

CHAPTER I.

PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT OF THE PROFESSIONAL DEVELOPMENT OF EDUCATOR'S PERSONALITY: EDUCATION, SECURITY, PEACE

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PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT OF TEACHERS' PERSONAL AND PROFESSIONAL DEVELOPMENT IN THE CONDITIONS OF ARMED CONFLICT

Abstract. This article focuses on the issue of psychological and pedagogical support of teachers' professional development and activity in the conditions of armed conflict. The introduction mechanism of specified support is described which includes the narrowly specialized assistance and support of a teacher for his mental health, the prevention of the emotional burnout and the motivation to the further professional development during the process of the educational reform «New Ukrainian School». Teacher's personal and professional development support peculiarities in the armed conflict conditions

have been considered in the article, as well as the training results of the educational process in innovative technologies on the basis of the competence approach (life skills development) through educational projects introduction and piloting. The structure and algorithm of psychological and pedagogical support for teachers' personal and professional development in armed conflict conditions have been developed.

Key words: psychological and pedagogical support, professional development, training of life skills, competency's approach, difficult life conditions

Introduction. The problem of teachers' professional development psychological and pedagogical support remains relevant in connection with the education system active reform and regional socio-political instability in the country. Today, Ukraine is included in the list of countries where children are involved in hostilities. Educational institutions are often used for military purposes. According to UNICEF data, more than 740 schools have been destroyed or damaged during the conflict in Donbas. This is 1.5 times more than the total number of schools in Kyiv city [1]. According to the results of investigation in the years 2013-2017, Ukraine entered the top eight countries in the number of armed attacks on schools, along with Afghanistan, Syria and South Sudan [2; 3]. The long-term consequences of the armed conflict remain the most difficult issue to assess.

In this situation, the issue of teachers' psychological and pedagogical support, their professional development is a cross-sectional monitoring problem, which needs constant attention. Teachers continue to live and do their professional duties, trying to ensure a comfortable psychological climate and positive relationships with students and parents. Therefore, it is necessary to pay attention to pedagogical workers health promotion, their emotional burnout prevention. It is necessary to create a friendly and safe environment in local educational institutions.

In recent years, scientists and international organizations workers pay a lot of attention to the problem of internally displaced persons' socio-pedagogical and psychological assistance during military conflict, including assistance to families with children [1-3; 7-9; 11; 12], internally displaced children adaptation [4-6; 12]. Assistance to the military conflict victims and their post-traumatic stress disorders prevention is very important too [5; 6]. However, the issue of psychological and pedagogical support of teachers during armed conflict is almost not covered in modern scientific and methodological literature.

The purpose of the article is to cover the issue of teachers' professional and personal development, their psychological and pedagogical support in the conditions of armed conflict.

Study results and arrangement.

Taking into consideration Donetsk region social environment (Table 1), we can make a conclusion that the problem of psychological and pedagogical support for teachers' professional development comes to the fore both at the national and local levels. National educational reforms implementation is very important at the local level: how can we teach teachers who find it difficult to leave areas of constant military violations and absence of mobile and online communication means; how can we motivate them to improve their education level in conditions of constant physical and psychological stress; when and how can we prevent their post-traumatic stress disorder development [7]; how can we improve the learning process, make it safe and interesting?

Table 1

Report on educational incidents in Donetsk region, Ukraine (according to Ukrainian educational cluster data as on 04/03/2020)

Indicators of the military conflict impact on the educational system (incidents quantity)	2017	2018	2019	2020
Infrastructural damage	43	16	36	2
Temporary schools closure due to conflict (including distance education implementation cases)	22	50	2	5
Military usage or the immediate vicinity of military facilities	-	11	8	0
Other incidents, leading to the death, injury and danger for students, teachers and parents	-	5	10	3

"New Ukrainian School" concept implementation at the national level requires maximum assistance in preparing young people for the life in modern society, their self-determination and holistic self-realization assistance provision. It is very important for local youth effective life competence development. Competence-oriented approach to the formation of the educational content has become a new conceptual guideline for the educational community in Ukraine. The key problems of this educational approach implementation have been carefully considered by scientists from the developed European countries, studied by teams of well-known international organizations, including UNESCO, UNICEF, UNDP, the Council of Europe and others.

The National Academy of Pedagogical Sciences of Ukraine is actively conducting fundamental research on competency-based education, which is related to the introduction of a competency-based approach in all levels of educational process. The works of the following Ukrainian scientists as: I.Bech, N.Bibik, A.Bogush, L.Vashchenko, I.Yermakov, O.Lochshina, V.Luhoviy, O.Ovcharuk, N.Pobirchenko, O.Pometun, V.Radkevich, O.Savchenko and others are devoted to this issue.

Scientists note that the approval of the competency approach should already be manifested in educational ability strengthening to:

- theoretical and empirical description, explanation and results prediction;
- measured quality scientific and methodological support;
- scientifically based principles establishment for identification methods and technologies development in the field of standardization, achievement and results evaluation [10].

The competence approach introduction, according to O. Savchenko, should be a systematic and multidimensional process that encourages teachers to take into consideration the current and future needs of children development; their professional trainings modernization; their involvement in personally meaningful, successful learning, development of positive thinking and formation of responsible behaviour. At the same time, O. Savchenko draws our attention to

the need to harmonize the implementation of the competency approach with the parameters of the National Educational Qualifications Framework [10].

Beyond all doubts the introduction of competency-based approach to the educational process requires a new and effective technologies implementation to change the consciousness of the teachers who work near the military conflict contact line. First of all, teachers should change their attitude to themselves, to schoolchildren, to the situation (often long-lasting) and improve their ability to meet present and future needs. Accordingly, developing educational policy at the local level, we should take into account all the circumstances and be "sensitive" to the conflict in order to support teacher's personal and professional development. The system of psychological and pedagogical support has been developed and implemented, which aims to support the professional development of the teacher's personality in an armed conflict and includes four aspects (see Fig. 1).

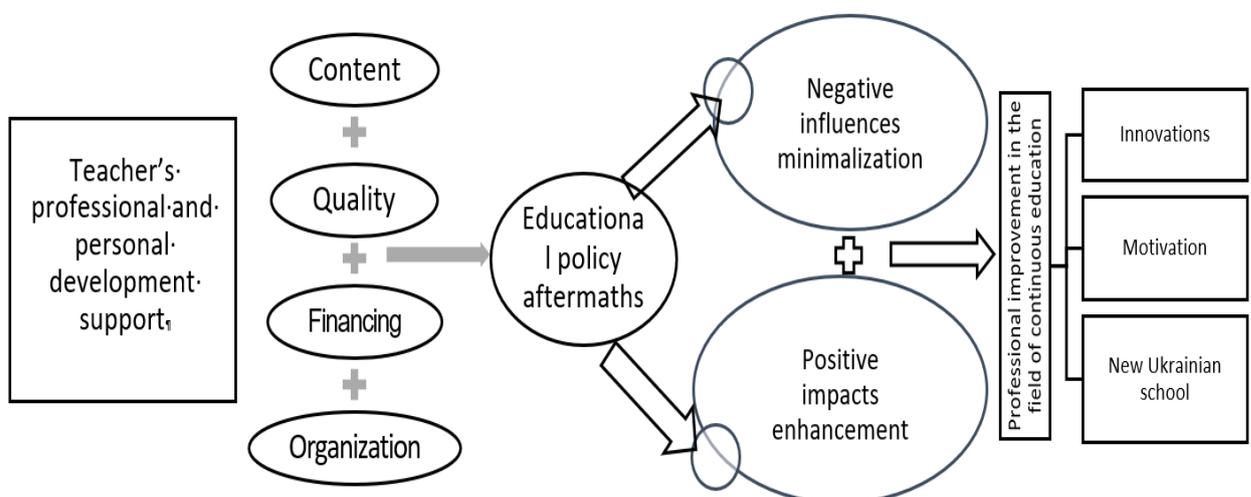


Fig. 1. Teacher's professional and personal support development features at the local level in the military conflict conditions

First, *the of educators training content* should be determined taking into consideration teachers and students' individual needs in mastering necessary skills in the field of psychology of both educational process management and group dynamics. This content forms the basis of the competency approach based on the life skills development and psychosocial assistance provision. Second, *the quality of support for the professional development of teachers' personality* is

provided by the direct psychological and pedagogical support for the formation of their life competence. It promotes adaptation to changes in the modern environment, adequate response to difficult situations, professional growth and self-realization, partnership formation between teachers, children and parents. Third, *the issue of teachers' training financing* in innovative technologies of life skills development can be solved by various projects implementations and piloting with the support of the United Nations Children's Fund (UNICEF) in Ukraine, NGO "Krok za Krom", NGO "Health through Education", NGO La "Strada-Ukraine", NGO "Slova Dopomogayut" and others. This makes it possible to reach a large number of teachers in short terms by attracting project funds, promotes their readiness to implement and develop the concept of "New Ukrainian School". Fourth, it makes possible to solve great number of organizational issues through *timely flexible and mobile response to the needs of educators*.

The introduction of new professional growth forms affects the change of teachers' attitude and stimulates their need to define new goals, to master new competencies and achieve them.

Taking into account the above aspects allows us to build an appropriate structure of psychological and pedagogical support, which minimizes the negative impact of educational policy and increases its positive consequences. This structure includes the following components [11]:

- 1). Negative training impact prevention during two or more teachers trainings from the same small rural school or kindergarten at the same educational institution working time (work schedule, lesson schedule, etc.). Accordingly, in order not to disrupt the educational process, most trainings were held on Friday, Saturday, Sunday; the transfer and the route of the participants were clearly defined in 3 months before the start of the work, the administration of the educational institutions was informed in advance about possible changes in terms of the project, etc.

2) Prevention of teachers' concentration on personal experiences related to hostilities in their place of residence, their immersion in own problems. Accordingly, for some time it was desirable to shift teachers' attention to the training content and their personal status "here and now". For this purpose, interactive techniques were actively used which promoted teachers' interaction and mobilized their effective activities during the dynamic learning process. It made training process interesting and emotionally attractive for the teachers. Casual communication contributed to the inner self-development of each participant, positive emotional mood gave them opportunity to work with trust and respect each other.

3) Prevention of teachers' resistance to master new educational technologies, which could be caused by a sharp change of circumstances and emotional overload. Many teachers intended to refuse to participate in training or asked for partial suspension. To this end, a developed system of incentives and motivation was introduced: prompt involvement of participants who wished to participate in the work; search for solutions that would promote the active teachers' work; interesting dynamic exercises inclusion to relieve stress, participants' attention activation; positive trainers' attitude to work in predetermined negative conditions.

4) Particular attention was paid to create particular positive conditions for participants' adaptation, individual resilience, social support and the educational environment. The right choice of the training area was very important too. The choice of the working place was conditioned by the possibility to avoid stress, to have a rest and to live in comfortable conditions (there is hot water, shower, electricity, the Internet, television, etc., which most participants are deprived of on the spot). Also we should make an emphasis on participants' proper nutrition, their social ties expansion and possibility to improve psychophysical states.

This structure of psychological and pedagogical support positively affected the participants' professional growth. We should mention several innovative training technologies implementation on a competency-based approach basis

(life skills development) through various educational projects introduction and piloting (see Table 2). Among the organizations involved in supporting of our initiative we should mention the followings: the Ministry of Education and Science of Ukraine, NGO "Children's Health through Education", All-Ukrainian Foundation “Krok za Krokom” European Union and the United Nations Children's Fund (UNICEF) as part of the European Union's “Children of Peace” initiative.

These projects implementation in preschool establishments and secondary schools allowed teachers to improve their attitudes towards children and the educational process, organize group work more often, discuss important topics and life situations, communicate on the basis of dialogue and partnership.

Table 2

Teachers’ life skills trainings based on a competency-based approach in the Donetsk region through project activities (with the support of the UN Office (UNICEF) in Ukraine) in 2016-2020

Projects	Schools and preschool institutions number	Trainings, seminars and supervisions number	Number of trainees	Number of children involved (pupils)
Learning to live together	619	58	1384	98432
Kindergarten is a friendly space for children	215	24	615	13669
Sport for self-improvement	99	12	198	3900
Regional project “Personal psycho-social support in vicissitudes of life” [5]	282	18	538	13500
«Mine danger informing under the scheme “Peer-to-peer”	73	10	151	3075
Safe learning environment provision for children and adolescents near the contact line in eastern Ukraine	40	368	145	5946
Active social activity skills	533	41	1099	22991
Education process integration based on the life skills course "I explore the world" for the methodological support of “New Ukrainian School	482	61	1693	27088
Inclusive environment establishment at Donetsk regional educational institutions	24	117	572	4311
Total	2367	711	6581	132052

The first successful pilot project in Donetsk region was "Learning to Live Together" one, which became possible in joint activities with NGO "Children's Fund for Health through Education" and the Office of the United Nations Children's Fund (UNICEF) [11]. This project consisted in life skills training (LST) for teachers. As a result, it became possible for teachers to provide children and adolescents with a psychological support in emergencies. Taking into consideration a number of schools and teachers covered by LST project, we used a cascading training approach, consisted of the following steps:

- establishment of 19 regional trainers teams, trained by the specialists of Donetsk Regional Institute of Postgraduate Pedagogical Education and the methodologists of local municipal educational departments;
- training of teachers by the trainers (at least 2 teachers from each regional educational institution took part in 3-day training sessions);
- children training by trained teachers in classes during the project "Learning to Live Together".

Thus, in 2016-2018, regional trainers trained 1,570 teachers by the "Methodology of teaching a training course on the Partial program for social skills effective development and interaction of children from 4-7 years old as part of "Learning to Live Together" project" and on "Teaching methods during a training course " Learning to Live Together" in primary and high schools on the basis of life skills development". During this period, 98,432 children of preschool and school age took part in our project (see Table 3).

Table 3

Study results and effectiveness evaluation of the project "Learning to Live Together" in 2016-2018

Indicators	Time period		Total
	2016-2017	2017-2018	
Number of educational establishments	280	339	619
Number of trainings	25	33	58
Number of trained teachers	598	972	1570
Number of children involved (aged 3-16)	37848	60584	98432

Quality analysis of the project implementation through the use of personality-oriented, active, collective and diverse teaching methods let us to

identify and of the child's identity development effective practices that can be used by teachers: uniting the children's community, their independence, interests, their emotional expressing directness, their ability to express their own opinions, etc. Working forms such as being in a circle and working in small groups have become very important to ensure that trainees could listen and talk openly about their feelings. Many educators noted the creative approach and positive impact of games, which had been used as exercises in life skills classes.

At the same time, competency-based learning became an additional stress for some teachers, as the main focus of regular lessons used to be on strong students, and teachers had to pay due attention and involve all children in life skills training. It was difficult for teachers, they were afraid to evaluate the effectiveness of their work in the context of LST. For the most part, it was difficult for teachers to "turn off their teaching mentality" and stop evaluating children's actions. Some teachers were afraid to use innovative teaching methods and suffered of a real emotional tension because of that [11].

Despite the psychological resistance shown by teachers at the beginning of the training, they later noted the positive impact of LST training on them. Most of them were tense and stressed before participating in the training. By the results of the training, teachers have shown that they become more efficient, better communicating, attentively listening, and have improved their relationships with other training participants and promote their ability to work. Teachers appreciate the fact that during the training they have to behave like children, it helps them to understand children's feelings much better.

According to the teachers' feedback [11], students really liked the form of life skills training. In some cases, children were surprised by the new approaches used in the first lessons and sometimes resisted the changes, but starting from the third lesson, most of them were looking forward to the beginning of another lesson. Teachers noted greater openness, confidence, ability to self-organize and self-regulate tolerance and team spirit among children. They noted that students became more positive about the future after attending their training sessions.

Here is the statement by the teacher from Kramatorsk: "The project works as a chain reaction: it affected me - I pass it on to others. My family encouraged me to become a blogger. They helped me to create my blog called "Add Life to Every Day." We give life to children every Thursday. They call me a "YouTube Star". That is why LST is effective in primary, secondary and high school. Children monitor the results of the Project and the chain reaction is triggered" [11].

Thus, learning life skills on the basis of a competency-based approach allowed teachers to look at their activities differently and begin to actively use the project methodology during their subject teaching. The teachers are no longer the only source of knowledge; they become the organizers, curators and moderators of the child's educational path. Personality and competence-oriented approaches, educational process management, group dynamics psychological mechanisms are indicators of "New Ukrainian School" reform implementation.

Having gained teaching experience in teachers life skills, we come to the conclusion that it is necessary to update and improve teachers' training level and to implement appropriate psychological and social support of the individuals who find themselves in a difficult life situation. In this regard, the question arose about project implementation of this support for the teachers who communicate directly with children. We obtain information about changes in their life situations. An adult who not only has the relevant knowledge, but also can cope with their own psycho-emotional states in time can provide all necessary assistance to a child.

Thus, the institute implemented a regional project "School of Self-Development" for psychosocial support of the individual in a difficult life situation" with the support of the Department of Education and Science of the Donetsk Regional State Administration and the United Nations Children's Fund (UNICEF) in Ukraine. The content of the project has been successfully tested in corporate integrated full-time distance learning courses on this topic.

The main goal of the project was to increase the level of professional and technological awareness and training of preschool teachers, primary school teachers and class teachers of 5th grade on the following issues:

1) to develop psychological security of teachers in stressful situations, master technologies to restore their psychological states;

2) to provide high-quality psychological and social support for children who find themselves in difficult life circumstances, to prevent various psychosomatic problems in learning and post-traumatic stress disorders development;

3) to ensure children- parents productive interaction [9].

The course of the self-development school consisted of 18 trainings, each lasted for 3 days. 538 teachers from 292 educational institutions from 15 regional cities and districts (primarily located near the contact line) raised the level of their own skills and abilities to provide psychosocial support to children and received individual and group psychological assistance.

Thus, the presented project helped teachers to master their skills to restore their psychological state, to prevent psychosomatic problems development during educational process, to organize partnership relations with parents and to overcome traumatic life effects. The analysis of the project implementation effectiveness allowed us to determine teachers' revealing personal peculiarities, namely: their association with like-minded professionals, independence, interest, immediacy in expressing their own emotions. Assessment of the project impact on the educational activity, teachers' attitude and behaviour shows positive changes in the formation of their life goals, revision of their own identity based on the acceptance of life changes.

A key aspect of the implementation of the "New Ukrainian School" concept is the creation of a safe, comfortable and inclusive educational environment in educational institutions. The educational institutions management should possess more developed psychological competencies that will provide new opportunities for administrative personnel, teachers, parents

and children and make it possible to create a comfortable educational space. In 2016, the United Nations Children's Fund (UNICEF) in Ukraine submitted to the Ministry of Education and Science of Ukraine a concept note "Safe Schools in Ukraine", in which it proposed possible components of a programmatic approach to establish safe schools. In November 2019 Ukraine joined the Declaration on Schools Security. The concept of "Safe and child-friendly school" (hereinafter SCFS) implements all the principles of the new Ukrainian school with an emphasis on:

- 1) the principles of life skills development (competence approach) training;
- 2) teachers' training on important issues of SCFS;
- 3) creating a safe and child-friendly learning environment;
- 4) effective self-government: planning, management, participation and partnership [12].

According to the Memorandum of Cooperation between the Ministry of Education and Science of Ukraine and the UN Children's Fund (UNICEF), in order to pilot and test the Concept "Safe and Child-Friendly School" in Donetsk region, within the implementation of the reform "New Ukrainian School" a conceptual framework safe school has been developed, which contains four standards [12]:

- 1) protective and health favourable physical environment for learning;
- 2) comfortable psychosocial environment;
- 3) inclusive education of children and adults based on universal values and vital competencies;
- 4) effective school management, partnership and participation.

During last two years, a number of measures have been taken to effectively implement the project "Safe and child-friendly school" for each standard. Pilot educational institutions, in accordance with the 1st standard "Effective school management, partnership and participation", introduced an online survey "Express assessment", which involved all educational institutions teachers and staff, children, parents and local community representatives. These results

allowed us to identify general strengths and weaknesses, internal resources, to introduce a system of effective change.

The second standard "Protective and favourable environment for health and physical learning" addressed the existing problems for educational institutions: repair of toilets, canteens, renovation of fences, convenient safe access to the institution, bicycle parking, video surveillance, fresh water sources, etc. Advocacy, counselling, mentoring, changes process and results monitoring were constantly carried out. The modelling of the "Safe and Child-Friendly School" approach was carried out in cooperation with Donetsk Regional In-service Teacher Training Institute, UNICEF representatives and local community leaders where the pilot institutions are located. Coherence between the local community leaders and UNICEF representatives is very important too. Co-investment estimated 50% to 50% for each party that provided an opportunity to eliminate weaknesses in accordance with the action plans of educational institutions.

As a part of the third standard implementation "Comfortable psychosocial environment", appropriate peer-to-peer corporate teachers' trainings and online courses "Safe and child-friendly school" have been carried out. According to its results, pilot educational institutions have developed their SCFS concept plans. "Safe School" and "Our Choice of Health" creative groups have been established, as well as "Mediators" school services of understanding, "Schools of Parenting" trainings and pedagogical counsels.

Considering the implementation of the 4th standard "Inclusive education based on universal values and vital competencies", we should mention the program initiated by Donetsk Regional In-service Teacher Training Institute consisting of trainings of teams to support changes in pilot institutions and appropriate mentoring support for the first 3-4 months. They included the head of the institution, a deputy director, an inclusive class teacher, a psychologist, a teacher's assistant, student government representatives and parent community representatives. As a result of cooperation with the "Krok za Krom" All-

Ukrainian Foundation, several inclusive groups and classes have been established in educational institutions. It increased teachers' readiness to cooperate with children and parents.

According to the current educational transformations, first of all, it is necessary to create a quality management system of the educational institution. At the heart of these changes we can admit the most decentralized model of general secondary education, which determines the broad independence of the manager of the institution. The content of educational management is a purposeful activity to create socio-prognostic, organizational, legal, personnel, pedagogical, material and financial conditions, that are necessary for the optimal functioning and development of education [13]. Due to this content the new trends in management appear. In particular, among other managerial innovations we implement inclusive education and project activities.

Hub School of Bylbasivka became a participant in the project Child Friendly School which was supported by the United Nations Children's Fund (UNICEF) in August 2017. According to the definition «child friendly school» is an educational institution that provides all the necessary conditions for learning, successful socialization and harmonious development of children and adolescents with an emphasis on life and health. Such conditions are a favorable physical and psychosocial environment, inclusive learning of vital competencies, democratic school governance, partnership and participation [14].

The first and main condition of the project was the architectural accessibility of the institution, which is determined by the comfortable material and technical base of the institution: school bus for pupils, fence around the school territory, automatic fire alarm, the entrance for children with special needs, toilets, mini-football field, gym, playground, bicycle parking, stairs with anti-slip coating, well equipped classrooms with modern computers and furniture.

Inclusive education as a direction of updating the content of education and implementation of our project led to a further step – changes in management,

namely: improving the regulatory framework, solving conceptual theoretical and organizational issues, training of participants in the educational process etc. As the question is new, a lot of reservations and misunderstandings appeared, but at the same time this issue was very topical in everyday life, as classes with inclusive education opened. In practice, we solved problems that further formed the first experience. The creation of the communication model „parents – educational institution” was normatively elaborated, a support team was formed, a person responsible for the development of IRP (Individual rehabilitation program) coordination was appointed, the specialists for correction-, development- and psychologic-pedagogical classes were provided, IRP implementation was monitored, and a referral system was organized.

The process of learning and development is based on the interaction of students, teachers, parents and staff. All participants of the educational process have participated in the training course „Inclusive Education”, the issue of which is cross-cutting at meetings and parent-teacher conferences. Educational work is carried out constantly. The parents of pupils with special needs consult other parents, which reduces stress and anxiety when contacting a psychologist and IRC (Inclusive Education Resource Centre) specialists. Any change is accelerated if it is understood, has a value dimension and directed action. An important factors in supporting the discussed issue was the work on the formation of value priorities in the community of the educational institution and the renewal of school life norms. This issue is pervasive and already has its positive results.

Providing conditions for psychological and emotional comfort is facilitated by the dissemination of socially-oriented learning practices (STEM-projects, organization of cooperative learning, personality-oriented learning, partnership pedagogy, etc.). Pupils autonomy plays a positive role in the activities of the social model, because it has an impact on pupils at the level of cooperation with class groups. Child leaders became mediators, which made it

possible to resolve conflicts peacefully and find common ground with other participants in the educational process.

In the process of implementing these tasks, we have created a social model that includes special adaptation and modification services that work to overcome different barriers. To see them when they exist in the team, at school, in the local community, interfere with every child means to be socially active. The first results we achieved:

- raising of the professional level of teachers;
- a strategy of cooperation was created;
- enrichment of the information about the class team;
- saturation of educational space with additional resources;
- a culture of joint teaching, based on the distribution of responsibilities, workload, results and success, was formed;
- the rules of cooperation were formed;
- creative planning;
- a positive atmosphere for the children was created.

The obtained experience motivated teachers to create innovations in the modern educational process, provided them with an opportunity to find both internal resources and external support to move forward. The equal access to resources for all teachers and children is very important too, as well as quality focusing, life competences development and non-violent partnership of all participants in the educational process. Regional educational institutions obtained very important experience during the following projects: "Creating an inclusive environment in educational institutions of Donetsk region", "Information on mine danger under the program "Peer-to-peer", "Safe learning environment provision for children and adolescents who live near the contact line in eastern Ukraine", "Living skills for active citizenship", "Educational life skills integration based on the course "I explore the world" as part of the "New Ukrainian School" project". These projects helped to unlock the potential not only of teachers and children, but also parents, community and educational

institutions. During one academic year, more than 63,411 children of preschool and school age, 2,053 active parents, 3,615 teachers and 350 staff members were involved in this activity.

In 2020 the pilot project "Safe and child-friendly school" was continued. Psychological and pedagogical support covered 25 educational institutions located in armed conflict of affected area (up to 20 km from the contact line). The purpose of the project was to diversify and expand the models of educational institutions functioning in Donetsk region under the project "Safe and child-friendly school".

Due to quarantine restrictions on the spread of COVID-19, psychological and pedagogical support was provided online. Thus, 541 educational specialists took part in various forms of online activities during the year. Raising teachers' awareness of online modules "Epidemic Education", "Safe and Child-Friendly School" helped to promote the idea of partnership as key part of the "Safe and Child-Friendly School" project, to find internal resources and external support for moving forward in the educational process.

Among the significant achievements of the pilot projects we should mention the following:

- Training program "Safe and child-friendly school" development and implementation: transformation approach modelling for the educational institutions, aimed to adapt "Safe and child-friendly school" model to the particular educational institution, taking into account previous experience.

- Experience obtained by the pilot schools in Donetsk region during regional and national events, including the XI International Exhibition "Modern Educational Institutions" and "World Edu" (2020), national Ukrainian trainers' trainings as part of "Safe and child-friendly school. Implementation tools and resources".

- State Service for Education Quality award by the results of pilot educational institutions activity according to the "School safety and health Index".

Discussion: Donetsk Regional In-service Teacher Training Institute activity results are several educational projects introduction in practice of many regional educational institutions and the algorithm development for psychological and pedagogical support and professional development of the teachers (Table 4).

Table 4

Algorithm of the psychological and pedagogical supervision for the educational specialists professional development

№	Structural components	Component features
1.	TIT-trainers trainings	TIT trainers' training by the specialists of the Regional institute of postgraduate education and methodological aid of state education department specialists' provided psychological and pedagogical support to teachers on the basis of new technologies introduction in educational process.
2.	Support teams trainings	Includes training for 2 to 5 representatives from every pilot educational institution (administration representatives, psychologist, teachers and parents from each pilot school), which provides a systematic approach to the advanced educational technologies implementation in the field.
3.	All educational process participants corporative trainings	Carrying out by corporate training support for all participants of educational process (teachers, parents, and children) and the personnel solves two tasks at the same time: promotes cohesion of all school team and provides psychological comfort and positive interrelations as a result of new technologies implementation for safety at the physical and environmental levels.
4.	Mentors' support	Carried out during the first 2-3 months of the innovative educational technologies introduction of by teachers of pilot institutions and includes mentoring meetings, supervision, consultations. Contributes to the development of regulation of psycho-emotional states, social environment interaction, and ability to overcome the difficulties of everyday life. That allows both a teacher and a child to develop and gain successful experience in living circumstances.
5.	Positive image Support for the pedagogical collectives in changes	Promotes the introduction of new technologies through the experience exchange at regional pedagogical events, namely: "Circles of Success", "Innovations Psycho-fest", innovations interactive exhibitions, online conferences many others.
6.	Innovation disseminations through professional development	Implementation of more than 30 in-service training programs (duration 6-30 hours). Among them are the following: "Safe and child-friendly school: modelling the transformation approach for the educational institutions", "Implementation of the inclusive education model", "Violence against children prevention and counteraction", "Mine risk education", "Methodological management supervision for the educational institutions", "Psychological support of the people in crisis life situations", "Pedagogy of partnership: psychological and pedagogical support of harmonious interaction between parents and young children", "Psychological resources of the teacher's personality: recovery and preservation", "Morning meeting" practice: development of empathy, intelligence and social skills of a child", "Puppet-person" methodology as a tool for preschoolers social and psychological development", "Social skills of effective interaction formation for preschoolers through the "Learning to live together program implementation", etc.

Among the effective ways of psychological and pedagogical support content formation we can identify the following: preventive trainings according to up-to-date modern interactive technologies, which provide a comprehensive impact on teachers' professional development, various life competence formation, elimination of negative social environmental factors. The application algorithm improvement for psychological and pedagogical support, promoting teachers' professional growth and development, skills mastering and healthy personality formation of a child according to "New Ukrainian School" concept.

Conclusions:

1. The system of psychological and pedagogical support of teachers' professional growth in Donetsk region requires innovative approaches to educators' training, which influences the change of teachers' own attitude to themselves. At the same time there is an attitude change both to the child's personality and to the educational process organization, self-educational activities that help participants to succeed in life.

2. Psychological and pedagogical support for professional development of the teachers who work near the contact line. It should be aimed at crucial life competencies formation and development, facilitate rapid adaptation to constant changes in the modern environment (for example crisis).

3. Constant knowledge content update for pedagogical workers' skills, newest educational technologies introduction, coordinated with urgent participants' needs in educational process. It will promote effective and proactive competence mechanisms introduction.

Thus, developed regional system of psychological and pedagogical support promotes teachers professional growth. This system has shown its effectiveness, but still requires new approaches and ways to attract additional funds. All of that will positively affect attitudes to the quality of teaching in the New Ukrainian School. In the future it will stimulate the need for self-educational activities, improvement of various professional competences, and the introduction of educational innovations.

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