

Managing practical training for future educators in Ukrainian Borderland and relocated universities under Martial Law



Myroslava Vovk^a  | Vira Burnazova^b  | Yuliya Hryshchenko^c | Nataliya Filipchuk^c  |
Oksana Khalabuzar^d 

^aDepartment of Content and Technologies of Pedagogical Education at Ivan Ziaziun Institute of Pedagogical Education and Adult Education of the National Academy of Pedagogical Sciences of Ukraine, Kyiv, Ukraine.

^bDepartment of Performing Arts and Culture of the Kyiv National University of Technology and Design, Kyiv, Ukraine.

^cDepartment of Content and Technologies of Pedagogical Education at Ivan Ziaziun Institute of Pedagogical Education and Adult Education of the National Academy of Pedagogical Sciences of Ukraine, Kyiv, Ukraine.

^dDepartment of Philology and Translation of the Kyiv National University of Technology and Design, Kyiv, Ukraine.

Abstract The urgency of designing effective management decisions in the practical training of future educators at Ukrainian universities has intensified due to the challenges posed by Russia's war against Ukraine. The conflict has necessitated adaptive management strategies, particularly in relocated and borderland universities, to address material and informational losses, safety risks, and the predominance of remote learning. This study aims to identify key challenges in practical teacher training under wartime conditions and present effective management solutions based on the experiences of Berdyansk State Pedagogical University and Sumy State Pedagogical University named after A.S. Makarenko. The research employed monitoring analysis, surveys, and scientific extrapolation methods. A survey of 310 lecturers from 13 Ukrainian universities confirmed the need for flexible management decisions in ensuring the quality of practical training. The study of university management practices highlighted successful strategies, including the development of innovative educational and methodological support for remote learning, the strengthening of educational partnerships, and the implementation of new practice formats. The findings justify recommendations for enhancing practical training in wartime conditions, such as integrating digital technologies, updating training content with multimedia resources, fostering educational partnerships, engaging students in volunteer activities, strengthening stress resilience, modeling pedagogical situations, and creating an effective psychological support system for educators. These measures contribute to the sustainable development of teacher training in Ukraine's higher education institutions amid ongoing crises.

Keywords: adaptation, resilience, pedagogy, innovation, teaching, management

1. Introduction

Within the modern military conflict, when Ukraine is defending its independence and territorial integrity, the issue of providing high-quality practical training for future pedagogues has gained burning relevance. Indeed, teachers, educators, and professors of higher educational institutions have a key role in the formation of worldview and patriotic values among the growing generation of citizens who will continue to fight for the freedom and development of our country in the future.

It should be mentioned that the practical component of the educational process within pedagogical institutions has always been a priority vector of their activity. However, nowadays, under the conditions of martial law, it has gained even greater importance because future teachers must be ready not only for traditional classroom work but also for working with children and youth in complicated, stressful situations. They must be ready to provide psychological support and organize the educational process under the conditions of martial law.

Thus, in Ukraine, the problem of establishing systematic management for training future pedagogues has been actualized, considering safety challenges, forced internal displacement, and migration of teachers and students from territories occupied by Russia or situated on the borderline. As a result, we are dealing with the complicated conditions in which relocated and borderland universities are functioning.

The creation of a safe educational environment is one of the most significant and important priorities in future teachers' training. This correlates with the strategy "Resilience, Recovery, and Reconstruction," which was created by the Council of Europe for our country for the period 2023–2026: the creation of a safe educational environment that provides dialogue, inclusiveness, and social unity; the resolution of potentially controversial and sensitive issues caused by current challenges (Helker et al., 2024); and the improvement of pedagogues' ability to provide safe and adaptive educational conditions that



ensure dialogue, inclusiveness, and a sensitive response to community demands (Council of Europe Action Plan for Ukraine “Resilience, Recovery, and Reconstruction” 2023–2026, 2022).

The significant challenge in future educators’ training at relocated and borderline higher educational institutions is making grounded management decisions that are oriented toward ensuring high-quality practical training in the distance learning mode; and the upgrade of resource content to overcome educational losses. Also, we have to search for ways to foster pedagogical cooperation amid material losses, psychological distress, and the maintenance of communication among students and pedagogues, considering migration processes.

The analysis of modern research works confirms that scientists and educators pay significant attention to the problem of educational effectiveness, particularly in pedagogical education. They consider the approval and implementation of European standards and the challenges related to the war in Ukraine. These challenges are also connected with political and economic crises in other countries worldwide. It can be observed that in Ukrainian pedagogical science, scholars, and researchers pay great attention to identifying war-related challenges and searching for ways to make management decisions to ensure training effectiveness (Kabanets, 2023; Nychkalo et al., 2022; Nikolaiev et al., 2023; Greshta et al., 2023, Sytnykova, 2023) among others. Scientists, in their publications, present effective experiences in adapting educational institutions, particularly relocated universities and those operating in the frontline area (close to the combat zone) (Pyniak et al., 2023; Samchenko, 2023; Sobenko, 2023; Karpusha et al., 2023; Kozmenko et al., 2023, Lukanska, 2023).

Considerable attention is paid to the problem of training quality in online learning (Vasilyeva & Kotenko, 2023; Shlenova, 2024), and the need to establish educational partnerships for effective management of the educational process (Kuzheliev et al., 2023).

In professional publications, mechanisms for managing the quality of specialist training, particularly for future teachers, are thoroughly presented. Research works prove the effectiveness of flexible management in organizing the educational process (Gunter & Courtney, 2020; Lopatina et al., 2023; Piałucha & Nestorenko, 2018).

Within the modern scientific discourse, there are research works that reveal an analytical review of the condition of Ukrainian higher education. There are also results of monitoring studies devoted to the quality of practical training for future professionals at higher educational institutions (Nikolaiev et al., 2023; Information and analytical reference, 2023). Recently, Ukrainian scientists have focused their attention on the problems related to the functioning of Ukrainian higher pedagogical educational institutions. Moreover, they have concentrated their attention on the formats for organizing the educational process under wartime conditions (Lukianova et al., 2023a; Nychkalo et al., 2022; Lavrysh et al., 2022; Spivakovskiy et al., 2023; Novomlynets et al., 2023).

Among modern research works, some studies systematically reveal the challenges of ensuring the quality of education and the training of future specialists, in particular pedagogical specialists, under the conditions of relocated educational institutions (Porkuian et al., 2023; Pyniak et al., 2023; Zakharova & Prodanova, 2023).

There is a certain spectrum of research works that reveal the issue of organizing high-quality practical training in Ukraine, considering wartime challenges (Lukianova et al., 2023b; Vovk et al., 2022a; Greshta et al., 2023; Kuzheliev et al., 2023).

Based on the study of Ukrainian scientific works, analytical reviews, and official statistical data on the state of education in Ukraine during the war, we can characterize high-quality educational practices for organizing practical training for future teachers and identify effective management decisions that have become an important tool for responding to the challenges of war and ensuring the quality of practical training at relocated and border universities.

The goal of the article is to outline the challenges of ensuring the quality of practical training for future teachers in higher education institutions – specifically in relocated and borderland universities of Ukraine during the war; and to present effective management decisions in organizing practical training in wartime using the example of the managerial experience of Berdyansk State Pedagogical University and Sumy State Pedagogical University named after A.S. Makarenko.

For the realization of this goal, we put forward two hypotheses: 1) Outlining the challenges of practical training for future teachers at relocated and borderland universities is possible by studying data from external monitoring of the quality of the educational process at higher education institutions and by conducting a survey of lecturers with the help of the authors’ survey (an internal monitoring procedure) based on determined criteria; 2) Due to well-considered management decisions (conducting events on a partnership basis, implementing innovative educational and methodological support, etc.) under military realities in relocated and borderland universities, the quality of practical training organization for future teachers significantly improves. This is a significant tool for overcoming real problems in training modern teachers in Ukraine and ensuring the implementation of European quality standards in pedagogical education.

2. Materials and Methods

In order to achieve the goal and confirm the hypotheses, a spectrum of research methods was implemented: monitoring analysis – for studying external research works, analytical data, statistical information on the quality of the educational process organization at higher pedagogical educational institutions (particularly at relocated and borderlands’ universities of Ukraine)

under conditions of war; survey – for studying the quality of the organization of practical training of future teachers in Ukrainian relocated and borderlands' universities and for the internal monitoring of the practical training organization (310 teachers from 13 higher education institutions of Ukraine were surveyed, all respondents have provided consent for the research to be conducted); the method of scientific extrapolation – for the design of recommendations based on effective management decisions for the organization of practical training of future teachers in relocated and border universities of Ukraine, particularly those that were implemented in the relocated Berdyansk State Pedagogical University and the border Sumy State Pedagogical University named after A. S. Makarenko.

The research search was based on an activity approach, which allowed us to characterize valuable practices of practical training organizing for future teachers and outline certain important management decisions that were used by lecturers and managers of higher educational institutions as an effective response to the challenges of martial law. One of the key approaches is the communicative approach, which made a valuable contribution to determining effective forms and methods of organizing practice in higher education institutions. Also, there was a survey on the effectiveness of communication during practice. There were revealed certain possibilities of distance and blended learning formats. An important approach is interdisciplinary one, which made it possible to apply the potential of disciplines (pedagogy, psychology, methodology, Ukrainian studies, media culture, etc.) to the implementation of management decisions in the process of organizing practical training for future teachers at different educational levels in relocated and borderlands' universities.

3. Results and Discussion

Relocated universities include higher educational institutions that were forced to relocate to other cities and towns in territory controlled by Ukraine. This was caused by Russia's occupation of certain territories (Lukanska, 2023). After Russia's full-scale invasion on February 24, 2022, the number of relocated educational institutions increased significantly. Some educational institutions had to relocate twice from previously well-maintained locations because Russian forces brutally "denazified" Ukrainian territories with multiple rocket launchers, such as «Hail» and «Dagger.» For example, 10 out of 22 of Kherson's professional-technical institutions found themselves under Russian occupation, and seven of them were relocated. Seventeen educational institutions were relocated from the Zaporizhzhia region (Samchenko, 2023).

By "borderland universities," we mean educational institutions located near the Russian border. These institutions operate under life-threatening conditions due to their proximity to combat operations, continuous ground shelling, and rocket attacks targeting civilians and critical infrastructure. Accordingly, borderland universities face unique educational challenges, such as a dominance of online learning, the presence of shelters within educational institutions, and an increased level of educational loss among learners due to constant air raids and shelling. Higher educational institutions operating in border regions face extremely dangerous conditions due to their proximity to the Russian Federation's borders and the dangers caused by warfare. Ukraine's border with Russia stretches 2,295 km across the Chernihiv, Donetsk, Kharkiv, Kherson, Luhansk, Sumy, and Zaporizhzhia regions.

Since 2022, there has been a constant threat of shelling from the Azov Sea and temporarily occupied settlements in the Kherson and Zaporizhzhia regions. This leads to significant difficulties in ensuring people's safety and maintaining community activities. Due to constant shelling, borderland educational institutions cannot function effectively in offline mode. The most feasible educational approach is distance learning, although a mixed mode is sometimes implemented. This choice is justified since Ukrainian educational institutions gained significant experience in organizing learning during the pandemic (Kabanets, 2023; Novomlynets et al., 2023; Karpusha et al., 2023).

A major challenge caused by the war in Ukraine has been the destruction and relocation of educational institutions from occupied and war-affected border regions. This has led to the urgent need to address various management, financial, and organizational problems to ensure the safety of teachers and students and provide sufficient resources for organizing the educational process in host institutions that have sheltered relocated universities on a partnership basis. Relevant statistical data is presented in Figure 1.

Nowadays, we face the burning problem of securing additional financial resources because relocated universities require additional funding for ensuring accommodation, auditorium facilities, technical equipment, information-computer equipment, resource provision, etc. The largest part of the expenses has been covered by Ukrainian communities, regions, and appropriate educational institutions under various forms of subordination. International organizations have provided significant assistance, particularly in supporting teachers' and students' academic mobility, project activities, financial aid for repairs, grant opportunities, etc.

Oleg Sharov, the General Director of the Department of Professional Pre-Higher and Higher Education of the Ministry of Education and Science of Ukraine, highlighted the challenges faced by relocated universities: "Definitely, their losses are critical. Nowadays, we have 44 relocated institutions of higher education out of a total of 300. That is quite a number. However, the number of students is, approximately, not as large. Because we have not relocated higher educational institutions from Kharkiv, Zaporizhzhia, or Dnipro" (Sobenko, 2023).

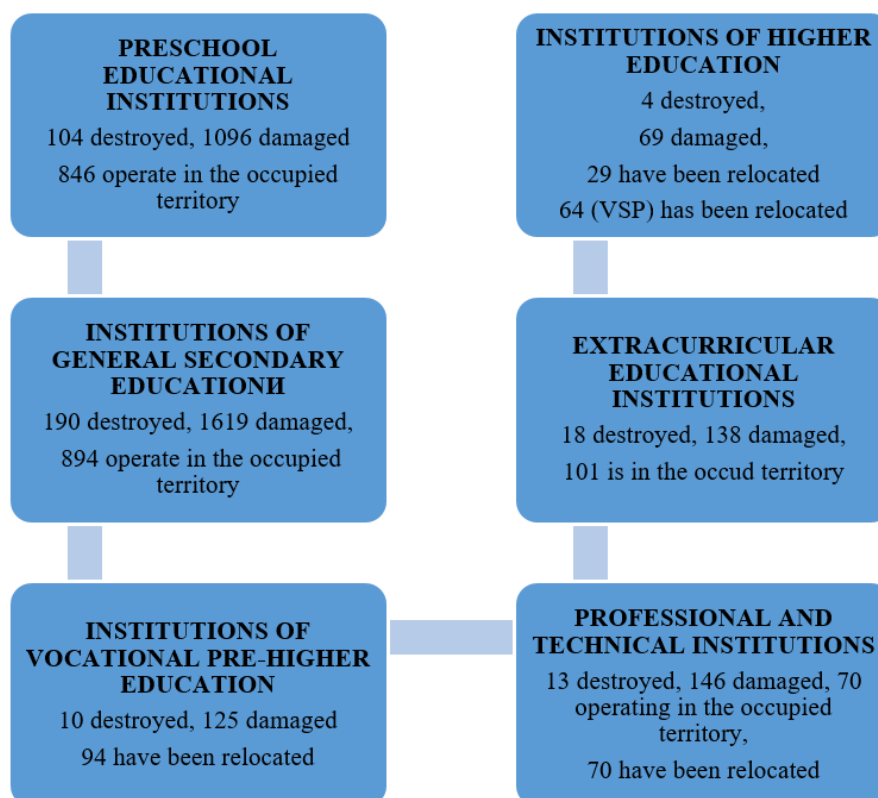


Figure 1 Information from the Ministry Of Education And Science Of Ukraine regarding destruction and damage to educational institutions (July - August 2023).

According to statistical data provided by the Ministry of Education and Science of Ukraine, as of May 2023, there were 60,000 applicants in relocated educational institutions and more than 10,000 teachers (Pyniak et al., 2023; Zakharova & Prodanova, 2023).

We should pay attention to the problem of the quality of education, taking into account the unique experience of anti-crisis management (Kozmenko et al., 2023), teachers' and students' sustainable mobility abilities within relocated and borderland universities, and the consolidation of the community's efforts aimed at preserving people's lives and continuing the educational process under difficult conditions.

If we consider the problem of the quality of education using the example of Berdyansk State Pedagogical University, which is a temporarily relocated higher education institution, we must underline that it functions mainly in an online format. Due to the security situation, education is currently conducted in a synchronous/asynchronous mode of distance learning. Considering the situation of uncertainty that has developed in the country, the location of applicants and employees throughout Ukraine and abroad, the university's management constantly monitors the satisfaction levels of participants in the educational process within distance learning, including monitoring the quality of educational services (Vasylieva & Kotenko, 2023).

The analysis of the experience of Berdyansk State Pedagogical University and other relocated institutions of higher education allows us to identify the main problems that have led to a decline in the quality of future teachers' training: loss of resourceful information content, educational and methodological materials stored on the servers of educational institutions due to seizures by Russian special services; restricted access to electronic databases of educational institutions; lack of material and technical equipment due to its destruction or abandonment in occupied or borderland territories.

Also, we must mention that priority financial support is given to the military sector. This significantly reduces the necessary financial resources available for relocated educational institutions, which had pre-developed mechanisms for ensuring financial and managerial autonomy.

Besides, educational institutions have to deal with the loss of human resources (some teachers migrated abroad or moved internally to Ukraine-controlled territories, while others remained in occupied territories, etc.) (Lopatina et al., 2023); the prevalence of distance and mixed learning due to safety concerns; the lack of their auditoriums; and the necessity of compensating educational losses primarily through non-formal and informal education, etc. (Suchikova et al., 2023).

The outlined challenges in wartime conditions had consequences for relocated and foreign universities, especially in ensuring the quality of practical training for future teachers. In general, carrying out various types of practical training involves direct immersion in the educational environment, partner interaction among the participants in the educational process, active communication, and a dialogical mode of communication. We have to deal with educational losses. This is the result of military

operations, the prolongation of the adaptation period of relocated pedagogical universities to the new conditions of functioning, and the dominance of the distance learning format in the training of teachers. This necessitated a range of management decisions, which had to be implemented along with the search for new forms, methods, and resources for the organization of practical training for future teachers.

Besides, experts convincingly prove that "the increase in educational losses was caused by the fact that students who have evacuated to safer regions often need to earn a living on their own. That's why many of them are forced to work, and this distracts them from studying... Each Ukrainian educational institution has a certain number of students who have changed their place of residence due to the war. Relocated universities and professional colleges have the largest proportion of such students because a significant part of the population was evacuated from temporarily occupied and especially dangerous territories" (Nikolaiev et al., 2023).

Based on the study of modern analytical materials, it was found that monitoring studies on the quality of education and the assessment of educational losses in higher education, including in institutions of higher pedagogical education, were conducted by the State Service for the Quality of Education of Ukraine from 2022 to 2024. During this period, 10 monitoring studies were organized and carried out in the fields of professional pre-higher and higher education by conducting online surveys and desk studies. More than 50,000 respondents from more than 250 educational institutions participated in these studies. These studies were mainly focused on issues related to the quality of distance learning and blended learning and on ensuring safe conditions for the implementation of the educational process (Figure 2; Figure 3).

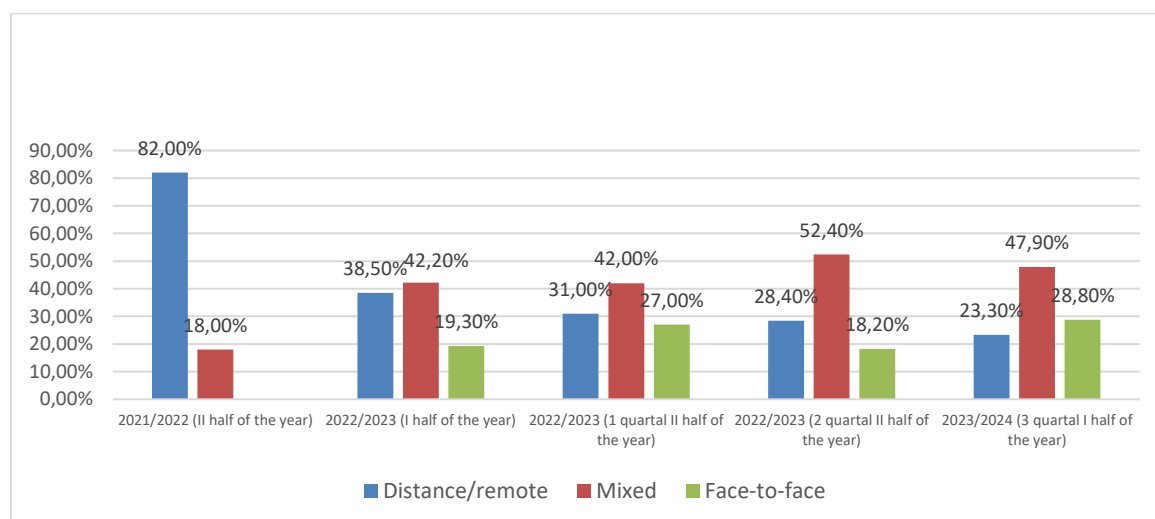


Figure 2 Implementation of formats of educational process organization (for periods of 2021/2022, 2022/2023 and 2023/2024 academic years). *Source* State Education Quality Service of Ukraine (2023).

Thus, according to the results of the quarterly survey, which was administered to applicants and teachers (Figure 2), it was revealed that since the beginning of the war, which started during the second semester of the 2021-2022 academic year and lasted until the first semester of 2023-2024, there was a tendency characterized by the fact that teachers and students worked in a mixed educational mode (42%), a distance educational mode (31%), and a face-to-face educational mode (27%).

At the beginning of the war, which occurred in the second half of the 2021-2022 academic year, 82% of respondents worked remotely (distance mode), while 18% worked in a mixed mode. No one studied or worked in a face-to-face mode. The results of the survey from the third quarter of 2023 indicated that there was a notable decline in the organization of the educational process in the distance format (a decrease of 6.7%, resulting in 23.3%). The number of people studying or working in a mixed format increased by 5.9% to 47.9%.

In addition, in the process of analyzing the satisfaction level among students (who studied in various modes in the first semester of 2023-2024), it was found that the distribution among the formats was as follows: distance mode – 38.9% of respondents, mixed mode – 31.8%, face-to-face mode – 29.1%. The presented results highlight the realities and advantages of distance and mixed education formats under wartime conditions.

The organization of the educational process involves a continuous process of updating normative and legal documents in higher education; improving the content, forms, methods, and educational and methodological support systems; and creating digital platforms, electronic resources, etc.

Since the beginning of the war, a survey of teachers (310 teacher participants) from relocated and borderline universities, which found themselves in complex adaptive conditions without their own auditoriums or computer and information bases, and under constant shelling and air raids, was conducted (Lukianova et al., 2023b).

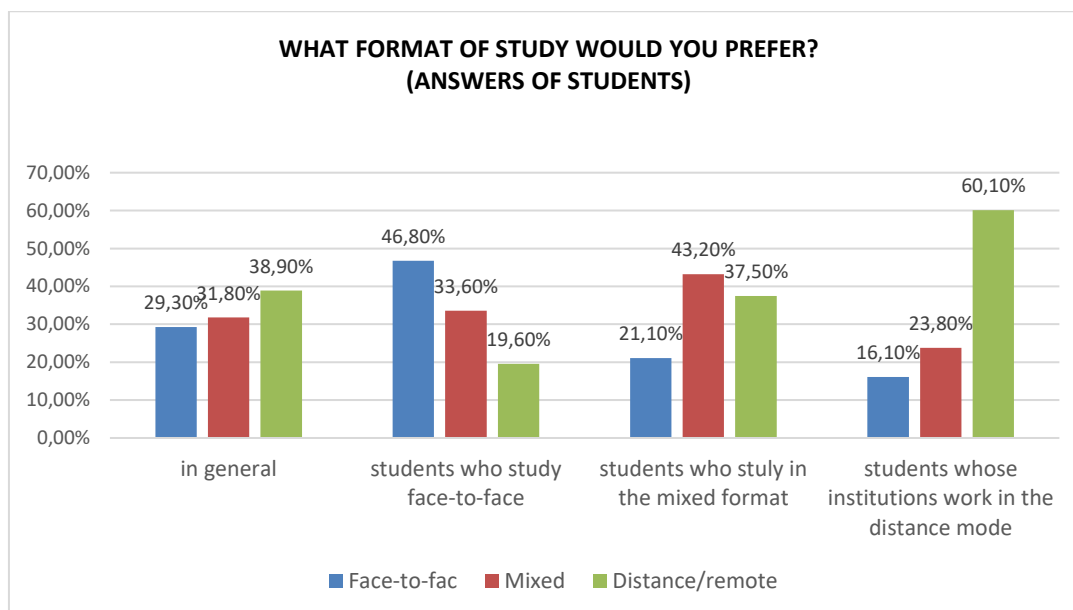


Figure 3 Formats of the educational process organization within institutions of vocational pre-university and higher education in 2021-2022, 2022-2023, 2023-2024. *Source* State Education Quality Service of Ukraine (2023).

The survey covered teachers from 13 institutions of higher pedagogical education in Ukraine, including relocated and borderline universities: H. S. Skovoroda Kharkiv National Pedagogical University, Sumy Pedagogical University named after A.S. Makarenko, Berdyansk State Pedagogical University, Kherson State University, etc. It was important to focus on the possibilities of organizing practical training in distance and mixed formats, which also posed significant difficulties, considering security challenges during wartime (Figure 4).

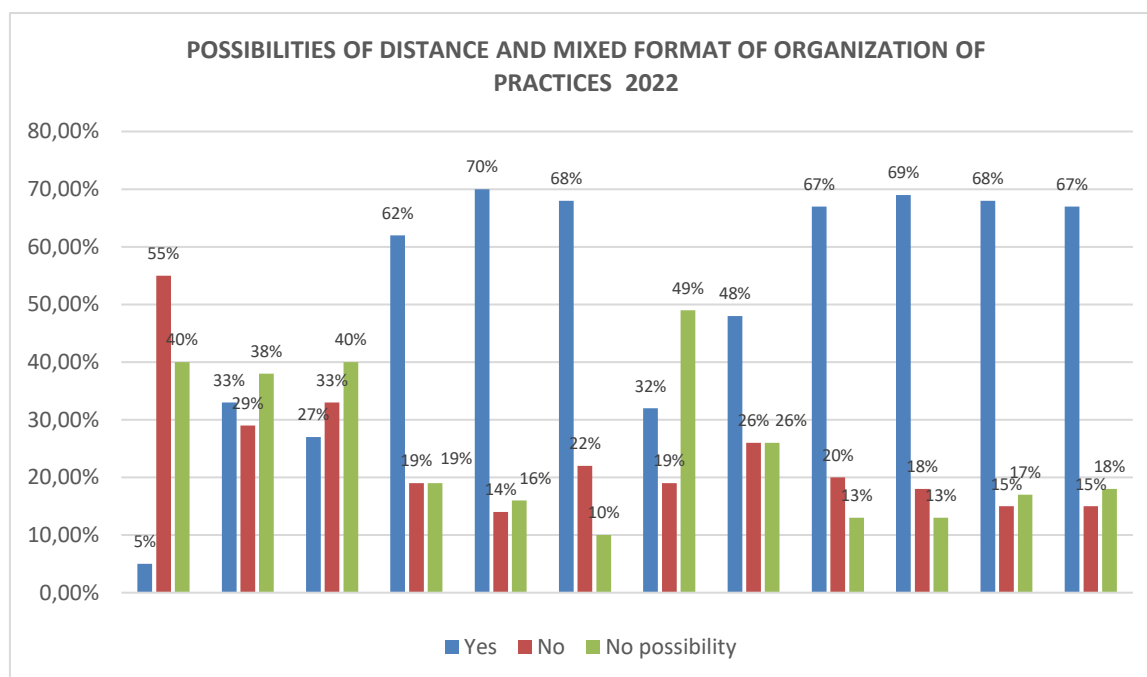


Figure 4 Quality of practical training of future teachers in war conditions: criterion analysis in 2023.

Twelve criteria for the quality of practical training of future teachers were determined, considering the challenges of war, based on which a ranking method was proposed with three answer options: "yes", "no", or "no possibility due to the state of martial law":

1. Availability of educational and methodological support;
2. Availability of an analogue of educational and methodological support on an electronic platform (on the website);
3. Effectiveness of cooperation with schools/colleges/universities;
4. Availability of digital platforms;

5. Effectiveness of communication with applicants;
6. Partnership interaction with scientific institutions / cultural and educational institutions;
7. Availability of remote forms of practice;
8. Possibility of using library resources / depositories;
9. Cooperation with foreign institutions, exchange of experience;
10. Possibility of conducting classes during practice;
11. Possibility of holding instructional / reporting conferences;
12. Possibility of conducting consultations with applicants.

It was established that, as of the end of 2023, teachers and practice managers mostly lacked the opportunity to use the available educational and methodological support for practical training (5% confirmed, 55% denied, and 40% indicated that they did not have the opportunity due to martial law); to implement an analogue version of educational and methodological materials on an electronic platform (on the website) (38%); cooperation with schools/colleges/universities was ineffective (40% had no contact at all, while 62% did not have the opportunity to do so); 62% noted the presence of digital platforms, but 19% lacked the opportunity to use them in the practical training of students due to military operations. The teachers assessed the effectiveness of communication with applicants as mostly negative (68%), while the level of partnership interaction with scientific institutions / cultural and educational institutions was rated as sufficiently high, which was related to the focus on pedagogical partnership (68%). The availability of remote/distance forms of practice was noted (32% use them, 19% do not use them, and 49% do not have the opportunity); 48% use library resources/depositories, while 26% do not use them, and 26% do not have the opportunity. Cooperation with foreign institutions and the exchange of experience take place actively (67%); 69% have the opportunity to conduct classes during practice; 68% conduct training/reporting conferences; and the possibility of conducting consultations with applicants is at 67%.

Based on the results of the survey, which were partially published in scientific and analytical materials (Lukianova et al., 2023), the following key problems related to the quality of practical training of future teachers in relocated and foreign institutions were identified:

- The need to introduce innovations in the practical training of future teachers, which is driven by long-term quarantine conditions for conducting practices, military challenges, and remote or mixed forms of training.
- The need to update educational and methodological support for conducting practical training, considering modern challenges, mainly caused by distance learning.
- The creation and support of electronic personal accounts on university websites.
- The feasibility of using digital resources, platforms, and networks.
- The need to involve scientists, employers, and other stakeholders in the organization and implementation of practice.

These experts would be able to conduct master classes, workshops, training sessions, and other interactive forms of practice-oriented training aimed at developing the necessary professional competencies of future teachers.

The overall results of the survey confirmed that the teachers recognize the need to make qualitative changes in practical training, including:

- The creation of high-quality scientific and methodological support for conducting practical training.
- The establishment of a permanent relationship with educational institutions.
- The development of virtual resources for the organization of practice.
- Using the results of practical training in research work and in creating a database.
- Structuring the content of practical training on an interdisciplinary basis.
- The establishment of an effective partnership between the administration of higher pedagogical and vocational higher education institutions, educational institutions, and other stakeholders.
- The feasibility of interacting with scientific institutions to improve the process of conducting practical training at various levels.
- The necessity of adequate payment for practice management.

According to the results of the survey analysis of teachers from relocated and foreign universities aimed at improving the quality of practical training for future teachers, attention was focused on the enhancement of learning and teaching, which can be demonstrated through the example of two educational institutions – the borderline Sumy State Pedagogical University named after A.S. Makarenko and the relocated Berdyansk State Pedagogical University.

During 2022-2024, in connection with the occupation of the city of Berdyansk and the temporary relocation of Berdyansk State Pedagogical University to the city of Zaporizhzhia, and following the Order of the Ministry of Education and Science of Ukraine (On the temporary relocation of the Berdyansk State Pedagogical University, 2022), the possibility of practical training for applicants at Berdyansk State Pedagogical University was provided exclusively through a distance format. It became mandatory to update the content of regulatory and legal documents, and educational and methodological materials on the university's website, on the Moodle electronic platform, in the repository, etc. The scientific and pedagogical staff of

Berdiansk State Pedagogical University developed and improved the content of educational and methodological support for the practical training of future teachers in the context of distance education.

The experience of Berdiansk State Pedagogical University involved adapting to new conditions, establishing partnerships, implementing remote technologies, and organizing practical training for future teachers under relocation conditions. This included using innovative technologies in practical training (virtual reality (VR), augmented reality (AR), and electronic educational resources) and cooperating with educational institutions in the host regions.

After the forced relocation to the western regions of Ukraine, the staff of Berdiansk State Pedagogical University faced many challenges. However, thanks to the coordinated actions of the entire team, the educational process was organized almost without interruptions. The teachers and administration of the higher education institution demonstrated high flexibility and an ability to quickly adapt to new conditions while maintaining the quality of educational services.

One of the team's key tasks was establishing close cooperation with educational institutions in the new regions where the university had relocated. Thanks to this, education students were able to continue their practical training, completing pedagogical practices directly in schools and preschool institutions within new communities. Such interaction ensured the continuity of the practical component of future teachers' training.

During the forced relocation, modern remote technologies were widely used. University teachers quickly mastered new tools for organizing online classes, virtual tours, webinars, and other forms of distance learning. This made it possible to preserve the practical orientation of the educational process, providing students with the necessary knowledge and practical skills.

The organization of practical training for future teachers under the conditions of university relocation poses a number of specific requirements and requires the use of innovative approaches. First of all, it relates to the need to adapt to a new educational environment and find a place for practical training outside their usual educational buildings.

- Establishing partnership relationships with educational institutions in the host regions for the organization of practice bases, which ensures the continuity of practical training for applicants.
- Using distance and mixed forms of education, which allows the theoretical part of practical training to be conducted online and practical classes to be held directly at practice bases.
- Creating virtual learning environments that simulate real educational spaces and allow students to practice pedagogical skills and abilities in a safe setting.

An important aspect is also the provision of psychological support for students, who often experience stress due to forced displacement and adaptation difficulties. Therefore, in the organization of practical training, attention should be paid to the emotional well-being of students, and the educational process should be flexibly adapted to their needs.

The use of virtual reality technologies allows for creating interactive learning environments where future teachers can practice practical skills in safe and controlled conditions. This makes it possible to simulate different lesson scenarios, interactions with students, and problem situations without leaving the classroom. VR systems allow users to feel the realism of the learning process and gain invaluable experience without the risk to real students.

The use of augmented reality technologies in the practical training of future teachers makes it possible to visually demonstrate educational material by combining virtual objects with the real environment. For example, designing 3D models of spelling rules or educational stands directly in the classroom increases the level of visibility and immersion for students in the educational process. This contributes to better assimilation of theoretical knowledge and the formation of practical skills.

The wide implementation of interactive electronic educational resources, such as educational videos, interactive presentations, educational games, and simulations, allows for increasing the effectiveness of practical training of future teachers. These resources provide an opportunity for self-study of educational material, practicing practical skills, and receiving instant feedback. This contributes to the individualization of training and the formation of sustainable professional competencies.

Berdiansk State Pedagogical University actively cooperates with educational institutions in the host regions to ensure high-quality practical training of future teachers under martial law. This allows students to continue their studies, undergo pedagogical practice, and gain the necessary experience directly in the real conditions of schools and preschool institutions.

In particular, the university concluded agreements on cooperation with educational institutions in Dnipropetrovsk, Zaporizhzhia, and Kyiv regions, where students and teachers are currently located. This makes it possible to organize various forms of practical training: from direct classes in the classrooms of host schools to joint educational and volunteer initiatives. University teachers constantly coordinate and monitor the process of practical training, ensuring the highest quality of education.

The experience of Sumy State Pedagogical University named after A.S. Makarenko is valuable for managerial decisions in student support, cooperation with educational institutions, and the implementation of innovations.

Sumy State Pedagogical University named after A.S. Makarenko, located on the border with Russia, makes maximum efforts to ensure high-quality practical training of future teachers under martial law. University employees pay special attention to the psychological support of students, providing counseling and creating a safe space for learning.

The university actively cooperates with educational institutions in the Sumy region, involving students in practical activities in schools and preschool institutions. Thanks to this, future teachers have the opportunity to gain the necessary experience of working in martial law conditions and to try out various methods and approaches of teaching and upbringing.

Sumy State Pedagogical University named after A.S. Makarenko widely uses innovative technologies in the practical training of future teachers. In particular, teachers actively use remote forms of education, including video broadcasts, webinars, and online training, which allows students to acquire the necessary knowledge and skills even in conditions of limited mobility.

Partnership interaction with scientific, educational, and cultural institutions has been activated. Thus, in cooperation with the Ivan Ziaziun Institute of Pedagogical Education and Adult Education of the National Academy of Sciences of Ukraine, the UNESCO Chair of Continuing Professional Education of the 21st Century, Taras Shevchenko All-Ukrainian "Prosvita" Society", the Institute of Literature named after Taras Shevchenko, etc., a series of educational events was organized in 2023, "Flower of Ukrainian Pedagogy: Present and Past" (2023). In the process of professional interaction between the university and the Public Association of Modern Education, Science, and Culture, the following projects were implemented: "Teaching in Conditions of War" (2024), "A Lesson for the Children of Ukraine (During and After the War)" (2024). In the partnership of scientists and teachers, guest lectures and binary classes were held (Teaching Ukrainian Literature in the Conditions of War Realities: Psychological and Pedagogical Aspects, 2022; The researcher's academic integrity, 2022; The flowering of Ukrainian pedagogy: present and past, 2023). Students participated in webinars in which stakeholders took part (the Center for Professional Development of Teachers of the Sumy Region, the Office of the State Service for the Quality of Education in Ukraine in the Sumy Region), during which they discussed the content, methods, approaches to conducting author's lessons in war conditions, the safety of participants in the educational process, the cooperation of the teacher and students, students among themselves, psychological aspects, educational partnership, and the use of digital technologies (Guidance conference, 2022).

During 2022-2024, students were actively involved in IREX grant projects "Study and Distinguish: Info-Media Literacy," which is carried out by the Department of Ukrainian Language and Literature (Yachmenyk, 2020), as well as the project "Labyrinths of Media Literacy or Untying the Knot of Information War: History, Language, Culture, Traditions from the Past to the Present" (leader - M. Yachmenyk), initiated with the aim of forming critical thinking and media literacy of young people within the framework of informal education through the study of fakes, misinformation, and destruction of sustainable narratives (Sumy State Pedagogical University has a new grant on media literacy, 2023).

In 2022-2024, the practical component of the training of future teachers at the border Sumy State Pedagogical University named after A.S. Makarenko was implemented in a remote format, considering the constant shelling of the border by the Russian Federation, air alarms in connection with the missile threat, and aerial bombardments. Accordingly, internal local acts were established, which provided for the remote format of practices (pedagogical, production, and other professional practice programs) based on the institution's autonomy. The university has a functional repository (The eSSPUir, 2024) and the Media Teacher's Campus at the Department of Ukrainian Language and Literature (Media Teacher Campus, 2024) that have become auxiliary interactive resources that serve as important content for the performance of research, training, project tasks, as well as material for preparation for practical, seminar classes, presentations, etc.

The results of a monitoring study on the quality of learning in a distance and mixed format (external monitoring) and an online survey of teachers on the quality of practical training in relocated and foreign universities (internal monitoring) identified the need to update the educational and methodological support for organizing practices in cooperation with scientists and teachers.

Support for the practical training of future teachers was developed based on modern scientific, practically oriented research, including practicum activities, specialized tasks, and methodical recommendations. These approaches contribute to developing digital competence, research skills, and pedagogical abilities among future teachers. Effective organization of production practice in higher pedagogical education institutions in remote and mixed formats remains crucial, especially in wartime conditions (Vovk & Gordienko, 2022).

Collaboration with teachers from institutions such as Sumy State Pedagogical University has led to the development and implementation of manuals focusing on professional practice. These materials provide guidelines for conducting various pedagogical practices, including folklore and dialectological studies. They also recommend using digital tools, online services, and virtual platforms for organizing and structuring lessons. Furthermore, textbooks such as those by Lukianova et al. (2023) contribute to the theoretical and methodological grounding of practical training by outlining competency principles and presenting case studies on Ukrainian philologists' experiences.

The study also analyzed methods for improving master's-level professional practice, including innovative workshops, art pedagogical training, and professional assistant practice. An educational program was developed to outline the principles, methods, and reporting processes for training Doctors of Philosophy in pedagogical fields. The findings suggest that effective pedagogical training depends on a combination of theoretical knowledge and practical implementation, supported by structured documentation and institutional partnerships (Solomakha, 2021).

The research highlights key management solutions needed to improve internships in relocated and foreign universities. These include enhancing partnerships among higher education institutions, scientific organizations, and secondary schools to

integrate best practices; fostering student motivation through practice-oriented learning; creating a supportive psychological environment; and applying active learning methods. The adaptation experience of relocated and borderland universities underscores the importance of updating scientific and methodological resources, engaging stakeholders, and promoting innovative pedagogical strategies.

5. Conclusion

The findings of this study substantiate two key hypotheses. First, the identification of challenges in organizing practical training for future teachers in relocated and borderland universities became possible through a comprehensive analysis of analytical materials, external monitoring of the quality of higher education, and internal surveys among teachers. The research revealed multiple barriers, including the loss of educational and methodological resources due to occupation, limited access to electronic databases, destruction or abandonment of material and technical infrastructure, and the predominance of distance and mixed learning formats as a response to security risks. These challenges necessitate urgent strategic interventions to ensure the continuity and quality of teacher training in crisis conditions.

Second, the study confirms that well-structured management decisions significantly enhance the quality of practical training in relocated and borderland universities, even in the face of wartime disruptions. Empirical evidence from institutions such as Berdiansk State University and Sumy State Pedagogical University underscores the effectiveness of targeted strategies, including mentorship programs, institutional partnerships, and the integration of innovative pedagogical approaches. Notably, the use of digital tools, multimedia content, and interdisciplinary projects has demonstrated positive outcomes in maintaining student engagement, fostering skill development, and adapting to evolving educational environments.

To address these challenges and ensure the sustainability of teacher training programs, higher education institutions must prioritize flexibility, adaptability, and technological innovation. Curricula should be continuously revised to reflect the dynamic needs of the profession, incorporating distance and blended learning models to mitigate disruptions caused by external crises. Expanding partnerships with safer regional institutions can further provide students with essential hands-on experience while maintaining the integrity of practical training programs.

Volunteer activities have emerged as a critical component of professional development, fostering social responsibility, leadership, and resilience among future teachers. Universities play a pivotal role in facilitating student participation in humanitarian efforts, including educational initiatives for displaced populations. This not only reinforces the role of practical training in developing essential competencies but also prepares future educators to function effectively in diverse and challenging environments.

A holistic approach to teacher preparation must integrate theoretical foundations with real-world applications, enabling students to independently master modern pedagogical technologies, collaborate with experienced professionals, and engage in meaningful educational practices. Cultivating stress resilience and adaptability remains a priority, as future educators must be equipped to manage complex and rapidly changing circumstances. Their ability to reorganize the learning process, utilize remote technologies, and provide psychological support to students will be indispensable in the post-war educational landscape.

While war is an undeniable catastrophe, it also catalyzes innovation and systemic transformation. The disruptions in traditional educational structures highlight the urgent need for strategic reforms that align with international standards and best practices. The study underscores the necessity of evidence-based management decisions in safeguarding and advancing the quality of practical teacher training in Ukraine's relocated and foreign universities. By embracing modern educational technologies, fostering interdisciplinary collaboration, and promoting resilience-focused pedagogies, higher education institutions can contribute to the long-term stabilization and enhancement of the national education system.

Ethical Considerations

All the people interviewed were fully consenting and gave their agreement consent to participate in the surveys.

Conflict of Interest

The authors declare no conflicts of interest.

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