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PEDAGOGICAL SUPPORT FOR UKRAINIAN WAR-AFFECTED CHILDREN: FUTURE TEACHERS' READINESS TO WORK IN CRISIS. COMPARATIVE ANALYSIS OF RESEARCH RESULTS IN UKRAINE AND POLAND

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Abstract. The significance of the defined issue of psychological and pedagogical support of children affected by the Russian military aggression in Ukraine (2022-2023) is substantiated in the article based on the analysis of scientific literature and monitoring of media resources. Several types of crimes against Ukrainian children are presented, such as kidnapping, deportation, forced russification, etc. The questionnaire has been developed and the results of the survey of Ukrainian and Polish students (prospective teachers) with pedagogical experience of dealing with temporarily displaced persons due to the war are presented. Typical challenges they face from a psychological and pedagogical perspective have been identified: psycho-emotional worries of students; communication problems in educational activities; homesickness (which can sometimes be accompanied by depression, sleep disorders and high levels of anxiety); adaptation to new surroundings; periodic air raids, military operations (like those in Ukraine); low motivation to study, lack of interest; double workload for students in Poland (studying in Ukrainian schools online and in foreign schools offline), etc. Based on the qualitative and quantitative analysis of the questionnaire findings, recommendations for the professional training of future teachers to deal with children in crisis, in particular children with war trauma, are proposed. The author emphasizes the importance of developing infomedia literacy, critical thinking, future teachers' skills in creating a media lesson, and media hygiene as the use of electronic communication and distance learning is a priority in the post-war period and requires information safety from ideological manipulations. Considerable emphasis is given to the development of teacher resilience as the capacity of the human psyche to recover, increase stress resistance, and prevent burnout when dealing with students who have suffered from Russian aggression or are experiencing other crisis conditions.

Keywords: future teachers training, war-affected children, social and pedagogical support, adaptation, internally displaced persons, war trauma, emotional and professional burnout.

*[...] God bless the children of Ukraine! God bless the Ukrainian school [...]!
Let our school serve as the setting where children not only gain knowledge but
also moral principles of a decent human life...*

Sviatoslav Shevchuk,

Head of the Ukrainian Greek Catholic Church on the 269th day of the war, 2022.

1. INTRODUCTION

With the beginning of the full-scale military invasion of Ukraine by the Russian aggressor, a significant number of children have been affected, either by being reported as kidnapped or illegally deported to the aggressor country. Since the first days of the war in Ukraine, the state portal "Children of War" (2022-2023) has been operating, providing data on the number of children physically affected by the war – wounded, killed, kidnapped, illegally deported, etc.

"Children of War" is a universal communication site in cooperation with law enforcement agencies: the National Police of Ukraine, the Office of the Prosecutor General, as well as with the National Information Bureau (Fig. 1). Information about victims of Ukrainian children due to unpredictable shelling, atrocities, and constant hostilities of the enemy can be received/reported here: about a lost child; about a crime committed against a child; if you found a child unaccompanied by adults; if you know about the fact of the child's deportation; on the forced change of citizenship and documents of the child; about other violations of children's rights during the war (Portal "Children of War", 2022-2023). This portal was developed to assist in the identification, rescue, and release of children from places of forced displacement or deportation. As can be seen in Fig. 1, as of 30 October 2022, 430 children were killed, 823 were injured, 248 went missing, and 9441 were deported from their place of permanent residence. However, the terrible war is still going on, and Ukrainian citizens, including children, unfortunately, are still suffering. By comparison, as of 11 August 2023, this number has increased significantly: 499 were killed, 1097 were injured, 1166 went missing, and 19546 were forcibly deported to Russia and Belarus. This information serves as a proof of the genocide of Ukrainian children and crimes against humanity committed by the Russian aggressor.

The UN Security Council identifies six grave violations against children in armed conflicts (Kivva, 2023):

- kidnapping and illegal abduction of children;
- recruitment and exploitation of children;
- killing and injuring;
- rape and other forms of sexual violence;
- attacks on schools, hospitals, and persons related to them;
- denial of humanitarian access.

All these types of crimes are now being committed in modern Ukraine as a result of the full-scale invasion of the Russian occupier.

M. Rembierz describes some of the facts of the Germanisation of Polish children during the Second World War by referring to them as "*ideologically sanctioned and pragmatically implemented 'all-round' crime: inflicting physical, spiritual and moral death on a massive scale*", focuses on the detailed "*anthropological, pedagogical and biographical aspects of the extermination, robbery, and Germanization [...]*" (2020, p. 13). The same scenario is used by the Russian occupiers on the territory of modern Ukraine, committing shameful crimes against children, including deportation, forced Russification in Russia and Belarus, and adoption into Russian families to deprive them of their Ukrainian identity. L. Witkowski highlights the phenomenon of negative identity (according to Erik H. Erikson), which can apply to individuals and communities, as exemplified by the fact of "dumbing down", i.e. the spread of the "negative identity of Germans", which was propagated by Hitler in his days. "*Enthusiasm and a shared sense of pride, alongside*

intolerance and harshness, emerged as a result of the Germans anchoring their collective feeling of distinctiveness and reinforcing their identity through the endorsement of values that directly opposed a discarded world” (2015, p. 204).

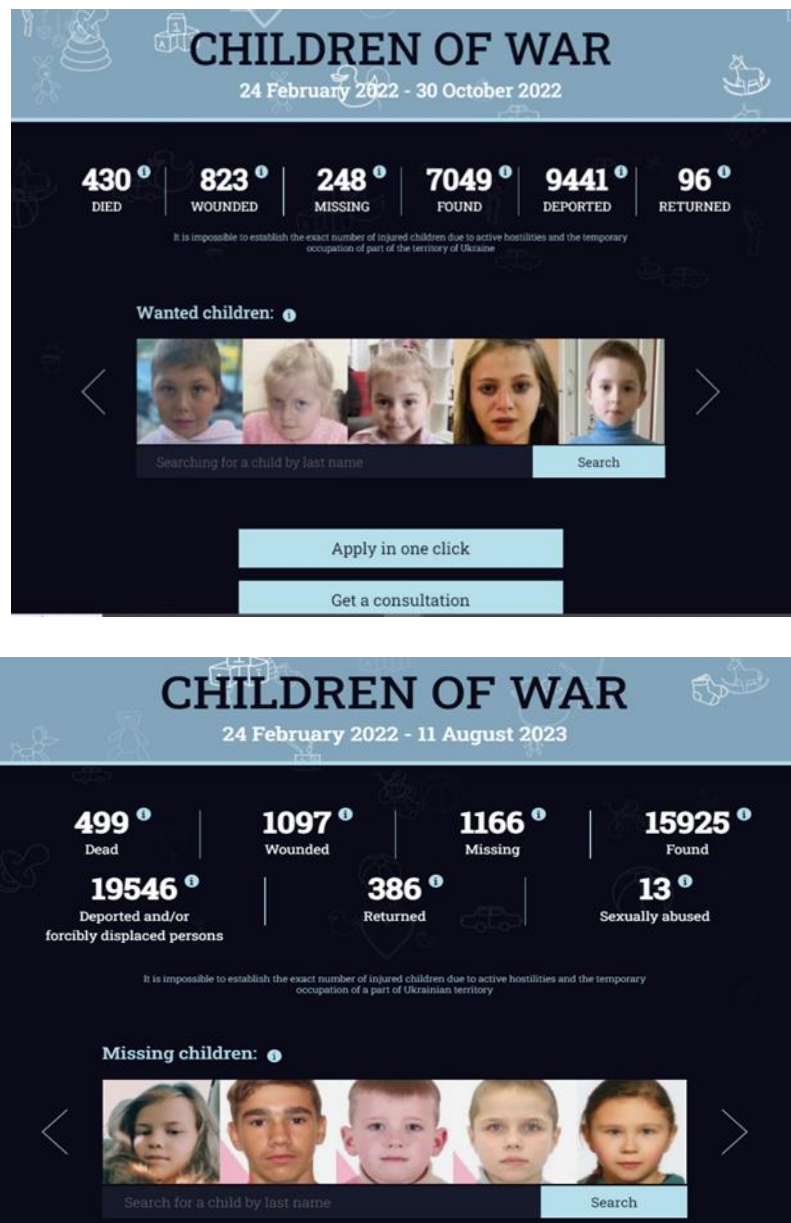


Fig. 1. Information platform "Children of War": a state portal for missing children.

Source: <https://childrenofwar.gov.ua/en/>

To protect children's lives and health, to teach them national values and priorities, and to preserve spiritual culture, religious traditions, and European ideals, a significant number of families (mostly from the eastern and southern regions of Ukraine) have been forced to leave their places of residence (occupied territories or those where the most active hostilities are taking place) and go to Europe or America during the first weeks of the war. They talk a lot about the trauma they have experienced, the fear of explosions, the loss of family and friends, and the fear of air raids or explosions. That is why professional help is required today for children who have experienced war trauma. Based on the analysis of Internet resources, currently, for example, there are about 300,000 Ukrainian children in Poland while only 18,000 of them study in Polish schools, so there is an urgent demand for the opening of such schools (the data was presented during the conference "Ukrainian Teacher in Poland. Free

didactic conference”) (Ukrainian school in Poland., 2022). This implies the necessity of social, psychological, professional, and pedagogical training of teachers to solve the problem of not only teaching but also development and adaptation to children's active social life -victims of russian aggression.

The article is aimed at (1) studying the current state of the problem in modern media and scientific literature on the importance of social and pedagogical support for children affected by war; (2) presenting the results of the questionnaire among students from Ukraine and Poland with experience of dealing with IDPs and identifying the most significant challenges they face in the pedagogical aspect; (3) based on the qualitative and quantitative analysis of the questionnaire findings, to propose methodological recommendations for the professional training of future teachers to work with students in crises.

2. ANALYSIS AND DISCUSSION

2.1. Research Methods

The following methods were used in the research.

The *method of media monitoring* was used to identify relevant information from publications on the research problem, in particular, psychological and pedagogical support for children affected by war.

The questionnaire method was intended to identify the experience and personal impressions of prospective teachers' (Ukrainian and Polish students) volunteer work with displaced children affected by the russian military aggression in Ukraine.

Narrative interviews with selected students, conducted based on a prepared questionnaire, aimed at deepening our understanding of the studied phenomena

Methods of mathematical statistics have been used to present the quantitative and qualitative results of the empirical research.

The *method of comparative research* proposed by F. Hilker (1962) incorporates a departure from purely empirical-positivist data comparison in favor of a humanistic approach, focusing on understanding analysis used in historical and philosophical research. According to Hilker, comparative research can elucidate the meaning of pedagogical phenomena embedded within specific cultural contexts.

The combination of quantitative and qualitative research allows for meeting the requirement of equivalence, especially within studies that necessitate enrichment with socio-cultural context.

2.2. Instruments and Procedures

To assess the readiness of prospective Ukrainian and Polish educators for working with children affected by war, we developed a questionnaire (Fig. 2). The survey was conducted online in June-August 2022.

The image displays two side-by-side screenshots of a questionnaire form. Both screenshots feature a header with three tabs: 'Запитання' (Questions), 'Відповіді' (Answers), and 'Налаштування' (Settings). Below the header is a photograph showing several people from behind, draped in Ukrainian national flags (blue and yellow). The left screenshot is the Polish version, titled 'KWESTIONARIUSZ dla studentów ukraińskich i polskich (przyszłych nauczycieli)'. The text below the photo reads: 'Prowadzimy badania, których celem jest wypracowanie jak najlepszych rozwiązań dotyczących przygotowania przyszłych nauczycieli do pracy z dziećmi z doświadczeniem uchodźstwa. Prosimy zaznaczyć odpowiedzi. Badanie jest anonimowe. Na końcu ankiety jest także miejsce na Twoją wypowiedź, jeśli chcesz nam coś przekazać.' The right screenshot is the Ukrainian version, titled 'АНКЕТА для українських і польських студентів (майбутніх педагогів)'. The text below the photo reads: 'Ми проводимо дослідження, спрямоване на вдосконалення підготовки майбутніх учителів до роботи з дітьми, які постраждали через війну та/або є вимушеними переселенцями. Будь ласка, дайте свої відповіді на запитання. Опитування є анонімним. Наприкінці опитування також є місце для вашого коментаря, якщо ви хочете нам щось розповісти. Щиро дякуємо за допомогу!'

Fig. 2. Questionnaire for Polish and Ukrainian students

Source: The questionnaire form was developed by the authors of the article

The survey involved 47 students from Ukraine (Vasyl Stefanyk Precarpathian National University) and 33 respondents from Poland, including 15 students from the Institute of Pedagogy Jagiellonian University in Cracow (UJ), the rest were representatives of the University of Silesia in Katowice (US, Faculty of Theology) and The University College of Applied Sciences in Chełm. This sample cannot be considered representative. For example, the questionnaire was sent to 324 people (students of the UJ Institute of Pedagogy), and the feedback rate was 15. It is worth mentioning that in the group of students from the Institute of Pedagogy at the Jagiellonian University there were also people of Ukrainian origin who had begun their studies in Poland before the outbreak of the war, and their assimilation into the group was very successful. The solidarity of fellow group members resulted in the groups being extremely committed to helping and supporting Ukraine in various forms. However, not everyone had to deal with the children.

We assumed that only those students who had practical experience working with Ukrainian children of war voluntarily agreed to participate in the survey. However, this enables us to compare the impressions and experiences of Ukrainian and Polish students as prospective teachers regarding psychological support, education, and development of Ukrainian IDPs, and to identify their empathy and volunteer qualities. As the number of Polish respondents was slightly smaller compared to the Ukrainian participants, we were able to conduct a qualitative analysis of their experiences, which involved conducting narrative interviews.

2.3. Results of Research

The survey results showed that respondents from both countries (Ukraine and Poland) have some experience working with children of war who were forced to leave their homes and relocated within Ukraine due to the occupation or shelling (internally displaced persons), or who have moved to other countries, including Poland (who have received temporary protection as refugees). This was confirmed by their answers to the questionnaire: "How long have you worked with children affected by Russian aggression in Ukraine?" (Fig. 3).

The majority of the respondents – 39.4% (13 persons) of Polish and 48.9% (23 persons) of Ukrainian students – have only 1-2 days of experience in pedagogical interaction with children affected by war. And this is natural because the survey was conducted in the first months of the war and most of them did not have the opportunity to gain such experience; such activities were voluntary, in some cases as a form of social and pedagogical practice at the university. At the same time, it is extremely positive that students have become actively involved in helping Ukrainian DPs. Among Ukrainian students studying at a university in the west of the country, more than 20 percent of respondents reported that they occasionally help children with war trauma voluntarily, and almost 15 percent have been working with internally displaced children for a week or more.

Among the students surveyed in Poland, more than 15% continue to support young Ukrainians, 18.2% have been volunteering for 2 months or more, and 21.2% for more than a week. Considering the survey was conducted three or more months after the beginning of the full-scale Russian invasion of Ukraine, this is evidence of the great engagement of young people in both countries, a manifestation of their commitment to patriotism, tolerance, humanity, empathy, pedagogical identity, intercultural communication, etc. Even a relatively short-term contact with children from Ukraine was a powerful emotional experience, significant in the context of building important social and personal competencies. Students from both groups emphasized that this experience was/is incredibly challenging but also highly important. Again, we are persuaded that modern students are the future of national or European well-being, a dynamic and active social stratum of the population, distinguished by a progressive vision in the fight for independence, freedom, peace, justice, etc.

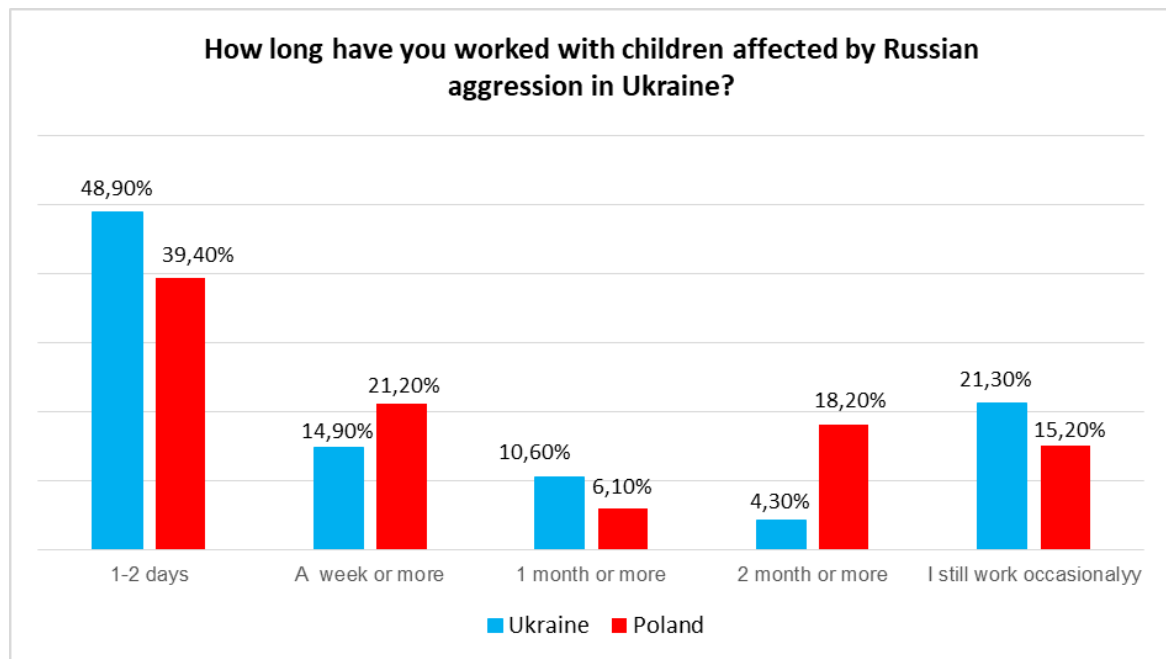


Fig. 3. The experience of students (prospective teachers) with Ukrainian war-affected children

Source: The survey was conducted by the authors of the article

In the research, it was crucial for us to identify the challenges faced by students (teachers) when dealing with children affected by war. The results of the comparative study are presented in Tab. 1 and Fig. 4. Thus, perhaps the main obstacles for Ukrainian and Polish students were psycho-emotional stress (78.7% and 60.6% of respondents, respectively), which resulted in communication problems in academic activities (70.2% and 57.6%), homesickness, sometimes complicated by depression, sleep disorders and high levels of anxiety (68.1% and 63.6%). They are exceptionally serious psychological symptoms that serve as formidable obstacles to learning, as students navigate through various emotional phases (understanding, adjustment, doubt, etc.) and face challenges related to adaptation to unfamiliar settings. Twenty students from Ukraine and an equivalent number (60.6%) from Poland noted this aspect.

The Polish respondents reported communication problems among ID children, including 75.8% (25 persons) who noted language obstacles in education. Because in May 2022, more than 2 million Ukrainian children were temporarily sheltered abroad, they faced serious language barriers in everyday communication, leisure activities, and educational institutions. Communication problems and language barriers were the first hurdles in providing assistance and support. During the interviews, there was a mention of an initiative taken by students from the Institute of Pedagogy at the Jagiellonian University in Krakow: self-organized Ukrainian language courses by Ukrainian-origin students for Polish students, focusing on basic communication skills. The need for a structured Ukrainian language learning program was submitted to the Jagiellonian Language Center (a unit specializing in foreign language education at the University of Jagiellonian).

From the statements of Polish students:

"I believe that it is particularly difficult to overcome the language barrier establish communication, and therefore build a relationship between student and teacher. The adaptation of students and building relationships with their peers is also a big challenge, especially in the senior years. I want these children to be able to adjust as best they can during the terrible wartime in other countries".

"I was in contact with the children for a short time, only during the process of their placement. Of course, the most important thing is to try to overcome the language barrier, because this is what causes them the most problems and frustration. Teacher and peer patience and understanding are also important".

Challenges faced by prospective educators when interacting with Ukrainian children affected by war trauma¹

Overview of educational challenges and difficulties	Ukrainian students, %	Polish students, %
Stress-related communication difficulties	70.2	57.6
Psycho-emotional worries, and depression	78.7	60.6
Difficulties of a technical nature (lack of internet, mobile gadgets for studying, etc.)	12.8	6,1
Language barrier (for students who are forced to stay in other countries)	-	75.8
Obstacles related to language in Ukrainian schools (faced by russian-speaking students who have relocated to other regions of the country)	27.7	-
Periodic air raids, military activity (as for those students who are in Ukraine)	40.4	18.2
Double pressure on students in other countries: studying both in Ukraine online and in foreign educational institutions offline	29.8	15.2
Student(s) adaptation to new settings, traditions, rules	42.6	60.6
Nostalgia for home, friends, teachers	68.1	63.6
Low motivation for learning, lack of interest	31.9	12.1

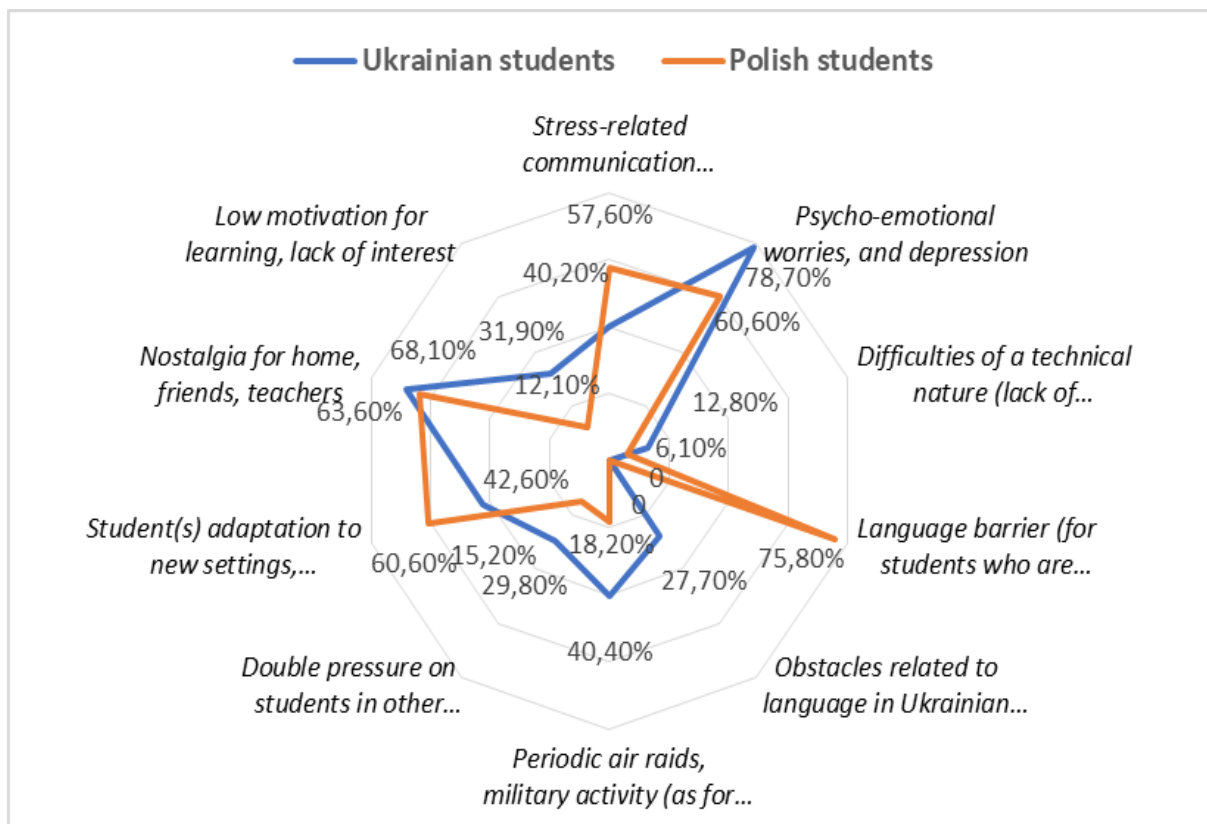


Fig. 4. The most frequent challenges encountered by prospective teachers when assisting Ukrainian displaced children (based on Survey Responses)

Source: The survey was conducted by the authors of the article

¹ The respondents had the option to select several answers to each question.

While learning Ukrainian and interacting with people from Ukraine, the students experienced an important cultural context related to the Russian language, which showed the distinctiveness of the Ukrainian language and the aversion to Russian as an aggressor language. Homogeneous for Polish students, the world of the language "from across the eastern border" disintegrated, and the Ukrainian language gained a strongly separate identity. The study also raised other issues related to the diverse cultural context.

The diversity of national cultures is influencing the following:

"[...] cultural difference is one of many dimensions of a child's subjectivity and it determines the cultural nature of his or her identity and personality. [...] The analyses of situations where cultures meet show that there is often a conflict resulting from different values, beliefs, needs, etc. The new culture may arouse many emotions and questions among people experiencing migration. From the perspective of a host society, the behaviors of children and their parents may be perceived as strange and/or inadequate to the situation" (Młynarczuk-Sokołowska, 2020, p. 153).

Many Ukrainian children – according to various sources, about 2 million – who have been forced to move to other countries because of the war are currently in similar situations. Considering the active participation of Ukrainian and Polish students in volunteer work aimed at assisting refugee children, especially in the realms of teaching and providing social support, it is interesting to inquire about their perspectives on the primary responsibilities of educators when it comes to teaching these young individuals (Tab. 2, Fig. 5). Most respondents emphasized the importance of helping a child overcome stress, psycho-emotional distress, and depression, as indicated by 85.1% of students from Ukraine and 75.8% from Poland. Both groups of respondents also clearly identified the necessity to facilitate the successful adaptation of students (IDPs) to new conditions, traditions, and rules, both for internally displaced persons and those who have received the status of war refugees in other countries.

Certainly, students studying abroad often encounter challenges related to language barriers when communicating within the educational setting. This issue was raised by 75.8% of the surveyed participants, equivalent to 25 Polish students. Nonetheless, it is concerning to note that this challenge extends to teachers in Ukraine who work with students from the northern or southern regions of the country (internally displaced persons). More than half of the respondents, specifically 29 out of 47 respondents, highlighted communication issues between Russian-speaking students and their peers in the classroom, leading to learning and adaptation difficulties.

Based on the findings of the survey conducted at the National Academy of Pedagogical Sciences of Ukraine, it appears that a majority of Ukrainian teachers exhibit an average level of communication readiness when it comes to teaching under martial law. In response to the question "What areas should I focus on to enhance my professional communication skills?" practitioners frequently provided the following answers "maintaining composure" – 60.6 %; "self-confidence" – 48.5 %; "emotional intelligence" – 36.4 %, "positive thinking" – 33.3 % (Ivanova, 2022, p. 4).

When it comes to barriers to professional communication with students or colleagues, respondents most often pointed to challenges related to emotional control of behavior, emotional burnout and lack of resources, fatigue, self-doubt, and lack of positive thinking and understanding from others. It is only natural that Ukrainian teachers who continue working in schools during the war, like students, experience psycho-emotional overload, stress, worries about their children or relatives (who are fighting on the front line with the Russian occupier), and sometimes even depression due to the circumstances at the front. However, while working under these circumstances, they have a clear perspective on the primary challenges and responsibilities of a modern teacher, who is expected to demonstrate adaptability and agility in responding to social challenges with the primary aim of helping Ukrainian children survive the war, especially, and instilling in their faith and hope for a bright and peaceful future in their country.

What are the primary responsibilities of educators when teaching Ukrainian children affected by the russian invasion?²

<i>List of responsibilities</i>	<i>Ukrainian students, %</i>	<i>Polish students, %</i>
To help a child overcome psycho-emotional worries and depression	85.1	75.8
To facilitate students' successful adaptation to new settings, traditions, and rules	72,3	66.7
To work towards overcoming the language barrier in a foreign language educational environment	61.7	75.8
To stimulate cognitive interests and motivation to learn	57.4	27.3
To intensify communication, to discuss important topics with the child	61.7	24.2

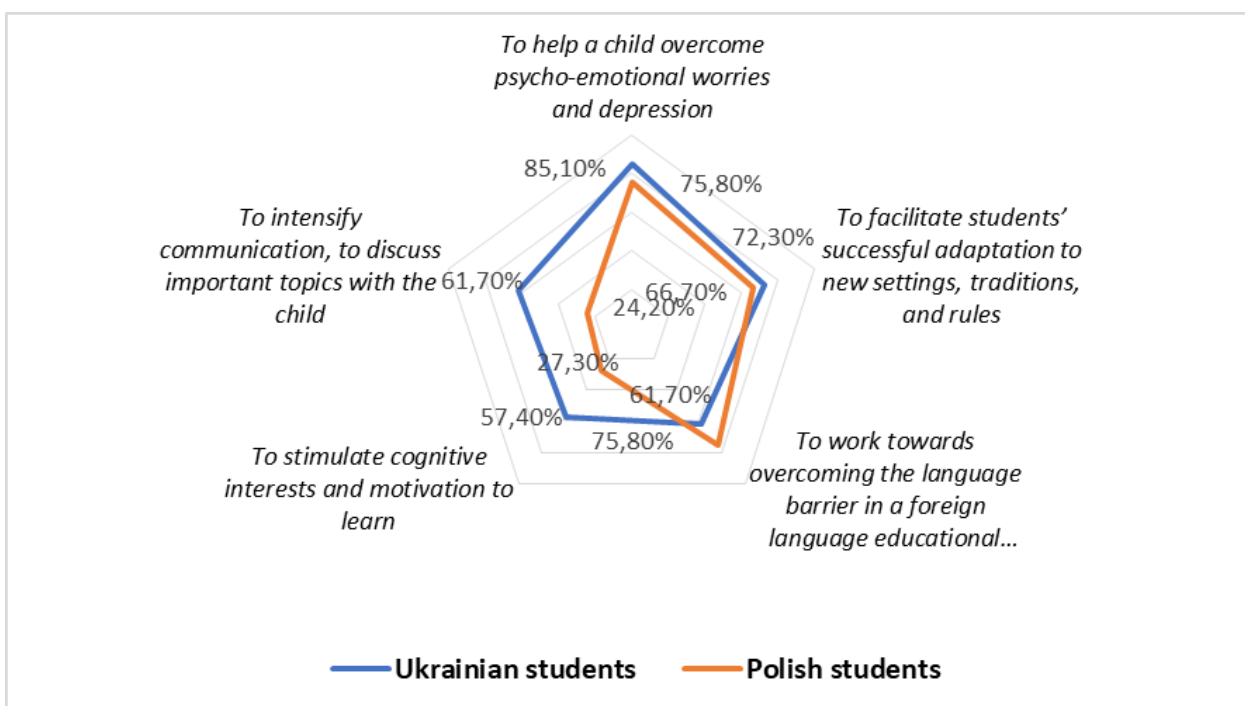


Fig. 5. The primary responsibilities of educators in teaching Ukrainian children affected by the war (based on the survey findings

Source: The survey was conducted by the authors of the article

The commitment of Ukrainian students united in solidarity during the war to assist, primarily children internally displaced from the war zone, is evidenced by their volunteer experiences. All of them are filled with feelings of patriotism, empathy, national unity, high spirituality and humanism, and faith in victory over the enemy.

Anna H., second-year master's student at Vasyl Stefanyk Precarpathian National University, a teacher at Kryla Private Gymnasium in Ivano-Frankivsk:

"I am always amazed by the children's desire to discover new things, despite the war trauma they have experienced. These children gradually demonstrated sincerity and frankness in communication with peers and teachers. I am delighted to have had the chance to contribute to making their dreams come true. Our gymnasium

² The respondents had the option to select several answers to each question.

works under the motto "We will teach you to fly". And this was our principal goal in working with students relocated to us from the regions that suffered terrible destruction due to the war – Kherson, Mariupol, Luhansk, Donetsk, and Mykolaiv.

In conversations with them, I felt that they no longer have a "childlike" understanding of war, because they have experienced a lot of fear due to the loss of their homes, relatives, and friends... Therefore, I appreciate the opportunity to contribute to the formation of their successful future, to develop true human and national values, and to avoid remembering (because it is impossible to forget) the horrors of war".

Vira T., a third-year bachelor's student at Vasyl Stefanyk Precarpathian National University:

"I held several classes for students relocated to our city because their families fled from occupied Kherson and Mariupol. They told me in great detail about how they avoided roadblocks; how their cars were shot at and they maneuvered to survive; how they prayed for a safe journey to unoccupied Ukraine; how their mother remembers her home in the evenings and cries... and so on. They will never forget the real war traumas, but we must manage to encourage them to be positive and instill faith in victory. The children believed that they would soon return to their homes and schools in Kherson. And this occurred after the war had been ongoing for more than 100 days! I noticed that the children had matured a lot during the war, learned to help, love Ukrainians, and hate the enemy".

The following are some of the reflections of Polish students, and their narrative interviews about their experience of volunteering with Ukrainian children of war (the survey was anonymous).

An important context for providing support is understanding the cultural differences built around different languages, traditions, attitudes toward religion, history, national experiences, rituals, and ultimately, the human mentality. One of the individuals involved in this effort observes:

"I haven't been in contact with such children for a long time, but I know that it is very important to get to know Ukrainian culture and upbringing styles. I have observed the fact that the behavior of Ukrainian children, which is not understandable to me, is normal in their culture. Therefore, I think it is important to know these differences to understand when a child's behavior is a result of trauma and when it is completely normal and is the result of where and how they were brought up".

For a teacher, understanding a child's behavior and being able to read non-verbal messages is very important, especially in crisis situations. And the experience of war trauma, emotional crisis is a common feature of almost all people who have experienced war. Students strongly emphasize the need for professional support from a psychologist. Even very well-prepared teachers can be helpless in the face of emotional crises of children and their relatives. A teacher does not have the competence of a therapist. From the students' statements:

"Unfortunately, almost all children are experiencing a lot of stress, and the first thing they need is therapy with a psychologist. I am also from Ukraine and have experienced terrible things, just like everyone else, and only a psychologist is helping me to finish my studies at university".

"I believe that at school children should be supervised by a teacher or psychologist as much as possible, as this will help them adapt to the new conditions they have to face".

However, Polish students note that despite the lack of professional psychological support, they can still take care of the children's psychological well-being at a basic level. However, they acknowledge the need to strengthen their competencies in this regard during their studies. From their statements:

"The most important thing for children is to feel safe. They often feel scared and afraid to leave their caregivers to play. Surrounding them with care, and reassuring them of good intentions and tenderness is the key to my volunteer work".

"I think that teachers need professional training to know how to talk about the war, how to help them adapt to the Polish school, traditions, and customs, how to be stress-resistant, etc.".

Preparation for the teaching profession should pay greater attention to building interpersonal social

competencies. In the curriculum at the Institute of Pedagogy at Jagiellonian University, students have the following subjects and workshops: Interpersonal Training, Interpersonal Communication, Theoretical Foundations of Interpersonal Relationships, Crisis Intervention, Mediation and Negotiation in Schools, and Relational Competencies in Pedagogical Work. During their studies, they learn in a safe environment, within their own peer group, through reading literature, discussions, and by applying methods like drama, project-based learning, and case studies. However, until now, they have not had direct contact with real-life situations, real people, and their problems. The aggression of Russia towards Ukraine and the appearance of Ukrainian families in need of help and support was a real test for them.

“Preschool children communicated very well with their Polish peers. Problems occurred rather with older children, mainly in secondary school. However, empathy, support, and compulsory training for those who work with such children are essential. Training in crisis interaction and skills for working with child survivors of war (how to respond, what to do, what to avoid, how to support, when to intervene and seek help from other mental health professionals, etc.)”.

“This experience has taught me a lot. I learned to be more sensitive to other people and their needs than ever before. These children brought a lot of joy into my life. I managed to get involved and help them as much as I could. My friends and I organized a donation campaign that had an amazing response, for which I am very grateful: games, school supplies, toys, and all the things that were necessary to create conditions for working and playing with children, even in a small way. It was an amazing experience for me to participate in this volunteer project together with my daughter Natalia. I observed her strong desire to assist, engage, and embrace the opportunity presented to us during that period. She eagerly anticipated the day she could visit and spend time with these children. At Easter, my daughter and I made Christmas packages for each child, and many friends contributed. I am grateful for the opportunity to participate in such meaningful work...”.

“The children and young people I had the opportunity of assisting did not have long-term or permanent plans to stay in Poland (parents’ decision), so the most reasonable form was education, integration, and ensuring their well-being during their stay”.

2.4. Discussion and recommendations

The survey findings revealed that student volunteers, in their efforts with ID children, tried to help restore their self-efficacy, adaptability, and resilience. For this purpose, for example, the youngest students were involved in writing postcards and playing games with adults (including parents) to create a positive tone for accepting and confronting life's hardships; to make them feel safe, and to give them less access to the news, as they feel vulnerable and depressed when experiencing difficult events.

Therefore, in the professional training of students for the implementation of pedagogical functions in primary school, it is necessary to provide a psychological module of separate topics on working with students in crisis, in particular children of war. Certainly, in light of the constantly evolving circumstances, it is crucial for educators to “adapt to the changing reality, foster mature communication even in stressful situations, and serve as a mentor to guide students towards their personal growth” (Ivanova, 2022, p. 2). At the same time, it is essential to differentiate the following individual psychological features of development that should be considered pedagogical activity:

- emotional and will sphere – the dominant mood of the child, the strength of emotional reactions, the ability to show restraint and control involuntary desires or emotional states, etc.;

- aspects related to specifics of one’s character and self-regulation of behavior encompass the availability of identified accentuation and their characteristic features, the arbitrariness of behavior regulation in situations of pedagogical interaction, the ability to show responsibility in behavior, moral regulation of behavior, etc.

- the student’s attitude to the surrounding world and self-reflection includes factors like possessing a stable motivation for content-based learning (cognitive, positional, social or other), personal

anxiety, attitude to various activities, etc.

In the conditions of wartime, Ukrainian and Polish teachers admitted that they experienced psycho-emotional tension, overload, stress, and sometimes a lack of readiness to communicate with students who have experienced significant war trauma (e.g., lost parents or other relatives, homes, were forced to move to other regions of the country or the world, etc.) Therefore, educators need psychological support and methodological assistance. According to research conducted by GoGlobal, the war in Ukraine has changed not only students (who, despite stress and disappointment, have become more empathetic, ready to help, nationally conscious, and inclined to volunteer and support the Armed Forces) but also educators. The data indicates that 54% of teachers have observed symptoms of professional burnout, presenting a significant risk to the quality of education in educational institutions (however, it is important to acknowledge that there may be subjectivity in recognizing their psychological well-being). (Education in the context of war, 2023).

The renewal of the educational process in schools and universities during martial law in Ukraine serves as a form of therapy for many educators, as it allows teachers to integrate into their typical professional role, helping them rediscover a sense of purpose and value during a challenging period for the country. Therefore, students, even if they have experienced suffering and stress, can also help each other and the teacher to "recover", draw positive energy from joint educational interaction, and engage in volunteering (for example, weaving camouflage nets for the military, making trench candles; creating amulets for Ukrainian soldiers, "motivational" drawings, greeting cards, patriotic bracelets, souvenirs, etc.).

O. Ivanova emphasizes the necessity of developing the teacher's resilience as the ability of the human psyche to recover, especially relevant in connection with the importance of resisting current stresses. The scientist offers her definition of this concept:

"[...] Resilience is a personal competence that is a natural and dynamic combination of knowledge, skills and practical abilities, ways of thinking, professional, ideological, and civic qualities, and moral, ethical, and spiritual values and determines a relatively stable ability of a person to conscious self-regulation in various life circumstances. This competence, in our opinion, should become the key [...] of the teacher's personality in the first place" (Ivanova, 2022, p. 2).

Therefore, we propose that the professional training of future teachers should include a professional development module, introducing techniques to increase stress resistance and coping with burnout in working with students who have war trauma or are experiencing other crises. It is equally important to strengthen the potential of practical psychologists in educational institutions to provide mental health and psychosocial support (to children, teachers, and parents) during (after) war. We recommend that the content of higher education for Ukrainian and Polish students should include a methodological case study on adaptation in crisis of professional activity and support for the psycho-emotional state of children and their parents.

To provide psychological and pedagogical support for the adaptation of Ukrainian students to studying in foreign educational institutions, to overcome the language barrier and communication challenges, the EU has developed a practical guide that includes simple informative images accompanied by the most commonly used phrases in Ukrainian followed by translations into different languages - English, French, German, Czech, Polish, Finnish, Latvian, etc. (Publications Office of the European Union., 2022). This is just another demonstration of boundless solidarity without borders and assistance to children of war provided by the civilized world (Fig. 6). We propose these materials to future teachers as a didactic tool for teaching students at the first stage of adaptation to the country of residence.

When training students to work with learners in crisis, we also focus on the common educational heritage of Ukraine and Poland, i.e. a special historical and pedagogical module in teaching. In this regard, for example, it is worth turning to pedagogical comparative to analyze the leading ideas of the Ukrainian humanist Vasyl Sukhomlynsky (1918-1970), who devoted his entire life to students and

presented his ideas in the book “I Give My Heart to Children” (Sukhomlynsky, 1976). In this book, the author, perhaps for the first time, mentions the Polish teacher Janusz Korczak as a role model³ (Korczak, 2009).



Example: Slovak-Ukrainian pictogram for children and educator



Example: German-Ukrainian pictogram for children and educators

Fig. 6. Pictograms for students and teachers, Publications Office of the European Union (2022)

Source: <https://data.europa.eu/doi/10.2830/145568>

Olha Sukhomlynska describes the common moral imperatives of these teachers who lived in difficult conditions, pointing out that they are united by the “idea of cordocentrism,” when the development of a child’s personality takes place by what Korczak called “cognition of the heart,” and accordingly Sukhomlynska writes about him as “an example of unbreakable spirit,” the ideal of a teacher capable of loving children to the extent of self-sacrifice (Sukhomlynska, 2021, p. 88). After all, an assault on the child’s dignity, and disrespect for him or her as a small person by an adult is significantly more harmful, because this soul is defenseless, unable to protect itself, and violence breeds evil.

“Examine your own large and calloused hand in comparison to your child’s small and delicate hand. Notice the contrast between your rough skin and their smooth and thin skin. Observe the little ones, completely reliant on you, without the strength to protect themselves or assert their rights. It is challenging to find a parallel in the life of an adult. No longer driven solely by passion, every strike carries a weight akin to that of a convicted prisoner.” (Brzezińska-Waleszczyk, 2016).

In the conditions of the russian-Ukrainian war, the future of children is mostly in the hands of

³ Janusz Korczak – a well-known Polish pedagogue who died in a Nazi gas cell with his foster children at the Jewish Orphanage (1942) and fulfilled his professional and moral duty with dignity, although he had the opportunity to save his life but refused to do so three times.

professional educators. Therefore, we consider the issues of psychological and socio-pedagogical support for children of war, including those with disabilities, to be a perspective for further research.

3. CONCLUSIONS

Research by foreign scholars has revealed the long-term effects of large-scale physical destruction and war on children, their level of literacy, learning conditions, and health (based on the materials of World War II) (Akbulut-Yuksel, 2014). Therefore, it is crucial to review the cause-and-effect evidence of the long-term negative impact on the development of Ukrainian education to diminish or interfere with it. Therefore, among other things, it is crucial to outline means of ensuring psychological and pedagogical support to children of war who have suffered from a full-scale Russian invasion of Ukraine (2022). To achieve this, it is necessary to master the techniques and methods of overcoming stress and psychological "overload", as well as the techniques of providing psychological assistance. Therefore, it is necessary to develop, systematize, and provide parents and students with relevant information resources for helping people who are in difficult life circumstances due to forced relocation, loss of relatives, etc. These may include popular science articles, guides, webinars, tips, thematic interviews with famous people, self-help techniques, children's fiction books about the war, educational infographics, etc. Future teachers of Ukraine and Poland have already been partially involved in this work in the course of our research.

The use of electronic communication tools and distance learning actualizes a particular aspect of modern teacher training – the development of infomedia literacy, critical thinking, skills in creating a media lesson, and media hygiene. After all, in the current context, there are information wars, cyberbullying, and cybergrooming that all participants in the educational process may face. Experiencing stress and the war psychological trauma students become more sensitive and vulnerable to virtual fraudsters, mostly through social media and fake accounts. Therefore, in the post-war period, to promote the national identity of the younger generation and quality education, it is necessary, first of all, to protect the media (information) space from ideological manipulation and provocation. We applied these resources to update the content of higher pedagogical education institutions in Ukraine and Poland to train students – prospective teachers – for the pedagogical assistance of children in crisis (those with war trauma due to stress, deportation, shelling, loss of relatives, fear of death or loss of home, as well as orphans, children from single-parent families, etc.).

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Будник Олена, Сайдак-Бурска Анна. Педагогічний супровід українських дітей війни: готовність майбутніх учителів до роботи у кризових умовах. Компаративний аналіз результатів дослідження в Україні та Польщі. *Журнал Прикарпатського університету імені Василя Стефаника*, **10** (3) (2023), 16-31.

У статті на основі аналізу наукової літератури та моніторингу медійних ресурсів обґрунтовано актуальність окресленої проблеми щодо психолого-педагогічного супроводу неповнолітніх, які потерпіли від російської військової агресії в Україні (2022-2023). Охарактеризовано деякі види злочинів щодо українських дітей, як: викрадення, депортація, примусова русифікація і т.п. Розроблено анкету та представлено результати опитування українських і польських студентів (майбутніх учителів), котрі мають досвід роботи з тимчасово переміщеними особами через війну. Виявлено типові труднощі, з якими вони стикаються у психологічному і педагогічному аспекті: психоемоційні переживання учнів; проблеми комунікації у навчальній діяльності; туга за домом (що іноді може супроводжуватися депресією, порушенням сну та високим рівнем тривожності); проблеми адаптації до нових умов середовища; періодичні повітряні тривоги, бойові дії (як тих, котрі перебувають в Україні); низька мотивація до навчання, відсутність зацікавлення; подвійне навантаження на школярів, які перебувають в Польщі (навчання в українських закладах онлайн і в закордонних – офлайн) та ін. За результатами якісного та кількісного аналізу результатів анкетування запропоновано рекомендації щодо професійної підготовки майбутніх учителів до роботи з дітьми в кризових умовах життєдіяльності, зокрема дітьми, які мають травму війни. Акцентовано на необхідності розвитку інфомедійної грамотності, критичного мислення, навичок створення медіауроку та медіагігієни у майбутніх педагогів, оскільки застосування засобів електронної комунікації, дистанційного навчання є пріоритетними в умовах (після) воєнного стану і потребує захисту інформаційного простору від ідеологічних маніпуляцій. Значна увага приділена питанням формування резильєнтності вчителя як здатності людської психіки до відновлення, підвищення стресостійкості та протидії вигоранню у роботі з учнями, які потерпіли від російської агресії чи переживають інші кризові ситуації.

Ключові слова: підготовка майбутніх учителів, діти війни, соціально-педагогічний супровід, адаптація, внутрішньо переміщені особи, травми війни, емоційне і професійне вигорання.