

**МІНІСТЕРСТВО ВНУТРІШНІХ СПРАВ УКРАЇНИ
ДОНЕЦЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ
ВНУТРІШНІХ СПРАВ**

**ФАКУЛЬТЕТ № 1
КАФЕДРА СОЦІАЛЬНО-ГУМАНІТАРНИХ ДИСЦИПЛІН**



ВИКЛИКИ ТОЛЕРАНТНОСТІ В УМОВАХ РОСІЙСЬКОЇ ВОЄННОЇ АГРЕСІЇ

МАТЕРІАЛИ

**Всеукраїнської науково-дискусійної платформи,
яка приурочена до Міжнародного дня толерантності**

16 листопада 2022 року

Кропивницький – 2022

parents is important in this process too. They must support teachers and develop their children constantly. Particular attention should be paid to upbringing in young people a quality of responsibility, tolerance, and the desire for self-improvement. Respect for the life and dignity of a person is one of the important tasks of education in a military conflict.

The implementation of the human right to education in the context of an armed conflict is the priority for the state.

References:

1. Human Rights and Armed Conflict.
<https://www.humanrights.is/en/human-rights-education-project/human-rights-concepts-ideas-and-fora/human-rights-in-relation-to-other-topics/human-rights-and-armed-conflict>
2. The Top 6 Technology Innovations for Education.
<https://www.theamegroup.com/top-6-technology-innovations-education/>

*Olga Bratanych, Iryna Lopatynska, Larysa Dzevytska
Kryvyi Rih Educational and Scientific Institute
of Donetsk State University of Internal Affairs*

DISTANCE LEARNING AS TOLERANCE MANIFESTATION IN UKRAINIAN HIGHER EDUCATION IN THE CONTEXT OF RUSSIAN MILITARY AGGRESSION

On November 16, 1995, UNESCO member states adopted the Declaration of Principles on Tolerance. Tolerance implies fair and impartial legislation, providing everyone with equal opportunities for development.

Russia's treacherous war has made it impossible for these principles to be realized in Ukraine, in particular full, equal access to educational services for Ukrainian citizens. With this in mind, on March 15, 2022, the Law of Ukraine No. 2126-IX «On Amending Certain Laws of Ukraine Regarding State Guarantees in Martial Law, Emergency or State of Emergency» was adopted, according to which the Law of Ukraine «On Education» was supplemented with a new article 57-1 «State guarantees in conditions of martial law, emergency or state of emergency» [3, art.57, p.1]. The specified article defines guarantees to applicants for education, employees of educational institutions, educational institutions, and scientific institutions for the organization of the educational process in a distance form or in any other form that is safest for its participants.

According to a statistical analysis of the forms of organization of education in higher education institutions, carried out by the Ministry of Education and Science of Ukraine in 2022, as of March 15, 22, distance learning was implemented in 54 out of 289 universities in Ukraine, and two weeks later, on March 29, 22, their number increased to 81 [1, p.185].

Six months of war damaged 2,400 schools across the country, including 269 (7 universities among them) that were completely destroyed. The war in Ukraine has resulted in more than 6 million Ukrainians fleeing to neighboring countries. This includes nearly 665,000 students (16% of total number of enrolled students) and over 25,000 educators (6% of total educators in the country). Another 8 million Ukrainians are displaced internally.

In September 2022 EU allocated €10 million to help provide safe spaces for offline learning and support distance learning program in Ukraine.

In this paper, we will try to answer the following questions:

- What is distance learning at the university?
- What are the features of distance learning at the Ukrainian University in the context of Russian military aggression?
- What should/shouldn't teachers do to manifest tolerance to students during the distance learning process at the Ukrainian University in the context of Russian military aggression?

So, what is distance learning at the university? Distance learning, which appeared relatively recently, has become a serious educational trend and a subject of wide discussion not only in the educational environment, but also in society as a whole. Distance learning has many critics, both in scientific and pedagogical circles and in society at large. However, nowadays, under martial law, the attitude of both teachers and Ukrainian society to distance learning is changing for the better.

Distance learning can occur in two modes – asynchronous and synchronous.

Asynchronous mode of distance learning means that teachers create their training video courses and electronic teaching complexes for them on the university educational platform MOODLE or on other platforms. The use of these resources is deferred in time, that is, students can use them at any time convenient for them.

By distance learning in synchronous mode, we mean a special type of class-lesson learning, carried out by a teacher-facilitator with an assigned group of learners by holding regular interactive educational video conferences in real time on one of the cloud video platforms according to an approved schedule.

The practice of distance learning in synchronous mode has shown that modern students feel more comfortable in a virtual learning environment than in a real classroom. During the class, in parallel with learning a subject, students are mutually trained in terms of working on a cloud video platform, and sometimes they can advise the teacher how to use a particular platform tool.

Interactivity in any distance learning is a condition for its effectiveness. The interactive behavior of the subjects of the distance learning process provides a sense of «social presence» [3], of communication with «real» people and not with pictures of people on the screen. In order to achieve effective interactivity of distance learning class, students and teachers should always turn on their cameras to ensure the «presence effect».

What are the features of distance learning at the Ukrainian University in the context of Russian military aggression?

It can be said that Ukrainian educators have already gone through a difficult period of adaptation to distance learning as distance learning was widely used in Ukraine even before the start of the war, during the COVID quarantine restrictions, but now it is being adapted to the realities of martial law: air raid signals, fan blackouts, problems with the quality of the Internet, water supply cuts, etc.

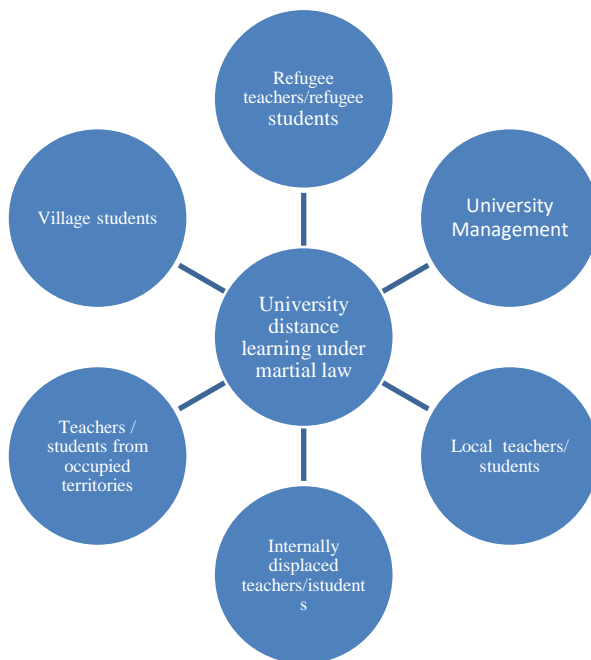
The main features of distance learning at the Ukrainian University in the context of Russian military aggression are:

- transition from synchronous to asynchronous distance learning mode during one class. During air alerts, the lesson is stopped – assignments are uploaded to the MODLE platform and students have to work through some of the material on their own;

- geolocation of the participants of the distance learning in synchronous mode, teachers and students, and life situations in which they find themselves due to hostilities in Ukraine are diversified (Pict. 1);

- introduction of situationally-driven operational changes in the curricula: identification of topics that can be worked through independently (providing students with links to relevant learning Internet resources), those that can be condensed or require more detailed consideration;

- tense psychological state of the participants of the distance learning process in synchronous mode.



Pict. 1. University distance learning under martial law in Ukraine.

What should/shouldn't teachers do to manifest tolerance to students during the distance learning process at the Ukrainian University in the context of Russian military aggression:

- take care of their psychological state. After all, it is important for students to be emotionally stable in order to assimilate new knowledge;

- while it is important to ensure interactivity, the «effect of presence» in the distance learning classroom, the teacher should not require students to turn on the cameras if they are against it. After all, students during active hostilities and the resulting domestic difficulties, or being a refugee abroad, may live in inadequate conditions, have an inappropriate appearance, etc.;

- let students into the conference at any time during the class. Sometimes students may log in and out of class several times due to a poor Internet connection or for other good reasons (shelling or air raid in another city or village where the student lives);

- not overload students with a large amount of homework, to conduct individual consultations remotely, to be always in touch;

- apply such distance learning modes to students of the same group during one lesson: only synchronous, mixed synchronous and asynchronous, only asynchronous in order to provide equal access to learning to each student, regardless of where and in what conditions he or she lives.

To solve problems in the field of education and to organize a safe and high-quality educational process, to ensure the rights of participants in the educational process, who are both in Ukraine and abroad, University management should consider: introduction of electronic journals of students' attendance and performance, electronic passbooks; conducting most of the staff meetings remotely; ensuring tolerant attitude towards the teacher; reducing the number of reports; trust in the teacher who conducts distance education.

References:

1. Education in Ukraine under martial law. Informational and analytical collection / by general editor. S. Scarlet. MES of Ukraine. Institute of Educational Analytics. Kyiv, 2022. 358 p.

2. Kim J., Kwon Y. and Cho D. Investigating factors that influence social presence and learning outcomes in distance higher education. *Computers and Education*. 2011. № 57 (2). P. 1512-1520.

3. Law of Ukraine dated March 15, 2022 No. 2126-IX «On Amendments to Certain Laws of Ukraine Regarding State Guarantees in Conditions of Martial Law, Emergency or State of Emergency». <https://zakon.rada.gov.ua/laws/show%20/2126-20#n2>