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JUSTIFICATION OF THE EDUCATORS' NEW PROFESSIONAL FUNCTIONS UNDER THE CONDITIONS OF MARTIAL LAW

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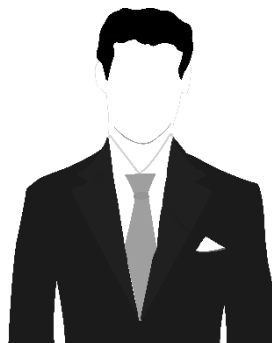
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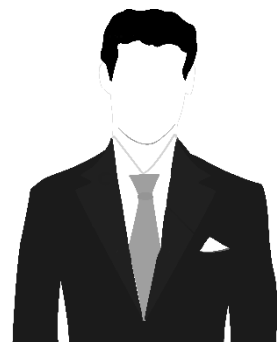
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ABSTRACT

The article is devoted to actual problem of today's pedagogical theory: the new functions of educators in the conditions of martial law. Based on a review of foreign and native sources, the generalization of experience in Ukraine and beyond, the authors achieve the purpose. The **purpose** is to define the new functions of educators in the conditions of martial law and to fill in the existing ones with new content. The research is based on competence, activity, environmental, socio-pedagogical, safety approaches.

Methodology. The research is based on competence, activity, environmental, socio-pedagogical, safety scientific approaches. Research methods are: theoretical analysis of sources, generalization, observation, conversations, establishment of cause and effect relationships. The materials of the research were domestic and foreign works on education methodology, safety in education, our experience of teaching at teacher training programs.

Results. We observe an increase in the functions of educators under martial law. It is logical to add to the traditional functions of the school principal: security function, organization of social support and assistance; social adaptation; personnel management and implementation of a sustainable personnel policy in institution of general secondary education; preventive function, the function of cohesion and unity of the school team and the population in the community; national-patriotic; organizational; financial management in institution of general secondary education; informative. Teachers in the conditions of martial law were also faced with the need to perform the following new functions: socio-pedagogical (helping children to solve problems of socialization in conditions of martial law, family distance); social adaptation and integration of families with children in the conditions of the host community; social prevention of negative phenomena in the educational environment; information about resources to help in the community; social support and assistance to families with children in the conditions of an educational institution – a temporary shelter for families; pre-medical care; promotion of national security through increased attention to national-patriotic education.

Conclusions. Our research shows that all teaching staff of educational institutions and their principals in the conditions of martial law begins to perform additional functions and new tasks due to the peculiarities of the martial law in education and new threats to children and all other participants of the educational process, requirements to ensure national security. It requires updating the list and expanding the content of educators' functions under martial law. That is why these questions should be included in the professional standards of the principal and the teacher of the institution of general secondary education, in educational programs of various levels, which will be the prospects of our further research.

KEYWORDS: Martial Law, Professional Standards, Functions, Security, Right to Education, National Education.

INTRODUCTION

Today, teachers and principals of educational institutions work in conditions of martial law, mass displacement of adults and children, including those who went abroad, while there are no safe places in Ukraine. In the modern professional standards of secondary school teachers and principals, there are no issues of working in conditions of martial law, accordingly, all teachers and principals of secondary schools are prepared to work in peaceful conditions, (Prykhodko et al., 2019; Prykhodko et al., 2020). This requires clarifying the professional functions of educators in accordance with the times, adding to the standards.

Existing studies reveal the issue of teacher training for work in the New Ukrainian School (Prokopenko, 2020), related to the implementation of the competency approach in the higher education system of Ukraine (Trubavina, & Zolotukhina, 2019). These research papers emphasize the work of a teacher and educational manager according to professional standards for peace time. There are no Ukrainian studies and recommendations regarding the safety of the educational process in the conditions of martial law. Although there are some foreign studies of the problem of education in conflict conditions (Kryminalnyy kodeks Ukrayiny, 2001; The World Bank Group n.d.; Global Education Monitoring ..., n.d.; Levchenko et al., 2015; UNICEF. Regional Office ..., 2007; Helping Hands at ..., n.d.).

But they do not apply to education in conditions of large-scale aggression. Until that time, educators studied labor and civil protection in peace time conditions. Today, education has different realities, the war is a different weapon, education continues in the conditions of hostilities, some children study in Ukraine, some – in

remotely intemporarily occupied territories, some – abroad. And this is in the same class.

Teachers are also in different parts of the country and abroad. There are many questions regarding the organization of education, training and upbringing, they are extremely important for the construction of Ukraine and its future. The few existing studies are devoted to socio-pedagogical and psychological work with families with children in conditions of military conflict (Global Education Monitoring, n.d.; Levchenko et al., 2015; UNICEF. Regional Office ..., 2007), but not in conditions where 8.8 million people are internally displaced and schools have become shelters for families with children, social assistance centers in communities.

Today, under martial law, education issues are subordinated to military-civilian administrations for reasons of safety for all participants in the educational process. This imposes new professional duties on all participants of the educational process. How to implement them and what exactly needs to be done, educators today know a little. This is evidenced by our own lectures and communication with educators at teacher training courses.

At the same time, teachers are responsible for the life and health of children. The Criminal Code of Ukraine (Kryminalnyy kodeks Ukrayiny, 2001) contains Article 137 “Improper fulfillment of duties regarding the protection of children's life and health”. In accordance with paragraph 1 of the specified article “Failure or improper performance of professional or official duties to protect the life and health of minors as a result of negligent or dishonest treatment of them, if this caused significant damage to the health of the victim, is punishable by a fine of up to fifty non-taxable minimum incomes of citizens or public works for a period of up

to two hundred and forty hours, or deprivation of the right to hold certain positions or engage in certain activities for a period of up to three years”.

Paragraph 2 of this article tells that “...the same actions, if they caused the death of a minor or other serious consequences, are punishable by restriction of liberty for a term of up to four years or deprivation of liberty for a term of up to three years, with deprivation of the right to hold certain positions or engage in certain activities for a term of up to three years or less”.

Thus, we urgently need to train the administration of educational institutions and teaching staff to create conditions for the safety of children in education in the conditions of martial law today. Also, in order to improve the situation of people, pedagogical workers provide information about resources and opportunities for help in the community, which people can use to improve their situation. In general, the range of functions of pedagogical workers in war conditions is much wider, which will be discussed further in the article.

Educators have new functions, and they need to be defined and described, since the professional standards of teachers and heads of educational institutions do not take war into account, relate only to peacetime, and thereby make it impossible to prepare these specialists for work in wartime conditions. There have been no studies on these issues in the theory of pedagogy yet.

Therefore, **the purpose** of the article is to determine the new functions of educators in the conditions of martial law and to fill them with content.

METHODOLOGY

The research is based on competence, activity, environmental, socio-

pedagogical, safety scientific approaches. Research methods are: theoretical analysis of sources, generalization, observation, conversations, establishment of cause and effect relationships. The materials of the research were domestic and foreign works on education methodology, safety in education, our experience of teaching at teacher training programs.

RESULTS

According to the Law of Ukraine “On the Legal Regime of Wartime” (Zakon Ukrainy «Pro pravovyy ... , 2015), martial law is a special legal regime that is introduced in Ukraine or in some of its localities in the event of armed aggression or threat of attack, danger to the state independence of Ukraine, its territorial integrity and provides for the provision to the relevant state authorities, military command and local self-government bodies, the powers necessary to avert the threat and ensure national security, as well as the temporary, threat-induced, restriction of the constitutional rights and freedoms of a person and citizen, the rights and legal interests of legal entities, with an indication of the period of the restrictions' validity.

There are the following measures of the legal regime of martial law may be applied in the country and regions:

1. To introduce labor obligation for able-bodied persons who are not involved in work in the defense sphere and the sphere of ensuring the vital activities of the population and who are not reserved for enterprises, institutions and organizations for the period of mobilization and wartime.
2. Use the capacities and labor resources of enterprises, institutions and organizations of all forms of ownership for the needs of defense, change their mode of operation, carry out other changes in production activity, as well as working

conditions in accordance with labor legislation.

3. To seize property necessary for defense needs for temporary use; including transport, equipment, etc.

4. To establish protection of important objects of the national economy of Ukraine, which ensure the population's vital activities.

5. To introduce a curfew.

6. Establish a special entry and exit regime, limit the freedom of movement of citizens, foreigners and stateless persons, as well as the movement of vehicles.

7. To check citizens' documents, and if necessary, conduct an inspection of things, vehicles, luggage and cargo, office premises and citizens' homes, with the exception of the restrictions established by the Constitution of Ukraine.

8. In accordance with the procedure established by the Constitution and laws of Ukraine, raise the issue of banning the activity of political parties, public organizations, if it threatens the sovereignty, national security of Ukraine, its state independence and territorial integrity, and the lives of citizens.

9. To monitor the work of communication enterprises, printing enterprises, publishing houses, television and radio organizations, theatre, concert and entertainment and other enterprises, institutions and cultural organizations.

10. In case of violation of the requirements or non-fulfillment of measures of the legal regime of martial law, seize radio equipment, television, video and audio equipment, computers, as well as, if necessary, other technical means of communication from enterprises, institutions and organizations of all forms

of ownership, and technical means of communication.

11. To prohibit trade in weapons, powerful chemical and poisonous substances, as well as alcoholic beverages and substances produced on an alcohol basis.

12. To confiscate fire arms and ammunition, melee weapons from citizens, as well as educational and military equipment, explosives, radio active substances and materials, potent chemical and poisonous substances from enterprises, institutions and organizations.

13. To prohibit conscripts and conscripts from changing their place of residence without the knowledge of the military command.

14. To establish for individuals and legal entities the military housing obligation for the quartering of military personnel and the accommodation of military units, units and institutions.

15. To establish the procedure for the use of storage facilities, buildings and other objects for the protection of the population, as well as for meeting defense needs.

16. To carry out the evacuation of the population from places and areas that are dangerous for habitation, as well as enterprises, institutions, organizations and material values that have important state, economic and cultural significance.

17. To introduce, if necessary, a standardized provision of the population with basic food and non-food products, medicines.

18. To remove from the positions of heads of state enterprises, institutions and organizations for improper performance of their duties, appoint acting heads of mentioned enterprises, institutions and organizations.

19. For cibly alienate or seize property from legal entities and individuals for defense purposes.

Thus, in education under martial law, there is also a certain limitation of the rights of participants in the educational process, which is due to the threat to their life and health from the aggressor, as well as the need to comply with certain restrictions and requirements of legislative acts in the interests of ensuring national security. Consequently, educators begin to perform functions related to the safety of all participants of the educational process and in the interests of ensuring national security, which was not the case before.

Children have the right to safe conditions in education. Thus, in the Law "On Education" (Zakon Ukrayiny «Pro ... , 2017) in Article 53 it is stated that "Educators have the right to: freedom of creative, sports, recreational, cultural, educational, scientific and scientific and technical activities, etc.; safe and harmless conditions of study, maintenance and work; protection during the educational process from humiliation of honor and dignity, any form of violence and exploitation, discrimination on any grounds, propaganda and agitation that harm the health of the student of education".

Clause 3 of this Law states that "Educators are obliged to: respect the dignity, rights, freedoms and legitimate interests of all participants in the educational process, adhere to ethical standards; to treat one's own health, the health of others, and the environment responsibly and carefully". But the Law also does not directly prescribe the rights of the child in the conditions of martial law, including the right to physical security. This is the responsibility of educators today, who have to create a safe educational

environment, both digital and real, for the continuation of children's education.

The question remains undefined: how can today's pedagogical workers fulfill the task of education, children safety and development under fire, in conditions of displacement, occupation, evacuation, stress, psychological trauma, loss? For this, they need training in new functions and the definition of these functions, their differentiation between pedagogical workers and education principals, the distribution of responsibilities within the educational institution, methodical and psychological support, and even constant support and supervision from the education departments and regional institutes of professional development, improvement of the professional standards of the institution of general secondary education principal and / or teacher.

It should be noted that according to the current legislation on education, teaching staff are obliged to "form in students a desire for mutual understanding, peace, and harmony between all peoples, ethnic, national, religious groups; to protect students during the educational process from any form of physical and mental violence, humiliation of honor and dignity, discrimination on any grounds, propaganda and agitation that harm the health of the student, to prevent their use by them and other persons on the territory educational institutions of alcoholic beverages, narcotics, and other harmful habits" (Zakon Ukrayiny «Pro ... , 1992).

That is, we are talking about the prevention of the culture of war, negative habits and phenomena in the educational environment, the formation of a culture of peace in conditions of war, universal human values and respect for human rights. The School Safety Declaration (Ministry of Education ..., 2021) draws

attention to this, which educators, unfortunately, do not know and do not implement in the education system yet. It has only been implemented experimentally since 2019 in some schools of Ukraine.

Meanwhile, programs on the discipline “Labor Protection of Pedagogical Workers” of institutions of higher pedagogical education of leading institutions that prepare teachers for work have not yet introduced new topics related to the war into the syllabi. Educational programs for the training of education managers in Kharkiv and other cities also do not yet have educational disciplines related to martial law. While, for example, Ternopil Regional Communal Institute of Postgraduate Pedagogical Education has many topics on the implementation of wartime education to improve the qualifications of teachers, it is not a matter of child safety and social support for families.

It should be noted that today the Law of Ukraine “On Education” is supplemented by Article 57-1, which establishes state guarantees for participants in the educational process in conditions of martial law, state of emergency or state of emergency (special period). The special period is the period that begins from the moment of the announcement of the decision on mobilization (except for the targeted one) or its delivery to the executors regarding covert mobilization or from the moment of the introduction of martial law in Ukraine or in some of its localities and covers the time of mobilization, wartime and partially the reconstruction period after the end of hostilities (Zakon Ukrayiny «Pro oboronu ..., 1991).

Education seekers, employees of educational institutions, educational institutions, scientific institutions,

regardless of their place of residence/stay during a special period, are guaranteed: the organization of the educational process in a remote form or any other form that is the safest; preservation of the place of work, average earnings, payment of stipend and other payments provided for by law; place of residence (boarding house, dormitory, etc.) and provision of food (if necessary). This norm applies, in particular, to those who were forced to change their place of residence/residence, left their workplace, place of study (Zakon Ukrayiny «Pro ..., 2017).

Decisions regarding the provision of appropriate guarantees, the creation of a safe educational environment, the organization of education and the implementation of the educational process in a special period are taken within the limits of their competence: executive power bodies, military command bodies, military, military-civilian administrations and local self-government bodies, their representatives, officials persons (managers, heads, chiefs), management bodies (structural divisions) in the field of education; educational institutions, educational institutions, scientific institutions, their founders; public associations, charitable organizations and individuals who carry out charitable (volunteer) activities (Zakon Ukrayiny «Pro ..., 2017).

The Ministry of Education and Science of Ukraine in a special period provides regulatory and legal support for the functioning of the education and science system; issues orders on the creation of a safe educational environment, the organization of education, the educational process, and other issues in the field of education and science that are not regulated by law in the conditions of a special period. Such orders are valid only during the validity of a special period, are

not regulatory acts and are subject to state registration only if they concern the rights, freedoms, legal interests and obligations of citizens and legal entities (Zakon Ukrayiny «Pro ..., 2017).

The State Service for the Quality of Education in accordance with its powers and within the limits of its competence: analyzes the activities of local executive bodies, local self-government bodies, and their structural subdivisions on education issues; submits to the Minister of Education and Science proposals for ensuring the formation of state policy in the field of education (Zakon Ukrayiny «Pro ..., 2017).

Thus, the flexibility of work in educational institutions and opportunities to realize the child's right to education, and pedagogical workers' right to work, are today enshrined in law. The safety function is directly prescribed and applies to all teaching staff. It should be noted that security is a state in which nothing and no one threatens anyone, for any reason; at the same time, it is the activity of people, society, the state, and the world community of peoples to identify, prevent, weaken, eliminate, and avert a threat capable of losing them, destroying material and spiritual values, and hindering their progressive development. The availability of security is a necessary condition and one of the main reasons for the viability of a person, society, state and the world community.

In education, no one cancels child-centrism, adopted as a reference point of education in Ukraine, in the conditions of war, which today requires a special attention to the safety of children, realization of their right to education, creation of conditions for comprehensive upbringing, education, socialization and development. People-centeredness, which is researched and promoted by

Vasyl Kremen, the President of National Academy of Pedagogical Sciences of Ukraine, means paying attention to other participants in the educational process, who are all equal under the legislation on education.

We emphasize the safety of pedagogical and scientific-pedagogical workers, and parents of children. The well-being of children and young people depends on their state of health (physical, social and mental well-being). In a war situation, when the majority of the population is confused and does not know how to act regarding their own safety, the leadership role of teachers increases.

In particular, in order to ensure the strategic management of the development of an institution of general secondary education in the conditions of war, it can be said that the school director must have such professional competences as: the ability to be guided in managerial activities by regulatory and legal documents in the field of education; the ability to design and develop documents related to the management of an educational institution, which even the Ministry of Education and Science develops for the period while martial law is in effect.

That is, awareness of the dangers in the community and the region in terms of safety affects the strategic management of Ministry of Education and Science, which requires knowledge of the School Safety Declaration (Ministry of Education ..., 2021). There is an opportunity to teach and learn in war conditions today even from abroad. So, we see an increase in the professional functions (security, social support and assistance, information, etc.) of pedagogical workers and new working conditions in war time.

It should be noted that martial law is also aimed at national security, not only at the safety of participants in the educational process. And today, educators do not know this issue at all, as well as their role in contributing to national security. National security functions through a system of various relations between a person and society, between a citizen and the state, between society and the state, between different states.

National security is the state of internal and interstate relations, which determines the effectiveness of the system of state, legal and social guarantees of human and citizen rights and freedoms, basic values and interests of society and the sovereign state against internal and external threats. Including guarantees of the realization of the right to education for children in Ukraine under martial law and abroad.

The main objects of national security are: a person and a citizen – their constitutional rights and freedoms; society – its spiritual, moral and ethical, cultural, historical, intellectual and material values, informational and environmental environment and natural resources; the state – its constitutional order, sovereignty, territorial integrity and inviolability; the nation and other national communities, its identity and factors of self-development; social communities, their functional roles and development factors; nature, the natural environment – its immediate condition.

Thus, ensuring the education of children, their safety, national-patriotic upbringing in the spirit of victory and restoration, development of Ukraine, the return of children and their mothers from abroad is a contribution to national security by the forces of pedagogical workers in the conditions of martial law.

Today, the ideas of Ukrainian centrism and national unity, national dignity, and a clear awareness of the historical role and purpose of the nation are becoming more relevant in Ukraine. The geopolitical position of Ukraine on the border of two great civilization spaces - European and Eurasian was and is one of the determining factors of its historical and political fate. Geographically, Ukraine has always been and remains a Central European state.

Historically and politically, for a long period, most of the territory of Ukraine was under the influence of the Euro-Asian socio-cultural tradition, being part of the Russian, then the Soviet Empire. The national mentality turned out to be split, accordingly, there were no unified geopolitical priorities, national interests, and unified national strategy. All this led to the current difficulties of Ukraine becoming a Eurasian state.

However, a clear definition of geopolitical priorities, consolidation of the main national interests in the mass consciousness is one of the most important prerequisites for the stable development of every modern state. Today, our state and the nation of Ukrainians have decided on them, the political and legal prerequisites for the functioning of education during the period of martial law were quickly created, they affected the professional functions of all educators, national consciousness and, accordingly, should affect the national upbringing of children and youth.

This is one of the aspects of updating the content of the functions of educators in wartime - an emphasis on national and patriotic education. The nation is not a fleeting value, but a modern form of self-organization of society, thanks to which the universal human rights of various

ethnic, cultural minorities, and economic communities acquire a concrete meaning.

Combining the ethnic identity and the economic universality of social life, the nation does not allow the former to turn into an archaic community of the fundamentalist or racially – Nazi type, and the latter into communism or cosmopolitan nationalism, which destroys any cultural identity. Therefore, it is the national-patriotic upbringing in the education system that is today a factor in the movement towards victory and restoration of human rights in full.

This is evidenced by our research on the social well-being of students of displaced higher education institutions (on the example of LNU named after Taras Shevchenko), which proves that even if the basic needs of students from among internally displaced persons are slightly met, with the available social support from higher education institutions, national education itself is the factor that most contributes to the formation of a sense of social well-being among students. Students feel that they are among their own, they have all kinds of support and this is greater than material goods (Trubavina, et al. 2021). Therefore, the function of social support for internally displaced persons and the function of national-patriotic education are interrelated for educators in the conditions of martial law.

It should be noted that today, in addition to the mass media, the leadership role in the community, microenvironment, should be played by the heads of educational institutions and pedagogical workers who have constant connections with the parents of children due to the performance of their duties as class teachers and daily communication with children. Enlightenment, clarification of rights and opportunities, information

about resources, community cohesion, patriotic upbringing of children in new conditions, social adaptation to new living conditions and the region (for internally displaced persons) – new functions of teachers and heads of educational institutions in wartime conditions.

Many of the population received psychological injuries, their occupiers were "released" from their homes, jobs, and property, many schools were destroyed, children became orphans, injured, which became a huge stress and the cause of other psychological injuries for adults and children. This increases the role of pedagogical workers in the organization of assistance to citizens. So, in addition to security, there is a question about the organization of assistance and social support. That is, the leadership function has an update in terms of content.

The professional standard of the director of a general secondary education institution mentions the need for the ability to manage changes, make and make decisions based on the assessment of existing alternatives and risks. They are responsible for the lives of children and teaching staff. Therefore, competence in decision-making under martial law is required. If the decision-making methods are well-known (collective and individual, mathematical, etc.), then the criteria for their decision-making have peculiarities today. The most important criterion today is the life, health and safety of children and other participants in the educational process. Then – the right to education.

The function of ensuring the quality of the educational process in conditions of war is also not covered in this standard. To some extent, this issue is resolved by the Law of Ukraine "On Education" (Zakon Ukrayiny «Pro ..., 2017), Article 57-1. But how to do it in detail is not written anywhere in the

regulatory documents. To ensure network and partnership interaction as a function of a school director, competencies that can be useful in war conditions are needed, namely: leadership and emotional-ethical. The work of the teaching staff in war time and the situation, psychological climate in the educational institution depend on them. The school director is an example for teachers.

Therefore, how to behave, what example to set with one's behavior – today's issues are countering the enemy, ensuring victory, and equipping the team for work in new difficult conditions. The question arises about the rules of conduct of the administration and teaching staff of the institution of general secondary education in the conditions of war. Like a code of ethics or standards and norms of behavior. Today, individual schools have adopted their own codes of ethics for teachers, class leaders, and teaching staff.

But they do not take into account the conditions of war. As a rule, these codes include a list of values, norms of behavior, requirements for personal and professional qualities of a Ukrainian teacher, peculiarities of his behavior in various professional situations. Their focus on the patriotism of the teacher in all these documents and on child-centrism, interaction with parents in the interests of the child is valuable.

It should be noted that the humanism of the teacher in the war is the main principle of his activity. Humanism traditionally means in an educational institution: attention to the needs of the child and the priority of his interests, respect for the child in combination with demands on him, the more demands, the more we respect the child – according to A.S. Makarenko.

But the demands placed on children in the conditions of psychological trauma raise questions - how to fulfill the standard of education, how to organize training, communicate with children when she is in or out of shelling, is silent or cries because the child has seen death and destruction. Questions arise about teachers' attention to the child's inner world, an individual approach to it, empathy and compassion in combination with the creation of conditions for education and ensuring the quality of education.

Therefore, it is necessary to have knowledge for the school director and recommendations for teachers in the educational institution regarding the behavior and communication with children and their parents, the closest social environment regarding the establishment of trusting and humane relations with them as a condition for realizing the right to education and development of a child in war.

The function of the school director to ensure a safe and healthy educational environment is connected with the need for the school director to possess health-preserving and inclusive competencies. They include functions that were not the subject of attention before - the security of the digital educational environment, the organization of pre-medical care, prevention of physical, property and moral harm to the participants of the educational process, etc.

Also, safety involves the creation of a safe educational environment in an educational institution, the formation of a safety culture among all participants in the educational process, the provision of safety design in the institution, and the identification of real dangers in a specific community and institution. The special needs of children are mentioned in the inclusive competence, but traditionally

they are considered only as the needs of children with disabilities and disabilities. While today, children of internally displaced persons, children in combat zones, children of soldiers, etc., have special needs. And the issues of their integration and social adaptation to the conditions of martial law and in the community (for internally displaced persons) are new for the teacher.

Separately, it should be said about personnel management in education. Today, the director of the school, in connection with the acquisition of autonomy of institution of general secondary education, has the right to recruit both technical staff and teaching staff. But there are no criteria for selecting people. Wartime imposes the issue of decision-making on dismissal for collaborationism or suspension of labor relations. This is a matter of personnel security and national security today, given the role of educators in the information war. There is also a question about the selection of personnel, their career growth as a work system. This requires personnel management in the Armed Forces as a separate function in wartime and peacetime, taking into account the specifics of each.

There are separate financial and economic issues such as the preservation of school property, the educational base and their multiplication and development, the performance of various outsourcing works for internally displaced persons (school security, repairs, Internet, etc.). We also refer here to the issues of organizing children's meals, pre-medical care, etc. What requires the financial competence of the head of institution of general secondary education.

Based on what has been said, we can talk about the increase in the functions of educators in the conditions of martial law

as a result of the increase in workload, the expansion of the scope of work and its directions, the appearance of new objects of work. Therefore, it is logical to add to the traditional functions of the school director as an education manager today in the conditions of martial law:

- Safety function as the creation of conditions to preserve the life and health of all participants in the educational process;
- Organization of social support and assistance to families with children in the community to meet their basic needs;
- Social adaptation of internally displaced persons to the host community, all to education in martial law conditions;
- Personnel management and implementation of a sustainable personnel policy in internally displaced persons;
- Preventive function as prevention and limitation of conditions and factors that prevent the realization of children's rights, their freedoms and legitimate interests; prevention of bullying, cruelty, violence, culture and philosophy of war,
- The function of rallying and unifying the school team and the population in the community for the sake of victory, helping the front, overcoming possible adaptation disorders in internally displaced persons, socialization of children and families in the host community, enlightenment about values and customs in the host community;
- National-patriotic as an example of own leadership competence;
- Organizational regarding the team's work in new conditions, pre-medical care, safety of the digital educational environment;

- Financial management in institution of general secondary education;
- Informational as learning models of behavior in war conditions that save lives and contribute to victory; informing about possible community services and resources to help internally displaced persons and families with children, humanitarian aid, etc.

Teachers in the conditions of martial law were also faced with the need to perform the following new functions:

- Social-pedagogical (helping children to solve socialization problems in the conditions of martial law, family distance);
- Social adaptation and integration of families with children in the host community;
- Social prevention of negative phenomena in the educational environment;
- Information about resources for help in the community;
- Social support and assistance to families with children in the conditions of an educational institution - a temporary shelter for families;
- Pre-medical care;
- Promotion of national security through increased attention to national and patriotic education.

As stated in the manual on socio-pedagogical and psychological assistance to families with children in conditions of military conflict (Levchenko et al, 2015), employees of the psychological service of educational institutions should pay attention to the following when organizing activities:

- creation of a favorable social and psychological climate in the educational institution and optimization of the content

and forms of psychological education of pedagogical workers and parents;

- prevention of secondary traumatization of the participants of the educational process by their actions or inaction and, if necessary, redirecting children, parents and teachers to other specialists (psychotherapist, neurologist and others);
- application of intersectoral interaction and a multidisciplinary approach to solving problems that arise (if necessary, contact health care facilities and institutions, units of the Emergency Service, etc. with a proposal for cooperation and coordination in the provision of psychological assistance to those who need it);
- involvement of highly qualified specialists, practical psychologists, social educators, psychotherapists, psychological-medical-pedagogical commission consultants in the provision of psychological assistance;
- organization for those who work directly with the victims: a) psychological and professional supervision; b) methodical support in the form of booklets, methodical developments, conducting educational seminars and seminars on exchange of experience; c) material assistance in the form of necessary accessories and office equipment;
- making corrections to the work plans of all employees of the psychological service who are involved in providing assistance to the victims.

DISCUSSION

The issue of safety in education today is important in the context of sustainable development of society, continuity of education, ensuring the realization of the right to education, as foreign sources say

(The World Bank Group, n.d; Global Education Monitoring ..., n.d.; UNICEF. Regional Office ..., 2007; Conflict Sensitivity and ..., 2016). But the issue of children's education in the conditions of large-scale aggression was not the subject of research and generalization of experience, it did not exist at all.

Therefore, it was the generalization of the experience of the problem in Ukraine through the observation of the work of the institution of general secondary education that made it possible to highlight the new functions of the principal and the teacher of general secondary education institution in the conditions of martial law in a large-scale war, rather than a local conflict. This is a unique first experience in the world.

But at the same time, we took into account such experience as the one that became the basis for a general understanding of the need for education in war. Therefore, education in the conditions of martial law in Ukraine takes this experience into account and develops it, which requires a review of professional

standards and an update of programs for improving the qualifications of teachers of special educational institutions and directors of special educational institutions, changes in educational programs of various levels.

CONCLUSIONS

Our research shows, that all teaching staff of educational institutions and their principals in the conditions of martial law begin to perform additional functions and new tasks due to the peculiarities of the martial law in education and new threats to children and include the participants in the educational process, requirements to ensure national security. It requires updating the list and expanding the content of the functions of educators under martial law. That is why these questions should be included in the professional standards of the principal and the teacher of the institution of general secondary education, in educational programs of various levels, which will be the prospects of our further research.

CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

ОБҐРУНТУВАННЯ НОВИХ ПРОФЕСІЙНИХ ФУНКЦІЙ ОСВІТЯН В УМОВАХ ВОЄННОГО СТАНУ

Стаття присвячена актуальній проблемі педагогічної теорії сьогодення – новим функціям освітян в умовах воєнного стану. Автори на основі огляду закордонних і вітчизняних джерел, узагальнення досвіду в Україні і поза її межами досягають мети. **Мета** – визначити нові функції освітян в умовах воєнного стану і наповнити існуючі новим змістом. В основі дослідження лежать компетентнісний, діяльнісний, середовищний, соціально-педагогічний, безпековий наукові підходи.

Методологія. Дослідження базується на компетентнісному, діяльнісному, екологічному, соціально-педагогічному, науково-охоронному підходах. Методами дослідження є: теоретичний аналіз джерел, узагальнення, спостереження, бесіди, встановлення причинно-наслідкових зв'язків. Матеріали дослідження: вітчизняні та зарубіжні розвідки з методики навчання, безпеки в освіті, особистий досвід викладання на програмах підвищення кваліфікації вчителів.

Результати. Спостерігаємо збільшення функцій освітян в умовах воєнного стану. До традиційних функцій директора школи логічно додати: безпекову функцію, організації соціальної підтримки і допомоги; соціальної адаптації; кадрового менеджменту і реалізації сталої кадрової політики в ЗЗСО; профілактичну функцію, функцію згуртування і єднання колективу школи і населення в громаді; національно-патріотичну; організаційну; фінансового менеджменту в ЗЗСО; інформаційну.

Вчителі в умовах воєнного стану також зазнали необхідності виконувати такі нові функції: соціально-педагогічну (допомога дітям у вирішенні проблем соціалізації в умовах воєнного стану, дистантності сімей); соціальної адаптації та інтеграції сімей з дітьми в умовах приймаючої громади; соціальної профілактики негативних явищ в освітньому середовищі; інформаційну щодо ресурсів для допомоги в громаді; соціальної підтримки і допомоги сім'ям із дітьми в умовах закладу освіти – тимчасового притулку для сімей; домедичної допомоги; сприяння національній безпеці через посилену увагу до національно-патріотичного виховання.

Висновки. Як свідчить наше дослідження, усі педагогічні працівники закладів освіти і їх керівники в умовах воєнного стану починають виконувати додаткові функції і нові завдання, що зумовлено особливостями воєнного стану в освіті і новими загрозами для дітей і всіх

інших учасників освітнього процесу, вимогами до забезпечення національної безпеки. Це потребує оновлення переліку і розширення змісту функцій освітян в умовах воєнного стану. Саме тому ці питання і повинні бути внесені в професійні стандарти керівника ЗЗСО і вчителя ЗЗСО, в освітні програми різного рівня, що і буде перспективами нашого подальшого дослідження.

КЛЮЧОВІ СЛОВА: воєнний стан, професійні стандарти, функції керівника закладу освіти, функції вчителя, безпека, право на освіту, національне виховання, національна безпека.

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