

EDUCATION MANAGEMENT IN WARTIME

The paper has studied how the correct application of anti-crisis management technology can ensure counteraction to negative trends and help to overcome the crisis in wartime.

Educational management is the theory and practice of managing a strategic branch of the national economy in market conditions, its object is the process of managing educational systems [1].

In such conditions of martial law, educational management takes on the characteristics of anti-crisis management, which is characterized by constant observation, detection and localization of problematic phenomena that occur in the educational environment of an educational institution; prevention of crisis situations; able to determine the necessary resources to stabilize the activities of the teaching staff.

Therefore, scientists define anti-crisis management as «the management of systems in a state of imbalance, which includes a set of procedures, methods, techniques aimed at recognizing crises, their prevention, creating conditions for reducing the negative impact and overcoming the consequences». Educational managers within an educational institution can focus on some of the following areas of activity, highlighted by researcher T. Sorochan [4]:

- drawing up an action plan for the prevention of crises of various types;
- development of normative legal acts regarding legal, financial, personnel, material and technical aspects of combating crises of various types;
- consideration of internal factors that worsen the state of the pedagogical system during the crisis and determination of measures to overcome these influences;
- direction of the team's activity towards positive, collegial, creative overcoming of obstacles;

- prevention and overcoming of conflicts between employees, structural units and managers of different levels.

- introduction of permanent monitoring of the state of the pedagogical system of the educational institution.

At the state-national level, the negative effects of the environment that cause the crisis have already been identified, and measures to reduce them have been outlined. For example, full-time educational institutions in the de-occupied territory will be provided with:

- arrangement of protective structures of civil defense or adapted shelters directly in the educational institution or at a distance of no more than 100 meters from the building where the educational institution is located;

- determination of the priority needs of educational institutions for the organization of food in the conditions of martial law;

- study of the need for transportation to and from the educational institution of persons who obtain a full general secondary education and live in rural areas, in particular, ensuring the availability of appropriate transport for persons with impaired vision, hearing and other groups of the population with reduced mobility;

- determining the need for purchasing school buses;

- conducting an analysis of the provision of students and teaching staff with textbooks, computer equipment and other equipment for the organization of education;

- determining the priority needs of children with special educational needs.

One of the priorities for getting out of the crisis is the orientation of the staff to training, to mastering new competencies, because it is the qualified staff that provides the most important prerequisite for the institution's competitiveness. As today's practice has shown, during the war, teachers who work with children must have the knowledge and skills to provide crisis psychological assistance, possess knowledge of the signs of anxiety disorders in

children, in order to respond in time and refer for professional psychological help. Also, an important approach is strengthening the teamwork of the teacher and psychologist, holding rehabilitation classes aimed at correcting the emotional state of children, group interactive classes with children, games, and festive events. There is also an urgent need to train teachers with a cycle of training in crisis psychological assistance to work with children, especially during the war, so the development and implementation of a special program on crisis psychological assistance for children and adults is an important component of a teacher's professional skills [3].

The Ministry of Education will introduce permanent monitoring of the state of the pedagogical system of educational institutions. A nationwide monitoring study of the quality of education in schools under martial law will be conducted. Students of 6th and 8th grades will take part in the research. The purpose of the monitoring is to study the quality of education in general secondary education institutions in the Ukrainian language and mathematics. Monitoring of schoolchildren's knowledge will continue for three years – from 2023 to 2025. Each of the three stages of the study will be conducted at the end of each academic year. The level of knowledge of 6th and 8th grade students will be assessed through testing on the «All-Ukrainian School Online» educational platform [2].

Conclusion: It has been established that educational managers have developed a comprehensive approach to resolving crisis situations and balancing all systems during martial law. Coordinated work is actively carried out at the national and local levels regarding forecasting possible crises, monitoring the quality of education, and working with scientific and pedagogical workers.

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