals, actions during air raids and shelling, choosing a safe shelter, actions when explosive objects are detected, providing first aid and psychological self-help, behavior with armed people, survival in extreme situations, etc. The Ministry of Education and Science of Ukraine recommended that the topic of war risk prevention be used for 5th grade pupils when studying the integrated course "Health. safety and well-being". The main idea behind the additions to the Basics of Health curriculum is the need to provide knowledge about war risks for pupils of all age categories. Accordingly, one should expect changes in the recommendations of the Ministry of Education and Science of Ukraine that will relate to the study of military risks in the 2023/24 academic year. These recommendations should take into account changes in the structure of military risks, as well as ensure the avoidance of repetitions in the study of the topic of protection against military risks.

The topics that have been added to the program of the subject "Health Basics" and the integrated course "Health, Safety and Welfare" can be divided into 3 groups. The

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first group includes topics on protection in case of military threats, the second block includes topics devoted to first aid, the third block of topics is devoted to psychological help and self-help. The largest number of topics was added to the first block, which is devoted to ensuring security in military conditions.

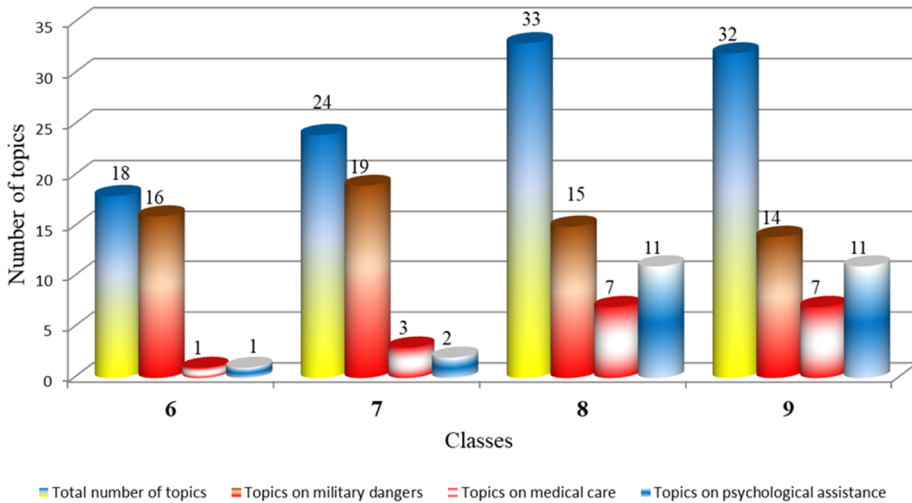


Fig. 1. Graph of the number of topics added to the "fundamentals of health" subject program in general and by thematic blocks [own research].

Depending on the class, from 14 to 19 topics related to security in conditions of military risks were added to the program (Fig. 1).

The topic of military risks involves the study of:

- ✓ to act on public warning signals: "Attention everyone!", "Air alarm", "Chemical danger";
- ✓ protection during shelling;
- ✓ shelter at home and in protective structures;
- ✓ actions under rubble;
- ✓ evacuation, including evacuation from premises and evacuation from dangerous areas;
- ✓ filling of the "anxiety suitcase";
- ✓ communication with armed people on the territory controlled by Ukraine and under occupation;
- ✓ actions during chemical and radiation danger [10];
- ✓ prevention of risks from explosive objects.

The decrease in the number of topics in the 8th and 9th grades to 14-15, in comparison with 16-19 topics in the 6th and 7th grades, is connected with the

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consolidation of the topic of war dangers. For younger pupils, the topic is divided into separate subtopics for better understanding.

Topics of medical orientation are added taking into account the age capabilities of pupils. In the 5th and 6th grades, pupils learn the simplest methods of first aid. The program provides only one topic (Fig. 1) in the 6th grade. In the 7th grade, 3 topics were added to the program, which involve the study of methods of providing assistance for various types of bleeding, falls, and burns. Medical subjects in the 8th and 9th grades are studied quite extensively - 7 topics have been added. The topic includes issues of diagnosis of the victim's condition; expands the issue of help with bleeding, burns; includes cardiopulmonary resuscitation; assistance in case of carbon monoxide poisoning, etc.

The third block of added topics is devoted to psychological help and self-help. Pupils get acquainted with methods of preventing the occurrence of panic; traumatic stress and post-traumatic stress disorder; the practice of managing emotions; meditation; self-training; working with fears and anxious thoughts, etc. The topic of psychological help and self-help in the conditions of war risks turned out to be extremely necessary. A significant number of children, as well as adults, have psychological injuries or post-traumatic stress disorder. Research shows that the topic of psychological assistance should be studied by pupils even in the absence of military risks. Even in peaceful conditions, there are a significant number of risks that lead to psychological problems, in particular, these are natural and man-made disasters, terrorist acts, violence etc.

In total, depending on the class, from 18 to 33 topics of educational material were added to the program of the subject "Basics of Health" (Fig. 1). The number of added topics significantly expanded the subject program, because their number, for example in the 9th grade, is 31.7% of the total volume of the course.

In addition to educational topics, from 3 to 8 practical tasks (depending on the class) on security issues in situations of military threats are added to the curriculum. Practical classes are devoted to:

- ✓ Practicing evacuation skills from school premises.
- ✓ Simulation of situations of finding reliable shelter and evacuation.
- ✓ Working out the algorithm of actions during shelling and chemical attack/nuclear strike.
- ✓ Practicing first aid skills for food poisoning and intestinal infections in the conditions of a limited safe space (war, terrorist act).
- ✓ Practicing psychological self-help skills.
- ✓ Practicing the skills of providing emergency aid for injuries, bleeding, burns, loss of consciousness, respiratory arrest.
- ✓ Practicing psychological self-help techniques in acute stressful situations.

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Conclusion

Russia's war against Ukraine had a significant impact on Ukrainian society and accelerated the processes of social transformation. Changes in the field of education are logical because education, as an industry that reflects social needs, responds to them. The Russian war against Ukraine created the conditions for the completion of the departure from the remnants of the Soviet Union and the Russian influence on Ukrainian society and Ukrainian education. Thus, the war accelerated the transformation of the content of education in the subjects of history, law, geography, etc. The result of the war was the de-Russification of Ukrainian education. The planting of everything Russian from the time of the Russian Empire and during the Soviet Union was destroyed by Russia's war against Ukraine.

One of the main needs during the war was to provide security for the population of Ukraine. Therefore, a significant number of topics related to methods of ensuring safety in conditions of war risks, as well as methods of rescue, medical and psychological assistance, were added to the relevant school subjects. Changes and additions to the curricula of modern Ukrainian schools that were caused by the war can be grouped into several groups:

- ✓ Restoration of the true history of Ukraine and the history of the countries surrounding it and other countries of the world. The updated history is free of Soviet and Russian distortions.
- ✓ Expanding knowledge about the world, other countries, including world literary heritage.
- ✓ Strengthening national-patriotic and military-patriotic education.
- ✓ Changes related to the need to ensure one's own safety and the safety of the immediate environment in conditions of military threats.
- ✓ Formation of a responsible civic position and acquisition of additional competences in legal aspects.

Some of these changes are a direct consequence of the impact of the war, in particular, the strengthening of military-patriotic education, ensuring security in wartime. For another part of the changes, the war became a kind of catalyst that accelerated the processes taking place in Ukrainian society.

The war will continue to influence changes in Ukrainian education. It is assumed that the main additions will be made to the subjects "Fundamentals of Health", "Defense of Ukraine" and the integrated course "Health, safety and well-being". Other changes in the topic of Ukrainian education are related to the further implementation of the "New Ukrainian School" and the influence of the achievements of European studies.

Changes and additions to Ukrainian education caused by the war can serve as a basis for making changes to the training programs of schoolchildren in other countries. First of all, this is a question of psychological help and self-help, survival in emergency situations, etc.

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