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ANNALES  
UNIVERSITATIS MARIAE CURIE-SKŁODOWSKA  
LUBLIN – POLONIA

VOL. XXXVII, 3

SECTIO J

2024

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*Professional Education and Professional Development  
of Teaching Staff in the Conditions of Martial Law  
and Post-War Rehabilitation in Ukraine*

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Perspektywiczne kierunki doskonalenia przygotowania zawodowego nauczycieli w zakresie  
innowacyjnej działalności opiekuńczo-wychowawczej w warunkach stanu wojennego  
i powojennej rehabilitacji w Ukrainie

HOW TO QUOTE THIS PAPER: Nahaichuk, O. (2024). Professional Education and Professional Development of Teaching Staff in the Conditions of Martial Law and Post-War Rehabilitation in Ukraine. *Annales Universitatis Mariae Curie-Skłodowska. Sectio J, Paedagogia-Psychologia*, 37(3), 59–72. DOI: 10.17951/j.2024.37.3.59-72.

ABSTRACT

The article elucidates the relevance of the problem of orphanhood not only in Ukraine, but also in the whole world and requires urgent measures and the search for new forms and directions of guardianship and educational activities. The subject of the research is the professional training of future teachers. The purpose of the article is the analysis and substantiation of promising directions for improving the training of future teachers for innovative guardianship and educational activities in the conditions of martial law and post-war rehabilitation in Ukraine. It is noted that guardianship-educational activity is technological, which involves the use of specific methods of educational work with orphans and must be carried out by specialists who have professional competence, possess knowledge of the theoretical foundations, general laws, principles, features, forms and methods of guardianship-educational activity. The article highlights following promising directions for improving the training of future teachers for innovative guardianship and educational

activities in the conditions of martial law and post-war rehabilitation in Ukraine: implementation of a variable component of professional training; strengthening of the psychological component; implementation of effective mechanisms for the formation of readiness for the implementation of personality-oriented educational technologies; formation of readiness for innovative pedagogical activity keeping in mind socio-political changes; psychological and pedagogical support of the professional identity of future teachers in the process of their professional training; involvement of future teachers in volunteer activities; creation of optimal conditions for personal and professional development in higher education institutions.

**Keywords:** professional training; future teachers; guardianship and educational activities; orphans; educational technologies

## INTRODUCTION

Today, in the aftermath of the Russian military aggression, the number of children in Ukraine who need protection and guardianship is increasing every day. Approximately 1,993 children in Ukraine have been killed and injured since the Russian invasion, an average of two children die each day. These figures have been verified by the UN, but the real number is believed to be much higher. In addition to the killing of children and physical harm caused by the attacks, a significant number of children in Ukraine have suffered loss and violence, have become orphans and need care and education.

The problem of orphanhood has become relevant not only in Ukraine, but also in the whole world, becoming the object of lively discussions. This problem needs to be addressed urgently as well as the search for new forms and directions of guardianship and educational activities. It is worth noting that we consider guardianship and educational activities in both a broad and a narrow context. In a broad sense, it covers various socio-pedagogical aspects, and in a generalized form it is defined as a spectrum of problems related to the care and education of orphans, i.e. children who were left without care. Guardianship and educational activity is technological, which involves the use of specific methods of educational work with orphans, taking into account their specific nature. This activity is an important component of the work of not only social pedagogues, but also psychologists and educators in places of institutional care and upbringing of children – members of multidisciplinary teams in communities. Thus, it should be carried out by specialists who have professional competence, good knowledge of theoretical foundations, general patterns, principles, features, forms and methods of guardianship and educational activity (Lialiuk, 2020).

The war in Ukraine, socio-political and economic changes lead to an acute problem of updating and improving the professional training of future teachers for innovative guardianship and educational activities. This update should be aimed at the readiness to implement innovative technologies and design, which will allow teachers to effectively carry out guardianship, educational work and the provision

of social services in conditions of martial law. It is also necessary to revise the traditional theoretical and methodological foundations and conceptual approaches to raising orphans, paying special attention to the child-centered approach, which is key in modern education.

Today, scholars and practicing pedagogues from all over the world are actively discussing the model of an educator in guardianship and educational institutions, which is determined by the professionalization of their pedagogues and the need for professional training at the “master’s” level. A modern specialist in this field must possess the competence to effectively perform the main tasks of the system of institutional care and upbringing of children, solve the tasks of resocialization and re-education, successfully cooperate with families and stimulate the development of an active life position among pupils.

Special aspects of teacher training for the use of innovative methods in the social education of children were studied by such researchers as O. Bezpalko, T. Lohvynenko, O. Karpenko, I. Kozubovska, M. Chepil, H. Tovkanets, S. Kharchenko, and others. They emphasize the importance of developing competencies in future social pedagogues by acquiring specific professional skills, mastering innovative educational technologies and means of professional and pedagogical communication.

It is worth noting that the National Strategy for reforming the system of institutional care and upbringing of children for 2017–2026 declared deinstitutionalization with a ten-year term. This strategy assumed that by 2026, the number of children in institutions would decrease by 0.5% of the total number, and those children who would remain in institutions for various reasons would live in smaller facilities ideally close to family conditions (National Strategy, 2017).

Thus, the reform of “deinstitutionalization” provided for fundamental changes in the system of boarding schools, and in each community, affordable and high-quality services will be provided to support families with children, taking into account their individual needs. However, the war in Ukraine made its adjustments. Today, the number of children who remain in institutional care due to various circumstances is much higher than expected. The reform of residential institutions, as envisaged in the National Strategy, did not solve the problem of orphanhood. The so-called “reformed” institutions remain institutions for round-the-clock and long-term stay of children. At the same time, in connection with military actions in Ukraine, the number of categories and ages of children who can be sent to these institutions is constantly increasing. Hence, it is especially important to pay attention to the modernization of the system of raising orphaned children in order to prevent complications from disruptions in the processes of social adaptation, hospitalization, deprivation, as well as risks of negative psycho-traumatic impact on their future.

Therefore, there is an urgent need for specialists who have appropriate training for the organization of high-quality care and education of orphans. This

issue requires serious consideration at the level of the Ministry of Education and Science of Ukraine, in particular regarding the training of specialists at the faculties of social and humanitarian profile to work in state institutions for the care of orphans, taking into account modern changes in this field. Apart from the basic knowledge and skills, modern teachers must also possess innovative methods of care, education and protection of children's rights. They should be ready for innovative activities in general (Popovych et al., 2020).

One of the most important requirements for the education system is its ability not only to meet the requirements of practice, science and the social sphere, but also to be proactive. The integration of innovative technologies into the process of professional training of future teachers is especially necessary in the conditions of martial law and the challenges of war. It is vital to create favorable pedagogical conditions for the training of competent specialists, who would be oriented towards innovative activities and continuous professional development. It is worth emphasizing that the professional training of future teachers, who will work with orphaned children, remains limited to separate disciplines and should highlight the peculiarities of the psychological development of such children, taking into account their status.

In addition, the curricula for the training of future teachers need to be revised, because as a result of the reform, orphans will be able to study at general education and preschool institutions. Future teachers must have a deep understanding of the specifics of raising such children, as well as developed appropriate guardian and educational competencies (Lialiuk, 2020). Educators must be ready to update the content of education, rethink educational technologies and innovations in education and expand their professional functions in the conditions of martial law and post-war rehabilitation.

The development of competence, initiative and work productivity of teachers, as well as the development and implementation of projects and programs of educational routes of subjects of the educational space, remains an urgent issue. The ability to build the conceptual foundations of pedagogical innovations, which combine forecasting, diagnosis, psycho correction and reflection of innovative actions, is the key (Popovych et al., 2020).

Focusing on innovation in the preparation of a teacher for the formation of personally oriented relationships in the education system is one of the effective psychological and pedagogical conditions for creating personally oriented relationships in the educational process. It is innovative teachers who are the key force in the development of educational paradigms and the humanization of education. Innovations become an integral part of this process, contributing to the creation, implementation and dissemination of new ideas, methods and pedagogical technologies in educational practice. These innovations contribute to the increase of achievement indicators in all structural components of education

and contribute to the transition of the system to a qualitatively new level. Practice shows that sometimes teachers may not feel the need for innovations due to the lack of creative potential in their personality. Therefore, the special training of teachers and their internal disposition to search for and learn new things are key conditions for effective innovative activity (Razina, 2019).

A teacher who is ready for innovative professional activity has a number of professional and personal qualities. The creation of pedagogical conditions involves taking into account external and internal circumstances, the implementation of which in the professional educational process of future masters of pedagogy will contribute to effective training at a high level of professional competence necessary for the implementation of innovative activities. Quality management of changes in the educational process involves the analysis of the interrelationship of the factors affecting it and the organization of the appropriate context to promote innovative development.

We have conducted the research within the framework of the collective project and it provided significant empirical results allowing us to determine the factor structure whether the future teachers are ready for innovative pedagogical activity based on the establishment of relationships between variables. With the help of factor analysis, the following factors of teachers' readiness were determined (by 73.92%): cognitive, motivational, reflective, and operational, also known as the technological factor (Popovych et al., 2020).

The structure, variables and interdependence of the factors which determine readiness for innovative pedagogical activity are key components for the effective organization of the educational process. The obtained results of the study make it possible to operationalize the solution of tasks in the field of providing educational services, taking into account the relationship between variables and the factor structure of masters' readiness for innovative pedagogical activities (Popovych et al., 2020).

The conducted research provides an opportunity to draw important conclusions for the training of teachers, specialists in guardianship and educational activities:

**Personal motivation:** effective work with orphans requires that the specialist should have internal motivation and conviction in the significance of his activity.

**Level of knowledge and competences:** a high level of knowledge, systems of ideas and competences, which provide for the improvement of the content of curricula in higher educational institutions, is important for the successful implementation of innovative guardianship and educational activities.

**Technological training:** special attention should be paid to the technological training of masters of pedagogy, because this aspect is the most problematic as we see from the study results.

**Personality and professional development:** It is important to provide conditions for the active personal and professional self-development of specialists,

to stimulate the development of their personal maturity and the development of necessary qualities, such as empathy, creativity, optimism and emotional and volitional qualities.

Taking into account these conclusions, it is possible to develop effective training programs aimed at the formation of highly qualified specialists, ready for the socio-political challenges of the modern environment and the implementation of innovative work with orphans. The creation of appropriate conditions for the training of competent specialists focused on innovative activity and continuous professional development is a critically important task for universities. Here are some key aspects that can contribute to this goal:

**Adapted training programs:** training programs should include modern challenges and trends in the field, innovative approaches and practical means of competence development.

**Stimulation of self-development:** universities should create an environment that promotes continuous self-development and learning, for example, through seminars, workshops, research and other forms of professional growth.

**Development of emotional intelligence and empathy of future teachers.**

**Practical experience:** it is important that students should have the opportunity to get practical experience in the field of care and education, to be able to apply their knowledge in real situations.

**Mentoring and support:** universities should provide opportunities for mentoring and support from experienced educators and professionals in the field so that students can receive constructive feedback and advice. Cooperation with practicing specialists and institutions engaged in care and education will allow students to gain real work experience and feel part of a professional community.

**Providing such conditions will help students develop the necessary skills and knowledge needed to work effectively in the field of care and education and become competitive in the labor market. The development and implementation of scientifically based highly effective technologies in the educational process is a key element of training future teachers for innovative guardianship and educational activities, which will ensure the guaranteed quality of professional training of future teachers capable of self-development and self-improvement. The following main areas can be used to achieve this goal:**

**Active learning:** the use of active learning methods, such as problem-based learning, project-based learning, methods of group work and discussion, promotes the development of critical thinking, creative skills and the ability to analyze innovative approaches.

**E-learning technologies:** the use of electronic learning platforms, webinars, video lectures and other electronic resources allows students to access

up-to-date information and develop digital skills that are important in the modern educational environment.

**Pedagogical modeling:** the use of simulation exercises and role-playing games allows students to experiment with various pedagogical situations and develop practical skills in innovative activities.

**Multimedia tools:** the use of video, audio and other multimedia tools helps to make educational material more accessible and interesting for students, contributing to their better assimilation of information.

**Interactive learning methods:** the use of interactive methods, such as games, fairy tales, discussions and other forms of active interaction, contributes to the involvement of students in the learning process and stimulates their interest in innovative approaches.

The proposed approaches will help to create a stimulating educational environment that promotes the development of key competencies and the readiness of future teachers for innovative guardianship and educational activities. Of particular importance are studies on the influence of paradigms on the educational environment, such as an open system of professional training of future teachers and on the quality of education (Semenova, 2009).

Innovativeness as a characteristic of personality and professional paradigms in the field of information education determines the benchmarks of the personality potential of self-organization, which are based on the synergistic postulate regarding the self-organization of human consciousness: the promotion of a teacher to a higher level of professional activity and is marked by a higher level of his activity. The constructive-pedagogical paradigm is formed by innovative teachers whose creative abilities do not allow them to automatically replicate pedagogical experience.

The synergistic approach opens the possibility to consider the personality-professional paradigm as a fractal image of the evolving open system of paradigmatic modeling in the professional training of future teachers. This paradigm actively contributes to the formation of a holistic worldview map of the participants of the educational space, defines new, more successful personal and professional orientations of the teacher and allows predicting their possible changes. The effectiveness of using this method in pedagogical research, in particular in the field of professional training of future specialists at the institutions of higher education, has been proven by scientists (Semenova, 2009).

We consider it expedient to use paradigmatic modeling in the training of future teachers, which, in our opinion, will contribute to solving the problem of the formation of qualified specialists in the field of guardianship and educational activities. The essence of implementing the concept of paradigmatic modeling in the professional training of future teachers at pedagogical universities is the creation of concept models. The final result of the use of paradigm modeling in the



professional training of future teachers is not only the formation of a model of the personal and professional paradigm of the teacher, which is an important factor of the system, but also the prediction of possible individual educational paths of future teachers in the educational space. The system of paradigmatic modeling provides an opportunity to fully use various possibilities of building predictive models-concepts in an educational institution. During such modeling, all components of the personal and professional paradigm are specified, demonstrated, and sometimes even changed (Semenova, 2009).

In order to be successful, the process of functioning of personal and professional paradigms of future teachers requires conscious actions of all participants in the educational space. These actions aim to move from existing paradigms to idealized ones by constantly adapting to internal changes in this space. Organizational opportunities to overcome certain cognitive and psychological barriers that exist in various subsystems (environments) of higher education institutions, as well as external changes in the social space, are also important.

A gap or inconsistency may arise between the existing results of professional activity that correspond to a stable personal and professional paradigm (teacher) and the desired results (specialist in the field of guardianship and education). This can be an indicator of the effectiveness of the functioning of the paradigm (Semenova, 2009). When future teachers (specialists in guardianship) choose direction of their educational route they do it within the limits of their professional pedagogical training by profession and covers all aspects of pedagogical activity. Educational routes are dynamic structures, as they involve the awareness and change of personal and professional paradigms of future teachers for more successful ones. Future teachers can also act as leaders-personifiers of paradigmatic modeling of relevant groups at the faculty. The application of the concept of paradigmatic modeling in the professional training of future teachers in higher education allows to ensure high efficiency and to a large extent optimize the process of their training and optimize the process of training specialists in guardianship and educational activities in particular (Semenova, 2009).

Future teachers should have the opportunity to construct a personal and professional paradigm, including the choice of academic disciplines that will help develop guardian-educational competencies. Modern approaches to drawing up curricula for future teachers assume the presence of a variable component, the filling of which depends on current social problems and their solution at the current stage. Individual educational trajectories (IETs) provide students with the opportunity to independently choose types of educational activities, as well as disciplines and special courses, taking into account their personal practical interests, educational priorities and preferences, which most closely correspond to their desires and ideas about the chosen profession when they go to university. Therefore, there is a need to create a complex of relevant educational disciplines



that will make up a variable component. Solving these tasks puts forward the demand that future specialists in the field of education should study the psychological and pedagogical aspects of work in public care institutions, the theory and practice of guardianship and educational activities, as well as conduct an analysis of historical and pedagogical research that reveals the peculiarities of the theoretical and practical aspects of raising children-orphans.

The effective implementation of IETs involves an in-depth study of the personality, its activities and individual characteristics of the student. It is important to define specific and long-term goals, as well as to form individual strategies for students' independent learning. It is the person-oriented approach that allows you to combine upbringing and education into one process, promoting personality development and readiness for an active life. Under such conditions, it is possible to optimally implement IETs (Skotna, Lyalyuk, 2020). It makes sense to use multi-level, individual, differentiated and subject-personal approaches to ensure a person-oriented approach to the implementation of IET of university students. In addition, a variety of pedagogical technologies should be used, such as independent developmental learning, pedagogy of cooperation ("penetrating" technologies), aesthetic therapy technologies, humanitarian and personal technologies, game technologies, problem-based learning, developmental learning technologies, individual learning technologies, differentiation technologies by level and collective learning. Teaching methods and tools should be chosen in such a way that each student can demonstrate their own uniqueness, own abilities, the selectivity of the material, as well as the type and form of the studied subject. The implementation of psychological and pedagogical support of the student's personal development is one of the effective ways of implementing a person-oriented approach to IET of university students (Skotna, Lyalyuk, 2020).

The application of technologies of personal and professional development of the future teacher, as well as methods aimed at organizing the process of personal growth with the help of activation of internal resources, etc., contribute to the subjective and self-development of the personality as well as preparation for professional pedagogical (including custodial and educational) activity. In the context of finding ways to improve the training of future teachers for guardianship and educational activities, there arises an important problem of optimizing their training for aesthetic therapy activities. Within the framework of the aesthetic therapeutic paradigm of higher pedagogical education, the educational process is reoriented towards the individual manifesting its emphasis on the individual forming a new aesthetic therapeutic atmosphere of higher education, which, in turn, affects the formation and transformation of the child's moral, spiritual and aesthetic principles of independence, self-realization and self-actualization (Fedii, 2016).

We should take into account that a mandatory component of the training of future teachers is familiarization with the pedagogical heritage of outstanding

humanistic teachers who had their own experience in raising orphans and developed their own approaches to solving these problems. Special attention should be paid to aesthetic therapeutic technologies of protective education, which are based on the principle of “love for children” (Fedii, 2016). The implementation of aesthetic therapy technologies in the professional training of future teachers for guardianship and educational activities can contribute to increasing the efficiency of their professional self-realization and help to solve serious problems related to the negative impact of the environment on the personality of an orphan child.

The development of emotional intelligence and empathic abilities of future teachers is especially important. Creating psychological and pedagogical conditions for the development of emotional intelligence and empathic abilities of future teachers is important not only for their professional training, but also for the creation of a new education system aimed at humanization of the learning process. This involves the development of such personality qualities that are important for the harmonious development of students and increase their effectiveness in all spheres of life.

Developing emotional intelligence helps future teachers to understand themselves and other people better, manage their emotions, establish healthy relationships and communicate effectively. Empathy, on the other hand, develops the ability to empathize and understand the emotions of others, which is key to building effective pedagogical communication, support and mutual understanding in professional care and education activities. This approach to education contributes to the formation of a full-fledged personality capable of adapting in modern society ensuring a successful professional career. Therefore, the study of emotional intelligence and empathy should not just be an integral part of educational programs, but one of the main directions of studies for future teachers.

It is impossible to force a teacher to love children, but it is possible to create favorable conditions that will help develop such qualities in them. To do so, it is necessary to revise the teacher’s work schedule and his workload, freeing them from solving endless complex household problems. It is important that the teacher should have enough free time for personal and professional development, as well as the possibility of more active communication with children during leisure time.

Personal and professional development is an important criterion for becoming a specialist in any field, including pedagogy and social pedagogy. It is important that the future teacher should understand the significance of their future profession. The work of guardian-education specialists is not only a profession, but also a calling that comes from the depths of the soul, which helps to ensure motivation and prevent professional burnout. In the personal and professional development of a teacher or a social teacher, attention should be paid to various aspects, such

as the interdependence of the processes of professional activity and personality development, acmeologisation, humanistic (altruistic) orientation, creative self-regulation, and technologization of the educational process and the social sphere of services. When building their own professional activity, a teacher forms a suitable professional environment carrying out an individual and creative rethinking of tasks, content, forms, types and technologies of social and educational work. It is important that the teacher should actively influence the regulatory requirements for activities through their own individuality emphasizing individual, creative, unique character. Only after achieving the unity of the professionally necessary qualities of the personality and activities of a teacher or social pedagogue, can we speak of professionalism in these activities, in particular in the sphere of guardianship and education.

To ensure the innovativeness of the educational process, it is necessary to build it on the principles of psychological laws proposed by pedagogical, developmental and social psychology and other relevant sciences. We have developed a course at Drohobych Ivan Franko State Pedagogical University, "Psychological foundations of work in orphanages and residential institutions", together with the corresponding educational and methodological complex, which contributed to advanced students' psychological knowledge. Mastering this educational discipline helps to understand a comprehensive approach to the theory and practice of guardianship and educational activity expanding and complementing the previous experience of students, their personal and professional competences. The proposed course also helps students plan guardianship and educational activities, based on their understanding of the specifics of the psychological patterns of raising orphans and the features of deprivative retardation.

One of the main tasks of the academic discipline is the development of professionally significant personality qualities, the cultivation of a creative approach to professional activity and the formation of feelings of empathy, compassion and tolerance. In addition, as part of studying this course, it is worth familiarizing students with the specifics of psychological and pedagogical support for orphans who have suffered psycho-traumatic effects because of military actions (Lialiuik, 2018). It is especially advisable to combine the proposed course with professional practice in institutions for raising and caring for children. During such practice, students develop processes of self-knowledge, critical thinking, adequate self-assessment of their professional characteristics and properties, as well as self-analysis of their activities. This helps them determine the directions and tasks of their own professional self-improvement. Taking into account the importance of training future teachers for guardianship and educational activities, it is worth noting the expediency of student volunteering in orphanages and social rehabilitation centers. This helps to develop the altruistic orientation of future teachers and contributes to their further professional growth (Lialiuik, 2020).

Improving the professional training of a teacher involves, primarily, the subjective development and self-improvement of the individual, the readiness to embody spiritual and moral ideals at a high professional level, as well as to implement in practice modern innovative socio-pedagogical and psychological-pedagogical methods in the education system and in the field of social services. Effective professional development of teachers depends on their integration with personality development through the formation of personal and professional identity and the use of spiritual, personal, activity and intellectual reflection. Therefore, it is important to create psychological and pedagogical conditions that help future teachers in defining and strengthening their professional identity. Hence, psychological and pedagogical support of personal and professional growth is an important stage in the formation of a competent teacher, creation of favorable conditions for them during preparation for guardianship and educational activities. Psychological and pedagogical support for the formation of the professional identity of the future teacher contributes to the beginning of the process of self-improvement and helps to overcome the obstacles that prevent it.

Taking social-psychological features into account, when creating a model of psychological-pedagogical support for the development and formation of the professional identity of future social pedagogues in the process of preparing for guardianship and educational activities will help create optimal conditions for their professional and personal development, self-awareness, self-realization and personal growth. Therefore, the main promising directions for improving the professional training of future teachers for innovative guardianship and educational activities in the conditions of martial law and post-war rehabilitation in Ukraine are:

1. Introducing the concept of paradigmatic modeling into the educational space of a pedagogical university, which will allow the future teacher to foresee own personal and professional paradigm, to change it by choosing an individual educational path.
2. Optimizing the training of future teachers for aesthetic therapeutic activities.
3. Development of emotional intelligence and empathy of future teachers.
4. Provision of psychological and pedagogical conditions for the personal and professional development of the future teachers or social pedagogues: effective use of scientifically based highly effective technologies aimed at the formation of professional competences, innovative activity, development of creative potential, constant professional and personal self-development and self-improvement.

This will ensure a higher level of effective professional system of guardianship and educational activities. Only in the conditions of an innovative educational environment is it possible to become an innovative teacher who will be able to solve the problems of raising orphans effectively.

## CONCLUSIONS

Improving the preparation of future teachers for innovative guardianship and educational activities in conditions of martial law and post-war rehabilitation in Ukraine involves the introduction of a variable component of professional training, strengthening the psychological component, and the introduction of effective mechanisms for the formation of professional training, readiness to implement personally oriented educational technologies, formation of readiness for innovative pedagogical activities taking into account socio-political changes, psychological and pedagogical support for the professional identity of future teachers, involving them in volunteer activities and creating optimal conditions for personal development. and professional development.

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## ABSTRAKT

Artykuł jest poświęcony uzasadnieniu perspektywicznych kierunków doskonalenia przygotowania zawodowego przyszłych nauczycieli do innowacyjnej działalności opiekuńczej i wychowawczej w warunkach stanu wojennego i powojennej rehabilitacji w Ukrainie. Problem sieroctwa stał się aktualny nie tylko w Ukrainie, ale na całym świecie i wymaga pilnych działań oraz poszukiwania nowych

form oraz kierunków działalności opiekuńczej i wychowawczej. Przedmiotem badań jest kształcenie zawodowe nauczycieli. Celem artykułu jest analiza i uzasadnienie kierunków doskonalenia kształcenia nauczycieli w zakresie innowacyjnej działalności opiekuńczej i wychowawczej w warunkach stanu wojennego i powojennej rehabilitacji w Ukrainie. Działalność opiekuńczo-wychowawcza ma charakter technologiczny, z wykorzystaniem określonych metod pracy wychowawczej z sierotami i musi być prowadzona przez specjalistów posiadających kompetencje zawodowe, wiedzę na temat podstaw teoretycznych, ogólnych praw, zasad, cech, form i metody działalności opiekuńczo-wychowawczej. Zaprezentowano następujące perspektywiczne kierunki doskonalenia w przygotowaniu nauczycieli do innowacyjnej działalności opiekuńczej i wychowawczej w warunkach stanu wojennego i powojennej rehabilitacji w Ukrainie: wdrożenie doskonalenia zawodowego; wzmocnienie elementu psychologicznego; skutecznych mechanizmów kształcenia oraz kształtowanie gotowości do innowacyjnej działalności pedagogicznej z uwzględnieniem zmian społeczno-politycznych; wsparcie psychologiczno-pedagogiczne tożsamości zawodowej nauczycieli w procesie ich doskonalenia zawodowego; zaangażowanie przyszłych nauczycieli w działalność wolontariacką; tworzenie optymalnych warunków rozwoju osobistego i zawodowego w szkołach wyższych.

**Słowa kluczowe:** przygotowanie zawodowe; nauczyciele; działalność opiekuńczo-wychowawcza; sieroty; technologie edukacyjne