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РОЛЬ ОСВІТНІХ ІНСТИТУТІВ В ФОРМУВАННІ ПРАВОСВІДОМОСТІ МОЛОДІ ПІД ЧАС ПРАВОВОГО РЕЖИМУ ВОЄННОГО СТАНУ

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Освіта відіграє визначальну роль у формуванні правової свідомості та підвищенні рівня правової грамотності молоді. Саме освітні інститути забезпечують системну підготовку молодого покоління до свідомої та активної участі у суспільному житті, сприяють засвоєнню основоположних принципів правової культури та створюють передумови для належної реалізації й захисту прав і свобод кожного громадянина.

У статті проведено розгорнутий аналіз інституційних механізмів та нормативно-правових засад функціонування освітнього процесу в умовах запровадження воєнного стану. Автором детально досліджено особливості адаптації системи освіти до викликів збройної агресії, зокрема зміни в організації навчання, забезпеченні безпеки учасників освітнього процесу та оновленні регуляторних підходів держави у сфері освіти.

Окремий акцент зроблено на вивченні інструментів міжнародної підтримки освітніх проєктів, які продовжують реалізовуватися в Україні попри триваючі воєнні дії. У роботі проаналізовано діяльність міжнародних організацій, донорських програм та партнерських ініціатив, що надають ресурсну, методичну та фінансову допомогу українським закладам освіти, сприяючи стабільності їх функціонування та модернізації освітнього середовища.

Наголошено, що міжнародна співпраця у сфері вищої освіти, здійснювана через участь України у глобальних освітніх програмах, грантових механізмах та двосторонніх проєктах, відіграє ключову роль у підтримці якості освітньої підготовки здобувачів. Така взаємодія не лише забезпечує передачу передового досвіду та інтеграцію сучасних освітніх практик, а й створює додаткові можливості для академічної мобільності, професійної реалізації та виходу українських студентів і випускників на європейський ринок праці на паритетних, конкурентоспроможних умовах.

Окремо відзначено роль на вплив цифровізації освіти, яка має стати одним із перспективних напрямів розвитку досліджуваної сфери. Також відзначено негативний вплив зменшення фінансування освітньої сфери у зв'язку з війною та необхідністю бюджетного перерозподілу коштів.

Зроблено обґрунтовані висновки про основні трансформаційні зміни у діяльності закладів вищої освіти, визначено ключові проблеми та критичні місця освітньої сфери.

Ключові слова: освіта, права людини, молодь, освітні інститути, правосвідомість, правова грамотність, правове виховання, правовий режим воєнного стану.

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Formulation of the problem

One of the key strategic tasks of the modern education system is not only to transfer a certain amount of knowledge to pupils and students, but also to develop a set of vital competencies that enable them to act effectively in conditions of dynamic social transformation. In this context, legal skills are of particular importance, as they directly influence the formation of legal awareness, the ability to navigate the regulatory and legal environment, and the ability to defend one's rights and interests in a civilized manner.

Legal literacy, legal culture, and awareness of fundamental human rights are fundamental elements of a democratic society. They determine the level of social activity of citizens, contribute to strengthening the rule of law, and form the prerequisites for responsible behavior in various

spheres of public life. That is why systematic work to develop a high level of legal competence among young people is one of the priorities of the state's education policy.

Developing students' legal skills involves teaching them to analyze legally significant situations, interpret legal norms, determine optimal models of behavior in legal conflicts, and understand the mechanisms for exercising and protecting rights and freedoms. Education focused on these goals helps to raise conscious, responsible, and active citizens who are able to participate in social processes, understand their own social role, and interact constructively with state authorities and the public sector (Kostenko, 2011, p. 190).

The martial law in Ukraine, introduced by Presidential Decree № 64/2022 of February 24, 2022, became a turning point that led to large-scale transformations in virtually all spheres of public life. These changes did not bypass the higher education system, which was forced to quickly adapt to the new conditions of functioning in the context of armed aggression. Paragraph 3 of the aforementioned Decree explicitly states that, in connection with the introduction of the legal regime of martial law, the state has the right to temporarily restrict the constitutional rights and freedoms of individuals and citizens for the duration of its validity¹.

Among such potential restrictions is the right to education, guaranteed by Article 53 of the Constitution of Ukraine. This indicates that in wartime, the education system faces a double challenge: on the one hand, the need to ensure the continuity of the educational process, and on the other, to comply with the regime requirements established by the state aimed at preserving the safety of citizens².

The introduction of martial law necessitated a large-scale restructuring of organizational, managerial, and technological approaches in higher education institutions. Educational institutions were forced to switch to distance or blended learning, implement additional security measures, revise curricula and schedules, and provide psychological support to students and staff. All this took place in conditions of constant danger, destruction of infrastructure, and displacement of students and teachers, which significantly complicated the implementation of state guarantees in the field of education.

Thus, the legal regime of martial law became not only a factor in the temporary restriction of certain rights, but also an impetus for a profound transformation of the entire higher education system, requiring it to be flexible, resilient, and capable of ensuring the availability of educational services even in emergency conditions.

Methodology

The research is based on the analysis and generalization of the available practical, scientific and theoretical material and the formation of relevant conclusions. The following methods of scientific cognition were used in the research: logical-semantic, systemstructural, terminological, system-functional, structural-logical, normative-dogmatic, method of generalization.

Analysis of recent research and publications

The issue of organizing the educational process has traditionally been the focus of interdisciplinary scientific research, as it covers pedagogical, legal, sociological, and managerial aspects. A significant number of scholars have paid attention to the issues of modernizing and adapting the educational process, particularly in the context of emergencies and military challenges. Among the researchers who have made a significant contribution to the study of

¹ Decree of the President of Ukraine «On the introduction of martial law in Ukraine» № 64/2022 of February 24, 2022. URL: <https://zakon.rada.gov.ua/laws/show/64/2022#Text>

² Constitution of Ukraine: Law № 254k/96-VR dated June 28, 1996. URL: <https://zakon.rada.gov.ua/laws/show/254k/96-вр#Text>

transformations in education during wartime, it is worth mentioning O. Glushka, M. Gryshchuk, N. Gubertska, A. Detiuk, A. Dzhurylo, G. Yevseeva, E. Yegorova, N. Onishchenko, L. Kovtun, O. Konoplyanik, S. Kushnir, O. Lokshina, R. Lutsky, O. Nazarenko, P. Nazha, V. Savishchenko, M. Savitsky, and other researchers whose works highlight both theoretical and practical aspects of changes in the educational environment.

A summary of their scientific approaches shows that transformational processes in education during wartime cover a range of issues, from regulatory and organizational changes to psychological support for learners, digitization, and ensuring the accessibility and quality of educational services. It is thanks to this research that a multidimensional understanding of the mechanisms of adapting education to the conditions of armed aggression is being formed, which is extremely important for the development of effective strategies for the development of the educational sphere in crisis situations.

The purpose of this article is a comprehensive study of the problems of organizing the educational process in higher education institutions of Ukraine under martial law. The work analyzes the regulatory and legal prerequisites for introducing new approaches to the organization of educational activities, in particular mechanisms that allow adapting the educational environment to the conditions of armed aggression and ensuring the continuity of education. Particular attention is focused on identifying the most critical elements of the functioning of the educational system that have undergone significant transformations and require priority scientific understanding and improvement. This approach allows us to identify key areas for improving the effectiveness of educational activities and to develop recommendations for the further stabilization and development of higher education in wartime conditions.

Presentation of the main material of the study

Legal literacy and awareness of fundamental human rights are integral components of the general culture of modern society and determine its level of democratic development. In this context, the development of students' legal skills and abilities is particularly relevant, as it is a key objective and, at the same time, a necessary condition for the effective functioning of the modern education system. It is the development of legal competence that contributes to the education of conscious, responsible, and socially active citizens who are able to navigate the legal field and defend their rights by civilized means (Yakoviuk, 2008, p. 640).

The main goal of legal education for young people is to create conditions for the formation of conscious, responsible, and socially active citizens who are not only able to know and understand their own rights, but also to effectively exercise them, defend them, and demand proper compliance with the law from other participants in social relations. Achieving this goal requires systematic work aimed at educating children and young people to feel personally responsible for their actions and their consequences, to develop respect for the rights and freedoms of others, and to understand the value of the rule of law as the foundation of a stable democratic society.

Effective development of legal skills is impossible without the use of modern pedagogical technologies and interactive teaching methods. In particular, group discussions of real and simulated life situations are productive, allowing students to analyze specific legal conflicts, identify possible models of behavior, and become aware of their own rights and responsibilities.

This approach promotes the development of critical thinking, the ability to apply legal norms in practice, and to make informed decisions in legal conflicts (Kostenko, 2011, p. 191).

It is also important to foster an understanding that compliance with the law is not only a civic duty, but also an important mechanism for ensuring personal safety and protection from arbitrariness, abuse of power, and other negative phenomena. Awareness of this interdependence contributes to the formation of a high level of legal culture and responsible civic attitudes.

In addition to these technologies, there is a wide range of other effective methods for developing legal skills. For example, students can be given tasks involving the drafting of various types of contracts or agreements that require compliance with certain procedures and the mutual rights and obligations of the parties. Such practical exercises not only develop the ability to work with legal documents, but also allow for a deeper understanding of the significance of contracts in the legal system, their legal force, and the consequences of breaching contractual obligations.

In addition, an important task of legal education is to instill in students a lasting respect for the rights and freedoms of others and for the principles of law and order in general. This involves not only learning the relevant legal norms, but also developing an inner motivation to act responsibly, tolerantly, and ethically in interactions with others.

This can be achieved by introducing classes aimed at shaping a culture of behavior, discipline, ethical principles, and social responsibility into the educational process. Such lessons help students develop the ability to evaluate their own actions from the perspective of moral and legal standards, understand the importance of following established rules, and engage in constructive interaction within a group.

The organization of special educational events aimed at strengthening patriotic feelings, forming civic identity, and fostering love for one's country also plays an important role in this process. Involving students in thematic projects, legal awareness campaigns, and meetings with representatives of state institutions and civil society organizations contributes to a deeper understanding of the value of the rule of law, the role of the state in ensuring human rights and freedoms, and the importance of active citizenship for the development of a democratic society.

Together, these methods create a comprehensive educational system aimed at developing socially responsible, law-abiding, and patriotic young people who are capable of contributing to the strengthening of civil society and the rule of law.

At the same time, effective development of legal skills is impossible without comprehensive support not only from teachers, but also from parents and the wider social environment. Legal education is a multidimensional process that goes beyond the school environment, so coordinated actions by the family, educational institutions, and the local community are crucial for the formation of a law-abiding personality.

In this context, it is important to establish systematic work with parents, including educational meetings, consultations, training sessions, and information campaigns aimed at improving their legal culture and awareness of the role of the family in shaping children's legal behavior. A shared understanding of the value of rights and freedoms, discipline, responsibility, and ethical norms ensures consistency in educational influences and enhances the effectiveness of the educational process.

At the school and local community level, it is important to organize events that will promote the active involvement of students in public life, the development of their civic stance, and respect for the rights of others. These can include thematic legal awareness campaigns, meetings with representatives of local government, volunteer initiatives, and participation in children's and youth public organizations. (Klimova, 2012, p. 21).

In addition, classes aimed at shaping a culture of behavior, discipline, and ethical attitudes toward the environment have significant potential. They help instill in students basic moral guidelines that are closely linked to the principles of legal culture. An important addition is patriotic educational activities designed to foster a sense of national dignity, love for one's country, and understanding of the importance of its legal institutions.

In conclusion, developing students' legal skills is an important task for modern education. This will enable them to become conscious and active members of society, capable of defending their rights and demanding that others comply with the law. With the use of various pedagogical technologies, the organization of special events, and support from parents and society as a whole, it is possible to create optimal conditions for the successful development of legal skills in younger generations. It is important not to forget about the continuous improvement of the legal literacy of teachers and educators in general, which will allow them to be more effective in shaping the legal culture of students. It is advisable to use interactive teaching methods, discussions, role-playing games, projects, virtual excursions, and others. They will help students understand in more detail the basic principles of law and their application in practice. The use of new information technologies allows for the creation of an interactive and understandable learning environment that is best suited to students. The formation of legal skills is a complex and multifaceted process that requires a comprehensive approach and the use of various pedagogical technologies. In addition, it is important to consider that legal education should be accessible to all students, regardless of their social status or ethnicity. To this end, various forms of learning can be used that take into account the individual needs of each student, in particular, e-courses and video lectures.

It is also worth paying attention to the development of critical thinking and the ability to analyze and evaluate information in the legal sphere among students. To this end, various methods and tasks can be used to stimulate the development of critical thinking, such as the analysis of legal situations, debates, and comparisons of laws in different countries. Only in this way can the most effective process of developing legal culture and student activity be ensured.

One of the most acute problems significantly complicating the functioning of the education sector in Ukraine remains the issue of its financial support, especially in the context of full-scale armed aggression and the need to allocate significant resources to the defense of the state. The war has put unprecedented pressure on the state budget, leading to a forced redistribution of funds and cuts in a number of expenditure items that previously supported the development of the education sector.

In 2022, the government was forced to significantly reduce funding for educational programs from the general fund of the state budget in favor of replenishing the reserve fund intended for security and defense needs. The sphere of scientific and scientific-technical activities of higher education institutions and scientific institutions suffered significant losses – funding was reduced by UAH 86,217,300. This had a negative impact on the possibilities for conducting scientific research, implementing innovative projects, and the participation of Ukrainian scientists in international scientific programs¹.

The reduction in spending on staff training by higher education institutions and on ensuring the functioning of their practical training bases became even more noticeable. Funding under this budget program was reduced by UAH 2,107,202,000, which created significant difficulties for

¹ Resolution of the Cabinet of Ministers of Ukraine «On Allocating Funds to the Reserve Fund of the State Budget of Ukraine» dated April 1, 2022, № 401. URL: <https://zakon.rada.gov.ua/laws/show/401-2022-п#top>

maintaining the material and technical base of higher education institutions, organizing practical training for students, and implementing curricula in full.

Thus, the financial crisis caused by the war has significantly affected the stability and quality of higher education institutions. Despite this, educational institutions continue to perform their functions, but they need additional support from the state and international partners to restore and develop Ukraine's educational and scientific potential in the post-war period.

A separate and extremely important issue in the context of martial law was ensuring the material and technical conditions for the functioning of higher education institutions, in particular the organization of a safe educational environment for students and staff. Given the armed aggression of the Russian Federation and the constant threat of missile and artillery strikes, the issue of providing adequate shelters in higher education institutions has become a priority.

In order to standardize the requirements for the safe stay of participants in the educational process, the State Emergency Service of Ukraine sent Letter No. 03-1870/162-2 dated June 14, 2022, «On the organization of shelter for employees and children in educational institutions»¹. The document was developed in accordance with paragraphs 1 and 8 of the order of the Prime Minister of Ukraine dated June 10, 2022, No. 14529/0/1-22.², which defines the need to create safe conditions for children, pupils, students, and employees of educational institutions, taking into account the realities of war.

The recommendations prepared by the State Emergency Service of Ukraine (SES) detail the requirements for the construction and organization of shelters in educational institutions in accordance with civil protection standards. The document contains a list of measures aimed at ensuring a minimum level of safety during air raid alerts, as well as requirements for the equipment of protective structures, their capacity, ventilation, lighting, and the availability of first aid supplies. The recommendations were developed taking into account current legislation and practical experience in organizing civil protection of the population in conditions of armed aggression.

At the same time, the actual construction of shelters remains largely the responsibility of higher education institutions themselves, which must implement these requirements in accordance with their own material and technical capabilities. In many cases, this creates additional difficulties due to a lack of funding, damage to infrastructure, the need for repairs, and the adaptation of premises to serve as protective structures.

Thus, ensuring an adequate level of security in higher education institutions in wartime requires not only regulatory measures, but also real support from the state and local authorities. Resolving these issues is critical to ensuring the continuity of the educational process and protecting the lives and health of those involved in it.

Conclusions

The development of legal skills is one of the key components of the educational system of any democratic state, as it ensures the training of citizens who are able to act within the legal framework, understand the value of the rule of law, and actively participate in the development of society. Given the current state of legal culture in Ukraine, which is characterized by uneven

¹ Letter from the State Emergency Service of Ukraine dated June 14, 2022, №. 03-1870/162-2 «On the organization of shelter for employees and children in educational institutions». URL: <https://ips.ligazakon.net/document/FNo7406>

² Letter from the State Emergency Service of Ukraine dated June 14, 2022, №. 03-1870/162-2 «On the organization of shelter for employees and children in educational institutions». URL: <https://ips.ligazakon.net/document/FNo7406>

levels of legal awareness among the population and a significant number of legal conflicts in everyday life, the need for systematic development of legal education is extremely urgent.

In these circumstances, it is particularly important to focus on supporting and developing educational initiatives and programs aimed at raising the level of legal culture among young people. This involves both integrating modern methods of teaching law into school and university education and creating extracurricular platforms for the development of legal activity, such as youth law clubs, training sessions, educational hubs, competitions, and educational projects.

The implementation of such programs not only increases legal knowledge, but also develops practical legal thinking skills, the ability to analyze legally significant situations, and to behave lawfully in complex life circumstances. This, in turn, contributes to strengthening the rule of law, reducing crime, and increasing public safety.

In the long term, the targeted development of a legal culture among young people will become an effective tool for improving the quality of social relations and developing the legal environment in Ukraine, as well as an important investment in the stability and democracy of the state.

The issue of adequate funding for higher education remains one of the most pressing and complex, especially in the context of martial law. Cuts in budgetary spending on scientific research, educational programs, and innovative projects significantly complicate the performance of higher education institutions' core functions. Additional challenges include the need to organize the educational process with extensive use of distance learning technologies, ensuring the technical capacity of higher education institutions, and maintaining the objectivity and transparency of student assessment.

In this situation, it is particularly important to identify strategic directions for the development of the higher education system and to find effective ways to improve its functioning. Among the top priorities are the following:

- maximum involvement of scientists in state and regional programs. Active participation of scientists in national and local projects will contribute to strengthening Ukraine's innovative potential, increasing the effectiveness of scientific research, and implementing its results in practice;

- increasing the state's interest in domestic specialists. Increasing state order quotas for higher education institutions will create favorable conditions for training the personnel needed for the country's post-war recovery and reduce the outflow of young specialists abroad;

- development of professional competence of scientific and pedagogical workers. Regular advanced training courses, seminars, workshops, and scientific and practical conferences, including those with remote participation options, will contribute to updating teachers' professional knowledge and improving the quality of the educational process;

- increase budget expenditures for the restoration of damaged and destroyed higher education institutions. Infrastructure restoration is critical to ensuring safe and comfortable learning conditions and preserving the material base for education and scientific research;

- rethinking the role of future personnel and modernizing approaches to determining specialties. It is necessary to prevent the loss of relevance of certain specialties by analyzing labor market needs and forecasting the state's human resource potential in the long term;

- increasing the number of students admitted to higher education institutions. Expanding access to higher education will help meet the growing demand for specialists and stimulate the development of a competitive educational environment;

- improvement of the system of state support and social programs. Particular attention should be paid to the creation and unification of psychological services in higher education institutions aimed at supporting the moral and psychological state of students and employees working in stressful war conditions.

Taken together, the implementation of these measures will help stabilize the work of higher education institutions, ensure an adequate level of quality in educational services, and preserve Ukraine's scientific and educational potential, which is critically important for its gradual recovery and development in the post-war period.

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THE ROLE OF EDUCATIONAL INSTITUTIONS IN SHAPING THE LEGAL AWARENESS OF YOUNG PEOPLE DURING THE LEGAL REGIME OF MARTIAL LAW

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Education plays a decisive role in shaping legal awareness and improving the level of legal literacy among young people. It is educational institutions that provide systematic training for the younger generation to participate consciously and actively in public life, promote the assimilation of the fundamental principles of legal culture, and create the conditions for the proper implementation and protection of the rights and freedoms of every citizen.

The article provides a detailed analysis of institutional mechanisms and regulatory and legal foundations for the functioning of the educational process under martial law. The author examines in detail the peculiarities of adapting the education system to the challenges of armed aggression, in particular changes in the organization of education, ensuring the safety of participants in the educational process, and updating the state's regulatory approaches in the field of education.

Particular emphasis is placed on studying international support tools for educational projects that continue to be implemented in Ukraine despite the ongoing military actions. The paper analyzes the activities of

international organizations, donor programs, and partnership initiatives that provide resource, methodological, and financial assistance to Ukrainian educational institutions, contributing to the stability of their functioning and the modernization of the educational environment.

It was emphasized that international cooperation in higher education, carried out through Ukraine's participation in global educational programs, grant mechanisms, and bilateral projects, plays a key role in supporting the quality of educational training for applicants. Such interaction not only ensures the transfer of best practices and the integration of modern educational practices, but also creates additional opportunities for academic mobility, professional development, and the entry of Ukrainian students and graduates into the European labor market on equal and competitive terms.

The role and impact of the digitization of education, which is expected to become one of the promising areas of development in the field under study, was highlighted separately. The negative impact of reduced funding for education due to the war and the need for budgetary reallocation of funds was also noted.

Reasonable conclusions have been drawn about the main transformational changes in the activities of higher education institutions, and key problems and critical areas in the education sector have been identified..

Key words: education, human rights, youth, educational institutions, legal awareness, legal literacy, legal education, legal regime of martial law.

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