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## Safety culture and education of primary school students in Ukraine under martial law

### Kultura bezpieczeństwa i nauczanie uczniów młodszego wieku szkolnego na Ukrainie w trakcie wojny

**ABSTRACT:** The war that Russia is waging against Ukraine is causing many negative consequences, in particular, it has a negative effect on children. The article reveals the peculiarities of education and the formation of safety culture of primary school students during the war. Safety culture is defined as the result of the integration of processes of moral, aesthetic, national-patriotic education and the formation of life safety competencies based on the cross-cutting nature of media education. The results of research on the impact of military actions on Ukrainian students have been presented.

It has been emphasized on providing psychological support to primary school students to ensure resistance to stress; the use of humor as a factor in harmonizing the child's internal state, his/her emotional well-being.

**KEYWORDS:** safety culture, life safety, education, safe educational environment, health saving, educational process, primary school students, primary school.

**STRESZCZENIE.** Wojna Rosji przeciwko Ukrainie spowodowała wiele negatywnych skutków. Między innymi wpływa ona destruktywnie na dzieci. W artykule zaprezentowano zasady nauczania i kształtowania kultury bezpieczeństwa uczniów w szkole początkowej podczas wojny. Kulturę bezpieczeństwa przedstawiono jako wynik integracji procesów wychowania moralnego, estetycznego, narodowo-patriotycznego oraz kształtowania kompetencji bezpieczeństwa życia na tle edukacji medialnej. Podano wyniki badań wpływu działań wojennych na ukraińskie dzieci. Zaakcentowano konieczność wsparcia psychologicznego młodszego ucznia, aby zapewnić mu odporność na stres; wykorzystanie humoru jako czynnika harmonizującego wewnętrzny stan dziecka, jego samopoczucie emocjonalne.

**SŁOWA KLUCZOWE:** kultura bezpieczeństwa, bezpieczeństwo życia, nauczanie, bezpieczne środowisko edukacyjne, zachowanie zdrowia, proces nauczania, uczniowie młodszego wieku szkolnego, szkoła początkowa.

Full-scale war of Russia against Ukraine caused many negative humanitarian, economic, environmental and other consequences: the death of a large number of people, destroyed buildings and enterprises, mined territories, environmental problems, millions of refugees and internally displaced people, etc.

The consequences of the war are felt not only by Ukrainians, but also by citizens of other countries. For example, emissions into the atmospheric air caused by the military aggression of the Russian Federation on the territory of Ukraine are carried and deposited at a distance of thousands of kilometers. Many industries, including education, faced numerous challenges.

Since the first months of the war, scientists (historians, ecologists, sociologists, doctors, economists, lawyers, social pedagogues, psychologists, etc.) launched scientific research on the ecological state of the planet in general and Ukraine in particular, legal and psychological support for refugees, organization of social assistance to internally displaced people, adaptation of the population to life in the conditions of new challenges, the use of new technologies for teaching students at schools and universities.

The war had an impact on children, in particular, it affected the youngest learners – primary school students. The bombing of peaceful cities, the destruction of hospitals, religious objects, architectural monuments, and educational institutions caused a state of shock in many adults, it is clear that children were also threatened by the destructive factors of war, and this, in turn, affected their emotional state, psychics, health, education.

From the first days of the war, the attention to primary school students was shown at the state level. On March 29, 2022, the Ministry of Education and Science of Ukraine issued a Letter “On the organization of the educational process at a primary school in the conditions of wartime”. This letter proved the urgency of the problem.

Therefore, the research on improving the educational process at primary schools taking into account the conditions of martial law is timely.

It should be noted that the war in Ukraine started back in 2014. Military operations were taking place in the east of the country. At that time, the first research and programs on the formation of children’s life resilience appeared. Serhii Bohdanov, Tetiana Hnida, Oksana Zaleska, Nadiia Lunchenko, Vitalii Panok, Viktoriia Soloviova, etc. are the authors of these studies (Bohdanov, etc., 2021).

Even before the beginning of the full-scale Russian invasion of Ukraine, innovative projects and technologies that would guarantee the safety for students were being developed. In accordance with the Order of the Ministry of Education and Science of Ukraine No. 1368 dated November 1, 2019, an all-Ukrainian-level experiment on the topic “Formation of humanistic relations between the participants in the educational process by implementing the “Peaceful School” model” began. In particular, the theoretical and methodological foundations of the “Peaceful School” creation as a system technology for the organization of the educational process, which contributes to the formation of a safe environment in the school community and the formation of humanistic relations between its participants, were substantiated (Shkarlet, 2022).

The correctional and development program for the formation of stress resistance in preschool children and schoolchildren “Safe Space” (Bohdanov, etc., 2021) was implemented.

The invasion of the Russian Federation to Ukraine in 2022 expanded the scale of the enemy’s violence and aggression, destroyed civilian infrastructure, and caused even more severe bloodshed.

Natalia Habrusieva, Olena Lokshyna, Halyna Meshko, Oleksandr Meshko, Dmytro Puzikov, Ihor Tverdokhlib, Oksana Shparyk, and others study the peculiarities of education and the students’ emotional state under martial law.

In particular, H. Meshko, O. Meshko and N. Habrusieva in the first months of the Russian invasion investigated the state of students’ emotional well-being in the educational process during the war (Meshko, 2022). 250 students (14–17-year-old) of general secondary educational institutions in Ternopil, Rivne, and Kyiv regions took part in the research. To the question “Does the war in Ukraine affect your well-being in the lesson? How exactly?” the majority of students (134 people, 54% of the respondents) stated that military actions greatly affected their well-being: the dominance of a bad, depressed mood; decrease in the level of mental capacity; increased level of anxiety, irritability (“I feel anxious, irritated, can’t concentrate”), inner worry, inner desolation; unwillingness to work; fear of the future; fear due to frequent air alerts; internal discomfort; inability to psychologically adjust to do the tasks; inability to quickly adapt to new conditions; increased emotionality (“sometimes I cry, but not because of the lessons, but because of the war”), etc.

The children’s answers are impressive; for example, one girl wrote about the impact of the war: “Yes, it does. There is a fear a little, because my dad fights at the war, but in general it is scary for Ukraine, and sometimes you don’t want to do anything, and you sit depressed in the lesson” (Meshko, 2022, p. 18–19).

The analysis of the mentioned research results makes it possible to draw a conclusion about the significant impact of the war on the emotional state of 14–17-year-old students. It is clear that this impact is even stronger, when we are talking about primary school students.

Problems of primary school students during the war are studied by Nataliia Bezliudna, Vitaliia Byhar, Hanna Byhar, Olha Hnatiuk, Valentyna Matiiash, Iryna Kupina, Oksana Pysarchuk, Nadiia Frolenkova, etc.

V. Byhar, H. Byhar, researching the mental health of primary school students, note: “Even those who have lived through the first few months of the war face mental exhaustion, because the habit of being constantly under tension appears, which can negatively affect mental health. Children who find it difficult to cope with the pressure that everyone is under fall into the main risk zone” (Byhar, 2022, p. 12).

O. Hnatiuk, studying the psychological features of learning and children’s adaptation disorders, finds out that the body reacts to stress with various reactions, in particular physical reactions (headache, nausea, vomiting, difficult breathing, tension in the muscles or in the whole body, loss of appetite, insomnia or night terrors, stomach pain, tiredness, tremors, sweating, dry lips, fright (if there is no reason), nervousness, palpitations; psychological (shock, denial, disbelief, anger, irritability, mood swings, guilt feeling, the feeling of shame, self-blame, sadness, feelings of hopelessness, difficulties with the concentration, anxiety and fear, separation from others; psychosomatic (logoneurosis (stuttering), enuresis (urinary incontinence), bronchial asthma, neurodermatitis), etc. (Hnatiuk, 2022).

Scientists study the children’s adaptation mechanisms in the conditions of new social challenges. At the same time, the organization of educational process at primary schools during the war is not sufficiently reflected in the scientific sources. Therefore, the goal is relevant: to identify the peculiarities of primary school students’ education in Ukraine during the war and to determine promising forms and methods of improving the educational process in the conditions of new social challenges.

## **Ukrainian children in the conditions of a full-scale Russian invasion of Ukraine**

The air alert signals that sounded on February 24, 2022 in Ukraine caused a state of shock in many Ukrainians, both adults and children. There was an instant understanding that people were in a new reality. The wail of the siren that signaled the air alert began to sound regularly and meant

launching missile strikes on the territory of the state, in particular on peaceful settlements and homes of civilians.

Educational institutions, including schools, were among the facilities brutally destroyed by Russian aviation. It became obvious that children cannot study as before. The primary task of schools was to create a safe environment in the buildings of educational institutions. And that's why children studied remotely for a long time.

In the first months of the war, the problems of students' health saving appeared.

Russian aggression, inhuman cruelty of the enemy, impressive facts of violence caused negative changes in the emotional state of children. It is known, it affects physical and emotional health.

However, a lot still depends on the settlement where the children live. The reverberations of the war are not the same in the front-line and rear regions of Ukraine: it is much calmer in the west than in the south and east. Therefore, the feelings of children living in the front-line and rear areas of the country are radically different. It is obvious that the duration of the war affects the child: in the first months, the child was more subject to stress than a year after its beginning. And that is why it is so important to diagnose the emotional state, the level of motivation to study, adaptation to new realities of primary school students a year after the start of the war.

The research was conducted in schools in the rear regions of Ukraine (Ternopil, Lviv, Chernivtsi regions). The survey involved 202 primary school students.

Children were offered to choose answer options that characterize their success, emotional state, and changes in values during the war. Primary school students chose several options of statements from the list of what is typical for them during the war.

It was found that 112 (55.4%) students spent more time in the fresh air, because often there was no light and Internet at home (at the time of the survey, there were still frequent power outages, as Russia was striking the infrastructure to hit the Ukrainian power system), so there was not what to do; however, only 56 (27.7%) studied more because they could not watch TV / tablet, etc. due to lack of electricity supply; but 42 (20.8%) noted that, on the contrary, they study less; 80 (39.6%) students mentioned that they had better grades because they studied more; 27 (13.4%) believed that their progress in studies became worse; 113 (55.9%) worried more about life safety.

It was revealed that even a year after the full-scale invasion of the Russian army, 79 (39.1%) respondents felt fear, 80 (39.6%) – anxiety,

51 (26.7%) children believed that they were overcome by laziness and did not want to do anything. Obviously, these negative emotions were the cause of diseases. 40 (19.8%) believed that they got sick more often.

Life values changed in 123 (60.9%) children. They appreciated peace and calm more.

Being able to write their opinion, but not just chose the answer option, the children left the following comments: “I worry about my mother Ukraine”; “I was very happy when there was no war”; “I became more experienced”.

“I have got a lot of fears and more bad dreams”.

A 10-year-old boy from Donetsk region, who lives in Lviv region now, where there are no active hostilities, wrote: “I have never had peace in my life...”. And he was also sad that his father was far away (obviously, he defends Ukraine). A child from a family of internally displaced people felt positive only in the fact that he had found many friends in a new school. And this is a clear evidence that Ukraine is united.

Children in the rear areas of Ukraine (131 students, which is 64.8%) said that they lived worse than before the war. And it is obvious. Many of them have parents and close relatives defending Ukraine, risking their lives. Almost every settlement has those who died at the front. And it is clear that military actions affect the lives, and therefore the children’s answers.

3 students (1.5%) could not clearly determine whether there were significant changes in their lives.

At the same time, 68 students (33.7%) indicated that there were no significant changes in their lives. Obviously, the work of teachers and psychologists to create a safe environment, psychological support of children gave such a result. At the same time, it was also influenced by the absence of active hostilities in those settlements where the research was conducted.

During the war, primary school children grew up a lot. There were numerous reports in the media about how they found food for their families and neighbors in the frontline areas, and there was a recorded case when a son saved his father’s life thanks to his ingenuity. Primary school students took an active part in the volunteer movement.

For example, four students from Odesa: Matvii, Yevheniia and two more of their friends – sold their toys at an improvised stand to raise money for body armor for the army.

7-year-old Varia from Kropyvnytskyi wanted to buy a body armor for soldiers of the Armed Forces of Ukraine. She didn’t have enough money in her personal savings, so to earn the rest, the girl sold flowers. The necessary amount (another 10,000 hryvnias) was gathered in just five hours (Ponedilok, 2022).

7-year-old Sofia from Mykolaiv collected more than a thousand dollars for the Armed Forces of Ukraine by selling her drawings. The girl reflected her own chronicle of the war in them, for example, she drew geese that “shot down” a russian plane (Ponedilok, 2022).

During the full-scale war, 8-year-old Alisa from Kryvyi Rih created and sold pottery: coasters, plates, jugs and figurines. She transferred the earned funds to the assistance of the Armed Forces of Ukraine (Ponedilok, 2022).

In Mykolaiv, Lviv region, Sunday school students (8–12-year-old) organized a charity fair, selling tomato and cabbage seedlings grown by them. Almost 3,000 hryvnias were earned and transferred to a quadcopter for defenders (Ponedilok, 2022).

There are many such initiatives of primary school students. Playing chess, draughts, selling toys, drawings, flowers, goodies – children constantly came up with creative ideas to raise funds and bring the victory of the Ukrainian army closer.

At the same time, children took part in weaving camouflage nets, which contributed to the establishment of social ties, the formation of socially significant initiative, the desire to sacrifice free time in the name of Ukraine, to perform an altruistic act. The organization of flash mobs, actions in support of the Armed Forces of Ukraine, exhibitions of creative works of primary school students and their parents, mini-concerts for refugees and soldiers, etc. are the other important activities (Bezliudna, 2022).

Radical changes also took place in the organization of the educational process. First of all, they touched on the safety of the educational environment.

### **The students’ safety culture in the wartime**

Safety of the participants in the educational process became the main requirement for schools.

Heads of educational institutions received the recommendations on the organization of shelter in civil protection facilities for personnel and children in educational institutions. This document was developed by the State Emergency Service of Ukraine in order to bring the fund of protective structures into readiness for use.

The basic rule for all shelters (not only in educational institutions) is that the equipment should ensure the possibility of a continuous stay in them for at least 48 hours. Therefore, in addition to places for sitting, there should also be places for lying down – benches, chairs, beds, sports mats, sleeping mats, etc.

Shelter at a school must meet a number of additional requirements. Since it is intended for children to stay in it, it should be attractive and evoke positive emotions. That is why the students together with the teachers painted the shelter walls, realizing the creative potential. Fragments of fairy tales, Petrykiv painting, landscapes with fields, daisies and sunflowers, as well as storks and insects in yellow-blue and red-black colors were depicted on the walls of school shelters. Tables, chairs, rugs, and boxes of toys were placed in school shelters. Here children can learn and play.

Teachers, students and parents arranged shelters with a projection for a peaceful future: they predicted what would be located there in peacetime. They planned to create gyms, club and fairy-tale rooms, etc. there.

However, the arrangement of shelters took place in the summer of 2022.

From the first days of the war, changes were made to the organization of student education in accordance with the Ministry of Education and Science of Ukraine Letter No. 1/3725-22 dated March, 29, 2022 “On the organization of the educational process at a primary school in the conditions of wartime”.

Under martial law, the psychological support of all participants in the educational process became special. Primary school teachers, practical psychologists, social pedagogues (in that educational institutions where they work) were offered to carry out motivational five-minute “morning meetings”, including psychological moments for students of all age categories (depending on the form of online or real-time education).

In addition, attention was paid to maintaining the information front, taking into account the age characteristics of those who perceive the offered content. It was suggested to watch a number of programs, in particular, the cartoon “Good always wins”, which would help adults find words to explain to children the events taking place in the country, as well as other children’s cartoons for educational purposes.

Nataliia Bezliudna emphasizes the importance of information security during the war. She notes: “During the war, the children’s information security is extremely important, because the Russian Federation involves Ukrainian children to unknowingly commit crimes online, so a step-by-step instruction on the rules of behavior in the information space is relevant: if one of the users on the network asks for private information (a personal phone number or parents’ number, their place of work, where the family is currently located, what is the situation in your city, whether there are military personnel in the city and where they are stationed) – such information cannot be shared under any circumstances; it is not permitted to record the locations of explosions and spread this information on the Internet; all news should be checked in



official mass media; it isn't needed to subscribe to unknown groups, it's better to tell parents about it and block such a group" (Bezliudna, 2022, p. 80–81).

To the beginning of the new academic year, it was proposed to make changes to the standard educational and learning programs for grades 1–2 and 3–4 of general secondary educational institutions, which were caused by the declaration of martial law in Ukraine (Topuzov, 2022). Scientists of the Institute of Pedagogy of the National Academy of Pedagogical Sciences of Ukraine created a methodological guide for teachers.

In the context of the life safety competencies formation, it was proposed to make changes, first of all, to the content of the subject "I explore the world". Students learned how to behave during an air alert, to protect themselves from danger during the war. In peacetime, schoolchildren learned the rules of safe behavior during games and entertainment, on the water, on the road, at home, etc., at different times of the year. During the war, they had to learn how to protect themselves from the danger of mines and ammunition, where dangerous objects might be located, how to behave if a rocket attack or artillery shelling happened on the street, what to do if a student saw suspicious objects, who to turn to in dangerous situations. It was planned to consider the current topics of mutual assistance skills in crisis situations; models of behavior in the environment, about connections between people in society, etc. (Topuzov, 2022).

Perhaps, the reorientation of processes from the formation of children's life safety competencies to the formation of safety culture is a significant innovation of the wartime period.

It is appropriate to refer to the interpretation of these terms.

Olena Vashchenko defines life safety competencies as knowledge, abilities and skills with the help of which a person can be maximally prepared for all non-standard situations and environmental phenomena (Vashchenko, 2014).

In the scientific literature, safety culture is defined as the level of development of a person and society, which is characterized by the importance of ensuring the life safety in the system of personal and social values, safe behavior in everyday life and in conditions of dangerous and emergency situations, the level of protection against threats and dangers in all spheres of life.

In a broad sense, "safety culture" is the element of general culture. As the element of general culture, safety culture implements the protective function of humanity against dangers (Artemiev, etc., 2020).

"If culture is understood as a certain level of development of a person's creative forces and abilities, then safety culture is the appropriate level of

development of a person's creative forces and abilities to prevent risks, prevent and reduce harm (caused by harmful and dangerous factors of life) personally and to society as a whole. Therefore, the formation of safety culture should be based on general cultural heritage: a worldview basis, a system of values, created by humanity and cultivated by society throughout its historical existence; traditions, stable rules of behavior of members of society aimed at maintaining and continuing life activities; spiritual, intellectual and material results of people's activities in the field of security" (Artemiev, etc., 2020, p. 9).

Therefore, safety culture is a broader concept than life safety competencies.

The analysis of the formation of students' life safety competences during the war allows us to draw a conclusion about the beginning of safety culture phenomenon in a primary school. It is about the education of value orientations in children, integration of national-patriotic, moral, aesthetic and life safety education based on the cross-cutting nature of media education.

Arranging shelters takes place in accordance with aesthetic tastes, using national and patriotic symbols. As for keeping to safety rules, this process is agreed with moral norms: the desire to help both peers and adults in saving the life. It is during the war that the valuable attitude towards all living things, a critical attitude towards information is formed more deeply in students.

Thus, the analysis of scientists' works and own research give grounds for the conclusion: *safety culture in a primary school* is keeping by primary school students to the basic requirements, rules of safe behavior, the appropriate level of development of their creative forces, abilities, value orientations as to risk prevention, prevention and reduction of damage caused by harmful and dangerous factors; is the result of the integration of the processes of moral, aesthetic, national-patriotic education and the formation of life safety competencies based on the cross-cutting nature of media education.

### **Content, forms and methods of educational process under martial law**

The war has corrected the content and procedural components (content, forms and methods) of the educational system.

In addition to the formation of students' life safety competencies, the problem of media literacy and sustainable development competencies became a topical issue.

In the Letter of the Ministry of Education and Science of Ukraine No. 1/3725-22 dated March 29, 2022 "On the organization of the educational process at a primary school in the conditions of wartime", attention was paid to

maintaining the information front, taking into account the age characteristics of those who perceive the proposed content. It was suggested to watch a number of programs, in particular, the cartoon “Good always wins”, which will help adults find words to explain to children the events taking place in the country, as well as other children’s cartoons for educational purposes.

The content of the subject “I explore the world” was supplemented with topics about environmental protection. During the war, the country faced new threats to the environment. Armed aggression caused significant damage to soils, forests, protected areas, etc. The ecological barbarism of the Russian Federation is covered in a special journal “Journal on the Environmental Consequences of the War”; materials are used by teachers to form students’ sustainable development competencies. This journal, in particular, states that “biologists have compiled a list of 20 plant species that may be threatened with extinction as a result of the Russian-Ukrainian war. All these species are extremely rare and today grow only in the territories covered by hostilities” (Vasyliuk, 2022, p. 12). At the same time, the attention is focused on the support of Ukraine by the European Union states. “After the terrible war, Ukraine will become one of the world leaders of ‘green development’ ” (Ovchynnikov, 2022, p. 37).

During the war, the problem of success of a primary school student, the experimental development of peacetime “Education for life success”, which is carried out on the basis of the pedagogy of success and the pedagogy of heart, remain relevant. Iryna Kuzma, Iryna Levchyk, Hanna Chaikovska made a significant contribution in order to prove this development. These scientists have shown that ensuring the interconnection of media education, financial education, and education for sustainable development in the education of primary school students creates an opportunity for children to become successful. The war accentuated this problem, because, the relevance of skillful management of finances, prevention of poverty, and preservation of the environment increases under martial law. During the war, the air is polluted by combustion products, heavy metals from shells and military equipment enter the soil and groundwater, and plants and animals disappear due to fires. However, during conversations, the teacher creates an optimistic mood in the students in order to protect the children’s mental health. Therefore, it is important to believe: “The war is a challenge. And often it is from challenges that the reformation processes contributing to the country’s prosperity begin”. The international community will provide assistance to Ukraine in restoring its resources, so in the future, primary school students will have the opportunity to live in an economically developed country with comfortable working conditions.

In order to prevent or eliminate anxiety states and fears in the educational process of primary schools, humor is used and the creation of humorous media production is practiced. This problem is studied by Iryna Kuzma, Oksana Pysarchuk, Volodymyr Chaika and other scientists.

O. Pysarchuk studies the use of humor in primary education, in particular during distance learning under martial law. It should be noted that during the war, the health saving, emotional functions of humor are important. The scientist developed an algorithm for working with comic media (Pysarchuk, 2022). She noted that children's (electronic) books and comics, cartoons, multimedia presentations, etc. are the most common media products with the elements of humor at primary schools. O. Pysarchuk found out the possibilities of the use of these media during the study of each subject at a primary school (Pysarchuk, 2022).

The use of humorous media products is appropriate not only during the war, but also in peacetime. However, their functions expand during wartime. At the same time, the level of psychological tension decreases in children and adults, and stress resistance develops. That is why, from the first months of the war, humorous programs with war-themed plots appeared on television.

Iryna Kupina, Nadiia Frolenkova study the adaptation mechanisms of preschool and primary school children to education under martial law. These scientists emphasize the need for teachers to organize effective interaction with all participants in the educational process, to use game methods. The scientists noted: "An important role during martial law is played by the methods of interaction of the educational institution with teaching staff, students, and their parents. Effective communication allows establish optimal feedback and information exchange. Thanks to this, the child's adaptation to education is more harmonious" (Kupina, Frolenkova, 2022, p. 480).

Valentyna Matiiash, Valentyna Bohuta, and Viktoriia Bondarenko recommend implementing programs that involve four consecutive stages: "This is me": help the child to form an idea about himself/herself, to reveal his/her personal traits, to realize himself/herself as a subject; "I and you": to teach the child to build dialogic communication with peers, to help see a friend in the interlocutor; "I and we": expand the child's perception of himself/herself as part of a community (group), define a comfort zone and a risk zone in communication and interaction with peers and adults, learn the rules of social interaction; "I and the world": introduce children to the awareness of involvement in the socio-cultural space (Matiiash, 2022).

However, scientific research on the topics of education under martial law will only expand in the future, in particular, the topics of training future

teachers to work with students in the conditions of new social challenges are promising.

## Conclusions

The full-scale Russian invasion of Ukraine fundamentally changed the life and organization of education of primary school students, even in the rear areas, where there are no active hostilities, but the children's family members defend Ukraine. There are internally displaced people here (in the rear areas), who have arrived from those areas where it is extremely dangerous.

The conducted research confirms that primary school students, even in settlements where there are no active hostilities, felt the consequences of the war: 39.6% of children felt anxiety, 39.1% felt fear. Children worried about the future of Ukraine. At the same time, almost 60% of children valued peace and calm more.

During the war, the processes of forming the students' safety culture, which is the result of the integration of moral, aesthetic, national-patriotic education and the formation of life safety competencies based on the cross-cutting nature of media education, became a topical issue.

The education of primary school students takes place in an educational environment, and shelter is its component. It meets the requirements set by the State Emergency Service of Ukraine and there are conditions for play, recreation and education. At the same time, such shelters correspond to the aesthetic tastes of the subjects of the educational process, prove their morality and patriotic position.

There are the following peculiarities of the educational process in the conditions of the war: the emphasis on the formation of safety culture in primary school students; ensuring the interconnection of education for sustainable development, media education and financial education; using innovative forms and methods of national-patriotic, moral and ethical education; the use of humor as a factor in harmonizing the internal state of the child, his/her emotional well-being; psychological support of a primary school student to ensure resistance to stress.

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