

SOCIAL AND PEDAGOGICAL ACTIVITY IN UKRAINE: CURRENT TRENDS IN THE CONTEXT OF WAR

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Summary

The article presents the results of a study on social and pedagogical activity in Ukraine in the context of the Russian-Ukrainian war, including current trends in the work of a social pedagogue in the educational sphere.

The emphasis is placed on the importance of social and pedagogical/social work in the context of the war, which has caused significant challenges in the humanitarian sphere. The importance of support from the international community is emphasized, particularly in the social sphere (providing shelter for Ukrainian refugees, supporting the education of Ukrainian children displaced to other regions and abroad, humanitarian aid at the beginning of the full-scale war, etc.).

The research methodology includes methods of theoretical and empirical analysis, including theoretical analysis of international guidelines for social and pedagogical/social work; empirical analysis of normative and instructional documents on the activities of a social pedagogue in the educational sphere, including in the context of the Russian-Ukrainian war; empirical (qualitative) analysis of essays by students of the specialty "social work" of the University "Ukraine" (Kyiv, Ukraine) on the topic "Social pedagogy: essence and importance in the context of the Russian-Ukrainian war"; generalization and systematization of research results. Due to the specifics of the research, we gave preference to the qualitative methodology.

The results of the study allowed us to generalize the current trends in social and pedagogical activity in the educational sphere. These include: creation of a psychologically comfortable educational environment for all participants in the educational process (pupils, teachers, parents); providing psychosocial support to students affected by the war (children from families of combatants, children from families of internally displaced persons, etc.); implementation of measures for social adaptation and rehabilitation; formation of a culture of safety and other competencies important in the context of war, etc.

Key words: social and pedagogical activity, social work with families, children and youth, Russian-Ukrainian war, international guidelines for social and pedagogical/social work, children affected by war, psychosocial support.

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1. Introduction

The relevance of the topic is due to the need to respond to the challenges faced by Ukraine in the context of the Russian-Ukrainian war. Russia's military aggression against Ukraine has been going on for ten years, two of which have been a full-scale war. The challenges of war-time, caused by the Russian-Ukrainian war, primarily concern the humanitarian sphere, therefore requiring a response from specialists in the social and educational spheres. According to the Humanitarian Situation Report No. 24 (UNICEF, 2022), since the escalation of the war on February 24, 2022, 1,148 children have been killed or injured in Ukraine, and about 5.9 million people have become internally displaced. The education of about 5.7 million children has been interrupted, and 1.5 million children have faced mental health problems. Some children have traumatic experiences, feel anxious, and need social and psychological support. The data provided is already incomplete, as the war continues.

Social work and social pedagogy are developing in Ukraine, these two areas are interconnected, but they also have certain differences. The role of social educators and social workers who work with children and youth in solving the issues of psychosocial support, social and pedagogical support, providing necessary social services, etc., is significant. At the same time, the Ukrainian state and society have felt significant support from the international community, including international social organizations (International Federation of Social Workers (IFSW) and others) as a response to the full-scale war of Russia against Ukraine. The support of the European Union countries, the USA, Great Britain and other partners, is very valuable and very important for Ukraine's efforts to defend itself in the face of the relentless Russian aggression. Support in the humanitarian sphere, including providing shelter for Ukrainian refugees, supporting the education of Ukrainian children displaced to other regions and abroad, humanitarian aid at the beginning of the full-scale war, etc., has contributed to the gradual solution of urgent humanitarian tasks. However, social and pedagogical support and assistance to Ukrainian children and youth remains relevant.

In the context of the research, the relevant works are those devoted to the conceptual and theoretical foundations of social pedagogy and social work in Ukraine (T. Aleksyeyenko, O. Bezpalko, I. Zvereva, I. Ivanova, T. Kunitsia, M. Lukashevich, V. Panok, Zh. Petrochko, T. Fedorchenko and others); research by foreign representatives of social pedagogy (A. Roesch-Marsh, S. Cooper, S. Kirkwood, J. Williams, S. Scott and others). In particular, the works of N. Bochkareva, E. Dubrovskaya, O. Zalevskaya and others (2014) are devoted to social and pedagogical and psychological work with children in the conflict and post-conflict period.

The research is based on the provisions of international documents (*Council of Europe Recommendation on children's rights and social services friendly to children and families* (2011), *European Commission, '2013/112/EU: Commission Recommendation of 20 February 2013 Investing in children: breaking the cycle of disadvantage'* (2013) and others). The content of the state social policy in this context is reflected in the main provisions of the Laws of Ukraine: "On Education" (2017), "On Social Work with Families, Children and Youth", "On Social Services", as well as the Regulation on the Psychological Service in the Education System of Ukraine (2018) and others.

The purpose of the research is to briefly present the results of the analysis of social and pedagogical activity in the context of the Russian-Ukrainian war, in particular, the current trends in the work of a social pedagogue in the educational sphere.

The research tasks: to characterize the current international guidelines for social and pedagogical/social work with families and children and current normative documents; to

analyze and briefly present the current trends in social and pedagogical activity in the educational sphere in the context of the Russian-Ukrainian war (taking into account the challenges of wartime and important problems); to summarize the results of the research.

The methodology of the research includes methods of theoretical and empirical analysis, including: theoretical analysis of international guidelines for social and pedagogical/social work; empirical analysis of normative and instructional documents on the activities of a social pedagogue in the educational sphere, including in the context of the Russian-Ukrainian war; empirical (qualitative) analysis of essays by students of the specialty "social work" of the University "Ukraine" (Kyiv, Ukraine) on the topic "Social Pedagogy: Essence and Importance in the Context of the Russian-Ukrainian War"; generalization and systematization of research results. Given the specifics of the research, we have chosen to focus on qualitative methodology.

The logic of the presentation of the researched material includes: actualization of social and pedagogical/social work with families and children in the context of wartime; highlighting modern international guidelines for social and pedagogical/social work with families and children; presentation of the results of empirical analysis of normative documents on social and pedagogical activity in the context of war in Ukraine; presentation of the materials of empirical (qualitative) analysis of essays by students of the specialty "social work" on the topic of social pedagogy in the context of war; generalization of the research results.

2. International Guidelines for Social and Pedagogical/Social Work

Social pedagogy in Ukraine is developing in the context of international approaches in the social sphere of work with families, children, and youth. International guidelines for social and pedagogical/social work with this category are summarized in the work "Social Work with Vulnerable Families and Children" (Z. Kiyanytsya, Zh. Petrochko, 2017) based on current international documents. In particular, the Council of Europe Recommendation on children's rights and social services friendly to children and families (2011) emphasizes the fundamental principles that governments should adhere to when developing services for children and families:

- acting in the best interests of the child;
- family-oriented approach;
- participation of the child and their parents in society;
- holistic approach and integrated collaboration among service providers.

3. Current Trends in Social and Pedagogical Activity in the Context of War

This publication focuses on current trends in social and pedagogical activity in the field of education. In the education system, social pedagogues work as part of the psychological service. According to the Regulations (2018), social pedagogues facilitate interaction between educational institutions, families, and society in the upbringing of students, help them adapt to the social environment; protect students' rights from all forms of violence, help develop responsible behavior and a culture of healthy lifestyle in students; prevent conflict situations that arise during the educational process; prevent and combat domestic violence, etc.

In times of war, in addition to the tasks mentioned above, social pedagogues should pay special attention to: Social and pedagogical support for children from families of combatants and children from families with internally displaced persons (IDP) status, providing assistance

to children and families affected by military conflicts, helping veterans and their families, supporting the mental health of participants in the educational process, cultivating a safety culture, creating conditions for self-improvement and development of individual abilities and competencies, etc. In order to stabilize the psycho-emotional state of students and prepare them for educational activities, the Ministry of Education and Science of Ukraine (*Letter of the Ministry of Education and Science of Ukraine No. 1/8794-22, 2022*) recommends that psychological service specialists implement the "Psychologist/social pedagogue hour" and optional courses.

Thus, in the context of the Russian-Ukrainian war, certain functions of the social pedagogue have become more relevant, including:

- Creating a psychologically comfortable educational space for all participants in the educational process (students, teachers, parents);
- Providing psychosocial support to students affected by the war;
- Implementing social adaptation and rehabilitation measures.

The letter of the Ministry of education and science of Ukraine "On priority areas of work of the psychological service in the education system in the 2023/2024 academic year" (2023, p. 3) emphasizes the importance of psychological and social and pedagogical support, and notes the importance of supporting the teachers themselves: "...teachers face strong emotions every day, sometimes very difficult and unpleasant ones. This includes human pain and suffering, aggression, helplessness, hopelessness, etc. While shaping the creative activity of students, it is necessary to constantly pay attention to their needs, sometimes reaching the limits of their emotional capabilities and professional competence."

Therefore, the challenges caused by the Russian-Ukrainian war lead to an increase in attention to social and pedagogical support, while the number of specialists is currently insufficient. According to the data provided in the letter of the Ministry of education and science of Ukraine No. 1/12492-23 (2023), in the 2022/2023 academic year, the number of employed specialists of the psychological services was 20,155 people, including only 6,905 social pedagogues..

An analysis of the topics of referrals to social pedagogues in educational institutions (letter of the Ministry of education and science of Ukraine No. 1/12492-23, 2023) showed that in the context of martial law, requests for the provision of psychosocial and social and pedagogical assistance to children and families with internally displaced persons (IDP) status prevail. In the 2022/2023 academic year, 250,694 such requests were received, including: 65,590 requests from children, 91,259 requests from parents or legal representatives, 25,248 requests from other interested persons, and 68,597 requests from teachers.

4. Empirical (Qualitative) Analysis of Essays by Social Work Students

In the context of the research, an empirical analysis of the essays of students of the specialty "social work" of the University "Ukraine" is expedient. Within the framework of the study of the discipline "Social pedagogy", the future specialists in the social sphere reflected on the topic: "Social pedagogy: essence and significance in the conditions of the Russian-Ukrainian war". Here are some theses from student essays:

"The importance of social pedagogy in the context of war is found in providing assistance in restoring a damaged social and psychological identity, maintaining psychological resistance, and providing conditions for overcoming traumatic experiences." (Elizaveta).

"Social pedagogy is very important now. Because thanks to it, it is possible to raise a new generation of conscious Ukrainians who will not become brothers with the Russian people and will not seek help from them. These will be people who will understand the importance of learning their language, these will be people who will develop their own culture." (Ulyana).

Therefore, we consider the opinions of future workers of the social sphere of Ukraine about the importance of social pedagogy to be interesting and important. They focus on important aspects: restoring a damaged social identity, maintaining psychological resistance, overcoming a traumatic experience, education of conscious Ukrainians.

5. Conclusions

Thus, the results of the study proved the relevance of socio-pedagogical/social work in the conditions of the Russian-Ukrainian war, which has caused significant challenges in the humanitarian sphere.

The results of the study allowed us to generalize the current trends in social and pedagogical activity in the educational sphere. These include: creation of a psychologically comfortable educational environment for all participants in the educational process (pupils, teachers, parents); providing psychosocial support to students affected by the war (children from families of combatants, children from families of internally displaced persons, etc.); implementation of measures for social adaptation and rehabilitation; formation of a culture of safety and other competencies important in the context of war, etc.

The authors do not pretend to fully cover the problem. In particular, the modern practice of socio-pedagogical/social work in Ukraine in the conditions of war, social protection of war veterans and their family members requires a separate study; the current national legislation in the social sphere and the changes made during the martial law require a deep analysis.

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