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UKRAINIAN IDENTITY DEVELOPMENT IN THE EDUCATION SYSTEM IN THE CONDITIONS OF MARTIAL LAW IN UKRAINE

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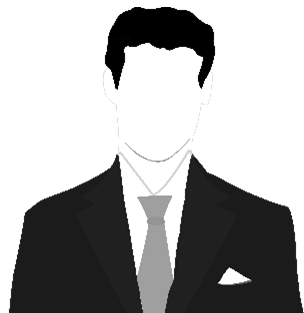
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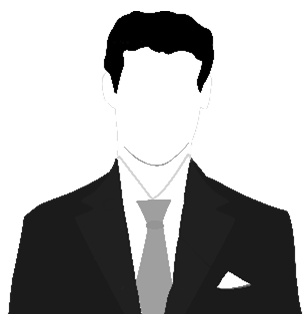
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ABSTRACT

*The article is devoted to the actual problem of modern Ukrainian pedagogy – the national identity development. The **purpose** of the article is to identify the peculiarities of the national identity development in education in the conditions of war and to suggest the ways to strengthen this process.*

*The research **methodology** is systemic, activity, cultural, axiological approaches. Research methods are: theoretical analysis of sources, generalization of experience, synthesis.*

Results. *The Ukrainian identity is the result of national-patriotic education and a component of national security. The peculiarities of the national identity development in the Ukrainian system of education in martial law are revealed: the need for simultaneous development of Ukrainian and European values, attention to the value of life and continuing education in war, respect for human rights. The ways to strengthen the national identity development in the education system include are: official restoration of educational function of teachers in all regulatory documents; emphasis on education which is based on national and European values; teaching educators to perform their new functions – security function, information function, social assistance, social education of parents and the community; official clarification in regulatory documents of the definition of educators' security function; normalization of the definition of a safe educational environment in martial law; introduction of the Declaration of School Safety into the education system, the Ukrainian Charter of a Free Person into the education system; the participation of students in volunteer activities; compliance of all stages of the educational process with the idea of national identity formation.*

Conclusion. *The peculiarities of the national identity development and the ways to strengthen the national identity development today are very important. The prospects for further research are to identify the effectiveness of new ways of the Ukrainian identity development.*

KEYWORDS: *Ukrainian National Identity, Ukrainian Values, European Values, Martial Law, Educators' Security Function, Functions of Educators.*

INTRODUCTION

The question of the Ukrainian identity formation is more relevant than ever in the conditions of martial law, when the country's autonomy depends on every Ukrainian, their consciousness, personal choices in favour of Ukraine, behaviour for the benefit of Ukraine's victory in the war with Russia. Ukraine is possible as a country, a nation, when each of its citizens feels Ukrainian. Therefore, the issue of the formation of the Ukrainian identity of

children and youth comes to the fore today in the aspect of national security, education, national-patriotic upbringing as a necessity and condition for the independence and freedom of the country. Thus, the following question arises: what is Ukrainian identity and how to form it, especially, in war?

Existing studies reveal the essence of national identity, ways of its formation from the point of view of culture, history, traditions, language (Bryndza, 2017;

Hrushevskiy, 1991; Zhurba et al., 2019). There are numerous research papers on the formation of Ukrainian identity from the standpoint of national, patriotic education, values of Ukrainians (Bryndza, 2017; Petrovskiy, 2022; Akulenko, 2020; Briukhovetskiy et al., 2012). These studies generally reveal the role of Ukrainian identity in the formation of the nation, the culture of Ukrainians, but do not talk about national interests, national security, the role and place of identity in this process. Today, these issues are interconnected.

Some studies (Dubyna, 2006; Okushko et al., 2018; Petrovskiy et al., 2022; Stelmakhovych, 1997) also emphasize the long-term everyday education of patriotism in children and youth, mastering the Ukrainian culture in everyday life, in Ukrainian education, educational teaching in education, etc. But these studies do not talk about how people preserve the Ukrainian identity and are socially united on this basis today, in the conditions of war, when people die and suffer for the independence of Ukraine and are in a difficult situation for a long time. Today it is necessary to raise it to a new level of formation, since it is a condition for the very existence of our country and every Ukrainian.

War reveals all the traits of people, distinguishes the black and the white and leaves no compromises. Either there is Ukraine and Ukrainians, or Ukraine and Ukrainians are not on the map, in life, etc. Ukrainians do not exist without Ukraine. And Ukraine does not exist without Ukrainians as well. This is important for understanding why the war is going on and for the formation of a national identity in the minds of Ukrainians, which determines their life choices and behaviour every day, every minute. Ukrainian identity is a conscious choice of

Ukrainians in wartime conditions. Both of adults and children.

In this aspect, Ukrainian-centrism is important as a principle of life, professional activity of every citizen (Trubavina, & Nedria, 2022), which ensures personal choice, one's behaviour and actions in favour of Ukraine. The national idea is important for uniting all Ukrainians for the protection and well-being of the country, which contributes to ensuring the national security of the country. But it is important to introduce this into the consciousness and behaviour of people, to form it as a value that will determine behaviour even in conditions of war and risk in favour of Ukraine.

This is especially important for young people and children who will have to protect the country's borders in the future, rebuild it, develop it and ensure the prosperity of the country and the well-being of everyone. This sort of research has not yet been performed in the theory of pedagogy. Moreover, this sort of teachers' training has not yet been provided in the Ukrainian higher education institutions (Prokopenko, & Trubavina, 2020).

There are scientific papers on education in the conditions of war, socio-pedagogical and psychological assistance in the conditions of war, new functions of educators in the war (INEE, 2018; UNICEF, 2016; Levchenko, Panok, & Trubavina, 2015; Trubavina, Cherednychenko, & Nedria, 2022; Trubavina, 2021; Opanasenko, & Novikova, 2022), but research on the formation of Ukrainian identity in children and youth in the conditions of war and at the same time in the conditions of European integration has not been conducted yet. And such a unique experience exists only today in our country, which requires generalization and justification, development of recommendations. Thus, the formation of

the Ukrainian identity among children and youth in the conditions of war and European integration is an urgent and unresolved problem.

Therefore, the **purpose** is to identify the peculiarities of the formation of national identity in education in the conditions of war and to suggest ways to strengthen this process.

The research **methodology** is:

- a systemic approach to understanding the phenomenon of identity formation in all relationships and the system, and not in isolation;
- an activity approach for its formation in practice, not just in words;
- a cultural approach to understanding the origins and sources of identity, which foregrounds the formation of national identity;
- an axiological approach, because the identity is based on the values of everything Ukrainian, which ensures the unity of the nation and the struggle for freedom and independence in the conditions of the war with Russia.

The following research **methods** were chosen: theoretical analysis of literary sources, generalization of the experience of formation of the Ukrainian identity, synthesis.

RESULTS

First of all, the question of the Ukrainian identity formation in the conditions of war requires an understanding of the concepts of “Ukrainian identity” and “martial law” and their consequences for Ukrainians.

Given the numerous studies of the problem, we can argue that identity is a subjective sense of a person’s belonging to a particular nation or group, the values of which they share and which determine their consciousness and behaviour.

Identity can exist regardless of the presence of citizenship, place of stay and residence of a person. This is a person’s conscious choice of the nation to which he or she refers themselves. We are interested in Ukrainian identity and ways of its formation.

According to the research, traditionally, prior to the war, the main ways of forming Ukrainian identity were language, history, and culture (Stepyko, 2011). It was important for a person to know all about these for the acceptance and conscious choice of a nation, to identify themselves with Ukraine as a state and a nation (Sievastianova, 2018; Siavavko, 1974). Today, it is important to preserve the state, its independence and thereby preserve the each and every Ukrainian. Thus, the idea of a free future, an independent state unites Ukrainians. It is important who we will be and for this we must survive now.

Today, the issue of language is decided by everyone at their own discretion, but most people show their support to Ukraine by choosing the Ukrainian language as the only state language, many stop using the Russian language as the language of the occupiers and aggressors. Ukrainian culture and values allow to defeat evil, to unite and help each other. History gives examples of the indestructibility of Ukrainians and their glorious victories.

If we talk about the experience of developed countries, we see that the unity of population and the formation of national identity in these countries, in particular, in resettlement countries, were ensured by super-ethnic values – human rights, democracy, general well-being, high level of social protection, etc. In this aspect, Ukraine, which strives for EU integration, shares its values, uses this aspect to unite the population.

In particular, the war of 2014 began with the fact that people stood up for democracy, the course towards European integration, and European values. And the values of the EU have become the values of Ukrainians, which our people today defend on the battlefield. Thus, national identity changes in society, it depends on the needs of society and politics, but it reflects the views of the people we want to be.

It should be noted that today in the world there are many aspects and ways to form the national identity of the population (Bryndza, 2017; Honskyi, 2001; Hrushevskyi, 1991; Levchenko et al., 2015; Petrovskyi, 2022; Akulenko, 2022; Stelmakhovych, 1997; Trubavina, Cherednychenko, & Nedria, 2022; Vyshniak, 2001; Zhurba, 2001; etc.):

- legal: through laws, punishments for the threats of national security and the Ukrainian language as the state language, protection of cultural heritage, etc.;
- economic: through general well-being;
- cultural: through the introduction of Ukrainian material and intangible cultural heritage into everyday life and consciousness of the citizens, popularization of the achievements of Ukrainians in Ukraine and abroad, educational work with the population;
- educational: through educating influence on the example of Ukrainians, our culture, language, history, traditions, etc., national-patriotic education based on the values of Ukrainians;
- historical: through the restoration of historical truth, informing about the achievements of Ukrainian citizens, showing the role of Ukrainians in history, events, etc.;
- political: through the policy of strengthening statehood, common security, language policy, policy of common well-being, preservation of historical memory, etc.;
- social: through the creation of conditions for the well-being of every citizen of the country and the nation as a guarantee for citizen's rights implementation (for the developed and resettlement countries), super-ethnic values that are important for all citizens of the country.

According to the Law of Ukraine "On the Legal Regime of Wartime" (2015), martial law is a special legal regimen introduced in Ukraine or in its individual areas in the event of armed aggression or threat of attack, threat to Ukraine's independence, its territorial integrity. This regimen provides relevant state authorities, military command and local self-government bodies with the powers necessary to prevent the threat and ensure national security.

It is also a temporary restriction of the constitutional rights and freedoms of men and citizen, the rights and legitimate interests of legal entities, indicating the duration of these restrictions. Martial law implies a certain restriction of the rights and freedoms of citizens for their own security and national security. This restriction, in fact, is a manifestation of Ukrainian-centrism aimed at victory of Ukraine. What does martial law bring as a legal regime to educators in the context of the formation of national identity in children and youth? What are the peculiarities of today's work of educators, threats and challenges that can be faced for the formation of national identity under martial law, often in case of online education when there is no permanent team of children?

We can recommend to disseminate the experience of the Ternopil region in implementing an educational program for children and youth regarding the Ukrainian Charter of the Free Person. The Charter is based on the values of Ukrainians, reflecting their national consciousness, which determines human behaviour and, accordingly, their moral choice (Briukhovetskyi et al., 2012):

- To be a free person.
- To be a Ukrainian.
- To be an active citizen.
- To love.
- To think.
- To be a master.
- To be a leader.
- To be an open society.
- To be a successful state.
- To be a member of a democratic community of peoples.

These groups of values are modern features of the Ukrainians' behaviour, reflect the ideas of Ukrainian-centrism, the theory of human rights and human development, the democratization of society, the values of Ukrainians and Europeans, universal human values. These values provide the answer to the following question: who we are and who we aspire to be being aware of the experience of generations and the wisdom of centuries.

But these values are formulated in such a way that they are explained in an understandable form, and being introduced into everyday life they are becoming a daily habit, if followed. That is why bringing up children with the account of these values is a modern type of civic education that is broader than rights and responsibilities, that shows that rights are part of values, but values are more important than rights. Responsibility for any of one's choices based on the values, therefore, is a broader concept than the

responsibility for the performance of duties (or their non-fulfilment).

And this is the conscious behaviour of a person who has certain guidelines in life. Interestingly, the Ukrainian Charter of the Free Person has no religious basis, it is worthy of any religion or atheist, these are the moral guidelines of Ukrainian society, which everyone should adhere to from an early age.

Since 2017, a pedagogical experiment has been underway in the Ternopil region to introduce this Charter into the education system. On October 20-21, 2022, on the basis of the Ternopil Regional Communal Institute of Postgraduate Pedagogical Education the All-Ukrainian conference "Educational Community as an Environment for the Education of a Ukrainian Citizen in the Context of the Ukrainian Charter of the Free Person" (Petrovskyi et al., 2022) was held.

Interestingly, thanks to the format of the All-Ukrainian Conference, the Ukrainian Charter of the Free Person went beyond the boundaries of secondary education institutions of the region and began to be used also in preschool educational institutions and higher education institutions. Ukrainian Charter of the Free Person is supported by higher education institutions from different fields, in different parts of Ukraine, which testifies to its benefits and expediency, the relevance of its application in educational work. But the value of life, the independence of the country and the freedom of all Ukrainians have come to the fore in the conditions of war today.

The value of the human life is not mentioned in the Ukrainian Charter of the Free Person, because it was written in peacetime. It should be noted that prior to the war, the children of the Ternopil region mostly chose the European values, but

today they focus mainly on the Ukrainian ones (Petrovskyi et al., 2022).

We must talk about their combination and those European values have already become Ukrainian ones, because this direction was chosen by our country. European and Ukrainian values today present the national interests of Ukraine, the national security system is aimed at their implementation and protection. Therefore, on the one hand, we popularize these values, on the other hand, we stop opposing them, change our negative and neutral perception of them, instead of speaking out against them we approve of them in the context of Ukrainian-centrism and national security.

In the context of national identity, we are also interested in the security function of educators, which provides for the creation of a safe educational environment, which today is defined only in the Law of Ukraine "On Complete General Secondary Education" (2020) and it deals only with peacetime threats.

Thus, this document defines it as "a set of conditions in an educational institution that make it impossible for participants of the educational process to cause physical, property and / or moral damage, in particular due to non-compliance with the requirements of sanitary, fire and / or construction norms and regulations, legislation on cybersecurity, protection of personal data, food safety and / or the provision of poor-quality nutrition services, through physical and / or psychological violence, exploitation, discrimination on any grounds, humiliation of honour, dignity, business reputation (bullying (harassment), dissemination of false information, etc.), propaganda and/or agitation, including using cyberspace, as well as making it impossible to use alcoholic beverages, tobacco products, narcotic drugs, psychotropic substances

on the territory of the educational institution" (Pro povnu zahalnu seredniu osvitu, 2020).

Therefore, the formation of Ukrainian identity consists mainly in the creation of conditions to preserve the life and health of all participants of the educational process, the maximum realization of human rights, first of all, the right for education even during war, ensuring the continuity of education through the application of experience and principles of education in conflict, creating conditions for obtaining education in various forms. This implements the idea of human rights and the state's concern for the possibilities of their implementation by Ukraine.

Our education today is Ukrainian by its essence. This allows to establish teaching on the basis of the Ukrainian history, language, culture, traditions, achievements, personalities, Ukrainian past and modernity. Education answers the question of Ukrainian identity – Who were we? Who are we? Who will we be?

Therefore, security in education is a condition for the formation of Ukrainian identity. It supports this process. But we need to strengthen it today, when the martial law was established on the whole territory of Ukraine. One of the ways to ensure this is the "Safe School Declaration", which Ukraine signed in 2019, but has not yet implemented into our legislation and regulatory documents.

It is also necessary to talk about the formation of national identity in children and youth not only at the first stage of education – the formation of consciousness, but also at its subsequent stages – the formation of behavioural experience, stimulation and correction of behaviour, stimulation to self-education.

This means that educational programs are not enough for the formation of an

identity. An activity approach is needed in practice, since only the inclusion of a person in the activity ensures the development of those qualities and personality traits that are necessary for the successful implementation of this activity. Activity involves solving problems, eliminating external and internal contradictions, overcoming which, a person acquires new experience of activity.

Therefore, it is necessary to engage children and young people in activities that require national identity and unity – work in volunteer headquarters, all possible assistance to people around, identifying needs and problems for those who need help and are not disabled, orphans, animals, etc. This will ensure both social security as a component of national security, and national-patriotic education, and will overcome differences focusing on the similarity of people from different regions of Ukraine.

Social assistance has become a new function of educators in the war due to the fact that, according to international social standards, educational institutions become centres of social assistance to families within the community. It will contribute to social unity in the community and the country. Such activities need to be awarded by the prizes like “Golden Heart” and others as incentives for the work, the dissemination of best practices and examples, forms of assistance.

As for the self-education of children and young people in national identity, it is important to teach how do to it, since no one will educate us for all our lives, but we must be able to change and develop independently. Therefore, teachers and tutors need to teach their students the methods of self-education in general, as well as how to combine collective and

individual interests, how to live according to rational needs, and not just all the needs which actually never end.

They have to teach how to determine priorities in life, in war, to set and achieve life goals, how to distinguish a system of promising guidelines even in conditions of uncertainty, planning to achieve them. If children are not taught this today, even in conditions of war, in a children’s educational environment, then a sensitive period of personal development will be missed.

And these are significant problems and gaps in the future in the planning of life goals and their implementation. Therefore, educational work on the formation of national identity today is not enough in relation to the results. It should be noted that only the combination of national education with social support gives the best results and a relatively high level of social well-being of students in displaced universities (Trubavina et al., 2021).

National identity is formed not only through educational activities, but also through social pedagogy as social education, socio-cultural activities, atmosphere and moods in society. Therefore, information security, counteraction to information and psychological operation (IPsO), provision of objective official information, openness of the authorities, citizens’ awareness are important for educators as a new function in the war and as the basis for work in the community and in an educational institution as a centre for helping families with children.

The information function of educators is a condition for managing moods and atmosphere in society, forming a new, victory-oriented and helping lifestyle (what everyone can do to win, how to live

in war, what competencies and life skills are needed in war), the formation of critical thinking in people, etc.

DISCUSSION

To discuss the problem, we'd like to state, in the national discourse there were no studies about the development of Ukrainian values in the war through education as a component of a national security, except ours. Some national studies are listed yet in the article, but they are connected with another issues.

Our conducted research testifies to the revealed peculiarities of the formation of Ukrainian identity in the conditions of war in Ukraine. In a peaceful society, the attention of other countries is focused on globalization, European integration, preservation of identity, at the same time.

In Ukraine, in the conditions of martial law, attention should be focused both on the Ukrainian values and independence, and on the European values in the conditions of European integration, which is part of the country's national interests and needs protection as a component of national security, which is not the case in other countries. Prior to the war, the value of human life was not largely discussed in educational work with children and was not even described in the Ukrainian Charter of the Free Person (Briukhovetskyi et al., 2012), for example, and in other countries it was and remains at the forefront in working with children and the population, just like the combination of collective and individual interests.

Today, everyone understands the value of life as the basis for the survival of Ukrainians and the country in the war. A nation without people does not exist. It is real, not abstract. Therefore, the survival of the whole country depends on the preservation of everyone's life, mutual assistance and social unity of society and

community. This has already been proven by research on the 2014 war (Levchenko, Panok, & Trubavina, 2015; Trubavina et al., 2021).

The war and the desire for independence and freedom as a condition for the survival of all Ukrainians contributed to the unification of people in our country, although other countries went different ways – through their super-ethnic values, well-being, politics, etc. This does not mean that Ukrainians do not need welfare or human rights, which are limited in martial law. But today, the preservation of the nation depends on social unity and mutual assistance.

That is why the educators need to learn how to perform new functions in education – security, information, social assistance, how to strengthen the educational function as the basis of social education of both the entire population and the upbringing of children in the education system (Petrovskyi et al., 2022; Trubavina, Cherednychenko, & Nedria, 2022; Trubavina et al., 2022). Some of these functions are described in the international social standards of public assistance for educators (INEE, 2018; UNICEF, 2016; Levchenko, Panok, & Trubavina, 2015), but in Ukraine they have only recently begun to be applied without prior training of specialists in the education system.

So, there is international experience that is not well adapted to the conditions of the war in Ukraine (INEE, 2018; UNICEF, 2016). The importance of national-patriotic education and values as national interests and a component of national security in the war was proven by Ukraine with its example of fighting aggressors. This did not happen in other countries. And this has not yet become the object of research by scientists dealing with the educational system.

As for the discussion issue of the present-day realities of the migration situation in Ukraine, and its impact on the national identity development of those living abroad in other cultures for nearly a year, we can state that there are some studies, but they are not conducted regarding Ukrainian identity. Each country has its own social, political, economic, and legal conditions for the residence of Ukrainian refugees. Not every country has Ukrainian diaspora that preserves language, culture, and history. There are different attitudes towards Ukrainians in different countries. So, it requires separate researches in different countries where Ukrainian refugees has been living during for the last year.

CONCLUSIONS

The peculiarities of the formation of national identity in the Ukrainian system of education in martial law include: the need for simultaneous formation of the Ukrainian and European values, attention to the value of life and continuing education in war, respect for human rights.

The ways to strengthen the formation of national identity today in the education system are: official restoration of educational function of teachers to all regulatory documents; the emphasis in educational work on national Ukrainian

values and European values; teaching educators how to perform their new functions: security, information, social assistance, with the account of martial law and the lack of training of educators for such work; social education of parents of students as educational work and national-patriotic education, when the school becomes a centre for helping families with children; in order to strengthen the work on the formation of the value of human life and the preservation of every citizen.

We can add as well the ways to officially clarify in the regulatory documents the definition of the security function of educators in conditions of war and peace; to regulate the definition of a safe educational environment, with the account of not only peacetime, but also martial law; the introduction of the «Safe School Declaration» in the education system; the introduction of the Ukrainian Charter of the Free Person in the educational work at all levels; the participation of students in volunteer activities for the sake of victory; the need to preserve all stages of the education process in the course of national identity formation. The prospects for further research imply identification of the effectiveness of new ways of Ukrainian identity formation, etc

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]:

ФОРМУВАННЯ УКРАЇНСЬКОЇ ІДЕНТИЧНОСТІ В СИСТЕМІ ОСВІТИ В УМОВАХ ВОЄННОГО СТАНУ В УКРАЇНІ

Стаття присвячена актуальній проблемі сучасної української педагогіки – формуванню національної ідентичності.

Мета статті – виявити особливості формування національної ідентичності в освіті в умовах війни і запропонувати шляхи посилення цього процесу.

Методологією дослідження є системний, діяльнісний, культурологічний, аксіологічний підходи. Методами дослідження є: теоретичний аналіз джерел, узагальнення досвіду, синтез.

Результати. Українська ідентичність є результатом національно-патріотичного виховання і складовою національної безпеки. Виявлено особливості формування національної ідентичності в українській системі освіти в воєнний стан: необхідність формування українських і європейських цінностей одночасно, увага до цінності життя і безперервної освіти в війну, поваги до прав людини. Шляхами посилення формування національної ідентичності в системі освіти є: повернення офіційно виховної функції освітян в усі нормативні документи, наголос в освіті на національних і європейських цінностях, навчання освітян виконанню нових функцій – безпекової, інформаційної, соціальної допомоги, соціальне виховання батьків і громади, офіційно уточнити в нормативних документах визначення безпекової функції освітян, унормувати визначення безпечного освітнього середовища в воєнний стан, впровадити Декларацію безпеки шкіл у систему освіти, Української хартії вільної людини в систему освіти, участь здобувачів освіти у волонтерській діяльності, дотримання у формуванні національної ідентичності всіх етапів процесу виховання.

Висновок. Особливості розвитку національної ідентичності та шляхи її посилення сьогодні є вкрай важливими. Перспективами подальших досліджень є виявлення ефективності нових шляхів формування української ідентичності.

КЛЮЧОВІ СЛОВА: українська національна ідентичність, українські цінності, європейські цінності, воєнний стан, безпекова функція освітян, функції освітян.

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