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PROFESSIONAL VALUES OF A MODERN TEACHER AS THE BASIS FOR ENSURING THE QUALITY OF EDUCATION DURING WAR CONDITIONS

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Abstract. The article substantiates the relevance of the problem, provides a theoretical analysis of scientific sources on the concepts of “values” and “professional values of a modern teacher,” and defines their role in ensuring the quality of higher education during wartime. It was found that teaching in wartime has become a challenge for all the participants in the educational process and a real test for higher education institutions, which enable young people to receive not only knowledge but also psychological support, and maintain a sense of belonging to the Ukrainian community. Ukrainian educators demonstrate lessons of resilience, struggle, and victory to the world daily. Due to their work, Ukrainian youth can continue learning despite numerous challenges and threats. Ensuring access to quality education at all levels has become a priority of state educational policy. This direction includes creating conditions for continuous learning, developing new models of the educational process, supporting teachers and students, and providing access to innovative technologies and educational materials. It is emphasized that the professional values of teachers have gained particular significance in Ukraine's higher education system. Their activities during the war focus on training specialists who uphold and affirm the values of Ukrainian statehood. Teachers not only educate the new generation but also strengthen belief in the future, inspiring active citizenship, readiness to defend their values, and build a peaceful society. Conclusions are drawn that the modern teacher possesses values that determine the success of their professional activities and ensure the quality of higher education. The main values include: respect for the dignity and rights of higher education students, academic integrity, continuous professional growth, innovation and creativity, collaboration and partnership, empathy, and social responsibility; determination, etc. It is worth noting that emotional resilience and balance are crucial for teachers working in wartime conditions.

Keywords: professional values, teacher, education, participants in the educational process, quality of education, higher education institutions.

1. INTRODUCTION

With the onset of the full-scale Russian-Ukrainian war, the higher education system in Ukraine, like other spheres of public life, has undergone changes. Teaching during the war has become a challenge for all participants in the educational process and a real test for higher education institutions, which enable young people not only to gain knowledge but also to receive psychological support and maintain a sense of belonging to the Ukrainian community.

Experts in international law argue that Russia's war on the territory of Ukraine has signs of genocide against the Ukrainian nation. During the full-scale invasion of Russian troops, the education sector, as the foundation of Ukraine's social and human capital, has suffered significant losses. There is large-scale

destruction of educational infrastructure, threats to the lives and health of participants in the educational process, disruption of educational continuity, and reductions in state and local funding for education, among others. Additionally, the forced displacement of participants in the educational process, both within the country and abroad, has caused a significant decrease in the number of students and academic staff (Nazaruk, Ruszkowska et al., 2024).

Experience shows that ensuring access to quality education at all levels during wartime has become a priority of state educational policy. This direction includes creating conditions for continuous learning, developing new models of the educational process, supporting teachers and students, and providing access to innovative technologies and educational materials. According to former Minister Serhiy Shkarlet, the educational system during martial law is characterized by an active search for new approaches to learning, the introduction of innovative forms of educational organization, as well as the use of effective pedagogical and information technologies (Shkarlet, 2022). Efforts are undoubtedly focused on ensuring that all citizens, regardless of residence or circumstances, have equal opportunities to receive quality education.

It is believed that successful pedagogical activity requires teachers not only to have a specific set of knowledge, skills, competencies, and pedagogical expertise but also a well-formed system of professional values.

Values are among the universal components of human existence, along with ideals and norms, which help individuals structure the hierarchy of meanings in the universe, environment, social relations, and more. According to academician Vasyl Kremen, the human world is a world of values that constantly changes during development. Values are fundamental to human existence and define a person's universality, that is, their ability to transcend their existence – both natural and social. People and society cannot exist without values (Kremen, 2010, p. 73). At the same time, “the analysis of the axiological dimensions of pedagogy can be fraught with difficulties and mistakes” due to the illusory “axiological obviousness”, that is, the distortion of worldview attitudes (Rembierz, 2024), in particular in times of crisis, disappointment, and war. Therefore, the question arises of axiopedagogical research into the theory and practice of true values in pedagogy.

Today, the professional values of teachers acquire special significance in Ukraine's higher education system. Their activities during the war are focused on training specialists who uphold and affirm the values of Ukrainian statehood. Teachers organize and maintain an educational space where every student feels heard and supported. It is worth noting that tolerance, the ability to express and justify one's opinion, decision-making, professional growth, and self-affirmation, which contribute to the preservation of the nation's spiritual and moral unity, are now essential traits of a personality.

The purpose of the article is to outline the essence of the values of a Ukrainian teacher and their significance in professional training in view of the challenges of war, to present them as markers in the context of improving the quality of education.

2. ANALYSIS AND DISCUSSION

Ukrainian educators demonstrate lessons of resilience, struggle, and victory to the world daily. Due to their work, Ukrainian youth have the opportunity to continue learning despite numerous challenges and threats. Teachers not only educate a new generation but also strengthen faith in the future, inspire active citizenship, and foster a sense of responsibility for defending values and building a peaceful society. Despite the complex conditions related to war and economic instability, teachers and educators find ways to continue the educational process, supporting students in their pursuit of knowledge. A modern teacher engages, directs, supports, motivates, and inspires. Essential professional qualities include productive interaction with all participants in the educational process, emotional balance, stress resilience, tolerance, communicative skills, the ability to prevent and resolve conflicts, teamwork, developed pedagogical reflection, and respect for students' psychological and emotional well-being.

At the same time, a modern teacher must direct oneself to the information space, receive information that is the main resource of digital education, and operate it in accordance with their own needs and requirements of professional activity (create text documents, tables, drawings, diagrams, presentations; use Internet technologies, local networks, databases; develop their own electronic products (electronic lesson plans; electronic textbooks, training programs, demonstration material); must acquire new knowledge and skills that will help to work comfortably and be competitive in the educational space of the information society; adapt their teaching methods to different learning styles of students and change approaches in accordance with modern requirements; effectively manage their own time and time for conducting lessons in order to achieve maximum results; promote the development of students' creative abilities. These skills help the teacher to effectively implement innovations, create a favorable learning environment and prepare students for the challenges of the modern world (Tsiuniak, Yaremchuk et al., 2024).

Addressing the issue at hand, it is necessary to define the essence of "values" and "professional values" from the perspective of modern science.

Scientific research indicates that values are beliefs, perspectives, and ideas about what is important, valuable, and meaningful to a person. Values may be individual or collective, guiding our thoughts, actions, and perceptions of morality, goals, and objectives in life. For example, moral values reflect ideas of right and wrong, cultural values define importance within a particular culture, and personal values are individual beliefs about what matters to a person.

V. Kremen emphasized that a value is not something that can be spent on something with transient, narrow significance, but rather what life is lived for. It should have a general character for a particular life, a specific individual, and a distinct culture, carrying the meaning of propriety (Kremen, 2010, p. 73). Academic I. Zyaziun argued that the category of "value" holds a special place. According to the scholar, values are spiritual phenomena that carry personal meaning and serve as guides for the development and self-development of human behavior, life, and professional attitudes, starting from pre-university and university training of future teachers and educators of the younger generation, and are further perfected in the post-university period throughout life (Zyaziun, 2011, pp. 9–24).

The Polish scientist Janusz Mariański has identified a new trend in contemporary humanities – a new spirituality that is "individualised, empirical and subjective, it is not defined by reference to institutionalised religiosity. Such spirituality, devoid of theological content, tends to sacralise the profane" (2021, p. 61), i.e. it is pluralistic in nature. The experience of war is tragic for every Ukrainian who finds himself in a difficult situation, which includes education. Therefore, there is often a reconsideration of values, spiritual priorities, and personal transformation (Nazaruk, Budnyk et al., 2024), which means spiritual and psychological support for the individual in times of war.

L. Biryuk identifies the following values: universal: life, nature, humanity, society, world culture, family, love, work, profession, beauty, freedom, humanity, conscience, happiness, brotherhood, justice, democracy, tolerance, respect; civic: Ukraine, the Ukrainian people, national culture, language, will, mentality, traditions; personal: humanism, sociability, empathy, creativity, upbringing, tolerance; professional: profession, education, communication, knowledge, skills, abilities, experience, professional competence, self-education, science, intelligence, upbringing, decency, pedagogical ethics and culture, a complex of spiritual values, psychological traits and qualities, creativity, pedagogical individuality, broad worldview, and personal dynamism (Biryuk, 2009, pp. 24–27).

V. Hrynova divides the professional values of a teacher into such groups as goal-values, means-values, relationship-values, knowledge-values, and quality-values (Hrynova, V., 1998). "Professional values" are understood as the foundation of personal acceptance of oneself as a qualified representative of a certain profession; the integral basis of the activities of both an individual and any small or large social group (professional collective); a guide to the qualified performance and fulfillment of defined duties, and professional responsibility for one's activities (Sholokh, 2017, pp. 225–230).

In the scientific literature, professional values are defined as an integrative personal formation that

includes goals, motives, ideals, attitudes, and other characteristics of personality that serve as the basis for its value orientations. Professional values are manifested in the professional position of the teacher and determine the axiological nature of pedagogical activity. They serve as an internal guide that directs the professional actions and deeds of the teacher (Meshko, 2021.).

The issue of professional values of a modern educator is relevant for several reasons: first, with the development of information and communication technologies, universities are searching for new approaches to teaching. Therefore, teachers must constantly adapt to these changes to remain creative and competitive in the labor market. Secondly, modern higher education institutions have students with diverse cultural, social, and educational perspectives. Teachers must possess appropriate values to consider this diversity and provide quality education to each student. Thirdly, today more attention should be paid to the development of the student's personality, their moral values, and the development of soft skills. Furthermore, teachers must work on these aspects, encouraging students to think critically and engage in research work. Therefore, the relevance of the issue of professional values lies in their importance for the successful preparation of students and ensuring the quality of higher education.

The modern educator must adhere to the values of the European Higher Education Area, among which are academic freedom, openness and partnership, democracy, environmental literacy (as required by education for sustainable development), globalism, and a commitment to national cultural identity (considering modern processes), self-organization, and responsibility for the results of their professional activities and the quality of higher education as a whole. Moreover, professional development in wartime conditions requires teachers to continuously self-educate and adapt to changes in the educational process. As O. Dubaseniuk asserts, the professional training of future specialists should aim at the formation of culture, ethics, humane traits, and, above all, moral orientation, love for the profession, sensitivity, humanity, kindness, respect for students, and faith in their creative potential. At the same time, pedagogical education directs students to master a holistic system of spiritual, moral-ethical knowledge, beliefs, feelings, values, the development of moral consciousness, the formation of moral behavior, and overall – to live a morally worthy life and conduct activities as essential prerequisites for professional and personal development (Dubaseniuk, 2009, pp. 40–50).

It is evident that a modern educator holds values that determine the success of their professional activities and ensure the quality of higher education. The primary values include:

- respect for the dignity and rights of higher education students – recognition of each student's uniqueness, interests, needs, and capabilities, creating conditions for equal access to education and the development of each student's potential;

- academic integrity – adherence to ethical standards in teaching, research, and evaluation; promoting honesty, responsibility, and transparency in the educational process;

- continuous professional growth – striving for self-improvement, mastering new knowledge, methods, and technologies; participation in professional associations, training, and conferences to enhance the quality of education;

- innovation and creativity – willingness to implement new teaching methods, use modern technologies and approaches to motivate students and develop critical thinking and creativity;

- cooperation and partnership – the ability to work effectively in a team with colleagues, parents, and other stakeholders, supporting constructive dialogue and interaction to achieve common goals;

- empathy and social responsibility – understanding the emotional and social needs of students, creating a safe and supportive environment; promoting the development of social responsibility, tolerance, and civic consciousness;

- flexibility and adaptability – the ability to respond quickly to changes, adapt to new conditions, use various strategies to achieve learning outcomes;

- goal-orientation toward results – focusing on achieving high standards in learning, striving to maximize the potential of students and ensuring their successful future.

It should be noted that emotional resilience and balance are essential for an educator working in

wartime conditions. It is known that war is a powerful stress factor, and most Ukrainians, due to Russian aggression, experience anxiety, irritation, fatigue, depression, fear of losing their lives or their loved ones, and an inability to focus on work or study. According to psychologists, educators face the risk of emotional exhaustion, professional burnout, deterioration of mental health, depression, problems with emotional regulation, and more. In particular, the work of a teacher with students in emergency situations is associated with high psychological tension and significant emotional costs. Tolerance and conflict resolution skills are also key qualities of a modern educator. Considering the diversity of beliefs and opinions among students, it is essential to have a tolerant attitude and be able to effectively resolve conflicts. Additionally, attention should be paid to the psycho-emotional health of students and the understanding of its importance during wartime. Careful attention to psychological well-being can help create a comfortable educational environment for interaction and support among participants in the educational process. Therefore, it is important to take care of both one's own and students' mental health.

By conducting an in-depth analysis of the scientific literature, it can be argued that maintaining the professional values of modern educators in wartime conditions may be a challenge, but there are certain strategies that can help overcome these difficulties. Teachers must continuously update their knowledge and skills, participate in seminars, conferences, and professional development courses. It is essential to monitor one's physical and psychological well-being. Regular self-support practices, such as meditation, sports, or relaxation techniques, help maintain emotional resilience. It is necessary to adopt innovative teaching methods, technologies, and approaches for successful work in unstable conditions, adhere to professional norms, ethical standards, and values that determine the quality of education, and maintain collaboration and interaction with colleagues and students.

University teachers need to be able to adapt to new conditions in organizing the educational process, particularly in wartime and remote learning environments (Budnyk, 2023); learn to understand their emotions and manage them; stay calm in stressful situations and respond adequately to their occurrence; take care of their personal space; organize a rational daily routine, take care of sleep, proper nutrition, physical activity, and strictly follow personal hygiene rules; spend time outdoors daily; assist colleagues in solving personal or household problems; master new teaching technologies in blended learning conditions; and frequently recall pleasant moments from their own lives (Tsiuniak, & Dovbenko, 2022, pp. 122–131).

5. CONCLUSIONS

In general, it can be concluded that maintaining professional values in wartime requires flexibility, decisiveness, empathy, self-reflection, and adaptability. These qualities support the stability of the educational process. As O. Semenoh asserts, the priority function of teaching is the cultivation of humanity in love, truth, beauty, goodness, hope, and freedom – awakening the “person in the person” (Semenoh, Vovk, 2021, pp.1-7). All the professional values outlined above become essential for organizing education in wartime, where personal development and readiness for change are key to ensuring educational quality.

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Цюняк Оксана, Ілійчук Любомира, Різник В'ячеслав, Кондур Оксана. Професійні цінності сучасного викладача як основа забезпечення якості освіти в умовах війни. *Журнал Прикарпатського університету імені Василя Стефаника*, 11 (3) (2024), 68-74.

У статті обґрунтовано актуальність проблеми, здійснено теоретичний аналіз наукових джерел з осмислення понять "цінності", "професійні цінності сучасного викладача", визначено їхнє значення у забезпеченні якості вищої освіти в умовах війни. З'ясовано, що навчання в умовах воєнного часу стало викликом для усіх учасників освітнього процесу та справжнім випробуванням для закладів вищої освіти, які дають змогу молоді отримувати не лише знання, а й психологічну підтримку, не втрачати відчуття приналежності до української спільноти. Щодня українські освітяни демонструють світові уроки стійкості, боротьби та перемог. Завдяки їхній праці українська молодь має можливість навчатися, незважаючи на численні виклики та загрози. Забезпечення доступу до якісної освіти на всіх рівнях стало пріоритетом державної освітньої політики. Цей напрям включає створення умов для безперервного навчання, розробку нових моделей освітнього процесу, підтримку педагогів та здобувачів освіти, а також забезпечення доступу до інноваційних технологій і навчальних матеріалів. Визначено, що професійні цінності викладачів набувають особливого значення у системі вищої освіти України. Адже їхня діяльність в умовах війни спрямована на підготовку фахівців, які відстоюють і утверджують цінності української державності. Педагоги не лише виховують нове покоління, а й зміцнюють віру в майбутнє, надихають бути активними громадянами, готовими захищати свої цінності та будувати мирне суспільство. Доведено, що сучасний викладач володіє цінностями, які визначають успішність його професійної діяльності та забезпечують якість вищої освіти. Основними з них вважаємо такі: повага до гідності та прав здобувачів вищої освіти, академічна доброчесність, постійне професійне зростання, інноваційність та креативність, співпраця і партнерство, емпатія та соціальна відповідальність; цілеспрямованість тощо. Варто зазначити, що емоційна стійкість та рівновага важливі для викладача, який працює в умовах воєнного часу.

Ключові слова: професійні цінності, викладач, освіта, учасники освітнього процесу, якість освіти, заклади вищої освіти.