

its citizens can take advantage of the opportunities to come. Approaching education reform in a synergistic manner will ensure that along with economic advances, renewal of the environment and civil society will also make great progress.

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IMPLEMENTATION OF THE “WRITING FOR INCLUSION” (WIN) PROJECT IN THE CONDITIONS OF WAR IN UKRAINE

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Inclusion is a long-term key priority for the European Union to ensure diversity in Europe. In 2010, the European Commission launched the Europe 2020 Strategy, which promotes social cohesion and development. The “Writing for Inclusion” (WIN) project focuses on raising awareness, changing perceptions, and providing resources to implement inclusion in education through the conception of Care in Education.

The start of the war in Ukraine in February, 2022 fundamentally changed the socio-economic, cultural and educational situation. This situation had a particularly strong impact on to educational system as well.

Due to this the purpose of the article is to analyze the peculiarities of implementation of the “Writing for inclusion” (WIN) project in the conditions of war in Ukraine.

The “Writing for inclusion” (WIN) project focuses on raising awareness, changing

perceptions, and providing resources to implement inclusion in education through the conception of “Care in Education”. The project is implemented by consortia from four European countries, which include institutions of higher and secondary education. The following are involved into the implementation of the project:

- 1) University of Vic-Central University of Catalonia (UVic-UCC) and School “Les Pinediques” (Escola Les Pinediques) — Spain;
- 2) Poltava V. G. Korolenko National Pedagogical University and Poltava General Education School of I-III degrees № 18 — Ukraine;
- 3) University of Florence (Università degli Studi di Firenze) and Educational Institution “Le Cure” (Istituto Comprensivo “Le Cure”) — Italy;
- 4) Eotvos Lorand Tudományegyetem University and Budapest Bilingual Vocational School (Erzsébetvárosi Két Tanítási Nyelvű Áltános Iskola és Szakgimnázium) — Hungary.

A key aspect of the project implementation is the application of the “Care in Education” methodology and the promotion of tolerance and respect for the personality [2].

The target groups of the project were primary school teachers, teacher assistants, and primary school students. In general, more than 100 primary school students took part in the project. In addition, a number of multi-auditory events were implemented for teachers, lecturers, students of pedagogical specialties and other educational stakeholders to disseminate the results of the project [1].

The start of the war in Ukraine (February, 2022) effected the socio-economic, cultural and educational situation. Under the new and real threat of occupation, bombings and missile attacks all citizens feel fear, despair, irritation, and anxiety. Daily life has been destroyed and changed, and turned out onto constant efforts to find salvation, means of livelihood, and a place to shelter from rocket attacks. This situation had a particularly strong impact on to educational system as well.

According to official data of the Ministry of Education and Science of Ukraine, 2.211 educational institutions were smashed or damaged. However, in reality, this number is much higher, because even calculating the damage and assessing the degree of destruction is not always possible due to the occupation of the territory and constant shelling with rockets and artillery.

During covid pandemic educators and students used to work online. But in the course of the war, electricity, mobile communication and internet were not available and accessible sometimes per days and weeks. Thus, we had to look for new ways and approaches towards teaching and work within international project activities.

Also, children as the most vulnerable category of society really needed special psychological support and care. Thus, we consider this project to be a help to overcome negative consequences for children’s psychic.

Separate components of this project were also implemented by the employees

of the Department of Psychology of the Poltava National Pedagogical University, which provides permanent and qualified assistance to children from immigrant families living in university dormitories. In particular, counseling is carried out, trainings are conducted with children, and various types of therapy are used in order to optimize the psycho-emotional state. Such forms of work are permanent, as the restoration of mental health and psychological well-being of immigrants, especially children, is the primary task of psychologists. In this context, some children were involved in working with interactive technologies, creating videos, which was simultaneously a means of their therapy and stress reduction, and was the implementation of the conception of “Care in Education”, their assignment to joint intellectual activity with other children.

The psychological service of the university also provides constant advisory assistance and carries out the process of psychological support for internally displaced persons at the university. Employees of the psychological service were also involved in the implementation of this project, providing recommendations on organizing the optimal level of emotional interaction with children in the process of joint work [3].

In the context of the war one of the most important result of the “Writing in Inclusive Education” project was to create the animated resources for digital storytelling. This was extremely important and therapeutically important for the children, as it gave them the opportunity to reveal negative emotions, to release them in the process of creating animated products. By creating videos, children improved their emotional state, developed their own expressiveness, and realized their creative potential. The main thing was that they were involved into the creative process, where they were in a state of active interaction with teachers and each other. In fact, the realization of this task was the central component of the “Care in Education” conception implementation in the creative activity of primary school students.

At the same time, a combination of two levels of care for students was observed:

- 1) on the one hand, they developed their multimedia competence;
- 2) on the other hand, students improved their indicators of emotional functioning due to inclusion in a joint system of activities with others.

Conclusions. We should conclude, that cooperation, participation in international projects is one of the priorities for the development of today’s education. Through partnerships, using the principles of understanding and trust, school youth, together with peers from different countries, learn to develop intercultural understanding and the ability to live and work in a global space.

In the conditions of war the implementation of the “Writing for inclusion” project made it possible to ensure the full inclusion of children in the interactive educational space and implement the “Care in Education” conception. The creation of video files and various animated products by children contributed to the improvement of their

competence in the use of technical teaching aids and made it possible to include them in the international educational space. The simultaneous directions of work by teachers and children made it possible to implement and approve the postulates of the “Care in Education” conception in educational practice at many levels.

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ПСИХОЛОГІЧНІ ОСОБЛИВОСТІ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ СТУДЕНТІВ

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На етапі інтенсивного розвитку економічного та політичного життя суспільства і змін, що відбуваються в системі вищої школи, зростає важливість вивчення та врахування особистісних властивостей і особливостей студентів. Це пов'язано з високою соціальною відповідальністю майбутньої професії студента, з розширенням поля її професійної діяльності та основних професійних завдань, зростаючою потребою допомоги іншим людям. Однією із центральних властивостей особистості і професійним інструментом є комунікативні компетенції. Вони виступають домінуючим, системоутворювальним компонентом професійної діяльності. Розвиток і функціонування комунікативної сфери людини безпосередньо пов'язані з проблемами спілкування, міжособистісної взаємодії і професійних відносин. Недостатній рівень розвитку комунікативних компетенцій веде до багатьох серйозних проблем у практичній діяльності психолога. У зв'язку з цим дослідження комунікативної сфери особистості майбутнього фахівця стають предметом пильної уваги в психологічній науці.