

майбутнього, що включає душевний біль, смуток, гнів, безпорадність, почуття провини і розпач. Горе має надзвичайно важливе значення для психологічної адаптації людини. Воно дозволяє їй змиритися із втратою, адаптуватися до неї, пристосуватися до нових реалій життя без померлої людини та жити далі.

Психотерапевтам та консультантам необхідно враховувати, що кожна людина переживає втрату по-своєму і має всі необхідні ресурси для осмислення цього досвіду і надання йому сенсу. Завдання терапевта у цьому процесі полягає у прояві щирого співчуття до почуттів та переживань клієнта, активне слухання та виключність у його життя, нормалізація його стану та почуттів, котрі виникають у процесі проживання втрати.

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UPDATE OF SOME NON-SPECIFIC FUNCTIONS OF THE EDUCATIONAL INSTITUTION IN THE CONDITIONS OF WAR: PSYCHOLOGICAL SUPPORT OF PARTICIPANTS IN THE EDUCATIONAL PROCESS AND SOCIAL SUPPORT OF THE CIVILIAN POPULATION

The functionality of each social institution is quite broad. The functions of any social institution are divided into specific and non-specific. A specific function

is the activity of the institute, which is connected with the provision of that basic need of society, humanity, for the satisfaction of which it was created. In addition to a specific function, each social institution performs a number of non-specific ones. Each of them necessarily participates in the implementation of social control, regulation of social relations and behavior of people, in the process of socialization, social communication, social integration and differentiation, etc. Therefore, the list of non-specific functions of a separate social institution can be quite broad. All social institutions have almost identical lists of non-specific functions, however, each of them makes "its" (both in terms of volume and content) contribution to their implementation.

As for the institute of education, its specific function is teaching. The war is a social upheaval that radically affects all spheres of life, including education. Historical experience shows that in the conditions of full-scale wars, the institute of education suspended its functioning. The experience of the war in Ukraine shows that the institute of education not only did not suspend its functioning, but demonstrated a fairly high level of stability in the performance of its functions, which was proven by the results of our research. It is obvious that the education system of Ukraine fulfills its specific function in full. The educational process resumed quite quickly after the start of a full-scale invasion, and at a level no worse than it was during the period of COVID19. In addition, wartime education performs functions that are not typical for peacetime education, as evidenced by the results of our empirical study.

The study was conducted with the assistance of the Luxembourg Institute of Socio-Economic Research. In December 2022 – January 2023, we conducted 5 focused group interviews (each focus group – from 5 to 8 participants) with parents of Ukrainian schoolchildren from those regions of Ukraine most affected by the war (Kharkiv, Donetsk and Luhansk). Based on the results of focused group interviews, referring to the opinions and statements of their participants, we selected 6 schools of the Kharkiv and the Kharkiv region, which show high resilience during the war. We conducted 12 in-depth interviews with representatives of the teaching staff of these schools (2 representatives from each school). With the permission of the respondents, we made video and audio recordings of all interviews. After that, transcripts were made and processed using Taguette ([Taguette, the free and open-source qualitative data analysis tool](#)) – a qualitative research tool with open access that allows users to process qualitative data. After that, we used the method of "typical statements" for data analysis. For our research, typical statements are those that reflect the dominant viewpoints of all respondents. Presenting in this text the typical statements of teacher respondents, which they voiced during in-depth interviews, we identified each participant with anonymity, assigning certain codes: H1 and H2 – for school principals; T1–T8 – for teachers; TA9 and TA10 – for teachers who are also representatives of the school administration.

In presenting the typical utterances of the parent respondents, which were voiced by them during the focus group interviews, we did not identify each

participant and did not assign individual codes, because the typical utterances we selected for this paper are the aggregate result of the group discussion. Therefore, when quoting parents in the report, we attributed the universal code "P" to the relevant quotes, primarily in order to separate them from teachers' quotes.

It should be noted that modern educational institutions have always implemented the function of psychological support. Every Ukrainian school has a qualified psychologist and social pedagogue. However, the function of psychological support has never been permanent for education. But during the war, this function acquires high relevance and significance. Our research showed that in wartime, school psychologists and psychological services perform such large volumes of work and with such high intensity, which definitely did not happen in peacetime, because there was no need and demand for this. Moreover, during the war, psychological support and accompaniment is provided not only by staff psychologists, but also by school principals, representatives of the administration, and every individual teacher. Moreover, in the first months of the war, this function became permanent, precisely thanks to its implementation, and it was possible to establish the function of normalizing life. To a large extent, mostly all the above statements clearly demonstrate the performance of this function. In addition, here are a few more typical statements of our respondents:

T3: "...Sometimes students even called me from the bomb shelter while under fire. I tried to calm down, talk, distract...";

T7: "We immediately received an instruction from the administration that we need to contact parents, provide some support, psychological help to parents and children, conduct some initial training that will prevent panic states...";

TA10: "It was important for teachers to provide psychological support to children. Therefore, we on the part of the administration advised them to use the quality of small entertainment events... We started using neurobics...";

TA9: "It is important to teach life safety. I tell and show the children, for example, which fabrics and materials are suitable for dressing a wound, that you need to be very careful about what you eat, because at that time many people lived in unsanitary conditions (in the basements of houses) and ate canned food. This applies to older children, and regarding small ones, there is a request from the management and parents not to overload them with such information and not to scare them, because they are small and vulnerable...";

P: "At the end of the week, the class teacher holds "educational" conferences where various issues are discussed. The emphasis is on safety, and our teacher also places great emphasis on the need to maintain contact and interaction between students...";

P: "Our school has a lot of video lessons and conversations about life safety...".

In addition to the above, in particular, for resilient schools (that is, those that have found the resources and strength at a high level to cope with their main tasks in war conditions), such a function as social support of the civilian population is actualized: providing shelter, shelter, collecting and distributing humanitarian aid,

etc. . Schools become such "points of invincibility". The implementation of this function is evidenced by the following typical statements of our respondents:

H1: *"Approximately 30 people lived in the basement of our school, like a shelter. These were both employees and just neighbors. They cooked food there, and there was water there, and hot water. Then humanitarian aid began to be brought there..."*;

T2: *"When the full-scale invasion started, our school started accepting people who needed shelter, food, who had lost their homes. A shelter was equipped in the school. There were many people there. Food was prepared for them in our dining room. Everything was arranged so that they could rest and sleep. Humanitarian aid and clothes were brought to them. And our teachers worked there. The administration and the school principal were constantly on site and even lived in the school. As our principal says: "The school is our home." This formed the position of our school as stable and indomitable, just as indomitable and indomitable as our Kharkiv"*;

T5: *"Our school had a full-fledged bomb shelter equipped with everything necessary for a long stay. But, fortunately, there was no need to use it. However, from the fact that it exists, the heart is somehow calmer"*;

T7: *"A shelter is already being built at our school. Of course, it's not a bomb shelter like the subway, but I'm talking about a dry, comfortable, renovated basement. It was reconstructed even before the full-scale invasion. Now there are shower cabins, a toilet, and a sink – in case the educational process starts, so that there is a place in the school where you can take shelter for the first time..."*;

T8: *"The school literally worked as a shelter from the first day of the full-scale invasion. A bomb shelter was set up in the school, where many people from nearby houses were staying. Of course, the school building is not suitable for a bomb shelter, but people felt calmer and more reliable that way. Food was prepared for them in the school canteen. The teachers were on duty, helping... I myself lived in the school somewhere from the first of May, because my district was badly affected by the bombings, there were no living conditions, the windows in my apartment were shaking with the shock wave..."*;

T8: *"When I lived at the school in the spring of last year, my main task was to come to the cafeteria at 8:00 a.m. and distribute milk to the children, then they brought some humanitarian aid and I also helped with that. In those days, frankly speaking, I did not have enough strength even to conduct full-fledged online classes. After that, I came to my class-room (I lived in the class-room) and started putting out materials and tasks for the students..."*;

TA10: *"In our school, the basement was equipped as a bomb shelter. People were there for a long time. They cooked food at school, fed the children... And our teachers were there too. They gathered groups of children around them, held drawing classes with the children, and some psychological activities. I wanted to support children. And the teachers were positive to work on it..."*

Summing up, it necessary to emphasize that the synergistic effect of the realization of both typical (learning) and non-typical (psychological support and

accompaniment, social assistance, etc.) functions by education consists in the normalization of the state of the entire society and the prevention of the state of social anomie, which is characteristic of all societies in a state of war. Social anomie is an extremely difficult for society state of lack of social order, loss of common culture, lack of a general system of norms [1, p. 110; 2, p. 70]. In the social dimension, anomie has always been associated with the dysfunction of social institutions and the destruction of moral standards [3, p. 273]. Since during all the previous wars known to the world, most institutions lost their ability to function, the belligerent society necessarily plunged into a state of social anomie. The Ukrainian educational institution is fully functioning, as it has: 1) three-year experience of distance learning, which allows not to be tied to school buildings and to ensure the relative safety of participants in the educational process; 2) a powerful human resource – experienced, highly motivated, results-oriented educators.

In our opinion, the contribution of the educational institution to the maintenance of social order and prevention of social anomie is decisive.

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ІТ-ГАЛУЗЬ ТА ІТ-ОСВІТА В УМОВАХ ВІЙНИ: ДОСЯГНЕННЯ І ПРОБЛЕМИ

З початку повномасштабного вторгнення всі сфери і галузі професійної діяльності зазнали значних втрат. Втім слід зазначити, що галузь ІТ, попри складні обставини, проявила високу стійкість і спроможність, продовжує функціонувати на достатньому рівні та розвиватися, рухаючи вперед всю вітчизняну економіку.

На підтвердження наведемо конкретні дані та цифри. Так, за перші 10 місяців 2022 року сукупний внесок ІТ-галузі в економіку України склав 6 мільярдів доларів США експортної виручки, що на 10% більше порівняно з