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REVIEW OF THE MONOGRAPH BY M. CZEPIL AND E. SAZHYŃSKA-MAZUREK “STUDENCI UKRAIŃSCY WOBEC SWOJEJ PRZYSZŁOŚCI – PERSPEKTYWA STANU WOJENNEGO”¹

The full-scale war ongoing in Ukraine has dramatically changed the lives of millions of people, including students, who are an important resource for the country's future recovery and development. Students are facing many challenges that affect both their personal lives and their studies. The war has a significant impact on their career plans and life aspirations, but it also mobilizes them to act and adapt to difficult circumstances. Despite the fact that future prospects are becoming uncertain, many students demonstrate determination and the ability to cope with crisis situations. The support of the academic community and the resources available in educational institutions play an important role in enabling them to continue their studies and achieve their career goals.

The relevance of the monograph “Studenci ukraińscy wobec swojej przyszłości – perspektywa stanu wojennego” (“Ukrainian students facing their future – a martial law perspective”) is significant and is due to a number of factors that determine the current context of Ukrainian society. First, the war has posed many challenges for Ukrainian students related to security, education, employment, and personal development. In the face of constant threat and uncertainty, students are forced to adapt to new realities, look for ways to continue their studies, acquire professional skills, and plan their future. By offering an in-depth analysis of these issues, the monograph contributes to a better understanding of the needs and aspirations of students, which is essential for developing effective support and development strategies.

Secondly, the study of professional plans and the construction of students' life prospects under martial law is important for the formation of state policy in

the field of education and youth. The results presented in this monograph can serve as a basis for making decisions on restoring educational infrastructure, creating new training and support programs for students, and facilitating their integration into the labor market after the war.

Thirdly, the monograph is important for the academic community, as it contributes to the development of scientific discourse on the problems of young people in armed conflict. The research findings presented in this work can serve as a starting point for further research aimed at studying the social, psychological, and economic aspects of students' lives during the war.

The monograph's considerable scientific value is provided by its thorough source base of 280 references and empirical data obtained through a survey of students. The study involved students from Lviv Ivan Franko National University, Precarpathian Vasyl Stefanyk National University, Ternopil Volodymyr Hnatiuk National Pedagogical University, Drohobych Ivan Franko State Pedagogical University, and Khmelnytsky Humanitarian and Pedagogical Academy. The authors, using various research methods, were able to highlight how Ukrainian students perceive and react to the war, how it affects their psychological state, future life prospects and other aspects of their lives, and possible strategies for adaptation and support in the context of military conflict.

The first chapter of the monograph highlights the transformations that have taken place in the Ukrainian higher education sector as a result of the full-scale Russian invasion. Particular attention is paid to the issues of international assistance aimed at supporting the educational and scientific sectors of Ukraine, ensuring security for all participants in the educational process, and providing psychological and emotional support to students. The author analyzes in detail the

¹ Czepil M., Sarżyńska-Mazurek E. Studenci ukraińscy wobec swojej przyszłości – perspektywa stanu wojennego. Lublin : Wyd. UMCS, 2024. 166 s. ISBN 978-83-227-9870-6

peculiarities of adapting the educational process to wartime conditions, in particular, the advantages and difficulties of distance learning in higher education institutions. In general, the first chapter of the monograph is a thorough study that highlights the current problems of higher education in Ukraine during the war and suggests ways to solve them.

The second section of the monograph is devoted to the study of the social portrait of a modern Ukrainian student, his or her socio-political views, attitude to main problems facing Ukraine, as well as the value and meaningful orientations of student youth. The section emphasizes that the war has a significant impact on the psychological well-being of students, their life plans and professional careers. War can lead to a decrease in the level of subjective psychological well-being, cause anxiety and fear for the future. An important aspect of the research is the study of resilience as a dynamic process by which young people use personal characteristics and resources of their environment to overcome difficulties. Resilience helps students withstand the negative effects of war and adapt to new conditions. The researchers also look at the life prospects of young people in a full-scale war, analyzing how the war affects students' future careers, emotional well-being, and economic situation. The study shows that the war creates new challenges and opportunities for students, forcing them to rethink their values and priorities.

The third chapter of the monograph describes in detail the methodological foundations of the study, which is important for understanding the depth and objectivity of the results. The authors clearly justify the purpose of the study, which was to diagnose the educational and professional plans and career strategies of Ukrainian students, as well as to find out their strategies for building their own future under martial law. A series of research questions have been formulated: What strategies do students exhibit in constructing their own future? What educational and professional plans do students have for their own future? What is the level of students' self-esteem during wartime? How are the five dimensions of the personality of the surveyed students characterized? What demographic and personal factors determine the strategies of future construction shown by students?

The authors describe in detail the research methods used and its organization, which allows us to understand the stages of data collection and processing, and provide a detailed description of the study sample, indicating the socio-demographic characteristics of the respondents and other important parameters. In general, the third chapter of the monograph demonstrates the high level of methodological culture

of the researchers and their desire to obtain reliable and objective research results.

The fourth section of the monograph contains an interpretation of the results of the study aimed at examining the strategies of constructing the future by Ukrainian students of pedagogical specialties under martial law. The analysis of the empirical material has revealed that the most common strategy among respondents is realistic. At the same time, the authors note the difficulty of interpreting the relationship between coercive and expectation strategies, which requires further research to clarify the possible relationships between these strategies. The findings indicate that there is no clear understanding of how young Ukrainians, as they enter adulthood, view the construction of their own future. This is due to the fact that each person has individual preferences regarding the vision of their future, which are formed under the influence of both internal and external factors.

Regarding plans for the future after graduation, most students plan to find a job, although some of them are considering continuing their studies in higher education alongside their jobs or focusing solely on the educational process. Only a small number of students do not plan to work, choosing instead to devote themselves to their families. Despite all the challenges, Ukrainian students are showing strength and perseverance to succeed in the future.

An important conclusion of the study is that the vast majority of respondents do not plan to go abroad. When planning their future, students most often seek advice from their parents and immediate family, as well as colleagues and friends. Less often they turn to consultants or teachers, which indicates a tendency of low readiness to seek help in planning their future from teachers.

Furthermore, the survey revealed that over half of the student respondents possessed defined career plans, a finding notable considering the ongoing war and the current labor market's instability. On the one hand, this may indicate a high level of determination in achieving their goals, but on the other hand, it may limit their ability to adapt to new opportunities. Most respondents are characterized by high self-esteem. The strongest models with the highest variance were the coercive and realistic strategies. For both strategies, the predictors were self-esteem, openness to experience, and age.

The findings allow the authors to assert that students have resources that can help them cope with the constraints of war. The high levels of self-esteem give grounds for optimism. The war undoubtedly affects students' life plans, forcing them to reconsider their priorities and goals. However, many of them remain confident in their abilities and try to find ways for per-

sonal and professional development, developing new strategies and approaches to achieve their goals, using available resources and opportunities. The chapter contains interesting and important research findings that can be useful for developing programs to support students in times of war. However, some aspects require more detailed substantiation and interpretation, in particular, the relationship between different strategies for constructing the future and the influence of personal characteristics on the choice of these strategies.

The research findings presented in this monograph can be valuable for:

- understanding the professional dynamics and aspirations of young people in Ukraine, clarifying the impact of the war on the career building of modern students, their expectations from the future and the choice of strategies to achieve success;

- higher education institutions – to help adapt educational programs and services to the needs of students, taking into account their professional plans and challenges related to the war;

- employers, in particular, to understand the professional orientations and needs of young people, to facilitate the effective adaptation of internship and employment programs, and to attract and retain talented professionals.

In general, the monograph "Studenci ukraińscy wobec swojej przyszłości – perspektywa stanu wojennego" is an important and timely study that contributes to a better understanding of the problems and needs of student youth in times of war. Its findings can be used to develop effective strategies for supporting and developing students, as well as for shaping public policy in the field of education and youth.