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SELECTED ASPECTS OF THE EDUCATIONAL PROCESS IN WAR CONDITIONS IN UKRAINE

WYBRANE ASPEKTY PROCESU EDUKACYJNEGO W WARUNKACH WOJENNYCH NA UKRAINIE

Abstract: Education has always been and is an important branch of social life, a necessary condition for further progress and development. Many security parameters of Ukrainian society are beyond the critical level, which are the consequences of the war. This dictates the need to develop new approaches to the management mechanism, in particular, in education, to create new models of the educational process. In Ukraine, legal regulation of the educational sphere is carried out during the period of martial law. During the period of martial law, the Ministry of Education and Science of Ukraine continues to implement the state policy in the field of education, ensures accessibility and continuity of the educational process, and sets the goal of covering all Ukrainian children with the educational process, regardless of their location. Organizational models and forms of education have been developed, all the possibilities of IT technologies and electronic resources are used, and the necessary information is provided by informational educational systems. Teaching thinking (logical, critical, alternative, analytical, and innovative) becomes a priority educational direction.

Keywords: education, war conditions, training organization, models, forms, training technologies

Abstrakt: Edukacja zawsze była i jest ważną gałęzią życia społecznego, a przy tym warunkiem koniecznym do dalszego postępu i rozwoju. Obecnie wiele parametrów bezpieczeństwa ukraińskiego społeczeństwa przekracza poziom krytyczny, będący konsekwencją wojny. Narzuca to konieczność wypracowania nowych podejść do mechanizmu zarządzania, w szczególności w edukacji, do tworzenia nowych modeli procesu edukacyjnego. Aktualnie w Ukrainie regulacja prawna sfery oświaty odbywa się w okresie stanu wojny. W tym czasie Ministerstwo Edukacji i Nauki Ukrainy kontynuuje realizację polityki państwa w dziedzinie edukacji, zapewniając dostępność i ciągłość procesu edukacyjnego, oraz stawia sobie za cel objęcie procesem edukacyjnym wszystkich ukraińskich dzieci, niezależnie od ich lokalizacji. Opracowano nowe modele organizacyjne i formy kształcenia, wykorzystuje się wszystkie możliwości technologii informatycznych i zasobów elektronicznych, a niezbędne dane dostarczają informacyjne systemy edukacyjne. Nauczanie myślenia (logicznego, krytycznego, alternatywnego, analitycznego, innowacyjnego) stało się priorytetowym kierunkiem edukacyjnym.

Słowa kluczowe: edukacja, warunki wojenne, organizacja szkolenia, modele, formy, technologie szkoleniowe

1. Introduction

Education has always been and is an important branch of social life, a necessary condition for further progress and development. The Law of Ukraine 'On Education' states that the purpose of education 'is the comprehensive development of a person as an individual and the highest value of society, his talents, intellectual, creative and physical abilities, the formation of values and competencies necessary for successful self-realization, the education of responsible citizens who are capable of conscious social choice and direction of one's activity for the benefit of other people and society, enrichment on this basis of the intellectual, economic, creative, cultural potential of the Ukrainian people, raising the educational level of citizens in order to ensure the sustainable development of Ukraine and its European choice' (zakon.rada.gov.ua, 2017). The educational process is a dynamic and complex phenomenon. This is a real challenge for all parties involved. Effective help for a child depends on his age, the degree of learning difficulties, as well as internal and external conditions. Undiagnosed and consciously insurmountable difficulties in learning inevitably lead to school failure, which can have profound psychological and environmental consequences for the individual, who is unable to independently cope with the accumulation of backlog, learning attitudes and attitudes towards learning. Not receiving adequate help, the child steadily approaches premature isolation from the didactic system, which is associated with a negative perception of self-image and the educational environment. The environment in which a child lives and develops has a great influence on the results of his education. In the family, the child is socialized and enculturated. The family has a great, yet sometimes unconscious influence on the development of the child and, regardless of the structure, is a reference group. Thanks to it, a young person forms his views, customs, and receives models of behavior. Another factor affecting success is the child's health, which enables the student to be present and active in every lesson. The child's direct participation in each lesson is more important than professional methodical assistance in learning. In the absence of this, the child's social experience and experiences are minimized, which affects the child's learning outcomes and development (Łuczak, 2000). This factor increased first during the pandemic, under conditions of student isolation, and then increased during the war in Ukraine, which has a negative impact on the mental state of participants in the educational process. This is loss of direct contact with friends, change of place and living conditions, death of loved ones, and the onset of depression. Socio-economic reasons that negatively affect children's academic performance include inadequate housing conditions, for example, lack of a place to study, divorce of parents or the death of one of the parents, unfavourable atmosphere in the family, low cultural and intellectual level of parents, pathology of family life, violence against the child, improper treatment of the parents towards the child. An unsettled home atmosphere, disorganization and chaos, and fear of war do not stimulate the child to study, making him feel threatened and insecure. Pedagogical factors of a child's failure at school are also an excessively rigid system of education, which complicates the individualization of didactic and educational work, and in many cases, it becomes impossible to combine the educational process with the current needs of the child. Students' achievements also depend on the characteristics of the teacher himself, namely: the level of the teacher's qualifications, the level of theoretical and methodological knowledge, experience, work experience, some personality traits, the style of work that corresponds to the age characteristics of the students, the ability to communicate with students, non-verbal communication, the perception of each student, respect for him, mutual trust in the 'student-teacher' system.

2. Changes in education management in Ukraine in connection with the war

The war brought serious challenges. Many security parameters of Ukrainian society are beyond the critical level, which are the consequences of the war. This dictates the need to develop new approaches to the management mechanism, in particular, in education, to create new models of the educational process, to refer to the experience of learning in the conditions of the pandemic, which still needs to be understood and generalized. The reform of local self-government, which began in Ukraine in 2014, contributed to increasing the resilience of communities in the face of Russian aggression. Local officials received more responsibility and resources, communities were able to implement new functions for them to ensure supplies for the Armed Forces of Ukraine (Territorial Defense Forces) and accommodation of internally displaced persons. The war forced many participants in the educational process to leave their places of residence. According to various estimates, more than 1,500 companies have applied for the government's relocation programme, of which 510 have already moved their production west from war-torn regions (decentralization.gov.ua, 2022). According to the estimates of the analysts of the World Economic Forum among the possible risks that threatened the world during 2007-2020 were named terrorist acts and interstate conflicts. Among the most likely risks associated with the geopolitical situation in 2016-2017, and according to the degree of threatening impact on society since 2015 the threat of using weapons of mass destruction was pointed out as the main task to be discussed (The Global Risks. Report 2020). As of October 29, 2022, as a result of Russian aggression, 430 children died, more than 823 were injured of various degrees of severity, and 241 are missing. It is impossible to establish the exact number of affected children due to active hostilities and the temporary occupation of part of the territory of Ukraine (childrenofwar.gov.ua, 2022). According to the Children of War platform, which was created by the Ministry of Reintegration together with the National Information Bureau on behalf of the Office of the President of Ukraine, as of September 25, 2022, 2,500 educational institutions were damaged because of bombing and shelling by the Russian military, 289 of which were completely destroyed. All data are not final, as work is ongoing to establish them in places of active hostilities, in temporarily occupied and liberated territories (nus.org.ua, 2022).

There is an external and internal movement of citizens of Ukraine. Some of them suffered significant mental and physical injuries. UNICEF emphasizes that the war caused the most acute crisis in the field of child protection since the beginning of the 21st century. UNICEF in Ukraine deals with the psychological support of Ukrainian children, their parents and guardians in order to reduce stress, and emotional burden, and preserve psychological and physical health (unicef.org, 2022).

The risks associated with war are quite high, which means the need to take them into account for planning and organizing the functioning of various spheres of life in society, especially those related to ensuring national security, in particular, the sphere of education. The effective functioning of education depends on the influence of many factors: political, economic, financial, cultural, technological and others. Among them, the factor of human capital development, professionalism, professional development, patriotism and psychological stability of teaching staff, as well as the system of their professional training, retraining and advanced training, also plays a significant role.

In Ukraine, legal regulation of the educational sphere is carried out during the period of martial law. within the limits and in accordance with the Law of Ukraine 'On the Legal Regime of Martial Law' dated 12.05.2015, the Decree of the President

of Ukraine 'On the Introduction of Martial Law in Ukraine' dated 24.02.2022, as well as in accordance with other normative legal acts of Ukraine (Education of Ukraine in conditions of martial law, p. 178). Therefore, the powers of local authorities, in particular in the area of management of institutions and educational institutions, are transferred to the military administrations of settlements in the relevant territory. During the period of martial law, the Ministry of Education and Science of Ukraine continues to implement the state policy in the field of education, ensuring accessibility and continuity of the educational process, that is, performing its functions. The order of the Ministry of Education and Culture of Ukraine No. 274 of March 28, 2022 'On some issues of the organization of obtaining general secondary education and the educational process in conditions of martial law in Ukraine' refers to state guarantees to applicants of general secondary education, employees of communal institutions of general secondary education and educational institutions in conditions of martial law state in Ukraine (zakon.rada.gov.ua, 2022). The order of the Ministry of Education and Culture of Ukraine 'On some issues of organizing the work of institutions of vocational pre-university and higher education during martial law' dated 07.03.2022 No. 235 regulates the issue of ensuring the protection of participants in the educational process, employees and property of educational institutions; reception and provision of evacuated students of vocational pre-university and higher education, scientific-pedagogical and pedagogic workers, staff and their family members from other institutions of vocational pre-university and higher education, providing of special training conditions for students of higher education, who are in the ranks of the Armed Forces or territorial defence units, are engaged in volunteer activities. In order to ensure the right of individuals to equal access to higher education and in connection with the implementation in 2022 in a special order of admission to study for the degrees of junior bachelor, bachelor, a multi-subject test has been introduced, which is conducted using pedagogical testing technologies in the form of a computer online testing. (zakon.rada.gov.ua, 2022). The Ministry of Education and Culture of Ukraine has issued orders that regulate the legal norms for the evacuation of educational institutions from the occupied territories and ensuring the admission campaign in 2022. Learning outcomes obtained in non-formal and informal education are recognized (mon.gov.ua, 2022). Approved by Resolution No. 1137 dated October 8, 2022 the procedure for enrolling certain categories of entrants in 2022, which determines the specifics of enrolling persons living in the temporarily occupied territory of Ukraine to obtain higher, professional pre-university education (zakon.rada.gov.ua, 2022) . One of the innovations is a letter of motivation when entering a higher education institution. The large-scale movement of participants in the educational process within Ukraine and abroad, the need to ensure equal access to education, the retention of students and teachers in the field of influence of the Ukrainian education system led to a change in the organization of educational institutions depending on the security situation. The letter of the Ministry of Education and Culture dated 03.06.2022 'On the organization of the educational process' emphasizes the importance of ensuring the maximum possible safety of every child and every employee of the education system, as well as the need for psychological support for children. Organization of the educational process - by distance or mixed forms of education (in agreement with the military-civilian administration). Pupils from the number of internally displaced persons can temporarily attend (at the request of one of their parents) institutions of general secondary education at the place of temporary stay. It is recommended to use available electronic resources, primarily the All-Ukrainian online school, regional platforms, resources of educational institutions, including private ones (osvita.ua, 2022).

3. Educational challenges related to the war

The war against Ukraine forced teachers and heads of educational institutions to face various problems of a humanitarian nature and to perform additional functions that were not characteristic of them before. Education in the conditions of war is an activity in the regime of special responsibility, efficiency, perseverance, unity and inexhaustible power to create a new history of Ukraine. Performing these functions requires teachers to acquire appropriate communicative, motivational, reflective and intellectual qualities.

The long-term presence of students and teachers in an unsatisfactory psycho-emotional state, in a state of constant stress due to shelling, fear of becoming victims of violence, loss of the opportunity to continue education, uncertainty in the future, requires the development of stress resistance and psychosocial adaptability skills. Implementation of these new tasks in a short time frame and in conditions of shortage of resources and personnel requires from the heads of educational institutions new professionally important qualities and management skills in crisis situations: stress management, crisis management, risk management, anti-crisis management, etc. (Lukina, 2022, p. 137).

It is necessary to talk about the transformation not only of the very structure of professional competencies, professional knowledge, skills and qualities, but also about the transformation of the structure and process of professional training and development. According to the World Economic Forum, until 2025 there should be a reorientation of the key professional skills of specialists in various fields, primarily managers of enterprises, institutions and organizations, including in the field of education. The ten most important skills include the skills of analytical thinking and innovation, complex problem solving, critical thinking and analysis, creativity, originality and initiative, the use of technologies, as well as extremely important now, self-control skills (stress resistance and flexibility, ability arguing views, solving problems and generating ideas and related leadership and social influence) (osvitoria.media, 2022). It is quite clear that the development of digital technologies and the corresponding competences of learners, teachers and education leaders will contribute to the spread and acceleration of the processes of acquiring new skills. According to the trade union of education workers of Ukraine, the number of employers who provide online training to their employees has increased fivefold, and the number of those who want to study and have access to Internet resources through state programs has increased ninefold. and critical thinking and the ability to solve problems take the first place among the skills, the popularity of which, according to employers, will grow in the next five years (pon.org.ua, 2022).

4. Organization of training in war conditions

The Ministry of Education and Culture of Ukraine sets the task of covering the educational process of all Ukrainian children, regardless of their location, giving them the opportunity to study according to Ukrainian programmes and textbooks. 'Four models of education organization: full-time, distance, mixed and individual forms (externship or family form)' were developed. (Education of Ukraine under martial law, p. 43). The Minister of Education and Science of Ukraine presented four models of education in general secondary education institutions in war conditions, which are based on four possible locations of students (nus.org.ua, 2022) who:
– are or have returned to territories that are significantly distant from hostilities;
– are internally displaced persons;
– are in a war zone or in temporarily occupied territories;
– are temporarily outside of Ukraine.

For two categories of students–those who are in safe territories and whose place of residence has not changed, as well as those who are internally displaced persons, the Ministry of Education and Science of Ukraine proposed to implement the following forms of the educational process: full-time, distance, mixed and individual. For students who are abroad, full-time education, distance education, family (home) education, and externship are offered. For students who are in temporarily occupied territories or in the war zone: distance education or externship in distance education; family (home) form of education; externship. According to the Ministry of Education and Culture of Ukraine, as of October 25, 2022, 3 million 929 thousand 885 students study in general secondary education institutions: full-time–790 thousand 646; distance–2 million 237 thousand 986; mixed–901 thousand 253. Education takes place in 12 thousand 916 schools: 3 083 in the traditional format; 6,330 in online mode; 3,503 are mixed (mon.gov.ua, 2022). The safety of all participants in the educational process is the only condition for full-time and mixed education.

In response to the appeal of the Ministry of Education and Science of Ukraine to the Republic of Poland in connection with a large number of Ukrainian students abroad under martial law, three schools were opened, in which education is carried out according to state standards and educational programs of Ukraine (Education of Ukraine under martial law, 2022, p. 96).

The Ministry of Education and Science of Ukraine has developed step-by-step instructions for starting the educational process for the 2022-2023 academic year (mon.gov.ua, 2022). This concerns ensuring the safety of participants in the educational process (lessons are held only in those educational buildings where there are bomb shelters, if there is a shelter, but not for all children, then the Ministry of Education and Culture advises to choose a mixed form of education). If the classes would be held full-time,

the National Police has developed a list of what should be put in the 'emergency backpack' for children. Parents should take care of the safety of students who will study online, as well as the technical possibility of distance learning. Distance learning takes place using special online platforms, mostly using Google Classroom, Moodle. Taking into account that distance learning as an educational technology requires a systematic approach, schools are recommended to start developing full-fledged distance courses in the main educational subjects. Such courses can be used during mixed learning, and forced distance learning, for the systematic application of various previously developed learning technologies.

All possibilities of electronic resources are used, in particular, the All-Ukrainian School online (https://lms.e-school.net.ua/), regional platforms, electronic resources of individual educational institutions, as well as private ones. In the first days of the war, the Ministry of Education and Culture, together with Google Ukraine, created the All-Ukrainian online schedule. As part of the educational project 'Learning without borders', video lessons are broadcast for students of grades 5-11. 'Learning without borders' is a joint educational project of the Ministry of Education and Science of Ukraine, the Ministry of Culture and Information Policy, Ukrainian TV channels, regional channels of the Public Broadcaster, online television platforms. A modern educational space with interactive educational material has been created, combining the functions of a textbook, a workbook, a collection of tasks for the formation of subject and key competencies, as well as a notebook for monitoring knowledge (d-learning.com.ua). Online resources that are actively used by secondary education institutions include: Prosvita (meets the needs of students, parents, teachers and educational administrators), New Ukrainian School (selections of materials, educational meetings for children, online classes for students of grades 1–4), Public 'Smart Education' association (online meetings with teachers,

help for parents, teachers and students), STUDY. UA (for all students of Ukraine who want to prepare for studying abroad) (Model of the organization of the educational process under martial law: from the experience of Pechersk gymnasium No. 75 in the city of Kyiv, 2022, pp. 306–307). The opportunities of international educational platforms are used, in particular, COURSERA, which offers free courses for Ukrainians. Teachers and students master online courses from Google, Meta, IBM, Microsoft, Amazon Web Services, as well as such leading universities in the world as Yale University, California Institute of the Arts, Duke University, Erasmus University Rotterdam (mon.gov.ua, 2022). As a result of the volunteer initiative, the 'Ukrainian distance school' was created, which was designed for students of grades 5-11 of the Lviv region who were far from their school, but later on this school united students from different regions of Ukraine who are in the war zone, in temporary occupation, abroad. Students have the opportunity to study at a time convenient for them. This is a volunteer initiative - teachers work for free in their free time from their main job. The educational process takes place with the use of various educational resources and the active interaction of students and teachers (Noskova, 2022, p. 218). The advantage of full courses in distance learning over sets of educational materials is in structured material, support of the student's independent work, availability of system feedback. This is what makes 'Ukrainian distance school' advantageously different from other offered electronic resources and regional platforms. The developed courses are used in the process of distance and mixed learning.

For educational managers, information educational systems 'AIKOM' (Automated Information Complex of Educational Management) and EDEBO (unified state electronic database on education issues) provide the necessary information. On the website of the Ministry of Education and Science Support of Education and Science of Ukraine during the war, up-to-date information about the needs of the education and science system and priority tasks is posted. In particular, this website has an interactive map 'Education under threat' (https://saveschools.in-.ua) to track the destruction caused to Ukrainian educational institutions during the war. On this page, information on the number of destructions caused to Ukrainian educational institutions is constantly updated. As of November 1, 2022, there is information about 2,714 educational institutions affected by bombings and shelling, 332 of them were completely destroyed.

International research on the quality of education continues in Ukraine. In 2018, Ukraine took full part in the PISA study for the first time, which revealed the need for the 'New Ukrainian School' reform. According to the Ukrainian Center for the Evaluation of the Quality of Education, one of the most important stages of the main stage of international study of the quality of education PISA-2022 continued in Ukraine from October 3 to 26, 2022 in such incredibly difficult conditions - data collection in educational institutions that were included in the sample of participants. Pupils and students were tested in three key fields of research (mathematics (the main field of the PISA-2022 cycle), reading, natural sciences) and an innovative field for the 2022 cycle - creative thinking, and also filled out questionnaires, in particular regarding the possession of information and communication skills. The next stage will be the processing and generalization of the data collected during testing and questionnaires of pupils and students (mon. gov.ua, 2022).

5. Learning technologies and pedagogical communication

Modern technologies provide certain advantages. This allows you to implement an individual approach to learning and adapt the learning process to the needs of the student. Thanks to

the Internet, students can learn at a certain time and place, not just during classes, according to their own rhythm and pace, which is important in the conditions of war. In distance learning, we are dealing with a specific type of pedagogical communication, most messages are transmitted in graphic and text form. The most important element of this form of content distribution is the lack of direct contact between the student and the teacher. Non-verbal messages, so important for interpersonal communication, are minimized (Hankała, 2005). Despite various predictions about the future replacement, after the war, of traditional full-time education by distance education, it cannot be argued that e--learning is the future of schools. There are not enough prerequisites for this. Furthermore, in a post-industrial society in which fewer and fewer families function in a multigenerational environment, parents expect the school to take on the role of education and care. In the case of distance learning, such needs of society cannot be met. Distance learning is indispensable under certain emergency conditions, in particular, under the conditions in which Ukrainian children are now. An important advantage of e-learning is low material costs per student. E-learning is also a means of managing the educational process. Thanks to it, we have the possibility of unlimited transfer of knowledge and skills, verification of the effectiveness of didactic processes and individualization of education. Spreading knowledge and skills with the help of e-learning forces students to be more independent in solving problems. In addition, this is permanent access to the e-teacher. In this case, there is an opportunity to constantly inform about your problems. This has a great impact on future professional activity. An employee who asks and wants to learn adapts to a new professional activity faster (Shvay, 2018).

It is important to realize and use the opportunities that we get with the help of IT technologies. For a teacher in wartime, the most important competencies are empathy and critical thinking.

Modern students use various mobile devices with access to the network, so they can constantly check the knowledge of their teachers. This forces the latter to constantly improve and improve their qualifications and expand their knowledge. The school must be present in the communication networks attended by its students. These are social and educational websites where students will get information. It is important that teachers form students' critical attitudes to the information they receive from social networks, especially in the conditions of an information war. Students must be able to analyze the information received, to distinguish true information from a fake one.

Individualization of the learning process is reflected in much wider access to educational materials of various types, which the student can use depending on perceptual and communicative abilities. The student can also create his own knowledge resources, information archives, electronic portfolios, which can be a repository of his works and achievements, which are always available to him and can be shared with others. Such training allows students to improve a number of key competencies for functioning in the information society: critical thinking, search, selection, prioritization and processing of information, effective communication and cooperation in a group, the ability to function in a diverse and multicultural society. Modern trends of personally oriented, developmental, problem-based and heuristic teaching are realized in the concept of didactic constructivism, which is the embodiment of the ideas of pedocentric didactics. The theory of constructivism is based on the works of J. Piaget and J. Bruner. Students not only receive information, but also build new structures of knowledge from existing ones. It is not the environment that shapes the child, but the child actively seeks to understand it, so he explores, manipulates and analyzes the objects and people in his environment (Bee, 2004). A student's knowledge and cognitive structures develop in his mind. According to the theory of

constructivism, teachers should stimulate and properly treat students' independence, and their initiative in learning, create a favorable learning climate, stimulate students to ask questions, design actions that would allow them to answer the questions. The constructivist teacher tries to understand the student's understanding of certain concepts and phenomena before presenting his own understanding of these concepts and phenomena. This contributes to increasing the student's responsibility for his own learning. The student tries to use various sources of information, which allows him to form his own understanding of events and phenomena, generalize, and conduct discussions with other participants in the educational process. The teacher engages students in information that may contradict previous assumptions and knowledge, and stimulates students' natural curiosity as an important motivation for independent learning (Shvay, 2020). Connectivism - a concept of learning that emerged from the analysis of modern pedagogical theories: behaviourism, cognitivism and constructivism, proposed by J. Siemens and S. Downs (Siemens, 2005) corresponds to the possibilities of the current conditions of education. In this concept there is an attempt to combine the learning process with the possibilities of modern information and communication technologies. One of the most important aspects of connectivism is the use of the network as a central metaphor for the learning process. A node in a network can be anything that connects to other nodes: information, data, databases, emotions, etc. Learning consists in creating connections between nodes and developing a network. The learning process begins with establishing a connection with tools and databases. Learning takes place not only in the processes of technological connections, but in interaction with other participants in this process (students, teachers). Knowledge is no longer a primary product or artefact, it becomes a stream of multimedia content of ideas and continuous communication between members of the Internet community. The goal of education is the formation of critical thinking skills, which becomes a priority before acquiring knowledge. Teaching thinking (logical, critical, alternative, analytical, innovative) becomes a priority educational direction. The didactic function of connectivism consists in supplementing and enriching constructivism on the basis of effective tools for obtaining information. However, it is not the acquisition of information that is important, but its transformation into knowledge in the process of the individual's thinking. Therefore, an integral approach to education is gaining importance as a way of coordinating, integrating and applying already existing specific methods, mainly alternative searches, but also traditional approaches.

6. Conclusions

The learning process should take place under any conditions. Every lost year of children's schooling translates into colossal losses for the country as a whole. If one and a half years of schooling were missed or ineffective, this results in a 3.9% drop in lifetime earnings for each student. For the country, this will cost a 2.2% decrease in future gross domestic product (GDP) (osvitoria.media, 2022). An important element of the education of the future is the introduction of the latest technologies into the educational process in order to fully engage, inspire and motivate students to achieve educational goals, regardless of their knowledge, individual characteristics, etc. The school must respond to external conditions, technological changes and properly prepare students for new challenges brought by the processes of globalization, economic development, and even the fear of war. Innovativeness and creativity are competitive advantages that a school should develop, especially in today's conditions. Educational activity should form a young person's understanding of the meaning of the efforts made, treating school as a whole as a task to be completed, the

context of which is the creative development of a person. The outlined educational concept has a significant impact on the creation of such an intellectual and psychosocial climate in the school, in which each student realizes his chance for the future, for development and at the same time is not under the illusion that he will achieve this easily, without any effort and hard work. Educational environments – family, school – are aimed at training and raising a worthy citizen of his Motherland, who in difficult times comes to its defense.

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