

ORGANISATION OF DISTANCE LEARNING UNDER MARTIAL LAW IN UKRAINE

The organisation of distance learning under martial law is largely based on the experience gained during the pandemic. There are numerous research papers on distance learning during the pandemic and there is enough research both in Ukraine and around the world. Educators have made certain generalisations about the effectiveness of distance learning, highlighted its advantages and disadvantages, directions for development and adaptation to the domestic conditions of the educational process.

Under martial law, education in all educational institutions, including higher education institutions, is carried out remotely, if possible. The heads of higher education institutions, despite the active hostilities, must:

- provide educational services in the volumes established by programmes and plans;
- implement civil protection measures for a special period in accordance with the plans;
- notify the participants of the educational process about the occurrence of emergencies, inform them about the boundaries of distribution, consequences, ways and methods of protection, as well as actions to be taken in the event of an emergency;
- take measures to protect the participants of the educational process in case of emergencies;
- engage additional forces and resources in case of emergencies;
- create and, if necessary, use material reserves to prevent emergencies and eliminate their consequences;
- inform about the threat of emergencies that may lead to the termination of educational services;

- evacuate students from educational institutions in accordance with the plan in case of an immediate threat to their life and health (in case of offline education) [4].

In the context of martial law, higher education institutions must adapt to the events as soon as possible in order to fulfil their primary responsibility – to ensure the educational process and, at the same time, the safety of students and staff. In such circumstances, it is necessary, first of all, to ensure remote coordination of the work of all specialists, which requires the use of electronic technologies not only for training, but also for managing educational processes or ensuring electronic document management, etc. While during the pandemic, organisational processes were implemented at stationary workplaces with distance and personal protection, in the context of hostilities, the work of staff within the walls of an educational institution becomes a risk to life and health, and therefore should also be organised remotely.

Focusing on the issue of distance learning for students under martial law, it can be highlighted that the specifics of its organisation depend on solving the key problems.

Unstable internet coverage. Not all higher education institutions can switch to online learning due to insufficiently wide Internet coverage or the lack of Internet access in regions where military operations are (were) taking place. It is clear that in those regions that do not have Internet coverage, it is impossible to organise training at all. For this to happen, at least a stable Internet connection is needed.

Lack of personal computers. This drawback is becoming less common in society, as almost every home and office has a computer and Internet access. However, under martial law, such situations occur quite often. People are forced to move to safer places. They often lose all their property, so they cannot buy the necessary equipment. This is the situation faced by thousands of IDPs from the active war zone, who can only continue their studies if they have computers and the Internet.

The load on educational Internet resources. Problems often arise with online applications used by higher education institutions to deliver remote lectures or webinars. University websites crash because of the workload, which increases significantly under martial law.

Lack of staff. While during the pandemic there was a problem of personnel qualifications that were insufficient for the transition to online learning, in the context of war and forced displacement, higher education institutions lose staff due to death, relocation to safe regions, or lack of internet coverage.

Lack of time and resources to organise distance learning. The transition to effective online learning requires a lot of time and various resources (financial, informational, human and other), support from organisations and officials interested in developing quality online education, which is quite problematic in the context of martial law. As mentioned above, the learning process cannot be implemented without the organisational processes that take place within a higher education institution. At the same time, higher education institutions do not have enough financial or human resources to organise these processes electronically.

Psychological unreadiness to study. Distance learning requires self-discipline from the student. Distance learning in a time of war requires not only self-discipline, but also psychological readiness to absorb new information. Many students say that it is more difficult to study in such extreme conditions, you need to have the willpower to tune in and focus on studying the material on your own, it is not always possible to clarify details with teachers and answer questions without direct contact.

Difficulty in testing knowledge. The inability to observe the conscientious completion of independent tasks is one of the problems of distance teaching. The teacher sees only the result presented by the student, without being able to track the process of completing the task. Students may also face a lack of communication with the teacher and a lack of practical training.

There are many services that allow you to work remotely. The top 3 are: Moodle, Google Classroom and Microsoft Teams [5]. Google Classroom is a free web service used for file sharing. Uploading works, editing them, grading tests and quizzes are the main functions of this service.

The following services are also among the leaders in the rankings of popularity of distance learning tools: YouTube; Google Docs; Twitter; Skype; WordPress; Moodle; Dropbox.

Therefore, the formation of a model for the provision of educational services by higher education institutions under martial law depends on the organisation of the learning process, which will ensure that key wartime issues are addressed. It is important to improve distance learning platforms, which may be the only available way of learning and teaching.

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