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RESILIENT PEDAGOGY AND DIGITAL TRANSFORMATION OF HIGHER EDUCATION IN UKRAINE UNDER MARTIAL LAW

The experience of organising education in Ukraine under martial law has become an unprecedented challenge and, at the same time, a demonstration of national resilience. Since February 2022, the Ukrainian educational system has been functioning under conditions of constant uncertainty, security threats, and forced displacement. Teachers, administrators, and students have had to rebuild the entire structure of learning within a few weeks. The purpose of this paper is to analyse the main strategies, difficulties, and pedagogical transformations that ensured the continuity of education during wartime (War and education: two years of full-scale invasion, 2024).

When martial law was introduced, the education system faced a dual challenge: safeguarding the safety of all participants and ensuring that learning continued. Universities and schools immediately shifted to remote or hybrid formats. The first weeks were chaotic — many institutions lacked stable Internet connections, power supply, or equipment. However, by the middle of 2022, a new digital infrastructure began to develop (Ihnatenko, Shorena, 2024).

Teachers quickly mastered online learning platforms such as Moodle, Google Classroom, and Microsoft Teams—tools that had already become familiar during the COVID-19 pandemic. However, under martial law, their use reached an entirely new level. What had previously been an auxiliary instrument of blended learning had become the primary form of educational interaction. Teachers no longer relied on technology as a temporary substitute but as an essential part of pedagogical design. Students, in turn, learned to organise their time independently, access materials from cloud repositories, and participate in discussions from any location. For many, this became their first experience of genuine academic autonomy supported by digital tools.

Regional and volunteer initiatives played a crucial role. NGOs and local educational departments supplied laptops, mobile internet routers, and psychological support to internally displaced students. Many universities collaborated with international organisations to receive humanitarian and technical assistance. Consequently, Ukraine succeeded in maintaining a unified academic space despite fragmented physical conditions (Youth for democracy in Ukraine, 2025).

The war significantly accelerated the digital transformation that had been gradually developing before 2022. Institutions were compelled to digitise administrative processes, implement electronic record systems, and train staff in IT tools. Teachers created online tests, adapted laboratory work, and experimented with simulation programs to replace unavailable equipment.

Methodologically, the focus shifted from merely transmitting content to developing competencies — such as adaptability, problem-solving, and self-directed learning. The “lecture–seminar–exam” model was replaced by modular courses and project-based assignments. In many cases, teachers began incorporating real-life issues — for example, sustainable reconstruction, psychological resilience, and social volunteering — into their subjects.

Under conditions of constant threat, the human factor has become the key element in successful education. Classes were often interrupted by air alarms, and teachers had to resume lessons from shelters or basements. Many students studied from temporary housing or abroad. Yet, communication between teachers and students grew stronger rather than weakened.

Educators learned to start each class not only with a lesson objective but also with a brief “check-in”: asking how students feel, whether everyone is safe, or if anyone needs assistance. These human gestures fostered a sense of community and trust. Universities also established official programmes of psychological support, online consultations, and peer mentoring groups.

The management system of Ukrainian universities underwent a significant transformation. Deans and department heads implemented crisis management plans, delegated responsibilities, and coordinated communication with local authorities. Decisions that previously took weeks of discussion were made within hours. This flexibility helped prevent the collapse of academic institutions' calendars.

During wartime, the purpose of education in Ukraine has broadened beyond academic subjects. Each lesson now serves to uphold national identity, language, and culture. Teaching in literature, history, and foreign languages increasingly involves discussions on freedom, democracy, and moral decision-making. The focus has moved towards civic and humanitarian education — instructing students not only to think critically but also to act responsibly.

Nevertheless, the challenges persist. Frequent power outages, internal migration, and emotional exhaustion continue to impact both teachers and students. Funding shortages restrict access to modern equipment and learning platforms. Moreover, the ongoing state of uncertainty breeds anxiety about future employment and recognition of qualifications.

The organisation of the educational process in Ukraine under martial law is a story of transformation, endurance, and collective strength. It proves that education is not only a mechanism for transmitting knowledge but also a powerful social institution capable of protecting national identity and shaping the future. Ukrainian teachers and students have demonstrated that learning can continue under any conditions if guided by solidarity, creativity, and faith in human dignity

(Strengthening resilience of education system in Ukraine for emergency response and recovery, 2024).

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ДИДАКТИЧНА «АПТЕЧКА» «ШВИДКОЇ» ДОПОМОГИ В УМОВАХ ВІЙНИ (З ДОСВІДУ РОБОТИ ВИХОВАТЕЛЯ ГПД І ПОЗАШКІЛЛЯ)

*Зрештою, ми живемо в таку пору,
коли люди не мають ніякої цінності.
Людина – наче паперова серветка: в неї
висякаються, зминають і викидають.*

*Ніхто не має свого обличчя.
Як можна вболівати за свою футбольну команду,
не знаючи ні розкладу ігор, ані прізвищ гравців?
(Бредбері Р.)*

Четвертий рік поспіль, майже вся Україна потерпає від антигуманної ідеї руського «міра»... Проблеми організації освітньої діяльності і самоорганізації педагогів турбують українських освітян щодня, і, навіть, щоночі. Постійні стреси, часті порушення сну і невідповідні умови організації інтелектуальної діяльності призводять до червоних тем науково-практичного сьогодення України.

Тому у багатьох випадках не запланованих перерв будь-якого заходу повітряними тривогами і позачерговими вимкненнями – увімкненнями електроживлення, працівникам науково-педагогічної сфери часто доводиться