PECULIARITIES OF EDUCATIONAL COMMUNICATION IN THE CONDITIONS OF WAR: FORMS, MEANS, METHODS (ON THE EXAMPLE OF SCHOOLS OF KHARKIV CITY AND KHARKIV REGION)

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Abstract: The article is devoted to the study of the peculiarities of educational communication in the conditions of war, using the example of a modern Ukrainian school. In the theoretical part of the work, the issues of organizing social and crisis communication are considered, the definition of educational communication is provided, the characteristic features of educational communication in crisis conditions are highlighted, and the principles of educational communication in war conditions are formulated. Special attention is paid to the examination of modern means of educational communication and clarification of the specifics of their use in the conditions of the crisis caused by war. The practical part of the article presents the results of an empirical study conducted by the authors using online survey method (the object of the study is teachers of Kharkiv and the Kharkiv region; n=133). On the basis of the received data, the forms, means, and methods of educational communication in the conditions of war are analyzed. Based on the results of the research, it is concluded that, despite the war and the large number of problems caused by it, there are positive trends in the organization of educational communication (ensuring continuity, active use of many tools, improvement of methods, etc.). According to the authors, the research results have important practical significance, they can serve as a basis for developing programs and practical recommendations for preparing educational institutions, as well as participants in the educational process (not only in Ukraine, but also in the EU countries) for crisis situations, the development of their communication skills competencies.

Keywords: educational communication; crisis communication; forms, means and methods of educational communication; full-scale Russian invasion of Ukraine; war conditions; educational institution.

1 Introduction

The relevance of topic is due to the fact that Ukraine is currently experiencing a full-scale war with the Russian Federation, which has a negative impact on all spheres of the country's life, including the educational process. Millions of people were forced to leave their homes, the war led to destruction of educational institutions, the educational environment and conditions for obtaining education changed.

In particular, as of the end of June 2023, 3,570 educational institutions in Ukraine were partially damaged due to bombing and shelling by Russia, of which 341 were completely destroyed [22]. As for schools and preschools, as of February 2023, according to the "savED" charitable foundation, which helps restore access to education across the country, 261 schools and 127 kindergartens in Ukraine have been completely destroyed as a result of Russian shelling and cannot be restored. In addition, 1,441 schools and 942 kindergartens were damaged by Russian shelling. The degree of damage is different: somewhere the shelling damaged communications, and somewhere the building was partially or completely destroyed. Educational institutions were most affected in six frontline regions: Donetsk region – 67.27% of educational institutions buildings and infrastructure were destroyed or damaged; Kharkiv region - 37.79%; Luhansk region - 35.14%; Mykolayiv region – 25.53%; Kherson region - 20.95%, Zaporizhzhia region - 16.8% [13].

Despite the difficult situation with the educational infrastructure, even completely bombed educational institutions continue to implement the educational process (in a remote format) and do not interrupt educational communication with both internal and external stakeholders. It is clear that distance learning is not an innovation for both Ukrainian and foreign educational institutions, because quarantine measures related to COVID-19 have taught educators and students well how to use online technologies for teaching and learning. However, the situation of war has significant differences from the situation of quarantine,

and, therefore, the means and methods of educational communication acquire appropriate specificity.

The study of educational communication in the conditions of war is an important and urgent task: firstly, obtaining new knowledge about the peculiarities of educational communication in conditions of war will contribute to further development of education in Ukraine, ensuring quality education for future generations; secondly, the study of the experience of Ukraine and the dissemination of this experience in the European professional and scientific community is important for learning the practical "lessons" of implementing the educational process in extreme crisis conditions, conditions of global social upheavals.

Taking into account the above, the purpose of this article is to analyze the forms, means, and methods of educational communication in the conditions of a full-scale Russian invasion of Ukraine (on the example of schools in the city of Kharkiv and the Kharkiv region).

2 Method

In the theoretical part of the article, general scientific methods of analysis and synthesis are used, a theoretical analysis of general approaches to the study of social communication, in particular, in crisis situations, is carried out. As the theoretical and methodological basis of the work, certain provisions of the theory of communicative action of Habermas were used, as well as the work of modern scientists who research modern forms and means of educational communication and features of social communication in crisis conditions. On this basis, theoretical provisions regarding the peculiarities of educational communication in the conditions of a global crisis, in particular, caused by war, were formulated, which formed the basis of an empirical study of educational communication in conditions of war.

The empirical basis of the article consists of the results of a study conducted by the authors, dedicated to the study of the peculiarities of educational communication in war conditions (on the example of schools in the city of Kharkiv and the Kharkiv region, as one of the regions most affected by war, including in the field of education). The data collection method is an online survey (using Google Forms). The field stage was implemented in April 2023. The respondents were teachers of schools in the city of Kharkiv and the Kharkiv region (n=133; a random, non-representative sample). The purpose of the study was to test the tools developed by the authors, intended for the diagnosis of methods and means of educational communication in the conditions of war, as well as aimed to identify the main trends related to the factors and conditions of ensuring high-quality educational communication in the conditions of war. The obtained data were processed using Microsoft Excel tools.

The toolkit included 43 questions aimed at clarifying and defining the following: terms of resuming the educational process in educational institutions; the format of conducting classes (synchronous or asynchronous), which prevailed at different stages of the war; means and methods of educational communication (of teachers and students, members of the teaching staff of schools among themselves; teachers and parents); means and methods of psychological relief and psychological support of participants in the educational process, etc. Let us note that the creation of online survey toolkit was based on the results of a qualitative study conducted by individual authors of this article in November-December 2022, using the method of focused group interviews (5 focus groups, 5-8 respondents in each, respondents were parents of students from Kharkiv schools) [20, p. 38].

3 Results and Discussion

In the framework of this article, educational communication is considered as a type of social communication. Ukrainian scientist O. Kholod highlights several approaches to the interpretation of the term "social communication": socio-administrative; social engineering; linguistic; sociological [11, p. 8]. Since this article envisages consideration of educational communication precisely through the prism of a sociological approach, let us note the last one.

In sociology, social communication is considered as social interaction caused by a number of socially significant factors and norms of communication accepted in society. Only social interaction that involves the transmission and receipt of meaningful and evaluative information, as well as a certain influence of this information on its "recipient" is considered to be communication [11, p. 9].

According to the authors of this article, the essence of the sociological approach to the definition of social (and at the same time educational) communication is most fully revealed in the theory of communicative action by J. Habermas [9]. The scientist considers communicative action as a symbolically mediated social interaction that creates certain prerequisites for describing and understanding reality, for constituting it as an object of knowledge. In addition, he claims that the process of production (construction) of social reality takes place through the mediation of communicative action [Deflem, p. 269].

In order to emphasize the "social-constructivist" function of communicative action, Habermas developed the concept of discourse, asserting that the most effective communicative action is manifested precisely in discourse. Researching the discourse, the scientist analyzed the conditions of rational argumentation in communicative action based on the difference between various claims to validity, which are implicitly or explicitly violated in speech acts [7, p. 271]. In short, discourse is an active aspect of text or speech, discourse forms a concrete meaning of communicative action. When studying educational communication, it is worth paying attention to the educational discourse, which we consider as a socio-communicative event, that occurs in the process of interaction between the one who teaches and the one (those) who are studying, as a result of their mutually directed communicative actions, and is made possible in the conditions a certain social context - a specially organized educational situation (lesson, lecture, seminar or practical session, training, etc.) with the help of educational texts and other symbolic complexes, designed and structured in a special way [18, p. 113; 19, p. 18].

Thus, educational communication (as a type of social communication) represents a set of certain communicative actions and is a process of intellectual and emotional exchange of information, during which the collection and redistribution of information is carried out, as well as the construction of social reality for the participants of this process. In the process of educational communication (taking into account the discursive essence of the communicative action), it is not only the content of the information that is translated, but the forms, means, and methods chosen by the participants of the communication process to establish and maintain relationships that are of great importance. According to the Ukrainian researcher H. Moskalyk, for example, for effective (productive) educational communication "teacher-student", the first must be able to: a) form the peculiarities of his behavior (his pedagogical individuality), as well as his relations with students (communication style); b) choose relevant means of communicative influence [14]. These same skills are also important for teacher-teacher, teacher-parent, management-teacher, management-student, etc. communication.

The problems of educational communication in the conditions of war are closely related to the issues of crisis communications, which are studied by scientists, in particular, Ukrainian scientists, such as: P. Bruce, S. Black, K. Williams, R. Lewis, P. Sandman, A. Senter, F. Saitel, D. Fishman, O. Holsti, A.

Barovska, N. Dragomiretska, V. Dreshpak, D. Dubov, V. Korolko, V. Krutko, H. Pocheptsov, B. Porfiriev, and others. Each of them devoted his or her research to the study of general approaches to the investigation of social communication in crisis situations.

Western researchers T. Sellnow and M. Seeger offer approaches to the study of social communication in crisis situations, based on the theoretical analysis of various studies in this field. They consider crisis communication as a complex process that includes: a) perception of information; b) its understanding and evaluation; c) interaction with other crisis participants. Scientists suggest applying the theory of risk communication to the study of social communication in crisis situations [30]. This theory notes the importance of the process of interaction between experts and the public during crisis situations and highlights the importance of providing quality information for making the right decisions in difficult situations. In addition, scientists draw attention to the fact that when studying social communication in crisis situations, the theory of social construction of reality also has significant heuristic potential, explaining the process of forming the perception of reality in crisis [30].

B. Reynolds and M. Seeger in their article propose an integrative model of crisis communication, which combines different approaches to the study of social communication in crisis situations. In particular, the authors consider approaches that focus on [28, p. 45]:

- Psychological aspects of communication in crisis situations;
- Interactions between various stakeholders involved in communication in crisis situations (state institutions, public organizations, media, civilian population, etc.);
- The role of technologies in crisis communication, in particular, the use of social networks and other online communication channels;
- Cultural aspects of communication in crisis situations, in particular, taking into account cultural and value differences and characteristics of different population groups.

In his solo article, M. Seeger highlights approaches to studying social communication in crisis situations, focusing on best practices. The author considers the concept of crisis communication, describes its components and uses an expert approach to determine the best practices of crisis communication. He emphasizes the importance of crisis communications planning and preparedness, as well as the use of various communication channels such as websites, social media, and more. The scientist stresses that it is important to have a prepared communication plan in case of a crisis situation, as well as to practice and train the communication skills of members of the organization's team to reduce the negative impact of the crisis [29, p. 236].

The general approach to studying social communication in crisis situations consists in determining relevant and effective ways and means of interaction between people. Events that give rise to crisis situations include war, terrorist acts, natural disasters, large-scale epidemics, and others. According to research, in crisis conditions, people perceive information differently than in normal conditions - less rationally (or irrationally), more emotionally (or too emotionally), which negatively affects the implementation of a full-fledged communication process [34, p. 531; 38].

Thus, the key issues of organizing effective communication in crisis conditions are related to the peculiarities of information perception and processing by participants in the communication process. During crisis situations, people perceive information more quickly, but the ability to analyze and think critically may be low. According to the Ukrainian researcher L. Mudrak, such features of crisis situations lead to greater vulnerability to the influence of disinformation and to the development of panic states [15, p. 92].

Like all the scientists mentioned above, L. Mudrak notes the importance of channels and means of communication in crisis conditions. As a rule, crisis situations generate a sense of uncertainty and a sense of fear, and therefore significantly increase social tension and the likelihood of conflicts. All this makes it much more difficult to ensure effective communication. In such conditions, it is important to ensure mutual understanding and cooperation between people, as well as to practice stress management and emotional relief measures. The author emphasizes that, during a crisis, it is important that information is available and understandable for people, as well as that communication channels are properly organized. Such channels may include social networks, electronic and telephone means of communication, personal communication with experts, authoritative persons, etc. [15, p. 97].

Based on the above, we will formulate the main theoretical propositions that formed the basis of our empirical study of educational communication in the conditions of war:

- The basic message of Habermas is that communicative action is aimed, first of all, at establishing understanding between people. Mudrak remarks on the same, adding that in a crisis it is important to ensure not only understanding, but also cooperation;
- It is important to ensure maximum availability and comprehensibility of information, continuity of information flows;
- It is necessary to use a wide range of channels and means of communication (messengers, social networks, e-mail, telephone communication, websites, involvement of experts, authoritative persons, etc.);
- It is important to prepare for possible difficulties caused by the crisis, as well as to plan communication processes that will help prevent, overcome these difficulties or mitigate the negative consequences;
- The psychological aspect of communication is of great importance in crisis situations, and one should actively practice stress management and emotional relief measures;
- No less significant in crisis situations is the cultural aspect of communication; it is necessary to take into account the value orientations of communication participants, as well as take measures to support universal human values (friendship, mutual support, mutual assistance, etc.);
- In general, the set of communicative actions (in particular, those implemented in the form of discourse) affects the perception of social reality and is capable of producing social reality for the participants of the communication process. A properly organized communication process is able to switch the attention of its participants from the crisis situation to the current activity, in a certain way "normalizing" this activity and reducing the impact of the stressogenic factors generated by crisis.

In our opinion, the study of educational communication in the conditions of war will contribute to the development of programs and practical recommendations for the preparation of educational institutions, as well as participants of the educational process (not only in Ukraine, but also in EU countries) for crisis situations, development of their communication competences. Taking into account the fact that in social and, in particular, educational communication, it is not so much the content of information that matters, but rather the means of its transmission are important, we will consider the most common and most effective of them, in particular, those that are suitable for use in war conditions.

Let us consider actual means of educational communication in the conditions of global social crises.

Quarantine measures in education related to COVID-19 proved to the whole world that traditional face-to-face teaching is the best option for educational communication [4; 5, p. 16]. However, the experience of COVID-19 pandemic shows that in the conditions of global social crises, face-to-face training, no matter how effective it may be, may become impossible. The same applies to education in war conditions - when the organization of face-to-face education, the presence of teachers and students in educational institutions can lead to fatal consequences, human casualties. Therefore, analyzing the means and methods of educational communication in the conditions of global social crises, in this part of the article we will pay attention to those educational innovations that became widespread precisely during the impossibility of face-to-face training, during the crisis caused by COVID-19. In our opinion, the assimilation and active practice of these methods and tools by Ukrainian teachers made it possible to use them without problems in the conditions of another global crisis - caused by Russia's war against Ukraine.

Virtual classes and video conferences are one of the most innovative means of learning. They make it possible to create a virtual learning environment in which teachers and students can interact in real time, regardless of physical distance. Thanks to the use of video and audio technologies, students can participate in classes from anywhere with Internet access. In addition, virtual classrooms and video conferencing allow the teacher to create interactive exercises that can be conducted in real time. [12, p. 231]. In a war situation, the provision of game or project-based learning methods may seem problematic (since both students and teachers may be in bomb shelters or away from home during classes, and may not have the proper conditions for this). At the same time, the main task remains to ensure the conditions for dialogue between the teacher and students, for which the most effective is the use of platforms for conducting online conferences (Zoom, Google Meet, etc.).

Electronic learning tools are extremely diverse and can be used both as part of traditional learning and as an independent form of learning. Examples of e-learning tools are e-textbooks, e-diaries and progress logs that are convenient for students, teachers, parents, and school administration. Electronic textbooks may be available online and contain interactive elements such as video and audio materials, interactive tests, additional tasks, and more. Other e-learning tools include websites and mobile applications. Every modern school has its own website, where important information and educational material is presented. Mobile apps are useful for on-the-go or leisure learning because they can be accessed on a variety of mobile devices such as smartphones and tablets. One of the most popular electronic learning tools are video lessons. They allow students to learn the material at their own pace and at a time convenient for them, as well as to receive feedback from teachers [37, p. 27]. Some platforms, for example, the National educational platform "Vseosvita" [36] or "Na urok" [16] and other, provide teachers, students, and parents with access to various useful educational materials, tests, competitions, professional development courses, etc. Less than a month after the beginning of the full-scale Russian invasion of Ukraine, the team of the Ministry of Education and Science of Ukraine collected a list of useful resources for adults and children regarding psychological support, training and information [8]. Electronic learning tools are of great importance for the organization of educational communication in the conditions of war, because for many students, synchronous learning is not possible due to being under occupation, lack of communication and electricity supply, being abroad and having to study in a local school, or for other reasons.

Interactive whiteboards are a modern teaching tool that is used in most schools and educational institutions. For example, 12 interactive whiteboards are available on the "Osvitanova" website, which can be used in the educational process, including remotely [1]. They allow the teacher to demonstrate learning material in real time using multimedia elements such as videos, images, and animations. Interactive whiteboards give the teacher the opportunity to conduct interesting and meaningful lessons, attracting the attention of students to the educational material. One of the most important advantages of interactive whiteboards is that they create an opportunity for interaction between the teacher and students. Teachers can create tasks, interactive exercises, and board games that allow students to actively participate in the learning process. In addition, interactive

whiteboards allow the teacher to monitor the progress of students. Teachers can create virtual quizzes and whiteboard questions that allow them to instantly assess student learning performance and provide feedback. Interactive boards also allow teachers to save educational material and share it with students and parents [6, p. 124].

Computer programs and online services are aids that help organize educational communication. Let us note that some of these tools do not provide communication as such, because the student works, first of all, with a computer and/or program. However, namely in the conditions of war these tools can contribute to improving the results of the educational process, given that synchronous learning may not be possible. For example, there are online language learning services that allow students to study at any time and from any place with Internet access. There are also computer programs for studying mathematics, geography, and other educational subjects that can be useful both for home study and for use in classes. Some programs have a built-in system for tracking the student's progress, which allows the teacher and parents to monitor success of the study [31, p. 170].

Mobile learning applications allow students to engage in learning and development anywhere, anytime, as long as there is access to the Internet. These apps are specialized for different subjects like math, foreign language, history, art, and many others. The apps contain interactive exercises, tests, games, and other resources that help students consolidate knowledge and develop skills. Students can use these apps to improve their skills and experiment with new ideas. Some mobile applications have a social and communication component, with their help students can exchange information and cooperate with each other, which contributes to the development of cooperation and communication skills [3, p. 355].

Social networks and forums are becoming increasingly popular among students and teachers as tools for interaction and information sharing. Teachers and/or students create groups and communities to discuss common issues related to learning, where they share knowledge and ideas. This allows creating a virtual learning environment where all participants in the educational process can interact, communicate, and receive feedback, while being at a distance from each other. Practice shows how teachers use social networks to create and maintain their own blogs, publish creative works and achievements of their students, etc. [27, p. 153].

Despite the fact that all the above-mentioned means of educational communication were actualized precisely during the global crisis caused by COVID-19, and in principle, can be used in conditions of war, however, these conditions have their differences, which will be highlighted below.

In the conditions of war, educational communication performs important functions, such as providing access to learning and information, maintaining a normal psychological atmosphere in an educational institution, reducing the social distance between a teacher and a student, etc. Historical experience shows that war and military conflicts have a significant negative impact on all social institutions, including the education system. Active military actions lead to the destruction of educational institutions, human casualties, forced emigration of students and teachers. In addition, the budget for education is often reduced during wars, which, as a rule, leads to a reduction in teaching staff and a decrease in the quality of education [24, p. 7]. The war creates dangerous conditions for learning, threats to the lives of all participants in the educational process. On the other hand, although it is paradoxical, the war contributes to the awareness of the value of education, the growth of motivation for education [33, p. 59; 35, p. 16]. In general, any crisis situations have a significant impact on the education system, but they can also create new opportunities for the development of education and training, depending on the specifics of the crisis and the scale of its consequences.

One of the most important tasks of educational communication in the conditions of war is to ensure the safety of the educational process. In the war zone, educational institutions can become the object of enemy attacks, therefore it is necessary to ensure the appropriate level of security, as well as protection against disinformation.

The second important task is to ensure access to training and information. As it was mentioned above, the conditions of war create significant obstacles to the implementation of educational process in the traditional face-to-face format, therefore it is necessary to look for optimal forms and methods of teaching and informing students about current issues, to involve experts, practitioners (for example, medical workers, representatives of the state emergency services, and others), create conditions for distance learning.

The third important task is to maintain a normal (as far as possible in the conditions of war) psychological atmosphere. The conditions of war cause stress and anxiety, therefore it is important to support the psychological health of participants in the educational process. The implementation of specified task is facilitated by the implementation of various psychological relief measures in educational institution (celebration of holidays, holding of creative competitions, ceremonial events for awarding successful students, the best teachers, etc.), as well as psychological support measures (trainings, consultations with a psychologist, etc.). All this can be done both offline and online and in a mixed format [24, p. 12; 25, p. 21].

In general, it is important to conduct open communication and systematically provide all participants in the educational process with information about what is happening in the country and the world, in the locality, and in the educational institution. This will help to avoid rumors and false information that cause the development of panic and fear among teachers, students, and their parents [2].

In the conditions of war, educational communication plays an important role in raising the level of (self)awareness of the population, helps to increase the level of critical thinking and analytical skills of students. Educational communication affects the formation and maintenance of positive values, such as tolerance, mutual assistance, cooperation, and cohesion. These values can be reflected both in the content of educational subjects and in interaction with teachers and other participants in the educational process [10, p. 413].

The process of remote learning in wartime has its own characteristics and requires greater organization and responsibility from all participants. One of the biggest challenges in organization of distance learning in wartime is to ensure its accessibility teaching and learning. Not all teachers and students may have access to the necessary equipment and the Internet, or may be in a war zone or occupation, where communication is extremely limited or blocked [26, p. 211; 32].

The experience of war in Ukraine shows that in order to ensure equal access to education for all students, especially in the conditions of war, the following strategies can be used:

▪ The use of educational packages on CD, DVD, or flash drive, which can be distributed to students in remote locations or in a war zone. Such packages contain video lectures, audio recordings, text materials, and other educational resources that can be played on computers without Internet access;

▪ The use of radio and television channels to broadcast educational materials. Lessons are broadcasted at a specific time, or can be viewed at any convenient time using recordings. Messengers and social networks can also be used for communication between teachers and students;

▪ The use of educational platforms and online services that contain video lessons, tests, interactive tasks, and other materials which can be accessed from any device via the Internet;

- Recording by teachers of their own video lessons, as well as preparation of assignment packages, uploading these materials to Google Drive with open access for students, or providing access to materials through distance learning services (for example, "Classroom", etc.). Such a strategy ensures the exchange of educational materials between the teacher and the student, in conditions of unstable electricity supply or Internet connection;
- Direct face-to-face communication between teachers and students, holding consultations and individual classes not on the territory of educational institution, but on neutral territory (at the teacher's home, etc.). This strategy is effective, in particular, in conditions of occupation and complete absence of electricity supply, mobile and Internet communication. It is clear that not all teachers and students can participate in such educational communication, but only those who remained in their settlements. Nevertheless, such communication is a better alternative to the complete absence of the educational process.

Separately, we consider it necessary to note the importance of international cooperation in the conditions of war. Foreign partners and organizations provide financial support for the restoration of educational infrastructure, the purchase of necessary equipment, teaching materials, the implementation of security measures in educational institutions, they contribute to the development of a system of psychological support for students and teachers who are in war conditions, who have have suffered losses, experienced mental trauma, etc. In addition, foreign partners are happy to help in the formation and implementation of educational programs that take into account the specifics of the conflict and the needs of local population. A vivid example of effective cooperation with foreign colleagues, including in wartime, is the activity of the "Association of Waldorf Initiatives in Ukraine", which represents Ukraine in the international educational organizations. The association is an active participant in education reform processes, provides scientific and methodological materials, creates programming and regulatory support, makes proposals to legislative bodies and promotes the development of European values in Ukrainian education, such as pluralism, diversity in education, academic integrity, academic freedom of the teacher in his/her pedagogical activity, etc. [17; 23, p. 52]. International cooperation contributes to the development of system of training teachers and specialists in the field of education, the development and modernization of system of professional development of pedagogical personnel, the introduction of innovations in educational practice. All this provides a foundation for high-quality education and effective educational communication despite the difficult circumstances of war.

Based on what was stated in the previous parts of this article, in our empirical study of educational communication in the conditions of war, we paid special attention to the following:

- Continuity/discreteness of educational communication in conditions of war;
- Means of educational communication that prevail in wartime conditions, as well as methods of ensuring/maintaining the appropriate level of quality of educational communication in wartime conditions; the desire of teachers to learn new means of educational communication and improve skills of their use;
- Creation of conditions for understanding and cooperation between the participants of the educational process, as well as the involvement of experts and practitioners in the educational process with the help of communication tools;
- Measures and means of communication aimed at psychological relief and psychological support of participants in the educational process;
- The ability to plan educational activities as a prerequisite for high-quality educational communication and a manifestation of the readiness of participants in the educational process for possible difficulties caused by war;
- Awareness of the value of education, changes in students' motivation to study;

- The general image of reality (positive or negative), which is constructed and supported in the educational and communication process.

The value dimension of educational communication is a very complex object, and, therefore it deserves a separate study, so our questionnaire did not include appropriate questions.

Next, we will present the results of research conducted by us in April 2023 using the online questionnaire survey method. The respondents were teachers of schools in the city of Kharkiv and Kharkiv region (n=133). The sample is not representative, however, the obtained results make it possible to identify important trends in educational communication that manifested themselves in the conditions of war.

Among the interviewed teachers, 84.7% are women and 15.3% are men, which roughly reflects the gender structure of the teaching staff who worked in schools in Ukraine before the start of the full-scale invasion (according to statistics, about 81% of teachers in Ukrainian schools are women, and 19% are men) [21].

The vast majority of respondents are not "newbies" and have experience as a teacher from 6 to 20 years. In more detail, the distribution of respondents by length of work at the school is presented in Figure 1.
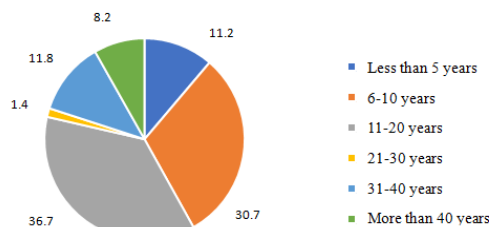

Figure 1. Distribution of teachers by experience of teaching activity and work in schools (in % of all respondents)

Among the surveyed respondents, teachers who teach at different levels of school education are sufficiently represented: 22.5% - only in junior high school; 21.7% - only in high school, 55.8% - combine teaching in middle and high school.

The survey was anonymous, so in this article we do not identify the schools whose teachers participated in it, but we note that teachers from 7 schools were interviewed (15-20 people from each school). It should also be noted that 2 out of 7 schools that took part in the survey (approximately 23.2% of the total number of respondents) had a six-month experience of being under occupation, although at the time of the survey, the relevant settlements of the Kharkiv region were de-occupied.

The toolkit of the survey included 43 questions that related to various aspects of providing educational communication in the conditions of war. All these questions were aimed at identifying the opinions and studying the experience of teachers as direct participants and subjects of educational communication. The questions covered such topics as access to education, the impact of the war on educational process, the quality of education, the importance of psychological support for students and teachers. We would like to emphasize that all, without exception, schools in the city of Kharkiv and the Kharkiv region, including those that took part in the survey, resumed the educational process exclusively in a remote format, taking into account the activity of hostilities in the Kharkiv region, as well as the immediate geographical proximity to the country-aggressor, and the great threat of unpredictable bombings from the territory of Russian Federation (from the city of Belgorod (Russia)) to the city of Kharkiv, an enemy missile flies in 30-40 seconds, which actually makes it impossible for people to go to shelter, and the air alarm signal sounds, as a rule, after the first missile hit Kharkiv).

Let us note that, taking into account the restrictions on the volume of articles set by scientific edition, we do not have the opportunity to present data for every question of the questionnaire, therefore we will present only those data that relate to the topic and purpose of this article.

Finding out the continuity/discreteness of educational communication in the conditions of war, our first questions to the respondents related to the terms and features of the restoration of educational process. 72.7% of respondents indicated that their educational institution resumed more or less full-fledged education in April 2022 (that is, less than two months after the start of the full-scale Russian invasion). 23.3% of respondents noted that the restoration of a more or less full-fledged initial process became possible in October-November 2022 (after the release of the relevant settlements from the occupation), and about 4% noted that the normal educational process resumed from September 2022.

The results of our research indicate that communication between teachers and students and/or their parents was established quickly enough, despite the terrible conditions in which all residents of Kharkiv and Kharkiv region were. Namely, 85.5% of respondents indicated that they began to establish communication with students and/or their parents already in the first 1-5 days after the start of the full-scale invasion of Russia, 10.5% - approximately in a week after February 24, 2022, about 4% - approximately in two or three weeks after February 24, 2022.

We clarified with the teachers, who mostly made the decision about the need to establish communication with students and/or their parents. The distribution of answers to the relevant question is presented in Figure 2.
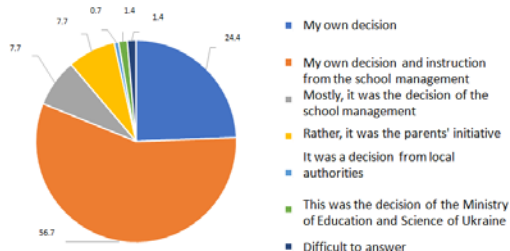

Figure 2. Distribution of answers to the question: "Mostly, whose decision was it - about the establishment of communication with students and/or their parents?" (in % of all respondents)

It can be seen from the given figure that the important decision to restore communication with students and/or their parents belonged, mainly, either to the teachers themselves, or to the teachers and the school management.

Clarifying the forms and means of educational communication that prevail in wartime conditions, as well as the methods of ensuring/maintaining the appropriate level of quality of educational communication in wartime conditions, we asked the respondents a number of relevant questions.

As a result, the vast majority of respondents (76.7% of respondents) noted that at the first stage of resuming the educational process after February 24, 2022, the synchronous format of classes on online conference platforms (ZOOM, Google Meet, etc.) prevailed. 23.2% of the teachers of those schools in the Kharkiv region, which almost immediately fell under the occupation, noted that the asynchronous format with the exchange of educational materials through messengers (Viber, Telegram) and distance learning platforms ("Classroom", etc.) prevailed. However, absolutely all respondents confirmed that at the time of the survey (April 2023) the prevailing synchronous format with conducting classes according to the schedule is teaching on ZOOM and Google Meet platforms.

All respondents without exception noted that they used messengers (Viber, Telegram, etc.) to keep in touch with students and/or their parents after the beginning of full-scale invasion of Russia. The vast majority of respondents also used social networks (Facebook, Instagram) to communicate with students and their parents. The vast majority of teachers use online conference platforms (ZOOM, Google Meet, etc.) to conduct online conference.

Specifying the respondents' answers regarding the means of educational communication, the following conclusions can be drawn:[1]

- The most frequently used means of conducting classes are ZOOM, Google Meet, and similar platforms (at the time of the survey, they were used by 95.3% of teachers);
- The most frequently used tools for additional, organizational, and extracurricular communication are messengers and social networks (81.8%);
- A significant number of teachers (78.8%) use the telephone to communicate with students;
- E-mail is used by a significantly smaller number of teachers (18.2%), which can be explained by the lower popularity of this tool among students;
- 57.3% of teachers actively use platforms for distance learning (of the "Classroom" type).

In order to assess the quality of educational communication in the conditions of war, we used a self-assessment scale and asked teachers to evaluate and compare their ability to conduct interesting and high-quality educational classes before and after the beginning of the full-scale invasion of Russia. The results of the comparison are presented in Table 1.

Table 1: The ability to conduct educational classes at a certain level of quality (teachers' self-assessments, in % of all respondents)

No.	Level of quality	Half a year before February 24, 2022	Half a year after February 24, 2022	At the time of the survey (April 2023)
1	High	53.8	39.0	53.8
2	Average	40.6	59.9	44.1
3	Low	4.2	19.5	0.7
4	Difficult to answer	1.4	1.4	1.4

As we can see, in the first six months after the beginning of the full-scale invasion, there was a significant decrease in teachers' self-assessments of their own ability to conduct interesting and high-quality classes. This may be related to the occupation and the loss of mobile and Internet connection. However, at the time of the survey, a reverse trend is observed and we see a return of teachers' self-assessment to pre-war indicators, even their improvement, compared to pre-war levels.

We found out that the vast majority of teachers, in order to improve the quality of educational communication, try to conduct all classes exclusively on online conference platforms (ZOOM, Google Meet, etc.) (60.8%). 45.7% mastered such methods as recording their own video lessons with subsequent teaching of the recordings in open (for students) access. Teachers began to more actively use various educational platforms and portals ("Vseosvita", "Na urok"), as well as services for conducting classes "Classroom" and similar (30.2% each). 29.3% look for interesting video recordings of lessons and post them in open (for students) access, and also began to actively use various videos during classes to arouse the interest of students. 10.8% began to call students more often in order to explain the material, the grade received by students, etc. 6.7%

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[1] Let us note that to specify the most used means of educational communication, a nominal scale with compatible alternatives was used, that is, the respondent had the opportunity to choose not one, but three most relevant answer options. A similar scale was used in many other cases, so the total percentage of answers to a number of questions may exceed 100%.

resorted to such activities as running their own YouTube channel or blog.

We asked the teachers what were the biggest problems they faced when ensuring effective educational communication during the war. As a result, it was found that one of the most important problems, which is specific to training in war conditions, is the unpredictability of the situation (sudden power outages, disappearance of the Internet and telephone connection, etc.), which was emphasized by 90.8% of respondents. Also, the limited possibility of using practical teaching methods (for example, laboratory work with the use of special equipment, conducting experiments, performing physical exercises, etc.) was noted as an actual problem (82.5%). 29.3% of teachers emphasized the problem of keeping students' attention during the lesson. And only 5.2% indicated the indifference of students to studies, which increased during the war.

According to the vast majority of teachers, the actions and decisions of the head and administration of the educational institution play a key and significant role in ensuring the quality of the educational process and educational communication in war conditions (a total of 93.7% of respondents). Only 6.3% believe that this role is insignificant or not important at all.

The results of our research showed that, despite the difficult conditions of war, communication is actively supported not only between teachers and students, but also among the teaching staff of the school. This is especially important in view of the creation of conditions for understanding and cooperation between the participants of the educational process with the help of communication tools. The responses of the respondents indicate that online meetings are the most popular forms of communication of the teaching staff during the war, as noted by about 90% of all respondents. In addition, a significant number of respondents (85.5%) noted that there are also individual online or offline meetings with colleagues, administration, and school management. It is worth noting that meetings are also held in the usual (offline) mode, which was noted by about a quarter of the respondents. So, we can see that schools actively implement a number of communication activities, which are extremely important for establishing understanding in the team, coordination of joint activities and cooperation.

It is important to ensure understanding and establish cooperation not only in the school team, but also with parents of students, as one of the most important stakeholders. The majority of teachers claim that online parent meetings are the most common form of communication with parents (81.8%). Telephone conversations are also a common form (87.9%). 2.8% of respondents noted that parents' meetings were held in the usual (offline) format.

According to the theory of risk communication, the relevance of which we emphasized in the theoretical part of this article, in the conditions of global social crises, including those caused by war, communication with experts and authoritative persons is of great importance to promote the development of a conscious perception of the crisis situation. In this regard, we asked the teachers whether they and/or the school involve specialists who have experience of working in extreme or life-threatening situations, in particular those that occurred during the period of the full-scale Russian invasion of Ukraine, to participate in classes. Also, in case such specialists are involved, we asked the respondents to write who exactly was involved. 76.5% of respondents confirmed the involvement of specialists (experts) in participation in classes or conducting separate classes, trainings, etc. Medical workers, military psychologists, psychotherapists, representatives of the State Service for Emergency Situations, representatives of the National Guard of Ukraine, the Armed Forces of Ukraine, and territorial defense forces prevail among such specialists.

The next questions related to the school's holding of educational events, holidays, etc., and the participation of teachers, students, parents, and management in these events, which is an important form of educational communication not only for establishing understanding, but also for the psychological relief of

participants in the educational process. We asked our respondents about how often the educational institution arranges relevant events. The distribution of responses to this question is presented in Figure 3.
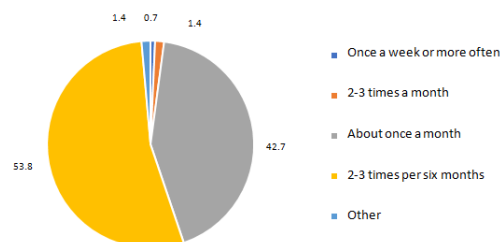

Figure 3. Distribution of answers to the question: "Since the beginning of the full-scale invasion of Russia, how often have educational events (holidays, fairs, etc.) for students been held in your educational institution?" (in % of all respondents)

As one can see, the war is not an excuse not to carry out activities that are important for the psychological relief and unity of the participants of the educational process. Holidays, fairs, etc. are held in schools of the Kharkiv region, mostly twice or thrice every six months, and in some places even more often - once a month.

Since in the conditions of war one of the most important tasks of educational communication is the psychological support of participants in the educational process, our toolkit included questions about how often, after the start of a full-scale invasion of Russia, teachers resort to methods of psychological support for students. The vast majority of teachers testified that they have to invent something in almost every lesson in order to provide psychological support to students (75.8% of respondents). 23.5% noted that quite often such situations occur when students need their psychological support. Only 0.7% of respondents answered that such situations when students need their psychological support are quite rare.

In addition, we clarified whether the need for psychological support of students increased/decreased in the conditions of war, compared to the conditions of COVID-19. 84.7% of teachers confirmed the increase of such a need, while 15.3% hesitated to give an exact answer to this question.

Since the ability to plan is important for ensuring high-quality educational communication in the conditions of war, we asked the respondents whether they plan for their future, including in their professional life. The vast majority of teachers noted that they necessarily have both short-term (1-5 months) and long-term (6 months and more) plans (75.6% of respondents). 23% noted that in general they tend to plan, but during the war they make only short-term plans. 1.4% make plans only for a week ahead. There were no such teachers who did not make any plans and lived one day at a time.

The quality of educational communication is affected by the motivation of students, so we were interested in the opinion of teachers about changes in the motivation of students during the period of full-scale invasion. According to the results of the survey, more than a third of respondents (34.5%) believe that the motivation of students to study has improved since the start of the full-scale invasion, 45.7% of the surveyed teachers believe that motivation has not changed, and 15.8% have noticed a decrease in motivation. Those teachers who believe that motivation has increased indicate the following two main reasons for the increase: "Revaluation of values - students began to appreciate more the opportunities they have"; "Understanding that, despite the war, everyone should do their own thing, and the main thing for children is to learn". Those teachers who believe that motivation has decreased point to one single reason for the decrease – "Parents have relegated children's education to the background, compared to safety issues".

We also asked the teachers about what role, in their opinion, educational communication plays (in particular, "student-teacher" interaction) in the formation of children's social adaptation in wartime conditions. All respondents, without exception, rate this role as "the most important" and "very important" (70.5% and 29.5%, respectively).

In the theoretical part of this article, based on the results of the analysis of scientific works of scientists who studied communicative action, as well as issues of social communication, including in crisis conditions, it was noted that the set of communicative actions, which is implemented in discourse, affects the perception of social reality and can produce social reality for the participants of the communicative process. Therefore, a properly organized communicative process is able to switch the attention of its participants from the crisis situation to the current activity, in a certain way normalizing this activity and reducing the influence of stressogenic factors generated by the crisis. To evaluate the effectiveness of educational communication in the conditions of war, the general image of reality (positive or negative), which is constructed and supported in the educational and communication process, is important. In this regard, we asked the teachers what perspectives of the future prevail in their worldview. As a result, it was found that about 90% of teachers have only optimistic and rather optimistic vision of the future and only 3.75% are inclined to pessimistic assessments of the future. About 6% expressed hesitation to define their views of the future in any positive or negative terms.

In general, the results of our empirical research showed that despite the war and the large number of problems caused by it, there are positive trends in the organization of educational communication, which is specified below in the conclusions.

4 Conclusions

The analysis of general approaches to the study of social communication in crisis situations, as well as means of communication used in modern education, made it possible to derive key theoretical propositions regarding the peculiarities of educational communication in crisis situations, including those caused by war:

- The main goal of educational communication is to establish understanding between the participants of the educational process, as well as to establish cooperation (in which, in fact, is its effectiveness lies);
- Ensuring the continuity of the communication process, diversity and availability of means of communication (messengers, social networks, e-mail, telephone, websites, etc.), clarity of information (including, through the involvement of experts, authoritative persons, etc.);
- Readiness for possible difficulties caused by the crisis, planning activities and communication processes, which helps to prevent, overcome these difficulties or mitigate negative consequences;
- Strengthening of the psychological component of educational communication, active use of measures and methods of psychological relief and psychological support of participants in the educational process;
- Strengthening the cultural, value aspect of communication, taking into account the value orientations of participants in the educational process, actively practicing measures to support universal values (friendship, mutual support, mutual assistance, etc.);
- The discursive focus of educational communication on the formation/maintenance of a positive vision of the world by the participants of the educational process, switching their attention from the crisis situation to the current activity, and thus "normalizing" life and reducing the influence of stressors caused by the crisis.

In the modern world, there is a wide range of means of educational communication: interactive technologies; online platforms and portals; resources with video and audio educational materials; electronic libraries; resources for self-study, etc. The crisis conditions of the COVID-19 pandemic contributed to the active assimilation of all these and many other tools by teachers and students. However, the use of all these means in the conditions of the crisis caused by war has its own characteristics. Successfully ensuring the quality of educational communication in wartime depends on a number of factors, such as the security situation, the availability of Internet and mobile communications, the availability of technical means of communication, and the availability of qualified specialists capable of organizing effective educational communication. The study of the peculiarities of educational communication in the conditions of war will contribute to the development of programs and practical recommendations for the preparation of educational institutions, as well as participants of the educational process (not only in Ukraine, but also in the EU countries) for crisis situations, the development of their communication competences. Taking into account the fact that in social and, in particular, educational communication, it is not so much the content of information that matters, but rather the means of its transmission, we consider the most common and most effective of them, in particular, those that are suitable for use in war conditions.

In the empirical part of the article, an analysis of the features of educational communication in the conditions of war is carried out, based on data from an online survey of teachers conducted by the authors. On the example of schools in the city of Kharkiv and the Kharkiv region, actual forms, means and methods of educational communication are clarified.

Forms of educational communication mean: synchronous or asynchronous conducting of educational classes; online or offline mode of conducting classes; meetings of the teaching staff; parent meetings; psychological relief measures for the participants of the educational process (holiday celebrations, fairs, etc.).

The technical and technological tools used for its implementation are considered as means of educational communication, namely: platforms for online conferences (ZOOM, Google Meet, etc.); educational portals ("Vesovsita", "Na urok", etc.); websites of educational institutions; means of telephone mobile communication; messengers (Viber, Telegram, etc.); social networks (Facebook, Instagram, etc.), etc.

While studying the methods of educational communication, we paid attention, first of all, to the skills of teachers (creating and using audio and video recordings of educational classes, using the possibilities of educational platforms and portals, keeping blogs, attracting experts to participate or conducting educational classes), their ways of implementing educational communication, active use of various means, ability to plan, providing mental support for students, etc.

The results of the conducted online survey of teachers showed that, despite the war and the large number of problems caused by it, the following positive trends are taking place in the organization of educational communication:

- System and continuity of educational communication is supported;
- Many means of educational communication are used, their use is aimed at supporting dialogue and synchronous communication of participants in the educational process: teachers and students (conducting classes in the mode of online conferences, telephone communication, etc.); members of the teaching staff among themselves (meetings, conferences); teachers and parents (parent meetings);
- Experts and specialists (medical workers, military psychologists, psychotherapists, representatives of the State Emergency Service, representatives of the National Guard of Ukraine, the Armed Forces of Ukraine, the Territorial Defense Forces) who have experience in extreme or life-threatening situations are involved in the training sessions, in particular those that occurred during the period of the full-scale invasion of Russia.

▪ Despite the difficult conditions of war, teachers try to improve and expand the methods of educational communication they use, some of them testify to the growth of their own professional and communicative competences; the main reasons for choosing certain methods and means of educational communication are that they provide speed and convenience of communication, interaction with students and parents under the influence of war-related restrictions;

▪ Teachers provide constant psychological support to students, the need for which, according to the teachers themselves, has increased significantly since the beginning of the full-scale war;

▪ Teachers mostly plan their future;

▪ Teachers have a positive vision of the future, which they translate in the educational process, in educational communication with students.

In general, according to the results of research, it was found that educational communication in the conditions of war, in addition to its main mission (educational), is one of the most effective means of improving the moral and psychological state of teachers, students, and their parents. The study made it possible to reveal that the role of educational communication in the conditions of war is not only in the transmission of information, but also in the creation of an effective system of interaction between different social groups and in the management of information processes. Appropriate methods and means of educational communication can help to support stability and preserve social development.

The results of research have important theoretical and practical value, they can be useful for a wide range of educators, social pedagogues, psychologists, and other specialists working in the education system. First, they contribute to the formation of a holistic vision of factors and conditions for ensuring high-quality (effective) educational communication in conditions of a global crisis (for example, a crisis caused by war), allow specifying the most effective means and methods for ensuring such communication. Secondly, they can serve as a basis for the development of programs and practical recommendations for the preparation of educational institutions, as well as participants of the educational process (not only in Ukraine, but also in the EU countries) for crisis situations, development of their communication competences.

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