

PhD Training Under Martial Law in Ukraine

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The relevance of the article is due to the emergence of new challenges in PhD training in higher education institutions in the conditions of martial law. The purpose of the article is to determine the peculiarities of PhD training in higher education institutions of Ukraine in the conditions of martial law on the example of Sumy State Pedagogical University named after A.S. Makarenko. The systems approach was the leading one applied for identifying the factors, difficulties and types of support of the future Doctors of Philosophy. The article highlights the peculiarities of PhD training in Ukraine under the martial law; it distinguishes several aspects of PhD training; problems that arose in the implementation of the individual plan of educational-scientific work of a post-graduate student; support for post-graduate students. The materials of the article can be used by teachers involved in PhD training, who are forced to adapt to the new conditions of professional activity, for the heads of departments of post-graduate and doctoral studies.

Keywords: PhD training, higher education institutions, martial law, post-graduate students, doctoral studies

INTRODUCTION

At the current stage of society development, actualizes the issue of the country's intellectual capital formation, the basis of which is education and science. The main source of the highly qualified specialists training is the third (educational-scientific) level of higher education, where training is carried out according to the educational-scientific programs, which fully corresponds to the implementation of the principle of “learning through research” (Leshchenko et al., 2021; Orlovskiy et al., 2018).

In Ukraine, considerable attention is paid to the development of the theoretical and methodological foundations for the PhD training; formation of the regulatory and legislative framework, curriculum; development and implementation of the educational-scientific programs for new specialties in the institutions of higher education and research institutions; establishment of qualification requirements for the PhD applicants (Iatsyshyn et al., 2019; Levchenko et al., 2021).

The main normative legal acts that regulate academic degree training in Ukraine are the Law of Ukraine dated 01.07.2014 No. 1556-VII “On Higher Education”, the Law of Ukraine dated 26.11.2015 No. 848-VIII as amended “On Scientific and Scientific-Technical Activity”, Resolution of the CMU dated 23.11.2011 No. 1341 “On approval of the National Qualifications Framework”.

The main provisions of the Law of Ukraine “On Higher Education” (2014) define conceptual ideas regarding introduction of the third (educational-scientific) level of higher education with the aim of forming specialists’ competences sufficient for solving complex problems in the field of professional activity, conducting their own scientific research, the results of which must have scientific novelty, theoretical and practical significance (Law of Ukraine “On Higher Education”, 2014).

Implementation of the Law of Ukraine “On Higher Education” (2014), in particular provisions on PhD training, which is carried out at the third (educational-scientific) level of higher education, caused certain discussions in the educational and scientific space.

The Law of Ukraine “On Scientific and Scientific-Technical Activity” defines the status of post-graduate students as scientists, the right of scientists to obtain academic degrees, their rights, etc. (Law of Ukraine “On scientific and scientific-technical activity”, 2015). It defines competences that a person must possess as a result of obtaining an education at the eighth (Doctor of Philosophy, Doctor of Arts) level of education.

During the period of martial law in Ukraine, there were changes in the regulatory framework for PhD training, in particular, the Cabinet of Ministers of Ukraine adopted Resolution No. 341 “On Amendments to the Resolution of the Cabinet of Ministers of Ukraine dated January 12, 2022. No. 44” dated 03.21.2022, which establishes that the period of martial law, as well as the next three months after its termination or cancellation, are not taken into account when calculating the terms specified in the Procedure for awarding PhD degree and canceling the decision of a one-time specialized academic council of the higher education institution, research institution on awarding PhD degree (Resolution No. 341, 2022).

On the basis of the analysis of scientific sources and the regulatory framework for PhD training in Ukraine, a number of principles for organizing the educational-scientific process has been determined, namely:

- sustainable development of society and education,
- international integration and integration of the higher education system of Ukraine into the European Higher Education Area,
- continuity of the process of obtaining higher education and openness,
- scientificity,
- interdisciplinary connections, integration of theory and practice,
- systematicity and consistency,
- consciousness and activity, variability,
- critical self-evaluation,
- scientific creativity (Kolomiets & Synecope, 2014; Horbachova et al., 2020).

Nowadays, in the conditions of martial law, the issue under investigation is gaining more and more relevance. We are convinced that in current conditions, the higher education institution should become a center for meeting the expectations of not only public, but also intellectual, emotional, and personal safety. And therefore, we consider it necessary to investigate the peculiarities of PhD training in higher education institutions of Ukraine under martial law, on the example of Sumy State Pedagogical University named after A.S. Makarenko.

LITERATURE REVIEW

The analysis of scientific discourse has shown that domestic researchers focus on PhD training in the following areas: historical development of the system of the highly qualified personnel training (O. Pozhyvilova, (2006), I. Reheilo (2013) et al.), certification of scientific and scientific-pedagogical workers (I. Zhyliayev et al. (2015), A. Yatsyshyn (2014) et al.), current state of the highly qualified personnel training (O. Antonova (2020), M. Biriukova (2010), E. Nikolaiev (2017), A. Rachinsky (2021) et al.), competence approach in specialists training at the third level of higher education (I. Oliinyk (2021), Zh. Chernyakova (2021) et al.), evaluation of doctoral programs (V. Ohneviuk and Sysoieva (2015), S. Sysoieva and Peheilo (2016) et al.), PhD training in foreign countries (O. Bartosh (2015), N. Varga and Povaichik (2019), M. Endzheychak (2007), T. Lohvynenko (2016), V. Luhovyi (2008), O. Protsenko (2019), I. Reheilo (2013; 2015), A. Sbruieva (2021), D. Selinger (2007), S. Sysoieva and Peheilo (2016), Zh. Talanova (2010), O. Fast (2020), K. Haime (2007) et al.), trends in the development of the system of scientific-pedagogical staff training in Ukraine (M. Boichenko and Sbruieva (2021), M. Vynnytskyi (2015), O. Dubaseniuk (2019), O. Ogienko (2021), I. Reheilo (2013; 2015), A. Sbruieva (2021) et al.), PhD curriculum (S. Kolomiets and O. Synekop (2014) et al.), ways of increasing PhD training efficiency (M. Marushchak and I. Klishch (2021), V. Meniailo (2020), S. Moroz (2017) et al.).

Therefore, the above studies revealed: periodization of training of the highly qualified scientific and scientific-pedagogical personnel in Ukraine; socio-political, educational, scientific and organizational prerequisites that influenced training of the highly qualified scientific and scientific-pedagogical personnel in Ukraine; organization and peculiarities of training of the highly qualified scientific and scientific-pedagogical personnel; trends that promote and inhibit training of scientific and scientific-pedagogical personnel in Ukraine; main approaches to training of the academic degree holders in foreign countries; main forms and methods of teaching post-graduate students in the universities around the world; areas of training of the academic degree holders in Ukraine that need to be resolved at the level of state authorities, institutions of higher education, research institutions and other organizations; ways to increase PhD training efficiency in the aspect of mastering scientific component of the educational-scientific program; leading methods, forms and means of forming post-graduate students' key competences. But to date, there are still critically few scientific publications that comprehensively highlight the peculiarities of PhD training in the domestic system of higher education, including martial law conditions.

MATERIALS AND METHODS

Research Methods

The study used the following methods: theoretical (analysis, synthesis, concretization, generalization, comparison); diagnostics (surveys, questionnaires); methods of graphical representation of results.

Research Sample

The research base was Sumy State Pedagogical University named after A. S. Makarenko. 111 graduate students of 9 specialties took part in the survey (011 Educational, Pedagogical Sciences (22 respondents), 014 Secondary Education (Musical Art) (15 respondents), 015 Professional Education (9 respondents), 016 Special Education (12 respondents), 017 Physical Culture and Sports (6 respondents), 025 Musical Arts (22 respondents), 051 Economics (11 respondents), 091 Biology (9 respondents), 281 Public Management and Administration (5 respondents), in particular, 34 first-year post-graduate students (full-time – 14, full-time evening – 14, part-time – 6), 31 second-year post-graduate students (full-time – 20, full-time evening – 7, part-time – 4), 37 third-year post-graduate students (full-time – 22, full-time evening – 8, part-time – 7), 10 fourth-year post-graduate students (full-time – 6, full-time evening – 4). Among them, female – 63, male – 48. By age, the number of post-graduate students distributed as follows: aged 20–29 years old – 50, 30–39 years old – 34, 40–49 years old – 21, 50–59 years old – 6.

Stages of Research

The study was carried out in three stages. At the first stage, a theoretical analysis of existing philosophical, psychological and pedagogical scientific sources on the problem under investigation was carried out; the problem, purpose and research methods were highlighted, the questionnaires were developed.

At the second stage, a survey and questionnaire of postgraduate students was conducted, the data obtained during the research were processed, analyzed and summarized.

At the third stage, the research was completed, theoretical and practical conclusions were made, the results were summarized and systematized, and ways of solving the problem were developed.

RESULTS

Training of scientific and scientific-pedagogical staff is based on the fact that it is considered in the plane of systemic, procedural-activity and result determinants. In the context of systemic determinants, training of the highly qualified specialists is studied taking into account: socio-political factors affecting this process; legislative and regulatory support for the development of higher education and the institute for training of the scientific and scientific-pedagogical personnel; social goal, value guidelines of society regarding training of the scientific and scientific-pedagogical personnel; management of science and research staff training. Procedural-activity determinants of training of the scientific and scientific-pedagogical personnel are revealed through activities of the institutions that provide personnel training; organization of postgraduate and doctoral studies, in particular in research institutions of the National Academy of Sciences of Ukraine.

In this study, we will focus on the peculiarities of PhD training in Ukraine under martial law. Within the article, we singled out the following aspects of consideration of this process:

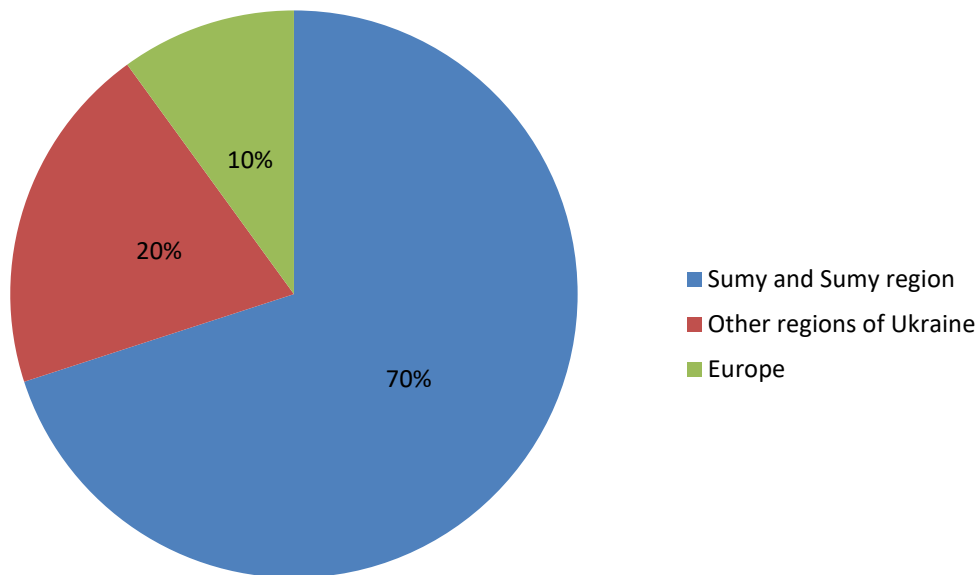
- 1) factors affecting the educational-scientific process in post-graduate studies;
- 2) problems that arose during implementation of the individual plan of the post-graduate student's educational-scientific work;
- 3) support for PhD students.

Among the factors that affect the educational-scientific potential of post-graduate students, we have identified:

- social climate in society, which is characterized by the general level of stability or tension, the employment status of the population, social structure and social stratification, the nature of national-ethnic problems and relationships. Thus, we can say that in the conditions of martial law, the educational-scientific potential of graduate students is adversely affected by a difficult financial situation, an increase in the number of life problems and limited opportunities, an increase in unemployment, worsening of the medical and demographic situation, etc.;
- economic factors are primarily the state of economy and financial system, which, due to the level of welfare in society, affect the growth of the citizens' educational needs, determine greater or lesser opportunities for financing the budgetary and educational sectors. In the conditions of martial law, the economic well-being of the country has worsened, which, accordingly, negatively affects the state budget, and therefore the financing of the education system, including higher education;
- political factors are the course of the state's internal and external policy. Specific political actions and situations also form general background of the educational activity, for which a calm, constructive, creative socio-political situation in society is extremely desirable, which is precisely what cannot be ensured in the conditions of martial law;
- socio-psychological and ethical factors are the general moral-psychological climate in society, the way and style of life of different strata of the population. Let us emphasize that in the conditions of martial law, it becomes difficult to maintain the moral and psychological climate.

So, we can say with confidence that PhD training under martial law has undergone some changes, namely: the schedule and regime of the educational and scientific process, communication. Such changes are caused, first of all, by the fact that 30 % of post-graduate students left the region and the country (Fig. 1).

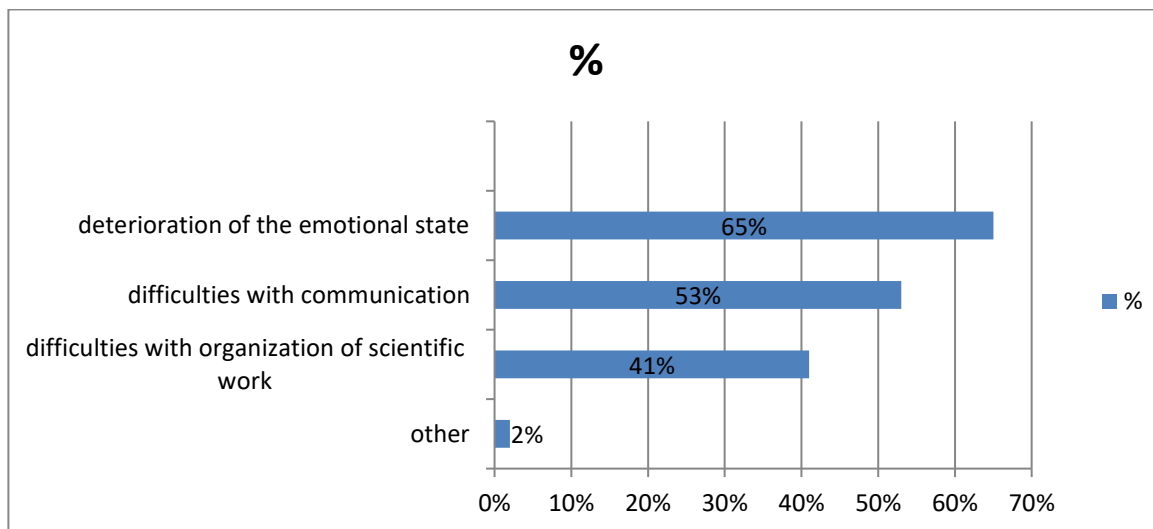
**FIGURE 1
STAY OF PHD STUDENTS DURING MARTIAL LAW**



The post-graduate students of the Sumy State Pedagogical University named after A.S. Makarenko, who had left Ukraine under martial law, reported that they moved to Poland (50 %), Germany (20 %), France (10 %), Italy (2 %), the Czech Republic (3 %), the UK (10 %), Austria (6 %), and Hungary (4 %).

The survey of post-graduate students of the Sumy State Pedagogical University named after A. S. Makarenko revealed the main difficulties that post-graduate students had faced: deterioration of the emotional state, difficulties with communication, difficulties with organization of scientific work (Fig. 2).

**FIGURE 2
PROBLEMS OF POST-GRADUATE STUDENTS CAUSED BY MARTIAL LAW**



The problems included:

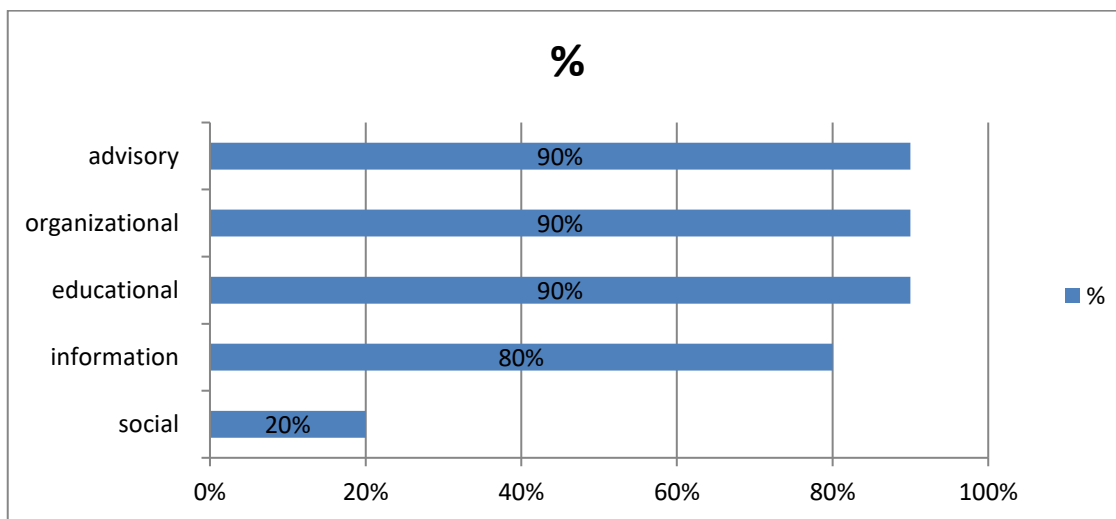
- impossibility of conducting an experiment;
- destruction of archives;
- loss of processed material, etc.

Given the above, we are convinced that it is very important to provide support for post-graduate students in this context. Thus, from the beginning of the full-scale invasion of the Russian Federation into Ukraine, post-graduate students of the Sumy State Pedagogical University named after A.S. Makarenko were provided with:

- educational support,
- organizational support,
- information support,
- advisory support,
- social support.

The data received from the survey conducted among post-graduate students of the Sumy State Pedagogical University named after A. S. Makarenko testify that PhD students are provided with all the above types of support (Fig. 3).

FIGURE 3
TYPES OF SUPPORT



Educational support for post-graduate students involves using a personality-centered approach in education; raising motivation to obtain education; simulating real conditions of professional communication; selecting special tasks and exercises to increase students' communicative activity; organizing seminars on the development of students' professional, career, digital and other competences important for future teaching; high-quality educational and methodological support of the educational process; using innovative pedagogical technologies in the educational process. Thus, at the Sumy State Pedagogical University named after A. S. Makarenko, educational support consisted in the fact that after the resumption of the educational process (on April 4, 2022), training took place in remote mode on the Moodle platform. On the specified platform, students had access to all educational courses taught at the University in accordance with the curricula of each specialty. Having registered for a certain academic discipline, future PhDs received access to work programs, lectures, practical and additional material (presentation materials, educational videos, infographics, etc.), as well as to communicate in the forum, perform practical and control tasks.

It should be emphasized that post-graduate students had the opportunity to study synchronously and asynchronously, depending on their needs and capabilities. As a result of a survey of post-graduate students and teachers who conducted the educational-scientific process, we received data that 41 % of post-graduate students and 84 % of teachers had the opportunity to study synchronously. Online services Zoom (92 %) and GoogleMeet (8 %) were used to conduct synchronous distance learning. In addition, post-graduate students who did not have the opportunity to study synchronously received constant consultations from teachers using various means of communication (phone, Telegram, Viber, WhatsApp, Zoom, Skype, GoogleMeet, e-mail, etc.).

Organizational support for PhD students consists in ensuring understanding, consideration and coordination of the needs (goals, requirements and expectations) of students regarding the provision of educational services; creation of the appropriate material and technical, educational and methodological conditions for their training; ensuring students' free choice of academic disciplines; implementation of the principles of academic integrity; organization and implementation of education quality monitoring.

Organizational support was provided by academic supervisors, the head of the department of post-graduate and doctoral studies, guarantors of educational-scientific programs, department heads (in most specialties they are also guarantors), teachers of educational-scientific programs, the university administration regarding issues directly related to the organization of learning and teaching. In addition, some post-graduate students requested organizational support for the presentation of their reports in the Microsoft PowerPoint, etc.

Information support for students at the third (educational-scientific) level is provided by free and unhindered access of post-graduate students to the information necessary for the organization of the educational-scientific process, in particular regarding: schedules of classes and consultations; activities of the University and the work of its structural units; communication with teachers of educational-scientific programs and academic supervisors; decisions of the academic council; orders of the rector, etc. The main source of information is the official website of the Sumy State Pedagogical University named after A.S. Makarenko (<https://sspu.edu.ua>), where the "Post-graduate and Doctoral Studies" section functions, as well as the websites of structural subdivisions, in particular departments where educational-scientific programs are implemented, and a Facebook page (<https://www.facebook.com/groups/214509760756933>).

Advisory support for PhD students included organization of a system of group consultations in a remote format using Telegram, Viber, WhatsApp, Zoom, Skype, GoogleMeet, as well as individual counseling by e-mail, through phone communication to quickly meet the educational, organizational and social needs of post-graduate students. During consultations, communication was established with the department of post-graduate and doctoral studies, academic supervisors, teachers through direct communication, e-mail, and applications regarding organizational issues. Also, post-graduate students of the Sumy State Pedagogical University named after A.S. Makarenko have a permanent opportunity to use the advice of lawyers, librarians, and psychological service specialists.

In addition, PhD students were able to receive advisory support:

- by organizing general meetings of post-graduate students and at individual consultations;
- recommendations for participation in webinars on the topic of their research;
- when formulating the topics of dissertation thesis, individual post-graduate students repeatedly requested informational and advisory support.

It should be noted that in the conditions of martial law, the work of the psychological service within the framework of advisory support was updated. Thus, the psychological service of the Sumy State Pedagogical University named after A. S. Makarenko regularly held online meetings for all stakeholders. Among a large number of topics, graduate students attended consultations of the psychological service, which related to such issues as:

- "Algorithm of psychological first aid in emergency situations";
- "Practical recommendations. A set of exercises to relieve stress and emotional tension during the war";
- "How to be able to identify and solve problems and take care of your psychological state using Anxiety Reduction Techniques";

- “Sleep deprivation: how to regain strength during forced wakefulness”;
- “How to help oneself and others in a critical situation”;
- “Problems of training in the conditions of military operations”;
- “If you have flashbacks...”;
- “How to reduce the feeling of stress and fatigue”;
- “Trauma of a witness. How to come to your senses after shocking news”;
- “Where does the feeling of guilt come from and how to deal with it”;
- “Why does a person have a different range of feelings and how to overcome and understand one’s sadness, grief and pain”;
- “How to survive when you left, and your relatives stayed at home” and so on.

As a result of the survey, it has been found that 48 % of post-graduate students attended such online lectures conducted by the psychological service, and another 24 % of post-graduate students viewed the lectures in a recording on the page of the Psychological Service (<https://sspu.edu.ua/psykholohichna-sluzhba>). In addition, post-graduate students had the opportunity to apply for individual consultations with counselors of the psychological service, which was used by 10 % of the respondents. The most frequent problems were connected with:

- fears and anxieties in war conditions;
- unwanted emotional states (guilt, sadness or depression, anger, irritation, etc.);
- how to find strength and not lose common sense in the conditions of war;
- is it right to refuse to watch news about the war;
- how to live the emotion of anger;
- how to return to scientific work, etc.

Social support for PhD students is based on the development of mechanisms and measures for their social adaptation, assistance to those who find themselves in a difficult situation (designing an individual educational track, organizing distance learning, creating a convenient schedule for paying for educational services; providing housing during studies; providing socio-psychological support and primary medical care; development of a mechanism for resolving controversial and conflict situations). In the conditions of martial law, humanitarian aid in the form of food, medicine, and rehabilitation was added to the list of measures for those who suffered as a result of artillery shelling or bombing.

In our opinion, in the conditions of martial law, it is especially relevant to design an individual educational track, which we consider as an individual way of realizing the personal potential of a student of the third (educational-scientific) level, which is formed taking into account his abilities, interests, needs, motivation, opportunities and experience, is based on the choice of the types, forms and pace of education by the person acquiring education, subjects of educational activity and the educational programs offered by them, educational disciplines and their level of complexity, methods and means of education. An individual educational track in an education institution can be implemented through an individual curriculum (*Law of Ukraine “On Education”, 2017*).

In the conditions of martial law, it was important to ensure formation of an individual educational track for each post-graduate student, which was implemented by:

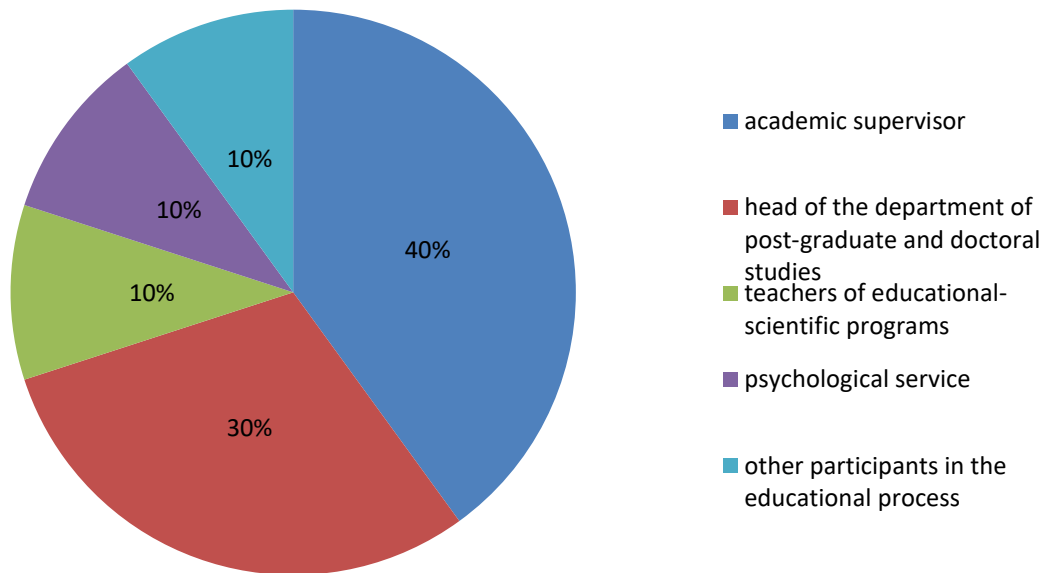
- selection of a block of disciplines from the selective component of the ESP at one’s own will, selection of the subject of scientific-practical, scientific-research works in accordance with the interests of post-graduate students;
- organization of students’ independent work with the help of educational computer programs and electronic textbooks;
- taking certification courses for the formation of additional professional competences;
- distance education, which allowed post-graduate students independently, at their own pace and at any time to study the disciplines of the individual plan of the educational-scientific work by mastering the theory and performing individual tasks;
- developing an individual work schedule for post-graduate students, which allowed them to combine studies with work and gain professional experience in parallel with studies;
- types of communication between scientific-pedagogical workers and PhD students;

- participation in various types of extracurricular activities (scientific and professional circles, conferences, research projects, independent and individual work, individual and group consultations, summer and winter schools, educational-project intensive, etc.).

In order to resolve conflict situations, the University has a system of departments responsible for the mediation of participants in the educational process. The department of socio-cultural and mass work and the psychological service organize and carry out a system of social events that provide students with assistance and support, especially those from vulnerable groups, in adaptation to education, support of their social status, and full-fledged life activities (Ievdokymov et al., 2020). The tool for resolving conflict situations is the methods of responding to them on the part of the head of the structural unit and the head of the department of post-graduate and doctoral studies: a conversation with the conflicting parties in order to determine the causes and essence of the conflict situation; initiating creation of a temporary special commission on conflict resolution, etc. The primary methods of resolving conflict situations are administrative and pedagogical, regulated by the legal norms of Ukraine (Lavrentieva et al., 2020).

As a result of the survey, we found out that graduate students received and continue to receive all kinds of support from the academic supervisor (40 %), the head of the department of post-graduate and doctoral studies (30 %), teachers of educational-scientific programs, the psychological service and other participants in the educational process (e.g. peers, university administration, etc.) 10 % each (Fig. 4). As a rule, this took place in extracurricular time face-to-face and/or remotely (via telephone and distance learning).

**FIGURE 4
SUPPORT PROVIDERS**



According to the results of the survey (May 2022), respondents are satisfied with the mechanism of educational (90.3 %), organizational (85.4 %), information (95.2 %), advisory (82.3%) and social (87.1 %) support.

Thus, we can state that since the beginning of the full-scale invasion of the Russian Federation into Ukraine, post-graduate students have received and continue to receive support from different stakeholders who participate in PhD training. The survey has proved that support is provided constantly, it is a responsibility of the academic supervisor.

On the basis of the conducted research, we consider it necessary to propose ways to solve the above-mentioned problems regarding PhD training:

1. Restoration of the practice of holding all non-formal education events (autumn and winter schools for the first-year post-graduate students, spring school for post-graduate students of all courses, educational-project intensive).
2. Increasing the number of group consultations.
3. Conducting collective meetings of post-graduate students of various specialties and teachers of various educational-scientific programs, etc.
4. Creation of the Central Advisory Service regarding the educational-scientific process of post-graduate students.
5. Increasing involvement of post-graduate students in the international academic community through the possibility of publishing the results of scientific research in a foreign language in foreign scientific periodicals.
6. Expanding the use of Internet resources and IT technologies in the educational process.

CONCLUSION

This study highlights the peculiarities of PhD training in Ukraine under martial law. The following aspects of training of the future Doctors of Philosophy under martial law are highlighted:

- 1) factors affecting the educational and scientific process in post-graduate studies (social climate in society, economic, political, socio-psychological and ethical);
- 2) problems that arose during implementation of the individual plan of the post-graduate student's educational-scientific work (deterioration of the emotional state, difficulties with communication, difficulties with organization of scientific work, impossibility of conducting an experiment, destruction of archives, loss of processed material, etc.);
- 3) support of students of the third (educational-scientific) level of higher education (educational, organizational, information, advisory, social).

The materials of this article can be useful for teachers who provide the educational-scientific component of PhD training, who are forced to adapt to new conditions of professional activity, for heads of departments of post-graduate and doctoral studies.

This article does not cover all the aspects of the investigated problem. The issue of developing methodological support for the educational-scientific process during PhD training deserves further study.

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