

SCI-CONF.COM.UA

MODERN SCIENCE: INNOVATIONS AND PROSPECTS



**ABSTRACTS OF IX INTERNATIONAL
SCIENTIFIC AND PRACTICAL CONFERENCE
MAY 29-31, 2022**

**STOCKHOLM
2022**

MODERN SCIENCE: INNOVATIONS AND PROSPECTS

Proceedings of IX International Scientific and Practical Conference

Stockholm, Sweden

29-31 May 2022

Stockholm, Sweden

2022

UDC 001.1

The 9th International scientific and practical conference “Modern science: innovations and prospects” (May 29-31, 2022) SSPG Publish, Stockholm, Sweden. 2022. 803 p.

ISBN 978-91-87224-02-7

The recommended citation for this publication is:

Ivanov I. Analysis of the phaunistic composition of Ukraine // Modern science: innovations and prospects. Proceedings of the 9th International scientific and practical conference. SSPG Publish. Stockholm, Sweden. 2022. Pp. 21-27. URL: <https://sci-conf.com.ua/ix-mezhdunarodnaya-nauchno-prakticheskaya-konferentsiya-modern-science-innovations-and-prospects-29-31-maya-2022-goda-stokholm-shvetsiya-arhiv/>.

Editor

Komarytskyy M.L.

Ph.D. in Economics, Associate Professor

Collection of scientific articles published is the scientific and practical publication, which contains scientific articles of students, graduate students, Candidates and Doctors of Sciences, research workers and practitioners from Europe, Ukraine, Russia and from neighbouring countries and beyond. The articles contain the study, reflecting the processes and changes in the structure of modern science. The collection of scientific articles is for students, postgraduate students, doctoral candidates, teachers, researchers, practitioners and people interested in the trends of modern science development.

e-mail: sweden@sci-conf.com.ua

homepage: <https://sci-conf.com.ua>

©2022 Scientific Publishing Center “Sci-conf.com.ua” ®

©2022 SSPG Publish ®

©2022 Authors of the articles

GEOGRAPHICAL SCIENCES

70. *Bubyr N., Vachurina D.* 315
PROBLEMS OF LAND USE MONITORING FOR TERRITORIAL COMMUNITIES LAND FUND IN UKRAINE UNDER MARTIAL LAW
71. *Кравець Т. М.* 322
ПАРАМЕТРИ БЕЗПЛОТНИХ АВІАЦІЙНИХ КОМПЛЕКСІВ ВІЙСЬКОВОГО ПРИЗНАЧЕННЯ ЩОДО РОЗВІДКИ ПРОТИВНИКА В ІНТЕРЕСАХ АРТИЛЕРІЇ
72. *Манько А. М., Жук Ю. І., Бублик Д. С.* 328
ПЕРСПЕКТИВИ РОЗВИТКУ ЕКОЛОГІЧНОГО ТУРИЗМУ В НПП «ПОДІЛЬСЬКІ ТОВТРИ»

PEDAGOGICAL SCIENCES

73. *Chubar V. V., Hubar V. H., Lisnicha I. A.* 335
IMPROVEMENT OF IMPLEMENTATION OF FORMS OF ORGANIZATION OF PROFESSIONAL EDUCATION OF SENIOR STUDENTS OF TECHNOLOGIES
74. *Kolomyets N., Oposhnyan S., Korostylenenko L., Nizhnichenko O.* 344
РОЛЬ ІНТЕРАКТИВНИХ МЕТОДІВ НАВЧАННЯ ЩОДО ФОРМУВАННЯ ФАХОВОЇ КОМПЕТЕНТНОСТІ МАЙБУТНЬОГО МЕДИЧНОГО СПЕЦІАЛІСТА НА ПРАКТИЧНИХ ЗАНЯТТЯХ ІЗ ОСНОВ МЕДСЕСТРИНСТВА
75. *Kunynets O. B., Novytskyi O. O., Khomyshyn V. P., Verevkin O. O.* 350
EVALUATION OF PERSONAL ANXIETY OF STUDENTS ENGAGED IN MARTIAL ARTS
76. *Lunyachek V., Ignatenko L.* 352
TRANSFORMATION PROCESSES IN SECONDARY EDUCATIONAL INSTITUTIONS AT THE TIME OF THE WAR (ILLUSTRATED BY THE CASE OF KHARKIV, UKRAINE)
77. *Бартків О. С., Кидун І. І., Лук'янова Г. В.* 357
ФЛЕШМОБ ЯК ОДНА З ФОРМ НАЦІОНАЛЬНО-ПАТРІОТИЧНОГО ВИХОВАННЯ МОЛОДІ
78. *Ганзіков С. Л.* 362
ОЗДОРОВЧИЙ ПОТЕНЦІАЛ ВІЛЬНОГО ЧАСУ УЧНІВ ДЕРЖАВНОГО ПРОФЕСІЙНО-ТЕХНІЧНОГО НАВЧАЛЬНОГО ЗАКЛАДУ "КРИВОРІЗЬКИЙ ЦЕНТР ПРОФЕСІЙНОЇ ОСВІТИ РОБІТНИЧИХ КАДРІВ ТОРГІВЛІ ТА РЕСТОРАННОГО СЕРВІСУ"
79. *Геращенко О. С., Коновальчук М. В.* 367
РОБОТА ВЧИТЕЛЯ З БАТЬКАМИ МОЛОДШИХ ШКОЛЯРІВ В УМОВАХ ВІЙНИ
80. *Дутчак В. В.* 372
ЗАГАЛЬНА ХАРАКТЕРИСТИКА ВИТРИВАЛОСТІ, ЯК ФІЗИЧНОЇ ЯКОСТІ ЛЕГКОАТЛЕТІВ

TRANSFORMATION PROCESSES IN SECONDARY EDUCATIONAL INSTITUTIONS AT THE TIME OF THE WAR (ILLUSTRATED BY THE CASE OF KHARKIV, UKRAINE)

Lunyachek Vadym

Ph.D., Full Prof.,

Professor of the Department of Pedagogy,

Foreign Philology and Translation

Simon Kuznets Kharkiv National University of Economics

Ignatenko Lina

senior lecturer at the Department of Intercultural

Communication, Institute of Public Administration

Karazin Kharkiv National University

Introductions. On February 24, 2022, Russia's devastating war against Ukraine began, which drastically changed the lives of many people, including teachers of general secondary educational institutions (GSEI).

Aim. In order to understand these changes, we study the transformations that have affected the teaching community of the areas where hostilities are taking place. Due to certain difficulties in conducting such surveys during the hostilities, we considered the case of a GSEI of one of the central administrative districts of Kharkiv. The name of the institution is not given for security reasons. The questionnaire was prepared using Google tools - it may be viewed at https://docs.google.com/forms/d/1TZriNtfzYQbD_7v-U0dcnWxhBtA4xweP_jNDn7AM5w/edit.

Materials and methods. The pedagogical staff of the GSEI under consideration is made up of 42 professionals, 34 of which participated in the survey, i.e. 81%. According to the results of the survey, 76.5% of the pedagogical workers left Kharkiv, 44.1% of which were staying in different districts of Kharkiv region, 44.1% fled to other regions of Ukraine, and 11.8% found shelter beyond state borders of Ukraine (Germany – 2.9%; France – 2.9%; Poland – 5.9%, respectively). It should be noted that at the time of the survey only 88.2% of the respondents had their

dwellings intact. 8.8% of those surveyed responded that their households were partially destroyed (for example, windows were shattered, etc.). 2.9% of the respondents had their homes completely destroyed.

Results and discussion. It can be stated that the vast majority of the teaching community had not believed in the possibility of a Russian attack on Ukraine prior to February, 24, as illustrated by the data in Table 1.

Table 1

Distribution of answers to the question "Had you believed in the possibility of a full-scale Russian war against Ukraine by February 24, 2022?"

Percentage (%)	Teachers' responses (%)
10	38,2
20	14,7
30	2,9
40	8,8
50	5,9
60	2,9
70	2,9
80	5,9
90	8,8
100	8,8

It is noteworthy that the vast majority of teachers - 88.2%, fundamentally changed their views on relations with Russia (Table 2), which should be attributed to the aggressive policy of this country towards Ukraine, which is recognised today at the international level.

Table 2

Distribution of teachers' answers to the question "Have your views on relations between Ukraine and Russia changed after February 24, 2022?"

Percentage (%)	Teachers' responses (%)
10	–
20	–
30	–
40	5,9
50	2,9
60	–
70	2,9
80	–

90	–
100	88,2

It should be emphasized that teachers of general secondary education are well-educated individuals who have their own views on many modern issues. We were interested in their opinions on the need to reform certain international institutions that were not ready for the challenges that arose after February 24, 2022. In particular, teachers were invited to express their views on their position on the need to reform the UN, which is based on current realities. 94.1% of the respondents indicated the need for fundamental changes in the organization of this institution. 2.9% stated that the organization proved incapable and should be liquidated.

Significant changes have also taken place in the attitude of teachers to the patriotic education of students (Table 3).

Table 3

Distribution of teachers' answers to the question "Will you reconsider your attitude to the patriotic education of students taking into account the realities of the war?"

Percentage (%)	Teachers' responses (%)
10	2,9
20	–
30	–
40	2,9
50	11,8
60	–
70	11,8
80	11,8
90	11,8
100	47,1

When asked whether teachers have the opportunity to carry out the educational process on-line, 70.6% answered positively; 23.5% have partial conditions for on-line teaching; 5.9% do not have conditions for working on-line at all. Among the teachers surveyed, 94.1% participate in the educational process of their educational institution, 2.9% do this partially. 2.9% of teachers do not participate in the educational process

at all. When asked about the presence of students in classes, the responses indicated that the attendance of students does not exceed 50%.

At the same time, it should be noted that 97.1% of the respondents plan to return home and continue working in their educational institution after the end of hostilities, while 2.9% - have not decided yet. However, the realities of today are that in Kharkiv, out of 426 educational institutions (it should be noted that these are general secondary education institutions, preschool and out-of-school education institutions; higher education institutions are not included in the presented statistics), 197 institutions were destroyed, among them: GSEI – 91, preschool – 87, out-of-school – 12. Thus, out of 186 GSEI, 91 institutions were fully or partially destroyed (as of May 1, 2022). This is 49% of all schools in Kharkiv.

Conclusions. Based on the results of the survey and taking into account the conclusions of a number of military experts on the possible duration of the hot phase of the war until the end of 2022, and then its sluggish phase for 2-3 more years, the following conclusions should be drawn. For the system of general secondary education in the cities of Ukraine, which suffered serious damage during the war, it is necessary to develop a road map that will allow to maintain the quality of education provided to consumers of educational services. To some extent, the experience of distance learning, which began to develop actively during the COVID-19 epidemic, can be used for this purpose. At the same time, the war formed a new vision of security in general and security of the educational process in particular for all its stakeholders, which requires a separate study. In addition, the educational process in wartime is a powerful means of psychological support for both students and teachers, which requires strong methodological support and the availability of qualified specialists. It is also important to provide the teacher with stable work and maintain their financial stability.

A new impetus should be expected for the development of distance learning systems, given the geography of teachers and students, as millions of them are now displaced. We have new requirements for the availability of Internet access, which is

partly solved by providing Ukraine with Starlink technology - a global satellite system implemented by SpaceX. The organization of the educational process in the conditions of war also put forward a number of logistical, organizational and managerial issues, which require additional study and development of simple and effective algorithms.